

The Influence of Social Sciences Teachers in Overcoming Forgetting and Learning Boredom on Students' Learning Achievement in Grade X of SMA Negeri 1 Panyabungan Utara

Ahmad Husein NST^{1*}, Rajab Ansari²

^{1,2} Universitas Muhammadiyah Tapanuli Selatan, Indonesia

Correspondence Authors: ahmadhusein735@gmail.com

Article history: received June 02, 2025; revised June 28, 2025; accepted July 20, 2025

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

The formulation of the research problem is "Is There an Effect of Social Studies Teachers in Overcoming Forgottenness and Study Boredom on Student Achievement in Class X IPS at SMA Negeri 1 Panyabungan Utara in the Academic Year 2024-2025." The research objective was to determine the effect of social studies teachers in overcoming forgetfulness and learning saturation on students' learning achievement. Population and Sample using cluster random sampling technique. Type of quantitative research. Data collection using questionnaires and tests. The formula used is the formula "multiple product moment correlation". Based on the results of the research that the author conducted through the product moment correlation formula, the results obtained $r_{count} = 0.705$ by looking at the r table list with a sample size of 21 with a 5% error interval level is 0.433. In accordance with the provisions if $r_{count} > r_{table}$ then the alternative hypothesis H_a can be accepted, conversely if $r_{count} < r_{table}$ then H_a is rejected. From this provision, it is obtained $0.705 > 0.433$, so it is said that the truth is accepted. This shows that there is an influence of social studies teachers in overcoming forgetfulness and boredom of learning on student achievement in class X IPS at SMA Negeri 1 Panyabungan Utara for the 2024-2025 academic year.

Keywords: Forgetting in Learning, Study Saturation, Learning Achievement.

I. INTRODUCTION

A. Background of the Problem

Education plays a vital role in the development and realization of individuals, particularly in the development of the nation and state. The advancement of science and technology today is one of the impacts of the ever-growing education landscape. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. The government, in this regard, strives to provide and build supporting educational facilities and infrastructure, in addition to improving the curriculum at both the primary and higher education levels.

Education is a long-term investment in human resources that has strategic value for the continuity of human civilization worldwide. Education is also a crucial factor in national and state development. The key to a nation's success is its human resources, especially its younger generation. One way to improve the quality of human resources is by improving the quality of education, as it is the

foundation for human development, character, mentality, and spirituality, and can serve as a benchmark for the nation's quality.

Social studies, as one of the subjects taught in both public and private schools, plays a role in realizing national education goals. Therefore, serious attention is needed to ensure that the goals of social studies education, which is part of the national education system, can be realized. Given the importance of social studies in schools, it is important to prepare students to become good citizens, teach students to have thinking skills, and be able to continue the nation's culture.

Learning is a daily activity for students, these learning activities are carried out at school, at home and in other places, whether they are understood or not, and it is not only students who learn but almost every human being in their activities is a learning activity, so learning can be done anywhere, anytime and for anyone without any limitations.

According to Djamarah: "Teachers are one of the human elements in the educational process at school, teachers have a dual role, namely as teachers and educators." As a teacher, teachers must also be able to make students achieve good achievements, at least passing the KKM that has been set by the school. In addition, teachers must also master many learning models in order to improve student achievement in learning.¹

According to Sardiman AM, "Achievement is a real ability which is the result of interaction between various factors which influence both internally and externally the individual in learning."² Factors originating from within the student include intelligence, motivation, interests, talents, physical condition, attitudes, and habits. Meanwhile, factors originating from outside the student include socioeconomic conditions, the environment, facilities and infrastructure, teachers and their teaching methods, the curriculum, and so on.

Students' development needs naturally vary in terms of priorities. On the one hand, students may desire success in their interests and academic achievement, on the other hand, they may also desire success in socializing with their peers, and some even desire success in everything. The choice of these diverse desires often creates problems for students. Therefore, well-managed student services are necessary. In learning, students often forget things, but they also sometimes experience another negative event called learning boredom. This boredom, if experienced by a student in the learning process, can waste their efforts.

One of the difficulties students face in learning is forgetting is the loss of the ability to recall or reproduce previously learned information. Simply put, Gulo and Reber define "forgetting as the inability to recognize or recall something previously learned or experienced. Thus, forgetting is not the loss of information or knowledge from a person's mind."³

One type of learning difficulty often experienced by students is boredom in learning. Boredom in learning is a mental condition when someone experiences extreme boredom and fatigue which results in feelings of reluctance, lethargy, and lack of enthusiasm for carrying out learning activities. "According to Reber in Kompri, boredom is dense or full so that it is no longer able to accommodate anything."⁴ So learning saturation is a certain period of time used for learning but does not produce results. Factors that influence it are saturation can also occur because the student's learning process has reached the limit of his physical ability due to boredom and fatigue. Examples of children who are bored in learning such as skipping school, not wanting to study, some even run away from school.

From the results Pre-researcher observations at SMA Negeri 1 Panyabungan Utara show that student learning achievement is still low. One of the causes is a very minimal understanding of concepts or learning models, so that the learning situation and conditions are less than optimal, resulting in students feeling bored and tired of the subject. And during the learning process, the teacher still applies learning with the implementation stage starting with explaining the material,

¹Syaiful Bahri Djamarah, Location Cit

²Sardirman AM, Teaching and Learning Strategies. (Jakarta: PT. Rineka Cipta, 2005), p. 46.

³Muhibbin Syah, Educational Psychology, (Bandung: Remaja Rosdakarya, 2008), page 158

⁴Kompri, Learning the factors that influence it: (Yogyakarta: Media Akademi, 2017), Page 158

giving examples of questions and continuing with practice questions in social studies. In this case, students only listen and work on the questions so that students feel bored in learning. This is seen when the teacher asks students what they do not understand about the lesson material that has been explained, students just remain silent.

In addition, the researcher also conducted an interview with one of the social studies teachers, namely Mrs. Hamdah, S.Pd., who said that student learning achievement was still low due to the lack of interesting learning methods in class, and rarely using media, causing students to feel bored and easily forget during the learning process, so that it indirectly impacted student learning achievement. This can be seen from the daily assignment scores given to 21 students in class X IPS 1. Data obtained showed that the number of students who completed with a KKM score of 75 was 8 people (36.67%) and students who did not complete were 13 people (63.33%).

Based on the journal read by the author, compiled by Nurma Kusnita entitled "Application of modeling techniques to reduce learning boredom of class XI students at SMK Bina Latih Karya (SMK-BLK) Bandar Lampung in the 2017/2018 academic year." Where the purpose of this study was to determine the application of modeling techniques in reducing learning boredom among class XI students of SMK Bina Latih Karya (SMK-BLK) Bandar Lampung. The type of research used was quantitative research. This study used a pre-experimental method with a one-group pretest-posttest design. The research subjects were 5 students who had high learning boredom.

Based on the description above, the author is interested in conducting research with the title "The Influence of Social Studies Teachers in Overcoming Forgetfulness and Learning Boredom on Student Learning Achievement in Class X Social Studies of Sma Negeri 1 Panyabungan Utara in the 2024-2025 Academic Year".

B. Problem Identification

The problem identification is:

1. The lack of teacher variation in using learning models makes students forget easily.
2. Some teachers work only to complete their daily obligations.
3. It is easy for students to get bored in following the learning process.
4. Student learning achievement is still low.

C. Research Objectives

Based on the formulation of the problem and the quotation above, the research objectives to be achieved in this study are: to determine the influence of social studies teachers in overcoming forgetfulness and learning boredom on student learning achievement.

A. Theoretical Basis

1. The Influence of Social Studies Teachers in Overcoming Forgetfulness and Learning Boredom
According to the Big Indonesian Dictionary, "Influence is the power that exists or arises from something (person or object) which helps shape a person's character, beliefs or actions."⁵

Understanding Teacher according to The word "guru" comes from the Arabic word "alima-ya" lamu, which means to know. This meaning means "guru" can be interpreted as "a person who knows or is knowledgeable."⁶

In the Republic of Indonesia Law, number 14 of 2005 concerning Teachers and Lecturers in article 1. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education as well as formal education, basic education and secondary education.

⁵.Ministry of National Education and Culture, Big Indonesian Dictionary, Jakarta: Balai Pustaka, 1996, p. 747

⁶Muhammad Yunus, Arabic-Indonesian Dictionary, Al-Qur'an Translation Foundation, Jakarta, 1984, p. 747

Many social studies experts have formulated the definition of social studies. In American schools, social studies is known as social studies. Therefore, the term "IPS" is a translation of "social studies."

Thus, IPS can be interpreted as "the study or inquiry into society." In examining society, teachers can conduct studies from various social perspectives, such as studies through the teaching of history, geography, economics, sociology, anthropology, politics, government, and aspects of social psychology that are simplified to achieve learning objectives.

S. Nasution defines social studies as a subject that is a function or combination of several social subjects. He states that social studies is part of the school curriculum that deals with the role of humans in society, consisting of various subjects such as history, economics, geography, sociology, anthropology, and social psychology.⁷

Social Studies teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education as well as formal education, basic education and secondary education in the field of social studies (Social Studies).

2. Definition of Forgetting In Learning

However, the reality we experience contradicts this theory. Often, what we diligently study is difficult to recall and easily forgotten. Conversely, many experiences and lessons we briefly study easily stick in our minds.

Forgetting is the loss of the ability to recall or reproduce previously learned information. Simply put, Gulo and Reber define forgetting as the inability to recognize or recall something previously learned or experienced. Therefore, forgetting is not the loss of information or knowledge from a person's mind.⁸

Learning is a change in behavior, while behavior is an observable action. According to Kompri in his book, "Learning is a conscious effort made by an individual to change behavior through practice and experience, involving cognitive, affective, and psychomotor aspects to achieve a specific goal."⁹

New experiences gained from learning are defined as activities that develop events or behaviors so that students can find solutions to problems both now and in the future. According to Ridwan, "Learning is a process of effort carried out by someone to obtain a new change in behavior as a whole, as a result of their own experiences in interacting with their environment."¹⁰

a. Factors Causing Forgetting

Forgetting can occur due to conflicting interference between information items or materials in a student's memory system. In interference theory, this conflict interference is divided into two types: 1) proactive interference; 2) retroactive interference.

A student will experience proactive interference if old learning material stored in their permanent cognitive subsystem interferes with the influx of new learning. This can occur if the student studies material that is very similar to material they have already mastered within a short period of time. In this case, the newly learned material will be very difficult to recall or reproduce.

b. Tips to reduce forgetfulness in studying

The best way to reduce forgetfulness is to improve students' cognitive memory. There are many tips students can try to improve their memory, including the following:

- 1) *Overlearning*
- 2) *Extra study time*
- 3) *Mnemonic device*

⁷.kriptk.blogspot.com/archive/2009/Evaluasipembelajaran

⁸.Muhibbin Syah, Educational Psychology, (Bandung: Remaja Rosdakarya, 2008), p. 158

⁹Kompri, Learning the factors that influence it, (Yogyakarta: Media Akademi, 2017) p. 43

¹⁰Ridwan Abdullah Sani "Teaching and Learning Strategies" (Depok: Pt Raja Grindo Persada) p. 77

c. Understanding Boredom in Learning

Literally, the meaning of saturation is dense or full so that it can no longer contain anything. In addition, saturation also means bored or tired. In learning, besides students often experiencing forgetfulness, they often also experience other negative events called learning saturation which in psychology is commonly called learning plateau or simply plateau. "According to Muhibbin Syah, saturation can be interpreted as a boring or tedious attitude."¹¹ This saturation event, if experienced by a student who is in the learning process (learning saturation), can make the student feel tired and waste his efforts.

Learning boredom is a mental state in which a person experiences extreme boredom and fatigue, resulting in reluctance, lethargy, and a lack of enthusiasm or passion for learning activities. According to Reber in Kompri, "boredom is so dense or full that it can no longer accommodate anything."¹² Muhibbin Syah stated that a student whose intellectual system is saturated cannot function as expected in processing new information items or experiences, so that his learning progress seems to be stagnant."¹³

The Bad Impact of Boredom, according to Abu Abdirrahman, the bad impacts caused by boredom include:

a). As a disease, b) Productivity decreases, c) Plans fail, d) Results are not mature, e) Orientation changes, f) A nosy attitude appears, g) Antipathy attitude, h) Looking for escape, i) Fostering hypocritical behavior j) Triggering injustice, k) Causing frustration¹⁴

d. Tips for Overcoming Boredom in Studying

Efforts that teachers can make to overcome student learning boredom include:

- a) Application of the variation method
- b) Increasing Teacher Attention to Students
- c) Learning Outside the Classroom
- d) Adding Reading Sources or Learning References

3. Student Learning Achievement

Learning achievement is expressed by test scores or numbers given by the teacher based on his observations alone or both, namely the results of the teacher's observation test when students are having group discussions. Mutiara stated that "The results of learning achievement during the learning process can be seen from test scores, assignments and report cards."¹⁵

Student achievement is the ultimate and primary goal of learning in schools. It stems from the learning experiences of students. Therefore, many experts have discussed and developed theories about learning achievement. According to the author, student achievement is the result of learning impacted by instruction, demonstrated by grades/figures in the form of mastery of the material studied in accordance with established objectives.

II. RESEARCH METHOD

This research uses quantitative methods This means the research process moves from the general to the specific. This method is considered scientific because it meets scientific principles, namely concrete, objective, measurable, rational, and systematic.

The population in this study was all class X students majoring in Social Sciences at SMA Negeri 1 Panyabungan Utara, which consisted of two classes totaling 43 students.

¹¹Muhibbin Syah, Educational Psychology: (Bandung: Remaja Rosdakarya, 2012), p. 162

¹²Kompri, Learning the Factors That Influence It: (Yogyakarta: Media Akademi, 2017), p. 158

¹³Muhibbin Syah, Psychology of Learning: (Jakarta: PT. Raja Grafindo Persada, 2012), p. 181

¹⁴Abu Abdiraahman, Overcoming Boredom: (Jakarta: Ummul Qura, 2012), p. 1

¹⁵Mutiara, Evaluation in Learning: (Jakarta: Andhika, Press, 2005), p. 67.

The research technique used was cluster random sampling, which involves grouping the population. Each class represents a group, so the sample was class X IPS 1, which consisted of 21 students.

III. RESEARCH RESULT AND DISCUSSIONS

Results

In this study there are 3 variables, namely the influence of social studies teachers in overcoming forgetfulness as the independent variable (X_1) and Learning saturation as independent variables (X_2), Learning achievement as the dependent variable (Y).

1. Description of Research Data on the Influence of Social Studies Teachers in

Based on the results of the respondents' answers to the research questionnaire on the influence of social studies teachers in overcoming students' forgetfulness in the learning process, the author makes the following value determinations:

From the recapitulation data above, it can be seen that 186 respondents answered Yes, or 59%, 106 answered Sometimes, or 35%, and 20 answered No, or 6%.

Based on the data above, the analysis shows that the average value of students' answers to the questionnaire on forgetting in student learning is:

$$\begin{aligned}\sum \bar{X}_1 &= \frac{\sum X_1}{N} \\ \sum \bar{X}_1 &= \frac{760}{21} \\ \sum \bar{X}_1 &= 36,19\end{aligned}$$

2) Description of Research Data on Boredom in Learning

Based on the answers of research respondents to the questionnaire about student learning saturation, the author made the following value provisions;

From the recapitulation data above, it can be seen that 167 respondents answered Yes, or 53%, 117 answered Sometimes, or 37%, and 30 answered No, or 10%.

Based on the data above, the analysis shows that the average value of students' answers to the student learning saturation questionnaire is:

$$\begin{aligned}\sum \bar{X}_2 &= \frac{\sum X_2}{N} \\ \sum \bar{X}_2 &= \frac{766}{21} \\ \sum \bar{X}_2 &= 36,47\end{aligned}$$

3 Description of Research Data on Student Learning Achievement

From the data obtained by the author above, it can be seen that the highest score for class X students at SMA Negeri 1 Panyabungan Utara is 100 and the lowest score is 73.3.

$$\begin{aligned}\sum Y &= \frac{\sum Y}{N} \\ \sum Y &= \frac{1740}{21} \\ \sum Y &= 82,85\end{aligned}$$

From the calculation above, r_{x1y} or r value is obtained as 0.805. Based on the list of product moment table values with $N = 21$, it can be seen that the r value at a 5% error level is 0.433. It turns out that the calculated r value is $> r_{table}$, namely $0.805 > 0.433$.

This shows that there is an influence of forgetting in learning on learning achievement.

students in the subject of Social Studies class X SMA Negeri 1 Panyabungan Utara in the Academic Year 2024-2025. Next, the author looked for Saturation in Learning on the Learning Achievement of students in class X SMA Negeri 1 Panyabungan Utara in the Academic Year 2024-2025.

From the calculation above, the r_{xy} or r value is 0.863. Based on the list of product moment table values with $N = 21$, the r value at a 5% error level is 0.433. It turns out that the calculated r value is $> r_{table}$, namely $0.863 > 0.433$.

Next, the author looks for the influence of forgetting and boredom in learning for class X students of SMA Negeri 1 Panyabungan Utara in the academic year.

From the calculation above, r_{1x2} or r value is obtained as 0.714. Based on the list of product moment table values with $N = 21$, the r value at a 5% error level is 0.433. It turns out that the calculated r value is $> r_{table}$, namely $0.714 > 0.433$.

Next, the author looked for the influence between the three variables using the multiple product moment correlation formula.

Based on the calculation above, it can be seen that the calculated r value of 0.705 is at the strong correlation level. Based on the results of the r product moment with $N = 21$, the r result at a 5% error level of 0.433 is seen. It turns out that the calculated r value is $> r_{table}$, namely $0.705 > 0.433$ with the interpretation table of r product moment as follows:

Table 1. of r product moment

No	Interpretation Coefficient	Level of Influence
1	0.08 – 10.00	Very strong
2	0.60 – 0.799	Strong
2	0.40 – 0.599	Strong Enough
4	0.20 – 0.399	Low
5	0.00 - 1.99	Very Low

Discussion

This study takes the main problem of the influence of Social Studies Teachers in Overcoming Forgetting and Learning Boredom on the learning achievement of students in class X of SMA Negeri 1 Panyabungan Utara in the 2024-2025 Academic Year. To obtain the data needed in testing the hypothesis, the author used questionnaire and test distribution techniques.

Based on the results of the calculations carried out by the author using the double product moment correlation coefficient formula, the result obtained was $r_{count} = 0.705$, if the correlation index number is correlated with r_{table} from the product moment correlation coefficient at a significance level of 5%, r is obtained $r_{table} 0.433$, it turns out the result of $r_{count} > r_{table}$ namely $0.705 > 0.433$. This means that "There is an influence of social studies teachers in overcoming forgetfulness and boredom in learning on the learning achievement of students in Class X of SMA Negeri 1 Panyabungan Utara in the 2024-2025 academic year.

IV. CONCLUSION

Based on the results of the research conducted by the author in this thesis, the author draws conclusions based on the results of data collection, namely: The data obtained by data analysis technique using the multiple product moment correlation formula. After testing the data, the calculated r is 0.705 by looking at the r table list and the number of samples is 21 with a significance

level of 0.433, thus it can be seen that the calculated r is greater than the r table, namely $0.705 > 0.433$, so the alternative hypothesis H_a can be accepted. The influence of social studies teachers in overcoming forgetfulness and boredom in learning on the learning achievement of students in class X of SMA Negeri 1 Panyabungan Utara in the 2024-2025 academic year was obtained $r_{\text{count}} = 0.705$ and $r_{\text{table}} = 0.433$. Because the author refers to the provision that if $r_{\text{count}} > r_{\text{table}}$ namely $0.705 > 0.433$. Therefore, it can be concluded that there is an influence between the three variables. In accordance with the results of the questionnaire and tests obtained, there is an influence of teachers in overcoming forgetfulness and learning boredom on student learning achievement in social studies subjects in class X of SMA Negeri 1 Panyabungan Utara in the 2024-2025 academic year.

REFERENCES

- Abdiraahman, A. (2012). *Mengatasi kejenuhan*. Jakarta: Ummul Qura.
- Arikunto, S. (2007). *Manajemen penelitian pendidikan*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Metodologi penelitian*. Jakarta: Rineka Cipta.
- Azwar, S. (2008). *Metodologi penelitian*. Jakarta: Kencana.
- Djaali. (2006). *Psikologi pendidikan*. Jakarta: PT Bumi Aksara.
- Djamarah, S. B. (2005). *Belajar dan pembelajaran*. Jakarta: Salemba Empat.
- Suherman, A. (2008). *Pendidikan ilmu pengetahuan IPS*. Cirebon: STAIN Press.
- Fathurrahman, M., & Sulistyorini. (2012). *Belajar dan pembelajaran*. Yogyakarta: Teras.
- Fauziah, N. (2013). Faktor penyebab kejenuhan dalam belajar sejarah kebudayaan Islam. *2088-351X*. Malang.
- Hadi, S. (2007). *Metodologi penelitian*. Yogyakarta: Andi Offset.
- Hasbullah. (2010). *Otonomi pendidikan*. Jakarta: PT Rajawali Pers.
- Kompri. (2017). *Belajar: Faktor-faktor yang mempengaruhinya*. Yogyakarta: Media Akademi.
- Mulyasa, E. (2015). *Ensiklopedi pendidikan*. Medan: Media Persada.
- Mulyatiningsih, E. (2013). *Metode penelitian terapan bidang pendidikan*. Bandung: Alfabeta.
- Mutiara. (2005). *Evaluasi dalam pembelajaran*. Jakarta: Andhika Press.
- Nazir, M. (2011). *Metode penelitian*. Bogor: Ghalia Indonesia.
- Nasution, S. (2000). *Proses belajar mengajar*. Jakarta: Bumi Aksara.
- Purwanto. (2005). *Belajar dan pembelajaran*. Jakarta: Salemba Empat.
- Sadirman, A. M. (2015). *Interaksi dan motivasi belajar mengajar*. Jakarta: PT Raja Grafindo Persada.
- Sani, R. A. (2019). *Belajar mengajar*. Depok: PT Raja Grafindo Persada.
- Sudibyo, S. (2008). *Pengembangan kreativitas anak berbakat*. Jakarta: Rineka Cipta.
- Sugihartono, et al. (2007). *Psikologi pendidikan*. Yogyakarta: UNY Press.
- Sudijono, A. (2011). *Pengantar evaluasi pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sugiyono. (2010). *Metode penelitian pendidikan*. Bandung: Alfabeta.
- Sukardi. (2011). *Metodologi penelitian pendidikan*. Jakarta: Bumi Aksara.
- Suryana, B. (2017). *Metodologi penelitian dan statistik*. P2M2.
- Syah, M. (2008). *Psikologi pendidikan*. Bandung: Remaja Rosdakarya.
- Wahyudi. (2002). *Psikologi belajar*. Jakarta: Rineka Cipta.
- Yunus, M. (2012). *Kamus Arab-Indonesia*. Jakarta: Yayasan Penyelenggara Penterjemah Al-Qur'an.
- Zuriah, N. (2002). *Metodologi penelitian sosial dan pendidikan*. Jakarta: Bumi Aksara.