



Improving Civics Learning Outcomes through the Implementation of Problem Based Learning (PBL) Students (Case Study at Class V Public Elementary School 3 South Tiworo in 2018/2019 Academic Year

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ABSTRACT

The purpose of this study was improving Civics Learning Outcomes through the Implementation of Problem Based Learning Students (Case Study at Class V Public Elementary School 3 South Tiworo in 2018/2019 Academic Year). The data obtained were analyzed quantitatively and qualitatively. Quantitative analysis is intended to obtain an overview of the ability to master Civics learning materials, especially human rights materials through the PBL learning model. The results obtained are recorded and accumulated in a table of student learning results. Quantitative data (written test results data) were analyzed using descriptive analysis. This is intended to provide an overview of student learning outcomes related to the ability to master "human rights" learning materials through the PBL learning model. The result of this study showed that the application of the PBL learning model can improve teaching and teaching activities in Civics learning human rights materials. The teaching activity of the teacher in each cycle of the learning action proved to have increased significantly. The first cycle of teacher teaching activities only reached 72.22%. Cycle II increased to 88.89%. The application of the PBL learning model can improve the learning activities of the fifth grade students of Public Elementary School 3 South Tiworo in learning Civics on human rights materials. Student learning activities in each learning action cycle proved to have increased significantly. Cycle I experienced student learning activities only reaching an average percentage of 74.07%. The second cycle becomes 94.44%. Students have shown good learning activities in the implementation of learning carried out by the teacher. The application of the inquiry learning model can improve the PKM learning outcomes of the fifth grade students of Public Elementary School 3 South Tiworo. Student learning outcomes in each action cycle proved to have increased significantly. The results of learning cycle I reached. 74.07% of students who completed classical learning. Student learning completeness increased to 92.59% in cycle II. This achievement exceeded the specified indicators for students' classical learning completeness, namely 85% of students obtained KKM scores ≥ 65 .

Keywords: Civics Learning Outcomes, Problem Based Learning (PBL)

I. INTRODUCTION

National education aims to improve the life of the nation and develop the whole human being. Education is expected to increase abilities, quality of life and can produce educated humans. Therefore, the quality of educators. high levels of human resources are needed to create intelligent and professional human resources in this era of globalization so that they can improve welfare.

In order to improve the quality of education, the government has made many efforts. One of the efforts undertaken by the government is curriculum change. From 1980 to 2006, the government underwent curriculum changes at least three times. However, it should be acknowledged that the results of education in Indonesia are still far from expectations. This is because teachers tend to choose learning strategies that are easy to prepare and implement,

The same result is also expressed by Trianto (2007) that based on the results of empirical research analysis, the low learning outcomes of students are due to the learning process which is dominated by traditional learning. The enactment of the 2013 Curriculum requires learning that not only learns existing concepts, principles, but is also oriented towards processes and applications in everyday life (Trianto, 2007).

The vision, mission and goals of Civics are ideas that must be realized in the world of education. However, in terms of learning strategies, it seems that achieving the goal of Civics is still very far away. The impression of Civics today is carat by memorizing theoretical concepts, whereas what is very urgent in learning Civics today is the cultivation of the meaning and values of citizenship. In realizing the ideals of the vision and mission of Civics, it is

deemed necessary to have a reconstruction of thought regarding the development of learning models and curriculum development (content standards, competency standards, and completeness standards).

In addition to the development of learning models, in the learning process there is also a need for the development of relevant learning media in accordance with the demands of the times. Learning media in the learning process is needed to facilitate the learning process. In addition, the impression of the learning process carried out with learning media can attract students' learning interests and with the very rapid development of science and technology in the world of education, a teacher is expected to be able to take advantage of the development of science and technology to design the learning process to a more attractive atmosphere so that students are motivated to take part in the process. learning.

In fact, the learning process that occurs in the field of teachers is more likely to use conventional learning models and the lack of use of learning media in the learning process which makes the atmosphere less attractive. The teacher in providing material often uses lectures or is called the transfer of knowledge from teachers to students without any direct feedback from the students.

Learning models that tend to teach students only to listen without any effort to explore their own knowledge need to be reduced, even changed the paradigm. Students do not think critically in facing a problem because the material received in such a learning process is full of memorization. There is no meaningful meaning of a process of *yana*, they have done.

The results of preliminary observations and interviews with fellow teachers at Public Elementary School 3 South Tiworo, said that student learning motivation was still lacking so that student learning outcomes were still very low as evidenced by the large number of students who had not completed or had not reached the KKM expected by the school. This indicates that the student learning outcomes of Civics are still low or not optimal.

Based on these problems, it is necessary to apply innovative learning models and use more attractive learning media. A teacher in the learning process is expected to be able to design the learning atmosphere to be more attractive and apply a learning model that demands the activeness of students in the learning process. This is in accordance with the demands of the 2013 Curriculum that students are expected to be more active in the learning process, while teachers act as facilitators and motivators in the learning process.

One learning model that is suitable to be applied to improve student learning outcomes is the problem based learning (PBL) learning model. With the problem-based learning model or commonly known as PBL, students are trained to think critically in solving problems that they encounter in the field. This learning model requires that students be taught to find their own concepts to solve a problem. Students are expected to be able to study and analyze problems that are happening in reality in the field so that in this learning process the teacher is expected to be able to relate the material to the problems that exist in reality.

II. LITERATURE REVIEW

2.1 The Nature of Civics Learning in Elementary School

Rutablespoons (2008: 159) says that learning is essentially a process of interaction between teachers and students, good interaction, direct such activities face to face or indirect activities, namely with How to use a variety of media.

In practice, learning immensely associated with the approach, strategies and methods of teaching. The teacher's ability to approach, strategy, and teaching methods can give birth to a learning model. Teaching model is a form of learning that is used to achieve the goals that have been set in teaching and learning activities. In learning, the main task of the teacher is to condition the environment to support behavior change for students "(Djamarah, 1991: 72).

Subject to direct attention to the expected moral embodied in life every day, that is behavior that exudes faith and piety to God Almighty in a society that consist of various group religion, behavioral and humanity just and civilized behavior that supports national unity in a society that is diverse, diverse cultures and varied, interests, behavior that supports democracy that promotes the common interest above the interests of individuals and groups so that differences opinion, opinions or interests above through deliberation *dar*, *MUFA ka at* and behaviors that support effort to realize social justice for all Indonesian people (Explanation of Article 39 paragraph (2) of Law No. 20 of 2003).

For understanding the values in Civics, there are several methods that can be implemented and developed by teachers, including:

1. Lecture method
2. Question and answer method
3. Group Work Method
4. Discussion Methods
5. Employee Method t a
6. Problem Solving Methods
7. Simulation Method
8. Inquiry method
9. Role Playing Method
10. Game Method
11. Method T u gas
12. Drill Method (Depdikbud, 2006: 50)

2.2 Learning Model Problem Based Learning (PBL)

2.2.1 Definitions

Problem Based Learning (PBL) is a learning model that is designed so that the students gain important knowledge, which makes them adept in solving the problem, and it has its own learning models have prowess participate to making friends. The learning process uses a systemic approach to solving problems or facing challenges that are needed in everyday life.

Barrows, HS & Tamblyn, RM (1980) suggested that planning a problem-based learning model that presents a contextual problem thus stimulating the participant students to learn. In a classroom that applies problem-based learning, students work in teams to solve real world problems. There are five strategies for using the problem-based learning model (PBL).

- 1) Problems as a study.
- 2) Problems as an understanding assessment.
- 3) Problems as an example.
- 4) Problems as an inseparable part of the process.
- 5) Problems as an authentic activity stimulus (Dahlan, Nt.D. 2009).

2.2.2 Steps of Learning Based on Problems (Problem Based Learning)

Step-by-step problem-based learning (*problem based learning*) is as follows.

- 1) Orient students to the problem; activities of teachers: do inform the learning objectives, create a classroom environment that Could happen an open exchange of ideas, leads to a question or problem, and to encourage students to express ideas were i de in the open
- 2) Organizing students to learn; teacher activities: helping students find problem-based concepts, encouraging openness, democratic processes and active student learning, and testing students' understanding of the concepts found.
- 3) Guiding investigations independently or in groups; activities of teachers: give the conveniences expected students in teach / solve the problem, leading to cooperation and completion of tasks, encourage dialogue, discussion with friends, helping students define and organize the task study related to the problem, help students formulate hypotheses and assist students in providing solutions activities of teachers: give convenience workmanship of students in work / solve problems, encourage cooperation and completion the tasks, encourage dialogue, discussion with classmate, helping students define and organize tasks-related learning problems, help students formulate hypotheses, and assist students in providing solutions.
- 4) Developing and presenting work results; teacher activities: guide the students working on the student activity sheet (CGC) and guide the student presents a hash of work.
- 5) Analyze and evaluate the results of problem solving; teacher activities: helping students review the results of problem solving, motivating students to be involved in problem solving, and evaluating the material.

The role of the teacher, student's participants, and problems in problem-based learning can be described as follows in

Teacher as Coach	Learners as Problem Solver	Problem as Early Task and Motivation
<ul style="list-style-type: none"> ○ Asking about thinking. ○ Monitor learning. ○ Probing (challenging students to think keeping students engaged. ○ Set group dynamics. ○ Keeping process. 	<ul style="list-style-type: none"> ○ Active participants. ○ <i>Get involved</i> directly in learning. ○ Building a learning center. 	<ul style="list-style-type: none"> ○ Interesting to solve. ○ Provides needs that have something to do with the lessons learned.

2.2.3 Objectives and Problem Based Learning Outcomes

The objectives and results of this problem-based learning model are:

- 1) Thinking skills and problem solving skills.

This problem-based learning is proposed to develop higher order thinking skills.

- 2) Adult role modeling.

This form of problem-based learning is important in bridging the gap between formal school learning and the more practical mental activities found outside of school. The following are mental activities outside of school that can be developed.

- PBL encourages cooperation in completing tasks.
- PBL has elements of an apprenticeship. This encourages observation and dialogue with others so that students can gradually assume the observed role.
- PBL engages students in self-selected investigations, which allows them to interpret and explain real-world phenomena and build friends about those phenomena.

- 3) Self-directed learning

Problem-based learning is learner-centered. Students must be able to determine for themselves what to learn, and from where information should be obtained, under the guidance of the teacher. After knowing their duties, each student looks for various sources that can clarify the issue that is being investigated. Somber in question can be in the form of written articles stored in libraries, web pages. or even experts in the relevant

field. The investigation stage has two main objectives, namely: (1) so that students seek information and develop an understanding that is relevant to the problems that have been discussed in class, and (2) information is collected with one purpose, namely to be presented in class and the information must be relevant and can be understood.

2.3 Learning Outcomes

In essence, learning outcomes are motivated through the learning process, namely learning is not just taking notes, reading, and memorizing, but requires understanding from each student in solving problems related to certain subjects, for example history subjects. Learning outcomes are the results that are achieved at a certain time and involve the improvement of the quality or value obtained by each student in school.

Purwanto (1991: 22) suggests that learning outcomes can be derived from evaluating learning outcomes. Evaluation of student learning outcomes is one of the activities that are an obligation for every teacher or teacher. It is said that it is an obligation because every teacher in the end must be able to provide information to the institution or to the students themselves, how and to what extent the mastery and abilities that have been achieved by students regarding the material and skills regarding the subjects that have been given.

2.4 Factors Affecting Learning Outcomes

There are two factors according to Kartono (1985: 1) that affect learning outcomes, namely factors that come from within the student (internal) and factors that come from outside the student (external).

1. Internal factors (*from within the individual who learns*)

Factors that influence learning activities are more focused on factors from within the learning individual. Factors originating from within students (internal), are as follows.

- a) Intelligence, which is one of the important aspects and very much determines the success or failure of a person to achieve maximum results.
- b) Talent is the potential or desire to develop through learning. Each student has different talents.
- c) Interest and attention in learning have a very close relationship. Someone who puts interest in certain subjects usually tends to pay attention to these subjects.
- d) Motivation is a fundamental impetus and influences every effort and activity of a person, to achieve the stated goals.
- e) Conditions that allow a person to learn better.
- f) How to learn, namely that the success of student studies is influenced by the way they learn. There are efficient ways and also inefficient ways of learning.

2. External factors (*from outside the individual who learns*)

Achieving learning objectives needs to create a learning environment system that is conducive. This will be related to the factor of the students. The factors that influence are as follows.

- a) Environment, namely the learning environment, family environment, and community environment.
- b) School, which is an educational institution where teachers and students interact with each other; there is a process of transferring knowledge. A good school is one that can be fun, because this can affect student learning outcomes.
- c) Learning equipment, that whether the learning equipment is complete or not, whether owned by the school or owned by the students themselves, it can lead to certain results on students' learning outcomes.

2.5 The Action Hypothesis

Based on the problem formulation and literature review, the hypothesis of this research action is: "The application of the Problem Based Learning (PBL) learning model can improve the learning outcomes of Civics Human Rights material for fifth grade students of Public Elementary School 3 South Tiworo.

III. RESEARCH METHODS

3.1 Location and Time of Research

The location of this research is Public Elementary School 3 South Tiworo, Kasimpa Jaya Village, Southern Tiworo districts. The research was conducted in Semester 2 Academic Year 2018 /2019 for 2 months (February till March 2019).

3.2 Aspects that Researched

To answer this research problem, there are three aspects to be studied. The third aspect as follows:

- 1) Aspects of teacher teaching activities, namely by looking at how the teacher prepares subject matter, how to present it, and applies the PBL learning model in human rights civics learning materials.
- 2) Aspects of student learning activities, namely by seeing whether through the application of the PBL learning model can excite students in learning Civics human rights material.
- 3) Aspects of student learning outcomes, namely with saw the development of the learning outcomes of students through tests are given at the end of each cycle.

3.3 Data and Data Source

The research data is in the form of quantitative and qualitative data. Quantitative data, namely the scores obtained by students individually in completing the test. The ability to master Civics learning materials, especially human rights material presented by the teacher at the end of each action cycle.

Qualitative data is in the form of student and teacher responses to the implementation of Civics learning human rights material through the application of the PBL learning model. The data is sourced from the observation and observer notes on the activities of students and teachers during the implementation of the learning in the classroom.

3.4 Research subject

Subject, this study is the Student Class V Public Elementary School 3 South Tiworo 2nd Semester Academic Year 2018 / 2019. There are 27 students in grade V Public Elementary School 3 South Tiworo, consisting of 12 boys and 15 girls.

3.5 Research procedures

This classroom action research procedure consists of 2 cycles. Each cycle consists of 2 meetings, 1 meeting for the learning process and 1 meeting is a learning outcome test. Implementation of the action at the cycle setup is done by proposed: (1) planning, (2) action, (3) observation and evaluation, and (4) reflection (Kemmis & Taggart, 1990: 29). Planning, namely compiling an action plan and action research. The type of activities carried out in this plan is to make CSP d's made a deal with the teachers of subjects Civics (colleagues) about the matter, time implementation, s and serial instruments that will be used when the learning process will take place.

3.6 Research Instruments

Instruments used as collection of research data as follows:

1. Teacher teaching activity observation sheets are used to observe teacher teaching activities during the Civics learning process in human rights materials based on the PBL learning model.
2. Sheets used beta activity observation jar student use to observe learning activity students during the learning process rights Civics material human PBL based learning model.
3. Basil sheets used to record the students' learning achievement Civics students by testing the ability of matter of human rights in the setup cycle.
4. Learning journals are used to record face-to-face activities carried out by the teacher in each cycle.

3.7 Data Collection Techniques

For the purposes of collecting the data about processes and learning achievement tests used observation sheet teach teachers, sheets observation of student learning activities, pieces of student learning outcomes, and learning teachers. Teacher's teaching activity observation sheet used to download g collected information and data on the implementation of face-to-face activities implemented by the class. Setup activities of teachers in the implementation of teacher learning the teachers' teaching activity observation sheet.

The observation sheet of student learning activities is used to collect information and data in the form of student learning activities during the implementation of learning. All student learning activities (listening to teacher descriptions, participating in learning, doing assignments independently, presenting work results, etc.) are recorded in the student learning activity observation sheet.

Student learning results sheets are used to collect individual learning outcomes related to the ability to master Civics learning material after participating in teaching and learning activities through the PBL learning model. The value of individual student learning outcomes in each cycle is recorded in the research format so that differences and developments can be seen. Furthermore, data relating to the implementation of learning in each cycle are recorded in the teacher's learning volume.

3.8 Data analysis technique

The data obtained were analyzed quantitatively and qualitatively. Quantitative analysis is intended to obtain an overview of the ability to master Civics learning materials, especially human rights materials through the PBL learning model. The results obtained are recorded and accumulated in a table of student learning results.,

Quantitative data (written test results data) were analyzed using descriptive analysis. This is intended to provide an overview of student learning outcomes related to the ability to master "human rights" learning materials through the PBL learning model. The formula is used as follows.

1. Calculate the class average

$$\bar{X} = \frac{\sum x_i}{n}$$

Information:

n = Total number of students

\bar{X} = The average grade for the class you are looking for

$\sum x_i$ = Number obtained by each student

(Sudjana, 2002).

2. Calculating the completeness of learning cyclical:

$$\% \text{ complete} = \frac{\sum f_i}{n} \times 100\%$$

Information:

n = Total number of students

$\sum f_i$ = The number of students in the category of minimum completeness criteria (KKM) 75. (Sudjana, 2002).

Qualitative analysis is intended to obtain an overview of the implementation of learning by the researcher as shown in the teacher performance observation sheet data and student activities shown in the group performance assessment sheet data. Actions are categorized as successful if in the learning process students can accommodate their knowledge with mastery of Civics learning materials, especially human rights materials through the PBL learning model. In this case it is shown by the results of observing the effectiveness of learning activities after they are involved in the learning process. The formula used to process data is based on the following observations:

$$NP = \frac{RP}{SM} \times 100\%$$

Information:

NP = percent value sought

RP = score of each item

SM = Maximum Score

100 = fixed number (Sudjana, 2002)

3.9 Performance Indicators

The performance indicators measured in this research include three aspects according to the factors studied, namely as follows:

1. Indicators of teacher teaching activities in applying the PBL learning model. Indicators of the success of implementing the PBL learning model. determined, namely if 85% of the implementation of learning carried out by the teacher is in accordance with the steps of implementing the learning model.
2. Indicators of student learning activities in implementing the PBL learning model are determined, that is, if 85% of students have shown good learning activities in the implementation of learning carried out by the teacher.
3. Indicators of student learning outcomes, namely the level of ability of grade V students of Public Elementary School 3 South Tiworo in answering the learning result test provided. The determined indicator of student learning outcomes is if 85% of students have obtained a KKM score of 65.

IV. RESULTS AND DISCUSSION

4.1 Description of Research Results

4.1.1 Implementation of the First Cycle Learning

Before carrying out the research, the researcher first held a discussion with collaborator teachers related to the low Civics learning outcomes of class V Public Elementary School 3 South Tiworo students which was shown by the acquisition of daily test scores for Civics subjects that were achieved by students in the second semester of the 2018/2019 academic year, namely the average below 65%.

The main results discussed in the discussion were related to the low student learning outcomes in Civics subjects. From the results of the discussion obtained information that one of the causes of low student learning outcomes is because the teacher's way of teaching students is less effective so that it cannot overcome the problem of the low quality of learning outcomes. On that basis, the researcher and the collaborator teacher agreed to carry out research on the improvement of Civics learning by applying the human rights PBL learning model in grade V Public Elementary School 3 South Tiworo.

a. Planning

Planning for the implementation of the action is carried out by the collaborator teacher. From the results of the discussion it was agreed that the Chest cycle I actions should be carried out in one. The meeting time is allocated for 2 x 45 minutes, which is Monday, February 4, 2019. Referring to the Class V Curriculum 2013, the researcher carried out the steps of planning the Civic Education learning material both for human beings through the PBL learning model. Furthermore, the researcher designed the lesson plan for learning. Planning activities carried out include: (1) compiling lesson plans, (2) preparing media to be used in learning, (3) making teacher observation sheets and student observation sheets, and (4) preparing final test questions for the learning cycle along with their assessment sheets, and (5) designing the classroom setting by arranging the seats according to the room, class. The steps for planning cycle I are shown in the RPP.

b. Implementation

At this stage the researcher who is also a teacher of Civics class V Public Elementary School 3 South Tiworo carries out Civics learning on human rights material through the application of the PBL learning model in accordance with the learning implementation plan that has been compiled. To focus students' attention, the teacher motivates and directs students' interest in participating in learning; the teacher directs and motivates students to remember previous learning as an apperception. In the core activities, the teacher begins to apply the PBL learning concept. Towards the end of the core activity, the teacher gives students evaluation questions to work on. In the final activity, the teacher reflects on the learning that has just been carried out and provides house tasks. Then close the learning activities

c. Student Learning Outcomes

Data on human rights civics learning outcomes through the application of the PBL learning model to fifth grade students of Public Elementary School 3 South Tiworo. The frequency of the learning outcomes obtained is contained in Label 4.1 below.

Table 4.1 Frequency of Civics Learning Outcomes Value Cycle I Public Elementary School 3 South Tiworo

No.	Range Value	Frequency	Percentage	Information	
				Completed	Not complete
1	85-100	-			
2	75-84	8	29.63%	Completed	
3	65-74	12	44.44%	Completed	
4	55-64	7	25.93%		Not complete
5	0-54	-			
amount		27	100	20	7

Based on Table 4.1, the frequency of Civics learning outcomes for grade V Public Elementary School 3 South Tiworo students in cycle I is shown in the following graph.

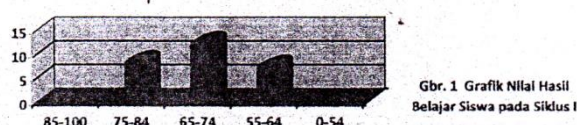


Table 4.1 from the graph above describes those students who are in the 85-100 value range do not exist or 0%. Students who get the value of 75-84 are 8 people or 29.63%. Students who achieve a value of 65-74 are 12 people or 44.44%. None of the students scored 0-54.

The class average score of Civics learning outcomes in human rights material as shown in the data on student scores in Appendix 4 is 67.93. Classically, it has not yet reached the completion of the set lesson. Of the 27 grade V students of Public Elementary School 3 South Tiworo, only 20 students or 74.07% had completed their studies and 7 students or 25.93% had not completed their studies.

Based on this explanation, it can be argued that the learning hash of Civics in human rights material through the application of the PBL learning model in the final test of the first cycle of grade V Public Elementary School 3 South Tiworo students has not yet achieved classical completeness.

d. Observation

Observations were made during the implementation of Civics learning human rights material through the application of the PBL learning model. Observations (observations) are focused on (1) observing Teaching and Learning Activities (KBM), and (2) observing student performance in groups.

1) Observation Results on Teaching and Learning Activities (K-BM)

The results of observations of the implementation of learning (teaching and learning activities) in cycle I can be seen in Table 4.2 below.

Table 4.2 Results of Observation of Teacher Performance in Implementation of Learning Cycle I

Aspects Observed	Good (B)	Enough (CB)	Less good (KB)	Not good (TB)
Implementation of Learning Cycle I	13	5	-	-
Number of Aspects Observed	18			
Percentage of Achievement	72.22%	27.78%	-	-

Table 4.2 shows that the teacher's performance in the implementation of Civics learning human rights material through the application of the PBL learning model, namely 72.22% well done, 27.78% quite good, and nothing is done poorly or not well.

2) Results of Observations on Student Activities in Groups

The results of observing student activity in groups in cycle I can be seen in Table 4.3 below.

Table 4.3 Student Activities in Groups in Cycle I

No.	Aspects Observed	Quality of Performance				amount
		Good	Enough	Less Good	Not Good	
1	Student activity	20	7			27
2	Student enthusiasm	21	6			27
3	feed in discussion	22	5			27
4	Respect for opinions, good friends in to opinion another group	17	8	2		27
5	Activity average students	20	6.5	0.5		
6	Percentage of Achievement	74.07%	24.07%	1.86%		

Table 4.3 shows that the performance in the group in the first cycle and Civics learning human rights material through the application of the PBL learning model, namely the good category 74.07% quite good 24.07, and 1.86% less good.

e. Reflection

Based on the activities of the teacher (researcher) during the first cycle, it can be reflected as follows.

- 1) Teachers are still not optimal in responding to student questions and opinions.
- 2) Teachers have not been optimal in providing individual or group guidance.
- 3) Teachers have not implemented the allocation of teaching and learning time properly
- 4) Students have started to be active in teaching and learning activities, but still need to be improved so that understanding of the concept can be maximized.
- 5) Some students still pay less attention to the teacher's explanation.
- 6) There are still some student activities in groups that are not good, especially in terms of respecting the opinions of friends.

4.1.2. Implementation of Second Cycle Learning

The results of the reflections of researchers and collaborator teachers in cycle I become a reference for continuing the action to improve the implementation of learning in cycle II. Cycle II action implications. Implemented according to the planned time, starting from planning, implementation, observation, evaluation, and reflection. During the action research, the researcher continuously monitors and coordinates each activity with the collaborator teacher. The implementation of the first cycle of action can be described as follows.

a. Planning

The action planning activity was carried out on Saturday, October 9, 2019 in the teacher room of Public Elementary School 3 South Tiworo. The researcher and the collaborator teacher discussed the action plan to be carried out in this learning improvement research process. It was agreed that the learning improvement action in cycle II was carried out in one meeting with a time allocation of 2 x 45 minutes, namely on Tuesday, 12 February 2019.

The lesson planning steps are focused on basic competency steps and the same material, namely human rights material through the application of the PBL learning model. In order not to have the same repetition, the learning indicators in cycle I were developed.

The planning activities carried out include: (1) preparing the revised lesson plans, (2) preparing the media that will be used in learning, (3) making teacher observation sheets and student sheets, and (4) preparing the final test questions of the learning cycle along with the assessment sheets, and (5) designing the classroom setting by arranging the seats according to the classroom.

b. Implementation

The implementation of learning at this stage, in principle, is the same as the implementation of cycle-1 learning. What is more emphasized is maximizing the application of the PBL learning model.

The teacher begins the lesson by greeting, and checking the attendance of students. To focus students' attention, motivate and direct students' interest in participating in learning, the teacher performs apperception.

In core activities, the teacher is more optimal in employing questions and opinions of students, providing individual and group guidance, and paying attention to the allocation of teaching and learning time. Teachers continue to strive to encourage student activities in teaching and learning activities, especially in maximizing conceptual understanding.

Towards the end of the core activity, the teacher gives students evaluation questions to work on. After that, the teacher reflects on the learning that has just been carried out, and then closes the learning activity.

c. Hail Student Learning

Data on the learning outcomes of Civics in cycle II of human rights material through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo can. The frequency of the learning outcomes obtained is shown in the following table. **Table 4.4 the frequency of the Civics Learning Outcomes Values Cycle II Material Human Rights Student Class V Public Elementary School 3 South Tiworo**

No.	Susceptible Score	Frequency	Percentage	Information I	
				Completed	Not complete
1.	85-100	7		Completed	Not complete
2.	78-84	14	.51385%	Completed	
3.	65-74	4	14.81%	Completed	
4.	55-64	2	7.41%		
5.	0-54	-			
amount		27	100	25	2

Based on table 4.4 the frequency of Civics learning outcomes for class V Public Elementary School 3 South Tiworo in cycle II is shown in the following graph:

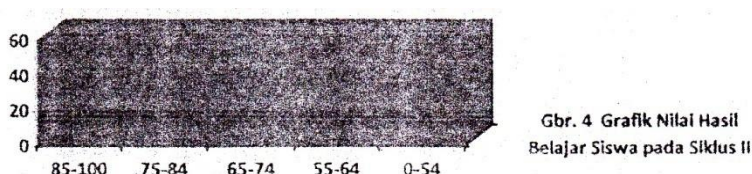


Table 4.4 and the graph above describe that there are 7 students in the 85-100 value range or 25.93%. Students who get a score of 75-84 are 14 people or 51.85%. Students who achieve a score of 65-74 are 4 people or 14.81%. There are 2 students who achieve a score of 55-64 or 7, 41%. None of the students scored 0-54.

The class average value of Civics learning outcomes in human rights material through the application of the PBL learning model in the final test of the second cycle of grade V Public Elementary School 3 South Tiworo students as data analysis in Annex 5 is 78.04 high category classically, it has reached the specified completeness. Of the 27 grade V students of Public Elementary School 3 South Tiworo, there are 25 students or 92.59% who have finished studying classically, the remaining 2 students or 7.41% have not finished.

Based on this explanation, it can be argued that Civics learning outcomes in human rights materials through the application of the inquiry learning model in the final cycle test for fifth grade students of Public Elementary School 3 South Tiworo have achieved classical completeness.

d. Observation

Observations were made during the implementation of history learning on the material "the events of the September 15, 1965 movement and its impact" through the application of the inquiry learning model in the final cycle test for fifth grade students of Public Elementary School 3 South Tiworo. Observations (observations) are focused on (1) observing Teaching and Learning Activities (KBM) and (2) observing student performance in groups.

1) Results of Observations on Teaching and Learning Activities (KBM)

The results of observations of the implementation of learning (teaching and learning activities) in cycle H can be seen in Table 4.5 below.

Table 4.5 Results of observations of Teacher Performance in Implementation of Learning Cycle II

Aspects Observed	Good (B)	Pretty good (CB)	Not good (KB)	Not good- (TB)
Implementation of Learning Sixtus 11	16	2		
the number of aspects observed				
Percentage achievements	88.89% 11.11%			

Table 4.5 shows that the performance of teachers in the implementation of learning Civics matter of human rights through the implementation of the model PBL learning, 88.89% already performing well, and only 11.11 which is done quite well.

2) Results I Observations of Student Activities in Groups

The results of observing student activity in groups in cycle II can be seen in Table 4.6 below.

Table 4.6 Student Activities in Groups in Cycle II

No.	Observed aspects	Quality of Performance				amount
		Good (B)	Pretty good (CB)	Less Bik (KB)	Not good (TB)	
1	Student activity	25	2			27
2	Students' motivation	26	1			27
3	Solidarity in discussion	26	1			27
4	Respect the opinions of both friends in the group and the opinions of other groups	25	2			27
	Average student activity	25.5	1.5			
	Percentage of achievement	94.44%	5.56			

Table 4.6 above shows that the performance of students in groups on Civics learning human rights material through the application of PBL Cycle II, which is good category 94.44% and good enough 5.56%.

e. Reflection

Based on the activities of the teacher (researcher) during the second cycle it was found that the implementation of learning went well. The deficiencies in cycle I were adjusted because the students had experience. Student performance in the group experienced positive changes compared to cycle I. Learning development showed better progress, that is, no students were late entering class, students wanted to prepare learning needs, students had the courage to raise questions, students began to try to get along and communicate with the teacher. Meanwhile, from the aspect of student activity in the group, they appear to be very enthusiastically enthusiastic, and respect each other's opinions, both fellow groups and other groups.

Student learning outcomes experienced a significant increase compared to cycle I. Likewise; the percentage of student completeness had a significant increase. From these findings, it can be reflected that in cycle II there has been an increase, both in the process of teaching and learning activities and student learning outcomes, namely in the process the percentage achieved was 83.89% in good category, and then on student learning outcomes of 92.59% category complete.

4.2 Discussion

As stated earlier that this study focuses on three things. First, observing the process of implementing Civics learning on human rights materials through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo or teacher teaching activities in applying the PBL learning model. Second, observing student learning activities while observing learning through the application of the PBL learning model by the teacher. Third, analyze whether there is an increase in student learning outcomes after the implementation of learning.

The findings in the field prove that Civics learning human rights materials through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo can increase teacher teaching activities. Student learning activities in logging also increased. In addition, the PBL learning model can improve Civics learning outcomes in human rights materials through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo.

The teaching activity of the teacher in applying the PBL learning model in the first cycle was not optimal. Of the 18 aspects observed, the average teacher's ability in the first cycle only carried out 72.22% of activities in accordance with the learning scenario. In the second cycle, there was an increase of 16.67% compared to the first cycle, namely the average ability of the teacher in applying the inquiry learning model in the second cycle was 88.89%.

The results of the teaching activities of teachers in learning cycles I and II are described in the following table.

Table 4.7 the Development of Teacher Teaching Activities in Two Learning Cycles

Stages	Development of Teacher Teaching Activities (%)
Cycle I	72.22%
II cycle	88.89%

The following graph clearly illustrates the increase in teacher teaching activities in the two learning cycles. Any student activity in men g follow the learning process of human rights material Civics through application of PBL teaching model students to I as Public Elementary School 3 South Tiworo is not currently maximal. The following table illustrates the average accumulation learning activity of students in learning each cycle.

Table 4.8 the development of student learning activities in two learning cycles

Stages	Development of Student Learning Activities
Cycle 1	74.07%
Cycle R	94.44%

The description of student learning activities in the inquiry model learning process shown in the table above proves. That's there is an increase in student learning activities from each cycle of action. In that cycle, there was an increase of 20.37% of student learning activities in cycle I, namely the average student learning activity in cycle II was 94.447%.

The following graph illustrates the increase in student learning activities in the learning action cycle.

The learning outcomes of Civics human rights material through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo in cycle I have not yet reached the specified learning completeness. Students' learning completeness in the first cycle was 74.07%. In the second cycle students' learning completeness increased to 92.59%. There was an increase in student learning completeness from cycle I to cycle II of 18.52%. An overview of improving student learning outcomes in cycles I and II.

Based on the graph, it appears that the application of the PBL learning model is proven to be effective in improving the learning outcomes of Civics in the human rights material of grade V Public Elementary School 3 South Tiworo students. This fact also answers the proposed research hypothesis, namely that the application of the PBL learning model can improve the learning outcomes of Civics human rights material through the application of the PBL learning model for fifth grade students of Public Elementary School 3 South Tiworo .

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results and discussion of the research, it can be concluded as follows.

1. The application of the PBL learning model can improve teaching and teaching activities in Civics learning human rights materials. The teaching activity of the teacher in each cycle of the learning action proved to have increased significantly. The first cycle of teacher teaching activities only reached 72.22%. Cycle II increased to 88.89%.
2. The application of the PBL learning model can improve the learning activities of the fifth grade students of Public Elementary School 3 South Tiworo in learning Civics on human rights materials. Student learning activities in each learning action cycle proved to have increased significantly. Cycle I experienced student learning activities only reaching an average percentage of 74.07%. The second cycle becomes 94.44%. Students have shown good learning activities in the implementation of learning carried out by the teacher.
3. The application of the inquiry learning model can improve the PKM learning outcomes of the fifth grade students of Public Elementary School 3 South Tiworo. Student learning outcomes in each action cycle proved to have increased significantly. The results of learning cycle I reached. 74.07% of students who completed classical learning. Student learning completeness increased to 92.59% in cycle II. This achievement exceeded the specified indicators for students' classical learning completeness, namely 85% of students obtained KKM scores ≥ 65 .

5.2 Further Suggestions

Referring to the conclusions of the results of this study, several follow-up suggestions are put forward as follows.

1. In educational institutions. The scope of the Office, education, should always pay attention to the quality of education and learning in schools which can be realized by fulfilling education management standards, especially meeting the standards of learning facilities and teaching materials.
2. The school is expected to always improve the quality of education and learning which has implications for improving student learning outcomes.
3. Teachers, especially Civics teachers, should apply the PBL learning model in carrying out the learning process in the classroom. The application of this learning model is expected to stimulate students to be more critical, conscientious and analytic.

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