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The Effectiveness of the Example and Non-Example Learning Model Incorporating Horseshoeing Tools on the Third-Grade Elementary School Students' Learning Interest

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ABSTRACT

One of the issues discovered in the learning process of third-grade students at SDN Gendangank 03, Ungaran District, Semarang Regency, is the low level of student knowledge, as reflected in the average learning outcomes, which still require improvement. This academic achievement indicates that the learning process has not effectively captured students' interest, largely due to the teacher-centred approach. To address this issue, the researcher proposes the Example and Non-Example learning model supported by Horseshoeing tools to enhance students' learning interest. The t-test results displayed a t-value of 4.987 with a degree of freedom (df) of 54 and a p-value (both one-sided and two-sided) of less than 0.001. This indicates that the difference in learning interest between the two groups is statistically significant at a 95% confidence level. In other words, the Example and Non-Example learning model incorporating the horseshoeing tools is significantly more effective in increasing students' learning interest. The statistical analysis of both groups revealed differences in the average learning interest between the control and experimental groups. The control group consisted of 26 students with an average learning interest score of 74.42, a standard deviation of 9.091, and a standard error mean of 1.783. This suggests that the learning interest within the control group exhibited considerable variability among students.

Keywords*: *example and non-example, learning interest, horseshoeing

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INTRODUCTION

According to Nana Sudjana, learning is a process marked by changes in an individual. These changes, as a result of the learning process, can be observed in various forms, such as changes in knowledge, understanding, attitudes, behavior, skills, abilities, habits, and other aspects of the learning individual (Sakilah, 2016). Learning is basically a change in behavior that is planned, implemented and evaluated systematically to meet certain learning goals. This process involves interactions between learners and their environment, leading to the acquisition of knowledge and skills (Hawa & Subyantoro, 2019). Teaching and learning activities are an interactive process involving reciprocal relationships between teachers and students in a learning unit. A teacher is not merely a material deliverer but plays a central role in the learning process. As both a facilitator and an active participant in teaching and learning, the teacher directs the implementation of the learning process. Incremental learning allows individuals to integrate new knowledge while retaining previously acquired information, minimizing the risk of forgetting Leo, J., & Kalita, J. (2024).

One of the issues found in the learning process in Grade 3 at SDN Gendangank 03, Ungaran District, Semarang Regency, is the low level of students' knowledge, as seen from their average learning outcomes, which still require improvement. This low achievement is likely due to learning methods that fail to attract students' interest and a teaching approach that remains teacher-centered.

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Table 1. Preliminary Study Results

Class	Passed	Not Pass	Number of Students
III A	7 student	19 student	26 student
III B	13 student	17 student	30 student

From the table above, it is evident that the average students of Class IIIA and IIIB have not yet fully understood the lessons delivered by the teacher, as indicated by their low scores. In Class IIIA, out of 26 students, only 7 students met the passing score threshold of 65. Meanwhile, in Class IIIB, only 13 out of 30 students achieved the passing score of 65. This issue arises due to the students' low interest in learning. To address this problem, the researcher proposes the use of the Example and Non-Example Learning Model supported by Kuda Lantar (Horsshoeing)Teaching Aids to enhance students' learning interest.

The Example and Non-Example Learning Model is an instructional approach that involves using both examples and non-examples (Huda, 2014). These examples or non-examples are typically presented in the form of relevant images that align with basic competencies. This method shifts the traditional lecture-based strategy to a more engaging approach that encourages students to be more active and critical in their thinking, rather than passively receiving lessons While Example and Non-Example models have shown positive results, some educators argue that these models may not address all learning styles effectively. Alternative methods may be necessary to meet diverse student needs and preferences, ensuring comprehensive educational strategies are used (Sulastri, E., 2024).

In addition to the learning model, the use of teaching aids such as Kuda Lantar Media also offers several advantages. It helps capture students' attention, increases their interest and motivation to learn, and enhances their understanding of the subject matter. The Kuda Lantar Media provides students with a meaningful learning experience, is easy to use, and aids in mastering lesson concepts effectively. Furthermore, it allows teachers to deliver lessons in a more dynamic way, reducing the monotony of traditional lecture-based teaching (Johan, 2019). This media is also equipped with questions related to the taught material. According to Sari and Supardi, modified question cards can increase student engagement in answering questions during learning sessions (Riyani, 2019).

According to Khodijah, one of the psychological factors that influence learning is interest (Khodijah, 2014). According to Muliani and Arusman, interest creates a sense of attachment to learning activities, which improves the overall learning experience (Muliani & Arusman, 2022). Having an interest in the subject being studied encourages individuals to engage in learning and achieve optimal results. According to Usman, an effective teaching and learning process requires students' interest and attention (Darmadi, 2017). He also stated that interest has a significant influence on learning because when individuals are interested in something, they are more likely to engage in it. Conversely, without interest, a person is unlikely to take action. Essentially, fostering interest in a subject helps students see the connection between the material being taught and themselves as individuals. According to Miljković, at.al (2016) students prior knowledge and interests are important predictors of success in understanding and completing professional tasks.

LITERATURE REVIEW

Definition of Learning Model

A learning model is a concept that includes learning approaches, strategies, methods, techniques and tactics. It serves as a framework for educators to implement effective and efficient learning processes, integrating various elements beyond just methods and strategies (Soleh, R. M., & Syahidin, S., 2024). A learning model is a systematic procedure or pattern that functions as a guide to achieve certain learning goals, including strategies, techniques, methods, learning media, and assessment tools to facilitate an effective educational experience for students. A learning model serves as an optional pattern, meaning teachers can choose the most appropriate and effective model to achieve educational goals. Essentially, a learning model is an interactive process between teachers and students, either directly (face-to-face interactions) or indirectly

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through the selection of an appropriate learning model. A learning model provides a structured framework that guides the teaching and learning process systematically to achieve optimal learning outcomes. The function of a learning model is to help students acquire information, ideas, skills, thinking strategies, and ways to express their ideas (lmiati, A., 2024).

Definition of Example and Non-Example Learning Model

According to Ardiansyah, I. (2024) the Non-Example Example learning model is a strategy for teaching concept definitions by presenting examples and non-examples, allowing students to classify and understand concepts effectively. This approach increases student involvement and understanding in the learning process. This strategy aims to quickly prepare students by presenting two elements: examples and non-examples related to a given concept. Examples illustrate aspects of a concept being studied, while non-examples represent elements that do not belong to the concept being discussed. According to Siregar, K. I., & Prawijaya, S. (2024) this model has been applied effectively in a variety of subjects, such as mathematics and science, showing significant improvements in student learning outcomes. For example, research shows that students who use this model score higher in post-tests compared to those who don't, demonstrating its effectiveness in improving understanding

Steps of the Example and Non-Example Model

Educators should prepare clear examples and non-examples that are relevant to the topic. For example, in a science class, a teacher might present a healthy plant as an example and a wilted plant as a non-example (Siregar & Prawijaya, 2024). According to Afrisanti Lusita (2011), the steps involved in the Example and Non-Example learning model are as follows: (1) The teacher prepares images relevant to the learning objectives; (2) The teacher places the images on the board or projects them using an overhead projector; (4) The teacher provides instructions and allows students to observe and analyze the images; (5) Students discuss the images in small groups (2-3 students) and record their observations on paper; (6) Each group presents the results of their discussion; (7) Based on students' comments and discussions, the teacher explains the material according to the intended learning objectives.

Advantages of the Example and Non-Example Model

According to Aisyah, N., Ndori, V. H., & Rahmawati, T. D. (2024) the Example and Non-Example models promote active and enjoyable learning, increase students' confidence in expressing their opinions, and foster critical thinking. This effectively increases student engagement and understanding in mathematics, leading to better learning outcomes. Buehl (Depdiknas, 2007) the advantages of the Example and Non-Example method include: (1) Students begin with a clear definition, which they then expand into a deeper and more complex understanding of the concept; (1) Students engage in a discovery process, enabling them to progressively construct their understanding through experience with examples and non-examples; (3) Students analyze contrasting elements, allowing them to explore the characteristics of a concept while considering aspects of the non-example that might still contain features of the discussed concept.

Disadvantages of the Example and Non-Example Model

According to Lestari, L., & Rumtutuly, F. (2024) the model may not be suitable for all subjects or topics, especially those that require in-depth understanding of concepts rather than direct memorization, while according to Buehl (Depdiknas, 2007) the disadvantages of the Example and Non-Example model are that not all learning materials can be effectively represented using images, and implementing this model requires a significant amount of time. Based on expert opinions, the primary limitations of this model are the difficulty of visualizing some concepts and the time-consuming nature of the approach.

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Definition of Learning Media

Effective educational media can help to improve the learning process, make the learning and teaching activities more dynamic and engaging, and help to create learning experiences that are more engaging for students. Media for education is a tool that can help the learning process so that the material is explained more clearly and the learning objectives are met in an effective and efficient manner, Puspitarini & Hanif, (2019) in Yuanka, at.al., (2025). Teaching aids or learning media refer to all objects and tools used in the learning process to clarify and facilitate students' understanding of the material. Understanding the definition of teaching aids, along with expert opinions and examples of teaching aids used in schools, provides a clearer picture of their role. According to Wijaya & Rusyan (1994), educational teaching aids serve as learning stimulants that foster motivation and prevent students from feeling bored while striving to achieve their learning goals.

Definition of Learning Interest

Learning interest is a preference that students have for certain subjects, which is expressed through participation in activities. This manifests as attentiveness during lessons, enthusiasm for learning, and active engagement, demonstrating a positive attitude toward the subject matter being taught (Adnyana, K. S., & Yudaparmita, G. N. A. 2023). Interest is a sense of curiosity, admiration, or desire to acquire something. A student should have an intrinsic motivation to learn. Learning itself is a natural process through which individuals acquire knowledge or skills by participating in educational activities (Pritchard, 2014). Interest in learning is defined as a student's involvement and enthusiasm in educational activities at school, especially in subjects such as social studies. This reflects their motivation and willingness to actively participate in the learning process (Nugraha, F., & Mahendra, H. H., 2023). Thus, learning interest can be defined as a sense of attraction and desire toward a subject that arises due to a personal need. Learning interest is essential for students because it helps them understand lessons more easily and positively influences their academic performance.

METHOD

According to McMillan and Schumacher (as cited in Widihastrini, 2012), research types are categorized into qualitative and quantitative approaches. Within the quantitative approach, research methods are further divided into experimental and non-experimental approaches. Meanwhile, the qualitative approach is classified into interactive and non-interactive qualitative research. Sugiyono (2010) explains that research can take several forms, including Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design. The type of research applied in this study follows the Intact Group Comparison Design and Nonequivalent Control Group Design.

To measure the impact of the Example Non-Example learning model using Kuda Lantar on students' learning interest, this study applies the Intact Group Design, comparing the results of the experimental group with those of the control group. The effectiveness of the Example Non-Example learning model in improving students' learning outcomes is assessed using the Control Group Pretest-Posttest or Nonequivalent Control Group Design, in which both the experimental and control groups receive a pretest and posttest.

The Nonequivalent Control Group Design is a type of Quasi-Experimental Design. A Quasi-Experiment is an extension of the True Experimental Design, incorporating a control group but without fully controlling all variables affecting the experiment. In this design, there are two groups: The experimental group, which receives the treatment (X), and The control group, which does not receive the treatment. Both groups are given a pretest to determine their initial conditions and identify any significant differences between them before treatment. A well-conducted pretest should show no significant differences between the two groups.

Data collection techniques involve methods or instruments used to obtain measurements, data, or information regarding the research variables. In this study, data is collected using questionnaires, observations, documentation, and tests. The research data is obtained through well-designed research instruments capable

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of capturing relevant information from the research subjects. In the field of education, research instruments must meet two essential criteria: validity and reliability (Sukardi, 2003). Therefore, the test instruments used to measure students' problem-solving abilities in the form of essay questions must meet validity and reliability standards.

RESULTS AND DISCUSSION

To measure the difference in students' average learning interest, an Independent Sample T-test was conducted. The results obtained are presented in the table below:

Table 2. Independent Sample T-test

No	Kelas	*One-Sided p*	*Two-Sided p*
1	Class Eksperimen	<.001	<.001
2	Class Kontrol	<.001	<.001

To measure the effect of students' learning interest, a Simple Linear Regression test was conducted. The results obtained are presented in the table below:

Tabel 3. Summary of Simple Linear Regression Models

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Minat Belajar	Kelas Kontrol	26	74.42	9.091	1.783
	Kelas Eksperimen	30	85.17	7.008	1.279

Discussion

The results of the t-test show a t-value of 4.987 with degrees of freedom (df) = 54 and a p-value (both one-sided and two-sided) less than 0.001. This indicates that the difference in learning interest between the two groups is statistically significant at a 95% confidence level. In other words, the findings support the hypothesis that the Example Non-Example learning model with the aid of Kuda Lantar teaching media is significantly more effective in enhancing students' learning interest compared to conventional teacher-centered methods. Based on the Independent Sample T-Test results and the explanations provided, this study specifically examines the effectiveness of the Example Non-Example learning model with Kuda Lantar teaching aids for third-grade students at SDN Gendangank 03. The study found that the implementation of this learning model significantly improved students' learning interest compared to the traditional lecture-based method that had been previously applied. Initial observations indicated that third-grade students had low learning interest, as reflected in their average learning scores falling below the passing threshold in science subjects. Prior observations also suggested that the conventional teacher-centered learning approach was less effective in actively engaging students. In response to this, the Example Non-Example model with Kuda Lantar teaching aids was introduced as an innovative solution to enhance student interaction with the learning material.

The statistical analysis of the groups reveals a difference in the average learning interest between the control group and the experimental group. The control group, consisting of 26 students, had an average learning interest score of 74.42, with a standard deviation of 9.091 and a standard error mean of 1.783. This indicates a relatively high level of variability in learning interest among students in this group. In contrast, the experimental group, consisting of 30 students, demonstrated a higher average learning interest score of 85.17, with a lower standard deviation of 7.008 and a standard error mean of 1.279. The lower variability in the experimental group suggests more consistent results within this group. The findings indicate that third-grade

students at SDN Gendangank 03 who were taught using the Example Non-Example learning model with Kuda Lantar teaching aids exhibited higher learning interest compared to those who were taught using the conventional lecture-based method. The increase in learning interest is evident from the statistically significant t-test results, demonstrating that the example-based (example) and non-example-based (non-example) approach effectively captures students' attention and enhances engagement.

CONCLUSIONS AND RECOMMENDATION

Based on the study on the effectiveness of the Example and Non-Example learning model with the aid of Kuda Lantar teaching media in improving the learning interest of third-grade elementary school students, it can be concluded that this learning model is more effective than conventional methods. The implementation of this model enhances student engagement in the learning process, stimulates curiosity, and encourages students to think more critically in understanding the material. The use of Kuda Lantar teaching media plays a crucial role in attracting students' attention, making the learning process more interactive and enjoyable. Additionally, this method provides a more memorable learning experience, which significantly boosts students' interest in the subject matter. The Example and Non-Example model has the advantage of encouraging students to think more deeply and actively participate during lessons.

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