

THE INFLUENCE OF PSYCHOSOCIAL DEVELOPMENT ON SOCIAL STUDIES LEARNING OUTCOMES GRADE IV SD N 18 SUMBER MAKMUR

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Abstract: *Appropriate and directed psychosocial development of students affects student social studies learning outcomes. Psychosocial development plays a crucial role in stimulating nerves and muscles to encourage student psychosocial growth. This research uses quantitative methods and pre-experimental designs. The pre-experimental design applied in this study is the One-Shot Case Study. Questionnaires and tests were given to collect data in this study. Questionnaires are applied to collect data on psychosocial development, while tests are given to collect data on social studies learning outcomes. Regression analysis is applied to analyze the data. For the analysis of the results of the study, namely, students' responses to psychosocial development were in a very low position which was seen in the vulnerable percentage of questionnaire results. Furthermore, the average score of students' social studies learning outcomes has exceeded the KKM of social studies subjects set by the school. Therefore, based on the test of the regression coefficient of the calculation greater than the t_{table}, then H₀ is rejected. This shows that psychosocial development has an influence on social studies learning outcomes.*

Keyword: *Psychosocial Development, Learning Outcomes, Social Studies*

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INTRODUCTION

Child development is a behavioral process that occurs when a child grows from immature to mature, from simple to perfect, and from dependence to independent (Susilawati, 2020). A child's growth and development can also be influenced by several causes, including parental drive, nutrition, and gender. Nutrition and parental encouragement are needed for the continuation of the child's growth and development stage. Children who get the right nutrition and direct encouragement from their parents will experience the best growth and development. As parents and educators, they must play their greatest role to help their children in growth and development (Santri et al., 2014).

Elementary school students in the developing stage are in dire need of special attention from parents and educators. Children of primary school age are children who are at the age of 6 to 13 years who have distinctive characteristics and are studying at the level SD/MI. The important role of parents and teachers in teaching a child is the basis for the development of the child's character and their future success (Trianingsih et al., 2016).

The development of school-age children is often referred to as middle-period development. This middle stage is characterized by the onset of physical, cognitive and psychosocial development. In order to obtain the best development, school-age children must be able to fulfill developmental activities that are in accordance with the stages of their development, including psychosocial development (Anggraeni, 2018).

Psychosocial development is the process by which an individual's personality, emotions and social interaction develop. In this period, the child is easier to understand from an internal perspective than from an outside perspective, which allows him to determine what is best for the child. Children begin to overcome their own difficulties and begin to see the

positive aspects of their environment (Khasanah et al., 2019).

So this will also affect student learning outcomes. Different student learning outcomes have become commonplace in educational circles. One of them is in social studies subjects. Where IPS is defined as "the study or study of society." In social studies, teachers can carry out community studies from various social points of view, including history, geography, economics, sociology, anthropology, politics and government, and simplified aspects of social psychology, in order to obtain learning goals (Kristin, 2016).

This is also in line with the objectives of IPS, which is to develop the capacity to accept responsibilities as part of society, such as communication skills, responsibility as a citizen, and good behavior on values, attitudes, and norms (Budiarti, 2015). It is hoped that the appropriate and directed psychosocial development of students can achieve their own social studies learning goals and will have an impact on student learning outcomes.

But in fact according to field observations, students obtain high scores in social studies but they do not reflect psychosocial development completely, for example students are still selective in making friends, remain shy in expressing their opinions, and when researchers interview some students about themselves and their parents, it becomes clear that communication between students and parents is not done well enough, because parents care less about their child's learning outcomes.

Problems that are also related to psychosocial development and learning outcomes have been carried out by Wibowo and Susanto. Based on the results of the study, students who received social encouragement from their surroundings had a positive impact on their academic achievements. (Kartika, 2021). Another research that is also quite related is by

Latifah, Dwi & Andini about the impact of psychosocial development on learning outcomes. Psychosocial development, according to them, is the process by which a child develops the capacity to adapt to his social environment. Good psychosocial development for students will have an impact on student learning outcomes (Studi et al., 2018)

Therefore, to face these obstacles, there must be assistance from the surrounding environment, including parents, classmates, and schools. That way, there will be proper psychosocial development. In addition, in the learning process, especially social studies, educators must build good moral values in students so that they can behave well and be accepted in society, especially at home and school.

That way, children can perform social roles with each other. This study aims to: (1). Collect information about psychosocial development; (2). Collect data on the learning outcomes of social studies class IV; and (3) Investigate the extent of the influence of psychosocial development on the learning outcomes of social studies grade IV SD N 18 Sumber Makmur.

RESEARCH METHODS

This study applies a quantitative methodology because the research data collected in the form of numbers and analyzed with the help of SPSS. The study used a pre-experimental design. The pre-experimental design applied in this study is the One-Shot Case Study. In this design, a group is given special treatment and then observation is carried out. The treatment applied as a free variable is psychosocial development, while the bound variable is the social studies learning outcomes.

The location of this research is at SD N 18 Sumber Makmur, Limapuluh District, Batubara Regency, North Sumatra, to be with a time span from November 29, 2021 to December 17, 2021. The population in this study was all grade IV students of SD N 18 Sumber Makmur, a total of 19 students with details of 9 men and 10

women. This study applied saturated sampling techniques to collect data, where the total sample was equal to the total population.

Therefore, the sample size for this study was 19 students. Questionnaires are given to collect data compiled in statements in the form of positive and negative comments. This questionnaire is used to analyze and identify the psychosocial development of students.

Researchers use the Likert scale in this questionnaire, which will be given in the form of a checklist with alternative responses, namely SI = always, Sr = often, Kd = sometimes, and TP = never. In addition to questionnaires, test instruments in the form of tests (questions) are also used. The questions given in this study are 10 multiple-choice questions. Meanwhile, data analysis techniques are applied to the results of the questionnaire. The researcher processed the questionnaire data using the following percentage formula:

Description: P = Percentage of each alternative response, F = Frequency of alternate responses, N = Total respondents, and 100% = Standard count. At the last stage a regression test is carried out. The purpose of the regression test is to determine the impact of psychosocial development on social studies learning outcomes of grade IV students of SD N 18 Sumber Makmur.

RESULT AND DISCUSSION

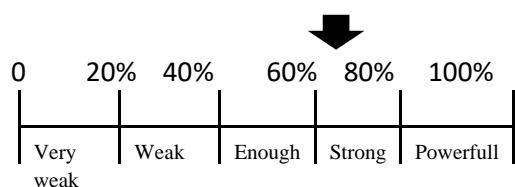
1. Questionnaire data analysis

The following will be presented the results of the study obtained from the analysis of the psychosocial development questionnaire given to 19 grade IV students of SD N 18 Sumber Makmur

Table 1. Recapitulation of Psychosocial Development Questionnaire Data

| No Angket | Skor | | | | | | | | Jumlah | |
|-----------|------|------|-----|------|----|------|-----|------|--------|------|
| | 1 | | 2 | | 3 | | 4 | | | |
| | F | Skor | F | Skor | F | Skor | F | Skor | F | Skor |
| 1 | 0 | 0 | 14 | 28 | 0 | 0 | 5 | 20 | 19 | 48 |
| 2 | 8 | 8 | 2 | 16 | 1 | 3 | 8 | 32 | 19 | 59 |
| 3 | 6 | 6 | 3 | 6 | 4 | 12 | 6 | 24 | 19 | 48 |
| 4 | 8 | 8 | 6 | 12 | 3 | 9 | 2 | 8 | 19 | 37 |
| 5 | 0 | 0 | 0 | 0 | 4 | 12 | 15 | 60 | 19 | 72 |
| 6 | 4 | 4 | 8 | 16 | 4 | 12 | 3 | 12 | 19 | 44 |
| 7 | 6 | 6 | 4 | 8 | 7 | 21 | 2 | 8 | 19 | 43 |
| 8 | 8 | 8 | 4 | 8 | 5 | 15 | 2 | 8 | 19 | 39 |
| 9 | 10 | 10 | 4 | 8 | 0 | 0 | 5 | 20 | 19 | 38 |
| 10 | 2 | 2 | 10 | 20 | 3 | 9 | 4 | 16 | 19 | 47 |
| 11 | 2 | 2 | 2 | 4 | 7 | 21 | 8 | 32 | 19 | 59 |
| 12 | 2 | 2 | 8 | 16 | 7 | 21 | 2 | 8 | 19 | 47 |
| 13 | 4 | 4 | 6 | 12 | 0 | 0 | 9 | 36 | 19 | 52 |
| 14 | 0 | 0 | 9 | 18 | 6 | 18 | 4 | 16 | 19 | 52 |
| 15 | 2 | 2 | 0 | 0 | 13 | 39 | 4 | 16 | 19 | 57 |
| 16 | 2 | 2 | 10 | 20 | 5 | 15 | 2 | 8 | 19 | 45 |
| 17 | 2 | 2 | 8 | 16 | 0 | 0 | 9 | 36 | 19 | 54 |
| 18 | 11 | 11 | 4 | 8 | 4 | 12 | 0 | 0 | 19 | 31 |
| 19 | 4 | 4 | 2 | 8 | 3 | 9 | 10 | 40 | 19 | 61 |
| 20 | 5 | 5 | 12 | 24 | 0 | 0 | 2 | 8 | 19 | 37 |
| Jumlah | 86 | 86 | 116 | 248 | 76 | 228 | 102 | 408 | 380 | 970 |

Based on Table 1, the ideal score for psychosocial development variables of 19 respondents with a total of 20 questionnaire questions, namely 19 (respondents) × 20 (items)4 (maximum score of each item)= 1,520. The number of score achievements from the distribution of questionnaires is 970. The percentage of questionnaires on psychosocial development can be calculated by: $\frac{\text{Total score of polling results}}{\text{Highest score standards}} \times 100\%$. So, the percentage of achieving student response score achievement scores is $\frac{970}{1.520} \times 100\% = 64\%$



Graph 1. Interpretation of The Value of Questionnaires

Graph 1 indicates that the score is strong because it is between 60%-80%. The

total percentage of student response scores on psychosocial development is 64%. Then strong categories.

2. Test Data Analysis

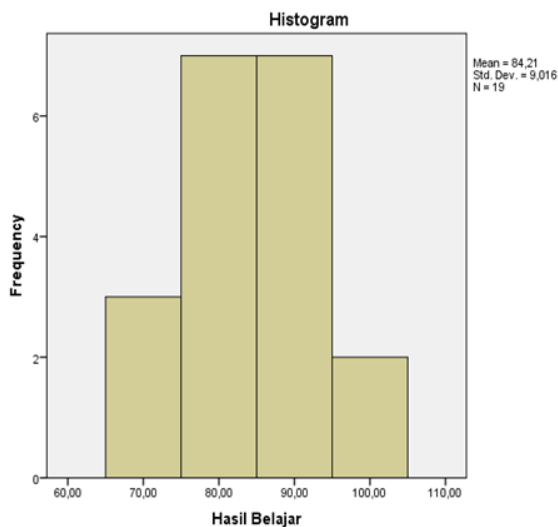
To find out the results of social studies learning, students were asked to do the test questions for heroism and patriotism material totaling 10 questions in the form of multiple choices given to 19 students.

Table 2. Learning Outcomes IPS

| | | |
|---------|---------|--------------------|
| N | Valid | 19 |
| | Missing | 0 |
| Mean | | 84,2105 |
| Median | | 80,0000 |
| Mode | | 80,00 ^a |
| Minimum | | 70,00 |
| Maximum | | 100,00 |
| Sum | | 1600,00 |

a. Multiple modes exist. The smallest value is shown

Based on Table 2, out of a total of 19 respondents obtained a mean (average) of social studies learning outcomes of 84.21, a median (middle value) of 80, a mode (the value that most often appears) of 80.00, a minimum (lowest value) of 70.00, and a maximum (the highest value) of 100. These results indicate that most student learning outcomes exceed the school's KKM of 70. To facilitate the interpretation of data, the following graph is presented:



Graph 2. Graph of Social Studies Learning Outcomes Grade IV SD 18 Sumber Makmur

3. Hypothesis test

Table 3 the following summarizes the findings of the determination test:

Table 3. Determenation test

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,756 ^a | ,572 | ,546 | 6,07169 |

Predictors: (Constant), Psychosocial Development

As seen in Table 3, the R Square (r^2) obtained is 0.572. (square of the correlation coefficient). This number can be used to determine the magnitude of the contribution of variable X (psychosocial development) in variable Y (social studies learning outcomes) using the following formula:

$$KD = r^2 \times 100\%$$

$$KD = 0.572 \times 100\%$$

$$KD = 57.2\%$$

This calculation shows that psychosocial development has a 57.2% effect on social studies learning outcomes, while the remaining 42.8% is influenced by other factors. To determine the significance of such influences, it can be seen in Table 4 below:

Table 4. Regression Coefficient Test

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | | | |
| 1 | (Constant) | 34,746 | 10,477 | 3,316 | ,004 |
| | Psychosoci al Development | ,995 | ,209 | 4,763 | ,000 |

a. Dependent Variable: Learning Outcomes IPS

The value of the constant in Table 4 is 34.74, and the value of psychosocial development is 0.995. The formula of the regression equation is usually written as $Y = a + bX$. The bound variable is Y which in this study is the result of social studies learning, and the free variable is X which this study is a psychosocial development. While a and b are rated values that must be determined through calculations. Here is the regression equation of this data:

$$Y = a + bX$$

$$Y = 34.74 + 0.995X$$

The rated value of its regression coefficient is 34.74. This shows that if the psychosocial development variable does not experience an increase in value or score, the social studies learning outcome variable is 34.74. A regression coefficient of 0.995 indicates that if the score of the psychosocial development variable increases, the social studies learning outcome variable also increases. The results

of the regression coefficient analysis showed a significance value of 0.000, with a calculation of 4.763 and a ttable of 2.101. H_0 was rejected because the significance level was smaller than 0.05 and the count (4.763) was greater than the ttable (2.101). This means that psychosocial development has a significant impact on the learning outcomes of social studies grade IV SD 18 Sumber Makmur.

Based on the results of the questionnaire analysis given to 19 students with a total of 20 items (10 positive statements and the rest negative) the results were obtained, namely 10% of students answered never, 24% answered sometimes, 24% answered frequently, and 42% students answered always. This percentage is determined from the total frequency of each possible answer (Sl, Sr, Kd, TP) on each of the items of the psychosocial development questionnaire. The highest total score was 1280. In addition, the score of the questionnaire results was 945. So that the result of the percentage of student response scores was obtained, which was 64%. This score is classified as very weak because it is between 60% - 80%.

The results of the analysis showed that the psychosocial development of students was strong, which was indicated by the achievement of strong student response scores. This has not been fully maximized due to the lack of communication between the environment, both parents, friends of the same age and school. The results of the analysis showed that the psychosocial development of students was strong, which was indicated by the achievement of strong student response scores. This has not been fully maximized due to the lack of communication between the environment, both parents, friends of the same age and school.

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This can be realized in the form of, for example, parents never asking about daily test scores, midterm exams or report cards obtained by students, or the lack of support from their peers and the lack of communication between educators and students. Even though peers of age and school play an important role in the psychosocial development of children, because with peers the child will interact pleasantly which will later have a positive effect on the child's behavior (Budikuncoroningsih, 2017).

Meanwhile, based on the results of the analysis of student social studies learning outcomes data, it was obtained that the average social studies learning outcomes of grade IV students were 84.2. This score has exceeded the minimum completion criteria (KKM) for social studies subjects set by the school, which is 70. In addition, the calculation was determined using the results of the regression coefficient test analysis, which was 4.763 with a significance value of 0.000 and a ttable of 2.101. Because the significance value obtained is less than 0.05 and the calculation (4.763) is greater than the ttable (2.101) then H_0 is rejected, meaning that psychosocial development affects the social studies learning outcomes of grade IV students of SD N 18 Sumber Makmur.

The magnitude of the influence of psychosocial development on student social studies learning outcomes was 57.2%, and 42.8% was influenced by other factors. Therefore, students at primary school age

should be given more attention in the family environment, because the family is the main aspect in influencing the child's development, children spend more time in the family environment. When the family environment is good, it also has a good effect on the psychosocial development of the child. One of the families that plays an important role is the parents (Saputro & Talan, 2017).

The role of parents also affects the psychosocial development of school-age children, the need for parental knowledge affects the parenting patterns given to children because one of the stages of child development is psychosocial development, the role of parents certainly has a major role to direct children to positive behavior (Suprihatiningsih, 2019).

In addition, emotional maturity can also affect psychosocial development, because when the child has emotional intelligence, it indicates that the child is able to manage emotions well and thus also affects the child's psychosocial development (Hairani, 2021). So with this, the child will start interactions with peers, this is very important to stimulate the child's social attitudes (Rahmayanti et al., 2017).

In school-age children, social relations with classmates can be in the form of talking about lessons, talking about interesting things related to the latest game play or movies, and also talking about the lessons discussed in class (Setiawati, 2010).

In addition to the factors discussed earlier, other factors such as physical and psychological health consisting of intelligence, student talents and student interests also influence learning outcomes (Simamora et al., 2020). In addition, teacher competence is also a support for both pedagogical, social, personality and professionalism competencies will have an impact on student learning outcomes (Anugraheni, 2017).

The influence of psychosocial development on learning outcomes is in line with the cognitive approach according

to Bruner, the ability to think gradually by interacting between the abilities in oneself and the surrounding environment. This is because the process of thinking capacity or intelligence goes hand in hand with the learning process (Christopher, 2018). This further reinforces that psychosocial development has a significant impact on learning outcomes.

CONCLUSION

Based on the analysis of the results of the study, conclusions can be drawn, namely that students' responses to psychosocial development are in a very low position which is seen in the vulnerable percentage of questionnaire results. Furthermore, the average score of students' social studies learning outcomes has exceeded the KKM of social studies subjects set by the school. Therefore, based on the test of the regression coefficient of the calculation greater than the t_{table} , then H_0 is rejected. This shows that psychosocial development has an influence on social studies learning outcomes.

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