

The Influence of The "Exicor" Approach On Learning Interest Of 4th Grade Students In Science Lessons

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Abstract: This study aims to determine the increase in students' interest in learning using the EXICOR approach and the effect of the EXICOR approach on the Learning Interest of 4th Grade in Science Subjects at MIN 02 Bengkulu City. The type of research used is descriptive quantitative. The sample in this study amounted to 30 students of class IV MIN 02 Bengkulu City consisting of experimental class IVb and control class IVa. The data collection techniques in this study used questionnaires and documentation techniques. The data analysis technique used the T-test with the help of the Statistical Product For Servicer Solution (SPSS) Program 25. From the application of the EXICOR approach it was used to increase student interest in learning while the average value for student interest in class IVb was 78.53 and in class IVa 63, 13. Based on the results of the research from the variable X and Y variable questionnaires. . Then $t_{\text{arithmetic}} 4,383 > t_{\text{table}} 2,048$ so it can be concluded that H_0 is rejected and H_a is accepted. And from the calculation of the coefficient of determination (R Square) of 0.596, this value means that the effect of the EXICOR Approach (X) on students' learning interest in science subjects (Y) is 59.6% while 40.4% is influenced by other factors. which were not researched.

Keywords: EXICOR Approach, Students' Interest in Learning, Science Lessons.

INTRODUCTION

Education continues to change because of the impact of the increasingly advanced and growing globalization era affecting various fields of life, including the world of education. Various parties involved are involved and are expected to be able to keep up with the times. Education is a conscious effort to humanize humans. Therefore, to go towards human maturity, there needs to be optimal guidance, there are two interrelated educational concepts, namely learning (learning) and learning (instruction). The concept of learning is rooted in the educator. Learning is a student activity. Students as learners will directly experience, appreciate, and carry out an interaction process that aims to improve mental development towards independence. The purpose of education is to form high-quality human resources, namely humans who are able to face the times.

Meanwhile, in line with the general goals of education in Indonesia as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system which states as follows: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

The National Education System (UU Sisdiknas) delegates that education is a conscious and planned effort to create a learning atmosphere, interest in learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. In the world of education, one of the problems that is often faced is the lack of interest in learning that occurs in students.

Students' learning interest affects the involvement and activity of students in the learning process, students who are interested in learning always follow the best learning, love without coercion so that interest arises from within the students themselves, making students interested and directly involved on learning. Learning that takes place in the classroom should be controlled by the teacher. Teachers can actively involve students in learning by providing stimulus to students. The teaching and learning process that takes place in the classroom should be able to attract students' attention to the material being studied. Science subjects are lessons that discuss natural phenomena, both those that occur in living things and non-living things around students. Therefore, learning science is included in the subjects that are considered quite difficult for students. Science lessons are learning in schools that have a role in providing direct knowledge so as to form experiences for students and natural science subjects in elementary schools can make a meaningful contribution to students.

Science learning emphasizes providing direct experience to foster thinking, work, and life skills. Science learning must stimulate objects, phenomena, living things, and cause and effect relationships that cause new problems so that they can be solved through the right procedures to get them.

By learning science students will have the basics and principles of understanding science which can later be applied in the surrounding environment. Science subjects are part of human life in interacting with the environment, so teachers can increase students' interest in learning in developing an understanding of the natural surroundings. In the learning process it is often seen that students have less attention when delivering material, it is due to a lack of attention or interest in student learning in learning. Students' interest in learning sometimes has ups and downs. There are times when the spirit comes passionately. They

enthusiastically participated in the learning process. Without being asked they always ask and do what is agreed upon. However, it is not uncommon for students to lose their enthusiasm for learning.

This also happened to the fourth grade students of MIN 02 Bengkulu City. Based on pre-research observations that the researchers conducted at the research location, namely in class IV MIN 02 Bengkulu City, there were several problems found during the learning process, including the lack of student interest in science subjects. This can be seen when the teacher is delivering learning materials, many students are less enthusiastic in participating in learning, they are even cool to chat with their friends and when the teacher asks questions only some are enthusiastic in answering them. Another problem found is the lack of variation in the learning strategies used. The teacher still uses the lecture method and besides that the science material presented is theoretical and rote so that students feel bored and bored. Students are less enthusiastic and students find it difficult to focus their attention so that the class atmosphere becomes noisy, such an atmosphere makes it uncomfortable and when doing activities on assignments many students still ask the teacher for help even though the teacher has explained the learning material so that learning is not conducive.

To overcome this and to foster a high interest in learning in students A teacher must have the right teaching and learning strategies, so that the learning process can run well, one of which requires the right approach to convey knowledge or material, so that the results as expected. One of the relatively new learning approaches, namely EXICOR, thinking is a new term in the world of education which stands for "Experiencing Interaction of Communication and Reflection" which was pioneered by the Tanoto Foundation in collaboration with the government to launch a learning program for thinking.

Referring to the above, the EXICOR approach can be used as a very good solution in encouraging the interest and activeness of students in learning, and developing teacher skills in general and 21st century skills in particular because it has the same goal so that students are active in learning while teachers only as a facilitator. Activities of each element of the EXICOR approach can also occur several times in one learning process. There are times when several of these elements appear together. In addition, active learning with the EXICOR approach is very important because (1) experience (in learning involves many senses so that concept understanding will be more stable), (2) Interaction (can encourage students to react to other students' opinions and can cause 'reflection' on the other students), (3) Communication (can motivate students to be brave and fluent in expressing ideas), (4) Reflection (can bring up an attitude to accept criticism and improve themselves, both ideas, works and attitudes) Therefore it can be concluded that 21st century skills (4C) have similarities with the EXICOR approach.

METHOD

This research is a type of quantitative research. The research method used is the Quasi Experiment method (*Quasy Experiment*). In the implementation of this research, the type of sample used is purposive sampling technique, namely the method of determining respondents to be used as samples based on certain criteria where in this sample will be divided into two groups, namely the experimental group which is given treatment using the EXICOR learning approach and the control group. who did not receive treatment using conventional methods (*lectures*). Then after being given treatment, the two groups will be given a final test (Posttest). The design in this study was divided into 3 stages, namely pretest, treatment and posttest (1).

RESULT AND DISCUSSION

The data analysis technique used in this research is using simple linear regression. Simple linear regression is used to determine the direction of the relationship between the independent variable and the dependent variable, whether it has a positive or negative relationship and to predict the value of the dependent variable if the value of the independent variable increases or decreases. So the criteria for determining and rejecting the hypothesis in this study is to look at the results of the t-test. The requirements that must be met before conducting the t-test are as follows:

A. Normality Test

Tabel 1. Normality Test

Kelas	Kolmogrov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Eks	.129	15	.200	.948	15	.492
Kon	.216	15	.057	.939	15	.372

SPSS versi 25

Based on the normality test above, it is known that the significance value is greater than 0.05, namely Kalmogrov Smirnov and Shapiro Wilk 0.200 and 0.492 in the experimental class and 0.057 and 0.372 in the control class. So it can be concluded that the value is normally distributed

B. Homogeneity Test

Tabel 2. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.014	3	56	.998

SPSS verse 25

Based on the homogeneity test above, it is known that the significance value of 0.998 is greater than 0.05. So it can be concluded that the distribution of the data is homogeneous

C. Simple linear regression

Based on the results of simple linear regression output data processing, it is known that a significant value (Sig) of 0.001 is smaller than <0.05 , so it can be concluded that H_0 is rejected and H_a is known to have an R Square value of 0.596. This value means that the effect of EXICOR Approach (X) on students' learning interest in science subjects (Y) is 59.6% while the remaining 40.4% is influenced by other factors not examined in this study. Thus, it can be concluded that there is a positive influence from the use of the EXICOR approach in learning on the learning interest of grade IV students in science subjects at MIN 2 Bengkulu City.

The use of the EXICOR approach in learning on the learning interest of grade IV students in science learning material on the nature of the animal life cycle. The EXICOR approach is an approach with the acronyms M(Experiencing), I(interaction), Ki(Communication), and R(Reflection). Thinking approach is able to improve the learning process. Experiencing in the learning process is an activity that involves students directly in the learning process, resulting in meaningful learning. Interaction is an activity in learning that involves reciprocal relationships through the exchange of ideas or thoughts that are owned by each other by the components in the learning process. The process of delivering messages by communicators to communicants with the aim of providing understanding so that changes in behavior occur through messages that have been conveyed. Reflection is an activity to reassess what has been obtained and what has not been obtained in the learning process.

Learning with the EXICOR approach is suitable for application in teaching and learning activities. Because by using the EXICOR approach, every student is invited to be directly involved and more active, creative and able to collaborate in teams or groups and can think critically in the teaching and learning process in the classroom to develop their learning potential better. This learning concept is in accordance with the development of students to continue to be active in learning

towards student center learning. Learning in general requires a deeper understanding of learning concepts and connecting these concepts to everyday life.

The active learning process with the EXICOR concept will be more optimal if the student learning environment is not boring, so that students continue to be motivated and the learning atmosphere will be more conducive. With the EXICOR approach, teachers can encourage students to be more active, critical, innovative and communicative. This is because this way of thinking requires the active participation of students in conducting experiments, observing and processing information. Students can then work together and collaborate in groups to solve problems (problem solving) and then present their collaborative results to other students.

By applying a learning approach in the learning process is the method used by educators in establishing relationships with students during teaching. There are many learning approaches that can be used by teachers to facilitate the learning process, one of which is learning using the EXICOR approach

Tabel. 3 Simple Linear Regression Test Results

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.724	1	38.724	19.207	.001 ^b
Residual	26.210	13	2.016		
Total	64.933	14			
a. Dependent Variable: Minat Belajar Siswa					
b. Predictors: (Constant), Pendekatan EXICOR					

Tabel.4 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre eks	15	43.00	68.00	52.8667	6.22055
Pos eks	15	70.00	88.00	78.5333	5.79244
Pre kon	15	42.00	63.00	51.4667	5.97455
Pos kon	15	52.00	70.00	63.1333	4.99809

From the output of the Anova table, it is known that the calculated F value is $19,058 > 4.18$ F table with a significance level of $0.001 < 0.05$, it can be concluded that there is an effect of the independent variable (X) on the dependent variable (Y).

From the statistical descriptive output, the average value for the experimental class students' interest in learning is 78.53 and in the control class

63.13, it can be seen in the statistical descriptive table. With the results of the value of student learning interest, researchers can find out changes in student interest in learning when given treatment by not giving treatment (EXICOR approach). With the results above, it shows that the average value of students in the experimental class is greater than in the control class. It is seen that the use of the EXICOR approach has an influence in attracting students' interest in studying science.

Tabel.5 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 ^a	.596	.565	1.41990
a. Predictors: (Constant), Pendekatan EXICOR				

Based on the table (Model Summary) it can be seen that the impact of the EXICOR Approach on the Learning Interest of Grade IV Students in Science Subjects in simple linear regression analysis can be seen by referring to the value of R Square or R² contained in the SPSS output of the Summary Model. From the output above, it is known R Square value is 0.596. This value means that the influence of the EXICOR Approach (X) on the Learning Interest of Class IV Students in Science Subjects (Y) is 59.6% while 40.4% is influenced by other factors not examined. From the results of the analysis, the EXICOR Approach Questionnaire (X) and students' learning interest in science subjects (Y) distributed to fourth grade students, it is known that there is an effect of the EXICOR approach on fourth grade students' interest in science in science subjects.

Based on the data management above, the researcher can say that the EXICOR Approach affects the Learning Interest of Class IV Students in Science Subjects, although there are obstacles experienced such as Every learning using a thinking learning approach, the teacher always tries to be creative and innovative in preparing teaching materials and learning scenario. The learning approach to thinking has several elements contained in it, namely: experiencing, interaction, communication, and reflection. This is an element of thinking learning which in the learning process does not have to be carried out sequentially but must exist in learning.

With this the teacher must prepare for learning and have the ability to manage the class in the learning process, but this is an effort that can be done to overcome the low interest in student learning so that learning continues to run well. This is in line with the opinion of Susanto (2019) which states that: interest plays an important role in determining the direction, pattern and dimensions of a person's thinking in all his activities, including in learning because if the subject matter

followed by students is not in accordance with student interests, then students will not study well because there is no attraction for him.

Supported by diniya's research (2021) the effect of the EXICOR approach in online learning on the scientific argumentation ability of science teacher candidates The scientific argumentation ability of science teacher candidates will be described and analyzed through a one sample T test assisted by the SPSS version 22 application. The results of the study found a T test score of $0.010 > 0.05$, which means that the EXICOR approach during the covid-19 pandemic can significantly train the argumentation skills of prospective science teachers. Meanwhile, in this study, the thinking approach greatly influences students' interest in learning in science subjects, as seen from t count 4.383 greater than $> t$ table 2.048 and a significance value of 0.000 which means less than 0.05, so it can be said that the thinking approach has an effect on interest student learning and make a positive contribution to increasing student interest in science subjects.

In line with Fahmi Muhammad's research (2020) there is an increase in scientific literacy and creativity using the EXICOR approach which is higher than using the lecture method, there is a relationship between increasing scientific literacy and creativity taught using the EXICOR approach with the lecture method, the magnitude of the influence of creativity on scientific literacy is 22,73%. Meanwhile, this research also uses the EXICOR approach in learning, the thinking approach has an effect on students' interest in learning in science subjects by 59.6%.

CONCLUSION

Based on data analysis and discussion of research results, it can be concluded that there is an effect of the EXICOR Approach on the learning interest of fourth grade students in science subjects at MIN 2 Bengkulu City. This can be seen from the results of the study which showed that the t-count was greater than the t-table value, the t-table value was 2.048 and the t-count value was 4.383. Then $t \text{ count } 4,383 > t \text{ table } 2,048$ so it can be concluded that H_0 is rejected and H_a is accepted. And from the results of the calculation of the coefficient of determination (R Square) of 0.596, this value means that the effect of the EXICOR approach (X) on fourth grade students' learning interest in science subjects (Y) is 59.6% while 40.4% is influenced by other factors not studied.

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