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Increasing Educational Learning Outcomes Civic Education (PKn) Through Learning Models Cooperative Type Numbered Heads Together (NHT) at Class V Mis Ikhwanul Muslimin Tembung

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ABSTRACT

The low achievement of the Civics curriculum test for fifth grade students at SD No. 2 Great Ruins. This is because students are not interested in learning, do not feel compelled to ask questions or respond to their teacher's questions, and do not interact much with each other or their teacher. The purpose of this research is to improve students' academic achievement. this research is a group-based research known US Participatory Action Research (PAR), which combines elements of planning, observation, and reflection. Data collection techniques includes administering tests (before and after the facts), making in-depth observations, and keeping detailed records. On the other hand, both qualitative and quantitative approaches to data analysis are used. Information was collected qualitatively through classroom observations (such US observation notepad, teacher activities, and students' participation in class exercises) and quantitative information through tests of the material being studied. The results of this study showed that student learning outcomes increased, with an average value of 70.9% and an average percentage of 70% for student learning outcomes in Cycle I and an average value of 77.4% and an average percentage of 70% for student. learning outcomes in Cycle II respectively.

Introduction

The success of any educational endeavor is highly dependent on the quality of the interaction between teachers and students. Learning is a combination that is composed of consisting of interrelated human elements, materials, facilities, equipment, and processes influence in achieving learning goals. Study is procedure complicated Which covers Lots Part Which each other relate. However, to be able to create creative learning and interesting needed skills certain, in in between is "ability Study And ability teach". Education Which Good must designed according to appropriate cultural norms, pedagogical practices, and strategies pedagogical and pedagogical. Teachers play an important role in the educational process as a facilitator of acquisition and transmission of knowledge; consequently, process improvement Teaching in schools is needed to improve the quality of education. One of the way to ensure a smooth learning process is to use framework effective instructional design. As field studies, 'education citizenship' focus on prepare Indonesian citizens in the future to uphold the values the basic values and principles of the state as enshrined in Pancasila and UUD 1945. The overarching goal of education in Citizenship is to equip students with the skills to: (2) participate actively and responsibly responsibility, and 3) act with integrity in community, national, and initiatives local such as fighting corruption. According to survey academic, student No so involved during lesson PKn, which leads to lower learning outcomes and gaps in KKM. There are 18 students (or 78.26%) whose educational outcomes have not met the KKM, are compared 5 students (or 21.74%) whose educational results have fulfilled the KKM. This is appropriate with the PKn KKM 70 curriculum at MIS Ikhwanul Muslimin Tembung. Besides that, researchers found that students were less involved in the learning process when teachers rely on lecture formats rather than encouraging student-teacher dialogue. This matter contributes to a classroom environment that is more likely to be stressful because of the teacher Still use technique teaching based lecture. Because That, student

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lost interest in school, Which impact negative on performance academic they. To overcome these problems, an appropriate learning process is needed. Wrong only one is with active learning, that is cooperative learning. Cooperative learning is, at its core, an active approach to teaching and study which depends on working the same student with a method which aims to increase student engagement in class. Cooperative learning is different from traditional class discussions. In cooperative learning, students work together to reach objectives together with study in small groups apply what they have learned to one another. Cooperative learning has a positive effect for low outstanding students because they are more capable of maintaining motivation, increasing their value, and retaining information in the long term.

Civics is means teaching with objective thorough for promoting multidimensional education in democracy. democratic Education, mark education, moral education, social education, and political education all united in the acronym PKn. Currently, learning Civics at MIS Ikhwanul Muslimin Tembung is only in the form of teacher-led discussions and occasional lectures. It means that it needs a different learning model to speed up the process of civics education. The educational model used should be adapted to student needs, lesson material, and study results which one wants. By choosing the most effective teaching methods, teachers can generate interest in their students and motivate them to actively participate in the learning process, so that it increases the possibility of students achieving the study results they want. Researchers use NHT approach in this study (Numbered heads Together). The NHT approach is Wrong One form of cooperative learning that emphasizes implementation by involving students in identifying essential subject matter. 6 This method delivers opportunities to students to collaborate with the exchange of ideas and consider alternative answers, as well as increasing student motivation to work together in class. Implementation of this learning model will make Middle school student learning activities more interesting and fun. This will not only make it easier for students to understand the subject matter served in class, but will also encourage teachers to be more innovative in implementing their lessons. Based on the description on the background of the above problems several problems can be identified, namely: 1. Students are less interested in the learning process 2. Less enjoyable learning process 3. Student learning outcomes in Civics subjects are still low 4. Lack of use of cooperative learning models.

Research Methodology

This study is a study based group which is known as Participatory Action Research (PAR), which combines elements of planning, observation, and reflection. Data collection techniques include administering tests (before and after the fact), make in-depth observations, and keep detailed records. On the other hand, a qualitative and quantitative approach to data analysis is used. Information obtained qualitatively through class observations such as observation notes, class activities, and student participation in the learning process, and quantitative information obtained of knowledge assessment and that understanding obtained through tests. A free variable is a variable which influences or which becomes a change or emergence of the dependent variable. 1 Based on this explanation then the independent variable in this study is the Numbered cooperative learning model Heads Together (NHT). Dependent variable (dependent variable) is the variable that is affected or the result, because of the independent variables. The 2 dependent variables in this research are the results of Civics learning students of class V MIS Ikhwanul Muslimin Tembung. Students who take the Civics level V curriculum are the subject of this study. The number of registered students was 23 people, 13 of whom were boys. 10 the rest is Woman. Procedure implementation study practice class shared into two cycles. In 1 cycle there are 4 stages of action, namely planning, implementing, evaluating its effectiveness, and reflecting on what has been learned. During the observation stage, academics track student activity using cooperative learning models like NHT and compose observation results.

Results and Discussion

1. Activity Education in Learning

Based on results analysis activity Teacher is known that Teacher has carry out all aspect Which identified, although a number of aspect the has not been fully implemented. Table 13 and its detailed explanation can be seen in Figure 8. The table allows us to compare activities learning first and second cycle learning:

Table 1 Comparison Activity Educator Cycle I and Cycle II

	Part 1	II	Amount	Average
Cycle I	87.37%	93.33%	180.70%	90.35%
Cycle II	95.78%	96.66%	192.44%	96.22%

Based on Table 13 obtained the average percentage of activity educators on cycle I was 90.35% and in cycle II was 96.22%. It is known that there is an increase in activities carried out by educators from cycle I to cycle II which is equal to 5.87%. There is enhancement because educators feel the need to improve activities during the learning process so that students can more easily accept the material presented by the educator. The better the activities carried out by educators during the learning process, the better the learning outcomes obtained by educating participants.

2. Activity Participant Education in Learning

Results study data percentage average activity learning with using the NHT type cooperative learning model has increased in every cycle. The following can be seen on Table 2:

Table 2 Average Student Activity Through the Numbered Heads Type Cooperative Model together on Cycle I and Cycle II

No	Aspect Which Observed	Cycle 1	Cycle II	Average	Enhancement
1.	Pay attention to explanations educator	58.5%	91.5%	75%	33%
2.	Ask to educator	53%	83.5%	68.25%	30.5%
3.	cooperate with group	55%	98.5%	76.75%	43.5%
4.	Do assignments/questions	54.5%	95.5%	75%	41%
5.	Discussion with members group	51%	95.5%	73.25%	44.5%
Amount		272%	4464.5%	368.25%	192.5%
Average		54.4%	92.9%	73.65%	38.5%

Increasing the average learning activities using learning models cooperative type NHT cycle I and cycle II can be seen on following chart:

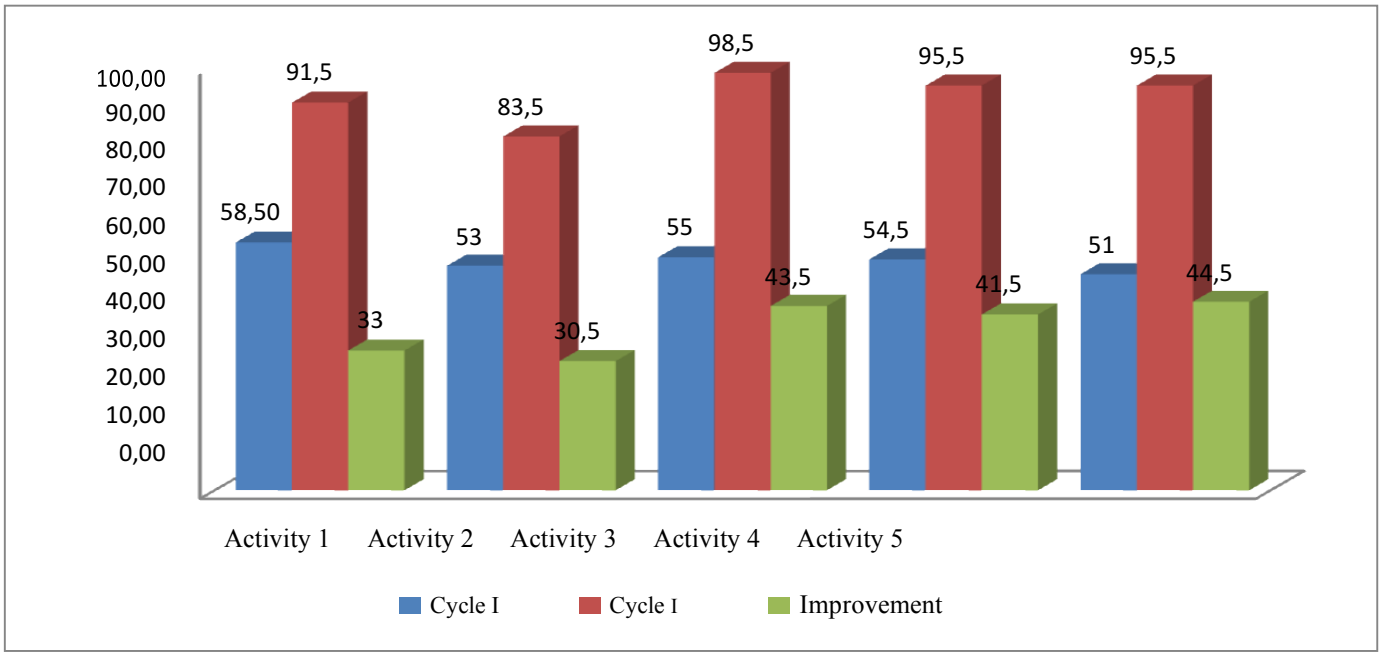

Figure 1 Average Increase in Learning Activity of Students in Cycle I and Cycle II

See data Which has obtained the can explained as follows:

1. Method Teacher Explaining Material.

In this first cycle, 58.59 percent of students actively paid attention when the teacher explained learning objectives. This is because some of the other students in the class are not yet motivated to learn and not pay attention to the teacher's explanation. Some students still more like to play around when the teacher explains the material. Teachers can encourage more behavior This with notice, and divert attention, student Which No pay attention in

class, and with attention to their students as a whole. In the second cycle, the teacher's attention to detail in the explanation of the subject matter increased to 91.5 percent, and continues to increase in the current cycle to reach 3.3 percent. Matter This proven in case student BS and MAA Which each obtained scores of 19 and 18 in the first semester and scores of 36 and 35 in the semester second.

2. Submit Questions

About 53% of students in first-year seminars ask direct questions to the teacher. This activity is classified as low key because students are still hesitant to ask questions; As a result, they tend to fall asleep and listen passively even though they do not fully understand the concepts presented in class. However, at the next meeting, students became more comfortable asking questions about the subject matter not covered in class. This activity increased by more than 30% during Phase II. Students with a high level of initiative (MR and YR) can contest this trend, because they saw their average scholastic ranking increase from 28 in semester I to 45th and 44th in semester II.

3. Workgroups

A little more than half student in activity cycle I Work in group. This is because the student in question is not doing enough to help one another in class, and rather use up too much time playing games without thinking. The teacher can improve this situation with motivation in the form of instructions direct to each group, encouraging them to work together more efficiently. In the second cycle of activities this increased by 43.5% to reach a total of 98.5%. This can be seen from the results of AM and RIP students with entrepreneurial spirit who scored a total of 21 in the first semester and 39 in the second semester. Another type of student who is increasing is inquisitive NS students who experience a change in attitude and become more active; This matter is proven by increasing the participation of students in class, proven by the acquisition value of 26 on the first semester and 44 on the second semester.

4. Do Assignments/Questions

On cycle First, students reach proficiency level of 54.5% moment solve the problem. This is because some students should study Still There is Which bother so that make the atmosphere of doing homework become not conducive enough. The teacher can overcome this problem by giving extra support to his students and asking them to move the arrangement where they sit down so as not to disturb others. This activity increased by 4.15 percentage points during the second cycle. Students who identified themselves as NIL, RSP, or SP and received a total of 23, 20, or 27 on their first semester report card looked at their average increase to 40, 38, or 41 at the end of their second semester.

5. Involved in Conversation with Group Members

When cooperative learning models such as NHT are applied, 51% more students Possible For participate in class discussion during cycle First. This matters because at this stage of the discussion process, many high school students are still only interested in making conversation still slow, and they don't want to wait until they are asked to step forward. And responsible for presenting group findings. Teachers have found that it rewards students Which ambitious or involved is method Which is effective To overcome this problem. This activity experienced a significant increase, reaching 44.5 percent, during cycle II. Student with initiative level Which is tall in Language English as Second Language and Basic Reading and Writing, which received scores of 24 and 27 respectively the first cycle and 42 and 43 on the second cycle, prove this trend.

6. Results Study

Study show acquisition mark results Study Education Citizenship of students using the Cooperative learning model Type NHT on cycle I and cycles II can be seen on Table 15 follows This:

Table 3 Average Results Study Participant cycle students I and Cycle II

NO	Indicator	Mark Test			
		Cycle I		Cycle II	
		Pretest	Postest	Pretest	Postest
1.	Average	30	70,9	60	77,4
2.	Score Highest	60	100	100	100
3.	Score Lowest	10	20	20	20
4.	Level Completeness	0.00%	70%	48.00%	74%

More details from the increase in student learning outcomes in cycles I and sulcus II in learning Education Citizenship with use model cooperative learning type NHT can see on following chart:

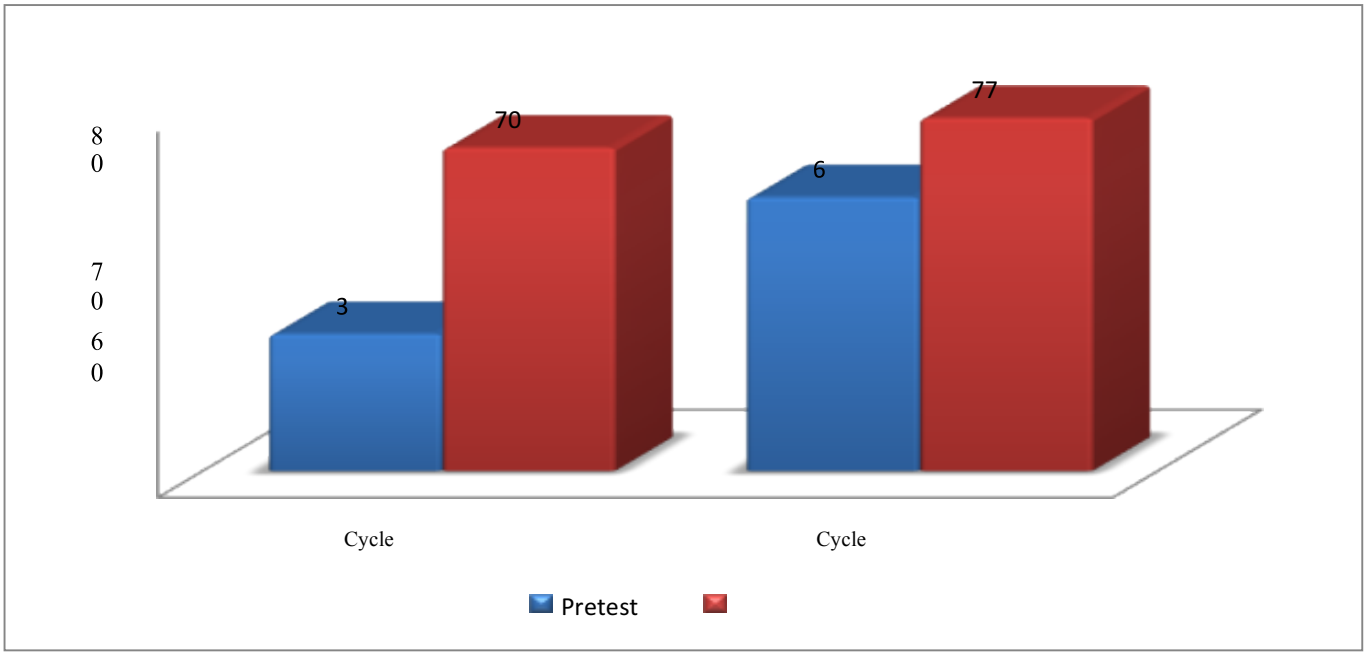

Figure 2 Enhancement Average Results Study Participant Education Cycle I And Cycle II

According to the data, the average pretest score for semester 1 students of the school year is 30 with 0% completeness and the average posttest score of first semester students of the academic year is 70.9% with completeness which can reach 70%. On the contrary, we know that the average value of the second cycle pretest is 60, with 48% completeness, and the average value of the post-test cycle II is 77.4 (can achieve 74% completeness). Thus, the level of completeness of the desired learning outcomes is greater than 70% in the end of Cycle II can be achieved by achieving a score of 74%. Evidence for this can be seen in the increase in scores on the pre and post tests taken by students with the AM identifier; these students scored 20 each in the first cycle and 60 in the second cycle; the student does not meet the KKM threshold to pass, but the learning outcomes increase in cycle II. The second type of student which increases the results of learning is the student which is identified as BRR; this student experienced an increase from a pretest score of 60 in semester one to a posttest score of 70 in the second semester, and from the posttest score of 70 in the second semester it becomes a posttest mark of 90 in the second semester. Research and explanations show that student learning outcomes improve when taught using the NHT cooperative learning model; this is the result of a very competent teacher who implements this model in a way that is as effective as Possible. By doing so, this study can show that the application of the Cooperative Learning Model Type Numbered Heads Together (NHT) can improve student learning performance related to Civics assessment.

Conclusion

The results of research and class discussion resulted in the conclusion that application model learning cooperative type numbered heads together (NHT) can increase performance Study student on curriculum Education Citizenship (PKn) class V MIS Ikhwanul Muslimin Tembung. This is proven by the results student learning in the first semester indicated by an average score of 70.9% and the average percentage of student learning outcomes is 70%, in the second semester of student learning outcomes increased to an average score of 77.4. % and the average percentage of student learning outcomes as big 77.0%.

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