



## Application of The Socrates Learning Method to Improve Student Dialectics in Class V PKn Lessons at SDN 01 Rantau Selatan

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### ABSTRACT

Education is all knowledge about learning that occurs throughout life in all places and situations that have a positive impact on the growth of each individual. Learning activities are the core of all educational processes in schools. Learning activities occur through interaction between the teacher and students to achieve learning objectives. The learning method that is able to facilitate students to be dialectic is the Socratic method because it provides many opportunities to develop students' thinking skills through a question-and-answer process. The purpose of this research is to find out whether the Socratic learning method can improve dialectics and to find out how the Socratic learning method is applied to Citizenship Education in Class V SDN 01 Rantau Selatan. This research is a class action research (classroom action research). The application of the Socratic method can improve the Dialectics of Class V Students of SD Negeri 01 Rantau Selatan. The successful application of the Socratic method to PKN subjects, it is known that there is an increase in learning outcomes from cycle I to cycle II. In cycle I, the average student learning outcomes are 69 in the moderate category. While student learning outcomes in cycle II with an average of 76 or in the High category. The percentage of mastery learning obtained by students in the cycle is 63%, while in the second cycle it is 90%.

**Keywords :** Socratic Method, Civic Education Subject, Dialectics

### Introduction

Education is all knowledge about learning that occurs throughout life in all places and situations that have a positive impact on the growth of each individual. This education lasts a lifetime (education for a long life). According to Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. According to Japar et al., (2019) To advance a nation, there is no other right choice but to develop education. Education has proven to be the main way to improve the quality of human resources in the world, including in Indonesia. As a form of human endeavor in growing and developing potential both spiritually and physically in accordance with the values and culture of society, education is therefore needed. Therefore it can be said that education has an important role in the development of a nation. Learning activities are the core of all educational processes in schools. Learning activities occur through interaction between teachers and students to achieve learning objectives because the achievement of an educational goal is very dependent on how the learning process is carried out. The role of professional teachers in learning is very important as the key to student learning success. Professional teachers are teachers who are competent in building and developing good and effective learning processes so that they can produce smart students and quality education.

Based on this, the quality of education is very dependent on the quality of educators and learning. Educators have a strategic role in carrying out the learning process because in the hands of educators the learning process can take place in an interesting and attractive way. Based on this, educators must involve students without discrimination to explore real problems in society, find solutions to problems using various sources. Students are given the opportunity to understand how to develop knowledge through collaboration and dialogue with colleagues. One of the subjects taught in schools that require discussion and dialogue is the subject of Citizenship Education (Civics). The Citizenship Education (PKn) subject is a lesson that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have the character mandated by Pancasila and the 1945 Constitution (Depdiknas, 2006). Citizenship Education (PKn) is one of the main subjects in school. PKn has undergone several changes. This is adjusted to the development and changes in the curriculum implemented in Indonesia (Dahnial, 2017). Based on this, students are required to be able to think critically and be actively involved in responding to problems through discussion, dialogue or question and answer within the scope of Civics learning that is present in the midst of life or in other words students must have high dialectical abilities in learning civics material.

Based on an interview with the teacher of class V SDN 01 Rantau Selatan on January 24 2023, it is known that the teacher is still dominated by the lecture method in explaining Civics lessons at every meeting. Accordingly, based on the observations made by the researcher, it was found that fifth grade students at SDN 01 Rantau Selatan looked inactive and tended to be passive in the ongoing Civics learning. It was seen that none of the students actively asked questions or had curiosity by asking and there were no responses submitted by students which should have been used by students to be able to dig up information on the material being taught by Civics teachers in class. Students prefer to be silent and wait for the teacher to explain Civics material. Learning takes place only in one direction, namely the teacher explains the material and students only listen without an active response. This statement is reinforced by the average value of the PKn daily test results which are still below the KKM. The following are the results of students' daily tests that have been achieved by researchers. The problems that occur in class V SDN 01 Rantau Selatan are strongly suspected because the learning method is less interesting and seems monotonous so that there is no enthusiasm for students to be actively involved in learning which takes place where this makes students get bored quickly and has an impact on the number of students who tend to be lazy to listen to when the teacher is lecturing and students are busy telling stories with their desk mates or even sleeping in class. Furthermore, students tend to be passive and not actively involved because they are used to learning methods that are less varied so that students are not able to get used to thinking critically and are not accustomed to dialogue or discussion in response to the Civics material being studied. Civics materials that are related to recent issues and are hotly discussed should be used as material for discussion, dialogue or question and answer so that later they can improve students' dialectical abilities. Based on this, it can be said that the dialectic ability of class V students at SDN 01chain Selatan is still relatively low. The Socratic method also emphasizes the dialogues of thought as an attempt to reveal an object of discussion towards its deepest nature. So, the most important thing from this method is not the answers that are generated later, but how the process is in discussing the questions or topics raised. In line with this, according to Sutiyono (2017) the Socratic learning method is a learning design that leads to high-level abilities or high-order thinking skills. This learning method is a learning method that puts students to be active through interactive dialogue with their colleagues. In addition, the Socratic method also directs students to be skilled in dialogue accompanied by argumentative scientific data. Based on this. Based on the background that has been described, the researcher is interested in conducting research with the title "Application of the Socratic Learning Method to Improve Student Dialectics in Class V Civics Subjects at SDN 01 Rantau Selatan".

## **Research Methodology**

This research is a class action research (classroom action research). Classroom Action Research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class simultaneously. This research was carried out in at least two cycles. Cycles occur sequentially and information from the previous cycle determines the next cycle, at the end of each lesson an evaluation will be carried out to obtain data from student learning outcomes.

## **Results and Discussion**

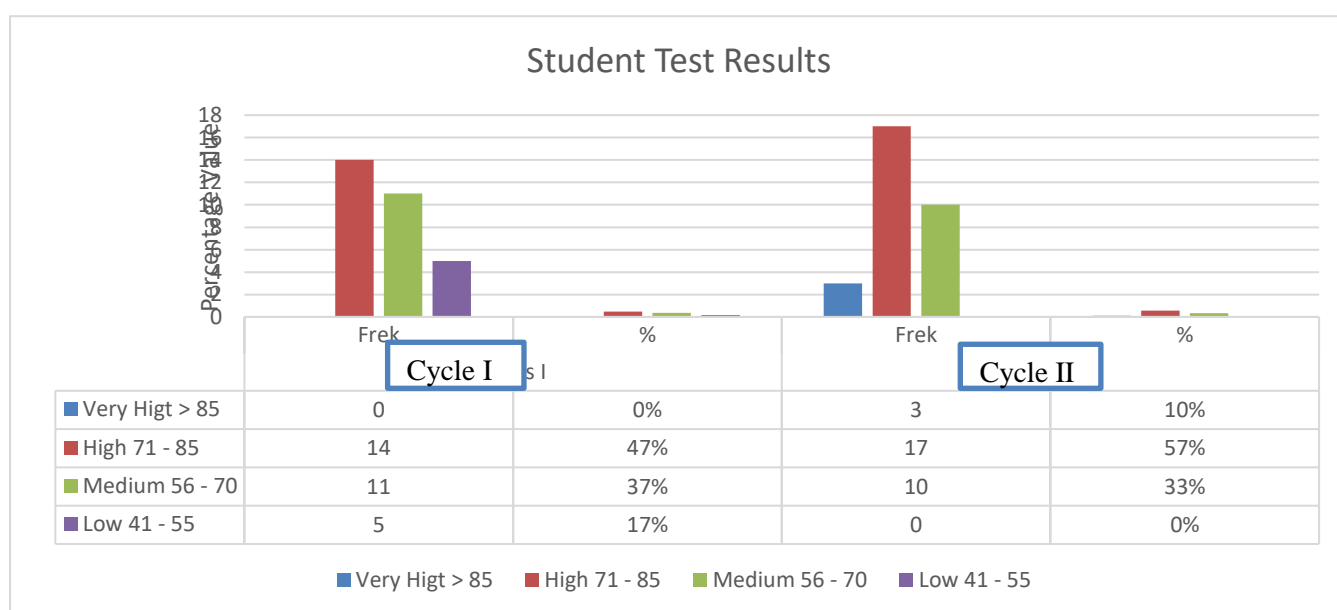
As explained in the second cycle of reflection, it is no longer necessary to improve learning in the next cycle. This indicates that the learning process brought by the researcher has been carried out better when compared to the implementation of learning in the first cycle. Because, improvement in the second cycle of learning has a positive impact on student activity in learning, so that the PKN and Dialectics learning outcomes obtained are better, with an average value of 76. The increase in student learning outcomes from the first cycle to the second cycle can be seen in the following table.

**Table 1. Recapitulation Of Students' Learning Interest In Cycle I And Cycle II**

Evaluation		Cycle I		Cycle II	
Classification	Standard	freq	%	freq	%
Very high	> 85	0	0%	3	10%
Tall	71-85	14	47%	17	57%
Currently	56 - 70	11	37%	10	33%
Low	41 - 55	5	17%	0	0%
Amount		30	100%	30	100%

Source: Research Processed Data, 2023.

Based on the table above, it is known that there is an increase in student learning outcomes from cycle I to cycle II. There were no very high grades in cycle I, while in cycle II, 3 students were obtained, experiencing an increase of 10%. In the classification of high scores in the first cycle, only 14 students were obtained, while in the second cycle, 17 students were obtained. For the classification of moderate scores in the first cycle, 11 students were obtained, and in the second cycle, the percentage was 33% or only 10 students remained. Finally, in the low classification in the first cycle, 5 students were still obtained, while in the second cycle, no students received this classification. Comparison between student learning outcomes from cycle I to cycle II can also be seen in the following histogram.

**Figure 1. Recapitulation Of Students' Learning Interest In Cycle I And Cycle II**

Based on the histogram above, it shows an increase in each aspect of student interest in learning from the first cycle to the second cycle. Weaknesses in the application of the Socratic learning method in cycle I after being corrected in cycle II and reaching a very perfect level, turned out to be able to increase student learning activities. Through improving the process of implementing the Socrates learning method in cycle II, student learning outcomes reached the moderate category with a completeness percentage of 90%. This is due to the correct application of the Socrates learning model, because this learning model is a way of presenting subject matter, where students are faced with a series of questions, from a series of questions students are expected to be able to answer them on the basis of their own intelligence and abilities. Socrates' learning method is not by explaining, but by asking questions, showing logical errors from answers, and by asking further, so that students are trained to be able to clarify their own ideas and be able to define the concepts they mean in detail. . There are relevant and previous studies that the researchers analyzed, namely: Research conducted by Zuraida (2010) The purpose of this study was to find out whether the application of the Socratic Method could improve Social Science Learning Outcomes in Class V SDN 002 Balam Merah, Bunut District, Pelalawan Regency. The results of the study this is the successful application of the Socratic method to social studies subjects, it is known that

there is an increase in learning outcomes from cycle I to cycle II. In cycle I, the average student learning outcomes were 65.0 or in the moderate category as shown in table (IV.6). While student learning outcomes in cycle II with an average of 70.8 or in the moderate category as seen in table (IV. 10). The percentage of learning completeness obtained by students in the cycle was 62.5%, while in the second cycle it was 87.5%.

## Conclusion

Based on the results of the analysis and discussion as presented in chapter IV, it can be concluded that the application of the Socratic method can improve the Dialectics of Class V Students at SD Negeri 01 Rantau Selatan. This success was caused by the application of the Socratic method of student activity being more active, which means that students tend to be positive in participating in the teaching and learning process given by the teacher and in answering questions given by the teacher. Under these conditions, the student acceptance rate will increase. This increase is illustrated in the graphs of student learning outcomes during the research process. The successful application of the Socratic method to PKN subjects, it is known that there is an increase in learning outcomes from cycle I to cycle II. In cycle I, the average student learning outcomes are 69 in the moderate category. While student learning outcomes in cycle II with an average of 76 or in the High category. The percentage of mastery learning obtained by students in the cycle is 63%, while in the second cycle it is 90%. It can be said that this research has been successful because it is in accordance with the indicators of success set out in chapter II. And in closing, the writer is very aware that this thesis has not reached the perfect level. This is due to the limited ability that the author has, however, the author has tried his best, the ability and knowledge that the author has. Only to Allah SWT, the author surrenders and begs for forgiveness. Hopefully what the author does is of benefit to all of us. Amen O 'Lord of the Worlds.

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