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The Influence of Problem Based Learning, Expository and Learning Motivation Learning Strategies on the Learning Outcomes of Writing News Texts of Class XI Students of SMK PGRI 1 Gresik.

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ABSTRACT: This study aims to find the effect on student learning outcomes between the application of Problem Based Learning learning strategies vs expository learning strategies, find the flow of students who have high learning motivation and low motivation towards student learning outcomes and want to know the interaction between learning strategies and student learning motivation towards student learning outcomes on the material of writing news texts for class XI students at SMK PGRI Gresik.

From the results of the research conducted, the conclusions obtained are that: (1) students who are treated with problem based learning strategies obtain higher learning outcomes compared to students who are treated with expository learning strategies, (2) students who have high learning motivation obtain higher learning outcomes compared to students who have low motivation, while (3) there is an interaction between learning strategies and learning motivation towards improving student learning outcomes on the material of writing news texts for class X students at SMK PGRI Gresik**.**

KEYWORDS: Learning Strategy, Problem Based Learning, Expository,Learning Motivation, Learning Outcomes

INTRODUCTION

One of the major challenges for the Indonesian nation is to prepare quality human resources, namely intelligent, superior and competitive people. The quality of Indonesian people can be achieved through the provision of quality education (Azis, 2014; Hernandeni et al., 2018; Nur Salim, 2018). Education must be able to equip students with life skills (life skills/life competencies) that are in accordance with the needs of students' lives and their living environment (D. Astuti et al., 2020; Awwaliyah & Arcana, 2021; Syarifudin, 2020).

Education must be directed at conscious efforts to develop the potential of human resources through learning activities. Patras et al., (2019); Sembiring, (2018); Widiastuti et al., (2015) put forward two educational principles that are very relevant to the education system in Indonesia, namely: first, education must be placed on four pillars: (1) learning to know, (2) learning to do, (3) learning to be, (4) learning to live together. The second is lifelong learning. These two principles are developed in the education system in Indonesia to prepare quality human resources. Various national laws and regulations are the basis for the development and implementation of the education system in Indonesia. The quality of education cannot be separated from the quality of learning (Salam et al., 2017; Shofiyah, 2018; Tati Sri Uswati, 2014). The learning conditions needed to achieve maximum learning outcomes are broadly grouped into internal conditions and external conditions (Awaluddin et al., 2021; Awwaliyah & Arcana, 2021; Widiyono & Millati, 2021). Internal conditions are factors that exist within students, including: readiness, ability, prerequisite knowledge that students already have, motivation, aspirations, talents and intelligence. External conditions are everything that is outside the student but also influences student learning, including: facilities and infrastructure, weather, learning climate, school buildings, classrooms and so on. Therefore, it is clear that one of the problems faced by teachers in organizing teaching is how to effectively foster motivation in students.

Student needs include: (1) to do something for the sake of the activity itself, (2) to please others, (3) to achieve (achievement), and (4) to overcome difficulties. Some ways to foster motivation are through varied teaching strategies, providing opportunities for students to channel their desire to learn, using learning media, and so on. In general, students will be motivated to be actively involved in the learning process if they see that the learning situation tends to satisfy them according to the expected needs (Gunawan & Rahmawati, 2020; Hasibuan & Prastowo, 2019; Shiddiqi et al., 2021).

The condition of Indonesian language learning at SMK PGRI 1 Gresik so far shows that the use of Expository or conventional strategies is still very dominant. The application of Expository or conventional strategies is carried out in the form of

lectures, questions and answers, discussions and assignments. Practically, it is described that the teacher provides explanations to students and students take notes accompanied by questions and answers as needed, then continued with providing example questions and practice questions or assignments (recitation) (AK, 2020; Guyansyah, 2020; Pertiwi et al., 2020). In the learning process, the role of the teacher is very dominant both in preparing, compiling and programming the learning process in the classroom (R. Amalia et al., 2020; Arkeman et al., 2020; Mulyani & Subandi, 2020).

The learning conditions are centered on the teacher (teacher centered), the teacher is active, and students tend to be passive so that the learning process does not involve the role of students physically or mentally in learning activities. Students as learning subjects are programmed to obtain better learning outcomes, but in reality the condition of students is described as one of the objects in learning who must listen, pay attention, understand, record, store and re-issue information conveyed by the teacher during the test. Such a learning process encourages students to be passive, indifferent, lazy, sleepy, and bored so that learning outcomes tend to be low (Nugroho & Harida, 2020; Savira et al., 2020; Sihombing et al., 2020; Subdari et al., 2020).

The Expository Strategy that has been used by teachers, namely the lecture strategy followed by giving assignments and drills to students, has not brought much change in improving Chemistry learning outcomes. This teaching strategy does not provide students with enough opportunities to build their own knowledge through activities in seeking and finding new knowledge or solving Chemistry problems (Maulidah & Kamal, 2020; Suryani, 2020; Wahab & Rizuan, 2020).

Departing from the conditions and several existing learning problems, continuous and systematic efforts by teachers are needed to improve the effectiveness of learning Indonesian subjects at SMK PGRI 1 Gresik. One effort that can be made is the need to implement a learning strategy that provides students with ample opportunities in the learning process. One learning strategy that provides students with opportunities that directly lead to solving problems faced by students in participating in learning activities is the Problem Based Learning strategy (Fatimah et al., 2017; Herdianto et al., 2021; Kurniawati, 2018).

The Problem Based Learning strategy in the learning process provides students with the opportunity to learn optimally, this implies that the treatment applied in the teaching and learning process uses thinking power and creativity to think effectively and efficiently in order to achieve learning goals (Hafizah & Nurhaliza, 2021; Janah, 2020; Sumarni et al., 2016). The process skills approach using the Problem Based Learning strategy is applied by viewing students and their activities as whole human beings, translated into teaching and learning activities that pay attention to the development of knowledge, life values and attitudes, feelings and skills as a whole unit both as goals and at the same time as a form of training, which finally all activities and results are manifested in the form of creativity (Hafizah & Nurhaliza, 2021; Janah, 2020; Purwati et al., 2021; Rewah et al., 2021; Sumarni et al., 2016; N. P. Ulfah et al., 2021).

Problem Based Learning strategy is one of the alternative learning strategies applied in the learning process of Indonesian language subjects (Herdianto et al., 2021; Laamena et al., 2021; Sumarni et al., 2016). The Problem Based Learning strategy emphasizes more on activities that focus on problem solving and the development of students' learning creativity (Fatimah et al., 2017; Herdianto et al., 2021; Kurniawati, 2018). The application of the Problem Based Learning strategy can help teachers in delivering learning materials by creating conducive learning conditions in fostering students' motivation to learn more deeply, will encourage students' curiosity further and encourage students to think critically. The development of curiosity, critical thinking, analysis and satisfaction in students' learning can be used in managing the learning process in order to achieve optimal learning outcomes (Chen et al., 2021; Leggett & Harrington, 2021; Parno et al., 2020). Cooperative Learning strategy is another learning strategy offered to improve student learning outcomes, in addition to building social interactions between individuals in their study groups (Bermejo Díaz et al., 2021; Rivera-Pérez et al., 2021; Tran, 2019). Through this Cooperative Learning strategy, students can find solutions to problems more effectively by working together in their study groups (Hamadi et al., 2021; Hebles et al., 2021; T. Liu & Lipowski, 2021). Buchs et al., (2021); Liebech-Lien, (2021) stated that how to learn skills, transfer of learning and teaching problem solving skills can be developed by emphasizing the importance of peer interaction. Cooperative learning strategies are also very relevant to the characteristics of Indonesian society which is very proud of the spirit of mutual cooperation in community life, so this culture needs to be preserved (Carlos Torrego-Seijo et al., 2021; Delgado-García et al., 2021; Prieto-Saborit et al., 2021). It would be a shame if teachers did not want or were reluctant to implement a cooperative system in the classroom. In addition, the socialization process between students can be monitored directly by the teacher, especially student activities in groups and their attitudes in accepting differences between fellow students. This learning strategy is in accordance with the mandate of the National Education System Law, Chapter III, Article 4, paragraph 1, which states that: "Education is carried out democratically and fairly and without discrimination by upholding human rights, religious values, cultural values, and national diversity" (Nwosu et al., 2021; Sánchez-Molina et al., 2021; Sugino, 2021).

In general, people have a negative impression of cooperation or learning in groups, and many students also do not like being asked to work together with their friends. Students who are diligent in studying feel that they have to work harder than other students in their group, while students who are less able feel inferior. With cooperative learning strategies, this can be minimized or even eliminated with several approaches used (Fernandez-Rio & Casey, 2021; Garcia, 2021; Karmina et al., 2021; Zhou & Lewis, 2021).

One component that is thought to influence Chemistry learning outcomes is student learning motivation (Ariyanto et al., 2015; Hasnawati et al., 2019; Rahmi & Suparman, 2019). Motivation can basically help in understanding and explaining individual behavior, including the behavior of individuals who are learning. There are several important roles of motivation in learning and teaching, including in (a) determining things that can be used as learning reinforcement, (b) clarifying the learning objectives to be achieved, (c) determining the type of control over learning stimuli, (d) determining learning persistence (R. S. Dewi, 2018; Juita et al., 2013; Mappeasse, 2009; Utami et al., 2019). Motivation can play a role in learning reinforcement if students who are learning are faced with a problem that requires solving, and can only be solved thanks to the help of things they have experienced. For example, a student will solve Chemistry material with the help of a logarithm table. Without the help of the table, the student cannot complete the Chemistry assignment, so the student tries to find a Chemistry table book. The effort to find the Chemistry table is a role of motivation that can lead to learning reinforcement (Fitriani et al., 2020; Kurniadi et al., 2020; Toni Andiarso and Honorata Ratnawati Dwi Putranti, 2017). The role of motivation in clarifying learning objectives is closely related to the meaning of learning. Students will be interested in learning something if what they are learning is at least known or the benefits can be enjoyed by students (Dessler, 2016; Dewanti, 2021; Ridwan & Hamelinda, 2017). For example, students will be motivated to learn electronics because the goal of learning electronics can give birth to their abilities in the field of electronics. A student who has been motivated to learn something will try to learn it well and diligently, in the hope of getting good results. It appears that motivation to learn causes someone to be diligent in learning, on the other hand, if someone lacks or does not have the motivation to learn, then he will not be able to study for long or will be easily tempted to do other things instead of studying. This shows that motivation greatly influences learning resilience and perseverance (Hayati, 2020; Ni Made Krisnamurti Udayani, Ketut Agustini, 2017; Yanti et al., 2021). Based on several things that are the background of the problem above, the author intends to conduct research in the form of an experiment for a thesis entitled "The Influence of Problem Based Learning, Expository and Learning Motivation Strategies on Indonesian Language Learning Outcomes of Class XII Students of SMK PGRI 1 Gresik.

METHOD

Experimental research in this study was intended to determine whether or not there was an influence of learning strategies in terms of student learning motivation on the learning outcomes of Learning to Write News Texts for Class XI Students. by comparing the experimental group treated with problem-based learning strategies with the comparison group treated with Expository learning strategies which were divided into two groups, namely the group of students who had high learning motivation and the group of students who had low learning motivation. Related to the type of research and variables, the design of this study used a 2 x 2 factorial with a variance analysis technique (Two Way Anava). The population is divided into two, namely the general population and the target population. The general population is students of SMK PGRI 1 Gresik which consists of 7 classes. While the target is class XI students of SMK PGRI 1 Gresik. This study took class X students as a sample based on the consideration that X in each school has equal abilities, so that the subject matter used as a research instrument for the test can be done; in this case as a measure of Indonesian language learning outcomes (Y). From this, students can be asked for information or opinions regarding themselves objectively, especially in filling out the learning questionnaire (X). This study took a sample of two classes XII totaling 64 students. In this study, the sampling method used was the cluster random sampling technique. The cluster random sampling technique is a sampling technique by randomizing groups, not subjects as individuals.

The variables in this study are 1) independent variables (X), consisting of (X1), namely the Problem Based Learning (PBL) Learning Strategy and the Expository Learning Strategy and (X2), namely student learning motivation. 2). Dependent variable (Y), namely the results of learning Indonesian.

The data collection method was carried out and divided into 2 instruments to collect data, namely a questionnaire instrument to collect data on student learning motivation and a learning outcome test question instrument. In terms of instruments, it can be explained as follows

A questionnaire to collect data on student characteristics, in this case learning motivation. The learning motivation questionnaire instrument is arranged in the form of questions related to student learning motivation as many as 20 question items. The learning motivation questionnaire is given or distributed to students before the learning process begins. However, the instrument has been tested for validity and reliability to determine the level of reliability and validity and consistency of an instrument. The results of the instrument will be used to separate the experimental class group and the control group. In this case, it is only categorized into students who have high learning motivation and students who have low learning motivation. In the experimental process, all students who have high learning motivation and students who have low motivation have the same opportunity in the research that will seek improvements in the learning outcomes obtained. The questionnaire is arranged using answer choices, so that respondents only need to mark the selected answer. For scoring the questionnaire, statements were given that revealed aspects of the level of learning motivation consisting of 5 scales.

The learning outcome test was given to respondents after the learning process had been completed. The test was made based on problems for treatment with the Problem Based Learning learning strategy, but for the expository learning strategy, the question

items were made as usual in the form of ordinary questions, matching, choosing the most correct answer, or right or wrong. Learning outcomes will be tested through 2-way Variance Analysis (ANOVA) statistics with the help of SPSS. The test is a data collection tool in the form of a list of questions or items. In this study, the test was compiled by researchers based on a grid that measures 4 (four) aspects. Namely the memory aspect (C1), the understanding aspect (C2), the application aspect (C3) and the analysis aspect (C4) the student outcome test used in this study was an objective test of 25 questions with 5 answer choices. and equipped with an answer key

Research Instrument Trial

Before being tested on the research sample. First, a trial of the test instrument and questionnaire was carried out at SMK PGRI 1 Gresik, then the following analysis was carried out:

Test Instrument Analysis

Content Validity Test

Validity regarding how far empirical evidence and theoretical rationale support the accuracy of inferences and actions based on test scores or other assessments so that the test has content validity. must be considered The test must be a representative sample to measure how far the learning objectives are achieved in terms of the material taught and from the learning process perspective, The emphasis of the material to be tested must be balanced with the weight of the material that has been taught, No other knowledge that has not been taught is needed to answer the questions correctly. Therefore, in this study an instrument is said to be valid if it meets the test review criteria must Test items are in accordance with the test grid. The material on the test items is in accordance with the indicators, The material on the test items has been studied by students, The material on the test items has been understood by students, and The material on the questions does not provide multiple interpretations

Reliability Test

Reliability indicates the level of reliability of something. Reliability means it can be trusted, so it can be relied on. Richardson which can be called the KR-20 formula for calculating the level of reliability. The instrument is said to be reliable if r≥0.07

Data Analysis Technique

The data analysis technique used in this study is two-way analysis of variance with the same cells. There are three requirements before conducting a two-way analysis, namely: a) the sample is selected randomly, b) the dependent variable is on an interval scale, c) the independent variable is on a nominal scale. Then the requirements test is carried out, namely the normality test and the homogeneity test. .**Analysis Requirements Test**

The requirements test in this study is the normality test and the homogeneity test.

Normality Test

The normality test is carried out to determine whether the data distribution follows a normal standard distribution or not. Normality is only applied to the dependent variable (Y). The normality test in this study was carried out using the Lillifors Method. This method is used because the data is not in a grouped data distribution. In the Lilliefoese method, each data X_i is converted into a standard number z_i

The test statistics used are: is L = Max |F(zi)- S(zi)|, with a significance level of 5% or α = 0.05. The steps or procedures for the Normality Test as explained by Budiyono (2004: 175) are as follows:

Hypothesis

Ho: The sample comes from a normally distributed population

Hi: The sample does not come from a normally distributed population

Select the degree of significance, in this study 5% or α=0.05

Test statistic L=Max |F(zi)- S(zi)|, with

F(zi)= P(Z≤zi);Z~N(0.1)

Computation, namely the calculation of the test statistic value based on the observation data of the Critical Region; DK = {L/L>L,α;n} where L is the sample size

Test Decision, Ho is rejected if LϵDK and Ho is not rejected if L∉DK

Formulate conclusions based on the test decision

Homogeneity of Variance Test

Sugiyono, (2017) stated that the homogeneity test is to determine whether the variances of a number of populations are the same or not. A population that has the same variance is called homogeneous. In this study, the homogeneity of variance test was carried out to test the variance of each cell. The test statistic used is the Bartlet Test. The steps or procedures for the homogeneity test are as follows:

Hypothesis

Ho : $\sigma_1^2 = \sigma_2^2 = \sigma_3^2 = . . . = \sigma_k^2$

H1 : At least one equal sign (=) is not applicable

1) Select the level of significance, in this study 5% or α=0.05

2) Calculate each variance $S_1^2,\ S_2^2,\ S_3^2, \ldots .S_k^2$ from a sample size $n_{1,}\ n_{2,}\ n_{3,}, \ldots n_{k,}$

3) Calculate the combined variance formulated with

$$S_p^2 = \frac{\Sigma\,(\,n_k - 1\,)\,S_i^2}{N-k}$$

4) Computation with test statistics as follows

$$\boldsymbol{b} = \frac{\left[(s_1^2)^{n1-1}\ (s_2^2)^{n2-1} \ldots (s_k^2)^{k1-1}\right]^{\frac{1}{N-k}}}{s_p^2}$$

5) Critical area; $DK = \left\{\frac{b}{b} < b_k(\alpha;\ n_{1,}n_{2,}n_3. \ldots n_k)\right\}$

6) Uni decision, Ho rejected if $b \epsilon\ b_k$ dan Ho not rejected if $b\ \notin DK$ formulate conclusions based on the test decision

Hypothesis Testing

The research hypothesis was tested using two-way analysis of variance with the same cells. The model for the data in this population is:

$x_{ijk} = \mu + \alpha_i + \beta_j + (\alpha\beta)_{ij} + \varepsilon_{ijk}$ with ;

x_{ijk} = data ke – k on line to – i and column to –j

μ = average of all data

α_i = $\mu_1 - \mu$ line effect to –i on the dependent variable

β_j = $\mu_1 - \mu$ line effect to –j on the dependent variable

$(\alpha\beta)_{ij} = \mu_{ij} - (\mu + \alpha_i + \beta_1)$ = combination of row effects to - i and to – j on the dependent variable

ε_{ijk} = data deviation x_{ijk} to the mean of a normally distributed population with a mean 0

i and 1 = Problem Based Learning Learning Strategy

2 = Expository Learning Strategy

j and 1 = high level of learning motivation

2 = low level of learning motivation

k = 1, 2, . . ., n ; with n = the amount of observation data in each cell

RESULT

Research Instrument Trial

The questions and questionnaires on learning motivation before being distributed as research tools were first tested on students. The purpose of this trial was to determine the validity and reliability of the learning motivation questionnaire.**Uji Validity and Reliability of Learning Motivation Instruments**

According to the data obtained in this study, the results of the validity test of Learning Motivation are as seen in the following table.

Table 1: Results of the Validity Test of Learning Motivation

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	55.64	5.593	.276	.269
item2	56.14	5.635	.273	.272
item3	56.11	6.602	-.138	.414
item4	56.27	5.794	.250	.285
item5	55.60	5.200	.373	.223
item6	55.67	6.409	-.059	.379
item7	55.96	6.460	-.071	.380
item8	55.83	6.006	.096	.328
item9	56.00	6.319	-.057	.387
item10	56.05	5.846	.139	.313
item11	56.07	5.979	.125	.319
item12	55.72	6.625	-.134	.403
item13	55.75	5.063	.443	.196
item14	56.34	5.605	.169	.300

Thus, from the results of the validity test of Learning Motivation conducted, it was concluded that it was declared valid. The results of the reliability test of Learning Motivation in the study conducted with the SPSS 25 program can be seen as shown in the following table.

Table 2: Results of the Reliability Test of Learning Motivation

Reliability Statistic

Cronbach's Alpha	N of Items
.341	14

Based on the results of reliability testing with the SPSS 25 program, the alpha coefficient value is known to be 0.341. Thus, the calculated alpha value is greater than the r table value or 0.934> 0.632, meaning that the Learning Motivation Instrument is declared reliable and can be used as a data collection tool.

Data Presentation

Overall, descriptive statistical data regarding learning methods, learning motivation, and learning outcomes can be seen in the following table.

Table 3: Descriptive Statistics

Descriptive Statistic

Dependent VariableL Learning Outcomes Writing News Texts

STRATEGY	MOTIVATION TO LEARN	Mean	Std. Deviation	N
Srategi Problem Based Leaning	High	71.1944	6.95627	36
	Low	75.8750	5.84817	24
	Total	73.0667	6.88370	60
Strategi Exspository	High	62.3077	1.70743	13
	Low	62.6170	1.87145	47
	Total	62.5500	1.84506	60
Total	High	68.8367	7.19765	49
	Low	67.0986	7.30979	71
	Total	67.8083	7.28449	120

Statistical data from the calculation results of SPSS 25 between learning methods, learning motivation, and learning outcomes with a total of 120 students obtained the following results.

1. The learning outcomes of Writing News Texts against the Problem Based Learning learning strategy obtained an average (mean) of 73.0667 and a standard deviation of 6.88370. While the Expository learning strategy obtained an average (mean) of 62.5500 and a standard deviation of 18.4506
2. High learning motivation in the Problem Based Learning learning strategy obtained N = 36 and Low learning motivation obtained N = 24. While high learning motivation in the Expository Strategy obtained N = 13 and Low learning motivation obtained N = 47
3. Total learning results Writing News Texts with high learning motivation obtained N: 49 and Low learning motivation obtained N: 71.

Assumption Test

The assumption tests required in the analysis of variance are the normality and homogeneity tests. The testing of each of these requirements uses a significance level of 5%. The statistical analysis used is the analysis of variance with two paths. Analysis of

variance can be done if the data distribution is normally distributed and the data of the research sample group all have the same variance significantly (homogeneous). Therefore, the following are the Normality and Homogeneity tests on the data obtained.

Normality Test

The Normality Test of the distribution of data on the learning outcome test scores of the group of students who were given the Problem Based Learning Strategy treatment and the learning outcome test scores of the group of students who were given the

Tabel 4:*One-Sample Kolmogorov-Smirnov Test*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		120
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.27528106
Most Extreme Differences	Absolute	.259
	Positive	.259
	Negative	-.126
Test Statistic		.259
Asymp. Sig. (2-tailed)		.000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The calculation results with the SPSS program above are obtained below the overall value of Asymp. Sig. (2-tailed) > α (0.005) which is 0.0259 > 0.005 then Ha is accepted. So, the sample is normally distributed.

Data Analysis

The hypothesis of this study was tested using two-way analysis of variance. The researcher used SPSS 25 to calculate the two-way analysis of variance test. In SPSS 25, the hypothesis test is obtained from the results of the Tests of Between-Subjects Effects. From the printout, we can see in detail the results of hypothesis tests 1, 2 and 3. A summary of the calculation results can be presented in the following table.

Table 5: Summary of Results of Calculation of Two-Way Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variabel: Learning Outcomes Writing News Texts

Seurce	Type III Sum of Squares	df	Mean Square	F	Sig.
Corected Model	3634.452[a]	3	1211.484	62.435	.000
Intercept	441296.857	1	441296.857	19099.915	.000
STRATEGY	2925.179	1	2925.179	126.606	.000
MOTIVATION	148.523	1	148.523	6.428	.013
STRATEGY*MOTIVATIO	113.977	1	113.977	4.9933	.028
Error	2680.140	116			
Total	558071.000	120			
Corected Total	6314.592	119			

a. R Square = .576 (Adjusted R Squared = .565)

Data analysis to test hypotheses 1, 2 and 3 is as follows.

Hypothesis Testing 1

The First Hypothesis states:

Ho: There is no significant difference in the use of Problem Based Learning Strategy and Expository Learning Strategy on the learning outcomes of Writing News Texts for Class XI students of SMK PGRI 1 Gresik.

Ha: There is a significant difference in the use of Problem Based Learning Strategy and Expository Learning Strategy on the learning outcomes of Writing News Texts for Class XI students of SMK PGRI 1 Gresik.

SPSS 25 calculations regarding learning methods obtained a significance level of 0.000 and the value of 0.000 is less than 0.05, so it can be concluded that Ho is rejected and Ha is accepted. Which means that there is a significant influence of the use of Problem Based Learning Strategy and Expository Learning Strategy on the learning outcomes of Writing News Texts for Class XI students of SMK PGRI 1 Gresik.

Hypothesis Testing 2

The Second Hypothesis states:

Ho: There is no significant difference in learning outcomes in Writing News Texts between students who have high learning motivation and students who have low learning motivation in Writing News Texts in Class XI SMK PGRI 1 Gresik students.

Ha: There is a significant difference in learning outcomes in Writing News Texts between students who have high learning motivation and students who have low learning motivation in Writing News Texts in Class XI SMK PGRI 1 Gresik students.

The calculation of the results of SPSS 25 for learning motivation obtained a significance value of 0.000 and a value of 0.013 which is less than 0.05, so it can be concluded that H0 is rejected and Ha is accepted. Which means that there is a significant influence on learning outcomes in Writing News Texts between students who have high learning motivation and students who have low learning motivation in Class XI SMK PGRI 1 Gresik students.

Hypothesis Testing 3

The third hypothesis states:

Ho: There is no significant interaction between the use of Learning Strategies and learning motivation on the learning outcomes of Chemistry in students on the material Writing News Texts in Class XI students of SMK PGRI 1 Gresik.

Ha: There is a significant interaction between the use of Learning Strategies and learning motivation on the learning outcomes of Writing News Texts in Class XI students of SMK PGRI 1 Gresik.

The results of the calculation of the interaction between learning methods and learning motivation using SPSS 25 obtained a significance value of 0.027 and the value of 0.028 is less than 0.05, so it can be concluded that Ho is rejected and Ha is accepted. Which means that there is a significant interaction between the use of Learning Strategies and learning motivation on the learning outcomes of Writing News Texts in Class XI students of SMK PGRI 1 Gresik

The results of the three hypothesis tests conducted using SPSS 25, then all the hypotheses proposed in this study were all proven, because the results of the data analysis showed significant numbers.

A significant result is the interaction between the application of Learning Strategies and learning motivation on the learning outcomes of Writing News Texts in Class XI students of SMK PGRI 1 Gresik. also reinforced by Figure 4.1, as follows:

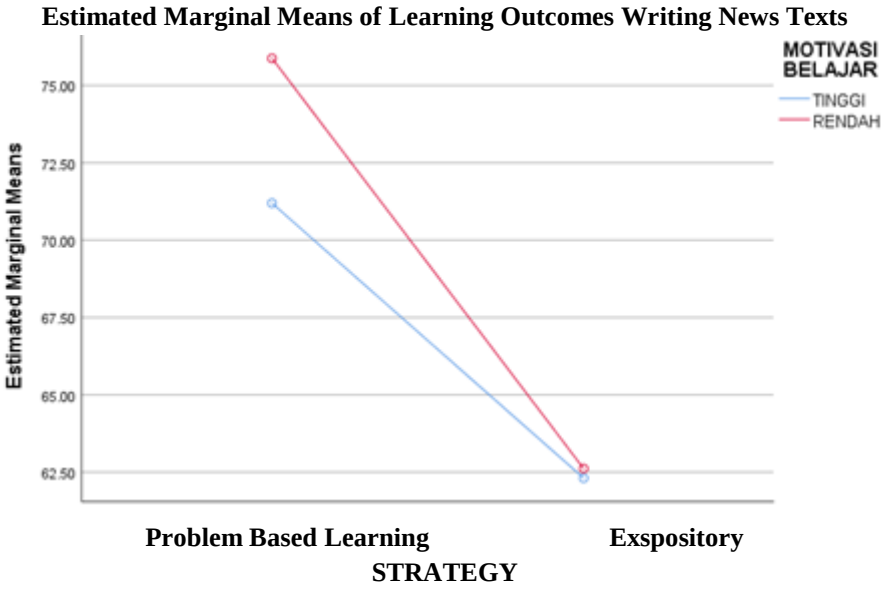

Figure 1 Interaction of Problem Based Learning Strategy and Learning Motivation

Figure 1 shows that there is a line of intersection or meeting of the chemistry learning outcome data between low and high learning motivation in the control group (Expository learning strategy) and the experimental group (Problem Based Learning strategy)

DISCUSSION

The Influence of Problem Based Learning Strategy and Expository Learning Strategy on Learning Outcomes.

Learning strategy is one of the determining elements of whether or not graduates produced by an education system are good. It is like the heart of the learning process. Good learning tends to produce graduates with good learning outcomes. And vice versa. The application of the Problem Based Learning learning strategy in learning will be able to develop children's thinking skills. Children will be active in using their minds to find various concepts or principles of a material.

The application of the Problem Based Learning learning strategy through this research is carried out by providing students with various skills in learning. The skills provided through the Problem Based Learning learning strategy include:

1. Observing, namely the skill of collecting data or information through application with the senses based on the activities carried out.
2. Interpreting, namely the skill of analogizing an experiment with an existing concept.
3. Discussing, namely the skill of being able to work together as a team to discuss problems.
4. Analyzing, namely the ability to be able to analyze problems based on observation skills that have been carried out.
5. Concluding research results, namely the skill of drawing a conclusion from a series of activities that have been carried out after analysis and discussion.
6. Applying, namely applying learning outcomes in the form of information, conclusions, concepts, laws, theories, and skills.
7. Communicating, namely conveying learning outcomes or results to others in the form of writing, pictures, movements, actions, or performances

The seven skills are given to students through the following activities: (a) observation or observations made by students, (b) classification activities from observation results, (c) taking measurements, (d) communicating observation and measurement results, (e) inferring, (f) making predictions or estimates, (g) connecting space and time, and (h) through forms of activities that introduce the relationship between numbers,

From the description above, there is a significant difference between students who are taught using the Problem Based Learning learning strategy and students who are taught using the Expository learning strategy on learning outcomes.

The Influence of Learning Motivation on Learning Outcomes in Writing News Texts

Learning Motivation is one of the students' enthusiasm in learning. Learning Motivation is a drive that emphasizes more on the results possessed by students. Reviewed from the perspective of a problem-solving approach, one of the dimensions of Learning Motivation that specifically needs to be considered in education, especially the subject of Writing News Texts, is Learning Motivation which is distinguished based on psychological differences, namely: high and low Learning Motivation. Learning Motivation has been used in major studies, is of great interest and controversy. It is also more in demand by researchers in the

competence of writing news texts. The implications of Learning Motivation based on psychological differences in students in learning according to Satterly are as follows: (a) students who have Learning Motivation tend to choose individual learning, respond well, and are independent. In addition, they can achieve goals with intrinsic motivation. (b) Students who have Learning Motivation tend to choose to learn in groups and interact with teachers as often as possible, requiring extrinsic reinforcement. Given that students' Learning Motivation is psychologically different, namely intrinsic Learning Motivation and extrinsic Learning Motivation, teachers need to adjust learning to these styles. In this regard, Witkin said that a problem is a situation that causes someone to have the motivation to achieve a goal but the process of achieving the goal is hampered by an obstacle or barrier. The person's job is to find a solution to the problem by finding a way to overcome the obstacle). This is very sensitive because students' Learning Motivation affects the teacher's teaching strategy. Frank further said that psychological differences affect the way teachers learn. Thus, according to the theory, students who have high Learning Motivation will succeed in learning compared to students who have low Learning Motivation, as well as this study, has shown the same results as the theory. In order for learning to be successful according to the teacher's expectations, it is necessary to understand the differences in Learning Motivation that students have in order to help teachers choose learning strategies.

Interaction between Learning Strategies and Learning Motivation on Learning Outcomes

Learning to Write News Texts will be easier to understand when learning is done by doing real learning activities so that students will get direct learning experiences. By doing direct activities, students will be given the opportunity to find concepts, facts, or principles through themselves. Such learning will be more meaningful than just memorizing a concept or principle. One learning approach that can be applied so that learning becomes more meaningful and easy for students to remember is the Problem Based Learning Learning Strategy, the Problem Based Learning Strategy is a learning approach that allows for the development of various student skills. The application of the Problem Based Learning Strategy will have an impact on increasing student activity. This is because in this learning activity students are given the freedom to explore their physical and mental abilities to the maximum and are supported by an assessment system that is not only based on test results but also on the results of activity data carried out by students during learning. The learning model approach requires students to play an active role in learning, actively participate in experimenting, actively participate in discussions, and work together with group members, for example in working on LKS. By working on LKS systematically according to instructions, students can formulate theories based on the experiments they carry out. This is because the LKS has been designed with steps that guide students to find a theory according to the experiment. Increasing activity in the Problem Based Learning (PBL) learning strategy will have an impact on improving student learning outcomes, especially in the cognitive domain. By conducting experiments, students will get real-life experiences. These experiences will be easy to remember and students' memory will last longer than if students only read books or take notes. Students' memory is very valuable as capital for student knowledge and of course will have an impact on improving student learning outcomes. Finally, learning that is released with the Problem Based Learning learning strategy will be able to increase students' activity and Chemistry learning outcomes. The use of a process approach that can encourage activity will be in accordance with students who have Learning Motivation and will ultimately also affect student learning outcomes. This study concludes that there is an interaction between the use of learning strategies and Learning Motivation with the learning outcomes of Writing News Texts in Class XI students of SMK PGRI 1 Gresik.

CONCLUSION

From the results of the research conducted, the conclusions obtained are that: (1) students who are treated with problem-based learning strategies obtain higher learning outcomes compared to students who are treated with expository learning strategies, (2) students who have high learning motivation obtain higher learning outcomes compared to students who have low motivation, while (3) there is an interaction between learning strategies and learning motivation on improving student learning outcomes in the material on writing news texts for class X students at SMK PGRI Gresik.

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