

# THE EFFECT OF SMALL GROUP DISCUSSION METHOD AND LEARNING INTEREST ON STUDENTS' LEARNING OUTCOMES IN CITIZENSHIP EDUCATION SUBJECT IN GRADE X AT TAMAN SISWA PRIVATE VOCATIONAL SCHOOL PEMATANGSIANTAR 2025/2026 ACADEMIC YEAR

**Esra Fitri Sibarani<sup>a,1</sup>, Prini D. Ambarita<sup>b,2</sup>, Sanggam M. Lasmaria Siahaan<sup>3</sup>**

<sup>a</sup> Pendidikan Kewarganegaraan, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia

<sup>b</sup> Pendidikan Kewarganegaraan, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia

<sup>c</sup> Pendidikan Kewarganegaraan, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia

Cocoresponden E-mail; [sayaesrafitri@gmail.com](mailto:sayaesrafitri@gmail.com)

## INFO ARTIKEL

*Sejarah Artikel: (Diisi Editor)*  
 Diterima:  
 08 September 2025  
 Direvisi: 10 September 2025  
 Disetujui: 30 September 2025  
 Tersedia Daring: 30 October 2025

**Kata Kunci:**  
 Small Group Discussion,  
 Minat Belajar, Hasil Belajar,  
 Pendidikan  
 Kewarganegaraan

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh metode Small Group Discussion dan minat belajar terhadap hasil belajar siswa pada mata pelajaran Pendidikan Kewarganegaraan kelas X SMK Swasta Taman Siswa Pematangsiantar Tahun Ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode ex post facto dan desain korelasional. Populasi penelitian berjumlah 128 siswa, dengan sampel sebanyak 32 siswa yang dipilih menggunakan teknik purposive random sampling. Instrumen penelitian berupa angket metode Small Group Discussion dan minat belajar, serta dokumentasi nilai rapor PPKn siswa. Analisis data dilakukan melalui uji normalitas, regresi linear sederhana dan ganda, serta uji signifikansi (uji t dan uji F). Hasil penelitian menunjukkan bahwa: (1) metode Small Group Discussion berpengaruh signifikan dan sangat kuat terhadap hasil belajar siswa dengan koefisien korelasi sebesar 0,82; (2) minat belajar berpengaruh signifikan terhadap hasil belajar siswa dengan koefisien korelasi sebesar 0,54; dan (3) metode Small Group Discussion dan minat belajar secara simultan berpengaruh signifikan terhadap hasil belajar siswa dengan koefisien korelasi sebesar 0,69. Dengan demikian, penerapan metode Small Group Discussion yang efektif serta peningkatan minat belajar siswa berkontribusi positif dalam meningkatkan hasil belajar Pendidikan Kewarganegaraan.

## ABSTRACT

**Keywords:**  
 Small Group Discussion,  
 Learning Interest, Learning  
 Outcomes, Civic Education

*This study aims to analyze the effect of the Small Group Discussion method and learning interest on students' learning outcomes in Civic Education for Grade X students at Taman Siswa Private Vocational School, Pematangsiantar, Academic Year 2025/2026. This research employed a quantitative approach using an ex post facto method with a correlational design. The research population consisted of 128 students, with a sample of 32 students selected through purposive random sampling. The research instruments included questionnaires on the Small Group Discussion method and learning interest, as well as documentation of students' Civic Education report scores. Data were analyzed using normality tests, simple and multiple linear regression analyses, and significance testing through t-tests and F-tests. The results indicate that: (1) the Small Group Discussion method has a significant and very strong effect on students' learning outcomes with a correlation coefficient of 0.82; (2) learning interest has a*

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*significant effect on learning outcomes with a correlation coefficient of 0.54; and (3) the Small Group Discussion method and learning interest simultaneously have a significant effect on students' learning outcomes with a correlation coefficient of 0.69. These findings confirm that the implementation of participatory learning methods and the enhancement of students' learning interest contribute positively to improving learning outcomes in Civic Education.*

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## 1. Introduction

Education is essentially a conscious and planned effort to create a learning environment and process that enable students to actively develop their potential. The goals of education include developing spiritual strength, self-control, personality development, intelligence development, noble character, skills development, and achieving the maturity necessary for both themselves and society (Maulani & Faqih, 2021).

The form of educational success will be achieved by a nation if there is an effort to improve the quality of education of the nation itself. In the 1945 Constitution Article 31 states that: "Education is directed at all people to become intelligent people, can develop better morals will become the next generation of the nation (Cheng et al., 2022) . The goal of National Education is to educate the life of the nation and develop whole people, namely people who believe and fear God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of social and national responsibility " (Sa'adiyyah & Nurahmawati, 2021) . In order to create a successful and quality next generation, the government sets the goals of National Education. The government formulates it in the Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 concerning the National Education System states that education is carried out in order to achieve the desired goals together, namely: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe and are devout to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Kandia, 2023).

Civics Education is essentially a conscious and systematic effort to instill an understanding of the rights and obligations of citizens in social and state life, as well as fostering the attitudes and behavior of citizens (Kurniawan et al., 2023). Civics Education is one of the subjects that studies the science of citizenship, values and morals as well as norms that exist in society that direct students to be characterful, intelligent, skilled and responsible in accordance with the principles of Pancasila and the 1945 Constitution.

Therefore, the existence of Civics Education subjects is very significant in contributing to shaping the character of students (Itasari, 2022).

According to Wahab, AZ, & Sapriya, (Wulandaru, 2022) stated that Civic Education is education that aims to form good citizens, namely citizens who have civic skills, including knowledge, skills, and values that enable them to participate actively and responsibly in social, national, and state life. Furthermore, according to Panjaitan, M. (Vanood et al., 2023) Civic Education is a democratic education that aims to equip students with the ability to think critically, rationally, and creatively in responding to issues of citizenship and nationality (Sabillah et al., 2023).

In the world of education, learning is the primary aspect of schooling. As a formal educational institution, it is designed to be a place where the teaching and learning process takes place between teachers and students, with the aim of developing students' knowledge, skills, attitudes, and values. The success of the learning process is influenced by various aspects, one of which is the method used by teachers when delivering material to students. Learning methods play a significant role in creating an active, creative, effective, and enjoyable learning environment. One learning method presented as a solution to the boring learning process is the Small Group Discussion method (Luo et al., 2023).

The Small Group Discussion method is a learning method that falls under the active approach, where students are divided into small groups to discuss a specific problem, topic, or subject matter in order to reach a shared understanding or solution to a problem. It provides each student with the opportunity to be more active in expressing opinions, exchanging ideas, and working together to solve problems determined by the teacher. This method encourages direct student involvement and develops critical thinking, communication, and teamwork skills.

The optimal learning methods applied by participating teachers to students will certainly ensure that the teaching and learning process can take place in the classroom, running smoothly and effectively, thus producing optimal results. For students to be able to learn well, it is necessary to create a school environment that supports the implementation of teaching and learning activities, which will thus influence the learning outcomes achieved by students. Therefore, for students to learn more advanced, a teacher must be disciplined in updating learning methods in each subject and class (Erawan & Basar, 2023). Besides learning methods, another factor that influences student learning outcomes is student interest in learning. Interest is a feeling of preference and attraction to something or an activity, without being prompted. Interest can be expressed through a statement indicating a preference for one thing over another, or it can also be seen through participation in a learning activity (Maria Magdalena, 2021).

Students who have a strong interest in learning a particular subject tend to pay greater attention to that subject. Interest has a significant impact on learning outcomes. If the learning material does not align with the student's interests, the student will not learn as well as possible because there is no appeal for them. Students will feel lazy to learn and will not gain satisfaction from the lesson. Learning material that interests students is easier

to learn and retain because interest increases enthusiasm for learning activities (Qusyairi & Sakila, 2018) .

Student interest in learning is strongly influenced by cognitive factors (such as intelligence and talent) and affective factors (such as motivation, self-confidence, and interest). Affective factors, particularly interest, are key to encouraging active student engagement in the learning process. Students will be more motivated to learn if they recognize that learning can help them achieve important goals and lead to personal progress (Fitri et al., 2022).

Learning outcomes are a benchmark in education, particularly in schools. After completing the learning process, students will achieve learning outcomes consistent with their learning. Learning outcomes, on the other hand, are defined as the mastery of knowledge or skills developed in a subject, often demonstrated by test scores, numbers, or grades given by the teacher. Once the material has been presented sufficiently, the teacher can administer a test to measure learning outcomes, not only comprising subject scores but also student behavior during the teaching and learning process.

Based on the description above, it can be understood that learning outcomes are the value of a student's ability to achieve success in achieving the learning process, as measured by tests. This is influenced by several factors, namely a good level of intelligence, lessons that are appropriate to the student's talents, high interest and attention in learning, good discipline in learning, good learning methods, and learning strategies developed by the teacher. (Nurfadhillah et al., 2021). Researchers found new problems related to the Small Group Discussion learning method and students' learning interests in the learning process, especially in Civics subjects in SMK (Vocational High Schools) which of course have very different learning focus and learning interests from SMA (Senior High Schools). Students who sit in the back row of chairs mostly feel bored and sleepy listening to the teacher's explanation, so many students follow the lesson by sitting leaning on the table. This is because teachers often use lectures and storytelling to explain material to students. Consequently, students' interest in listening and paying attention to the lesson remains low (Agusti & Aslam, 2022).

Regarding the issue of student learning interest in class, when the lesson begins, students are required to have their textbooks ready on their desks, but some students still haven't prepared their textbooks on their desks even though the teacher is already in class. Then, just as the lesson is about to begin, some students sitting in the back rows are still chatting while playing with their friends and not doing the homework assigned by the teacher (Sholekhah, 2020) .

Thus, the Small Group Discussion method is a solution for improving learning in the classroom, where this is one of the efforts made by educators to plan and use good learning methods and condition students to create an effective learning atmosphere that is in accordance with students' learning interests, as well as providing stimuli and facilities to support learning methods in the learning process. so that satisfactory learning outcomes are achieved. (Prapbowati, 2022) . Based on the description above, the researcher is interested in conducting research with the title "The Effect of Small Group Discussion

Method and Learning Interest on Student Learning Outcomes in Civics Subjects for Class X of Taman Siswa Private Vocational School, Pematangsiantar, Academic Year 2025/2026"

## 2. Method

This type of research is quantitative. This type of research is conducted when one wants to determine the strength or weakness of the relationship between two or more variables. This research uses the ex post facto method (Tambunan, 2017) . According to Sugiyono (Dinar Pratiwi & Maspuroh, 2019) , the ex post facto method is research conducted with the aim of examining events that have occurred and proven through data to determine certain factors that may be the cause of the event being studied. A similar point was also conveyed by Sahya (Saputra et al., 2024) who stated that ex post facto research is research conducted to examine events that have occurred and determine the factors that caused the event. This research uses the same basic logic as experimental research, namely if x then y. In this study, there is no direct manipulation of the independent variable (Nurwadani et al., 2021) .

Based on the description above, the design that has been carried out in this research is choosing a problem, preliminary study, formulating the problem, formulating basic assumptions, choosing an approach, determining variables and data sources. (Imawati & Maulana, 2021) . In this research design, the researcher took three variables, namely two independent variables and one dependent variable.

- a. The Small Group Discussion method (X1) is the first independent variable that becomes a change or emergence of the dependent variable.
- b. Interest in Learning (X2) as the second independent variable which becomes a change or emergence of the dependent variable.
- c. Student Learning Outcomes (Y) as a dependent variable, where this variable is a variable that influences or is the result of the existence of the independent variable.

This research was conducted at SMK Swasta Taman Siswa Pematangsiantar, located at Jl. Kartini No. 18, Banjar Village, Siantar Bar District, Pematangsiantar City. The research was conducted in 2025. Population determination was carried out to determine how many samples would be taken, as well as to limit the area that could be generalized from the research results. According to Suharsimi Arikunto (Kusuma & Hamidah, 2019) , population is defined as the entirety of the research subjects or objects. If a researcher wants to examine all elements within the research area, then the research is a population study (Lubis, 2020) .

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn) Based on the opinion above, the population in this study is all class X students at SMK Swasta Taman Siswa Pematangsiantar in the 2025/2026 academic year, consisting of 128 students divided into 4 classes.

According to Sugiyono (Situmorang & Siahaan, 2019), "a sample is a portion of the number and characteristics of a population." The sampling technique used is purposive random sampling. It is called purposive because the selection of sample members from the population is done by determining a sample that has been considered randomly without considering the strata within the population.

According to Arikunto (Hidayatul et al., 2019), a sample is a portion of the population's number and characteristics. If the number of subjects is less than 100, the entire population becomes the research sample. However, if the number of subjects is more than 100, 10-15% or 15-25% or more can be taken, depending on the researcher's capabilities, the size of the observation area, and the level of risk. Based on the expert opinion above, and in connection with the size of the observation area, the researcher determined the sample using purposive random sampling, namely 25% of the population or  $25\% \times 128 \text{ people} = 32 \text{ people}$ . Sampling was carried out randomly with the assumption that the selected sample could achieve the objectives. According to Sugiyono (SITORUS et al., 2023), "a research variable is an attribute or characteristic or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn" (Monika & Muhibbin, 2021).

Based on the data collection method, the instrument used in this study was a questionnaire. The questionnaire used in collecting data regarding the Small Group Discussion method and interest in learning. In collecting data on students' Citizenship Education learning outcomes, no research instruments were used. This is because data on learning outcomes was obtained through documentation methods. The instrument used to collect data was a questionnaire on the Small Group Discussion method and student learning interests (Tasya & Abadi, 2019).

The questionnaire used was a closed-ended questionnaire, meaning it was equipped with answer options so students could simply choose according to their own circumstances. There were five alternative answers in the questionnaire given to respondents, namely: Always (SL), Often (SR), Sometimes (KK), Rarely (JR), and Never (TP).

### **3. Result and Discussion**

#### **Research result**

The research was conducted for approximately 14 days from August 19 to September 2 of the 2025/2026 academic year with the research title The Influence of the Small Group Discussion Method and Student Learning Interest in Civic Education Subjects for Class X of Taman Siswa Private Vocational School, Pematangsiantar, 2025/2026 Academic Year. The results of the trial analyzed statistically to determine the quality of the research instrument are as follows:

#### **Instrument Trial**

The research instrument that will be used to obtain data in this research, before being given in the research, the instrument will first be tested. (Mahanani, 2022). This research was conducted to determine the feasibility of the instrument to be used in the research. The instrument was piloted to 32 10th-grade students at the school. This data was used to obtain results from the instrument testing. The research instrument was piloted to determine its quality, namely through validity and reliability tests.

## Hypothesis Testing

### Simple Linear Regression Test

To find out whether there is an influence of *Small Group Discussion* and interests learning on student learning outcomes in the subject of Citizenship Education in class X SMK Swasta Taman Siswa Pematang Siantar , for that reason a simple linear regression test was carried out as follows:

#### Linear Regression *Small Group Discussion* ( $X_1$ ) Against Learning Outcomes (Y)

The Influence of *Small Group Discussion* on student learning outcomes is written with the equation  $Y = a + bx_1$  where a and b can be calculated using the following formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

$$a = \frac{(2998)(221951) - (2805)(235822)}{32(221951) - (2805)^2}$$

$$a = \frac{665409098 - 655870710}{7990236 - 7868025} = 78,048$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{32(235822) - (2805)(2998)}{32(221951) - (2805)^2}$$

$$b = \frac{8489592 - 8409390}{7990236 - 7868025} = 0,65$$

From the results of calculations a and b, the regression equation can be written as follows:

$$\hat{Y} = 78,048 + 0,65X_1$$

To determine the significance of the regression, the hypothesis can be tested using Analysis of Variance (ANOVA). The calculation is obtained from the sum of squares or JK with the following formula:

1. Calculating JKT =  $\sum Y^2 = 250300$
2. Calculating the sum of squares of *the JK regression reg(a)*

$$JK \text{ reg } (a) = \frac{(\sum Y)^2}{n} = \frac{(2998)^2}{32} = 249666,7778$$

3. Calculating the sum of squares of *the JK regression reg (b/a)*

$$JK \text{ reg } (b/a) = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\}$$

$$JK \text{ reg } (b/a) = 0,65 \left\{ 235822 - \frac{(2805)(2998)}{32} \right\}$$

$$JK \text{ reg } (b/a) = 0,65 (227.833) = 148,09$$

$$JK_{reg} = JK_{(b;a)}$$

4. Calculating the sum of squares of the residuals *JK res*
5.  $JK \text{ res} = \sum Y^2 - JK_{reg(b;a)} - JK_{reg(a)}$
6.  $JK \text{ res} = 250300 - 148,09 - 249666,7778$
7.  $JK \text{ res} = 485,14$ .

**Table 1. ANOVA List for Simple Linear Independent Test *Small Group Discussion* (X<sub>1</sub>) On Student Learning Outcomes (Y)**

Source of Variation	dk	JK	KT	F
Total	32	250300	—	—
Regression (a)	1	249666.77	249666.77	
Regression (b/a)	1	148.09	148.09	$\frac{148,09}{13,476} = 10,98$
Residue	30	485.14	14,268	

From the list above, the calculated F is determined using the formula:

$$F = \frac{S_{reg}}{S_{res}^2} = \frac{148,09}{13,476} = 10,98$$

From the F distribution list with  $\alpha = 0.05$ , the numerator degree is 1 and the denominator degree is 30, then  $F_{0.05; 1; 30} = 2.00$ . It turns out that the calculated F is greater than the F table ( $10.98 > 2.00$ ). Thus, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, this means that there is an influence of *Small Group Discussion* on student learning outcomes in class X SMK Swasta Taman Siswa Pematangsiantar.

### Linear Regression of Learning Interest (X<sub>2</sub>) Against Learning Outcomes (Y)

The influence of learning interest on student learning outcomes is written as equation  $Y = a + bx_1$  where a and b can be calculated using the following formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

$$a = \frac{(2998)(156214) - (2340)(195082)}{32(156214) - (2340)^2}$$

$$a = \frac{468329572 - 461171880}{5623704 - 5475600} = 79,92$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{32(197082) - (2340)(2998)}{32(156214) - (2340)^2}$$

$$b = \frac{7094952 - 7015320}{5623704 - 5475600} = 0,54$$

From the calculations a and a, the regression equation can be written as follows:

$$\hat{Y} = 79,92 + 0,54X_2$$

To determine the significance of the regression, the hypothesis can be tested using Analysis of Variance (ANOVA). The calculation is obtained from the sum of squares or JK with the following formula:

1. Calculating  $JKT = \sum Y^2 = 250300$
2. Calculating the sum of squares of the JK regression  $reg(a)$

$$JK \text{ reg } (a) = \frac{(\sum Y)^2}{n} = \frac{(2998)^2}{32} = 249666.7778$$

3. Calculating the sum of squares of the JK regression  $reg(b/a)$

$$JK \text{ reg } (b/a) = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\}$$

$$JK \text{ reg } (b/a) = 0,54 \left\{ 197082 - \frac{(2340)(2998)}{32} \right\}$$

$$JK \text{ reg } (b/a) = 0.54 (221.2) = 119.45$$

$$JK_{reg} = JK_{(b,a)}$$

4. Calculating the sum of squares of the residuals JK res

$$JK \text{ res} = \sum Y^2 - JK_{reg(b;a)} - JK_{reg(a)}$$

$$JK \text{ res} = 250300 - 119,45 - 249666,7778$$

$$JK \text{ res} = 513.78$$

**Table 2. ANOVA List for Simple Linear Independent Test of the Effect of Learning Interest (  $x_2$  ) on Learning Outcomes (Y)**

Source of Variation	dk	JK	KT	F
Total	32	250300	—	—
Regression (a)	1	249666.77	249666.77	
Regression (b /a)	1	119.45	119.45	$\frac{119,45}{15,11} = 8,36$
Residue	30	513.78	15.11	

From the list above, the calculated F is determined using the formula:

$$F = \frac{S_{reg}}{S_{res}^2} = \frac{119,45}{15,11} = 8.36$$

From the F distribution list with  $\alpha = 0.05$  numerator degree 1 and denominator degree 30 then  $F_{0.44: 1 \text{ VS } 32} = 4.17$ . It turns out that the calculated F is greater than the F table ( $8.36 > 4.17$ ). Thus,  $H_0$  is rejected and  $H_1$  is accepted, this means that there is an influence of learning interest on the learning outcomes of class X students. Private Vocational School Taman Siswa Pematangsiantar.

### Simple Linear Regression Linearity Test

To prove whether the linear regression model hypothesis is accepted or rejected, a regression linearity test is necessary (FAJRI, 2019). If the linear equation is rejected, then a linear prediction is used. If the equation is not linear, a non-linear model must be used. Regression linearity testing is carried out by comparing the calculated F with the F table, which is found using the formula:

$$F = \frac{S_{TC}}{S^2}$$

With testing criteria:

If the price ( $F_{hitung} < F_{tabel}$ ) The calculated F is smaller than the F table at a significance level of  $1 - \alpha$  with the numerator dk k - 2 and the denominator dk n - k, so the data has a linear pattern.

### Linearity Test of Learning Outcome Regression (Y) on Small Group Discussion (X<sub>1</sub>)

Based on the attachment, JK(E) can be obtained as follows:

1. Calculating the Sum of Squares of Errors

$$JK_{(E)} = \sum_X \left\{ \sum Y^2 - \frac{\sum(Y)^2}{n} \right\}$$

$$JK_{(E)} = \left\{ 80^2 + 85^2 - \frac{80^2+85^2}{2} \right\} + \left\{ 78^2 + 80^2 - \frac{78^2+80^2}{2} \right\} + \left\{ 89^2 + 82^2 - \frac{89^2+82^2}{2} \right\} + \left\{ 83^2 + 85^2 + 87^2 - \frac{83^2+85^2+87^2}{3} \right\} + \left\{ 77^2 + 82^2 - \frac{77^2+82^2}{2} \right\} + \left\{ 82^2 + 90^2 - \frac{82^2+90^2}{2} \right\} + \left\{ 90^2 + 77^2 + 85^2 + 80^2 + 84^2 - \frac{90^2+77^2+85^2+80^2+84^2}{5} \right\} + \left\{ 77^2 + 87^2 - \frac{77^2+87^2}{2} \right\}$$

$$JK_{(E)} = 12,5 + 2 + 24,5 + 8 + 12,5 + 32 + 98,8 + 50$$

$$JK_{(E)} = 240,3$$

2. Calculating the Sum of Squares of a Matched Tuna  $JK_{TC}$

$$JK_{TC} = JK_{res} - JK_E$$

$$JK_{TC} = 513,78 - 240,3 = 273,48$$

3. Finding the Average Sum of Squared Errors  $RJK_E$

$$RJK_E = S^2_E = \frac{JK_E}{n - k} = \frac{208}{32 - 26} = 20,8$$

4. Finding the Mean Sum of Squares of the Fitted Tuna

$$S^2_{TC} = \frac{JK_{TC}}{k - 2} = \frac{277,14}{26 - 2} = 11,547$$

**Table 3. ANOVA List for Linearity Test of Learning Outcomes (Y) on Small Group Discussion (X<sub>1</sub>)**

Source of Variation	dk	JK	KT	F
Total	32	250300	—	—
Regression (a)	1	249666.77	249666.77	
Regression (b /a)	1	148.09	148.09	$\frac{148,09}{13,476} = 10,98$
	30	148.14	13,476	

Residue

Tuna is suitable	24	277,14	11,547	$\frac{11,547}{20,1} = 0,55$
Mistake	10	208	20,1	

So  $F$  is calculated from:

Calculating the F-test value for the Regression Linearity Test

$$F = \frac{S^2_{TC}}{S^2_E}$$

$$F = \frac{11,547}{20,8} = 0,55$$

Testing criteria :

Accept the hypothesis of the linear regression model if the calculated  $F$  is greater than smaller than  $F_{table}$ . From the calculation results obtained  $F_{count} = 0.55$  and the value of  $F_{table}$  at the real level  $\alpha = 0.05$  with dk numerator 5 and dk denominator 29 obtained  $F_{0.95} = 2.48$ . In accordance with the testing criteria, it turns out that  $F_{count}$  is smaller than  $F_{table}$  ( $0.55 < 2.48$ ) so the hypothesis of the linear regression model  $X_1$  on  $Y$  can be accepted.

### Linearity Test of Regression of Learning Outcomes ( Y ) on Learning Interest ( X2 )

Based on the attachment,  $JK(E)$  can be obtained as follows:

1. Calculating the Sum of Squares of Errors

$$JK_{(E)} = \sum_X \left\{ \sum Y^2 - \frac{\sum(Y)^2}{n} \right\}$$

$$JK_{(E)} = \left\{ 80^2 + 85^2 - \frac{80^2+85^2}{2} \right\} + \left\{ 78^2 + 80^2 - \frac{78^2+80^2}{2} \right\} + \left\{ 89^2 + 82^2 - \frac{89^2+82^2}{2} \right\} +$$

$$\left\{ 83^2 + 85^2 + 87^2 - \frac{83^2+85^2+87^2}{3} \right\} + \left\{ 77^2 + 82^2 - \frac{77^2+82^2}{2} \right\} + \left\{ 82^2 + 90^2 - \frac{82^2+90^2}{2} \right\} + \left\{ 90^2 + \right.$$

$$\left. 77^2 + 85^2 + 80^2 + 84^2 - \frac{90^2+77^2+85^2+80^2+84^2}{5} \right\} + \left\{ 77^2 + 87^2 - \frac{77^2+87^2}{2} \right\}$$

$$JK_{(E)} = 12,5 + 2 + 24,5 + 8 + 12,5 + 32 + 98,8 + 50$$

$$JK_{(E)} = 240,3$$

2. Calculating the Sum of Squares of a Matched Tuna  $JK_{TC}$

$$JK_{TC} = JK_{res} - JK_E$$

$$JK_{TC} = 513,78 - 240,3 = 273,48$$

3. Finding the Average Sum of Squared Errors  $RJK_E$

$$RJK_E = S^2_E = \frac{JK_E}{n - k} = \frac{240,3}{32 - 24} = 20,025$$

4. Finding the Mean Sum of Squares of the Fitted Tuna

$$S^2_{TC} = \frac{JK_{TC}}{k-2} = \frac{273,48}{24-2} = 12,430$$

**Table 4. ANOVA List for Linearity Test of Learning Outcomes ( Y ) A bag Interest in learning ( X<sub>2</sub> )**

Source of Variation	dk	JK	KT	F
Total	32	250300	—	—
Regression (a)	1	249666.77	249666.77	
Regression (b /a)	1	119.45	119.45	$\frac{119,45}{15,11} = 8,36$
Residue	30	513.78	15.11	
Tuna is suitable	22	273.48	12,430	$\frac{12,430}{20,025}$
Mistake	10	240,3	20,025	= 0,620

So F is calculated from:

Calculating the F-test value for the Regression Linearity Test

$$F = \frac{S^2_{TC}}{S^2_E}$$

$$F = \frac{12,430}{20,025} = 0,620$$

Testing criteria :

Accept the hypothesis of the linear regression model if the calculated F is greater than smaller than the F<sub>table</sub>. From the calculation results obtained F<sub>count</sub> = 0.620 and the F<sub>table</sub> value at the real level  $\alpha = 0.05$  with a numerator dk of 5 and a denominator dk of 29 obtained F<sub>0.95</sub> = 2.48. In accordance with the testing criteria, it turns out that the calculated F is greater than the F<sub>table</sub> (0.620 < 2.48) so the hypothesis of the linear regression model Y on X<sub>2</sub> can be accepted. (Tasya & Abadi, 2019)

## Discussion

### Research Findings

Based on the data analysis that has been carried out, the research process shows the research findings. From the description of the research data, data is obtained to see whether there is an influence between the influence between the variables Y on X<sub>1</sub> and X<sub>2</sub> which is differentiated based on the multiple linear regression equation with the equation  $\hat{Y} = 14,03 + 0,68X_1 + 0,25X_2$ . Meanwhile, to see the magnitude of the influence between these variables, it can be seen from a simple influence test which is expressed by "R" in the results of the hypothesis test as follows:

- There is a significant influence between *Small Group Discussion* on Student Learning Outcomes in Civic Education Subjects in Class X SMK Swasta Taman Siswa Pematangsiantar. This means that if the *Small Group Discussion learning method* is implemented well, then the student learning outcomes will also be good or vice versa.

Meanwhile, the magnitude of the influence between the two variables is 0.82, this has an influence on *Small Group Discussion* Method very strong (Hidayatul et al., 2019) .

- b. There is a significant influence between learning interest and student learning outcomes in the subject of Citizenship Education at class X SMK Swasta Taman Siswa Pematang Siantar . This means that if students' interest in learning is good, then their learning outcomes will also be good or vice versa . Meanwhile, the magnitude of the influence between the two variables is 0.54 , which means that the influence of learning interest on student learning outcomes is moderate .
- c. There is a significant influence between *Small Group Discussion* and interest in learning together on student learning outcomes in the subject of Civic Education in class X of SMK Swasta Taman Siswa Pematangsiantar . This means that if *Small Group Discussion* and students' interest in learning is good, then the students' learning outcomes will also be good or vice versa . Meanwhile, the magnitude of the influence between the two variables is 0.69 , which means the influence *Small Group Discussion* And interest in learning towards student learning outcomes is strong (Situmorang & Siahaan, 2019) .

In the hypothesis testing, the calculated F value was greater than the F table , namely (  $72.11 > 3.28$  ) . In other words, there is an influence of *Small Group Discussion* and interest in learning together on student learning outcomes in the subject of Civic Education in Class X. Taman Siswa Private Vocational School Pematang Siantar Academic Year 2025/2026

#### 4. Conclusion

Based on the research results as described above in chapter IV, the following conclusions can be drawn :

- a. The influence of Small Group Discussion on student learning outcomes in the subject of Civics Education for Class X of Taman Siswa Private Vocational School, Pematangsiantar, 2025/2026 Academic Year is "Very Strong" (0.82) .
- b. The influence of learning interest on student learning outcomes in the subject of Civics Education for Class X of Taman Siswa Private Vocational School, Pematangsiantar, 2025/2026 Academic Year is "Moderate" (0.54) .
- c. The influence between Small Group Discussion and learning interest on student learning outcomes in the Civics subject of Class X SMK Swasta Taman Siswa Pematangsiantar in the 2025/2026 Academic Year is "Strong" (0.69) .
- d. The author acknowledges that this research cannot be said to be perfect in terms of writing or content, because it still has weaknesses as stated below:
- e. The questionnaire/research instrument used was not complete enough as a data collection tool due to the limited number of questions asked to students.
- f. The limitations of the sampled students mean that they cannot fully represent the research population.
- g. The data obtained from field research is purely quantitative and is converted into numbers, so there is a possibility of calculation errors.
- h. The data obtained in the form of statistical calculations, possibly rounding off numbers behind the decimal point is not as precise as it should be.

The research conducted by the author is "The Effect of Small Group Discussion and Learning Interest on Student Learning Outcomes in Civic Education Subjects in Class X of Taman Siswa Private Vocational High School Pematangsiantar in the 2025/2026 Academic Year" with a sample of 32 people. The collection tools used were questionnaires and a list of collected values. The results of the study indicate that the Small Group Discussion variable has a greater influence on Student Learning Outcomes than Learning Interest.

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