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EFFORTS TO IMPROVE CIVICS LEARNING OUTCOMES USING THE ACTIVE LEARNING MODEL OF THE ROLE REVERSAL QUESTION TYPE FOR GRADE V ELEMENTARY SCHOOL STUDENTS

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Abstract

The purpose of this study is that the results of learning PKn are still below the minimum completeness criteria for students because they still apply conventional learning models. Researchers will take action to overcome the problem by applying the active learning model of the role reversal question type which aims to find out whether the active learning model of the role reversal question type can improve the learning outcomes of PKn for grade V elementary school students. In reality, in the process of learning PKn in elementary schools, students are not fully involved directly, as is the case in grade V. Learning activities are still dominated by teacher activities, namely by using the lecture method when explaining the subject matter. This research method uses the literature review research method. The data collection techniques used are using tests, observation sheets and documentation. The data analysis technique used is completeness analysis to see student completeness and analysis of student activity observations from the results of pre-cycle learning, cycle I, cycle II and cycle III. The results of the study indicate that the use of the active learning model of the role reversal question type can improve the learning outcomes of PKn for elementary school students.

Keywords : Learning model, active learning, role reversal question type, civics learning outcomes, student activities

Introduction

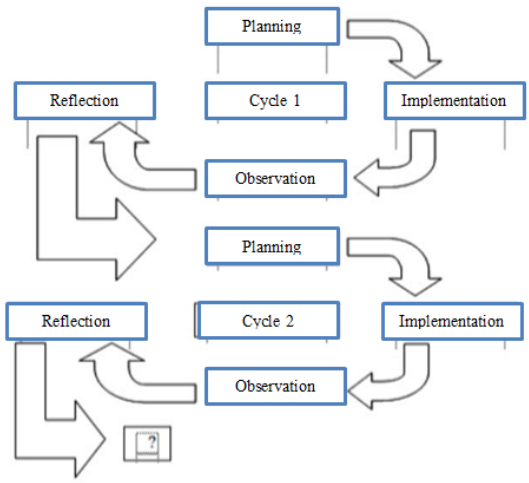
Education in schools is formal education through a systematic planning arrangement to achieve goals and implementation refers to the curriculum. According to Law No. 20 of 2003 concerning the National Education System, article 1 paragraph 19, that "the curriculum is a set of plans and arrangements regarding the content and learning materials and methods used as the implementation of learning activities to achieve certain goals". In article 37 that the elementary education level has compulsory subjects consisting of religious education, civics, language, mathematics, science, social studies, arts and culture, physical education and sports, and skills/vocational. At the elementary school level, civics is taught to students aged 7-12 years where according to Piaget (in Trianto, 2011: 15), defines: The characteristics of elementary school-age children entering the concrete operational stage, improvements in the ability to think logically, new abilities including the use of reversible operations. thinking is not only centered but also decentric and problem solving is not so limited by egocentrism. In reality, in the process of learning PKn in elementary schools, students are not fully involved directly, as is the case in grade V. Learning activities are still dominated by teacher activities, namely by using the lecture method when explaining the subject matter. Based on observations made during the learning activities of PKn, students who do not fully pay attention to the teacher's explanation, because they are bored with listening activities, so that PKn learning is considered less enjoyable for students. This situation results in less than optimal learning outcomes. The low PKn learning outcomes can be seen from the data on semester 1 scores for the 2016/2017 academic year. The average PKn score for semester 1 is low, namely 65.45. In addition to the low average PKn score, data shows that 60% of the total

number of students have not met the specified KKM of 70. Seeing the number of students who still get scores below the completion criteria and the average PKn score that is not yet optimal, it is necessary to improve PKn learning outcomes. The way that teachers can take to improve learning activities is by using a learning model that can be applied in class. The learning model that can be applied in class is the active learning model or active learning model. According to Silberman (2007) "Active learning is active learning is a learning model that refers to learning objectives, involves students, uses art, movement and the five senses as well as steps and activities in learning".

Meanwhile, according to Helmalik (2013) explains that, "active learning is a learning process that emphasizes student activities both physical, mental, emotional and intellectual to achieve educational goals related to cognitive, affective and psychomotor aspects". From this understanding, it can be seen that active learning is a learning activity that activates students, in the sense that students are directly involved in learning related to cognitive, affective and psychomotor aspects. For that, the active learning model of the role reversal question type can be applied in PKn learning, because it can activate students, especially in question and answer activities by exchanging roles. Students can participate directly, not only listening to the explanation of the material delivered by the teacher but also thinking critically in questions and answers regarding the learning material being studied. The application of the active learning model of the role reversal question type in PKn learning, is expected that students can understand the material being studied so that student learning outcomes increase. The results of the study that strengthen researchers to conduct research using the Active Learning Type Role Reversal Question model include research conducted by Khasanah (2014) which shows that the application of role reversal question learning in increasing the motivation to learn PKn in grade V students in the 2013/2014 academic year. The increase in learning motivation in cycle I was 16.67% from the initial condition of 46.66% increasing to 63.33% and in cycle II it increased by 16.67% from 63.33% in cycle I to 80%. The results of the observation show that the application of role reversal question learning can increase the motivation to learn PKn in grade V students. Research according to Indriyani (2015) shows an increase in the learning outcomes of PKn students in grade V after using the active learning model of the role reversal question type in both cycles I and II. In cycle I, students who obtained ≥70 experienced an increase of 25% with an initial condition of 44% increasing to 69% and in cycle II an increase of 28% to 97%. The average value of learning outcomes in cycle I increased by 8.75% with an initial condition of 66.53 increasing to 75.27 and in cycle II an increase of 10.97% to 86.25. From several studies, it can be concluded that the active learning model of the role reversal question type is expected to improve the results of civics learning. Thus, the above research can be used as a reference for conducting research entitled "Efforts to Improve Civics Learning Outcomes Using the Active Learning Model of the Role Reversal Question Type in Grade V Students.

Research Methodology

This study uses literature review research such as classroom action research. According to Suharsimi Arikunto, et al. (2014: 3) explains that "classroom action research is an observation of learning activities in the form of actions that are deliberately raised and occur in a class together". The action is given by the teacher or with direction from the teacher carried out by students. The stages in this classroom action research include planning, implementation, observation, and reflection. In this study, it is planned in 3 cycles with each cycle having 1 meeting. Each stage of PTK can be described and explained as follows.



Observation data were obtained from test sheets completed by students and student activities during the learning process in the observation sheets that had been observed during teaching and learning activities. Data from observations of learning implementation were analyzed using the formula:

a. To determine the final learning grades of students (BSNP, 2007:25)

$$NA = \frac{S_P}{S_M} X100$$

Information :
NA : Final Value
SP : Acquisition Score
SM : Maximum Score

b. To determine the average value of the class (Sugiyono, 2016:49)

$$x = \frac{\sum_x}{\sum_n}$$

Information :
X : Class Average Value
∑x : Sum of All Student Scores
∑N : Number of Students

c. Classical learning completion

$$Tk = \frac{\sum SB}{\sum ST} x100\%$$

Information:
Tk = Complete classical learning
∑SB = number of students who have completed their studies
∑ST = total number of students who took the test

The results of classical learning are effective if the students' completion of the learning outcome ability test is able to reach ≥ 70 per individual and the class completion reaches ≥ 80% of all students who take the test.

d. Student activity data analysis

To find the presentation of student activities in implementing the active learning model of the role reversal question type observed at each meeting, the formula used is:

$$Skor = \frac{perolehan\ skor}{skor\ maksimal} x100\%$$

Table 1. Student Activity Category T/A 2016-2017

Value Interval	Category
90 – 100	A (Very good)
80 – 89	B (Good)
70 – 79	C (Enough)
60 – 69	D (Not Good)
≤59	E (Very Not Good)

Student activities are said to be effective if they get a Good category from the total number of students.

Result & Discussion

The discussion of the research results is as follows.

Learning outcomes

The table of results of students' civics problem solving during the students' initial ability test (pre-cycle) until the implementation of cycles I, II and III can be seen in the following table.

Table 2. Student Civics Learning Outcomes T/A 2016-2017

Classification	Pre Cycle	Cycle I	Cycle II	Cycle III
Lowest Value	50	55	60	70
High Value	90	90	100	100
Average	65,45	69,5	76,3	82,15
Completeness of Classical Learning	40%	50%	70%	100%
The percentage of Student is Incomplete	60%	50%	30%	0%
Category	Ineffective	Not Yet Effective	Quite Effective	Very Effective

From the table above, it can be seen that in general, student learning outcomes increased in each cycle. There was a significant increase from Pre-Cycle 65.45% to 69.5% in cycle I and an increase of 76.3% to cycle II to 82.15% in cycle III by using the Active Learning Type Role Reversal Question model can improve students' PKn learning outcomes.

Student Activities

The table of results of observations of student activities during the implementation of cycles I, II and III of the application of the active learning model of the role reversal question type can be seen in the following table.

Table 3. Results of Observations of Student Activities T/A 2016-2017

Assessment Criteria	Cycle I	Cycle II	Cycle III
Number of Value	366	402	436
Category	Pretty Good	Good	Good

From the table above, cycle I found that the total value of student activity was 366 and student activity during the learning process was included in category C (sufficient). Cycle II found the total value of student activity was 402. From the table above, it can be seen that student activity is included in category B (Good). Thus, the results of observations of student activity during the teaching and learning process using the active learning model of the role reversal question type in cycle II were better than in cycle I and increased. Cycle III found that the total value of student activity was 436. From the table above, it can be seen that student activity during the teaching and learning process using the active learning model of the role reversal question type is included in category B (Good).

Conclusion

From the formulation of the problem, research objectives, research results and data analysis can be concluded as follows. Implementation of the active learning model of the role reversal question type can improve the learning outcomes of elementary school students' civics. This can be seen from the increase in the average value and learning completeness of the evaluation test results for each cycle. The average value of Civics cycles I, II and III is 69.5, 76.3, and 82.15. 2. Student activity during learning with the active learning model of the role reversal question type in each cycle has increased significantly. This can be seen from the total value of student activity in cycle I, cycle II and cycle III which are 366, 402, and 436 where the categories of student activity in cycles I, II and III are sufficient, good and good. Thus, the objective of this study is to improve the ability to solve civics problems and student activities and the ability of teachers in implementing the active learning model of the role reversal question type in this study has been achieved.

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