

ANALYSIS OF IMPLEMENTATION OF PKN LEARNING IN SOCIALIZED LIFE IN CLASS V STUDENTS OF SDN PAYA PEUNAGA

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Abstract

This study aims to determine the implementation of PKN learning in socializing life in grade V SDN Paya Peunaga. The method used in this research is descriptive method. The samples that were observed were all students of grade V SD Negeri Paya Peunaga, totaling 20 people. The data collection methods used were observation, written test, questionnaire and documentation. The parameters used are student behavioral activities, which include a reflection, the values of Civics learning that are obtained and implemented in social life in class V SD Negeri Paya Peunaga both inside and outside the classroom have been carried out well, because learning is able to provide Civics values directly in the student's own environment so that these students can interact with each other in everyday life. Based on the results of the questionnaire on the questions in the questionnaire which shows the percentage of students who answered agree and strongly agree. The results of observations of teachers in the teaching and learning process at SD Negeri Paya Peunaga, it is known that the average observation result is 3.4%. Because almost all aspects of the observed teachers score very well and well and it can be stated that in the teaching and learning process, the teacher has implemented it well and optimally. And in Civics learning, students get a good predicate and assessment where there are 18 students who complete out of 20 students or 90%.

Keywords : *Implementation, Learning, Civics, Social Life*

A. Introduction

In today's era of globalization, the progress of a nation is largely determined by the quality of human resources. The quality of human resources depends on the quality of education. The role of education is very important to create a smart, peaceful, open and democratic society. Therefore, educational reforms must always be carried out to improve the quality of education of a nation. The progress of the Indonesian nation can only be achieved through good educational arrangements. Efforts to improve the quality of education are expected to increase the dignity of Indonesian people (Widuri, 2015: 5).

Citizenship Education (Civics) is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled and character Indonesian citizens mandated by Pancasila and the 1945 Constitution of the Republic of Indonesia. Citizenship education in Indonesia is expected to be able to prepare students to become citizens who have a strong and consistent commitment to maintaining the unitary state of the Republic of Indonesia (Rini Anggraini, 2013: 45).

Civics in elementary schools are subjects full of affective content. To be able to develop students' affective attitudes maximally, the learning process that takes place should not only come from books. Learning that takes place as much as possible is able to provide real learning experiences that are directly obtained by students. One of the resources that can be used in Civics learning in elementary schools is the environment. The environments that can be used for Civics learning in elementary schools are nature, social environment, and cultural environment.

In the learning process it is necessary to have a reciprocal relationship between teachers and students so that two-way communication is established which makes learning directed at competency attainment, and in the teaching and learning process there are variations if the teacher can show changes in teaching style, the media used alternately, and there is a pattern of changes in the patterns of interaction between teacher-student, student-teacher, and student-student. So that students can understand the learning material well, as well as the material presented in Civics subjects at the elementary school level, especially in the social life of students, of course it takes effort and action in implementing the Civics material into students and can be easily done and can achieved learning objectives well.

Citizenship education subjects officially entered the school curriculum in Indonesia in 1968. In 1975, the name of civic education was changed by the Indonesian Ministry of Education and Culture to Indonesian Moral Education (PMP). The name of the PMP subject was changed again in 1994 to Pancasila and Citizenship education (PPKn). During the reform era, PPKn was changed to PKn by eliminating the word Pancasila which was considered a product of the New Order. The inclusion of the Citizenship education subject by the Government has its own aims and objectives, namely that Indonesian citizens have a high spirit of nationalism.

Nowadays, we always encounter the application of Citizenship education in everyday life, especially in the social aspect. Citizenship education has a considerable influence on social life (Maisrah, 2013: 23).

The application of Citizenship education in social life. In the school environment, the application of Citizenship education can be manifested in a flag ceremony, as we behave in that ceremony. We are taught to be

reverent in ceremonies. In addition, we can apply it by participating in school activities such as organizations.

Based on the results of researchers' observations on March 10, 2018 at SD Negeri Paya Peunaga, the researcher saw that students there were very lacking in socialization where students there did not appreciate the teacher when the teacher was providing learning material, making a fuss when the teaching and learning process was taking place, often did not do homework, disturbing other students when the teacher delivers the material, does not want to participate in mutual cooperation, hits, taunts other friends, fights, does not want to clean the classroom yard, does not want to cooperate in doing group assignments, does not greet each other and so on.

Socialization is a process that we cannot avoid in our lives as social beings, the only way we can live is by socializing. Socializing means establishing or building relationships with other people with specific goals and objectives. The aims and objectives of socialization can be in the form of building a relationship or relation, it can also be in the form of conveying ideas or ideas (Hamdani, 2011: 12).

From the above thought, the researcher was interested in conducting a research entitled "Analysis of the Implementation of Civics Learning in Social Life for fifth grade students of SD Negeri Paya Peunaga".

B. RESEARCH METHODS

1. Definition of Citizenship Education (Civics)

Citizenship education in Indonesia, and in Asian countries as well as in general, places more emphasis on moral aspects (individual character), national identity, and an international perspective. In this connection, Law no. 20 of 2003 concerning the National Education System

has mandated the importance of Indonesian Language Education, Religious Education and Citizenship Education in every type, path and level of education in Indonesia. At the primary and secondary education levels, the substance of citizenship education is combined with Pancasila education so that it becomes Pancasila and citizenship education (PKn).

Citizenship Education in Indonesia is expected to be able to prepare students to become citizens who have a strong and consistent commitment to maintaining the unitary republic of Indonesia.

According to Branson (2013: 23) civic education in democracy is education to develop and strengthen in autonomous government (self-governman). Democratic autonomous government means that countries are actively involved in their own governance they do not just accept the dictates of others with the development of the PPKn.

Based on some of the opinions above, it can be concluded that Citizenship Education is a subject that directs students to become citizens with Indonesian national character, smart, skilled and responsible so that they can play an active role in society in accordance with the provisions of Pancasila and the 1945 Constitution.

2. History of Citizenship Education (Civics)

Citizenship education is historically closely related to the term "civic" from Greek, which is a civilian population who practices direct democracy in a city-state or polis. Civic is a branch of political science that discusses and contains the rights and obligations of citizens. Civic lessons were introduced in the United States in 1790 in order to "Americanize" the American nation or known as Theory of Americanization.

Initially, the civic definition only mentioned government, rights and obligations of a state. But in further development the meaning

In Indonesia, there are various kinds of terms that have appeared

in the school curriculum, namely: in 1957 it was known as citizenship, which only discussed how to obtain and lose citizenship. In 1961, it was known as the civics which discussed national history, the history of the proclamation, the 1945 Constitution, Pancasila, presidential state speeches, fostering national unity and integrity. In 1968 it was known as civic education. In 1975 it was known as the Pancasila Moral Education. In 1994 it was known as PPKn. In 2004 it changed again to the term civic education, which includes Pancasila, unity and integrity, norms, laws and regulations, human rights, citizens' needs, the state constitution, power and politics. and globalization. However, the 2013 curriculum was changed again to Pancasila and Citizenship Education, which standard content according to BNSP includes National Unity, Norms, Laws and Regulations, Human Rights, Citizen Needs, State Constitution, Power and Politics, Democratic Society, Pancasila Values and Globalization.

3. The Purpose of Citizenship Education (Civics)

The purpose of Citizenship education in Perendiknas Number 22 of 2006 concerning content standards for primary and secondary education units. The goal is that students have the following abilities:

1. Think critically, rationally and creatively in response to the issue of citizenship.
2. To participate actively and responsibly, and to act intelligently in social, national and state activities, as well as anti-corruption.
3. Develop positively and democratically to shape themselves based on the characteristics of society Indonesia in order to live together with other nations.
4. Interacting with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Meanwhile in tertiary institutions based on the decision of the Director General of Higher Education Number 43 / DIKTI / KEP / 2006, the objectives of citizenship education are formulated in the vision, mission and competencies as follows:

1. The vision of civic education in tertiary institutions is a source of values and guidelines in the development and implementation of study programs, in order to lead students to define their personalities as whole human beings. This is based on a religion that is faced, that students are the nation's generation who must have an intellectual, religious, civilized, humanitarian vision and love the country and nation.
2. The mission of Citizenship Education in higher education is to help students strengthen their personalities so that they are consistently able to realize the basic values of Pancasila, a sense of nationality and love for the country in mastering, implementing, and developing science, technology and art with a sense of responsibility and morals.

Implementation of Civics Learning in Elementary Schools

Civics learning is essentially a process of interaction between students and their environment, resulting in changes in behavior towards the better. Civics learning is an actualization of the curriculum that requires teacher activeness in creating and growing student activities in accordance with the programmed plans (Hermanto, 2011: 34). Teachers must be able to make decisions on the basis of appropriate assessments when students have not been able to form basic competencies, whether learning activities are stopped, changed methods, or repeated previous lessons. Teachers must master the principles of learning, selection and use of learning methods.

Learning is an effort to help students or students achieve changes

in cognitive structures through understanding. Humanistic psychology, learning is the teacher's effort to create a pleasant atmosphere to learn (enjoy learning), which makes students called to learn (Darsono, 2000: 24-25). Meanwhile, the concept of learning according to cybernetics theory is information processing as if this theory has something in common with cognitive theory, which emphasizes the learning process rather than learning outcomes (Budiningsih, 2005: 80-81). The learning process is indeed important in cybernetics theory, but what is even more important is the processed information system that students will learn. This information will determine the process of how the learning process will take place, largely determined by the information system being studied.

The development of learning theory is quite rapid, including in Civics learning in elementary schools. The following is a learning theory and its implementation in learning activities:

a. Flow of Behavior (Behavioristic)

Learning is a change in behavior as a result of the interaction between stimulus and response. In order for the desired behavior to become a habit, it requires the use of repetition and training. The application of behavioristic theory expects results in the form of the desired behavior. Positive reinforcement will be given to the desired behavior and conversely, inappropriate or inappropriate behavior will get a negative assessment or reward.

Regarding changes in behavior as a result of experience using the stimulus – response model. The learner is positioned as a passive individual and uses training methods to trigger a particular response or behavior. Evaluation and judgment in behavioristic theory will be based on visible behavior. The teacher will not give many lectures, but will

provide short instructions followed by giving examples through simulations or from the teacher himself.

b. Cognitive Flow

The learning process will run well if the subject matter is given continuously and adapts appropriately to the cognitive structures that students have previously had. In this theory, this knowledge will be built in a person through a process of interaction that is related and sustainable with the environment. This process does not run in pieces but is continuous and comprehensive. The teacher is not the main source of learning and it is not student obedience that will be demanded in this theory, but a reflection on what students do about what the teacher instructs and does (Anggraini, 2012: 23).

Evaluation in this learning theory is not based on results but on how successfully students organize the learning experiences they get. Researchers who develop various kinds of learning theories in psychology in the form of cognitive learning theories are Ausubel, Bruner and Gagne.

c. Humanistic flow

The purpose of the learning process is to humanize humans themselves. The learning process will be considered successful when students are able to understand their environment as well as themselves, and try to achieve self-actualization as well as possible. This theory will take the point of view of the learning actor and not from the observer. The teacher acts as a facilitator to provide motivation and awareness of the meaning of life to students. The main actors in this theory are students who can interpret the process of their learning experience by themselves.

d. Constructivistic flow

One more teori studying in psychologyis a constructivist learning

theory which states that problems arise from inducements internally, and arise because they are built based on knowledge that students reconstruct themselves little by little, and the results are expanded through a limited context and do not come suddenly (Rustati Ningsih, 2014: 54).

In this theory, it is strongly believed that students are able to find their own problems, compile their own knowledge through their thinking abilities and challenges faced by students, can solve and conceptualize the whole experience in the form of reality and theory in one intact building.

Students will be more familiar with this theory because they are directly involved in fostering new knowledge and will be able to apply it in all situations. If students are involved in the concept of learning directly, they will be able to remember information and concepts for longer.

In Civics learning, we often encounter students who have difficulty accepting the material being taught. This difficulty is caused by internal factors, namely: motivation, intelligence, interests and psychological state of students. We also often encounter students who are less interested in participating in Civics lessons. Maybe this is a symptom caused by the Civics material being studied and the way it is presented is not in accordance with the maturity of students, so that teaching and learning activities are meaningless and the results are not satisfactory.

METHOD

The research approach used in this research is qualitative research. This type of research is descriptive (descriptive research), which is an investigation that is used to solve problems that exist in the present in accordance with the circumstances according to the title of the discussion, and the problems described are things that are still alive and developing.

This research was conducted at SD Negeri Paya Peunaga. The research implementation time starts in September 2018 until it's finished.

Subjects are all students who will be studied (Arikunto, 2006: 213). While the object is a part (Arikunto, 2006: 135). Subjects taken in this study were all fifth grade students of SD Negeri Paya Peunaga, with a total of 20 students. With details of the number of men 8 and the number of women 12. The object of this research is the implementation of PKN learning in socializing life for fifth grade students of SD Negeri Paya Peunaga.

In this study, the method used in data collection is the field research method (field research). While the techniques used in data collection are observation, questionnaires, documentation, and validation.

The research instruments used in this study were observation sheets, questionnaire sheets, and validation sheets.

Data analysis, after the data from the distribution of questionnaires have been collected, in general the data is processed using percentage statistics with the formula:

$$P = F/N \times 100\%$$

Information:

P = percentage value

F = Frequency

N = Number of Respondents (Sudijono, 2008: 43)

C. RESEARCH RESULTS AND DISCUSSION

1. The Results of Observation of the Implementation of Civics Learning in Student Socialization Activities in the Classroom

While the process of implementing Civics learning in socializing life for fifth grade students of SD Negeri Paya Peunaga has been implemented well because the number of students' learning completeness

scores is more when compared to students who are able to apply Civics learning material in social life in society more than students. who have not been able to carry it out in their personal lives.

The results of observations on fifth grade students of SD Negeri Paya Peunaga illustrate that the ability of students to implement Civics learning material in the social life of students in the community has achieved maximum results, which is shown by the value of students who get good predicate in the teaching and learning process. But it also takes extra effort from teachers, especially Civics teachers themselves in an effort to educate and improve student learning outcomes in a better direction so that students are able to get better grades than the previous time.

2. Results of Observation of the Implementation of Civics Learning in Student Socialization Activities / Activities Outside the Classroom

The results of the author's observations in the field show that the Civics teaching and learning process has been running effectively and efficiently, because it has been supported by professional teaching staff and sufficient time is provided and the material presented about the socialization process of students in life has many examples in the student environment, only It needs a slightly more detailed and maximum explanation from the teacher so that students are able to apply the material that has been obtained at school with the student's own life environment. Seeing that the activities / socialization activities of students outside the classroom in following the teaching and learning process are very good. Because, every aspect that is assessed as many is in a very good and good category and the teacher has carried out the process properly and optimally.

3. Results of Student Questionnaires About the Implementation of Civics Learning

In the table above, it describes students' responses in implementing Civics learning in socializing life in class V SD Negeri Paya Peunaga, which in daily teaching and learning activities at SD Negeri Paya Peunaga, students have different and varied responses, which depend from the results of thinking and also the learning process followed by students. This is known from students' answers to the questions in the questionnaire which shows the percentage of students who answered agree and strongly agree.

4. Results of Observations of Teachers in Teaching and Learning Process

In table 4.4 above, namely the results of observations of teachers in the teaching and learning process at SD Negeri Paya Peunaga, it is known that the average observation results were 3.4%. Because almost all aspects of the observed teachers score very well and well and it can be stated that in the teaching and learning process, the teacher has implemented it well and optimally.

DISCUSSION

The implementation of Civics education at SD Negeri Paya Peunaga has been running as it should be. This is evidenced by the fact that some students have followed the rules set at school to succeed in achieving mastery learning.

However, it must be admitted that not all teachers are able to adapt learning materials to the real world. This is due to the difference between the teacher in understanding the material to be given to students in accordance with the reality in the field and the use of learning methods by the teacher himself. Therefore, the process of implementing Civics learning in socializing life in class V SD Negeri Paya Peunaga must be in accordance with the real conditions in the student environment so that students are able and ready to implement Civics learning materials in

their lives.

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The social life inside and outside the learning environment for students is an important part of Civics learning in educational institutions because it relates to the life of citizens with citizens or fellow communities because humans in their lives need each other, without any assistance from other parties, one's life will not be optimal.

This is in line with the theory of John B. Watson (2002: 54) in the field of science which studies human behavior that can be observed (observable), namely what is done (doing). Behavior is a response and the environment is a stimulus / stimulus.

While the process of implementing Civics learning in socializing life for fifth grade students of SD Negeri Paya Peunaga has been implemented well because the number of students' learning completeness scores is more when compared to students who are able to apply Civics learning material in social life in society more than students. who have not been able to carry it out in their personal lives.

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achieved maximum results, which is shown by the value of students who get good predicate in the teaching and learning process. But it also takes extra effort from teachers, especially Civics teachers themselves in an effort to educate and improve student learning outcomes in a better direction so that students are able to get better grades than the previous time.

E. CONCLUSION

The implementation of Civics learning in socializing life to fifth grade students of SD Negeri Paya Peunaga has been carried out well, this is done because Civics teachers in providing Civics learning material to students are also accompanied by the use of learning methods adapted to learning materials and Civics teachers in providing the learning material directly relates it to real life in the student environment itself so that in everyday life, students are easy to socialize and interact with each other and also the success of the teacher in implementing Civics learning in the social life of students of SD Negeri Paya Peunaga is the number of students who get predicate of good even very good assessment inside and outside the learning environment, although there are still some students who still need further guidance so that they can easily understand learning and be able to apply it in everyday life.

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