

EFFORTS TO IMPROVE THE LEARNING OUTCOMES OF CITIZENSHIP EDUCATION USING THE DISCUSSION METHOD

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ABSTRACT

This study aims at improving learning outcomes in Civics material boundaries and functions of Indonesia Elementary School fifth grade students at SDN Mon Singet. The method used is classroom action research consisting of two cycles. Subjects were students of class V SDN Mon Singet the school year 2021/2022 as many as 21 students. Data analysis using comparative descriptive analysis techniques by comparing the initial conditions with the results achieved in each cycle, and a qualitative descriptive analysis of the results of observations by comparing the results of observation and reflection on the first cycle and the cycle 2. Through the method of discussion on the material boundaries and functions of Indonesia elementary School fifth grade students Mon Singet. At the end of the second cycle is known to have increased on average by 10, that of the average test initial conditions 65 to 75. The students' mastery learning there is an increase of 52.4%, 38.1% of the initial conditions to 90.5%, which is already finished only 8 students in pre-cycle to 19 students at the end of the second cycle. And the percentage of student activity in the first cycle of 61.9% increased to 90.5% in the second cycle, while the percentage of PBM capabilities of teachers in the first cycle of 67.5% increased to 95% in the second cycle. In conclusion, Students increased learning outcomes in the material boundaries and functions of Indonesia.

Keywords: *Efforts, Improve, Learning, Outcomes, Discussion*

1. INTRODUCTION

The characteristic of children of primary school age is that they have been able to coordinate between their brain and muscles so that they are always actively moving to do activities both games and other physical movement movements, such as jumping, running, holding pencils and so on. Learning is an effort to create an environment where students' cognitive structures can emerge and change. Learning is a learning activity in order to learn something effective and efficient. Learning is an effort to create a climate and service to the abilities, potentials, interests, talents, and needs of diverse students so that optimal interaction between teachers and students occurs and between students and students, (Margolang, 2018). Learning Civic Education (CID) is essentially learning to decipher and analyze natural events based on the observation and classification of data described in the simplest possible way so as to produce rules or laws, (Syaparuddin et al., 2018). To create an atmosphere so that students are more active in learning, an appropriate learning strategy and method is needed by considering teaching conditions that are predicted to affect the achievement of learning competencies and methods that lead to the development of logical thinking, critical attitudes and students' sensitivity to their own environment to the widest, (Handini & Soekirno, 2017; Waruwu et al., 2020).

According to the author's observations, the writer has not taken learning seriously yet, the writer as a student also has not used the right methods and methods, as well as the appropriate strategy. Of the number of students in class V for the 2021/2022 school year, namely 21 people, 57.2% (12 people) have scores below the KKM, while 42.8% (8 people) have achieved the KKM score set. The Minimum Completeness Criteria (KKM) score that has been set for the Citizenship Education subject in class V of SD Negeri Mon Singet for the 2021/2022 academic year is 70.

2. LITERATURE REVIEW

2.1 Internship Learning

Civics means that we are talking about Pancasila and citizenship education, this means that civics teachers must be able to foster the mental attitude of students who are Pancasila is and have a patriotic spirit loyal to Pancasila and the 1945 Constitution. For more clarity the author will explain one by one. Pancasila is: the five basics or five principles that were first initiated by Ir. Soekarno on June 1, 1945, which was later also called *Hari Kelahiran Pancasila* 'the birthday of Pancasila'. In this connection, the Pancasila in question is the one passed by the PPKI on August 18, 1945 along with the ratification of the Preamble to the 1945 Constitution and its torso. Citizenship is native Indonesians and others who are legalized by law, as mandated in article 26 of the 1945 Constitution which is then regulated in law no. 3 of 1946 and law number 62 of 1958 concerning Indonesian citizenship. According to this law there are seven ways to obtain citizenship, namely: following parents, descent, birth, application (naturalization), marriage, adoption (adoption), and statement or right to vote (option) (Khasanah et al., 2020). From the above understandings, a conclusion can be drawn that Civics is an education about noble values that is carried out in a conscious, systematic effort and plans to change human behavior (children) in accordance with the size, provisions and values contained in Pancasila.

2.2 Purpose of Civic Education

In the history of education, we see the development of education as an attempt to realize the ideals of a particular nation, class or society. Likewise, Civics lessons given in schools from elementary to secondary level aim to realize Pancasila Indonesian citizens, meaning citizens who carry out their rights and obligations as stipulated in Pancasila as the ideal foundation and the 1945 Constitution as the constitutional basis. Discussions are scientific conversations that contain the exchange of opinions, the emergence of ideas and testing of opinions carried out by several people who are members of the group to seek the truth. Many problems occur in the student's environment that require discussion by more from

one person, especially issues that require cooperation and deliberation. The discussion method is a learning method that exposes students to a problem. The main purpose of this method is to solve a problem, answer questions, increase and understand students' knowledge, and to make a decision more clear in the nature of exchanging experiences to determine certain decisions together, (Fahri et al., 2022). The method of discussion in the process of teaching and learning means the method of expressing opinions in deliberations for consensus. Thus the essence of the notion of discussion is the meeting of minds, (Nurhayati et al., 2020).

3. METHOD

This research employed action research with two cycles, they were cycle 1 and cycle 2. The research was conducted at Mon Singet Public Elementary School, besides that one of the aims of this research was to improve the learning process for Civics subjects, especially on the material on the boundaries and functions of the NKRI region. The research was carried out for 3 months, starting from April to June 2021. The implementation of the research was carried out on effective days according to the schedule of class hours. Based on the research title, namely an effort to improve Civics learning outcomes through the discussion learning method in fifth grade students for the 2021/2022 academic year, the research subjects were fifth grade students for the 2021/2022 academic year, totalling 21 students, consisting of 12 male students and 9 female students.

Sources of data in this study were students, as research subjects. Data collected from students includes data on written test results. The written test is carried out at the end of each cycle which consists of the boundaries and functions of the Unitary State of the Republic of Indonesia. In addition to students as data sources, the authors also use colleagues and fellow class teachers as data sources.

4. RESULTS & DISCUSSION

Learning before implementing class action, teachers teach conventionally. Teachers tend to transfer knowledge to students, so students are passive, less creative, and even tend to get bored. Learning like this results in low student learning outcomes, only 57.2% (12 people) have scores below the KKM, while 42.8% (9 people) have achieved the specified KKM score. Learning completeness in this basic competency is determined by KKM which is 70.

Table 2. Pre-Cycle Student Learning Value

No	Results	Result (Letter)	Meaning of Coat of Arms	Sum Student	Persen
90-100	A	Very good	2	9,5	90-100
80-89	B	Good	3	14,3	80-89
70-79	C	Enough	4	19	70-79
55-69	D	not enough	5	23,8	55-69
<55	E	very less	7	33,3	<55

	Sum		21	100%	
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Based on the table above, it shows that the number of people who scored very well (90-100) was 2 people (9.5 %), those who scored well (80-89) amounted to 3 people (14.3 %), who scored enough (70-79) amounted to 4 people (19 %), those who scored less (55-69) amounted to 5 people (23.8%) and students who scored very less (<55) amounted to 7 people (33.3 %).

Table 1. Pre-Cycle Student Learning Completeness

No	Completeness	Minimum Completeness Criteria (KKM) 70	
		Sum	Percentage (%)
1	Completed	9	42,8
2	Not Completed	12	57,2
Jumlah		21	100

Based on the table above, the author can analyze as follows: The learning completion of students who reached KKM on the pre-cycle test was 9 people out of a total of 21 students. Thus the completion reached 42.8%, students who did not complete learning amounted to 12 people with a percentage of 57.2%. From the explanation above, the author can explain as follows:

4.1 Pre Cycle

The learning outcomes of class V semester I for the 2021/2022 academic year at the pre-cycle stage are for students who achieve completeness according to the performance indicators that the author has set is 42.8% or as many as 9 students out of a total of 21 students, while students who do not complete learning by 57.2% or as many as 12 students. the lowest score owned by students is 50, the highest score is 85 and the class average is 67.5. Student activity is still low, where students are still passive in learning, cooperation in groups is still lacking, discipline is also lacking and accuracy in answering questions given by the teacher is also lacking.

4.2 Cycle I

In cycle I, student learning outcomes increased, where student learning mastery increased from the pre-cycle which was completed by 9 people (42.8%) increased in cycle I to 12 people (57.2%) and in cycle II experienced a significant increase, namely a total of 20 people (95.2%). the lowest student score was 55, the highest student score was 90 and the class average score was 72.5. From the results of this analysis, the highest student score increased by 10, from 85 to 95, the average value increased by 10, from 67.5 to 77.5. The percentage of student activity is 57.2% in the sufficient category and the percentage of teachers' PBM abilities is 65% in the sufficient category.

4.3 Cycle II

In cycle II, student learning outcomes increased, where student learning mastery increased from the pre-cycle which was completed 12 people (57.2%) increased in cycle II to 20 people (95.2%), the lowest score increased to 60, the highest score to 95 and the class average value is 77.5. The percentage of student

activity was 95.2% in the very good category, and the percentage of teachers' PBM abilities was 97.5% in the very good category.

5. CONCLUSION

Students' learning completeness increased from the pre-cycle which was completed by 9 people (42.8%) increased in cycle I to 12 people (57.2%) and in cycle II there was an increase of 20 people (95.2%). There was an increase in the percentage of student activity, where in the first cycle the percentage of student activity was 57.2% in the less category, while in the second cycle, the percentage of student activity was 95.2% in the very good category. There was an increase in the percentage of PBM abilities carried out by teachers, where in cycle I the percentage of PBM abilities carried out by teachers was 67.5% in the less category, while in cycle II, the percentage of PBM abilities carried out by teachers was 97.5% with very good category. There was an increase in the learning achievement of fifth grade students at SD Negeri Mon Singet, Aceh Besar District, Civics subjects in the material on the boundaries and functions of the NKRI region using the discussion method with an average pre-cycle class score of 67.5, cycle I of 72.5, and cycle II of 77.5.

6. REFERENCES

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