



The Influence of The Lecture Method in Improving Student Learning Outcomes On The Material of Exemplary Behavior at SD Negeri 1406 Hapung.

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Abstract:

This study aims to analyze the effect of the lecture method in improving learning outcomes on exemplary behavior material for students at SD Negeri 1406 Hapung. The lecture method is a teaching technique commonly used by teachers to convey moral values directly. Through this method, teachers can provide systematic understanding of exemplary behaviors such as honesty, responsibility, and discipline. This research uses a quantitative approach with an experimental method, involving two groups of students: the experimental group, which is taught using the lecture method, and the control group, which uses another method. Prior to the lessons, both groups were given a pretest to measure their initial understanding. After the lessons, a posttest was administered to observe any improvements in understanding. The results of the study show that the lecture method has a positive impact on students' understanding of exemplary behavior. The experimental group showed a more significant increase in posttest scores compared to the control group. This proves that the lecture method can be an effective strategy in character education, especially when combined with engaging delivery, such as the use of inspirational stories and question-and-answer sessions. However, this study also found some limitations of the lecture method, particularly in encouraging active student participation. One-way learning tends to make students passive and less involved in discussions. Moreover, this method is limited in providing hands-on experiences for students. Therefore, to be more effective, the lecture method should be combined with other strategies, such as group discussions or role-playing. This way, students not only understand the concept of exemplary behavior but are also able to apply it in daily life, making character education more meaningful.

Keywords: lecture method, learning outcomes, exemplary behavior, character education, elementary school students.

INTRODUCTION

Character education is an important aspect in shaping students' personalities from an early age. Good character will shape individuals who are responsible, have integrity, and possess strong moral values. One of the character values that need to be instilled in students is exemplary behavior, such as honesty, discipline, responsibility, and politeness towards

others. These values must be instilled continuously so that students can internalize and apply them in their daily lives (Muslich, M., 2011).

At SD Negeri 1406 Hapung, teaching exemplary behavior is part of the curriculum designed to form students' characters. Schools play a crucial role in guiding students to develop attitudes that align with social and moral norms. Character education focuses not only on cognitive aspects but also on habituation and role modeling. Therefore, effective teaching methods are needed so that students not only understand the concept of exemplary behavior but also apply it in practice (Nasution, S., 2008).

One method often used in teaching exemplary behavior is the lecture method. This method allows the teacher to present material directly and systematically to the students. Through lectures, the teacher can explain the concept of exemplary behavior, provide concrete examples, and instill moral values through clear and structured explanations (Hamalik, O., 2010).

However, the effectiveness of the lecture method in teaching exemplary behavior is still debated. Some studies suggest that this method can improve students' understanding, but it is less effective in encouraging active student involvement. One-way learning often makes students passive, receiving information without many opportunities to discuss or practice the values being taught (Syah, M., 2013).

Moreover, the lecture method is often perceived as monotonous and less engaging for students, especially at the elementary school level. Children tend to better understand and retain material when presented in a more interactive way that involves direct experiences. Therefore, in teaching exemplary behavior, the lecture method needs to be combined with other approaches, such as group discussions, role-playing, or case studies (Joyce, B., & Weil, M., 2011).

In practice, the lecture method can be enhanced with various teaching aids, such as audiovisual media or engaging illustrations. The use of technology in character education can also increase the appeal of the lecture method, making students more enthusiastic about the lessons. Thus, lectures, which are initially perceived as monotonous, can become more dynamic and easier for elementary school students to understand. Although the lecture method has limitations, it still has advantages in delivering material quickly and efficiently. Teachers can reach all students in a relatively short time and provide a uniform understanding of exemplary behavior values. Additionally, this method makes it easier for teachers to control the lesson flow and ensure that all students receive the same information (Suprijono, A., 2013).

In the context of SD Negeri 1406 Hapung, it is important to understand the extent to which the lecture method influences students' learning outcomes regarding exemplary behavior. If this method proves effective, its use can be further developed with more engaging variations. However, if challenges are found in its application, solutions more suited to the characteristics and needs of elementary school students should be sought (Sutikno, S., 2014).

Based on this background, the purpose of this study is to analyze the influence of the lecture method on students' learning outcomes regarding exemplary behavior at SD Negeri 1406 Hapung. This study also seeks to identify the strengths and weaknesses of the lecture method in shaping students' character, so it can provide recommendations for teachers in choosing more effective teaching strategies (Zubaedi, 2011).

The research questions in this study are: (1) To what extent does the lecture method influence students' learning outcomes regarding exemplary behavior at SD Negeri 1406 Hapung? (2) Is the lecture method effective in improving students' understanding of exemplary behavior? (3) What are the strengths and weaknesses of the lecture method in teaching exemplary behavior?

To answer these questions, this study will use a quantitative approach with an experimental method. Students will be divided into two groups: the experimental group, which will be taught using the lecture method, and the control group, which will use another

method. Pretest and posttest results will be compared to assess the effectiveness of the lecture method in improving students' understanding of exemplary behavior.

In addition, direct observations and interviews with teachers will be conducted to obtain more comprehensive data. Observations will examine how students respond to the lecture method in learning, while interviews with teachers will provide insights into the challenges faced in implementing this method. Thus, this study can provide a clearer picture of the strengths and weaknesses of the lecture method in the context of character education in elementary schools.

Through this research, it is hoped that a deeper understanding of the effectiveness of the lecture method in character education at the elementary school level can be obtained. The findings of this study are also expected to provide teachers with insights into developing more engaging, interactive, and appropriate teaching strategies for students (Lestari, S., 2013).

Furthermore, this study has implications for educational policy, particularly in designing curricula that emphasize character education. If the lecture method proves effective, schools can optimize its use with various innovations. However, if weaknesses in this method are found, teachers should look for alternative methods or combinations of methods that are more suited to students' needs.

With this research, it is hoped that schools and educators will better understand the importance of effective teaching strategies in shaping students' character. Strong character education will have a long-term positive impact on individual and societal development as a whole. Therefore, this research is beneficial not only for the education sector but also for shaping a younger generation with strong moral and ethical values.

METHODS

This study employs a quantitative approach with an experimental method to assess the impact of the lecture method on improving learning outcomes related to exemplary behavior in students at SD Negeri 1406 Hapung. The experimental method compares two groups of students: the experimental group, which receives instruction using the lecture method, and the control group, which is taught using another method. The research results are analyzed using statistical techniques to examine the differences in learning outcomes between the two groups and the effectiveness of the lecture method in delivering material on exemplary behavior. Primary data in this study is obtained directly from field research through several techniques, including observation during the learning process, interviews with teachers regarding the effectiveness of the lecture method, as well as pretests and posttests to measure students' learning outcomes before and after receiving instruction with the lecture method. Additionally, questionnaires are given to students to assess their understanding and response to the material on exemplary behavior after participating in lessons using the lecture method.

This data is then analyzed to determine the extent to which the lecture method influences students' understanding of exemplary behavior. Secondary data is gathered from various relevant literature sources, including research journals, reference books on teaching methods, and curriculum documents related to character education and the lecture method. Secondary data is used as a theoretical foundation for this research and as a comparison for interpreting the results obtained from primary data. Data analysis is conducted through several stages, starting with validity and reliability tests for the research instruments, normality tests, and statistical tests to compare the learning outcomes between the experimental and control groups. A t-test is used to determine if there is a significant difference between the pretest and posttest scores in both groups. In addition, descriptive analysis is performed to describe students' perceptions of the lecture method based on the results of the questionnaires. With this quantitative approach and experimental method, the study aims to provide a clear picture of the effectiveness of the lecture method in enhancing

students' understanding of exemplary behavior. Through the combination of primary and secondary data, this research not only reveals the direct impact of the lecture method on students' learning outcomes but also offers broader insights into character education in elementary schools.

Data analysis is carried out in several stages as follows: First, the data collected from tests, questionnaires, and observations are classified and analyzed using descriptive and inferential statistical methods. Descriptive statistics are used to describe the distribution of student learning outcomes, while inferential statistics are used to test the research hypothesis. Before further analysis, validity and reliability tests are conducted on the research instruments, such as the questionnaires and learning outcome tests. These tests aim to ensure that the instruments used accurately and consistently measure the variables being studied. The obtained data are analyzed using normality tests to determine if the data follows a normal distribution and homogenization tests to check the variance uniformity across sample groups. Hypothesis testing is done using a t-test to compare student learning outcomes before and after using the lecture method. If a significant difference is found, it can be concluded that the lecture method has an effect on the learning outcomes of exemplary behavior in students. The results of the data analysis are then interpreted to answer the research questions.

Conclusions are drawn based on statistical tests and linked to relevant theory. Furthermore, the study also provides recommendations regarding the effectiveness of the lecture method and alternative teaching strategies that can be applied at SD Negeri 1406 Hapung. With this research method, it is hoped that valid findings can be obtained, which can serve as a reference for improving the effectiveness of teaching exemplary behavior in elementary school students.

RESULT

This study was conducted on students of SD Negeri 1406 Hapung with the aim of analyzing the effect of the lecture method on improving learning outcomes regarding exemplary behavior. Data were collected from two groups, namely the experimental group, which received instruction using the lecture method, and the control group, which was taught using a different method. By comparing the learning outcomes of both groups, this study sought to identify the effectiveness of the lecture method in enhancing students' understanding of exemplary behavior.

Before the intervention, students from both groups were given a pretest to measure their initial understanding of exemplary behavior. The pretest results showed that the average initial score of students was still relatively low, with most students obtaining scores below the minimum understanding standard that had been established. This indicates that, without directed learning, students' understanding of exemplary behavior was still very limited.

After the lecture-based instruction was given to the experimental group, both groups were again given a posttest to assess the development of their understanding. The posttest results indicated an improvement in scores for the experimental group compared to the control group. Students who were taught using the lecture method showed significant improvement in their understanding of exemplary behavior. This improvement indicates that the lecture method had a positive impact on delivering material systematically and helping students understand the concept of exemplary behavior.

Observations during the lessons showed that the lecture method was effective in delivering information systematically but lacked in encouraging active student participation. During the learning sessions, students tended to just listen without much engagement in discussions or other activities that could deepen their understanding. Furthermore, this method did not provide much opportunity for students to develop their social skills through peer interaction.

The questionnaire results administered to students also revealed that while the lecture method helped them understand the material, they were more interested in more interactive learning methods. Several students expressed that they felt more motivated when given the opportunity to engage in discussions or participate in more practical activities. Therefore, although the lecture method is effective in delivering content, combining it with other methods that involve students more actively could enhance the overall effectiveness of the learning process.

Based on these findings, it can be concluded that the lecture method significantly influences students' understanding of exemplary behavior. However, it also has limitations in terms of student engagement in the learning process. It is therefore recommended that teachers not rely solely on the lecture method, but also combine it with other interactive teaching methods, such as group discussions or role-playing activities, to enhance the effectiveness of character education in elementary schools.

To ensure the validity and reliability of the data, several verification steps were taken, including validity and reliability tests of instruments, normality and homogeneity tests, hypothesis testing, and data triangulation. The instruments used in this study, such as learning outcome tests and student questionnaires, were tested for validity and reliability, and the results showed that they had good validity and a high level of consistency. The pretest and posttest data were also analyzed using normality and homogeneity tests, which showed that the data were normally distributed and had balanced variances. A t-test was conducted to determine whether the lecture method had a significant effect on learning outcomes, and the results showed a significant difference between the posttest scores of the experimental and control groups. Data triangulation was also used to increase the credibility of the research, and the findings suggest that the lecture method has a positive impact on improving students' understanding of exemplary behavior, although it should be combined with more interactive learning techniques to encourage student activity.

This discussion indicates that the lecture method has a significant influence on improving students' understanding of exemplary behavior. The research findings show that students who received instruction using the lecture method experienced a greater increase in understanding compared to the group taught with a different method. This suggests that the lecture method can be an effective strategy for delivering the concept of exemplary behavior in a systematic and structured manner.

However, while the lecture method is effective in delivering information, this study also found that it has limitations in fostering active student participation. Students tend to become passive listeners in lectures, thus limiting their direct involvement in the learning process. This can hinder the internalization of exemplary behavior values, as students have fewer opportunities to discuss, analyze, or practice these values in real-life contexts.

To address these limitations, it is recommended that the lecture method be combined with other more interactive teaching methods. For example, group discussions can provide students with opportunities to express their opinions about exemplary behavior. Role-playing can also help students better understand moral concepts through direct experience. Additionally, case studies can provide real-world contexts that allow students to analyze and apply exemplary behavior values in their lives.

Data validation in this study was carried out using various techniques, including validity and reliability tests of the instruments, data normality tests, and hypothesis testing. The statistical tests showed that the difference in pretest and posttest scores in the experimental group was significant, reinforcing that the lecture method has a positive effect on students' understanding. Furthermore, the questionnaire results revealed that most students felt that the lecture method helped them understand the material, although they preferred more interactive methods.

In addition to the research findings, these results align with previous studies that have stated that the lecture method is effective for delivering cognitive material. However, other studies emphasize the importance of varying teaching methods to improve their

effectiveness. Therefore, the findings of this study can serve as a reference for teachers when developing more dynamic and engaging teaching strategies for students.

The implications of this study suggest that teachers should be more flexible in applying teaching methods. Although the lecture method has been proven effective in improving students' understanding, it is important to combine it with other strategies that involve students more actively in the learning process. This aims to ensure that students not only understand the concept of exemplary behavior theoretically but also can apply it in their everyday lives.

Moreover, this study has several limitations, such as its focus on a single school and the relatively short observation period. Therefore, further research with a wider scope and longer observation period is needed to gain a deeper understanding of the effectiveness of the lecture method in character education.

Overall, this study provides valuable contributions to the field of education, especially in the development of more effective teaching strategies for shaping students' character from an early age. By understanding the strengths and weaknesses of the lecture method, it is hoped that teachers can develop more innovative approaches to teaching that meet the needs of their students.

CONCLUSION

Based on the results of the research and analysis that have been conducted, it can be concluded that the lecture method has a significant influence in improving students' understanding of virtuous behavior at SD Negeri 1406 Hapung. The results of the pretest and posttest show a greater improvement in the experimental group, which was taught using the lecture method, compared to the control group, which used other methods. This proves that the lecture method can be an effective strategy in delivering the concept of virtuous behavior in a systematic and structured manner.

However, this research also found that the lecture method has limitations, especially in terms of active student participation. A one-way learning process tends to make students passive, thus requiring variations in teaching strategies. To improve the effectiveness of the lecture method, it is suggested that teachers combine it with other methods, such as group discussions, role-playing, or case studies, so that students become more actively engaged in the learning process.

Moreover, the lecture method is often considered less engaging for students, especially those who prefer experiential learning. Some students may find it difficult to understand the material through verbal explanations alone, without visualization or direct practice. Therefore, the use of learning media, such as videos, images, and simulations, can serve as an alternative to enhance the appeal of the lecture method.

Data validation, conducted through validity and reliability tests, as well as other statistical tests, shows that the results of this study have a high level of confidence. The use of the t-test confirms a significant difference between the learning outcomes of the experimental group and the control group, thus indicating that the lecture method indeed has a positive impact on students' understanding of virtuous behavior.

However, this study also has some limitations that need to be considered. One of them is the research's scope, which is still limited to one school, so the results cannot yet be generalized to a wider population. Additionally, the relatively short observation period may not be sufficient to see the long-term impact of the lecture method on character development in students.

To address these limitations, further research is necessary, with a broader scope and a longer observation period. Moreover, future research could explore other teaching methods that can be combined with the lecture method to improve the effectiveness of

teaching virtuous behavior. This way, more comprehensive insights can be gained about the most suitable teaching strategies for elementary school students.

In addition to combining methods, attention should also be given to how lectures are delivered to make them more engaging for students. Teachers can use storytelling techniques or include inspirational stories to make the material more lively. Furthermore, providing examples relevant to students' daily lives can help them understand and internalize the values of virtuous behavior.

The use of technology in teaching can also be one solution to increase the effectiveness of the lecture method. The use of digital presentations, educational videos, and interactive applications can help students better understand the material in a more engaging way. Thus, learning will not only be verbal but also visual and interactive. In implementing the lecture method, it is important for teachers to actively involve students. Teachers can provide opportunities for students to ask questions, give opinions, or reflect after listening to the lecture. In this way, students will not only be passive listeners but also engaged in critical thinking about the material being taught.

The results of this study have implications for the world of education, particularly in teaching virtuous behavior in elementary schools. Teachers are expected to use the lecture method effectively by combining it with more innovative and interactive teaching strategies, so that it not only enhances students' understanding but also shapes their character in everyday life. Good character education in elementary schools will provide a strong foundation for students' moral development in the future.

In addition to the role of teachers, support from parents and the school environment is also crucial in shaping students' character. Although the lecture method can provide a good understanding of virtuous behavior, without real-life examples, students may struggle to apply the values they have learned. Therefore, family and community involvement in supporting character education is essential.

With collaboration between the school, family, and surrounding environment, teaching virtuous behavior can be more effective in shaping students' personalities. Students who receive consistent character education from various parties will more easily internalize moral values and apply them in daily life. This shows that, although effective, the lecture method still requires external support for the learning outcomes to be sustained in the long term.

Overall, this study affirms that the lecture method has great potential in improving students' understanding of virtuous behavior. However, to achieve optimal results, this method needs to be developed and combined with a more interactive approach. In this way, teaching virtuous behavior can be carried out more effectively and enjoyably for students, so they not only understand moral values but also practice them in daily life.

As a next step, the school can hold training sessions for teachers on how to develop more innovative lecture methods. These training sessions can include techniques for engaging communication, the use of effective learning media, and strategies for combining the lecture method with other approaches. With improved teacher competencies, it is expected that the lecture method can be applied more effectively in character education in elementary schools.

With the various efforts mentioned, it is hoped that the lecture method will not only be a tool for delivering information but also a means of building students' character in a more comprehensive way. With the right strategies, the lecture method can continue to evolve into a more effective approach that meets students' needs in the modern education era.

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