

The Effect of Apperception on Learning Readiness of Class IV Elementary School Students

Ervi Rahmadani^{1✉}, Arwan Wiratman², YUSDIANA³

^{1,2} Pendidikan Guru Madrasah Ibtidaiyah, IAIN Palopo, Indonesia

³ SMP Satap 7 Maiwa South Sulawesi, Indonesia

✉ email: ervirahmadani@iainpalopo.ac.id¹

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ABSTRACT

The purpose of this study was to determine the effect of apperception on the learning readiness of fifth grade elementary school students. The research was conducted in Soppeng Regency, precisely at UPTD SPF SDN 254 Mappatongai. The type of research used is an experimental quasi-experimental design that uses one group pretest-posttest. The independent variable in this study is the provision of apperception, while the dependent variable is readiness to learn. The population in this study amounted to 47 people. The sampling technique used was random sampling by selecting class IV, which consisted of 12 people as samples. The research instruments used were observation sheets and questionnaires. The results of the data that have been collected, processed qualitatively and quantitatively using the SPSS application. The results of the pretest showed that the average student learning readiness was 62.17 which was in the sufficient category. The results of the observations showed that the students' learning readiness had progressed from the first meeting to the fourth meeting. After the posttest was conducted, it was found that the average student learning readiness was 82.25 which was in the high category. From the results of the research that has been done, it can be concluded that there is an average difference in learning readiness between pretest and posttest of 20.08 and there is an effect of apperception on learning readiness of fifth grade students at UPTD SPF SDN 254 Mappatongai, Soppeng Regency. This is indicated by the value of sig. (2-tailed) is $0.0005 < 0.05$, which indicates that H_0 is rejected and H_1 is accepted.

Keyword: Apperception; Guess the picture; Learning readiness; Physical readiness; Motivation readiness; Knowledge readiness.

INTRODUCTION

The readiness of students to learn at the beginning of learning will determine their learning outcomes in the learning process. Readiness to learn is the initial condition in a learning activity that makes students ready to respond in achieving learning objectives. Readiness is the condition of students who can participate in the learning process (Karwono & Mularsih, 2017). Readiness to learn is the condition of students who are ready to accept the lessons given by the teacher and can respond (Widyaningtyas et al., 2013). The same opinion was also expressed by Rifai & Fahmi (2017) that learning readiness is a condition of students who feel they are ready to be seen from the physical and mental aspects to participate in learning activities and carry out tasks from the teacher. So, learning readiness is a prime condition of a student, both physically, mentally, emotionally and materially to receive lessons that will be

given by the teacher in order to achieve learning outcomes that are in accordance with the desired goals.

Readiness to learn students can be seen from several indicators. According to Slameto (2015), there are 5 indicators of learning readiness, namely physical, mental, emotional, needs (motivation) and knowledge. Physical conditions are related to the physical condition of students, for example, it can be seen from the health conditions of students. Students who have good health conditions can receive lessons well than students who are less healthy, thus enabling them to achieve maximum achievements (Badria et al., 2018). Mental and emotional conditions are related to the urge to learn, being able to concentrate or focus, not experiencing feelings of nervousness and tension, and having self-confidence. Meanwhile, from the aspect of motivation, it concerns the needs, interests and individual goals to maintain and develop themselves. The knowledge aspect is related to the readiness of knowledge books and the desire to read books, understanding teaching materials, speed and accuracy in answering questions and fluency in memorizing. Thorndike argues that in this law of readiness, the more ready an organism is to obtain a change in behavior, the implementation of the behavior will lead to individual satisfaction so that associations tend to be strengthened (Rahyubi, 2012). When students have readiness from all of these aspects, it will help them to be more active in learning activities in class (Effendi, 2017).

The fact that often happens today, including at SD UPTD SPF SDN 254 Mappatongai, Soppeng Regency, is that students tend to be less prepared to take part in classroom learning. This can be seen from several students' readiness, both from the physical, mental, knowledge and material aspects. For example, students look sluggish or sleepy when learning is about to start or is in progress, students do not listen and pay attention to the teacher's explanations well. They even enjoyed telling stories with their friends during the learning process. Students who forget to bring writing tools are also examples of unpreparedness in learning that are often encountered in class, so they prefer to borrow from their friends. This indicates that students are not ready to participate in learning activities, so that learning activities are not optimal (Junianto & Wagiran, 2013). Facts in the field also show that the unpreparedness of students to receive learning causes them to often feel sleepy and look lethargic in class (Alwiyah & Imaniyati, 2018). Therefore, students will be passive and unfocused in following learning in class when they are really not ready to learn.

Without the readiness of students to learn, they will have difficulty accepting the lessons given by the teacher, so that careful preparation is needed before starting learning, especially in the opening activities. One of the important things that must be done and should not be missed by the teacher is to give apperception first. Before starting learning, the teacher must relate the subject matter to be given with the subject matter that has been studied previously as initial knowledge. This is known as apperception (Pakungwati et al., 2018). The same opinion was also expressed by Musawwir & Umar (2015) that apperception is to unite and assimilate an experience with the experience that has been owned by students. While apperception according to Kaswara (2017) is a conscious observation process to accept an event that has occurred

or something new. So apperception basically does not only provide an introduction to the material that will be studied by students, but there are also activities linking the previous material with the material to be studied as a bridge of knowledge for students.

Apperception is carried out at the opening or the beginning of learning to refresh the minds of students and see as far as their readiness and focus to receive the lessons to be taught. As stated by Gunadi (2019) that one of the apperceptions used is the warmer apperception. According to Isdisusilo and Jacobsen, warmer apperception is an apperception that contains introduction activities at the beginning of learning activities to attract the attention of students, thus encouraging them to be involved in the subject matter (Palupi et al., 2017). There are several purposes for doing apperception, including to attract the attention of students to focus in class, unite the world of students and teachers, and create more stable learning conditions (Gumilang, 2012). Apperception also aims to provide an initial description of the subject matter to be studied, so that apperception can provide convenience for students in the learning process (Al Muwattho et al, 2018). Therefore, if everything related to the learning process is ready, then this has implications for student learning outcomes that will increase (Ferdian et al., 2018). Giving apperception is expected to make students more enthusiastic, have high curiosity, and have motivation to participate in the learning process, because apperception has an important role to create conditions ready to learn both physically and mentally.

But in reality, there are still teachers who teach by ignoring the apperception activities. For example, the beginning of teacher learning goes straight to the core of learning, this activity does not allow students to be mentally prepared to follow the learning flow, so students are not ready to learn (Al Muwattho et al, 2018). The same thing was also stated by Pakungwati et al, (2018) that in the early stages of learning the teacher immediately continued the subject matter to be discussed, without bringing up the previous teaching material without asking the readiness of the students. This condition is one of the causes of students not being ready to accept lessons, because students' attention has not been focused on the things that will be conveyed by the teacher, so that it interferes in the learning process.

Giving apperception at the beginning of learning is very useful for students' learning readiness. Apperception can help students to be better able to master the subject matter being taught (Hanik et al, 2018). Apperception is not only done at the beginning of the lesson, but also at the beginning of each piece of the core lesson during the lesson. The importance of apperception in learning is to determine the readiness of students to learn. In this case, the teacher strives for students to concentrate on the material presented (Saidah et al, 2021). One of the studies that is relevant to this research is Effect of Giving Scene Setting Apperception to Students' Learning Readiness in Civics Subjects conducted by Hidayanti et al., 2021 which revealed that the provision of scene setting apperception affects student learning readiness in Civics lessons. The variable giving apperception scene setting contributed 81.1% of the influence on students' readiness to learn. In addition, the results of research from Nugroho & Harida (2020) suggest that the use of stand-up comedy in

learning apperception can increase student learning motivation with the lecture method.

Based on previous research that has been described previously, it can be concluded that giving apperception before the core learning activities can have a positive influence on students' self, including increasing their learning readiness. Therefore, researchers also conducted a similar study to see how much influence it had on students, but the subjects were students of elementary school age. The type of apperception used is using a guessing image apperception. The purpose of this study was to determine the effect of apperception on the learning readiness of fifth grade elementary school students. The hypothesis proposed is that there is an effect of giving apperception on the learning readiness of fourth grade students at UPTD SPF SDN 254 Mappatongai, Soppeng Regency.

METHOD

The research method used in this study is an experimental method with a quasi-experimental design. In a quasi-experimental design, research subjects walk naturally (Idrawan & Yaniawati, 2014). This quasi-experimental design uses one group pretest-posttest. Before being given treatment, a pretest is carried out first, so that the results of the treatment can be known more accurately, because it can be compared with the situation before being treated. The variables in this study consisted of independent variables and dependent variables. The independent variable is apperception, while the dependent variable is learning readiness.

The research was conducted in Soppeng Regency, precisely at UPTD SPF SDN 254 Mappatongai. The population in this study amounted to 47 people. The sampling technique used is random sampling by selecting class IV, which consists of 12 people as the sample class in the study. The data collection technique used is non-test, namely a questionnaire. The research instrument used was a questionnaire sheet filled out by students. The indicators of the questionnaire on the effect of apperception on learning readiness are as follows:

Table 2.1 Questionnaire indicators

Indicators	Question item number	
	Positive	Negative
Physical readiness	1, 2	3
Mental readiness	4, 5, 6	7
Emotional readiness	10, 11	8, 9
Motivation readiness	12, 13, 14	
Knowledge readiness	14, 16, 18, 19, 20	15, 17,

Source: Slameto, 2015

The research instrument was then validated by experts and tested for validity and reliability. The results of the validity test showed that the 20 items of the questionnaire statement were declared valid, meanwhile, the reliability test showed that the reliability value of Cronbach's Alpha was 0.750 so it was declared reliable for use. After being declared valid and reliable, the instrument was used in the study. The categorization of student learning readiness adapted from Umam (2015) is as follows:

Table 2.2 Categorization of student learning readiness

Rentang	Kategori
$\dots \leq 49$	Very low
50 – 59	Low
60 – 69	Enough
70 – 84	Tall
$85 \geq 100$	Very tall

Source: Umam, 2015

The results of the data that have been collected are then processed qualitatively and quantitatively using the SPSS application.

FINDINGS AND DISCUSSION

This research was carried out at UPTD SPF SDN 254 Mappatongai to be exact in the fifth grade of elementary school. Learning is carried out in 4 meetings. Before the teaching and learning activities were carried out, the researcher first gave a pretest to determine the students' readiness to learn. The results of the pretest score showed that the average student learning readiness was 62.17 which was in the sufficient category. Previously, the teacher had prepared the learning tools and media that would be used. Learning tools have a strategic role in increasing the success of the teaching and learning process because they can be adapted to the conditions of student needs (Sulastri et al., 2022). Learning is continued by doing apperception at each meeting. The sub-theme taught is Sub-theme 1 Types of Work starting from learning 1 to learning 4. Before entering the core activity, the teacher first checks the readiness of students to take part in the lesson by giving apperception in the form of guessing pictures. Giving apperception in the form of guessing pictures is used as a form of treatment. Students are invited to focus their minds by paying attention to the pictures displayed by the teacher in front of the class. The pictures that have to be guessed by students are pictures of various jobs that are associated with the work that is around them on a daily basis.

When the learning process takes place, the observer makes observations related to the condition of the readiness of students in learning by filling out the observation sheet that has been provided. The aspects of learning readiness that were observed were in the form of physical, mental, emotional, motivational, and knowledge readiness of students. The results of the observations showed that the students' learning readiness had progressed from the first meeting to the fourth meeting. This is influenced by several factors, including students from the beginning already know the material they will learn, so they are not too difficult to adjust to the new material provided. In addition, the teacher has also done apperception at the beginning of learning and students have prepared all their learning needs, both in the form of textbooks and stationery before the lesson begins. The readiness of students to learn is also shown from their activeness in responding during the learning process. As stated by Badria et al., (2018) that learning readiness is the overall condition of students who are ready to respond or respond in learning in a certain way.

After 4 meetings, at the last meeting in the closing activity section, the researcher evaluated the learning activities carried out. The evaluation carried out in learning activities is a measuring tool to see the extent to which the level of achievement of students in the implementation of learning (Bungawati & Rahmadani, 2021). The evaluation was carried out through a posttest by distributing questionnaires to find out how much influence the giving of apperception using picture guessing had on students' learning readiness. The results of the posttest showed that the average student learning readiness was 82.25 which was in the high category. This is influenced by the apperception that has been done at the beginning of learning. As stated by Chatib (2011) that the first minutes in teaching and learning activities are an important time and determine the next learning process (Wijaya, 2015). Here are the results of the comparison of the students' pretest and posttest scores:

Table 3.1 Average pretest and posttest scores

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.17	12	6.132	1.770
	Posttest	82.25	12	6.240	1.801

Table 3.1 shows a summarizes of the results of descriptive statistics from the sample studied, namely the pretest and posttest scores. Because the average value of learning readiness on the pretest is 62.17, which is smaller than the post-test score of 82.25, it means that there is a difference in the average learning readiness between the pretest and posttest of 20.08. Students' learning readiness is included in the high category after the apperception can be seen from the condition of their knowledge, for example students no longer forget to bring their textbooks (student books), and actively guess the pictures shown by the teacher at the beginning of learning. Readiness to learn from a physical and mental perspective is shown by students who look neater, physically healthy and not sleepy and are more confident in participating in learning activities. The emotional readiness of students can be seen from their reduced nervousness when asked to answer the name of the picture shown by the teacher and their motivational readiness is shown by their passion to follow the lesson from beginning to end. Therefore, with good overall readiness, students will pay full attention to the teacher and the material presented. Good learning readiness will facilitate the learning process to achieve learning objectives in the classroom (Hadiningrum, 2018).

Furthermore, to prove whether the difference is really significant or not, it can be seen from the results of the paired sample t test contained in table 3.2 below:

Tabel 3.2 Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair									
1	Pretest - Posttest	-20.083	.289	.083	-20.267	-19.900	-241.000	11	.0005

Based on table 3.2, it is known that the value of sig. (2-tailed) is $0.0005 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the pretest and the posttest, which means that there is a significant effect of apperception on students' learning readiness. This is in accordance with the theory from Chatib (2012) that apperception carried out at the beginning of learning makes the students' brains ready to learn (Ramdiana, 2020). Appropriate apperception activities can make students feel relaxed and happy by being marked by a cheerful face, smiling, and even laughing. This condition is known as the alpha zone, which is the best condition to concentrate in participating in learning activities.

CONCLUSION

From the results of the research that has been carried out, it can be concluded that there is an average difference in learning readiness between pretest and posttest of 20.08 and there is an effect of giving apperception on the learning readiness of fifth grade students at UPTD SPF SDN 254 Mappatongai, Soppeng Regency. This is indicated by the value of sig. (2-tailed) is $0.0005 < 0.05$, which indicates that H_0 is rejected and H_1 is accepted.

In addition, the types of apperception that can be used in learning are not only in the form of questions and answers, but also in the form of guessing pictures by showing pictures that match the subject matter, so that students have initial knowledge about the material to be studied. The provision of apperception in the form of guessing pictures has been proven to have increased students' learning readiness in terms of physical, mental, emotional, motivational and knowledge readiness which in turn can help students to achieve better achievements.

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