Differences in Economic Learning Outcomes based on the Interaction of Contextual and Expository Learning Strategies with Personality Types of Students

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Abstract: The classic and general problem that continues to be a concern at school is the lack of student learning outcomes. Of the various factors, learning strategies and student characteristics are some of the things that influence learning outcomes. This study aims to determine the differences in students 'economic learning outcomes taught with contextual and expository learning strategies and their interaction with students' personality types. Based on the results of the analysis, sample taken from 35 students of SMA Negeri 1 taught with contextual learning strategies (CTL) and expository, obtained: (1) economic learning outcomes of students taught with contextual learning strategies higher than those taught with strategies expository, (2) economic learning outcomes of students with extroverted personality types are higher than introverted personality types, and (3) there is an interaction between learning strategies and personality types in influencing students' economic learning outcomes.

1 INTRODUCTION

One of the problems faced by Indonesia is the low quality of human resources. The low quality of Indonesian human resources is due to the low quality of public education, which should be a determinant of the progress of a nation. Education is accepted and lived as a treasure that is very valuable and genuinely productive because productive work in the present is work based on reason, not on hands. So that the formation of educated humans is the most important capital for a nation. Given that if viewed from the perspective of the state, education is the path to prosperity and the progress and existence of a country. Therefore, almost all countries today make education the main concern, especially when a paradigm emerges that knowledge is the only way to a better, more useful and productive life.

The low quality of education can indicate the quality of learning carried out so far is still ineffective, inefficient, and unable to increase student learning interest. The indicator of student learning success is the semester test score carried out

by the government every semester as a teacher's evaluation of the quality of students globally.

Student learning outcomes are influenced by two factors: external factors (from outside the students) and internal factors (from within students). External factors, one of which is the learning strategy or method used, while internal factors, one of which is the personality (Slameto, 2010).

Many strategies can be used in the learning process, including contextual and expository strategies (Hamruni, 2013). According to Hamruni the learning strategy that links or connects material learned with real life is a contextual learning strategy. This strategy is different from the others because the use of this strategy fully involves students in the learning process. While the expository strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master learning material optimally.

From the above understanding, it is suspected that the use of contextual learning strategies will produce superior learning outcomes compared to the use of expository learning strategies. This is in line

with Daniah's research which states that learning outcomes are higher with the use of contextual rather than expository strategies (Daniah. 2010).

To obtain stages of learning activities that are empowered and effective, the teacher must be able to determine what teaching and learning strategies are used (Lubis, 2015). This means that the creativity and skill of the teacher are needed in determining the learning strategy based on the students' character and the situation in which they are facing.

Concerning this statement, in the teaching and learning process, an educator will be faced with many situations, one of which is the readiness of students. This is inseparable from the nature of students/personality given that one of the factors that influence student learning readiness is personality. In essence, there are 2 types of personality namely extrovert and introvert. Students who have extroverted personalities tend to be very enthusiastic in starting lessons because they are basically very fond of collaboration and tend to be active, so active learning strategies are very appropriate to use in their classrooms. While introverted individuals are the opposite, they tend to be passive and do not like working together. So that passive learning strategies are appropriate for students who have this type of personality.

2 THEORICAL FRAMEWORK

2.1 Learning Strategies

Learning and teaching are processes that contain three elements, namely teaching (instructional), experience (process), and learning outcomes. (Sudjana, 2014). Learning is an ongoing process, which never stops and is not limited to the classroom walls. This is based on the assumption that all human life will always face problems or goals they want to achieve. In the process of achieving that goal, humans will be faced with various obstacles. Learning can also be interpreted as a process of the occurrence of relatively permanent changes resulting from experience in the form of training or interaction with the environment. The results of economic learning can be interpreted as the results achieved by students in the form of changes in the mastery of knowledge and skills in learning about human behavior in meeting their diverse needs with limited resources through the choice of activities of production, consumption, and/or distribution (Rondi, 2015).

Then it can be concluded that economic learning outcomes are behavioral changes such as memory, understanding, application, analysis, evaluation, and creativity that students have after experiencing an economic learning process within a specified period based on instructional objectives.

Strategy as an arrangement, approach, or rules to achieve a goal by using energy, time, and convenience optimally. (Hamdani, 2011). Now the term strategy is widely used in various fields of activity that aim to obtain success or success in achieving goals. For example, a manager or company leader who wants big profits and success will implement a strategy to achieve that goal, a basketball team coach will determine the strategy that is considered appropriate to win a match. Likewise, a teacher who expects good results in the learning process will also apply a strategy so that the learning outcomes of students get the best results.

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effective and efficient simultaneously. (Istarani, 2012).

Menurut Departemen Pendidikan Nasional (2003:5) menyatakan:Pendekatan kontekstual (Contextual Teaching and Learning/CTL) adalah konsep belajar yang membantu guru mengaitkan antara materi yang diajarkannya dengan situasi dunia nyata siswa dan mendorong siswa membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan mereka sehari-hari, dengan melibatkan tujuh komponen utama pembelajaran efektif, yakni: konstruktivisme (Constructivism), bertanya (Questioning), menemukan (Inquiri), masyarakat belajar (Learning Community), pemodelan (Modelling), refleksi (Reflection), dan penilaian sebenarnya (Authentic Assessment).

The expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the material optimally. (Sanjaya, 2005). Roy Killen named this expository strategy as a direct learning strategy because in this strategy learning material was delivered directly by the teacher, students were not required to find the material (Sanjaya, 2009).

Basically, expository learning is the same as learning that occurs by learning to accept (Ausubel and Anwar, 2006) "This strategy emphasizes the speaking process, the subject matter is deliberately given directly. The role of students in this strategy is to listen and master the material presented by the teacher. This learning strategy emphasizes the

relationship between stimulus and response that must be implemented.

2.2 Personality Type

Personality comes from Latin, the word persona, meaning mask that actors use to hide their identity in a game or performance. This is in line with the opinion of C. Gustav Jung who stated that throughout human life, always wearing this mask to cover up his inner life (Syamsu and Nurihsan, 2007).

According to Sobur, citing Allport's personality definition as follows: "Personality is the dynamic organization within the individual of those psychophysical systems that determine its unique adjustment to its environment." The purpose of Allport's definition is that personality is dynamic organizations of psychophysical systems in individuals who also determine their unique or unique ways of adjusting to their environment.

Eysencef defined personality as the total number of patterns of actual or potential action of an organism determined by heredity and the environment. From this definition, Eysenck shows that personality is influenced by heredity and environment. Descent refers to the factors determined at conception. The real figure, the attractiveness of the face, genitals, temperament, muscle composition and reflexes, energy levels, and biological rhythms are characteristics generally considered to influence from both parents. The descent approach argues that the most recent explanation of an individual's personality is the molecular structure of the genes located in the chromosome.

Eysenck argued that individuals belonging to introverted personality are individuals who have the following characteristics: always directs their views on themselves, all attention is directed into their own soul life, their behavior is mainly determined by what happens to themselves while the outside world is not much meaning in determining its behavior, therefore individuals with this type often do not have contact with their surroundings. Introverted personality can also be defined as a quiet, shy person who is relatively separate from others and emotionally withdrawn.

Correspondingly, according to Robbins (2007), "A person who withdraws and focuses attention to understanding himself is described as an introvert." Introverts are more fun to calm and centralized environments, which give them loneliness, and that gives them the opportunity to explore profound experiences of the series limited experience in him. Individuals with introverted personality types tend to orient their souls towards themselves, like to be alone, keep their distance from others, take a long time to adjust to the environment, not easily believe, dislike stimulation, like to live regularly, feeling under strict control, slightly pessimistic, and uphold ethical values.

Eysenck illustrates that an extrovert will have the following characteristics: they are classified as friendly people. The person who is easy to get along with likes parties has lots of friends, always needs friends to talk to, and likes all forms of cooperation. They often take the opportunity that comes to them, not infrequently, and often act without thinking first, generally including explosive individuals. Extroverts like jokes, they are quick to respond to the questions shown to themselves and like change. They are jovial individuals who are not too troublesome, optimistic and cheerful. They prefer to do activities rather than stay silent, tend to be aggressive, lose patience easly, sometimes lack control over their feelings well, and sometimes they also cannot be trusted.

According to Jung (in Howard and Miriam, 2008: 134), an extroverted person is influenced by the objective world, outside himself. Orientation is focused on the mind; the underlying feeling is mainly determined by the environment both social and non-social.

3 RESEARCH METHOD

This research was conducted in SMA Negeri 1 Raya, Simalungun Regency, North Sumatra Province in the odd semester of 2017/2018 school year. The population in this study were all students of class X IPS in SMA Negeri 1 Raya totaling 101 students with a sample of 70 students taken by purposive sampling technique. This type of research is quasi-experimental research; this method is carried out because there is no change in the classroom situation and the schedule of the study is ongoing.

The study was carried out by applying different learning strategies in two different classes. Class X IIS-1 is a class that will be taught with contextual learning strategies (CTL), and class X IIS-2 is a class that will be taught with an expository learning strategy. Before experimenting, these two sample classes were first given a questionnaire to find out the personality type of students. The research samples from each class were grouped into two groups: groups of students who have extroverted personalities and introverted personalities.

The experimental design used in this study is a 2x2 factorial design as in Table 1, meaning that this study only involves two levels, namely: (1) Factors of contextual learning strategies and expository learning model factors which are independent variables, and (2) personality type factors students consisting of extroverted personality and introverted personality as moderator variables. Data collection techniques in this study using test and questionnaire techniques. Data for economic learning outcomes were collected using tests, while data about students' personalities were collected using questionnaires.

Data analysis techniques used in this study are descriptive quantitative statistical techniques. Descriptive statistical techniques are used to describe the data, among others: average value (mean), median, standard deviation, and the tendency of data. Quantitative statistical techniques are used to test the hypothesis with the two-way analysis of variance (ANOVA) (2x2 factorial design) with the level testing significance of $\alpha = 0.05$. In this case the use of variance analysis, after first testing the normality data requirements by using Chi-Square test and variance homogeneity test using Fisher and Bartlet test. These variables will then be included in the research design as in Table 1 below:

Table 1: Research plan with Factorial 2x2

Learning Strategies Factor A / Personality type factor B		Learning Strategies	
		Contextual (A1)	Expository (A2)
Personality Type	Extrovert (B1)	A1B1	A2B1
	Introvert (B2)	A1B2	A2B2

exp
A1   : contextual learning strategy
A2   : Expository learning strategy
B1   : Extrovert
B2   : Introvert
A1B1 : Group of students treated with a contextual learning strategy with the extroverted personality
A1B2 : group of students given treatment with contextual learning strategies with the introverted personality
A2B1 : group of students given treatment with expository learning strategies with the extroverted personality
A2B2 : group of students given treatment with expository learning strategies with the introverted personality

4 RESULTS

Test Requirements
Based on calculations through Chi-Square test, the eight data groups came from populations that were normally distributed and based on Fisher's test and Bartllet's test, the entire data group, had homogeneous variance.

Research Hypothesis Test
Based on the test data of students' economic learning outcomes, the next step is to calculate the total score and the average score of each treatment group according to the two-track ANAVA table, which can then be used as a basis for statistical decisions to test hypotheses, as in table 2 below.

Table 2: Summary of Two Way ANOVA

Learning Strategy Faktor A / Personality type fo Students Faktor B	Learning Strategy		Total
	Contextual (A1)	Expository (A2)	
Extrovert (B1)	N1 = 20 $\sum X1 = 254$ $\sum X^2 = 3249$	N3 = 16 $\sum X3 = 164$ $\sum X^2 = 1752$	N =36 $\sum Xb1 = 418$ $\sum X^2 = 5001$
Introvert (B2)	N2 = 15 $\sum X2 = 159$ $\sum X^2 = 1694$	N4 = 19 $\sum X4 = 232$ $\sum X^2 = 2862$	N =34 $\sum Xb1 = 390$ $\sum X^2 = 4556$
Total	N = 35 $\sum Xk1 = 413$ $\sum X^2 = 4943$	N = 35 $\sum Xk2 = 396$ $\sum X^2 = 4614$	

Overall results of the 2x2 factorial ANOVA calculation for testing the research hypothesis can be seen in the table below.

Table 3. Summary of Hyphotesis Testing

Varian	JK	RJK	dk	F value	Result
Between column (A)	50.3	50.3	1	25.15	Significant
Between row (B)	23.41	23.41	1	11.71	Significant
Interaction	47.76	47.76	1	23.89	Significant
Error	131.5	1.99	66		

Differences in economic learning outcomes of students taught by contextual learning strategies and

expository learning strategies. The hypothesis tested is:

H0: $\mu A1 \leq \mu A2$

Ha: $\mu A1 > \mu A2$

Based on the results of hypothesis testing in table 2 above, the results of the calculation of the learning strategy data are obtained, where Fvalue = 25.15> Ftable = (3.99) at α = 0.05, which means the Zero Hypothesis (H0) is rejected. Thus the research hypothesis states that economic learning outcomes of students who are taught with contextual learning strategies are higher than the economic learning outcomes of students who use expository learning strategies (Ha) tested the truth.

Differences in economic learning outcomes of students who have the extroverted personality and have an introverted personality. The hypothesis tested is:

H0: $\mu B1 \leq \mu B2$

Ha: $\mu B1 > \mu B2$

There is an interaction between contextual learning strategies and student personality types. The hypothesis tested is:

H0: A x B = 0

Ha: A x B $\neq$ 0

Based on the results of hypothesis testing in table 2 above, the results of the calculation of the interaction data of the learning strategy and the personality type of students are obtained, where Fvalue = 23.89> Ftable = (3.99) at α = 0.05, which means that the Zero Hypothesis (H0) is rejected. research hypothesis which states that there is an interaction between learning strategies and student personality types in influencing students' economic learning outcomes (Ha) tested the truth.

Because there is an interaction between learning strategies and personality types in influencing economic learning outcomes, it is necessary to do further testing (post hoc test), to find out the average learning outcomes which sample is different. To see the form of interaction between learning models and personality types in influencing economic learning outcomes, further tests were carried out using the Scheffe test. A summary of the Scheffe test results can be seen in table 4 below:

Table 4: Summary of Scheffe Post-Hoc Test

No	Comparison between group	F value	F table	Result
1	Cell A1B1 and Cell A1B1	9.36	2.74	Significant
2	Cell A1B1 and Cell	12.98	2.74	Significant
	A2B1			
3	Cell A1B1 and Cell A2B2	0.54	2.74	Not-Significant
4	Cell A1B2 dan Cell A2B1	0.24	2.74	Tidak signifikan
5	Cell A1B2 dan Cell A2B2	5.44	2.74	Signifikan
6	Cell A2B1 dan Cell A2B2	8.21	2.74	Signifikan

Acceptance criteria, if Fvalue> Ftable, then there is a significant difference. Based on the Scheffe test above, it is concluded as follows:

a. There are significant differences between the economic learning outcomes of groups of students who have an extroverted personality who are taught using contextual learning strategies (A1B1) compared to groups of students who have an introverted personality (A1B2) who are taught using contextual learning strategies with Fvalue> Ftable 9.36> 2.74. Based on the average value, it appears that the group of students who have extroverted personality are taught using contextual learning strategies (12.70) obtain higher economic learning outcomes than the group of students who have introverted personality taught using contextual learning strategies (10.50).

b. There are significant differences between economic learning outcomes of groups of students who have an extroverted personality who are taught using contextual learning strategies (A1B1) compared to groups of students who have extroverted personality taught by using expository learning strategies (A2B1) with Fvalue> Ftable, ie, 12.98> 2.74. Based on the average value, it appears that the group of students who have extroverted personality are taught using contextual learning strategies (12.70) obtain higher economic learning outcomes than the group of students who have extroverted personality taught using expository learning strategies (10.25).

c. Economic learning outcomes between groups of students who have extroverted personality taught using contextual learning strategies (A1B1) with groups of students who have introverted personality taught by using expository learning strategies (A2B2) show no difference, where the value Fvalue <Ftable is 0.54> 2.74. This result shows that groups of students who have extroverted personality are taught by using contextual learning strategies (12.70) as a whole there is no difference compared

to groups of students who have introverted personality taught using expository learning strategies (12.21).

d. Economic learning outcomes of groups of students who have introverted personality taught using contextual learning strategies (A1B2) with groups of students who have extroverted personality taught by using expository learning strategies (A2B1) cannot be used, where the value of Fvalue <Ftable is 0.24 > 2.74. The things that are done by groups of students who have introverted personality by using contextual learning strategies (10.60) overall there is no difference in groups of students who have extroverted personality taught using expository learning strategies (10.25).

e. There are significant differences between the economic learning outcomes of groups of students who have an introverted personality who are taught using contextual learning strategies (A1B2) compared to groups of students who have introverted personality taught using expository learning strategies (A2B2) with Fvaluet> Ftable ie, 5.44> 2.74. Based on the average value, it appears that groups of students who have introverted personality are taught using expository learning strategies (12.21) obtain higher economic learning outcomes than groups of students who have introverted personality taught using contextual learning strategies (10.60)).

f. There are significant differences between economic learning outcomes of groups of students who have extroverted personality taught using expository learning strategies (A2B1) compared to groups of students who have introverted personality taught using expository learning strategies (A2B2) with Fvalue> Fable, i.e., 8.21> 2.74. Based on the average value, it appears that groups of students who have introverted personality are taught using expository learning strategies (12.21) obtain higher economic learning outcomes than groups of students who have extroverted personality taught using expository learning strategies (10.25).

Based on the results of testing the hypothesis above it can be seen that there is an interaction between the learning strategy and the type of personality of students towards the results of economic learning. This form of interaction can be seen in the diagram below.
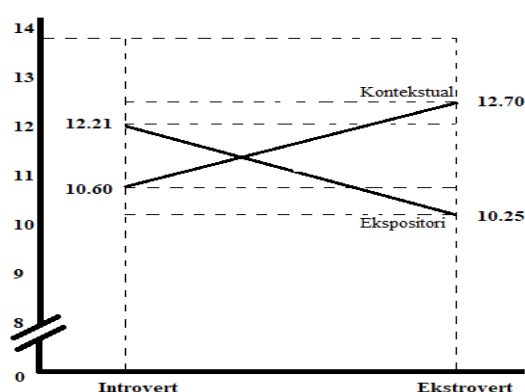

Figure 1: Diagram of Learning Strategy Interaction with Personality Type

Based on the results obtained in hypothesis testing, it can be stated that:

1. Differences in Economic Learning Outcomes of Student Groups Given Contextual Learning Strategies with Student Groups Given Expository Learning Strategies.

The results of this study indicate that overall economic learning outcomes of groups of students who are given contextual learning strategies are higher than the economic learning outcomes of groups of students given an expository learning strategy.

This contextual learning strategy is very suitable to be used in economic lessons because economic lessons consist of facts, concepts, principles whose scope is quite broad, so it requires a method that involves students in understanding fully. Learning by using contextual learning strategies provides students with more excellent opportunities to gain awareness and develop their concepts better because they involve students' experiences.

The findings in this study based on the analysis of hypothesis testing and Scheffe's further test showed that the average score of the economic learning outcomes of students who were given a contextual learning strategy was 11.75, higher than the economic learning outcomes of students treated with expository learning strategies, namely 11.42. The results of the analysis of variance analysis for the two treatment forms of the learning strategy show that Fvalue (25.15)> Ftable (3.99), at the level of $\alpha = 0.05$. The test results above show that there are significant differences between student learning outcomes given contextual learning strategies and students given expository learning strategies..

This is in line with the results of the State study (2011), entitled "The Effect of Contextual Learning Strategies and Emotional Intelligence on Indonesian Language Learning Achievement of Grade IV

Students of Singopuran 01 Kartasura Elementary School in the Academic Year 2010/2011," which concluded that contextual learning methods can produce Indonesian language learning achievement is better than the lecture learning method, with the test statistic value Fvalue> Ftable, which is 4,627> 4,013 and the average value of learning achievement of students who are subjected to contextual learning method is greater than the lecture learning method, namely 75,61> 69.35.

2. Differences in economic learning outcomes of groups of students who have an extroverted personality type with a group of students who have an introverted personality type.

Everyone has a unique and unique personality, which is often called personality. There are two types of personality, namely extrovert and introvert. Extroverted students tend to be faster and more comfortable in establishing social relationships and adapting to others or their environment, so that when they discover the facts of problems in economic learning they will be provoked to search and ask people who are more capable, and interested in connecting/associating material with their respective experiences. This is because personally extroverted students tend to be easier to deal with tasks and economic problems that mostly require reasoning.

This study shows that students who are extroverted have better economic learning outcomes than economic learning outcomes of students with the introverted personality. From the findings of the study that the average score of economic learning outcomes of students who have extroverted personality is 11.61, higher than the economic learning outcomes of students who have an introverted personality that is 11.44. this is because students who are extroverted are individuals who are active and ask questions. Likewise, if it is associated with social behavior, these two personality types show significant differences.

The findings in this study based on hypothesis analysis and Scheffe's further tests show that Fvalue (11.71)> Ftable (3.99), at the level of α = 0.05. The test results above show that there are significant differences between economic learning outcomes of students with the extroverted personality and economic learning outcomes of students with introverted personality.

This study is in line with the results of Samosir and Sibuea's (2014) study, with the title "The Effect of Cooperative Learning Models and Student Personality Types on Integrated Social Studies Learning Outcomes," which concluded that based on

the results of hypothesis testing obtained the results of the calculation of personality type data, where Fvalue = 5, 37 and the critical value of Ftable with dk = (1.68) and α = 0.05 is 3.98. These results indicate that Fvalue = 5.37> Ftable = 3.98 which states that students who have extroverted personality types obtain higher Social Studies learning outcomes than students who have introverted personality types.

3. Interaction Between Giving Learning Strategies to Students' Type of Personality in Influencing Economic Learning Outcomes.

The results of the study stated that learning strategies and personality types of students interact with each other in influencing economic learning outcomes. From the calculation results obtained Fvalue (23.89)> Ftable (3.99), at the level of α = 0.05. The existence of interaction proves that the learning strategy has a different influence on economic learning outcomes if delivered to groups of students who have different personalities.

The consideration of the personality traits of each student is something that should be noted. This is known because each student has a different personality. But the focus of the research is extroverted and introverted personality. The results of the data analysis of this study indicate that the average economic learning outcomes of extroverted individuals who were treated with contextual learning strategies (12.70) were higher than those of introverted students who had expository learning strategies (12.21).

This finding is in line with the results of Mularsih's research (2010), with the title "Learning Strategies, Personality Types, and Indonesian Language Learning Outcomes for Junior High School Students," which concluded that there was a positive interaction between learning strategies and personality types on Indonesian learning outcomes. junior high school students. This is indicated by the results of calculations through the ANOVA test, with Fvalue = 27.31> Ftable (0.05) = 4.06.

This is understandable because students who have extroverted personality tend to like interacting with their social environment and in this case the school environment, extroverted students like to discuss, socialize, and like to ask questions with their friends and this is in accordance with the application of sexual learning strategies that involve many discussion activities. Students are directed to link social experiences/groups/individuals with material taught in the classroom, so students are encouraged to think critically and are able to contribute in real life. Whereas students who have

introverted personality tend to be alone, withdraw from the crowd, prefer to work alone and accept it so that they tend to be closed and do not like communicating with others. So introverts prefer to listen and record every subject material presented by the teacher, this is in accordance with expository learning strategies which are more likely to be dominated by teachers and many students hear and receive raw material (one-way learning) from educators. Thus it can be understood that there is an interaction between learning strategies and personality types on student economic learning outcomes.

5 CONCLUSIONS

Based on the results of the research and discussion that has been stated previously, some conclusions can be drawn as follows:

1. Giving learning strategies will affect the learning outcomes of Economics, namely groups of students who are treated with contextual learning strategies will have a greater influence on learning outcomes compared to expository learning strategies. Therefore, contextual learning strategies will be better used in improving economic learning outcomes.
2. The economic learning outcomes of students with extroverted personality as a whole are higher than the group of students with an overall introverted personality. This finding means that students who are extroverted are better or more dominant than students who are introverted in economics.
3. There is an interaction of learning strategy treatment with students' personality towards economic learning outcomes. Contextual learning strategies are better used for extroverted students while expository learning strategies are more used for introverted students.

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