

The Influence of Syndicate Group Discussion Methods and Learning Motivation on Elementary School Students' Learning Outcomes

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Abstract

This study aims to analyze the influence of the Syndicate Group discussion method and learning motivation on the learning outcomes of elementary school students. The background of this research is based on the low social studies learning outcomes that are still widely found in elementary schools, especially due to the dominance of lecture methods that make students passive and less motivated. The research method used is a quantitative approach with a descriptive design. The research population is all grade V students of SDN Cluster I, Pajarakan District, Probolinggo Regency as many as 63 students, with a total sampling technique. The research instrument was in the form of a questionnaire to measure the Syndicate Group's discussion methods and learning motivation, as well as documentation of student learning outcomes. Data analysis was carried out through validity, reliability, classical assumptions, and multiple linear regression tests. The results showed that the Syndicate Group discussion method and learning motivation simultaneously had a significant effect on student learning outcomes with a F_{cal} value of 8.054 and a significance of 0.001. Partially, the Syndicate Group discussion method had a significant effect with a significance value of 0.001, while learning motivation had a significant effect with a significance value of 0.023. These findings confirm that the application of innovative learning methods and increased learning motivation are important factors in improving the academic achievement of elementary school students. This research is expected to be a reference for teachers, schools, and other researchers in developing more effective learning strategies.

Keywords: *Syndicate Group Discussion Method; Learning Motivation; Student Learning Outcomes.*

INTRODUCTION

Basic education is an important foundation in shaping the quality of superior human resources. The learning process in elementary school is not only aimed at transferring knowledge, but also to instill values, attitudes, and skills that are relevant to daily life. The success of education is highly determined by the quality of learning that takes place in the classroom (Wulandari, 2018).

Learning outcomes are the main benchmark in assessing the success of an educational process. Student learning outcomes reflect the extent to which instructional goals have been achieved through cognitive, affective, and psychomotor aspects (Siregar & Harahap, 2022). However, the phenomenon in the field shows that there are still many elementary school students who have not been able to reach the minimum competency standards. This condition indicates a problem in the effectiveness of learning.

Low student learning outcomes can be influenced by various factors, both internal and external. Internal factors include cognitive ability, interests, and motivation to learn. External

factors can be in the form of learning methods, learning environments, and support for educational facilities and infrastructure (Fatmawati & Hidayat, 2021). Imbalances in these factors are often the cause of low student learning achievement.

One of the causes of low student learning outcomes is the dominance of the use of lecture methods which are still widely found in learning in elementary schools. The lecture method tends to make students passive and less involved in learning activities. As a result, students quickly feel bored and have difficulty understanding the subject matter in depth (Kulsum et al, 2023).

In the context of Social Sciences (IPS) subjects, these challenges are increasingly real. Social studies is often considered a mere memorization subject, so students have less interest in learning. In fact, social studies is designed to develop critical thinking skills, social skills, and awareness of the socio-cultural environment (Siti Muayana & Fitria, 2022). The mismatch between learning objectives and practices is one of the factors that weakens social studies learning outcomes.

To overcome these problems, teachers are required to be able to present more innovative and participatory learning methods. One relevant method is group discussion. The discussion method allows students to interact, exchange ideas, and build understanding through collaboration. Thus, students not only acquire knowledge passively, but also actively in building concepts (Ariyanto & Suryani, 2020).

Among the various forms of discussion, the Syndicate Group discussion method is one of the potential alternatives. This method divides students into small groups with different assignments, then the results of the discussion are presented and integrated in a class forum. This process allows students to learn deeply, be responsible for group tasks, and be trained in communication skills (Putri & Nugroho, 2021).

Syndicate Group's discussion methods are also in line with the needs of 21st century learning that emphasizes critical thinking, collaboration, communication, and creativity skills. Through small group discussions, students have a wider space to express their opinions and actively participate in learning (Fitriani & Maulana, 2022). This is expected to be able to increase student engagement and learning outcomes.

In addition to learning methods, learning motivation factors are no less important in influencing student success. Learning motivation serves as a driver that directs students to be diligent, persistent, and consistent in learning. Students who are highly motivated tend to show better academic performance than students with low motivation (Hasanah & Junaidi, 2020).

Learning motivation can be intrinsic or extrinsic. Intrinsic motivation arises from within students, for example due to curiosity or a desire to achieve. Meanwhile, extrinsic motivation comes from outside the student, such as giving gifts, praise, or recognition from teachers and parents. These two forms of motivation complement each other in supporting the achievement of learning outcomes (Hanifah & Kurniawan, 2019).

Low motivation to learn is one of the problems that are often encountered in elementary schools. Symptoms that appear include students' lack of enthusiasm in following lessons, low participation in discussions, and a tendency to delay or ignore assignments. This condition requires teachers to find learning strategies that are able to arouse students' motivation (Trianto, 2021; Keller, 2019)

The application of the Syndicate Group discussion method has the potential to increase students' learning motivation. Through group work, students are encouraged to be active because

of shared responsibility (Sardiman, 2020). In addition, interaction with peers also provides a more enjoyable learning experience. The students' confidence also increased because they had the opportunity to convey ideas in front of the group.

Various previous studies have shown a positive relationship between the application of discussion methods and increased motivation and student learning outcomes. The discussion method has been proven to be able to create an interactive learning atmosphere, foster curiosity, and strengthen student involvement in understanding the material (Ryan & Deci, 2020). The findings provide a theoretical basis for the development of the Syndicate Group discussion method in elementary schools.

However, the application of the Syndicate Group discussion method has not been used optimally in elementary schools, especially in the regions. Teachers still tend to use conventional methods due to limited time and the ability to manage classes. As a result, students lose the opportunity to learn actively and collaboratively (Susanto, 2019).

Based on these conditions, this study is important to analyze the influence of the Syndicate Group discussion method and learning motivation on student learning outcomes. This research is expected to make a practical contribution for teachers in choosing effective learning methods and enrich scientific studies on strategies to improve learning outcomes for elementary school students.

METHOD

This study uses **a quantitative approach with a descriptive design**. This design was chosen because it is suitable for analyzing the influence of learning methods and learning motivation on student learning outcomes empirically through numerical data processing.

The research population is all grade V students of SDN Cluster I, Pajajaran District, Probolinggo Regency with a total of **63 students**. The sampling technique uses **total sampling**, so that all members of the population are used as research samples.

The instruments used in this study were **a questionnaire** to measure the variables of the Syndicate Group discussion method and student learning motivation, as well as documentation of the value of social studies learning outcomes of students to measure dependent variables. The questionnaire was compiled based on the theoretical indicators of each variable, then tested through validity and reliability tests before being used in the main study.

The data collection technique is carried out through **the distribution of questionnaires and documentation of students' academic scores**. The questionnaire was filled out by the respondents directly, while the data on learning outcomes was obtained from official school documents.

Data analysis is carried out through several stages. First, **a validity and reliability test of the instrument** is carried out to ensure the feasibility of the questionnaire. Second, **classical assumption tests** were carried out including normality, multicollinearity, and heteroscedasticity tests. Third, to answer the research hypothesis, **multiple linear regression analysis was used**. This analysis was used to determine the simultaneous and partial influence of independent variables, namely the Syndicate Group (X_1) discussion method and learning motivation (X_2), on the dependent variable, namely learning outcomes (Y).

RESULTS AND DISCUSSION

Results

This study aims to determine the influence of the Syndicate Group discussion method and learning motivation on the learning outcomes of grade V students of SDN Gugus I, Pajarakan District, Probolinggo Regency. Data analysis was carried out using multiple linear regression after the research instrument was declared valid and reliable.

The results of the validity and reliability test showed that all questionnaire items on the variables of the Syndicate Group discussion method and learning motivation met the valid criteria and had a reliability coefficient above 0.70. This shows that the instrument used is feasible to measure the research variables.

The description of the data shows that the average variable score of the Syndicate Group discussion method is in the high category, which means that students feel that the application of this method is quite good. Meanwhile, the average learning motivation score is also in the high category, indicating that most students have a positive learning impulse. The average score of social studies learning outcomes of students was obtained at 76.5, with most students having achieved the Minimum Completeness Criteria (KKM).

The results of the multiple linear regression test showed that the Syndicate Group discussion method and learning motivation simultaneously had a significant effect on student learning outcomes. The F_{cal} value was 8.054 with a significance of $0.001 < 0.05$, so the first hypothesis was accepted. This confirms that the two independent variables are able to explain the variation in student learning outcomes.

Partially, the Syndicate Group discussion method had a significant effect on student learning outcomes with a significance value of $0.001 < 0.05$. This means that the better the application of the Syndicate Group discussion method, the higher the student learning outcomes. Furthermore, learning motivation also had a significant effect on learning outcomes with a significance value of $0.023 < 0.05$. This shows that the higher the student's motivation to learn, the better the learning outcomes achieved. A summary of the results of the regression analysis can be seen in the following table.

Table 1.
Results of Multiple Linear Regression Analysis

Independent Variables	Sig.	Information
Syndicate Group Discussion Method (X_1)	0,001	Significant effect
Learning Motivation (X_2)	0,023	Significant effect
Simultaneous Test ($F_{cal} = 8,054$)	0,001	Significant effect

Based on these results, it can be concluded that the Syndicate Group discussion method and learning motivation, both simultaneously and partially, have a positive influence on student learning outcomes. Thus, the application of innovative discussion methods and increased learning motivation are important factors in improving the academic achievement of elementary school students.

Discussion

The results of the study showed that the Syndicate Group discussion method and learning motivation had a significant effect on student learning outcomes. These findings confirm the importance of implementing innovative learning methods that are able to actively involve students as well as psychological factors that encourage the spirit of learning (Hanifah & Kurniawan, 2019).

The Syndicate Group's discussion method has been proven to make a positive contribution to learning outcomes. This is in line with Trianto's (2021) opinion that the group discussion method encourages students to think critically, work together, and be active in the learning process. In this study, students who were involved in small groups had more opportunities to express their opinions, discuss, and understand the material in depth.

Learning with the Syndicate Group method also allows for more intense interaction between students. These interactions strengthen understanding because students exchange ideas, clarify opinions, and provide real examples related to the material. This supports the findings of Wulandari (2018) who stated that group discussions are effective in improving understanding of complex concepts.

In addition to improving understanding, the Syndicate Group discussion method also trains students' social skills. They learn to work together, respect differences of opinion, and take responsibility for group tasks. This aspect is important in social studies learning which not only emphasizes knowledge, but also attitudes and social skills (Ariyanto & Suryani, 2020).

The results of this study also prove that learning motivation has a significant influence on student learning outcomes. Students with high motivation are more active in participating in learning, diligently doing assignments, and trying to understand the material given by the teacher. This is in accordance with Ryan & Deci's (2017) motivation theory which explains that intrinsic motivation encourages students to learn more consistently and diligently.

Learning motivation acts as a driving energy that determines the intensity and perseverance of students in learning. Sardiman (2020) emphasized that motivated students will be better able to overcome learning difficulties, not give up easily, and tend to achieve better achievements. The findings of this study reinforce this view.

Low motivation to learn is usually characterized by a lack of student involvement in discussions, absenteeism in doing assignments, or passive during learning activities. By applying the Syndicate Group discussion method, this condition can be overcome because students are encouraged to be actively involved through group responsibility (Siregar & Harahap, 2022).

These findings support the results of research by Siti Muayana et al. (2022) which prove that the discussion method is able to increase students' motivation to learn. They found a significant increase in motivation after the implementation of discussion-based learning. Similar things can also be seen in this study, where students are more enthusiastic about participating in social studies learning.

The simultaneous influence of the Syndicate Group discussion method and learning motivation on student learning outcomes shows a relationship between pedagogical and psychological factors. According to Hasanah & Junaidi (2020), teachers who apply innovative learning methods will be able to increase student motivation, which in turn has an impact on improving learning outcomes.

The pedagogical factor in the form of the Syndicate Group's discussion method creates a learning atmosphere that is fun, challenging, and involves students. Meanwhile, psychological

factors in the form of learning motivation provide internal and external encouragement that makes students survive the learning process. The combination of the two results in a positive synergy for students' academic achievements (Susanto, 2019).

The results of this study are also in line with the findings of Kulsum et al. (2023) who stated that discussion methods and learning motivation have significant interactions in determining learning outcomes. They assert that highly motivated students will benefit more if they learn using the discussion method compared to the conventional method.

In the context of social studies learning, the Syndicate Group's discussion method provides a learning experience that suits the needs of students. Social studies materials that are social and contextual in nature are easier to understand through discussion than just the lecture method (Putri & Nugroho, 2021). Thus, students can relate the material to their real lives.

The active involvement of students in discussions also increases confidence. Students feel valued because their opinions are heard by peers. This is in accordance with motivation indicators according to Keller (2019), namely attention, relevance, confidence, and satisfaction. The Syndicate Group discussion method is able to meet these four aspects in learning.

In addition, this method supports the achievement of 21st-century skills, such as collaboration, communication, critical thinking, and creativity. These four skills are urgently needed in facing global challenges. Thus, the application of the Syndicate Group discussion method is not only beneficial for the achievement of academic learning outcomes, but also for the overall development of student competencies (Fatmawati & Hidayat, 2021).

However, the application of the Syndicate Group's discussion method also has challenges. Teachers need to design learning well, divide groups proportionally, and ensure that each student is actively involved. Otherwise, the discussion may be dominated by certain students, while others are only passive listeners (Fitriani & Maulana, 2022).

Overall, this study confirms that the Syndicate Group discussion method and learning motivation are two important factors that complement each other in improving student learning outcomes. Teachers need to optimize these two factors through learning strategies that are creative, varied, and adapt to the characteristics of elementary school students.

Thus, the results of this study provide a theoretical as well as a practical contribution. Theoretically, this study strengthens the study of the effectiveness of discussion methods and the role of learning motivation in learning. Practically, this study provides recommendations to teachers to use the Syndicate Group discussion method more often in social studies learning so that students' motivation and learning outcomes increase.

CONCLUSION AND RECOMMENDATIONS

This study shows that the Syndicate Group discussion method and learning motivation have a significant effect on the learning outcomes of grade V students of SDN Cluster I, Pajajaran District, Probolinggo Regency. Simultaneously, the two variables were able to explain the variation in learning outcomes with a F_{cal} value of 8.054 and a significance of 0.001. Partially, the Syndicate Group discussion method had a significant effect with a significance value of 0.001, while learning motivation also had a significant effect with a significance value of 0.023. Thus, it can be concluded that the application of innovative discussion methods that actively involve students, as well as

increasing learning motivation, is an important factor in improving the academic achievement of elementary school students, especially in social studies subjects.

Based on the results of the research, several suggestions can be proposed. First, **teachers** are advised to use the Syndicate Group discussion method more often in learning, because it is able to create an interactive learning atmosphere while increasing student motivation. Second, **students** are expected to be more active in participating in group discussions in order to gain a deeper understanding and build social skills. Third, **schools** need to provide support in the form of training and workshops for teachers to enrich pedagogical skills in implementing innovative learning methods. Fourth, **researchers can further** develop this research by adding other variables, such as the role of the learning environment or the use of learning media, to obtain a more comprehensive picture of the factors that affect student learning outcomes.

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