The Effect of Active Learning Method of Information Search Type On Students' Learning Outcomes On The Bhinneka Tunggal Ika Material Of Grade XI

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Abstract

This study aims to determine the significant effect of the Active Learning Method of Information Search Type on Student Learning Outcomes in the Bhinneka Tunggal Ika Material of Class XI Odd Semester of SMA Swasta Tunas Gajah Mada Medan. This type of research is a quasi-experimental study to determine whether there is an influence or effect of something that is caused to the subject, namely students. The population of this study was all students of class XI Odd Semester of SMA Swasta Tunas Gajah Mada which consists of 4 classes totaling 144 people. Sampling was carried out using the Cluster random sampling technique, namely class XI IPS1 as an experimental class totaling 30 people taught with the Active Learning Method of Information Search Type and class XI IPS 2 as a control class totaling 30 people taught with the expository learning method. The instrument in this study consisted of 16 multiple-choice questions with 4 options (a, b, c, d) which had been tested for validity, reliability, level of difficulty and discrimination. The results of the study showed that the sample came from a homogeneous and normally distributed population. The results of the data analysis obtained the average pretest value of the experimental class was 35.00 with a standard deviation of 12.67 and the average value of the control class obtained pretest data of 36.04 with a standard deviation of 16.39. From the results of the two-tailed t-test statistical test, the value of t count = 0.611 and t table = 2.002 was obtained. because t count < t table (0.611 < 2.002), this states that the initial abilities of the two sample classes are the same. Then given different treatments, the average value of the experimental class was 85.42 with a standard deviation of 11.87 and the average value of the control class posttest was 77.08 with a standard deviation of 11.41, based on the results of the one-sided t-test statistical test, the price of t count = 2.789 and t table = 1.671 at a significance level of 0.05 and df = 58, because t count > t table (2.789 > 1.671) this shows that there is a significant influence of the Active Learning Method of Information Search Type on Student Learning Outcomes on the Main Material of Bhinneka Tunggal Ika Class XI Odd Semester of Tunas Gajah Mada Private High School.
Keywords: Active Learning Method, Information Search, Results

INTRODUCTION

Education is a conscious and planned effort to provide guidance or assistance in developing physical and spiritual potential given by adults to children to achieve maturity and achieve goals so that children are able to carry out their life's tasks independently (Afriyani, 2022).

The meaning of education is also stated in Law No. 20 of 2003, Article 1, paragraph 1, which states that:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (A. W. Sari & Arta, 2025).

Then according to Purwanto (A. Sari & Setiawan, 2021) "Education is a conscious and deliberate activity that is directed towards achieving a goal."

Schools are educational institutions that serve to help develop human resources. According to the Great Dictionary of the Indonesian Language, "A school is a building or institution for learning and teaching, as well as a place to receive and give lessons; a time or meeting place when students are taught; an effort to acquire knowledge; learning at school."

The education our children receive at school will transform their morals, mindsets, and creativity, creating a nation with a high standard of well-being and a growing economy. The government's educational plans are based on

The operational aspect is the curriculum. According to Slameto (Wardani, Mahmudah, Yunitasari, Suardipa, & Seran, 2025) "Curriculum is defined as a number of activities given to students. These activities are largely about presenting the learning material." The curriculum is a set of plans and objectives, content, and learning materials for specific educational purposes. Educational institutions are places for students to develop their potential through the learning process provided by teachers. The learning process that students follow will produce learning outcomes.

To provide an understanding of learning outcomes, we will first explain them from a linguistic perspective. This definition consists of two words: "Results" and "Learning." In the KBBI (Big Indonesian Dictionary), "results" has several meanings: 1) something achieved through effort; 2) income, acquisition: fruit; while learning is a change in behavior or response caused by experience. According to Sudjana (P. Sari, Ni Ketut Srie Kusuma, & Ni Made, 2022) he states that:

Learning outcomes are the process of assigning values to student learning outcomes based on specific criteria. This implies that the object of assessment is student learning outcomes. Student learning outcomes are essentially changes in behavior. Behavior as a learning outcome, broadly defined, encompasses the cognitive, affective, and psychomotor domains. Learning outcomes are one aspect that needs to be considered when planning learning. This is because all learning activities ultimately lead to achieving these outcomes. According to Winkel in Purwanto (Thor & Karlsudd, 2020) "Learning outcomes are changes that result in changes in human attitudes and behavior." According to Dimyati and Mudjiono (Styers, Van Zandt, & Hayden, 2018).

Learning outcomes can be viewed from two perspectives: the student's perspective and the teacher's perspective. From the student's perspective, learning outcomes represent an improved level of mental development compared to before learning. This level of mental development manifests itself in the cognitive, affective, and psychomotor domains. From the teacher's perspective, learning outcomes represent the completion of learning material. So, according to the theories above regarding the definition of learning outcomes, the learning outcomes referred to in this study are the abilities students possess after undergoing a learning experience. A person is said to have succeeded in learning if they are

able to demonstrate changes within themselves. These changes include changes in their thinking, skills, or attitudes toward the subject (Sulaksana, Yudiana, & Simamora, 2021).

The level of student learning outcomes is influenced by many factors, both internal and external. These factors significantly influence efforts to achieve student learning outcomes and can support the implementation of learning process activities, so that learning objectives can be achieved. A learning process certainly requires a learning method and strategy that can provide meaningful learning for students. Because the meaningfulness of learning depends on how students learn. Student learning outcomes are greatly influenced by teaching methods, therefore a teacher is expected to need to implement a learning method. According to Lajdid in Pulungan (Jiang, 2022)"Certain methods can support an active student approach, as long as the method is applied correctly." Then according to Slameto (PURWANTO et al., 2020) "A teaching method is a way/path that must be followed in teaching."

Given that teaching is essentially a teacher's effort to create a learning environment, the methods used by teachers are expected to foster various learning activities for students in relation to the teacher's teaching activities. In other words, the teaching and learning process is an interaction between the teacher who creates the learning atmosphere and the students who respond. Therefore, a good teaching method is one that can foster learning activities for students, and a teacher's efforts in selecting good methods are an effort to improve the quality of the teaching or education for which they are responsible.

It can be concluded that the learning method is a systematic way of working that facilitates the implementation of learning in the form of specific implementation of concrete steps so that an effective learning process occurs to achieve a certain goal such as positive changes in students(Burgess & Matar, 2020).

Learning by listening to a teacher's lecture is a common method. However, listening alone is questionable in its effectiveness. Learning will be effective if students are given ample opportunities to do something, through various methods and appropriate learning media, so that students can interact actively and utilize their full potential. One such method is the application of the Active Learning Information Search method. According to Zaini et al. (Mahliatussikah, 2022).

The information search method is similar to an open-book exam. Students, either in groups or individually, search for information (usually covered in the lesson) that answers the questions posed to them. This method is very helpful in bringing dry material to life.

Active learning is a form of learning that encourages students to learn actively. When students learn actively, they dominate the learning activity. This means they actively use their brains, both to find the main idea of the lesson.

material, solve problems, or apply what they have just learned to real-life issues. Through active learning, students are encouraged to participate in all learning processes, engaging not only mentally but also physically. This approach typically creates a more enjoyable atmosphere, maximizing learning outcomes. Civics is a subject used as a vehicle for developing and preserving noble values and morals rooted in Indonesian culture. In Civics learning, learning outcomes can be defined as the level of student success in learning and understanding Civics (Rufaidah, Umamah, Sumardi, Marjono, & Surya, 2021). The goal of Civics for students is to enable them to think critically, rationally, and creatively in

responding to life's problems and citizenship issues in their country. Many factors influence students' Civics learning outcomes (Pamungkas, Kristin, & Anugraheni, 2018).

Similarly, based on the researcher's experience during the research activities at Tunas Gajah Mada Private High School, the researcher observed that students were not yet actively involved in the teaching and learning process. Students tended to only listen to the material presented by the teacher and during the teaching and learning process, they only focused on the teacher (Usman, Maukafeli, & Achmad, 2022). The teacher played a more informative role for students, so students were less active in the learning process. In fact, when students were asked for their opinions about Civics lessons, only a few showed interest in learning it because they felt bored during the learning process. This was because teachers tended to use less varied learning methods when (Pardjono, 2002).

While the lecture method cannot be eliminated, teachers are required to develop their creativity in selecting learning methods. This is why student learning outcomes in civics remain low (Khaerunnisa Khaerunnisa, Nurlina Nurlina, & Hilmi Hambali, 2024).

Based on the background of the problem described above, the researcher is interested in conducting research with the title "The Effect of the Active Learning Method of Information Search Type on Student Learning Outcomes on the Bhinneka Tunggal Ika Material for Grade XI Odd Semester of Tunas Gajah Mada Private High School".

RESEARCH METHODS

This research was conducted in class XI of odd semester of Tunas Gajah Mada Private High School from July to October 2025.

Population according to Sugiono (Sismahendra, Rusdiana, & Yudiana, 2020) "is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population in this study was all grade XI students in the odd semester of Tunas Gajah Mada Private High School, totaling 4 classes, totaling 144 people (SALSABILA & MUQOWIM, 2024).

In Arikunto, 2010: 174, that the sample is a part or representative of the population being studied if the researcher will only study a portion of the population, then the sample in this study was taken by class random sampling (cluster random sampling). The sample in this study was 2 classes, namely the experimental class of 30 people taught using the active learning method of information seeking type and the control class of 30 people with the expository learning method (Walil, 2021).

This research is a quasi-experimental study, which aims to determine the effects of an intervention on students. In other words, quasi-experimental research attempts to determine whether a causal relationship exists. This is achieved by comparing one or more experimental groups given a treatment with one or more comparison groups not given the treatment. The research conducted is a quasi-experimental study. Quasi-experimental research aims to determine whether there are effects of an intervention on students. This study involved two classes given different treatments. To determine the learning outcomes obtained with the two treatments, students were given tests. The tests administered were a pretest before the treatment and a posttest after the treatment.

RESULTS AND DISCUSSION

Before starting the learning using the active learning method of information retrieval type in the experimental class and the expository learning method in the control class, the researcher first gave a pretest which aimed to determine the students' initial abilities regarding the learning material. From the above, it can be seen that for the experimental class, the average score was 35.00 with a standard deviation of 12.67, while for the control class, the average score was 36.04 with a standard deviation of 16.39. It can be concluded that the average score of the control class was higher than the average score of the experimental class (Lieser, Taff, & Murphy-Hagan, 2018).

Normality was tested using the Liliefors test with a significance level of $\alpha = 0.05$. The results of the pretest and posttest data normality tests for the experimental and control classes can be seen (Abd. Syakur, Sugirin, & Widiarni, 2020).

The results of the normality test of the pretest and posttest data for both classes, namely for the experimental class, the pretest value was obtained with a value of Lo = 0.1549 and for the posttest value, the value of Lo = 0.1065 was obtained at a significance level of $a = 0.05$ and n = 30, the value of Ltable = 0.1619, so Lcount <Ltable. While in the control class, the pretest value was obtained with a value of Lo = 0.1474 and for the posttest value, the value of Lo = 0.1006 was obtained. At a significance level of $a = 0.05$ and n = 30, the value of Ltable = 0.1619, so Lcount <Ltable. Thus, it can be concluded that the data from both samples are normally distributed (Atmojo et al., 2023).

The homogeneity test aims to determine whether the two sample groups come from a homogeneous population or not. With the following criteria (Maulina, Slamet, & Indriayu, 2019):

F count test < F table is obtained from the F distribution list with □ = 0.05. The results of the homogeneity test calculation can be seen in appendix 15 and details of the calculation of the homogeneity test for pretest and posttest data can be seen in (Candra & Yanto, 2020).

The results of the data requirement test calculations above obtained Fcount < Ftable. This means that both samples have the same variance (homogeneous), so it can be concluded that the research data is normal and homogeneous so that it meets the requirements for hypothesis testing (Ningsih, Sugiyanti, & Ariyanto, 2021).

Hypothesis testing was conducted using a t-test on the pretest and posttest. For hypothesis testing calculations, see Appendix 16. Hypothesis testing was conducted in two ways:

Pretest Mean Equality Test (Two-Tailed t-Test)

The initial student ability test was conducted using a two-tailed t-test. The detailed calculation results can be seen in the table.

Table 1. Pretest Average Equality Test

Data	Class	Thitung	t table	Conclusion
	Experiment			
Pretest		0.611	2,002	Initial abilities are the same

From the data from the pretest results in the experimental class and the control class, the t count was 0.611 (Firman, Baedhowi, & Murtini, 2018). At a significance level of 0.05 and dk = 58, the t table was 2.002, so that t count < t table, it can be concluded that there is no

difference in the pretest scores of the experimental class and the control class, meaning that the abilities of both classes are the same (Langga & Panjaitan, 2023).

Posttest Mean Equality Test (One-Tailed t-Test)

The final student ability test was conducted using a one-tailed t-test. In summary, the results of the hypothesis test calculations are shown in table 4.7;

Table 2. Post-test Mean Equality Test

Data	Class	Learning model		Thitung	table	Conclusion
	Experiment	Active Learning Method				*the Active Learning* Method on the Information Search Type
Posts	Control	Information Types Expository Method	Search Learning	2,789	1,671	

The results of post-test learning in the experimental class and the control class obtained t count 2.789 At a significance level of 0.05 and dk = 58, t table 1.671 was obtained so that t count> t table = means Ha is accepted and Ho is rejected (Deslauriers, McCarty, Miller, Callaghan, & Kestin, 2019).. Thus, there is a significant influence of the active learning method of the information search type on student learning outcomes on the main material of Bhinneka Tunggal Ika in class XI odd semester of SMA Swasta Tunas Gajah Mada.

Discussion of Research Results

The results of the study showed that the group of students taught using the active learning method of information retrieval type obtained higher learning outcomes than the group of students taught using the expository learning method on the main material of Bhinneka Tunggal Ika in class XI odd semester of SMA Swasta Tunas Gajah Mada (Molinillo, Aguilar-Illescas, Anaya-Sánchez, & Vallespín-Arán, 2018). This is reinforced by obtaining an average pretest value of the class taught using the active learning method of information retrieval type is 35.00 with a standard deviation of 12.67 and an average posttest value of 85.42 with a standard deviation of 11.87 (Wahid & Aziz, 2022). While the class taught using the expository learning method obtained an average posttest value of 36.04 with a standard deviation of 16.39 and an average posttest value of 77.08 with a standard deviation of 11.41 thus it can be concluded that the active learning method of information retrieval type is better than the expository learning method (Johnson & Johnson, 2018).

This influence is largely due to several advantages of the active learning method of information search type, namely:

a. Students are ready to start the lesson, because students study first so they have a little idea and understand better after receiving additional explanations from the teacher.

b. Students actively ask questions and are able to actively respond to learning materials, without having to wait for information from the teacher, making learning more enjoyable. Therefore, this method not only makes the material more engaging but also encourages student engagement, leading to the achievement of desired learning outcomes (Abd. Syakur et al., 2020).

c. The material can be remembered longer.

d. Students' intelligence is honed when students search for information about the material without the teacher's help.

e. Encourage the growth of courage to express opinions openly and broaden horizons through exchanging opinions (Bahauddin & Setyaningrum, 2019).

f. Students learn to solve problems themselves and work together.

Based on the results of the research and hypothesis testing, it can be seen that applying the active learning method of information seeking type is proven to improve student learning outcomes better than the learning outcomes of students taught with the expository learning method (Sitompul, Situmorang, & Tuty, 2024). Where the research results obtained thitung> ttabel (2.789>1.671).

CONCLUSION

Based on the results of data analysis and statistical tests conducted in this study, the following conclusions can be drawn:

1. The learning outcomes of PPKn taught using the *active learning method* of information search type on the main material of Human Rights for Grade X I students in the odd semester of Tunas Gajah Mada Private High School obtained an average value of 85.42.

2. The learning outcomes of students taught using the expository learning method on the main material of Bhinneka Tunggal Ika for Class X I students in the odd semester of Tunas Gajah Mada Private High School obtained an average value of 77.08.

3. There is a significant influence of the *active learning method* of information search type on the main material of Bhinneka Tunggal Ika for students of Class X I in the odd semester of Tunas Gajah Mada Private High School , based on the results of the t test, the calculated $t > t_{table}$ (2.79 > 1.671).

Suggestion

Based on the conclusions of the research results, the author can provide several suggestions as follows:

4. PPKn teachers are expected to master the *active learning method* of information search type as well as possible, so that they can achieve effectiveness in learning outcomes, especially on the main material of Bhinneka Tunggal Ika .

5. It is hoped that future researchers will try the *active learning method* of information search type on different materials to get a comparison. For schools, they should provide facilities that can support the implementation of the active learning method of information search type, such as an internet network that can be accessed by teachers and students.

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