

Application of Meaningful Learning by Teachers to Improve Learning Outcomes of Citizenship Education

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Abstract

This research was conducted based on the findings of problems found in SMP N 105, Central Maluku Regency. It is known that the learning outcomes of Citizenship Education for class VII students of SMP Negeri 105 Maluku Tengah are still low for Civics subjects. This is caused because the teacher applies the lesson method which watches without change during the learning process so that there are still many who have not reached the minimum completeness criteria (KKM) that have been determined by the teacher or the school, namely ≥ 70 . The purpose of this study was to find out the application of Meaningful learning by teachers to improve Civics learning outcomes in class VII at SMP N 7 Tehoru, Tehoru District, Central Maluku Regency. The method used in this research is a class action research (CAR). Classroom action research is research conducted by educators in collaboration with researchers, or by educators who act as researchers in the classroom or at the school where they teach, with an emphasis on perfecting or improving learning processes and practices. Data collection techniques in this study are observation, tests and documentation. The results of this study indicate that there is an increase in Civics learning outcomes by using Meaningful Learning in Class VII at SMP N 105 Central Maluku.

Keywords: Application, Meaningful Learning, Learning Outcomes



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INTRODUCTION

Education will develop along with the technological advances that occur in this world, cultural systems from outside, also do not escape being the basis for the development of education today. according to Aris Shoimin 2014: 15, explains that part of the goal of national education is the development of human resources which have a very important role for the success and continuity of national development education aims to educate the nation's generations to be able to make the next generation more competent and also professional. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, what is meant by 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.

In achieving the goals and functions of education, especially in Civics subjects, the process depends on the teacher's role in processing learning models that make students not bored, one example is meaningful learning (meaningful learning). Meaningful learning is fun learning that will have the advantage of gathering all the information as a whole so that the final consequence will improve students' abilities. meaningful learning is a process of linking new information to relevant concepts contained in a person's cognitive structure, religious spirituality, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state so that, in the life of the nation, Education has a very important position in ensuring the development and survival of the nation concerned. In

addition, a method or strategy is also needed so that education can develop based on the cultures that exist in this nation. Various ways have been carried out, starting from improving the curriculum system, both the national curriculum and the school curriculum, or by using learning models and strategies that are considered good enough to be implemented.

The learning outcomes of Citizenship Education for class VII students of SMP Negeri 105 Central Maluku are still low for Civics subjects. This is because the teacher applies the lesson method which watches without change during the learning process so that there are still many who have not reached the minimum completeness criteria (KKM) that have been determined by the teacher or the school, namely ≥ 70 . In this case it shows the need for improvement in learning, in order to improve student learning outcomes on Civics subjects. Therefore, teachers need to master the material and apply an interesting learning model, which is able to motivate students to play an active role in learning. This is important because students who play an active role in learning will more easily accept the material being conveyed. The high level of student understanding of the Citizenship Education material being studied, of course, will affect the student learning outcomes of Civics material. One way to improve student learning outcomes is by implementing Meaningful Learning in the learning process. Therefore, researchers will apply Meaningful Learning Learning to improve student learning outcomes so that learning objectives are achieved in accordance with what is expected.

RESEARCH METHODS

The type used in this research is the method used in this research is a class action research (CAR). Classroom action research is research conducted by educators in collaboration with researchers, or carried out by educators who act as researchers in the classroom or at the school where they teach, with an emphasis on perfecting or improving learning processes and practices (Arikunto, et al (2011: 57). Techniques data collection that researchers use to obtain the required data including observation is to make direct observations of the object under study then collect the necessary data and information Arikunto, (2006: 158). Test, is a series of questions or exercises as well as other tools used use to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups Arikunto, (2006: 150). And documentation is a record of events that have passed and presented in the form of writing, drawings, or monumental works of a person. Documents make the results of interviews or observations more believable or credible (Sugiyono, 2016: 240). Data analysis techniques that researchers use in research are quantitative and qualitative analysis techniques of student learning outcomes. Supardi, (2006:131).

RESEARCH RESULTS AND DISCUSSION

Cycle I Results Data

1. Planning stage. The researcher first contacted the school to conduct research, after that coordinated with PKN subject teachers to determine the time for conducting research for the cycle I trial, preparing various instruments used in research such as preparing lesson plans. observation sheets to observe the activities of teachers and students when the teaching and learning process takes place and prepare evaluation tests in the form of multiple choices that aim to see student learning outcomes.
2. Implementation Stage. In this activity the researcher applies meaningful learning model activities. The steps are as follows:
 - a. The teacher determines the learning material, namely Ethnic, Religious, Racial, and Intergroup Diversity within the Unity in Diversity Frame

- b. The teacher conducts appreciation through showing pictures of diversity in Indonesia
 - c. The teacher divides students into groups for observations in the school environment, discovers the diversity of ethnic cultures, religions, races and classes.
 - d. The teacher provides opportunities for students to ask questions related to the observations that will be carried out
 - e. The teacher asks students to discuss with group friends related to the observations given.
 - f. Students are given the opportunity to present / convey the results of their respective group discussions related to observations found in the school environment related to ethnic, cultural, religious, racial and inter-group diversity.
 - g. The teacher provides reinforcement of the results of observations found from each group.
3. Observation. From the observations made regarding the implementation of the meaningful learning model, it can be seen that during the activity the students' learning activities took place, there were still students who were still passive in learning and were more silent.
4. Reflection. The results of reflection in cycle I include:
- a. Many students do not dare to ask the teacher about the material presented
 - b. There are some students who are engrossed in talking with other students so they don't pay attention to the teacher who is explaining
 - c. Researchers must further improve students' ability to find information not only from observations in the school environment, but also widely, in the community, interviews and also using the library.
 - d. From the results of the reflection above, it is necessary to improve the learning steps in the next cycle while still referring to the application of a meaningful learning model.

Cycle II Trial Data

1. Planning stage. At this stage contact the subject teacher to carry out research for cycle II, research time for cycle II and prepare various instruments used in research, prepare learning designs to be carried out in cycle II.
2. Execution. The steps are as follows:
 - a. The teacher determines the learning material, namely Ethnic, Religious, Racial, and Intergroup Diversity within the Unity in Diversity Frame
 - b. The teacher asks about the diversity that students encounter in the class
 - c. The teacher divides students into groups to find diversity information by conducting interviews, observing the living environment, and the library
 - d. The teacher provides opportunities for students to ask questions related to the group assignments given,
 - e. The teacher asks students to discuss with group mates related to the results of the information found related to diversity from interviews, living environment, and the library
 - f. Students are given the opportunity to present/deliver diversity information that has been found from the results of interviews, observing the environment where they live and the library.
 - g. The teacher provides reinforcement of the results of information about diversity that is found from each group in the neighborhood, from the results of interviews and from library sources.
3. Observation. From the observations made in the implementation of cycle II regarding the application of the meaningful learning model, it can be seen that students are active and the learning process has been carried out properly.

4. Reflection. The reflection stage of the observations made by researchers which took place in cycle II has been successfully carried out improvements. In this classroom action research cycle II reflection has succeeded in achieving good learning outcomes and as expected

Discussion

Implementation is carried out with RPP which is prepared based on the model applied. There are several factors that lead to increased student learning outcomes in this cycle, namely student factors and teacher factors that support the use of meaningful learning models in learning activities can provide new experiences in learning. The learning process that groups students makes learning different from before. Learning like this emphasizes students to be able to identify and be able to solve problems related to the material being studied, with a pleasant atmosphere can train students in responding to teacher questions so that they can foster student enthusiasm for learning and encourage students to be more prepared and active in learning. Because students who already understand a material will affect the level of student learning outcomes.

Learning outcomes are used as indicators of success in this study. Student learning outcomes obtained from cycles I and II seem to have improved quite well. The increase in student learning outcomes can be seen from the overall average results during cycles I and II, the average of which continues to increase. Indicators of success were achieved in cycle II where 78.84% had been achieved and met the standards that had been determined, then the implementation of this action was said to be successful and there was no need to continue in the next cycle. Suparno, (1997: 14) argues that meaningful learning seeks to explain the relationship or relevance of new materials with old materials, first providing the most general ideas then more detailed matters, showing similarities and differences between new materials and new materials. for a long time, making sure that existing ideas are fully mastered before new ideas are presented.

CONCLUSION

From the results of this study, it can be concluded that the application of Meaningful Learning by teachers to improve student learning outcomes in Class VII at SMP Negeri 105 Central Maluku, namely: 1) The teacher asks about the diversity that students encounter in class, 2) The teacher divides students into groups to find diversity information by conducting interviews, observing the living environment, and the library, 3) The teacher gives students the opportunity to ask questions related to the group assignments given, 4) The teacher asks students to discuss with group mates related to the results of the information found related diversity from interviews, living environment, and libraries, 5) Students are given the opportunity to present / convey diversity information that has been found from the results of interviews, observing the living environment and library, 6) The teacher provides reinforcement of the results of information about the diversity found from each group in the neighborhood, From the results of interviews and from library sources.

From the results of this study indicate that there is an increase by using Meaningful Learning learning. This can be seen from the increase in the results of the initial test, and the end of cycle I to cycle II. In the initial test the average student learning outcomes was 63.42%, students who achieved completeness were 7 students with a percentage of 36.84%. While students who have not completed reach 12 students with a percentage of 63.15%. Cycle I average student learning outcomes 68.68%, students who achieve completeness 10 students with a percentage of 52.63%. Students who have not completed 9 students with a percentage

of 47.36%. In cycle II the average learning outcomes were 72.84% with the number of students who achieved completeness of 18 students with a percentage of 100% so that this class action research was completed in cycle II and the follow-up continued in the following cycles.

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