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The Influence of a Community Science Technology Learning Model Based on a Scientific Approach to Improve Science Learning Outcomes

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Abstract: The science and technology model is learning to teach science and technology in the context of experience and everyday life, focusing on societal issues, whether local, regional, national, or global, with science and technology components. Meanwhile, the scientific approach is an approach to learning science process skills. It uses a scientific approach where students are directed and guided in observing, asking, trying, reasoning, and building networks to disseminate the learning results obtained. Learning outcomes are a path to mastering knowledge or skills in a subject, usually indicated by test scores or numbers given by the teacher. Learning outcomes are obtained from learning to master knowledge, usually developed and shown by numbers. This research aims to determine whether implementing a science and technology learning model based on a scientific approach affects the science learning outcomes of grade IV students at SDN Pemongkong. Researchers are implementing technology in science learning at SDN 1 Pemongkong. Still, many obstacles exist, such as internet signals and technological stupors; only some have a laptop or cellphone. Therefore, the idea that emerged in this research was the use of technology that can be accessed by all students, namely the community science technology model based on a scientific approach, which is expected to improve student learning outcomes. The method used in this research is experimentation. This type of experimental research uses *Quasi-Experimental Design* or quasi-experiments. The experimental plan used in this research is a *Nonequivalent Control Group Design*. Hypothesis testing is carried out using uji t (*independent samples test*). Comparison of the average learning outcomes of the experimental class and the control class for the two classes experienced an increase compared to before learning; namely, the average value of the control class at the *pretest* 54.82 and increased to 73.10 after learning, while the average value of the experimental class is at *posttest* 58.07 and rose to 74.42 on *posttest*. The average learning outcomes are similar between the control class and the class experiment. However, the average learning outcomes of the experimental class are still higher than those of the control class. The class that was taught used the community science and technology learning model. Namely, two students got a score of 90 in the control class, and in the conventional class, only one got a 90. By hypothesis testing, face H_0 accepted that the scientific approach-based community science and technology learning model influences the learning outcomes of class IV students at SDN 1 Pemongkong. In this case, it can be interpreted that the community science and technology learning model positively impacts student learning outcomes.

Keywords: Learning model; Science Technology Society; Scientific Approach; Science Learning Outcomes.

Introduction

One fact is that education is directing children to grow more perfectly. Through education, students are programmed to master knowledge, skills, and attitudes; in other words, education directs children to things that are training for life [1]. It is hoped that the quality of education in Indonesia will increase because only Quality education graduates can develop themselves, their families, communities, nation, and state [2]. Science or science is a type of learning that cannot be separated from one of the factors in improving the quality of education because it helps develop science and technology. Helping to find out about nature systematically is not only mastering a collection of knowledge but is also a process of discovery. Science education has a significant role in forming the personality and intellectual and psychological development of students, especially elementary school-age children, who are curious [3]. Science underlies technological development, while technology supports scientific development. Technology can provide goods necessary for the survival of humans or society. Humans use technology to convert natural resources into simple tools [4]. The use of technology is a necessity in every lesson. Apart from attracting students' interest, it also makes it easier for teachers to convey scientific concepts. Because only some ideas can be taught through lectures and discussions [5], local people are highly interested in technology, but not everyone can enjoy it due to circumstances.

The high level of public interest in using technology can be utilised by teachers in the learning process so that students understand learning more easily if learning uses technology-based media [6]. Because in this era of technological progress, humans are required to be able to do it take advantage of it, especially in the world of education [7]. Apart from the background, the above research is also

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based on observations in the southern area of Lombok, which is still considered remote, namely Pemongkong village and the Jerowaru subdistrict. This area is still far from being touched by technology, and even the internet network cannot be accessed freely because of the network's signal. Sometimes, it's there; sometimes, it's gone. So teachers can only conventionally teach IPA, glued to textbooks and memorizing. IPA learning should be done by applying a learning approach that motivates, innovates, and increases students' creativity so that students can understand the material through an understanding of science concepts in general [8].

Moreover, now that the curriculum has become independent, thematic learning no longer takes place. The concept of thematic learning is a little complicated because of the idea of combining subjects into one theme with the concept of interconnection. Now, IPA learning is packaged in learning that liberates children's thinking by applying the idea of developing students' talents and internal interests. An independent learning curriculum liberates students and frees teachers to develop their duties [9].

Learning success is seen in the student's final grade and the learning process itself [10]. Learning is a system that consists of several essential components, including teachers, students, models and methods, materials, approaches, and evaluation. All these components interact with each other in harmony [11]. In training skills, skills, basic science processes, and scientific attitudes, an approach is needed that can stimulate students' curiosity about surrounding experiences to understand this science [12]. Researchers want to apply technology to science learning at SDN 1 Pemongkong School. Still, there are many obstacles, such as internet signals and technological difficulties, and only some have a laptop or cellphone. Therefore, the idea that emerged in this research was the use of technology that can be accessed by all students, namely the community science technology model based on a scientific approach, which is expected to improve student learning outcomes. Learning outcomes are a path to mastering knowledge or skills in a subject, usually indicated by test scores or numbers given by the teacher.

Learning outcomes are obtained from learning to master knowledge, usually developed and indicated by numbers [13]. Science learning outcomes are students' abilities after studying science, including knowledge, attitudes, and skills. Science learning outcomes can be seen from students' changes, habits, observations, and skills. This research aims to determine whether implementing the science learning model technology based on a scientific approach affects the science learning outcomes of grade IV students at SDN Pemongkong. The science and technology model is learning to teach science and technology in the context of experience and everyday life, with a focus on issues and problems that are being faced by society, whether local, regional, national, or global, which has a science and technology component. In its application, the community science and technology learning model has four stages that must be passed. The first is the invitation stage; the teacher stimulates students to remember or display events encountered in society. Second, the exploration stage, namely the activities carried out by students, is an effort to find temporary answers by looking for various sources of information. Third is the explanation and solution stage, where students can communicate ideas by analyzing the information obtained. Fourth is the stage of determining action; at this stage, students are invited to make a decision or summary about the correct concepts to avoid misunderstandings [14]. The Community Science and Technology Model aims to form individuals who have scientific and technological literacy and are concerned about societal and environmental problems [15].

Meanwhile, the scientific approach is an approach to learning science process skills. It uses a scientific approach where students are directed and guided in observing, asking, trying, reasoning and building networks to disseminate the learning results obtained [16]. The scientific method comprises four research components: planning, action, observation, and reflection [17]. The syntax of the community science and technology learning model is similar to the approach. Still, there is something that science and technology society needs to have, namely a reflection or evaluation of learning, which is considered lacking during the process until the end of learning. There needs to be a collaboration between community technology learning models and scientific approaches.

Research Methods

The method used in this research is experimentation. This type of experimental research uses a quasi-experimental design or quasi-experiment [18]. The design form used in this research is a Nonequivalent Control Group Design with the following pattern description:

Table 1. Design Study

Sample			Treatment	
Control	M	O_1	X	O_2
Experiment	M	O_1	C	O_2

(Kadaritna, Fadiawati & Furqon: 2018)[19]
Information:
M: Matching
O_1: Pre-test
X: Learning with a science and technology learning model based on a scientific approach
C: Conventional Learning O_2: Post-test

This research uses data collection techniques through observation and tests. Observation as a data collection technique has specific characteristics compared to other methods, namely interviews and questionnaires. In this study, researchers observed students to find out the conditions of the class and students. Researched. Observations took the form of interviews with related parties, namely 2 class teachers, the principal, a librarian, and six students, so a total of 10 sources. A test is a series of tools used to measure an individual or group's skills, knowledge, intelligence, abilities, or talents. In this research, researchers conducted a pretest on students to determine their abilities before and after treatment during the study [20]. This research was carried out at SDN 1 Pemongkong. Sampling was carried out using purposive sampling.

The sample is part of the number and characteristics of the population. The sample selection was done using a simple random sampling technique by taking 2 class samples randomly, which were homogeneous. Coincidentally, at SDN 1 Pemongkong class IV there were two classes, namely

class IV A and learned conventionally and IV B, which is taught by learning with a scientific approach-based community science and technology learning model. In the experimental and control classes, a posttest will be carried out at the end of the lesson to measure mastery of science concepts after treatment. Data Analysis Stage (Plan) Hypothesis Testing The hypothesis in this research is H_0 = There is an influence of the scientific approach-based community science and technology learning model on the learning outcomes of class IV students at SDN 1 Pemongkong H_a = There is no influence of the scientific approach-based community science and technology learning model on the learning outcomes of class IV students at SDN 1 Pemongkong. Hypothesis testing was carried out using a t-test (independent samples test). By hypothesis testing, namely if t count > t table, H_0 rejected, and Ha accepted. Likewise, if t count < t table, H_0 accepted, and Ha rejected [21]. Test the normality of the data using the Chi-Square formula and the homogeneity of variance using the F test.

Results and Discussion

The initial test scores (pre-test) and final test (post-test) in Class IV A (Control Class) and Class IV B (experimental class), which have been obtained from the research results, are as follows:

Table 2. Control Class Pre-test and Post-test Scores

No.	Student Initial Name	Mark Pre-test	Mark Post-test
1	OUT OF	60	75
2	AA	65	70
3	BQ. M	60	80
4	CR	40	70
5	DW	40	60
6	IN	50	70
7	EIM	60	85
8	GF	55	60
9	GR	50	65
10	H	65	75
11	INS	70	90
12	M. AA	50	70
13	MMS	40	70
14	LITTLE	45	70
15	MOH. HR	70	75
16	MUH. A	30	70
17	NPR	40	65
18	THAT	45	65
19	NS	70	80
20	NS	70	80
21	PS	60	75
22	QH	55	75
23	RS	70	80
24	SH	40	65
25	SMS	70	80
26	S	40	75
27	SDSW	60	75
28	VQ	70	80
29	WRQ	50	75
	Amount	1590	2120
	Average	54.82	73.10
	Min	30	90
	Max	70	60

Table 3. Values Pre-test and Pos-test Experimental Class

No.	Student Initial Name	Mark Pre-test	Mark Pos-test
1	AA	75	90
2	AIJ	70	80
3	ANP	50	65
4	AS	70	80
5	AT	55	80
6	AM	50	70
7	BQ. KH	60	80
8	FJR	55	80
9	H	50	75
10	HWY	70	75
11	KPP	70	75
12	TO READ	60	65
13	M. RRM	50	75
14	FATHER	50	75
15	No.	70	80
16	P	70	90
17	PSH	45	80
18	RMF	60	80
19	RSS	70	70
20	RS	70	70
21	RM	40	65
22	RRR	30	60
23	RM	55	70
24	SMU	40	65
25	S	70	70
26	VNA	55	75
	Amount	1510	1935
	Average	58.07	74.42
	Min	30	90
	Max	75	60

The research method explains that the data normality test uses a formula *Chi-Square* and tests homogeneity of variance using the F test.

Data Normality Test

Test data normality using a formula *Chi-Square* as follows [22]:

$$x^2 = \sum_{i-}^{k} \frac{(f_{the} - f_h)^2}{f_h}$$

Information:
h^2: price *Chi-Square*
f_{the} frequency of observation results
f_h: expected frequency
k: number of interval classes

α value = significance level = 5% = 0.05, with degrees of freedom dk = n-1. When $x^2_{count} < x^2_{table}$ *chi-square*, the data is normally distributed. If $x^2_{count} > x^2_{table}$ *chi-square*, the data is not normally distributed. Obtained x^2_{count} = 8.55 while the chi square table with dk = (5-1) = 4 and significant level (α) = 5% then the price *chi square table* = 9.48. Because 8.55 < 9.48 it can be concluded that $x^2_{count} < x^2_{table}$ data is normally distributed

Data Homogeneity Test

To find sample homogeneity between the experimental class and the control class, the F test is used

with the formula [22]:

$$F = \frac{S^2\ biggest}{S^2\ smallest}$$

The hypothesis used is:

$$H_{THE} = homogeneous\ variance\ \sigma_1^2 = \sigma_2^2$$
$$H_a = homogeneous\ variance\ \sigma_1^2 \neq \sigma_2^2$$

Both classes have the same variance when using α = 5% yields $F_{count} \leq F_{table}$ with dk in the numerator = n-1 and dk in the denominator = n-1. By using α = 5% and dk numerator = 26, dk denominator = 29 we get F_{table} =1.84. Because F_{count} $(1{,}116) \leq F_{table}$ (1,84) face H_{the} accepted, meaning that both classes are homogeneous.

Hypothesis Testing

After carrying out the normality test and data homogeneity test, if it is proven that both data are regular and homogeneous, then a Hypothesis test will be carried out. By hypothesis testing, namely if t count > t table, H_0 rejected, and Ha accepted. Likewise, if t count < t table, then H_0 accepted, and Ha rejected using the t-test with the following formula:

$$t = \frac{\underline{x}_1 - \underline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

First, find the value. $S^2 = \frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}$

Information:

$\underline{x}_1 =$: sample means of the experimental class
$\underline{x}_2 =$ control class sample mean
$n_1 =$ number of students in the experimental class,
$n_2 =$ number of students in the control class
$S^2 =$ combined standard deviation of experimental and control data
$S_1^2 =$ variance of experimental class data
$S_2^2 =$ control class data variance

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$
$$= \frac{(26-1)62.65 + (29-1)56.10}{26 + 29 - 2}$$
$$= \frac{1566.25 + 1570.8}{53}$$
$$= 59.19$$
$$s = \sqrt[2]{59.19} = 7.69$$
$$t = \frac{\underline{x}_1 - \underline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$= \frac{74.42 - 73.10}{7.69\sqrt{\frac{1}{26} + \frac{1}{29}}}$$
$$= \frac{1.32}{7.69\sqrt{0.07}}$$
$$= 0.65$$

t_{table} with dk = 53 at the significance level α = 5% is 1.674. So because t_{count} (0.65) < t_{table} (1,674), H_0 accepted
The hypothesis in this research is

H_0 = There is an influence of the scientific approach-based community science and technology learning model on the learning outcomes of class IV students at SDN 1 Pemongkong

H_a = There is no influence of the scientific approach-based community science technology learning model on the learning outcomes of class IV students at SDN 1 backstop.

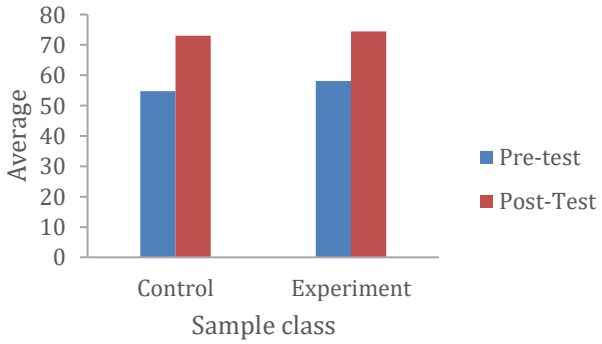

Figure 1. Graph of Learning Results for Control and Experiment Classes

After completing data retrieval or *posttest*, hypothesis testing will be carried out, but before that, the normality and homogeneity of the data must be tested. Hypothesis testing can use the t-test. From the calculation using the formula test, *Chi-Square* can be concluded if the data distribution is normal, and the data homogeneity test using the F formula can be concluded that the data is homogeneous. So, hypothesis testing can be continued using the t-test; from the results of the t-test $_{count}$ (0.65), < t $_{table}$ (1,674) eye H_0 accepted, namely that there is an influence of the scientific approach-based community science and technology learning model on the learning outcomes of class IV students at SDN 1 Pemongkong. In this case, it can be interpreted that the scientific approach-based community science technology learning model positively impacts student learning outcomes. This research aligns with The Influence of the Community Science and Technology Model on the Learning Outcomes of Class V Students on Natural Events Material. This research states that the Community Science Technology Model significantly influences the learning outcomes of class V students on natural events material. Learning using the Community Science and Technology model can significantly influence student learning outcomes on natural events material in experimental classes [24].

A comparison of the learning outcomes of the experimental class and the control class can be seen in Tables 2 and 3. Both classes experienced an increase compared to before learning; namely, the average value of the control class at the pretest was 54.82 and increased to 73.10 after learning, while the average value of the experimental class was 58.07 and increased to 74.42 on the post-test. The average learning outcomes are similar between the control class and the class experiment. However, the average learning outcomes of the experimental class are still higher than those of the control class. The class was taught using the community science and technology learning model; two students got a score of 90, while in the control or conventional classes, only one got a 90. In the application realm, students who apply the STM model based on the scientific approach to learning show good abilities in

applying scientific concepts in everyday life. Students can solve problems on worksheets related to everyday phenomena, even with teacher guidance, which will affect students' understanding and learning outcomes and improve or increase [25].

Because students learn directly from experience, it will be easier to remember learning than those who knew with lectures. This was revealed in a previous study, which states that increasing student science learning outcomes can occur because the STM learning model emphasises content (content) and context (environment). Content concerns how to present teaching material to make it easier for students to understand, while the context conditions an exciting and impressive learning environment. So, in the research, all values of Trace Balls Wilks Lambda, Hotelling's Trace, and Roy's Largest Root are significant. Thus, applying the STM learning model simultaneously influences science learning outcomes in class V students of Gugus Banyuning. The community science technology model will provide better results than the approach usually used by teachers [26].

As for students in the classroom experiment, those whose learning outcomes still need to be higher because they rarely go to school and don't want to participate in learning well. Because several factors can influence learning outcomes, namely internal and external. When external factors support, such as the maximum use of learning models, but their learning outcomes are still low, the influencing factors are inevitably internal. According to several sources, internal factors include: 1) Congenital factors, students usually need to be more talented in learning Science; 2) Intelligence is the potential children have that are different from each other, so they require different learning. 3) Physical Condition and Psychomotor Skills. 4) Children's emotional situations during the journey to school influence their cognitive development [27].

Conclusion

Based on the research results and discussions, this research concludes that the community science and technology model can improve science learning outcomes at SDN 1 Pemongkong. The science-technology-community learning model can be a reference for innovative learning in improving student learning outcomes. The combination of science and technology comprehensively impacts students' understanding of the teaching material.

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