

THE IMPROVEMENT OF CIVIC EDUCATION LEARNING OUTCOME USING “ISOMOKAKU” LEARNING MODEL FOR THE STUDENTS

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ABSTRACT

This research aimed to describe the improvement of Civic Education Learning outcome using “ISOMOKAKU” learning model for the students of Pancasila and Civic Education Study Program of Surakarta Muhammadiyah University. This study was a classroom action research using experimental approach. The subjects of research were the Lecturers assuming Civic Education (PKn) course, while the object was the Civic Education learning outcome of students. The methods of collecting data used were: test, observation and interview. Techniques of analyzing data used were an interactive model of analysis and action technique in the form of cycles. The result of research showed that there was a significant improvement in the learning outcome of Civic Education course among the students of Pancasila and Civic Education study program; it could be seen from the mean score of Civic Education course of 67 with only 17 out of 40 students meeting the Minimum Passing Criteria (KKM) before the lecturers applying ISOMOKAKU learning model and the score of 70 with 37 out of 40 students meeting the Minimum Passing Criteria (KKM) after the lecturers applying ISOMOKAKU learning model. The conclusion was that “ISOMOKAKU” learning model could improve the Civic Education learning outcome among the students of Pancasila and Civic Education Study Program in Surakarta Muhammadiyah University.

Keywords: Civic Education Learning outcome and “ISOMOKAKU” learning model

Introduction

Education plays a very important role in a nation's life; through education, a smart human being with noble character will be created and through education, the development of science and technology can be learnt that is very useful to change a nation's condition to be the better one.

For the developing countries, education is considered as the most efficacious means of preparing the skillful and competent human resource in any development sectors. Natural richness is meaningful only when it is supported by expertise. Therefore, human being is the main source for the state development. Education is the constructive fundamental human phenomenon in human life. For human beings, education is a must, because human education will have developing ability and personality.

The organization of education essentially has primary objective of resulting in and mastering science, technology and art. In addition, it can produce the graduates and the students following the time development. To do so, the campus will not be able to avoid a variety of unpredictable ever changing challenges in the future. Education reform applied in campus institution responds to the development of global demand as the attempt of adapting education system that can develop human resource to meet the ever developing time demand. In education reform, education should be future-oriented and environment-friendly thereby ensuring the realization of human rights to develop all potencies and achievements of students optimally.

The keys to the successful education are the lecturer's ability of understanding the objective to be achieved and the parents' involvement in learning activity, either directly or indirectly. The attempt of intellectualizing the nation life in any aspects of human life is, among other, to use education, through education activities in formal (campus environment), informal (family environment) and non-formal education institution, including teaching, training, guiding, and values. The objective of national education is included into the National Education System Law (Act) Number 20 of 2003 mentioning that:

National education serves to develop the nation's ability, character and prestigious civilization in the attempt of intellectualizing the nation's life, aiming to develop the students' potency to be the faithful human who is pious to The One and Only God, having noble character, healthy, competent, creative, independent, democratic and responsible (Depdikbud [Education and Cultural Department], 2003: 6-7).

To bring the objective into reality, there should be collaboration between campus, parents and students. Campus plays a very important role in bringing the education objective into reality by creating the students with high learning achievement in their campus. Thus, with the high learning achievement in campus, the campus has played its role successfully in bringing the education objective into reality. However, in reality, not all students obtain high learning achievement; some students have low learning achievement, even below the standard so that they are dropped out (DO) finally. Many factors lead to the students' success in achieving the high learning achievement, including learning system, student's learning motivation, infrastructure and learning style. As Budi suggests (2013), the students' learning achievement is determined by two main factors: internal (coming from inside students) and external (coming from outside students). Furthermore, Yenni (2014) concluded that in reality teacher ability of managing learning playing the very important factor to achieve the learning achievement maximally. She concluded that the more the teacher's capability of managing the learning process well, the better is the students' learning achievement, and

vice versa. Meanwhile, Ridho (2014) concluded that when the lecturers can communicate interactively with the students, the students' absorbability is better to the material taught by the lecturers. This is confirmed by Widodo (2015) concluding that essentially the students will receive the material easily when the teachers deliver the teaching material attractively, joyfully, and interactively. Considering the findings of previous studies, it can be concluded that many factors affect the students' learning achievement. Nevertheless, the lecturers' ability of managing the learning process is a very important factor to achieve the students' learning achievement as optimally as possible.

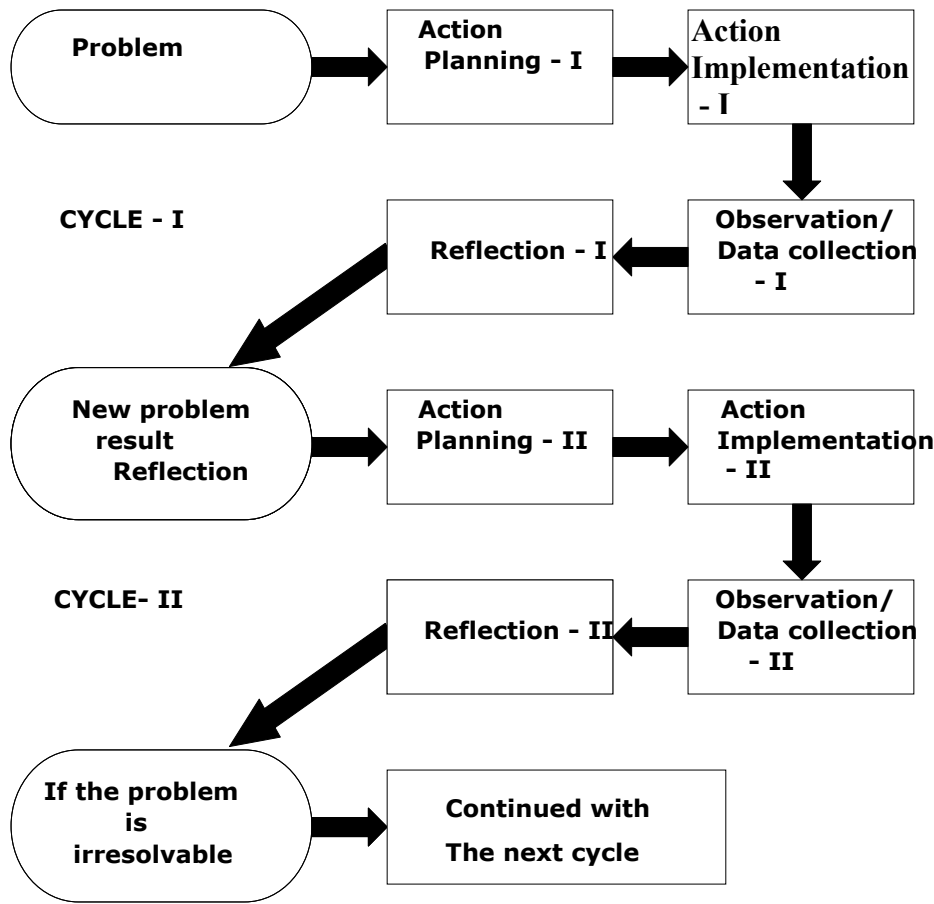
This study focuses on the improvement of the improvement of Civic Education Learning outcome using "ISOMOKAKU" learning model for the students of Pancasila and Civic Education Study Program of Surakarta Muhammadiyah University. The problem statement formulated is Can the application of "ISOMOKAKU" learning model improve the learning achievement of Civic Education course for the students of Surakarta Muhammadiyah University.

Method

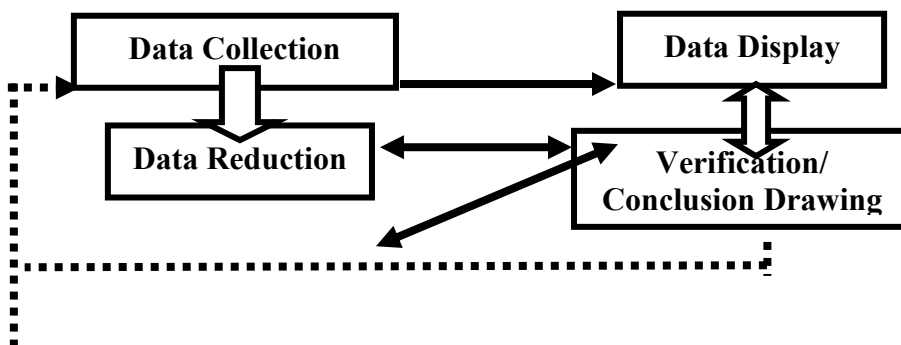
This study was a classroom action research, the one conducted by the lecturers who took action in their own class through self-reflection aiming to improve their performance as the lecturers, so that their students' achievement will improve. Classroom Action Research is a research activity by observing a learning activity to which an action is given aiming to solve the problem or to improve the quality of learning the class. It is the deliberately generated action is given by the lecturer or based on the lecturer's direction and conducted by the students later.

In this case, the definition of Class is not bond to that of classroom, but it is more specifically meaning a group of students who receive the lesson from the same lecturer at the same time. CAR is the lecturers' strategy of applying the learning based on their own experience or by comparing it with others' experience (Lewin in Tahir 2012: 77). Bahri (2012: 8) suggests that classroom action research is an activity conducted to observe the occurrences in the class to improve the learning practice in order to have a better quality in both process and product.

From some definitions suggested above, the main characteristic of classroom action is the presence of certain intervention or treatment for improving the performance in real world. The subject of research was the lecturers assuming Civic Education course in Pancasila and Civic Education study program in the odd semester of academic year of 2016-2017 in National Identity subject matter. Meanwhile, the object was the students of Pancasila and Civic Education study program in the odd semester of academic year of 2016-2017 taking the Pancasila and Civic Education course. The methods of collecting data used were test, observation, and documentation. Technique of analyzing data used included the cycles illustrated in the chart below.



The interactive analysis consisted of three steps: data collection, data reduction, data display and verification/conclusion drawing. The technique of interactive data analysis can be simply illustrated in the figure below.



Result and Discussion

1. Result

The result of research constituting the description of prior condition shows that the students' learning outcome of civic education course in National Identity subject matter is less maximal. It is indicated with only 17 out of 40 students achieving the minimum passing criteria (KKM), and the other 23 not achieving KKM. The mean score of students is 67, with the highest score of 8.5 and the lowest one of 4.6. Such the condition indicates that the learning of civic education course for National Identity subject matter is less maximal. This prior condition is also supported by the observation result conducted by the peer showing the following facts: the monotonous learning process, the tense, less communicative and less interactive learning, the students less motivated to ask question, the lecturers' limited ability of developing the course material, the less understandable language used by the

lecturers, and the use of textbook rather than media in the lecturing process, lecturer-centered learning, the lecturers considering the students as the object only, and the lecturers dominating the learning process.

Considering the result of observation, the learning model paradigm should be changed. There are indeed many learning models and each of learning model has its own strength and weakness; thus the lecturers cannot claim that a certain learning model is very appropriate to all courses.

Considering the strength and the weakness of learning model, the author tried to combine two learning model to be used in the learning. It is the social interaction model with modified behavior, thereafter called ISOMOKAKU learning model. This model was selected based on Inayanti's (2015) study concluding that the use of learning model combining more than 1 (one) model will be more effective than the use of one model only. Similarly, Joko's (2016) study concluded that combining the social interaction model into the modified behavior model is very appropriate and effective for the learning emphasizing on behavioral change and value internalization.

To solve this problem, the author gave the lecturers assuming civic education course the opportunity of delivering the learning process again with national identity material supported with a variety of media, learning styles, methods, and strategies maximally. In the end of learning, the lecturers gave the students test. The result of test showed that 36 out of 40 students achieved KKM, and only 4 did not do so. The students' mean score is 76. From the peer observation, it can be found that through attractive and joyful learning process, the students are motivated to ask question, to focus on the learning actively, and the language the lecturers used is more understandable. In the first cycle there has been a significant change so that the author did not need to conduct the second cycle.

2. Discussion

Considering the result of research, it can be seen that there is a change of learning outcome in the condition after the first cycle action was given, compared with that in prior condition. The result of observation shows the change of students' activity in the learning process as well. It indicates that the application of ISOMOKAKU learning model can improve the learning achievement and the learning activeness of students in Pancasila and Civic Education study program for civic education course with national identity subject matter.

It means that ISOMOKAKU learning model is appropriate to be used to improve the quality of Civic Education course learning with National Identity subject matter for the students in Pancasila and Civic Education study program of Surakarta Muhammadiyah University.

Conclusion

Considering the result of research and discussion above, it can be concluded that the application of ISOMOKAKU learning model can improve the Civic Education learning outcome with National Identity subject matter and can improve the quality of learning activity among the students decisively.

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