

Research Article

The Relationship between the Character of Curiosity and the learning Outcomes of students in Class V Science Materials in Al-Falah Cibinong Bogor

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Abstract: This study aims to determine the relationship between curiosity character and student learning outcomes in fifth grade science subjects in MI Al-Falah Cibinong Bogor. The research method uses quantitative methods, with a sample of 37 students. And data collection techniques are questionnaires, interviews and documentation. The results of this study indicate that there is a significant relationship between the character of curiosity and student learning outcomes. This can be seen from the results of the study which concluded that the results of the study The Relationship between Curiosity Characters and the Learning Outcomes of Class V MI Al-Falah Cibinong Bogor relates to the results of 0.697. And the learning outcomes obtained by the fifth grade students of MI Al-Falah are getting satisfactory values as evidenced by the average value obtained by students 87.43. This number shows that student learning outcomes are above the KKM value with satisfying predicate. These findings indicate that the higher the character of students' curiosity, the higher the learning outcomes they obtain. Looking at this data, this research is said to be successful and has reached the value criteria determined by the researcher, namely the average value.

Keywords: quantitative research, curiosity character, learning outcomes.

INTRODUCTION

The world of education is a very important world in human life. Humans are always accompanied by education, their lives will always develop towards a better. There is no era that does not develop, there is no immovable human life, and no human lives in the stagnation of civilization. And, it all comes down to education, because education is the printer of world civilization (Hamid, 2014: 11-12).

On the other hand, education must also be able to open the eyes of the students because in this day and age, not a few students have escaped their essence as students. Students learn not with seriousness, and students do not have high curiosity and lack of curiosity of students towards subject matter makes them not have extensive knowledge. It certainly will have an impact on student learning outcomes, it requires education that can form and build strong character, especially the character of curiosity in students who then produce a balance, so that students are able to develop the potential that exists in themselves and find the purpose of life they really want to achieve (Nazaruddin, 2016: 13).

The cultivation of curiosity of students needs to be developed, at this time in Indonesia adhering to the 2013 curriculum system which aims to improve children's intellectual and psychomotor abilities, the 2013 curriculum is also more dominant is to prioritize students so that not only do they master science broad but also expected by students to be balanced with good character.

The current problem, to produce quality Human Resources (HR), is getting harder and harder, this is a challenge for the world of education. Teachers must be able to provide encouragement and motivation to students so that students are more enthusiastic in participating in learning. This can be supported by various things such as how to teach teachers must be more varied so students also become active and passionate about following the learning process. The teacher must be able to bring the classroom atmosphere to life so that all students have curiosity and want to find out the answer. Because with curiosity students can think and do something to produce new ways or results from something that has been practiced. If your

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curiosity is high, your knowledge will be broader and will greatly influence the learning outcomes.

What teachers can do to instill curiosity can be by applying children to critical thinking and giving them freedom. They seemed to think skeptically not to be too fixated on books, so their mindset would be far wider than just accepting material in the book.

Based on the above phenomenon, the purpose of this study is to examine the relationship between the character of curiosity and the learning outcomes of science at Al-Falah MI.

METHOD

This research is quantitative research. The sample in this study was a fifth grade student of Al-Falah MI. In this study, researchers used a random sampling technique (randomly selected). The sample that the researchers chose was the class VA, VB, VC, which amounted to 37 students consisting of 17 male students and 20 female students. The data used in this study are quantitative data. Data sources in this study include students, teachers, and documents. Data collection methods used in this study were questionnaires, interviews and documentation. The data analysis technique used is the Product Moment Correlation technique, with the help of SPSS 20 for Windows. The reason for using Product Moment Correlation is because in this study requires results from the correlation between curiosity characters and learning outcomes.

RESULTS

Based on the results obtained by students in general the curiosity of students has seen well. This can be seen from the value obtained by students on test questions, where the average value of each student gets an average score of 87.43. Furthermore, when given the problem students are very enthusiastic to answer the question and there are some students who ask because there are things that students have not understood. The following is the level of correlation of X Variables namely (Curiosity Character) to Variable Y (Learning Outcomes) using the SPSS formula as follows:

		Karakter	HasilBelajar
Karakter	Pearson Correlation	1	.697**
	Sig. (2-tailed)		.000
	N	37	37
HasilBela jar	Pearson Correlation	.697**	1
	Sig. (2-tailed)	.000	
	N	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

The above results show that Pearson's correlation coefficient between character curiosity and learning outcomes. From the calculation above, r_{xy}

0.697 has been obtained if viewed from the interpretation table, the correlation index number obtained (i.e. = 0.697), turns out to be located between 0.60-0.799.

Interprestasi Nilai "r"

Besar "r" Product Moment (r_{xy})	Interprestasi
0,00 - 0,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Is Being
0,60 - 0,799	Strong
0,80 - 1,000	Very Strong

Then from these data it can be stated that there is a POWERFUL relationship between Curiosity Character and Learning Outcomes.

Then look for reliability using the SPSS for windows formula.

Cronbach's Alpha	N of Items
.578	31

Questionnaire reliability using the SPSS formula is 0.578 when viewed from the interpretation table, the reliability figures obtained (i.e. = 0.578), it turns out that it is located between 0.40 - 0.599 then this questionnaire is reliable.

DISCUSION

The cultivation of curiosity of students needs to be developed, at this time in Indonesia adhering to the 2013 curriculum system which aims to improve children's intellectual and psychomotor abilities, the 2013 curriculum is also more dominant is to prioritize students so that not only do they master science broad but also expected by students to be balanced with good character. But to form a good character there are inhibiting factors and supporters in the formation of characters including:

The inhibiting factors of the application of the character of curiosity include the non-conducive classroom environment, the limitations of the learning media, and there are children who are shy. While the supporting factors can be due to children's intelligence, interest and attention, learning motivation, perseverance, attitude, study habits, and physical and health conditions (Susanto, 2012: 15).

These factors can influence student learning outcomes, one of which is the presence of internal factors, where students in the school have high learning motivation, perseverance and good study habits. This happens because of the high willingness to learn in students. In addition, external factors that influence learning outcomes are influenced by a pleasant learning environment and how to present material that attracts students' attention. This is what can affect learning outcomes in these schools to be increased.

CONCLUSION

There is a significant relationship between the character of curiosity and student learning outcomes. This can be seen from the results of the study which concluded that the results of the study The Relationship between Curiosity Characters and the Learning Outcomes of Class V MI Al-Falah Cibinong Bogor relates to the results of 0.697. These findings indicate that the higher the character of students' curiosity, the higher the learning outcomes they obtain. This is evidenced by the average value obtained by students is 87.43. This number shows that student learning outcomes are above the KKM value with satisfying predicate.

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