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IMPROVING STUDENT LEARNING OUTCOMES THROUGH AN ACTIVITY-BASED INTERACTIVE LEARNING MODEL IN THE SUBJECT OF CIVICS

Kartika Dhea Sabrina[1]

[1]Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara
Email: [1]deakartikasabrina05@gmail.com

Abstract

This research aims to determine the role of activity-based interactive learning models on student learning outcomes in PKN subjects. Then to find out how the application of interactive learning models can improve student learning outcomes. This research uses a systematic literature (SR) method obtained from journals related to improving student learning outcomes through activity-based interactive learning models in PKN subjects. The results of the research show that in as many as 4 journals it is known that the activity-based interactive learning model in PKN subjects can improve student learning outcomes. Based on the research conducted, it can be concluded that after carrying out this research, the application of the activity-based interactive learning model to improve student learning outcomes can be done by starting with making a learning implementation plan (RPP), determining the concept of the material to be taught to students, searching and formulating problems that are in accordance with this concept, as well as planning appropriate or suitable learning strategies.

Keywords : Learning outcomes, interactive model, PKN

Introduction

In the teaching process the teacher becomes the main actor in creating an educational interactive situation, namely interaction between the teacher and students, and with the learning model in supporting the achievement of learning goals. To realize such a teaching and learning process, teachers' efforts to actualize their competencies professionally are a necessity. Civics as a field of study which aims to equip students to develop their reasoning in addition to aspects of values and morals, contains a lot of rote social material so that the knowledge and information students receive is limited to the product of rote memorization. In a lesson, a dialogue occurs between the teacher and students. In order for the learning process to be more effective, students must be involved with all their senses. In the teaching and learning process, a teacher must invite students to listen, provide opportunities to view the media, ask questions or provide responses so that interactive creative dialogue occurs which shows a positive interactive teaching and learning process. The success of learning objectives is determined by many factors, including the teacher factor in carrying out the teaching and learning process, because teachers can directly influence, develop and improve students' intelligence and skills. To overcome the problems above and to achieve educational goals optimally, the role of teachers is very important and it is hoped that teachers have good teaching methods/models and are able to choose appropriate learning models that are in accordance with the concepts of the subjects to be delivered (Iningberg, 2018) . The benefits of research for teachers as input so that activity-based interactive learning can be used as an alternative solution to improve learning outcomes in subjects such as Civics, the main topic of the struggle for values in the Pancasila formulation, for students to be able to develop their potential optimally, especially in Civics learning in in the future, for schools as input in efforts to improve the learning process, so that it has an impact on improving the quality of schools and providing academic contributions in developing theories in the fields of science being studied. for practical use (Sofiah, 2013). The interactive learning model is a learning model that is used to help students make concepts and conclusions more meaningful

by increasing the combination created by each concept and its conclusions (Agnes, 2013) while Harjono (2016) said that the interactive learning model refers to the interaction between students and educators, students and teachers, or also students and learning media/resources

Based on the quote above, it can be concluded that interactive learning is a learning model that helps students create meaningful learning concepts which are carried out by building interactions between teachers and students by utilizing media or learning resources. The objectives of activity-based interactive learning are as follows: (1) increase students' active participation in learning; (2) increasing social understanding between students and the people around them; (3) encouraging students to discover and explore for themselves that the concepts studied are easy to remember and not easily forgotten by students; (4) Help students find effective ways to work together, share information, and hear and use other people's ideas; and (5) teach students to think analytically and try to solve the problems they face. Activity-based learning has universal characteristics in the implementation of teacher learning inside and outside the classroom (Rokmah, 2022) . According to Agne 's (2013) said that there are three characteristics of interactive learning models, namely: a. A class that involves student-to-teacher, teacher-to-student and student-to-student communication patterns. b. An interactive classroom is a supportive place where students are motivated to learn and they are given the freedom to investigate, discover and search for information. c. In an interactive classroom, you will find teacher-centered student activities as well as student-centered activities. The steps for the interactive model are as follows: 1. Preparation The teacher and class choose a topic and find the information behind it. 2. Exploratory activities involve students more in the topic being discussed. 3. Children's questions When the class invites students to ask questions about the topics discussed. 4. Investigation Teachers and students choose questions to explore for 2-3 days, in 3-4 day intervals. 5. Reflection Carrying out evaluations to strengthen things that have been proven and separate things that still need to be improved (Oktaviani, 2021) An interactive learning method, called the "child inquiry approach", is often used in the classroom. This method is designed for students to ask questions and then find the answers themselves. Developing an interactive, activity-based learning model in Civics subjects that teachers can carry out in all subjects, by paying attention to nine things, including:

a) Interest and attention factors
   A sign of interactive teaching conditions is students' interest and attention to learning, which is also the main factor determining student activity. According to Harlen (2010) There are 22 kinds of interests that are useful for teachers to teach students, one of which is that children are interested in learning, and teachers can try to arouse interest by choosing and determining teaching. The material is used as a key concept to attract students' attention. teachers can try to focus students' attention by asking questions.

b) Motivational factors Motivation is the process of connecting motives into actions that encourage someone to do something to achieve certain goals or circumstances. Motive is the force that drives someone to do something. Motivation to learn can come from within the student (intrinsic motivation) and from outside the student (extrinsic motivation). Teachers encourage students to find their own motivation for learning. Extrinsic motivation, however, may arise from teacher efforts through the application of rewards and rewards, or punishments or penalties (SR model), aimed at motivating students to learn (Hamdi, 2010)

c) Background or context factors: Learning based on reality will be interesting, learning starting from simple things can motivate students, and learning based on experience can involve students in it. In the teaching and learning process, teachers need to know what students know and have, as well as what they need to know, so that there is no repetition of lesson material which only causes boredom for students. Teachers are required to develop students' knowledge and attitudes as well as the attitudes of each student.

d) Individual Difference Factors In essence, students are unique individuals who have different characteristics, including intelligence, interests, talents, traits, hobbies, and backgrounds, which can influence the teaching and learning process. (Harlen, 2010) suggests that students with vertical differentiation are qualitatively different. Intelligence is a measure of how well a person performs on standardized tests, while aptitudes and interests are not well defined. Given these differences, teachers must be aware and understand if there are students who succeed well, or even have difficulty understanding the lesson. In this case, teachers must still pay attention to students' similarities and differences by developing each student's abilities. One way that can be taken is special assistance or making students learn from each other, meaning students who already understand help students who don't understand so that with differences in understanding students can work together.

e) Socialization Factors Socialization is the process of establishing relationships with other students. In the classroom, one of the things the teacher needs to pay attention to is when students talk to other students. This noise often interferes with the teacher's teaching and learning process.

f) Learning while Playing Factor Playing is an activity that causes joy and pleasure. The teaching and learning process carried out in a play atmosphere will encourage students to actively learn and children's knowledge, skills, attitudes and imagination will develop.

g) The Learning While Working Factor John Dewey stated the importance of student learning activities in the teaching and learning process through the project method. It is about physical activity and mental activity, which are classified into five groups, namely: 1. Visual activities such as reading, writing, experimenting and discussing. 2. Oral activities such as telling stories, reading poetry, questions and answers, and discussions. 3. Listen to the teacher's explanation, listen to lectures and directions. 4. Physical activities such as making models, role playing, making maps or tables and graphs. Learning success is demonstrated by achieving optimal learning outcomes. The form of student learning achievement is usually expressed in academic achievement scores, one of which is daily test scores (Sudjana, 2011).

Research Methodology

This research method uses a systematic literature review method. A systematic literature review (SR) is a way of synthesizing scientific evidence to answer a specific research question in a transparent and reproducible way, while seeking to cover all published evidence on the topic and assessing the quality of that evidence. The sources used in this case are journals and books. This research uses 4 journals that have been published in accordance with the research theme. The steps taken include:

a) Identifying research questions with the aim of transforming a problem that we find as a fact into a question problem

b) Develop planning and research structure for a systematic literature review

c) Determine the source that we will use as a reference (such as Google Scholar, science direct, PubMed, Perish, etc.). Don't forget to apply limits to search sources so that the articles you find are guaranteed to be relevant to the research objectives

d) Selecting research results that are appropriate to the research questions

e) Read a fast screening (individual study) of the articles that have been collected and then quickly look at the quality of the findings as a preliminary analysis

f) Summarize the findings of articles that we have checked the quality of the findings using statistical (meta-analysis) or narrative (meta-synthesis) methods

g) Presenting the results of meta analysis or meta synthesis which we can visualize with the help of professional applications to present them (Kitchenham, 2019)

Result & Discussion

The results of the findings of articles that have been checked for the quality of their findings using statistical (meta analysis) or narrative (meta synthesis) methods are as follows:

Table 1. Review Document

Writer	Title	Research methods	Findings
Rokmah,(2022)	Improving Student Learning Outcomes Through Activity-Based Interactive Learning Models in Civics Subjects for Class VI of Pamarican State Elementary School 1	Classroom action research techniques	The results of the research prove that students who learn using an interactive model based on learning activities in Civics subjects will experience an increase in Civics learning achievement in class VI students at SD Negeri Pamarican 1, Kasemen District.
Agustina,(2020)	Improving Student Learning Outcomes Through Interactive Learning Methods on the Influence of Globalization in Civics Subjects	Classroom action research techniques	The research results showed that the average student's percentage of learning completeness increased from 17% in Pre-cycle to 46% in cycle 1 and 96%. The average student learning achievement score also increased from 58.75 pre-cycle to 69.04 cycle 1 and 81.67 in cycle 2. The use of interactive learning models can motivate student learning well and increase student activity, creativity and

			interest in learning in subjects Civics on the influence of globalization
Iningberg,(2018)	Improving Student Learning Outcomes Using Interactive Learning Models on the Influence of Globalization Material on Civics Subjects in Class IV Sdn Hinas Kiri East Batang Alai District Hulu Sungai Tengah Regency	Classroom action research techniques	The research results in the first cycle showed that students still had not mastered the material, especially the influence of globalization, in the process they obtained a completeness score of 57.90%, in the second cycle they achieved 89.47% completeness. This proves that after using the interactive learning model students were more active in learning activities. teach.
O ktaviani, (2021)	Implementation of the Interactive Learning Model on the Learning Outcomes of Class IV Students at Mi Darul Huda Galih Campang Jaya Bandar Lampung	Qualitative approach	The results of the research show that: 1. What is done before learning is that educators and students make preparations for learning first, 2. From exploration activities, educators do not always involve students in the learning process, 3. In the process of asking questions, students still do not want to ask questions or are still embarrassed to ask, therefore the teacher immediately points to the students to ask, 4. With investigative activities, the teacher chooses questions according to the learning and does not choose to explore further, 5. Reflections on the results of the students' cognitive assessment are as above KKM but there are still those under KKM.

An interactive learning method, called the "child inquiry approach", is often used in the classroom. This method is designed for students to ask questions and then find the answers themselves. Developing an interactive, activity-based learning model for Civics subjects that teachers can use in all subjects. Interactive learning, called the "child inquiry approach", is often used in the classroom. This method is designed for students to ask questions and then find the answers themselves. Developing an interactive, activity-based learning model for Civics subjects that teachers can use in all subjects. This research , the application of the activity-based interactive learning model to improve student learning outcomes can be done by starting with making a learning implementation plan (RPP), determining the concept of the material that will be taught to students, looking for and formulating problems that are in accordance with the concept, and planning appropriate or appropriate learning strategies. In the teaching and learning process, students can focus their attention on the subjects that will be explained. Students gain experience that can form strong memories, students avoid mistakes in drawing conclusions, questions that arise can be answered by students during evaluation, if there are doubts students can ask the teacher directly, errors that occur as a result of lectures can be improved because there is direct interaction between teachers and students in the teaching and learning process. Errors that occur as a result of lectures can be corrected by: (1). Holding dialogue with students and discussing material that has been taught but not many people understand it; (2). Providing group assignments in the form of group worksheets, so that researchers can measure students' ability to understand learning; (3). Using a variety of learning methods, namely the lecture method, question and answer method, presentations and group assignments. The stages of learning improvement planning are as follows: (1). Create a written learning improvement plan containing steps for implementing learning so that students can easily follow the learning; (2). Prepare an observation sheet which is the result of an agreement between the researcher and colleagues who act as observers; (3). Create group worksheets to determine the level of student learning success; (4). Describe the fighting values in the formulation of Pancasila using coherent sentences; (5). Hold questions and answers regarding matters related to the material; (6) students work on post-test questions; and (7). Together,

students draw conclusions about learning outcomes. Some of the aspects observed are: 1. Explaining the concept of natural appearance. 2. Conduct group discussions. 3. Lead students in discussions. 4. Make conclusions

Conclusion

Based on the research conducted, it can be concluded that after carrying out this research , the application of the activity-based interactive learning model to improve student learning outcomes can be done by starting with making a learning implementation plan (RPP), determining the concept of the material to be taught to students, searching and formulating problems that are in accordance with this concept, as well as planning appropriate or appropriate learning strategies. In the teaching and learning process, students can focus their attention on the subjects that will be explained. Students gain experience that can form strong memories, students avoid mistakes in drawing conclusions, questions that arise can be answered by students during evaluation, if there are doubts students can ask the teacher directly, errors that occur as a result of lectures can be improved because there is direct interaction between teachers and students in the teaching and learning process. Errors that occur as a result of lectures can be corrected by: (1). Holding dialogue with students and discussing material that has been taught but not many people understand it; (2). Providing group assignments in the form of group worksheets, so that researchers can measure students' ability to understand learning; (3). Using a variety of learning methods, namely the lecture method, question and answer method, presentations and giving assignments in groups.

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