



IMPROVING CITIZENSHIP EDUCATION LEARNING OUTCOMES THROUGH CONTEXTUAL AND LEARNING METHODS

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Abstract

The purpose of this study was to determine how to apply the literature method, to improve the learning outcomes of Citizenship Education about my heroes. The study was conducted at Elementary School 22 Mempawah, Mempawah Regency, West Kalimantan, with 30 fifth grade students as research subjects. This study is an action research using the Kemmis and McTaggart model, conducted in two cycles. Each cycle consists of the planning stage, action implementation, observation, and action reflection. The data collection process through a test of students' mastery of Citizenship Education learning outcomes, especially the material on understanding the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole, and non-tests in the form of observation results of the implementation of the learning method through literature review method using observation sheets for teacher and student activities, interviews, field notes, and documentation results. The results of the study showed an increase in the learning outcomes of Citizenship Education about understanding the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole. This is proven by the value of the learning outcomes of students' Citizenship Education about my heroes in cycle I, namely 50% of students who completed it with an average class of 69, increasing in cycle II to 80% of students who completed it, with an average class of 77. The activities of teachers and students according to the steps of this method reached 100% at the end of cycle II.

Keywords : Learning Outcomes, Contextual and Learning Methods, Citizenship Education

Introduction

There are various formulations that people have put forward in an effort to answer questions by viewing education from a particular aspect of life or from a particular scientific discipline. For example, the sociological view sees education from a social aspect that education is an effort to transfer knowledge and values to the next generation. While the psychological view sees education from an aspect of individual behavior, among others, interpreting education as the development of individual capacity optimally. The view from an economic perspective, among others, sees education as an effort to invest human capital (Human Investment), and the last one is seen from a political perspective, among others, seeing it as the development of the nation's cadre efforts. Education has a very important role to ensure the development and survival of a nation. Because the quality of life of the nation is very much determined by the education factor. Therefore, educational reform must always be carried out to improve the quality of notional education. The progress of a nation can only be achieved through good educational arrangements. Efforts to improve the quality of education are expected to increase the dignity of the Indonesian people. The role of Civic Education subjects in Elementary Schools aims to enable students to develop knowledge and skills that are useful for students in social, national and state life. In the process of learning Civic Education, activeness is needed, so that students are able to develop their thought patterns so that they can think critically and rationally so that their learning outcomes will also develop in a better direction.

In this study, the researcher used the Contextual Teaching and Learning method or hereinafter referred to as Contextual Teaching and Learning, which is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they are studying by linking the material to the context of their daily lives so that students have knowledge/skills that can be flexibly applied (transferred) from one problem/context to another problem/context. According to Elaine B. Johnson (2002:25) in *Contextual Teaching And Learning*, there are at least 3 (three) main principles that are often used, namely; (1) the principle of interdependence; (2) the principle of difference; and (3) self-organization. Specifically, it can be explained from the three principles that (1) the principle of interdependence means here that contextual learning is learning that emphasizes the relationship between learning materials and other materials, between theory and practice, between conceptual materials and their application in real life. (2) The principle of difference, encourages students to produce a variety of differences and uniqueness through critical and creative thinking. (3) self-organization, the learning process is regulated, maintained, and realized by the students themselves, in order to realize their full potential. "The contextual teaching and learning system consists of eight components: making connections that hold meaning, self-regulated learning, doing significant work, collaboration, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment".

Research Methodology

This study uses literature study, which is a study conducted by researchers by collecting a number of books, magazines related to the problems and objectives of the study that are related to improving the learning outcomes of citizenship education through contextual and learning methods. (Daniel and Warsiah 2009:80)

Result & Discussion

Judging from the results of data analysis during the action from cycle I to cycle II, there is an increase in all data taken. Test data in the form of scores in understanding the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole through the Contextual Teaching And Learning method has increased, and the results of the analysis can be seen in the development of the results achieved starting from cycle I including observation data obtained from the teacher and student action observation sheets. Improving the ability to understand the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole through the contextual teaching and learning method, students are trained to be more active and appreciate their roles in the contextual teaching and learning game. In addition, students are trained to discuss with their groups and work together to improve their roles in the game. The results in cycle I of the first meeting of the teacher observation sheet in Contextual Teaching And Learning reached 33.33% and then became 44.44%. The results in cycle I of the first meeting of the student observation sheet in Contextual Teaching And Learning reached 44.44% and then became 76.92%. This increase shows that the contextual teaching and learning method applied in this learning process can make sufficient changes for the success of teachers in their learning process. The results in cycle II of the first meeting of the teacher observation sheet in contextual teaching and learning reached 66.66% and then became 100%. The results in cycle II of the first meeting of the student observation sheet in contextual teaching and learning reached 66.66% and then became 100%. This increase shows that the contextual teaching and learning method applied in this learning process can make sufficient changes for the success of teachers in their learning process.

Judging from the results of data analysis during the action from cycle I to cycle II, there is an increase in all data taken. Test data in the form of scores in understanding the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole through the contextual teaching and learning method has increased, and the results of the analysis can be seen in the development of the results achieved starting from cycle I including observation data obtained from the teacher and student action observation sheets. Improving the ability to understand the meaning and relationship of the symbols of the Pancasila principles in understanding Pancasila as a whole through the contextual teaching and learning method, students are trained to be more active and appreciate their roles in the contextual teaching and learning game. In addition, students are trained to discuss with their groups and work together to improve their roles in the game. In this cycle I action, students are not used to playing roles in discussing with other friends in one group so they seem confused. Thus, the results of the learning process and test results in cycle I are still far from the expected target in this study. Thus, the results that have increased significantly in cycle II as the researcher's expectations have been achieved, so this study was not continued because it had achieved the expected results. However, there were 6 students who did not complete it because they achieved the value achieved in cycle II below the KKM.

Conclusion

Based on the results of action research on improving learning outcomes of citizenship education through the contextual teaching and learning method in cycles I and II, it was concluded that Contextual Teaching and Learning can increase student enthusiasm in learning, thereby reducing student boredom in receiving lessons. Student learning outcomes from cycles I and II increased significantly with KKM 70. The results of cycle I from 30 students were only 15 people who passed, with an average class of 69 percentage 50%. Then the improvement of learning using the Contextual Teaching and Learning method was continued in cycle II with an average class of 77 percentage 80% experiencing an increase from cycle I. Of the 30 people, only 6 students did not complete.

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