

The Influence Of Humanistic Learning Strategies And Interpersonal Communication On Civics Learning Outcomes Of Students At Universitas Sari Mutiara Indonesia, Medan

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Abstract

This research aims to determine the differences in Civics learning outcomes between students taught using group humanistic learning strategies and students taught using individual humanistic learning strategies. This research is a quasi-experimental research carried out at University of Sari Mutiara Indonesia, Medan. The results of hypothesis testing show that students taught using group humanistic strategies have higher Civics learning outcomes than students taught using individual participatory strategies. With further tests using the Scheffe test, it was proven that students who used group humanistic learning strategies would obtain higher learning outcomes than students who were taught using individual humanistic learning strategies. Meanwhile, students who have low interpersonal communication obtain higher learning outcomes if taught using individual humanistic learning strategies compared to students who are taught using group humanistic learning strategies.

Keywords

*learning strategies; humanism;
interpersonal communication*



I. Introduction

Pancasila and Civics Education (PPKn) is a subject that leads to the formation of personality and its manifestation can be seen in the behavior of faith and devotion to God Almighty, ethical and moral behavior and a sense of state responsibility in students. PPKn aims to shape students into human beings who have a sense of nationality and love for their homeland, as well as being good citizens who are able to support the nation and state.

Building complex behavior on discrete and simple behavior that is known to students and groups or fading – reducing, discriminative stimuli used to build expected behavior. Besides that, the principle of reinforcement (such as positive and negative to strengthen or weaken undesirable behavior). The key to student success in studying Civics is to convey three main results, namely complete factual information, explaining concepts related to the field of study, and the values contained behind the facts or concepts.

Increasing students' ability to understand these three main results cannot be separated from the lecturer's skills in determining the strategies used for learning. Therefore, the role of lecturers cannot be ignored in choosing learning strategies that are appropriate for the purpose of the learning material.

Humanistic Learning Strategy is learning that actively involves students in planning, implementing and evaluating learning. Educators have a role to motivate, show and guide students so that students carry out learning activities. Meanwhile, students play a role in relearning, solving problems in order to improve their standard of living, thinking and acting in and relating to their world of life.

As a learning designer, the lecturer plays a role in determining the success or failure of achieving learning objectives. In order for learning objectives to be achieved, lecturers

are required to have skills and be able to organize material in such a way that the learning material is interesting and challenging. However, currently learning is lacking in mobilizing and growing students' thinking potential, attitudes and skills.

Soemantri (2001) stated that the use of such techniques is caused by several factors, namely, the habit of learning techniques that have been institutionalized for a long time and these learning techniques are the easiest to do.

Instilling these concepts is quite difficult to develop in students, so the results obtained are less than optimal. General lesson material is rote, taught by giving notes and a little explanation. This condition can cause students' memory and absorption capacity to be less than optimal, so that during the semester learning evaluation the learning outcomes are not optimal. The following are the final PPKn exam scores for Nursing Academy students from Sari Mutiara Indonesia Foundation, School Year of 2019-2022 to 2023/2024.

Table 1. The average score obtained in the final Civics exam of Nursing Academy students from Sari Mutiara Indonesia, School Year of 2019 - 2022 to 2023 – 2024.

Academic Year	2019-2020	2021-2022	2023-2024
Average	5.48	6.03	6.20

Data source: Nursing Academy of Sari Mutiara Indonesia, Medan City

Meanwhile, for Civics learning outcomes, the value produced by students is still very far from low, namely, in 2019/2020 the average student PPKn score was 4.86, while in 2021/2022 the average student PPKn score was 5.08 and in 2023 / 2024 the average student Civics score is 5.33. This is of course considered to be less than the graduation standard, especially since Civics is a subject that discusses life values and citizenship rules.

In fact, even though the learning objectives have been set firmly and clearly, the implementation of the learning often fails. "This indicator can be seen in the low quality of education in Indonesia." "From the results of several studies, it shows that Nursing Academy (Nursing Academy) graduates only master about 30% of the educational material (Azhari, 2000)."

Studying education in tertiary or academic institutions is unique and also makes a vital contribution to developing the service of the learning community. Higher education must be open, mature thinking and create students who are free and able to grow intellectually. Statements of societal expectations for those who study have appeared around the world.

The low quality of education is reflected in student results, one of the benchmarks being students who are ready to work, behavior that deviates from the norm and fulfills market share. This happened at the Nursing Academy (Nursing Academy) of the Sari Mutiara Indonesia Foundation, Medan City, where student learning outcomes were very low, including in Civics subjects. Other indicators seen from non-academic aspects include many criticisms of issues of discipline, morals and ethics, interpersonal communication, independence and democratic attitudes which do not reflect the level of quality expected by the wider community (Sidi, 2001). This is a challenge for PPKn lecturers in their efforts to empower students' ethical and moral values, which is not an easy thing to do. Apart from that, the era of globalization has led to the rapid development of communication technology, especially mass media.

In relation to Civics learning practices on campus, lecturers play a very important role in determining whether the learning objectives are successful or not. Ideally, in designing learning activities, lecturers must be able to train students to ask, observe,

investigate, read, search and find answers to questions both asked by the lecturer and those they ask themselves. There will be participatory learning and learning. Knowledge is conveyed to students not only in the form of products, but also in the form of processes, meaning that in the process then based on the Decree of the Director General of Higher Education Number 43 / Dikti / 2021 regarding guidelines for implementing Personality Development Lecture material in Higher Education, especially for Pancasila and Civics Education (PPKn) study material.

Although the cognitive aspect is indeed a necessary first step in understanding Civics lessons, it is not enough if these values are only known or realized, but rather need to be realized in students' behavior in everyday life. In fact, Article 3 of Law Number 20 of 2003 explains that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent.

Aims at developing the potential of students, so that they become human beings who believe and are devoted to God Almighty, have noble character, are capable, creative, independent, and become democratic and responsible citizens.

So far, Civics lecturers have assumed that the process and content of courses

The lesson is not so important in teaching that lecturers have sole authority, and what is most striking is the lack of activities that encourage students to reflect and affect, participate, to develop critical thinking (Atmadi et al, 2000). As a result, Civics subjects are considered boring because most students have to memorize, without any problems encountered.

(Soemantri, 2001). (Dearing 2000) Education in higher education in participatory ways of students learning and learning to succeed has set a challenging agenda for compulsory, post-compulsory and higher education in the next century. Each will seek to articulate and further the contribution of education to a democratic, civilized and inclusive society.

This volume is a response to challenges positively and imaginatively by combining them using experience and reflection. By looking at the phenomenon above, of course an active role and more serious attention is needed by various related parties to be able to improve Civics learning outcomes as expected.

In this case, lecturers have a very difficult task to overcome the problem in question. Because lecturers have a role in the teaching and learning process. This role is to transform knowledge, skills, participation and values to students to encourage participation.

The characteristic of students in this research is changing their attitude of not being confident by increasing their knowledge or appearance to become more confident. Self-research occurs in a learning activity that arises by including certain characteristics and communication that occurs directly between two people.

Student interpersonal communication is an interaction that functions simultaneously for both interaction participants, one of the 7 (seven) forms of communication as stated by Tubbs and Moss (2003), "namely: (1) Interpersonal Communication, (2) Intercultural Communication , (3) Face to face communication, (4) Small group communication, (5) Public communication, (6) Organizational communication, and (7) Mass communication."

According to Josep A. Devito (1986), "interpersonal communication is communication that includes 2 (two) or more people, where each person formulates a message and sends a message (source function), receives and understands the message (first function).

Thus, interpersonal communication has 2 (two) main elements, namely (1) interpersonal communication cannot possibly be realized if it is only carried out by one person, and (2) interpersonal communication is only carried out with humans." Tubbs and

Moss (2003) "state that interpersonal communication is the basis for a unit to achieve something they want, including their learning and career outcomes, much of which is determined by their ability to communicate, especially interpersonal communication."

This is because interpersonal communication is a process of exchanging information between a person and at least another person or usually occurs between two people who can immediately know the return. Through interpersonal communication, students will be able to understand and grasp the meaning or message that the lecturer will convey to students well, meaning that through interpersonal communication humans can find out about existing opportunities to exploit, maintain and develop their knowledge, namely learning from experience and information. received from the surrounding environment.

In connection with the above, the researcher felt interested in conducting this research to find out student interpersonal relationships. As a comparison of the results of the application of this strategy, we will see the effect of implementing group participatory learning strategies and individual participatory strategies which will be implemented jointly on students in the first semester of the Nursing Academy of the Sari Mutiara Indonesia Foundation, Medan City, and academic year 2023/2024.

II. Review of Literatures

2.1 Civics Learning Outcomes

Civics Learning aims to shape students into human beings who have a sense of nationality and love for their homeland, as well as being good citizens who are able to support the nation and state. PPKn as a conscious effort is carried out scientifically and psychologically to provide ease of learning for students so that internalization of Pancasila Morals and Citizenship Knowledge occurs to underlie national education goals which are realized in personal integration and daily behavior.

The meaning of Pancasila Morals is a series of morals that the Indonesian people have been assured of the level of truth that they hope to live by, displayed in various behaviors that lead to Indonesia's central values, namely Pancasila Morals (Soemantri, 2001). Tamburaka (1995) stated "that Pancasila education is values education with the aim of forming positive human attitudes in accordance with the values contained in Pancasila". From this explanation, in essence, citizenship education is education that recognizes and appreciates the basic rights of citizens (civil rights) with the aim that every student will be able to realize human rights, the protection of which is guaranteed by State Law and can generate empathy. in students where there is an awareness that other people as fellow citizens or fellow human beings have the same rights that must also be respected.

Based on the opinion above, Civics subjects substantially consist of a set of knowledge that is expected, possessed, internalized and displayed in various moral and knowledge behaviors. According to Somantri (2001) "the substance of Civics subjects consists of Pancasila Morals and Citizenship Knowledge, these two substances are closely related to political, legal and value education, because basically these elements and types of education are a family of education in social life and patriotic.

2.2 Learning Strategies

Learning strategies include plans and activities planned to achieve certain goals (Gulo, 2002). States that "By preparing learning plans, learning preparations and the tools needed for learning, efforts to achieve learning goals are more likely to be achieved".

A learning program organized by a lecturer in one face-to-face meeting can be implemented using various strategies such as lectures, group discussions or questions and answers. The overall strategy is for educational media that is used to illustrate learning strategies.

Thus, it can be concluded that learning strategies are a basic plan for a lecturer regarding how he or she will carry out his/her learning in the classroom responsibly. This means that learning strategies become one of the learning techniques, namely as a tool to operate what is planned in (Gulo, 2002), Nur (2000) says "that what lecturers and students have, learning resources, learning media, learning materials, class organization, time available and classroom conditions and the environment are elements that also support learning techniques.

Experts are of the opinion that there are a number of components needed to carry out learning (Nur, 2000) which "include: (1) Learning objectives are a reference that is considered, learning objectives that are oriented towards forming attitudes will certainly not be achieved if learning is oriented towards dimensions cognitive; (2) Lecturers, each lecturer is different in experience, knowledge, ability to present learning, learning style, outlook on life and insight. This difference results in differences in the choice of learning used in learning programs; (3) students in teaching and learning activities, students have different backgrounds.

2.3 Humanistic Learning Strategies in the adult teaching and learning process

The adult teaching and learning process is a process of ongoing learning activities carried out by students or learners and teaching activities carried out by educators or supervisors. This process can also be said to be a "receiving - giving" process in the sense that students receive lessons and educators give lessons.

There are several experts who discuss the teaching and learning process, including Morgan, et.al. (1976), Rooijakkers (1980), Soedomo (1989), Lunandi (1982), Nasution (1995), Pidarta (1988), and Rakhat (2001). Things related to learning activities that need to be considered and understood are the stages of the learning process, learning atmosphere, types of learning, ways of learning, characteristics of learning, and factors that influence learning. Meanwhile, things related to teaching that need to be considered and understood are the function of educators, attitudes of educators, and factors that influence educators' attitudes.

The adult teaching and learning process which will be described in this chapter consists of: stages of the learning process, factors that influence learning, characteristics of adult learning, learning atmosphere, educational functions, educators' attitudes, and factors that influence educators' attitudes.

2.4 Interpersonal Communication

Tubbs and Moss (2003) state that in general there are 7 (seven) types of communication, namely: (1) interpersonal communication, (2) intercultural communication, (3) face to face communication, (4) small group communication, (5) public communication, (6) organizational communication, and (7) mass communication. Of the seven types. The communication above, one of which is a form of interpersonal communication between a person and at least another person or usually occurs between two people involved in communication, causes an increase in people's perception of communication events carried out towards themselves, which is called interpersonal communication and is only carried out towards fellow humans.

Meanwhile, communication carried out with animals, machines and other than humans is not declared as interpersonal communication. Tubbs and Moss (2003) state that interpersonal communication is face-to-face personal communication that takes place dialogically looking at each other so that there is personal contact. In face-to-face situations, communication experts consider interpersonal communication to be the most effective communication for changing someone's attitudes, opinions and behavior, and is a basis for carrying out communication activities.

Interpersonal communication is useful for forming relationships with other people, which involves at least two people. Each of these people formulates messages and sends source messages, receives and understands messages. receiver function (Josep A. Devito, 1985).

Interpersonal communication has 7 (seven) characteristics that show that communication between two people is communication between individuals, namely: (1) it involves verbal and non-verbal behavior, meaning that if you pay attention seriously, every day the magnitude of each person in the situation communicating between individuals, actually every person is in a situation of communicating between individuals, and carries out sending messages that are verbal and non-verbal in nature, (2) involving questions/phrases that are spontaneous, Scripted) and Contrived.

This means that when communicating with each other, generally he must pay particular attention to his own behavior. He can say whatever is in his mind, then put it into action, both in spontaneous behavior (scripted) and contrived with cognitive considerations, (3) interpersonal communication is not static but dynamic, meaning that the picture shows that interpersonal communication is actually not static but dynamic, meaning that it always develops according to time and place, (4) involving personal feedback, interactive relationships and coherence, meaning that for communication to be successful, participants must participate with each other, both with verbal and non-verbal messages.

Thus, what is meant by interpersonal communication in this research is the process of exchanging information between a person and at least another person or usually occurs between two people who can immediately know the return. Interpersonal communication has 7 (seven) characteristics, namely: (1) it involves verbal and non-verbal behavior, (2) it involves spontaneous scripted and contrived statements/expressions, (3) interpersonal communication is not static but dynamic, (4) involves personal feedback, interaction and coherence relationships, (5) is guided by intrinsic and extrinsic rules, (6) interpersonal communication is an activity and action, and (7) involves the field of persuasion.

III. Research Method

This research is classified as quasi-experimental research with a block design. This research involved 2 sample groups which were designated as experimental groups. Each experimental group applied an individual humanistic learning strategy and a group participatory learning strategy.

This research will be carried out at the Nursing Academy Sari Mutiara Indonesia Foundation in Medan from May to June 2024 until completion. The timing of this research is adjusted to the educational calendar. The population in this study were all Semester I students totaling three (3) classes in the 2023/2024 academic year. From the entire population of 3 classes, a sampling technique was carried out using cluster random sampling via lottery. The sample class was selected by lottery and selected as the sample was class - A. for the experimental group with individual Humanistic Learning Strategies

totaling 50 students and class - B for the Humanistic Learning Strategy group totaling 55 students.

IV. Results and Discussion

4.1 Data Description

The description of the research data in the form of a Civics subject learning outcomes test can be described as follows: Sample frequency distribution and histogram diagram, calculated average score, standard deviation, median and mode. The following describes the distribution of groups based on the sample in the 2 x 2 Factorial Anava design.

a. Civics Learning Results Groups of students taught with Individual Humanistic Learning

Data on Civics learning achievement for groups of students taught by giving individual assignments has \bar{X} of 23.96 with a standard deviation (SD) of 2.79 while the median (Me) is 24.25 and the mode (Mo) is 24.4. The lowest score was 18 and the highest was 30. The frequency distribution of Civics learning outcomes for the two groups taught with individual humanistic learning is shown in Table 1.

Table 1. Civics learning Outcome Scores for Student Groups Taught with Individual Humanistic Learning

Interval Class	Absolute Frequency	Relative Frequency (%)
18 – 20	2	8.69
21 – 23	7	30.44
24 – 26	10	43.48
27 – 29	3	13.04
30 – 32	1	4.35
Amount	23	100

b. Student Group Civics learning Results with Learning Group Humanistic

Data on Civics learning outcomes for student groups with Humanistic learning groups have \bar{X} amounted to 23.48 with SD of 3.88 while Me was 23.4 and Mo was 23. The lowest score was 16 and the highest was 30. The frequency distribution of Civics learning outcomes for the two groups with group Humanistic learning is shown in table 2.

Table 2. Civics learning Outcome Scores for Student Groups Using Group Humanistic Learning.

Interval Class	Absolute Frequency	Relative Frequency (%)
16 – 18	3	11,11
19 – 21	6	22.22
22 – 24	7	25.93
25 – 27	6	22.22
28 – 30	5	18.52
Amount	27	100

c. Student Group Civics Learning Results Individual Humanistic Learning with High Interpersonal Communication

Data regarding Civics learning outcomes of student groups with participatory learning of individuals with high interpersonal communication has \bar{X} of 25.5 with SD of 2.36 while Me is 25.5 and Mo is 25.5. Apart from that, this group has the lowest score of 21 and the highest of 30. Civics learning outcomes for student groups with individual participatory learning with high communication based on learning outcome scores can be shown in table 3.

Table 3. Score data on Civics learning results for groups of students with individual humanistic learning with high communication.

Interval Class	Absolute Frequency	Relative Frequency (%)
21 – 22	1	8.33
23 – 24	3	25
25 – 26	4	33,34
27 – 28	3	25
29 – 30	1	8.33
Amount	12	100

d. Civics Learning Results for Student Groups with Individual Humanistic Learning with Low Communication.

Data regarding the Civics Learning outcomes of groups of students with humanistic learning, individuals with low interpersonal communication, have \bar{X} is 22.27 with SD of 2.18 while Me is 22.75 and Mo is 22.83. Apart from that, this group has the lowest score of 18 and the highest is 26. Civics learning outcomes of student groups with participatory learning of individuals with low interpersonal communication based on learning outcome scores can be shown in table 4.

Table 4. Score data on Civics learning results for groups of students with humanistic learning, individuals with low interpersonal communication.

Interval Class	Absolute Frequency	Relative Frequency (%)
18 – 19	1	9.09
20 – 21	3	27,28
22 – 23	4	36.36
24 – 25	2	18.18
26 – 27	1	9.09
Amount	11	100

e. Civics learning Results for Student Groups with Humanistic Group Learning with High Interpersonal Communication

Data regarding Civics learning outcomes of student groups with Humanistic learning groups with high interpersonal communication have \bar{X} is 26.27 with SD of 2.35 while Me is 23.4 and Mo is 23. Apart from that, this group has the lowest score of 16 and the highest is 30. Civics learning outcomes of student groups with Humanistic learning groups with high interpersonal communication based on learning outcome scores can be shown in table 5.

Table 5. Score data on Civics learning results for student groups with humanistic learning, groups with high interpersonal communication.

Interval Class	Absolute Frequency	Relative Frequency (%)
16 – 18	3	11,11
19 – 21	6	22.22
22 – 24	7	25.93
25 – 27	6	22.22
28 – 30	5	18.52
Amount	27	100

f. Student Group Civics learning Results with Learning Humanistic Group with Low Interpersonal Communication

There is data regarding the Civics learning outcomes of student groups using participatory learning groups with low interpersonal communication \bar{X} of 2.00 with an SD of 2.27 while Me is 19.9 and Mo is 20.16. Apart from that, this group has the lowest score of 16 and the highest is 24. Civics learning outcomes of student groups with participatory learning groups with low communication based on learning outcome scores can be shown in table 6.

Table 6. Score data on Civics learning results for groups of students with humanistic learning, groups with low interpersonal communication.

Interval Class	Absolute Frequency	Relative Frequency (%)
16 – 17	2	16.67
18 – 19	3	25
20 – 21	4	33.33
22 – 23	2	16.67
24 – 25	1	8.33
Amount	12	100

g. Civics Learning Results for Groups of Students Who Have High Interpersonal Communication

Data regarding Civics learning outcomes for groups of students who have high interpersonal communication have \bar{X} of 25.79 with SD of 2.33, while Me of 35.5 and Mo of 25.7, apart from that, this group had the lowest score of 21 and the highest of 30. Civics learning outcomes for groups of students who have high interpersonal communication based on learning outcome scores can be shown in table 7.

Table 7. Score data on Civics learning results for groups of students who have high interpersonal communication

Interval Class	Absolute Frequency	Relative Frequency (%)
21 – 22	2	7.40
23 – 24	6	22.22
25 – 26	9	33,34
27 – 28	6	22.22
29 – 30	4	14.82

Amount	27	100
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h. Civics learning Results for Student Groups who have Low Interpersonal Communication

Data regarding Civics learning outcomes for groups of students who have low interpersonal communication have \bar{X} of 20.93 with SD of 2.40 while Me is 20.87 and Mo is 20.83. Apart from that, this group has the lowest score of 16 and the highest of 25. The Civics learning achievement of the group of students who have low interpersonal communication based on learning outcome scores can be shown in table 8.

Table 8. Civics learning score data for groups of students who have low interpersonal communication.

Interval Class	Absolute Frequency	Relative Frequency (%)
16 – 17	2	8.70
18 – 19	4	17.40
20 – 21	8	34.78
22 – 23	5	21.73
24 – 25	4	17.39
Amount	23	100

Table 8 above shows the form of interaction between participatory learning and student interpersonal communication, namely depicting the estimated line of interaction between the two variables. On the abscissa axis, the creativity variable is KIT= High interpersonal communication and KIR= Low interpersonal communication, while on the ordinate axis the average score of the learning outcome variable = Civics corresponds to the individual participatory learning treatment, namely PPI and group humanistic learning, namely PPK. It can be explained from Figure 9 that group participatory learning is suitable for improving Civics learning outcomes for students with low interpersonal communication, while individual participatory learning is suitable for students with high interpersonal communication.

It is necessary to see the interaction between the two variables above, the influence of the sample average score which has provided better learning outcomes. So further testing is needed using the Scheffle test. Further testing with the Scheffe test is based on the cell each ANOVA sample has a sample size not the same. Below are the results of anava with factorial 2 x 2, namely:

4.2 Analysis Requirements Testing

Before data analysis, a requirements test is first carried out, for an initial examination of the assumptions so that testing using variance analysis can be carried out. Requirement tests include normality tests and homogeneity of variance tests.

a. Data Normality

To test data normality, the Lilifors test is used. In this case, what is tested is the null hypothesis which states that the sample comes from a normally distributed population. Acceptance or rejection of H_0 is based on the comparison between the calculated L (Lo) and L table (Lt) values at the significant level $\alpha = 0.05$. The normality test was carried out for both treatments, namely the teaching group with individual assignments and the learning group with group assignments. The test results can be seen in Table 9 below:

Table 9. Normality Test Results for Civics Learning Outcomes Individual and Group Humanistic learning strategies.

Group	N	Lol	Lt (5%)	Conclusion
SPPI	27	0.161	0.1058	Normal
SPPK	23	0.173	0.0948	Normal

Information:

SPPI = Individual Humanistic learning strategy

SPPK = Group Humanistic learning strategy

From the results of the normality test above, it shows that the calculated L for each group is below the specified rejection. Thus it can be concluded that the distribution of data on Civics learning outcomes for Individual and Group Humanistic learning strategies obtained does not deviate from the normal distribution. In addition, this was carried out Normality test for each individual and group Humanistic learning strategy based on high and low communication skills. The test accepts the null hypothesis that the data comes from a normally distributed population if $L_o < L_t$. The results of the data normality test for this sample are given in Table 10 below.

Table 10. Summary of Normality Test Results for Civics Learning Achievement for Treatment Groups Humanistic Individual and Group Learning Strategies Based on High and Low Communication

Group	N	Lol	Lt (5%)	Conclusion
SPPIKT	12	0.0981	0.220	Normal
SPPIKR	11	0.1399	0.242	Normal
SPPKT	15	0.1665	0.242	Normal
SPPKR	12	0.932	0.249	Normal

Information :

SPPIKT = High Creativity Individual Humanistic learning strategy

SPPIKR = Low Communication Individual Humanistic learning strategy

SPPKT = Humanistic learning strategy for the High Communication group

SPPKR = Low Communication Group Humanistic learning strategy

From Table 10 it can be explained that the L_o values for the four groups are smaller than the L table so it can be said that the sample comes from a normally distributed population.

b. Homogeneity of Sample Variance

From data on Civics student achievement obtained from the results of testing using the Barlett technique, the homogeneity test was mainly carried out for the two treatment groups, namely the learning group giving individual and group assignments. The results of this test can be seen in Table 11 below.

Table 11. Summary of Sample Variance Homogeneity Test Results for Civics Learning Achievement for Individual and Group Humanistic Learning Strategies.

Sample	et al	1/sec	Si^2	$\log si^2$	$(dk)\log si^2$	etc si^2
SPPI	22	0.05	13.39	1.13	30.51	361.53
SPPK	26	0.04	5.88	0.79	20.79	158.76
Amount	48	0.09			77.12	520.29

Information:

SPPI = Individual Humanistic learning strategy

SPPK = Group Humanistic learning strategy

From Table 11, it is obtained that the value of $s^2 = 11.72$ so that $\log s^2 = 107$ and $B = 51.36$, thus the calculated score X^2 table = 3.84. Finally it can be stated that $X^2 \text{ hit} = 2.53 < \text{Group Individual and Group Humanistic learning strategies according to high and low communication}$. The results of this test can be seen in Table 12.

Table 12. Summary of Homogeneity of Variance Test Results for Sample Civics Learning Results for Groups Individual and Group Humanistic learning strategies according to high and low communication

Sample	et al	1/sec	Si ²	Log si ²	(dk) log si ²	etc si ²
SPPKKT	14	0.07	6.43	0.80	10.51	83.59
SPPKKR	11	0.09	13.82	1.14	14.83	179.66
SPPKKT	11	0.09	25.90	1.41	18.37	384.80
SPIIKR	10	0.01	16.64	1.22	15.88	216.32
Amount	46	0.28			59.59	864.37

Information:

PTIKRT = High Communication Individual Humanistic Learning Strategy

SPPKKR = Humanistic Learning Strategy for Low Communication group

SPPKKT = High Communication Group Humanistic Learning Strategy

SPIIKR = Low Communication Individual Humanistic Learning Strategy

From Table 12, the value of $s^2 = 5.28$ is obtained so that $\log s^2 = 0.75$ and $B = 34.50$, thus the calculated score is $\chi = 2.944$, while for $\alpha = 0.05$ with $dk = 3$ the percentile value for the χ^2 distribution is $\chi^2 \text{ table} = 7.81$. Finally it can be stated that $\chi^2 \text{ hit} = 2.944 < \chi^2 \text{ table} = 7.81$ so it can be said that all samples are homogeneous or that the sample groups come from the same population.

4.3 Research Findings

Based on data collection carried out during research at Nursing Academy Sari Mutiara Indonesia Medan, the following research findings were obtained:

- There is no difference in student civics learning outcomes with individual humanistic learning strategies and group participatory learning strategies. This can be proven by the average score of students' overall learning achievement, both individual humanistic learning strategy treatment classes and group humanistic learning strategy treatment classes.
- There are significant differences in Civics learning outcomes between groups of students who have high and low communication. Students who have high communication have better learning outcomes than students who have low communication. This can be proven from the difference in the average score of students' Civics learning achievement.
- There is an interaction between communication and Humanistic learning strategies in influencing students' Civics learning outcomes. The average score of the sample group that has high communication is better than the average score of the sample group that has low communication

4.4 Discussion of Research Findings

The results of research hypothesis testing show that in general individual Humanistic learning strategies do not have a different influence on Civics learning outcomes compared to group Humanistic learning strategies. This may be because individual and group Humanistic learning strategies each have advantages and disadvantages. Civics learning outcomes Students who are taught with Humanistic learning and communication strategies can be explained by instructional theory.

Theoretically, basically individual Humanistic learning strategies are given based on student abilities. This means that the Humanistic learning strategies given must have criteria for students to complete. Gagne and Berliner (1984) stated that each student will carry out their lessons appropriately if they are in accordance with their abilities. and interests. Techniques and learning styles that are appropriate to the student's temperament must be used. This is quite reasonable because the Humanistic learning strategy is an individual Humanistic learning strategy. Students carry out tasks and solve learning problems individually with a sense of responsibility in accordance with the directions and techniques given lecturers. In this research, the results of Civics learning for individual Humanistic learning strategies are better. This may be due to the individual Humanistic learning Strategy. Students are free to work on lessons according to their wishes and learning speed. Here students are allowed to study assignments using other materials that were not previously possible. used by the teacher. Thus, the success of this individual humanistic learning strategy is also determined by the student's tenacity in studying what the lecturer provides.

The results of this study indicate that the individual Humanistic learning strategy is not significant, indicating that there is a difference in the average score of learning outcomes obtained in Civics subjects at the Sari Mutiara Academy in Medan. The average score of learning outcomes taught with the individual Humanistic learning strategy X SPPI = 23.96 slightly different from the average score for Civics learning outcomes with Humanistic learning strategies for group Medan taught with an individual Humanistic learning strategy cannot be proven, specifically the proof of this estimate shows that the Individual Humanistic learning Strategy has no effect in increasing the average score of Civics learning outcomes of Nursing Academy students at Sari Mutiara Indonesia Medan.

Teaching management strategies are related to when a strategy is appropriate to use in a teaching condition, including the application of learning with group Humanistic learning strategies. To create students who are active in the learning process, the willingness and skills of lecturers are needed in making the right decisions with the learning situation created and taking into account the goals to be achieved are in accordance with existing conditions. Many education experts agree that group humanistic learning strategies can help the learning process so that student learning achievement increases (Thambrany, 1995). There are several advantages that can be obtained when implementing group humanistic learning strategies, namely (1) reduce feelings of boredom and sleepiness, especially when studying material that does not attract students' attention, (2) increase learning motivation because students mingle with their friends which can also create a spirit of competition among students and groups, (3) make it possible to ask more questions and get corrections from friends group, (4) generate oral recitation, namely students can express what is in their minds freely, (5) generate associations regarding events that are easy to remember.

From the research results, it can be said that this group's participatory learning strategy must be adapted to the characteristics of the subject matter that will be delivered. This means that in learning the lecturer must be able to choose what approach is suitable for the material that will be delivered. There is no significant difference in the learning

achievement of students who are taught the Humanistic learning strategy. individuals with group participatory learning strategies does not mean this is not good. The humanistic group learning strategy is quite effective in learning because it can increase students' enjoyment of discussing and asking each other questions, asking the lecturer, so that during the activity students are always active.

The research results are not very optimal in supporting this theory, perhaps due to inappropriate sample selection, which causes Civics learning outcomes for students who are taught using individual humanistic learning strategies. However, group participatory learning strategies encourage student communication to work together, but if students are less interested in group work or if you just follow along in discussion activities, it will result in decreased learning outcomes. Apart from that, it may be due to ability resulting in decreased learning outcomes. Apart from that, it may be due to cognitive abilities, such as the difficulty of transferring knowledge to solve problems or in other words if the teacher does not role as a facilitator will be neglected as a result of which learning outcomes will not be good.

In testing the second hypothesis, the null hypothesis was rejected, so this research hypothesis states that the Civics learning outcomes of students who have high communication will be better than students who have low communication. The influence of Humanistic learning strategies in Civics teaching on efforts to increase student creativity in this research is quite high. This is understandable, considering the opinion of Degeng (1990), which states that learning outcomes are classified into three parts, namely: (a) teaching effectiveness, (b) teaching efficiency, and (c) teaching attractiveness.

The level of student communication has a different influence on Civics learning outcomes. Or in other words, groups of students who have high communication obtain different Civics learning outcomes, when compared to groups of students who have low communication. Improving student communication can be done through efforts which relates to the development of basic communication skills such as thinking fluently, flexibly, rationally, detailing, curiosity in providing ideas, in addition to exercises that are directly related to Humanistic learning strategies.

Training for fluency, flexibility and rationality can be pursued through exercises on imagination, perception, giving information, seeing possibilities, giving predictions, making good and bad judgments, giving alternatives, views on other people and predictions. In line with this, most researchers agree that what is essential to achieve high communication is (J. Freeman, 1998): motivation, knowledge, opportunity, creative teaching style, encouragement to be creative, accepting one's own personality and the courage to be different (in opinions and belief).

Communication is very influential on learning outcomes, if student communication is high it can improve learning achievement. The findings of this research state that there is an influence of communication in improving learning outcomes. For high communication, the average score of civics learning outcomes for students at Nursing Academy Sarimutira Indonesia Medan, High communication will make it easier for students to receive or understand the lesson material.

The results of testing the third hypothesis state that there is an interaction between Humanistic learning strategies and communication in influencing student Civics learning outcomes. In other words, the level of student communication has a different influence on Civics learning outcomes regardless of the learning strategy used. Students who have high communication have different learning outcomes compared to students who have low communication when treated with Humanistic learning strategies. Through the Humanistic learning strategy, it is hoped that students will obtain a more complete and detailed picture, which in turn is expected to grow communication for further development.

Thus it can be concluded that the Humanistic learning strategy Humanistic learning strategy was created to help students overcome learning difficulties and increase their creativity. Likewise, students who have high and low creativity greatly influence the achievement of a Civics degree. This can be explained as creativity is a learning achievement that can be learned through the teaching and learning process. Creativity is the basis for learning activities that reflect thinking, solving problems and producing something new which are complex activities and are closely related to one another. Problems generally cannot be solved without thinking and many problems require solutions that are new for people or groups. On the other hand, producing something (things, ideas) that is new to someone, creating something, it involves solving problems. Students who have high communication tend to be more active in learning activities, using the ideas they have in explaining problems and learning, on the other hand, students who have low communication find it difficult to make decisions, especially in building correct concepts.

V. Conclusion

From the description of the research results presented, conclusions can be drawn:

1. Participatory learning strategies do not provide better Civics learning outcomes when compared to group Humanistic learning strategies.
2. Students who have high communication obtain better Civics learning outcomes compared to students who have low communication.
3. There is an interaction between Humanistic learning strategies and student communication in influencing the first semester results of students' Civics learning outcomes. For students who have high communication, individual humanistic learning strategies are as effective as group humanistic learning strategies, but for students who have low communication, it turns out that group humanistic learning strategies are more effective used to improve Civics learning outcomes compared to individual Humanistic learning strategies.

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