

The Influence Of Learning Method And Gender On The Learning Outcomes Of Students At 'Aisyiyah Bustanul Athfal Kindergarten In Semarang City

Mufnaetty^{1,a)}

¹ Universitas Muhammadiyah Semarang

a) Corresponding author: Nettyshofac@gmail.com

Abstract. Observation on gender related activities showed some differences. Some experts argue that those differences occur due to genetic factors and different parenting method since they was born. Therefore those differences also influenced by their learning process such as playing and storytelling method during kindergarten ages. The aim of this study was to determine whether the teaching methods and gender will alter the learning outcome of students in kindergarten. Population of this study was students in kindergarten (TK – ABA) Indraprasta 01 Sub District of West Semarang and TK ABA 04 Wonodri Village District of South Semarang 2005/2006 academic year. The total population was taken as a sample unit by using cluster sampling method. The test and documentation was used to collect the data. The data than were test by using the non parametric one sample Kolmogoroff-sminov of Normality test. Two-way-analysis of variance was used to determine the effect of learning methods and gender on learning outcomes. T-Test was used to determine differences among groups and its interactions. Results of the study were indicated that students who were learned by playing and storytelling methods did not show any differences. Learning outcome on both men and women showed no differences. Furthermore learning methods and gender have no interactive effects as well on learning outcomes.

INTRODUCTION

Kindergarten is a medium of pre-school education that serves to help the growth of children. Moeslichatoen (2004: pg.10) said that among the necessary basic forms to be experienced by children in kindergarten are independence, affection, relationship, self-control, mimicking a variety of roles, introduction of body, the mastery of motoric skills, introduction to the environment, treasury of words and protecting the environment. Methods of learning in kindergarten are plenty. Among them are playing and storytelling. The experts of education found that playing is the most effective learning technique. Playing method has the strong qualities of touching and feeling so that it has values and characteristics which are essential for the growth of their daily live (Sudomo: 2003).

Storytelling method can also be used in teaching kindergarten students. Ways of storytelling vary, for instance; direct reading of books, telling by illustration, using panel boards, dolls, through role plays, songs, audio recordings, and others (Muslichatoen: 2004, pg.10). Results of preliminary observations on the activities of boys and girls were found that there is difference. The difference occurs because of the way of different parenting since birth (patmonodewo: 2003, pg.111). Method of playing and storytelling are two different methods. In the method of playing, the activities of children are more dominant, while in storytelling activities of teachers are more dominant. These two different methods if treated on two groups of children enable to obtain different results.

Aisyiyah Bustanul Athfal kindergarten is an educational institution for pre-school, managed by Aisyiah organization, which has been available in 14 districts of Semarang. In that regard, this research is conducted on the influence of playing and storytelling method as well as the genders toward the learning outcomes of students at Aisyiyah Bustanul Athfal kindergarten.

RESEARCH METHODS

This research employs a factorial design. Its phase begins with the initial observation, the preparation of grating instruments, test instruments, and pre-test providence. The final stage is the provision of post-test and the evaluate on it. The research population is students in two ABA kindergartens; located at Indraprasta 01 West Semarang and

Wonodri 04 South Semarang, academic year 2005/2006. The entire population is taken as a sample unit. It uses a cluster-sampling method. The independent variable is gender and learning methods i.e., playing and storytelling. The dependent variable is the learning outcomes of students. The data collection technique employs a test method and documentation. Data analysis was conducted in two stages: (1) The preliminary stage by normality and homogeneity test, (2) The final stage for pre-test and post-test form by normality and hypothesis test with Two Way ANOVA analysis (two-way ANAVA) and the examination of T-Test.

RESULTS AND DISCUSSION

The learning outcome of students can be seen in chart 1 and 2.

Chart 1 The learning outcome of students based on learning methods

Learning Method	N	Learning outcomes of students	
		Average	Deviation Standard
Playing	72	87,01	7,11
Storytelling	98	87,84	6,74

Chart 2 The learning outcome of students based on gender

Gender	N	Learning outcomes of students	
		Average	Deviation Standard
Boys	81	87,25	5,73
Girls	89	87,70	7,83

Table 1 shows the average results of learning by storytelling method are better than by playing . Based on ANAVA analysis, it results $F_{\text{account}} 0.631$ with a significance level of 0.428. Thus, the probability scale $0.428 > 0.05$ then the hypothesis H_0 is accepted. It shows that there are no differences in learning outcomes of students who experience the method of playing and storytelling. The implication of this research is enabled because of the weakness of the instrument used and the success of teachers in organizing methods of playing and storytelling. In this case, teachers have taken advantage of both methods (playing and storytelling) to anticipate the weaknesses that may occur. This is commensurate with the provisions of the Ministry of Education in the curriculum 2004 where learning should be oriented to the needs of children for the sake of achieving maximum growth, habituation, cognitive physics/ motoric and arts. Muhibbin Shah (1999) claims that among the factors which determine the success of learning are some ways selected by teacher in presenting the material activities. Method of playing is one of the methods that can be used in kindergarten learning as well as storytelling. Storytelling requires preparation so that the learning process is more optimal like Hidayat (2003) and Sugihastuti (1996) assert. Therefore, both playing and storytelling can be used as methods of leaning in kindergarten.

Table 2 shows the average learning outcomes of girls are higher than of boys. Based on the anava analysis, it generates $F_{\text{account}} 0.286$ with a significance level of 0.593. Thus the probability scale $0.593 > 0.05$ then the hypothesis H_0 is accepted, that there are no differences in learning outcomes of students either boys or girls. The implication of this research is that boys and girls are able to receive the lessons given by the method of playing and storytelling and that there is the presence of other factors that possibly influence the condition. This is in line with the view of Morteza (1985) that their biological differences of boys and girls do not imply that they have special abilities to perform tasks. Related to this, when elements that shapes the difference are abandoned by treating boys and girls equally and giving them the same opportunities in activities with playing and storytelling method, each of the individuals can obtain optimal learning results and the results do not lead to significant differences. This is in accordance with the words of Allah in the Qur'an chapter an-Nahl (the Bee) verse 97. The verse clearly states that men and women, who believe in Allah, have the same opportunities in gaining good live and getting rewards from

Allah after performing righteous deeds . Therefore, in the future, treatment in learning for boys and girls should not be distinguished.

The influence of interaction between the learning method and gender towards learning outcomes results F_{account} 0.738 with a significance level of 0.391. Thus, the probability scale $0.39 > 0.05$, so H_0 is accepted. It means that the results of the analysis does not support the hypothesis put forward. Consequently, it is concluded that there is no influence between learning methods and gender on learning outcomes.

The hypothesis is not proven and is allegedly due to several factors i.e., the change of insights and behavior of parents and teachers who no longer distinguishes the treatment of educating and learning for students; boys and girls. The implication of this proof is that the learning methods of playing and storytelling is the ones which fit and are appropriately able to be used in learning activities for kindergarten students either for boys or for girls. The methods are beneficial in making students able to absorb the material activities. It is expected playing and storytelling methods can be developed accordingly to the development of learning, so that they can lead learners to acquire optimal outcomes.

CONCLUSION

Based on the results of this research, it can be concluded:

1. Students who join in the learning method of playing and storytelling have no differences in learning outcomes.
2. The learning outcomes obtained by students either boys and girls show no difference.
3. The method of learning and gender have no interactive influence on learning outcomes.

REFERENCES

1. Anggani Sudomo, Sumber Belajar dan Alat Permainan Untuk Pendidikan Usia Dini, Jakarta: Grasindo, 2000.
2. Cony R. Semiawan, Belajar dan Pembelajaran Dalam Taraf Usia Dini, Jakarta: PT. Prenhallindo, 2002.
3. Engkongswara. Dasar-Dasar Metodologi Pengajaran, Jakarta: Bina Angkasa, 1988.
4. Hadi Purwanto, Pengaruh Metode Pembelajaran dan Jenis Kelamin terhadap Belajar ranah kognitif Pendidikan Agama Islam di SMU Negeri I Grobogan, Tesis IAIN Walisongo, Semarang: IAIN Walisongo, 2003.
5. Heri, Hidayat, Aktifitas Mengajar Anak TK, Bandung Katarsis, 2003.
6. Jackie Silberg, The Values Book for Children, 500 permainan 5 menit, permainan yang mudah dan cepat untuk anak usia 3-6 tahun, terj. Ida muhayat, jakarta: P Gramedia, 2002.
7. Moeslichatoen R. Metode Pengajaran di Taman Kanak-Kanak, Jakarta: Rineka Cipta, 2004.
8. Moh. Nasir. Metode Penelitian, Jakarta: Galia Indonesia, 1988.
9. Morteza Mutahhari, Wanita dan Hak-Haknya dalam Islam, terj. M. Hashem. Bandung: Ganesha, 1985.
10. Mudiyo, Peranan Pendidikan Prasekolah Dalam Proses Sosialisasi, Tesis PPS UNY, Yogyakarta: PPS UNY, 1996.
11. Muhibbin Syah, Psikologi Belajar, Jakarta: Gramedia, 1999.
12. Nana Sudjana, dasar-dasar Proses Belajar Mengajar, Bandung: Sinar Baru AlGesindo, 2002.
13. Nazarudin Umar, Argumen Kesetaraan Gender, Jakarta: Gramedia: Paramadina, 2001.
14. Pimpinan Daerah 'Aisyiah (PDA) Kota Semarang, Data Amal Usaha Majelis DIKDASMEN, 2005.
15. Soemiarti Patmonodewo, Pendidikan Anak Prasekolah, Jakarta: rineka Cipta, 2003.
16. Sudirjo, Strategi Belajar Mengajar, Yogyakarta: IKIP, 1991.
17. Sugihastuti, Serba-Serbi Cerita Anak-Anak, Yogyakarta: Pustaka Pelajar. 1996.
18. Susi Maresta, Pelaksanaan Metode Bermain Peran Dalam Pembelajaran Budi Pekerti di TK Budi Mulia Dua, Skripsi FIP UNY, Yogyakarta: FIP UNY, 2002.
19. Syahri Alhusin, Aplikasi Statistik Praktis dengan SPSS 10 for Windows, Yogyakarta, Learning, 2002.
20. T. Handayanu, Memakai Cerita Mengasah Jiwa, Panduan Menanamkan Nilai Moral pada Anak Melalui Cerita, Solo: Era Intermedia, 2001.
21. Undang Undang RI 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Jakarta: Kaldera, 2003.