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## **LEARNING OUTCOMES OF SCIENCE SUBJECTS FOR BOARDING SCHOOL AND NON-BOARDING SCHOOL CLASS VIII STUDENTS (COMPARATIVE STUDY OF STUDENTS OF ULUMUL QUR'AN PLUS JUNIOR HIGH SCHOOL AND SMP NEGERI 2 TAPAK TUAN)**

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### **ABSTRACT**

Boarding school and non-boarding school system policies affect the potential for learning time for students who are boarded (boarded) to be more. This study aims to determine the comparison of science learning outcomes in class VIII students of Boarding Schools and Non-Boarding Schools. This research uses a quantitative approach with a comparative research type. The samples in this study were 26 students in class VIII B at SMP Plus Ulumul Qur'an and 26 students in class VIII B at SMP N 2 Tapak Tuan. Data collection techniques in the form of documentation of the raw value of learning outcomes. Data analysis techniques using the normality test and t test. The results showed that there was a comparison of science learning outcomes for boarding school and non-boarding school students. Where the lowest science learning outcomes for Boarding School students was 20 and the highest score obtained by students was 84. Where only 4 students met the KKM criteria, while the other students had not been able to complete their learning outcomes. While the lowest non-boarding school student learning outcomes were 44 and the highest scores

obtained by students were 88. Where 12 students met the KKM criteria, while the other students had not been able to complete their learning outcomes.

**Keywords:** *Learning Outcomes, Science, Boarding School, Non Boarding School*

## **INTRODUCTION**

Learning forms of change experienced by students in terms of their ability to behave in new ways (Budiningsih, 2012). By learning a person will get results in the form of patterns of behavior, values, notions, attitudes, appreciation and skills, which include cognitive, affective and psychomotor abilities (Suprijono, 2015). To achieve these learning outcomes, it is strongly influenced by certain factors both internal such as physical, psychological and student fatigue factors (Sari, 2023), Or even external factors such as family, community factors and what is very important is the school factor, one of which is the teaching method applied by the teacher concerned (Sari, Surjono, and Muhtadi 2019).

Learning outcomes are the ultimate goal after the process of learning activities. Learning outcomes can be shown through the assessment given by the teacher from the number of fields of study that have been studied by students (Sari, Amelia, et al. 2019). One of the subjects whose learning outcomes are demanded to be good is the subject of Natural Sciences (IPA) (Jalaluddin et al. 2020). Science learning outcomes can be well obtained by students, so they must be supported by an effective and efficient learning environment (Sari, Suyanti, and Yus 2022).

SMP Plus Ulumul Qur'an is one of the schools that implements the boarding school system. This school has a dormitory that is used as a place to live for its students. The Boarding school system is a provision of the foundation's policy to provide choices to its students. This policy was made with the aim of assisting Ulumul Qur'an Plus Middle School students in developing learning achievements. With this program, the potential for learning time for students who are boarded (boarded) will be more, because students always have control from the school which also has the potential to make their learning outcomes better than non-boarding students.

Whereas SMP Negeri 2 Tapak Tuan is a Non-Boarding School like other schools, namely there are no facilities for students to stay, meaning students who return to their parents' homes and do not live in dormitories. However, it is possible that non-boarding students will be successful in achieving their learning, because thanks to parental guidance, outside exercises and also the possibility of attending tutoring. The implementation of the Boarding school

and Non-Boarding school systems in a school certainly has an impact on learning activities and student learning outcomes (Mayang et al 2021). This is in accordance with the results of previous studies, which states that there are differences between students who live in dormitories and students who live in their parents' homes, the value of students who live in their parents' homes is greater than students who live in dormitories.

## **METHODS**

The approach used in this research is a quantitative approach. The type of research used is comparative research, namely research that compares two or more symptoms of Misbahudin in Bahtiar, et al, (2017: 3). The design used in this study is causal comparative. Causal comparative is a type of research that is used to compare between two or more groups of a particular variable (Arifin in Bahtiar, et al, 2017: 4).

The population in this study were all students of SMP Plus Ulumul Qur'an and SMP N 2 Tapak Tuan class (VIII). The samples in this study were 26 students in class VIII B at SMP Plus Ulumul Qur'an and 26 students in class VIII B at SMP N 2 Tapak Tuan who were taken using a purposive sampling technique. The data used in this study is in the form of documentation of the raw scores of student learning outcomes. The raw scores were obtained by compiling lists of student scores from science teachers. Data analysis was performed by calculating the Kolmogorov Smirnov normality test and the Mann-Whitney non-parametric hypothesis test with the help of SPSS 26 software.

## **RESULTS AND DISCUSSION**

The normality test is a part of the data analysis requirements test or the classical assumption test, meaning that before we carry out statistical analysis to test the hypothesis, in this case is regression analysis, the research data must be tested for normal distribution. Of course, we also know that good data is normally distributed data. Basis for Decision Making in the K-S Normality Test: (1) if the significance value (Sig.) is greater than 0.05 then the research data is normally distributed, and (2) conversely, if the significance value (Sig.) is less than 0.05 then the data research is not normally distributed.

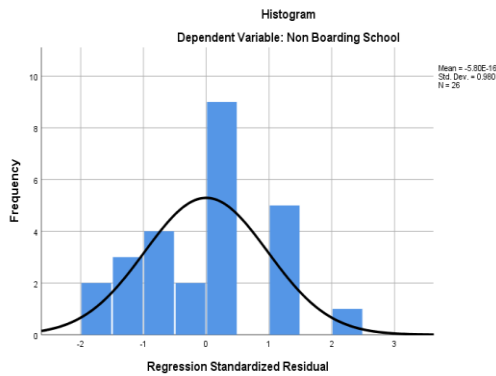
Table 1. Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>	
	Unstandardized Residual
N	26
Normal Parameters <sup>a,b</sup>	
Mean	.0000000
Std. Deviation	5.28383568

Most Extreme Differences	Absolute	.142
	Positive	.110
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.187c

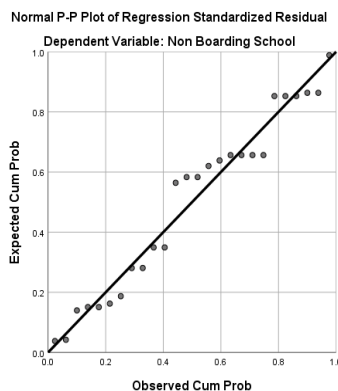
Based on the SPSS output table, it is known that the significance value of the Asymp.Sig (2-tailed) learning outcome variable is 0.187 greater than 0.05. So according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

**Gambar 1. Normality Test Histogram**



Source: SPSS Analysis Results 26

**Figure 2. P-P Plot Norms**



Source: SPSS Analysis Results 26

In the normal plot images (Figures 1 and 2) it can be seen that the dots spread around the diagonal line and follow the direction of the diagonal line. By looking at the appearance of the normal plot image, it can be concluded that the normal plot image gives a normal distribution pattern. Based on the classical assumption test, it can be explained that all the data used in the study fulfill all the classical assumptions, so that the simple linear regression model in this study is feasible to use. The hypothesis test in this study used the t test with the help of the SPSS version 26 program to prove the hypothesis formulated in chapter one. The results of the t test can be seen in Table 2.

Tabel 2. Hypothesis testing (Uji t)

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	10.453	5.215		2.004	.056
<i>Boarding School</i>	1.065	.094	.919	11.389	.000

a. Dependent Variable: *Non Boarding School*

The decision making in testing the hypothesis in this study is as follows:

- a. "Based on the significance value: from Table 2 a significance value of  $0.000 < 0.05$  is obtained, so it can be concluded that there is a comparison of science learning outcomes in class VIII students of Boarding Schools and Non-Boarding Schools.
- b. Based on the t value: it is known that the tcount is  $11.38 > t_{table} 1.66$  so it can be concluded that there is a comparison of IA learning outcomes in class VIII students of Boarding Schools and Non-Boarding Schools.

Based on the analysis that the researchers carried out on the research findings above, it can be explained that the existence of a learning pattern in the Science class of VIII grade Boarding School students has affected their learning outcomes. Where the Boarding School class students obtained the lowest score which was 20 while the highest score obtained by students was 84, while the KKM score was 75, meaning that there were 4 students who met the KKM criteria, while the other students had not been able to complete their learning outcomes. While the science learning outcomes for class VIII Non-Boarding School students obtained the lowest score of 44 while the highest score was 88, meaning that there were 2 students who met the KKM criteria, while the other students had not been able to complete their learning outcomes.

After carrying out the normality test for these two data, an *Asymp.Sig* (2-tailed) value of 0.187 was obtained which was greater than 0.05. So according to the basis for decision making in the Kolmogorov-Smirnov normality test, it can be concluded that the data is normally distributed. Meanwhile, the hypothesis test showed that "a significance value of  $0.000 < 0.05$  was obtained or a tcount value of  $11.38 > t_{table} 1.66$ , meaning that there was a comparison

of science learning outcomes in class VIII Boarding School and Non-Boarding School students.

## **CONCLUSION**

Based on the results of the research, it can be concluded that there are differences in science learning outcomes in class VIII students of Boarding Schools and Non-Boarding Schools. The learning outcomes of Non Boarding School students are higher than those of Boarding School students. This can be seen from the results of the hypothesis test which shows that the significance value is  $0.000 < 0.05$  or the  $t_{count}$  is  $11.38 > t_{table}$  1.66, meaning that there are differences in science learning outcomes in class VIII Boarding School and Non Boarding School students.

## **ACKNOWLEDGEMENT**

Boarding School and Non-Boarding School Santri are encouraged to continue to improve and maintain existing achievements by increasing study hours both at home and while at school and dormitories. To the school, to continue to make efforts so that students who choose Non Boarding Schools can become part of the students who live in school dormitories or Boarding Schools.

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