



# Improving Students' Citizens Education Learning Outcomes About Pride as Children of Indonesia Through the Direct Learning Model

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## ABSTRACT

The purpose of this study was to find out the description of Civic Education learning to improve student learning outcomes. To know the factors that Citizenship Education applied by the teachers of the Negeri Elementary School 2 Kendari. Knowing the learning strategies used by public elementary school teachers 2 Kendari in improving learning outcomes Citizenship Education about Pride as Children of Indonesia through direct learning model (model of direct instruction) in the academic year 2019/2020. The design of classroom action research procedures carried out in this study is a spiral or cycle learning model, according to Stephen Kemmis and MC, Taggaret. With found deficiencies, planning and implementation of improvements can still be in the next cycle until the desired target is achieved. The Kemmis model design has four stages in each cycle, namely: 1) making an action plan, 2) carrying out the action, 3) making observations or observations, 4) conducting reflection and evaluation. The Direct Instruction model is proven to improve student learning outcomes in creative writing. The data obtained in this study are: the first cycle of the PBI study of students reached 66.67%, the acquisition of post-test was 55.17%. The second cycle of the PBI study of students reached 76.19% while the post-test was 62.07%. The results obtained have met the success criteria set at the beginning of the study. Thus, based on the discussion of the research results that have been carried out, it can be concluded that the Direct Instruction Model can improve the quality of the Citizenship Education learning process as indicated by the increasing Citizenship Education learning outcomes test about Pride as Indonesian Children. There is a relationship between learning success and the achievement of learning operational steps designed in classroom action research conducted by researchers.

**Keywords:** Learning Outcomes, Direct Instruction Model, PKN

## I. INTRODUCTION

Education in Indonesia is expected to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary Negeri of the Republic of Indonesia. A strong and consistent commitment to the principles and spirit of nationalism in the life of society, nation and Negeri based on Pancasila and the 1945 Constitution, needs to be improved continuously to provide a deep understanding of the Unitary Negeri of the Republic of Indonesia. The Constitution of the Republic of Indonesia needs to be instilled in all components of the Indonesian nation, especially the younger generation as the next generation.

Indonesia must avoid a system of government that suppresses human rights, the rights of citizens to be able to carry out democratic principles. Democratic life in everyday life in the family, school, community, government, and non-government organizations needs to be known, understood, internalized, and applied for the realization of the implementation of democratic principles and for the sake of increasing human dignity, welfare, happiness, intelligence and justice.

Citizenship Education Subject is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become good citizens, who are intelligent, skilled, and have character as mandated by Pancasila and the 1945 Constitution. Citizenship Education (Citizenship Education) is a subject that focuses on the formation of a diverse self in terms of religion, socio-cultural, language, age, and ethnicity.

Based on the background of the above problems, the problems that arise can be identified as follows: How are teachers improve learning outcomes third grade students in elementary negeri 2 Kendari, through the application of models of *direct instruction*? How do Citizenship Education learning strategies used to improve the ability of third-grade students in elementary Negeri 2 Kendari to understand proud to be Indonesian by models of *direct instruction*?

## II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

### A. The Nature of Citizenship Education Learning

#### 1. Understanding Learning

Learning is a process of change that occurs in a person through reinforcement, so that permanent and persistent changes occur in him as a result of experience (Learning is a change of behavior as a result of experience), according to John Dewey, one of the experts. United Negeri education from the flow of Behavioral Approach.

The changes produced by the learning process are progressive and accumulative, leading to perfection, for example from being unable to being able, from not understanding to understanding, both covering aspects of knowledge (cognitive domain), affective aspects (affective domain) and psychomotor aspects (psychometric domain). *Learning is a business process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interaction with the environment.*

There are four pillars of learning proposed by UNESCO, namely:

1. *Learning to Know*, which is a learning process that allows students to master the techniques of finding knowledge and not merely acquiring knowledge.
2. *Learning to do* is learning to achieve the ability to carry out Controlling, Monitoring, Maintenance, Designing, Organizing. Learning by doing something in concrete potential is not only limited to mechanistic abilities, but also includes the ability to communicate, cooperate with others and manage and overcome conflicts.
3. *Learning to live together* is equipping the ability to live together with other people who are different with full tolerance, mutual understanding and without prejudice.
4. *Learning to be* is the success of learning which to achieve this level requires the support of success from the first, second and third pillars. The three pillars are intended for the birth of students who are able to seek information and find knowledge that is able to solve problems, cooperate, tolerate, and tolerate differences. If all three succeed satisfactorily, it will foster self-confidence in students so that they become human beings who are able to know themselves, have strong and independent personalities, have emotional and intellectual stability, who can control themselves consistently, which is called emotional intelligence.

#### 2. Definition of Citizenship Education

Civic education is a vehicle for developing the abilities, character and character of democratic and responsible citizens. There are several things that need to be considered in Citizenship Education lessons in the context of "nation and character building":

First: Citizenship Education is a field of citizenship studies that is supported by various relevant scientific disciplines, namely: political science, law, sociology, anthropology, psychology and other disciplines that are used as the basis for conducting studies on the process of developing concepts, values and democratic behavior. citizen.

Second: Citizenship Education develops the power of reason (Negeri of mind) for students. The development of the nation's character is a process of developing citizens who are intelligent and have high reasoning power. Citizenship Education focuses its attention on developing citizen intelligence (civic intelligence) as the basis for developing democratic values and behavior.

Third: Citizenship Education as an intellectual process, the learning approach used is more inspiring and participatory by emphasizing training in the use of logic and reasoning. To facilitate effective Citizenship Education learning, interactive learning materials are developed which are packaged in various packages such as printed, recorded, broadcast, electronic learning materials, and learning materials extracted from the community environment as hands-on experience.

Fourth: Citizenship Education class as a democracy laboratory. Through Citizenship Education, understanding of democratic attitudes and behavior is developed not solely through "teaching democracy" but through learning models that directly apply a democratic way of life (doing *democracy*). Assessment is not solely intended as a quality control tool but also as a tool to provide learning assistance for students so that they can be more successful in the future. The evaluation is comprehensive, including student portfolios and a more class-based self-evaluation.

### B. Conceptual Framework

#### 1. Improving Citizenship Education learning outcomes through the Direct Learning model

Learning outcomes are all abilities that can be achieved by students through the learning process in the form of understanding and applying knowledge and skills that are useful for students in their daily lives as well as attitudes and ways of thinking critically and creatively in order to create quality human beings who are responsible for themselves, society, nation and Negeri and are responsible to God Almighty.

Citizenship Education learning outcomes are learning outcomes achieved by students after participating in the Civic Education learning process in the form of a set of basic knowledge, attitudes, and skills that are useful for students for their social life both now and in the future which include: the diversity of ethnic groups and Indonesian culture, diversity of beliefs (religion and class) as well as diversity of intellectual and emotional levels of ability. Learning outcomes are obtained both from test results (formative, subsumptive and summative), performance (performance), assignments (projects), work results (products), portfolios, attitudes and self-assessments.

To improve the learning outcomes of Citizenship Education, the learning must be interesting so that students are motivated to learn. An interactive learning model is needed where the teacher gives more roles to students as learning subjects, the teacher prioritizes the process rather than the results. The teacher designs a teaching and learning process

that involves students in an integrative and comprehensive manner on cognitive, affective and psychomotor aspects so that learning outcomes are achieved. In order for Civic Education learning outcomes to increase, appropriate situations, methods and learning strategies are needed to actively involve students in mind, hearing, vision, and psychomotor in the teaching and learning process. The right learning to involve students in totality is learning with Problem Based Learning. Learning with the Problem Based Learning model is a learning model where before the teaching and learning process in the classroom begins, students are first asked to observe a phenomenon. Then students are asked to record the problems that arise, as well as discuss problems and find solutions to these problems. After that, the teacher's task is to stimulate critical and creative thinking in solving existing problems and directing students to ask questions, prove assumptions, and listen to different perspectives among them.

From the description above, it can be assumed that learning with the Problem Based Learning model can improve student citizenship education learning outcomes compared to the traditional approach (lecture method).

## **2. Approach and application of direct learning model in Citizenship Education subjects**

Skills, both cognitive and physical, as well as other information, are the basis for the construction of more complex learning outcomes. Before students can acquire and process large amounts of information, they must master learning strategies such as taking notes, summarizing what is read. Before students can think critically, they need to master basic skills related to logic, making inferences from data, and recognizing the non-objectivity of presentations. Before students can write a paragraph, they must master basic sentence construction, use of words correctly, and self-discipline in writing assignments.

One of the striking differences between people who are just learning something or beginners and experts is that experts have really mastered the basic skills, so they can apply them with precision and without thinking again, even in new and stressful situations or burdens.

The discussion of the material on direct teaching methods focuses on teaching approaches that can help students learn basic skills and obtain information that can be taught step by step. This teaching approach is called the Direct Teaching Model (MPL). Other terms that are also used are Active Teaching (Good & Grows, 1985), Mastery Teaching (Hunter, 1982), and Explicit Instruction (Rosenshine & Stevens, 1986). Although not synonymous, lecture/lecture, and recitation are closely related to the direct teaching model.

## **3. Terms and Definitions**

The direct teaching model is one of the teaching approaches specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual, step-by-step pattern of activities (Arends, 1997). As mentioned in the previous explanation, other terms commonly used to describe direct learning models include *training models*, *active teaching models*, *mastery teaching*, and *explicit instructions*.

The general description or characteristics of the Direct Teaching learning model (in Kardi & Nur, 200: 3) are as follows:

1. The existence of learning objectives and the influence of the model on students including learning assessment procedures.
2. Syntax or overall pattern and flow of learning activities; and
3. Management systems and model learning environments are required for certain learning activities to take place successfully.

Discussing learning problems, learning theorists generally distinguish two kinds of knowledge, namely declarative knowledge and procedural knowledge (Marx & Winne, 1994, in Kardi & Nur, 2000: 4).

Declarative knowledge (can be expressed in words) is knowledge about something, an example of declarative knowledge is that the People's Consultative Assembly of the Republic of Indonesia is the highest institution, and its members are appointed to serve for five years. While procedural knowledge is knowledge about how to do something, for example how to elect and determine MPR members.

The direct teaching model is specifically designed to develop students' learning of procedural knowledge and declarative knowledge that is well structured and can be learned step by step.

## **4. Syntax or Overall Pattern and Flow of Learning Activities**

In the direct teaching model, there are five very important phases. The teacher begins the lesson by explaining the purpose and background of the lesson, and preparing students to accept the teacher's explanation. This preparatory and motivational phase is then followed by a presentation of the teaching material being taught or a demonstration of a particular skill. The lesson also includes providing opportunities for students to conduct training and providing feedback on student success. In the training and feedback phase, teachers need to always try to provide opportunities for students to apply the knowledge or skills learned to real-life situations.

Direct teaching, according to Kardi (1997: 3) can take the form of lectures, demonstrations, training or practice, and group work. Direct teaching is used to deliver lessons that are transformed directly by the teacher to students. The arrangement of the time used to achieve the learning objectives must be as efficient as possible so that the teacher can design the time used.

The direct teaching model syntax is presented in 5 (five) stages, as shown in the following table:

Phase	Teacher's Role
Phase 1: Communicating objectives and preparing students	The teacher explains the learning objectives, information on the background of the lesson, the importance of the lesson, prepares students to learn.
Phase 2: Demonstrating knowledge and skills	The teacher demonstrates skills correctly, or presents information step by step
Phase 3: Guiding training	Teachers plan and provide initial training guidance
Phase 4: Check understanding and provide feedback	Checking whether students have managed to do the task well, give feedback
Phase 5: Provide opportunities for further training and implementation	Teachers prepare opportunities for advanced training, with particular attention to application to more complex situations and everyday life.

In the preparation phase, the teacher motivates students to be ready to accept the presentation of the subject matter which is carried out through demonstrations of certain skills. The learning ends by providing opportunities for students to conduct training and provide feedback on student success. In the training and feedback phase, teachers need to always try to provide opportunities for students to apply the knowledge or skills learned to real-life situations.

### 5. Learning environment and direct teaching model management system

Direct teaching requires careful planning and implementation on the part of the teacher to be effective, direct teaching requires that every detail of skill or content be carefully defined and demonstrations and training schedules carefully planned and implemented (Kardi and Nur, 2000: 8).

According to Kardi and Nur (2000: 8-9), although learning objectives can be jointly planned by teachers and students, this model is primarily teacher-centered. The learning management system carried out by the teacher must ensure student involvement, especially through planned attention, listening, and recitation (question and answer). This does not mean that learning is authoritarian, cold and humorless. This means that the environment is task-oriented and gives high expectations for students to achieve good learning outcomes.

### 6. Research on Teacher Effectiveness

The research foundation of the direct teaching model and its various components, comes from a variety of fields. However, the clearest empirical supporting data for the direct learning model comes from research on teacher effectiveness conducted in the 1970s and 1980s. Stalling and Kazkowitz's research (in Trianto, 2007: 32) shows the importance of the time allocated to the task (Time on task). This study also contributes to empirical support for the use of direct teaching. Some teachers use highly structured and formal methods, while other teachers use informal methods. Stalling and his colleagues wanted to reveal which of these programs could function well in improving student learning outcomes. The behavior of the teachers in 166 classes was observed, the students were tested. There are many things that can be revealed in this research, but there are two things that really stand out, namely the allocation of time and the use of assignments (activities that use direct teaching methods are more successful and get a high level of involvement than those that use informal and student-centered methods).

Some research results from the 1970s, for example that conducted by Stalling and his colleagues, show that teachers who have well-organized classes produce higher *time task ratios* than teachers who use less formal and less structured approaches. Observations of successful teachers show that most of them use direct teaching procedures (Kardi and Nur, 2000: 17).

### B. Implementation of Direct Teaching

As with any teaching, good implementation of the direct teaching model requires clear actions and decisions from the teacher during planning, at the time of carrying out learning, and when assessing the results. Some of these actions can be found in other teaching models, certain steps or actions are a special feature of direct teaching. The unique main characteristics seen in conducting a direct teaching are as follows:

#### 1. Planning tasks

Direct teaching can be applied to any field of study, but this model is best suited for performance-oriented subjects such as writing, reading, mathematics, music and physical education. In addition, direct teaching is also suitable for teaching the skill components of history and science subjects.

Several things were done in relation to planning tasks, namely: (1) formulating objectives, (2) selecting content, (3) conducting task analysis, and (4) planning time and space.

#### 2. Learning Steps Direct Teaching Model

The learning steps of the direct teaching model basically follow the general learning patterns. Includes the following stages:

- 1. Prepare and motivate students.** The purpose of this initial step is to attract and focus students' attention, and to motivate them to participate in the lesson.
- 2. Delivering objectives,** Students need to know clearly, why they are participating in a particular lesson, and they need to know what they should be able to do after participating in the lesson.
- 3. Presentation and Demonstration** This phase is the second phase of direct teaching. Teachers carry out presentations or demonstrations of knowledge and skills. The key to the success of demonstration activities is the level of clarity of the information demonstration carried out and following effective demonstration patterns.



4. **Achieving clarity**, Research results consistently show that the ability of teachers to provide clear and specific information to students, has a positive impact on the teaching and learning process.
5. **Demonstrating**, direct teaching clings to the assumption that most of what is learned (learning outcomes) comes from observing other people. Learning by imitating the behavior of others can save time, preventing students from learning through “*trial and error*.”
6. **Achieving understanding and mastery**, to ensure that students will observe correct behavior and not the other way around, the teacher needs to really pay attention to what happens at each stage of the demonstration.
7. **Practice** In order to be able to demonstrate something properly requires intensive practice, and paying attention to important aspects of the skill or concept being demonstrated.
8. **Providing Guided Training** One of the important stages in direct teaching is the way teachers prepare and carry out “guided training.” Active student involvement in training can increase retention, make learning run smoothly, and enable students to apply concepts/skills to new situations.

According to Kardi and Nur (2000: 35-36) there are several things that need to be considered by teachers in implementing and conducting training.

- Assign students to do short and meaningful exercises
- Provide training to students until they really master the concepts/skills learned
- Be careful of continuous training, training that is carried out continuously over a long period of time can lead to saturation in students, and
- Preparing for the early stages of training, where students may perform skills that are not correct or even wrong without realizing it.

#### 9. **Check understanding and Provide Feedback.**

This stage is sometimes also called the recitation stage, in which the teacher gives some oral or written questions to the students and the teacher responds to the students' answers. This activity is an important aspect of direct teaching because without knowing the results, practice does not provide much benefit to learning.

Various ways that can be done by the teacher in conducting recitations for example verbal feedback, written feedback and written comment feedback.

#### 10. **Provide opportunities for independent practice**

At this stage the teacher gives assignments to students to apply the skills that have just been acquired independently. This activity is carried out privately at home or outside class hours. Some things that need to be considered by teachers in providing independent assignments, namely:

- The assignment given is not a continuation of the learning process, but is a continuation of training for the next learning;
- Teachers should inform parents about their level of involvement in guiding students at home
- Teachers need to provide feedback on the results of assignments given to students at home.

### **Character Of Elementary School Age Children**

#### **Physical or Physical Growth**

1. The physical or physical development of children is very different from one another, even though the children are relatively the same age, even in relatively the same economic conditions. Meanwhile, the growth of children of different races also showed striking differences. This is partly due to differences in nutrition, environment, parental treatment of children, living habits and others.
2. Nutrition and health greatly affect the physical development of children. Lack of nutrition can cause a child's growth to be sluggish, weak and inactive. On the other hand, children who get nutritious food, a supportive environment, parental treatment and good living habits will support the growth and development of children.
3. Sport is also an important factor in the physical growth of children. Children who lack exercise or are not active often suffer from obesity or overweight which can interfere with the child's movement and health.
4. Parents should always pay attention to various kinds of diseases that often suffer from children, for example related to the health of vision (eyes), teeth, heat, and others. Therefore, parents always pay attention to the main needs of their children, including the need for nutrition, health and physical fitness that can be done every day even if it is simple.

#### **Intellectual and Emotional Development**

1. The intellectual development of children is very dependent on various main factors, including nutritional health, physical fitness, relationships and parental guidance. As a result of the disruption of intellectual development, children are less able to think operationally, do not have mental abilities and are less active in socializing and communicating with friends.
2. Emotional development is different from each other because of differences in gender, age, environment, association and fostering parents and teachers at school. Differences in emotional development can also be seen based on race, culture, ethnicity and nation.
3. Emotional development can also be influenced by the presence of anxiety disorders, fear and external factors that are often not known before by a growing child. However, there are often parental actions that often do not affect the child's emotional development. For example, very pampered, too many restrictions because they love their

children too much. However, the attitude of parents who are very strict, like to suppress and always punish the child even if the child makes a trivial mistake can also affect the emotional balance of the child.

4. The treatment of housemates (brothers and sisters), other people who often meet and hang out also plays an important role in the emotional development of children.
5. In overcoming various problems that are often faced by parents and children, parents usually consult with experts, such as pediatricians, psychiatrists, psychologists and so on. With this consultation, parents will be able to carry out child development as well as possible and can avoid anything that can harm or even slow down the child's mental and emotional development.
6. Stress can also be caused by illness, frustration and absence of parents, the economic situation of parents, security and chaos that often arise. Meanwhile, on the part of parents who cause stress to children, parents usually lack parental attention, often get angry and even suffer physical torture, children are told to do something beyond their ability to adapt to the environment, acceptance of the environment and various positive experiences as long as the child does various activities. activity in society.

**Language Development**

Language has developed since children aged 4-5 months. Wise parents always guide their children to learn to speak from simple things to children who have the skills to communicate using language. Therefore, language develops step by step in accordance with the growth of organs in children and the willingness of parents to guide their children. The functions and purposes of speaking include: (a) as a satisfying need, (b) as a tool to attract others, (c) as a tool for fostering social relationships, (d) as a tool for self-evaluation, (e) to be able to influence thoughts and feelings of others, (f) to influence the behavior of others.

The potential of children to speak is supported by several things. Namely: (a) the maturity of the speaking instrument, (b) mental readiness, (c) the existence of a good model for children to emulate, (d) the opportunity to practice, (e) motivation to learn and practice and (f) guidance from parents.

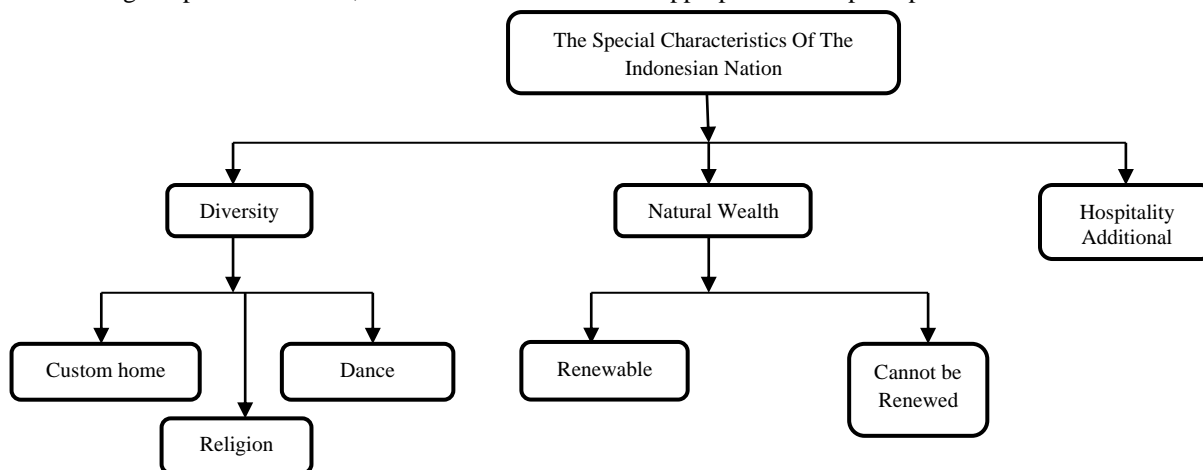
In addition to the various supports, there are also speech development disorders for children, namely: (a) crybaby children, (b) children have difficulty understanding the contents of other people's speech.

**Moral, Social and Attitude Development**

1. Parents are strongly recommended that in addition to providing guidance, they must also teach how children get along in society appropriately, and are required to be good role models for children, develop children's skills in socializing and provide reinforcement through giving gifts to invitees when they do or behave positively.
2. There are various gifts that are often given to children, namely in the form of material and non-material. The gift is given with the intention that in the future the child behaves more positively and can be accepted in the wider community.
3. The functions of gifts for children, among others: (a) have educational value, (b) provide motivation to children, (c) strengthen behavior and (d) provide encouragement for children to do better.
4. The functions of punishment given to children are: (a) a restrictive function, (b) an educational function, (c) as a motivation booster.
5. The conditions for giving punishment are: (a) immediately given, (b) consistent, (c) constructive, (d) impressional, meaning that it is not directed at the child's personality but at his actions, (e) must be accompanied by reasons, (f) as a means of self-control, (g) given at the right place and time.

**D. Concept Maps**

Discussing the problems above, it can be described that the appropriate concept map is:



The Indonesian nation has a lot of diversity, including the diversity of tribes in the region, abundant natural wealth and the nature of hospitality that is famous throughout the world. This diversity must continue to be instilled in students so that they are proud to be Indonesian.

**III. RESEARCH METHODS**

Research is the process of proving a theory (hypothesis) that is proposed to seek scientific answers through literature review, data collection, data management, analysis and inference.

In this study, the authors applied the classroom action research method, in observing the learning process of social interaction.

**A. Research Settings**

1. Determination of Research Location

This classroom action research was carried out in class III SD NEGERI 2 Kendari equipped with supporting facilities for learning activities such as libraries and laboratories.

2. Research time

Research at SD NEGERI 2 Kendari, carried out for 2 months

**B. Research procedure**

The design of classroom action research procedures carried out in this study is a spiral or cycle learning model, according to Stephen Kemmis and MC, Taggaret. With found deficiencies, planning and implementation of improvements can still be in the next cycle until the desired target is achieved.

The Kemmis model design has four stages in each cycle, namely:

- 1) make an action plan,
- 2) carry out the action,
- 3) make observations or observations,
- 4) conduct reflection and evaluation.

The stages of this Class Action Research are:

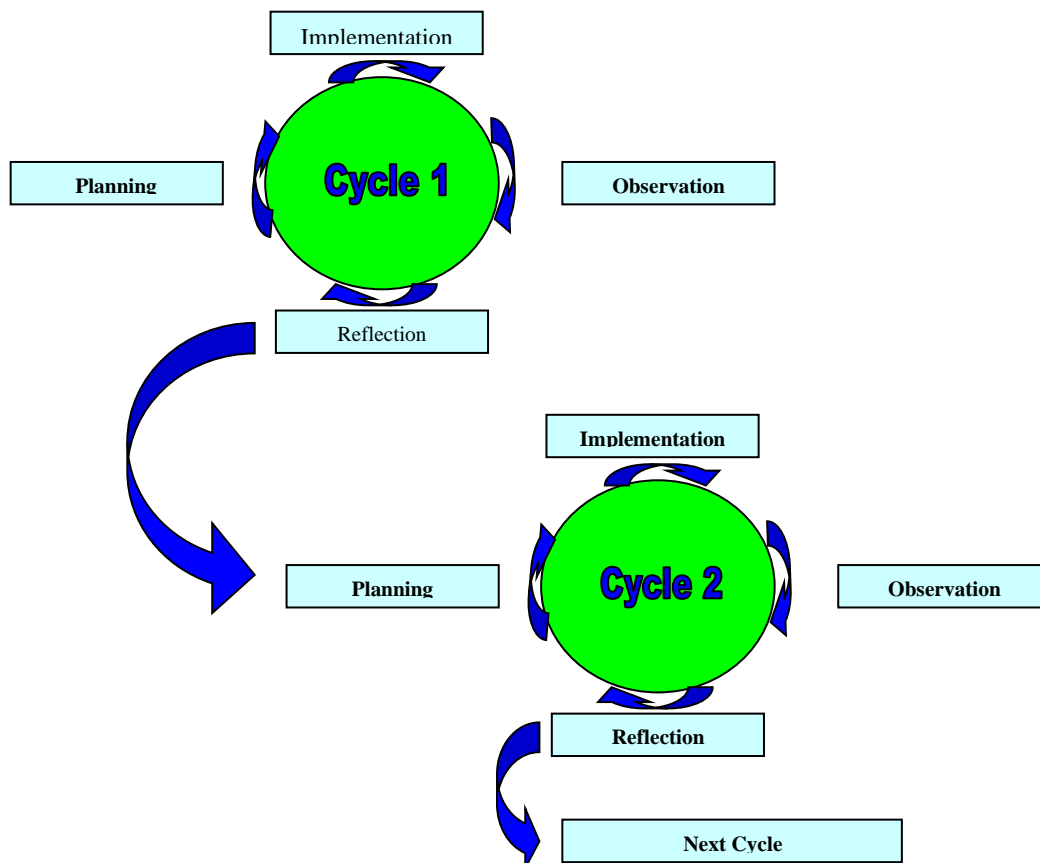
1. Initial Assessment.

Initial interviews with several teachers who act as collaborators to overcome the course of the learning process that received classroom action assessments.

This classroom action research will be carried out in several cycles

Take a look at the Classroom Action Research chart/flow below.

**Classroom Action Research Flow**



## 2. First Cycle Design (1)

### 2.1. Action Planning

- a. Teachers or researchers together with collaborators determine learning materials in accordance with the 2013 Curriculum.
- b. Make a Learning Implementation Plan (RPP) for the implementation of actions in cycle I (RPP attached)
- c. Make an observation format in the learning process consisting of enthusiasm and student activities.
- d. Making student activity sheets
- e. Inform students about the subject matter that will be discussed.
- f. Divide groups based on the discussion learning model, each group consists of six students.
- g. Make a test of learning outcomes.

### 2.2. Action Execution

- a. Carry out apperception
- b. Inform students about the basic competencies and indicators to be achieved.
- c. Presenting subject matter
- d. Holding a test of learning outcomes after the learning process
- e. Do an assessment.

### 2.3. Observation or Observation

Observation records all learning activities from the beginning to the end of learning by giving detailed notes on:

- a. Enthusiastic students during the learning process takes place.
- b. Student activity is in accordance with the existing pictures/formations.

### 2.4. Reflection

- a. The results obtained at the time of observation were collected and analyzed. Similarly, the results of the evaluation in the first cycle.
- b. Draw conclusions related to the indicators of success that have been achieved, as well as record the things that have not been achieved in the first cycle, to be used as a reference for the next cycle.
- c. Make a re-planning for the second cycle.

## 3. Second cycle design

### 3.1. Action planning

- a. Teachers or researchers together with collaborators determine learning materials that are in accordance with the 2013 Curriculum
- b. Make a Learning Implementation Plan (RPP) to carry out the actions in cycle II with a jigsaw strategy in an interactive model.
- c. Make an observation format in the learning process consisting of enthusiasm and student activities.
- d. Making student activity sheets
- e. Inform students of the material to be discussed.
- f. Make a test of learning outcomes.

### 3.2. Action Execution

- a. Carry out apperception
- b. Informing students about basic competencies and indicators to be achieved
- c. Carry out the learning process by setting a jigsaw model by making groups of five people.
- d. Collect all student work and assessment data.
- e. Holding a learning outcome test

### 3.3. Observation or Observation

Observation records all learning activities from the beginning to the end of learning with detailed notes, regarding:

- a. Enthusiastic students during the learning process takes place.
- b. Student activities are in accordance with the existing observation format.
- c. Provide field notes.

### 3.4. Reflection

Based on the results of data analysis and conclusions, the researcher and the collaborators conducted an evaluation, then the researcher gave the opportunity to the collaborators to convey the problems experienced during the learning process.

## 4. Data collection technique

### a. Data source:

The data source of this research is the research object of the third-grade students of SD NEGERI 2 Kendari.

### b. Data Type:

The types of data obtained are quantitative data and qualitative data, which consist of:

1. Study result test
2. Observation sheet / observer
3. Field notes
4. Questionnaire/questionnaire

### c. Data Collection Method:

1. Learning outcomes data obtained by conducting tests on students.



2. Data about the situation of the learning process can be obtained when the action is carried out using slow observation.
3. Data on student responses were obtained when the action was carried out using an attitude scale sheet.
5. Data Analysis Techniques

The data collected were analyzed using quantitative and qualitative values. For qualitative values, it is done by describing the results of observations during the action. As for the quantitative value, it refers to non-education reports which show in the education report book that national education is determined to be as follows:

- a. Values from 8.5 to 10.00 are categorized as high.
- b. Values, 6.5 – 8.4 are categorized as high.
- c. Values, 5.5 – 6.4 are categorized as moderate
- d. Values, 3.5 – 5.4 are categorized as low
- e. Value, 0 – 3.5 categorized to low

#### b. Success Indicator

The indicator of the success of this classroom action research is the increasing interest and speaking ability of students, which is marked by:

- a. At least 75% of students are able to interact with each other well.
- b. At least 75% have an active role in social issues
- c. At least 75% of students are able to solve the problem well.

#### b. Research schedule

The research was conducted at SD NEGERI 2 Kendari. The research process is expected to be completed in 4 months starting from preparing the research proposal to completing the report.

**Table 1. Research Schedule**

No	Th activities 20 1 /2018	Jan	Feb	Mrt	April	May	Jun
1	First Stage: Preparation of research proposal						
	Prepare research proposals		X				
2	Second Stage: Research Writing / Implementation						
	a. Instrumental arrangement			X			
	b. Deploy the instrument			X			
	c. Data analysis and processing				X		
	d. Report writing				X		
	e. Consultation with School Supervisor				X		
3	Third Stage: Final Report						
	a. Final consultation					X	
	b. Report Repair					X	
	c. Report Submission					X	

## IV.RESULTS AND DISCUSSION

### A. Results

After conducting research using the Direct Learning Model on the material Proud to be Indonesian, the following data were obtained:

#### 1. Cycle Research

##### Learning Steps:

##### Cycle I

##### a. Planning Stage:

This research was conducted in SD Negeri 2 Kendari Class III semesters 2. In the first cycle of learning the material is designed proud to be Indonesian. In this cycle the activities that will be carried out are explaining the meaning of the word proud to be Indonesian and providing an understanding of how to make students understand and then students will practice in class as well as to hold group assignments and practice directly in the field.

##### b. Implementation Stage:

##### Initial Activity (5 minutes)

- Fill out the attendance list, pray
- Remind you how to sit properly
- Collect assignments/homework
- Sing according to the theme
- Apperception

##### Core Activities (20 minutes)

- The teacher gives an explanation about the material about being proud to be an Indonesian, the teacher gives a question about the material about being proud to be an Indonesian.
- The teacher puts up a picture or tells a story about being proud to be Indonesian.  
After the lesson is over, students are expected to be able to:
- Knowing the meaning of being proud to be Indonesian

##### End activities

- Make conclusions and any material presented
- Doing post test

- Giving homework/tasks

c. Observation and evaluation stage

After checking the student worksheets, the scores obtained are as shown in the table below:

**Table 2. Citizenship Education Evaluation Results Cycle I**  
**Class/Semester: III/2**

No	Score	Number of Students	Total Value	Percentage			Information
				Not enough	Currently	Well	
1	3	6	18	15.38%	-	-	Score Class Average: $\frac{236}{39} = 6.05$
2	4	4	16	10.26%	-	-	
3	5	5	25	12.82%	-	-	
4	6	8	48	-	20.51%	-	
5	7	5	35	-	12.82%	-	
6	8	7	56	-	-	17.95%	
7	9	2	18	-	-	5.13%	
8	10	2	20	-	-	5.13%	
<b>Amount</b>		39	236	38.46%	33.33%	28.21%	

From the test results above, it shows that students really do not understand the activities of being proud to be Indonesian, where the average acquisition has only reached 50.9. On that basis, the researcher will provide guidance to students whose scores are still below 60, there are 17 and these students must take remedial courses.

d. Reflection Stage

At the reflection stage, it can be seen from the results of the first cycle evaluation that it has not shown satisfactory results because there are 17 students who get a score of less than 60, those who get 60 and above are 18 people so that the average grade of the new class reaches 50.9%.

According to the collaborator teacher's report that the results of observations in the first cycle of the second meeting, were submitted on an attitude scale sheet, the contents of which were as follows:

1. orderliness of students in following the learning process an average of 60%.
2. the activeness of students participating in learning 60%.
3. Cooperation of students in groups 40%.
4. student interaction in learning such as asking or asking questions is still low at 40%.

So comprehensively, it is concluded that learning activities are still low, both regarding the absorption of subject matter and from the aspect of student attitudes.

Thus, it is concluded that the material for being proud to be Indonesian needs to be continued in the second cycle, the teacher conducts remedial activities outside of school hours for students whose scores have not reached the indicators of success.

**Cycle II**

**a. Planning stage**

This research was conducted at SD NEGERI 2 Kendari. In the first cycle, learning is designed with the material being proud to be Indonesian. In this cycle the activities that will be carried out are explaining the meaning of the word proud to be Indonesian and providing an understanding of how to make students understand and then students will practice in class to hold group work as well as divide tasks before direct practice in the field.

**b. Implementation Stage**

Initial activity

- Fill out the attendance list, pray
- Remind you how to sit properly
- Collect assignments/homework
- Sing according to the theme
- Apperception by asking questions from the last meeting.

Core activities

- The teacher explains about being proud to be an Indonesian and explains what activities he does when he is proud to be an Indonesian
- Students are invited to form groups to discuss about being proud to be Indonesian and what to do when activities are held in class.
- After the lesson is over, students are expected to be able to:
  - Explains being proud to be Indonesian
  - Explain what happened when he became an Indonesian

End activities

- Make conclusions and any material presented
- Doing post test
- Giving homework/tasks

**c. Observation/Observation and Evaluation Stage**

- Student work is collected, because the time is enough, then it is corrected by the teacher.
- After correcting the results obtained by students, they are informed to students as in the following table:

**Table 3. Evaluation Results: Citizenship Education**  
**Class/semester: III/2**  
**Cycle: II**

No	Score	Number of Students	Total Value	Percentage			Information -
				Not enough	Currently	Well	
1	3	1	3	2.56%	-	-	Grade Average: $\frac{262}{39}=6.71$
2	4	5	20	12.82%	-	-	
3	5	3	15	7.69%	-	-	
4	6	8	48	-	21.51%	-	
5	7	7	49	-	17.95%	-	
6	8	10	80	-	-	25.64%	
7	9	3	27	-	-	7.69%	
8	10	2	20	-	-	5.13%	
<b>Amount</b>		39	272	23.07%	38.46%	38.46%	

a. Reflection Stage

From the results of the evaluation of the second cycle, it has not shown satisfactory results because there are 15 students who get a score of less than 60, those who get 60 and above are 20 people so that the average value of the new class reaches 56.6%.

According to the collaborator teacher's report that the results of observations in cycle II, were submitted on an attitude scale sheet, the contents of which were as follows:

1. The orderliness of students in participating in the learning process is an average of 60%.
2. The activeness of students participating in learning is 60%.
3. Cooperation of students in groups 40%.
4. Student interaction in learning such as asking or asking questions is still low at 40%.

So comprehensively, it is concluded that learning activities are still low, both regarding the absorption of subject matter and from the aspect of student attitudes.

Thus, it is concluded that the material for the immediate environment needs to be continued in the second cycle, the teacher conducts remedial activities outside of school hours for students whose scores have not yet reached the indicators of success.

Based on the analysis of the results of the second cycle evaluation, students' abilities are still low. Students who score less than 60 need to be given special remedial outside class hours. The average value is also still low, namely 56.6

Based on observations by collaborating teachers, that students have not been maximally involved in participating in the KBM process, so that the information on the results of the observations is reported as follows:

1. Student discipline in following the learning process is still low. Seriousness in following the learning process has not been serious. By observers rated 60%.
2. Student activity is still low, they even tend to play around or like to disturb friends. The activeness of students by observers was noticed during the learning process an average of 40%.
3. Punctuality during carrying out the task is neglected so much that the observer gives a score of 60%.
4. Interaction between students or between students and teachers such as asking, answering questions, responding to get a score of 60%

So, it was concluded that the learning material about the worst environment was not satisfactory in the first cycle. So, it was necessary to continue in the second cycle.

**Learning Steps:**

**Cycle III**

**a. Planning Stage**

This research was conducted at SD NEGERI 2 Kendari in the third semester of 2nd semester. In the third cycle, learning was designed with the material being proud to be Indonesian. In this cycle, the activities that will be carried out are where and when to be proud to be an Indonesian can occur.

**b. Implementation Stage**

Initial activity

- Fill out the attendance list, pray
- Remind you how to sit properly
- Collect assignments/homework
- Sing according to the theme
- Apperception

Core Activities (20 minutes)

- The teacher forms a study group consisting of 5 students in each group.
- The teacher gives material about where and when to be proud to be Indonesian

Final Activity (5 minutes)

- Make conclusions and any material presented
- Doing post test
- Giving homework/tasks

**c. Observation/Observation and Evaluation Stage**

- Student work is collected, because the time is enough, then it is corrected by the teacher.
- After correcting the results obtained by students, they are informed to students as in the following table:

**Table 4. Evaluation Results: Citizenship Education**  
**Class/semester: III/2**  
**Cycle: III**

No	Score	Number of Students	Total Value	Percentage			Information
				Not enough	Currently	Well	
1	3	-	-	-	-	-	Grade Average: $\frac{298}{39} = 7.64$
2	4	4	16	10.26%	-	-	
3	5	1	5	2.5%	-	-	
4	6	4	24	-	10.26%	-	
5	7	7	49	-	17.95%	-	
6	8	10	80	-	-	25.64%	
7	9	6	54	-	-	15.38%	
8	10	7	70	-	-	17.95%	
<b>Amount</b>		39	298	12.82%	28.21%	58.97%	

**d. Reflection Stage**

From the results of the third cycle evaluation, it has not shown satisfactory results because there are 4 students who get a score of less than 60, those who get 60 and above are 35 people so that the average value of the new class reaches 76.4%.

According to the collaborator teacher's report that the results of observations in cycle III, were submitted on an attitude scale sheet, the contents of which were as follows:

1. The orderliness of students in participating in the learning process is an average of 80%.
2. The activeness of students participating in learning is 74%.
3. Student cooperation in groups of 80%.
4. Student interaction in learning such as asking or asking questions is still low at 80%.

So comprehensively, it is concluded that learning activities are still low, both regarding the absorption of subject matter and from the aspect of student attitudes.

Thus, it is concluded that the closest environmental material needs to be continued in the third cycle, the teacher conducts remedial activities outside of school hours for students whose scores have not reached the indicators of success.

Based on the analysis of the results of the second cycle evaluation, students' abilities are still low. Students who score less than 60 need to be given special remedial outside class hours. The average score is also still low, which is 76.4 and for students whose scores are still lacking, they must take remedial measures.

Based on observations by collaborating teachers, that students have not been maximally involved in participating in the KBM process, so that the information on the results of the observations is reported as follows:

1. Student discipline in following the learning process increases. Seriousness in following the maximum learning process. By observers rated 80%.
2. Student activity increases, even tends to play or like to interfere with friends decreases. The activeness of students by observers was noticed during the learning process an average of 74%.
3. Punctuality during carrying out the task was neglected so that the observer gave a score of 80%.
4. Interaction between students or between students and teachers such as asking, answering questions, responding to get a score of 80%

So, it was concluded that the learning material about the worst environment was not satisfactory in the first cycle. So, it was necessary to continue in the second cycle.

The results of the students at the time of taking the test and improvement of cycles I, II and II. With the changes, the results of the third cycle are very satisfactory, this is a table of values as follows:

**B. Data Processing Results**

After conducting research actions for 3 times the learning improvement cycle in Citizenship Education is as follows:

**Table 5. Cycle I average value of Citizenship Education**

No	Score	Number of Students	Total Value	Percentage			Information
				Not enough	Currently	Well	
1	3	6	18	15.38%	-	-	Score Class Average: $\frac{236}{39} = 6.05$
2	4	4	16	10.26%	-	-	
3	5	5	25	12.82%	-	-	
4	6	8	48	-	20.51%	-	
5	7	5	35	-	12.82%	-	
6	8	7	56	-	-	17.95%	
7	9	2	18	-	-	5.13%	
8	10	2	20	-	-	5.13%	
<b>Amount</b>		39	236	38.46%	33.33%	28.21%	

The data above is known that the test results contained in the first cycle on average grade 6.50 for Citizenship Education subjects. There are 6 children who get a score of 3, there are 4 people who get a value of 4, a value of 5 has 5 people, a score of 6 has 8 people, a score of 7 has 5 people, a score of 8 has 7 people, a value of 9 has 2 people and a score of 10 has 2 people. This shows that 38.46% of students are still lacking in Citizenship Education subjects. And students who are somewhat able to understand the material there are 33.33% meaning students who are able to understand the material by answering questions correctly are only 28.21%.

**Table 6. Cycle II the average value of Citizenship Education lessons**

No	Score	Number of Students	Total Value	Percentage			Information -
				Not enough	Currently	Well	
1	3	1	3	2.56%	-	-	Grade Average: $\frac{262}{39}=6.71$
2	4	5	20	12.82%	-	-	
3	5	3	15	7.69%	-	-	
4	6	8	48	-	21.51%	-	
5	7	7	49	-	17.95%	-	
6	8	10	80	-	-	25.64%	
7	9	3	27	-	-	7.69%	
8	10	2	20	-	-	5.13%	
<b>Amount</b>		39	272	23.07%	38.46%	38.46%	

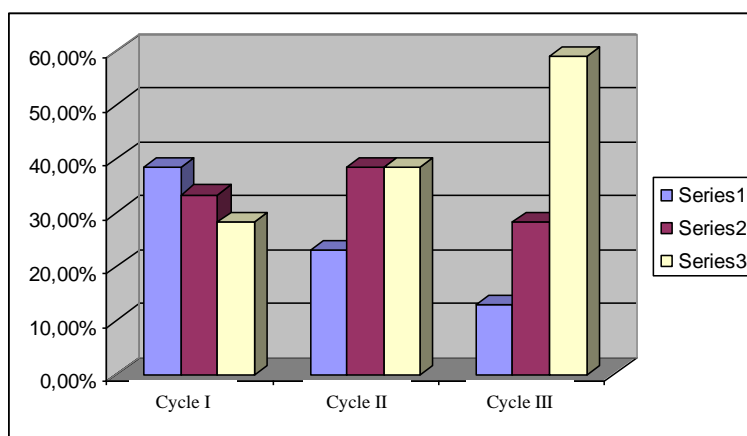
The data in cycle II there is a change in the value of the subject of Citizenship Education, the average value reaches 6.71, this is still below the standard. There are 1 person for 3, 5 for 4, 3 for 5, 8 for 6, 7 for 7, 10 for 8, 3 for 9 and 2 for 10. This shows that children who are lacking in lessons are 23.07% while those who are somewhat able to understand the material 3 are 8.46% and those who are able to understand the material are 38.46%.

**Table 6. Cycle III the average value of Citizenship Education lessons**

No	Score	Number of Students	Total Value	Percentage			Information
				Not enough	Currently	Well	
1	3	-	-	-	-	-	Grade Average: $\frac{298}{39} = 7.64$
2	4	4	16	10.26%	-	-	
3	5	1	5	2.5%	-	-	
4	6	4	24	-	10.26%	-	
5	7	7	49	-	17.95%	-	
6	8	10	80	-	-	25.64%	
7	9	6	54	-	-	15.38%	
8	10	7	70	-	-	17.95%	
<b>Amount</b>		39	298	12.82%	28.21%	58.97%	

From the data obtained in the third cycle, changes in the subjects of Citizenship Education, namely the average class experienced an encouraging increase of 7.64. There are 4 students who got 4 points, 1 person scored 5, 4 students got 6 points, 7 students scored 7 students, 10 students scored 8, 6 students scored 9 and 10 students scored 7 students. There are 12.82% of children who do not understand the material and 28.21% of children who have mastered the subject matter, while 58.97% of children who have mastered the subject of Citizenship Education.

**Three Cycles of Learning Improvement on Citizenship Education Subjects**



**C. Discussion of Each Cycle**

The implementation of classroom action research is carried out in 3 cycles. In the implementation of the cycle, researchers (teachers) were improved and assisted by peers as observers, observed teaching methods and collected data using observation sheets. The activities carried out in each learning improvement cycle were as follows:

1. Preliminary activities

The activity begins with ideas in the form of expectations to be achieved in improving learning. This stage is held with questions and answers and aims to measure the extent to which students have mastered the subject matter to be delivered by linking the previous subject matter.



2. The activities of Cycle I – III for Citizenship Education Subjects are:

### Cycle I:

In this cycle the teaching materials are: Telling experiences

#### a. Planning Stage

Before taking action, the researcher arranges:

1. Lesson Plan
2. Make a pre-test and post-test

The planned action is to focus interest and attention with the lecture method, question and answer and assignments without using any props or media.

#### b. Implementation Stage

In the implementation action, the researcher conducted Citizenship Education learning about telling experiences according to the plan at the beginning of the lesson the teacher conditions the class. Then do apperception by asking questions to *students*, in this activity the teacher explains the lesson without any media. At the end of the lesson, the teacher gives test questions to evaluate the results, corrected and analyzed for changes.

#### c. Observation and Evaluation Stage

Observations were made by peers during the teaching and learning process. The results are recorded as input and research material for researchers.

#### d. Reflection

All the findings of the results are used as material and guidelines for the next cycle steps. If in this cycle the results are still not encouraging, it will be corrected in the next cycle.

### Cycle II

The subject matter in the Cycle is an activity to be proud to be Indonesian

#### a. Planning Stage

Based on the results of the implementation in this cycle the researchers compiled:

1. Lesson Plan
2. Make a preliminary test and a final test

In this cycle, the action taken is to use media images made by the teacher on the blackboard, at the beginning of the lesson the teacher conditions the children, then gives apperception to motivate students. In the activity the researcher explained the lesson using pictures made on the blackboard. At the end of the lesson, the teacher gives a question sheet that students will work on. Then the researcher corrected and analyzed the students' test results.

#### b. Implementation Stage

In the implementation activities, the researcher conducted learning about at the beginning of the lesson the researcher conditioned the class, then did apperception and explained the lesson using picture media that was done by the teacher on the blackboard. At the end of the lesson the researcher gave a test. After completion of student work corrected and analyzed to determine the extent of student interest in the material.

#### c. Observation and Evaluation Stage

Observations were made by peers, during the teaching and learning process the friend recorded the hash of his observations both teacher and student activities.

#### d. Reflection

All findings obtained by the observer are interpreted and used as a guide to determine improvement steps in the next cycle.

### Cycle III

The improved lessons are Citizenship Education subjects with the subject/material: telling experiences

#### a. Planning Stage

Based on the results of the implementation of this cycle of learning, the researchers compiled.

1. Lesson Plan
2. Make a preliminary test and a final test.

In this cycle the learning action is planned using more concrete media, in addition to image media. Students are invited to pay attention to the map of Indonesia by showing the boundaries of the sea. Indonesian sea area and designates the boundaries of the Indonesian territorial sea as seen from the baseline towards the high seas with an explanation of pictures of the coast and the sea.

#### b. Implementation Stage

In the implementation activities, the researchers carried out Citizenship Education learning about changes in the Indonesian territorial area by using media according to the plan at the beginning of the study, the researchers conditioned the class and then did apperception to motivate students' interest in learning.

In this activity, the researcher explains the subject matter using appropriate learning media by involving students to come forward to talk about their experiences, at the end of the lesson students are given a question sheet to work on. After the researcher finished, correcting and analyzing student work, it turned out that the results achieved were very satisfying.

#### c. Observation and Evaluation Stage

Observations were made by peers during the learning process, the friend took notes and provided input about the activities of teachers and students during the learning process.

#### d. Reflection

Over the findings made by the observers discussed and interpreted. The conclusion is that the implementation of learning and using media that are in accordance with the material turns out to be better, students are more active in learning activities, the interest in learning about learning materials is getting better, thus the research objectives are achieved.

Discussion Citizenship Education learning research activities in class III SD Negeri 2 Kendari in three times meeting each meeting of the length of 1 x 35 minutes the results presented as follows:  
Implementation of Citizenship Education learning held at SD Negeri 2 Kendari.

#### Cycle I

Citizenship Education learning activities are carried out as follows:

- a. The activities of teachers during the learning process of Citizenship Education still mostly use the lecture and question and answer method.
- b. The media used is only a picture on the blackboard, so it does not attract students' interest. Students just silently listen to the teacher's explanation without a reaction to ask questions.
- c. The learning outcomes achieved in the first cycle of the learning process are still low with an average value of 6.05 this is because in learning only use media that are less attractive.

#### Cycle II

This cycle activity is carried out as follows:

- a. In this learning processes the teacher is more creative, the teacher chooses media that is in accordance with the material being studied with pictures in the form of pictures of their own experiences (zoo tours). Here students feel interested in learning the material presented by the teacher.
- b. Students are challenged to be actively involved in the learning process presented by the teacher. Students learn more, ask, seek and strive to show pictures board.
- c. Student learning outcomes in the second cycle of learning activities in Citizenship Education lessons there is an increase in the average score achieved by students, namely 6.71.

#### Cycle III

- a. In this activity the teacher acts as a motivator, the teacher provides the widest possible for students to try more and be actively involved in the learning process. Teachers try to make learning activities really directed and can achieve goals as optimally as possible.
- b. In the learning process, the conducive classroom conditions really become fun so that student learning outcomes increase.
- c. The results achieved in cycle III are very satisfying because the teacher does a variety of learning. The media used attracts students' interest in learning so that the value achieved in the learning process reaches an average value of 7.64.

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

Based on the discussion of the results of the research that has been carried out, it can be concluded that by using *the Direct Instruction Model* students are more active in learning this Citizenship Education material. Students can find and answer the problem in question well, because they have remembered what they have learned.

*The Model l Direct Instruction*, Approach requires the teacher's ability to plan, implement and evaluate/reflect. Planning is an activity to plan learning, academic exploration, preparation of learning tools/materials. Implementation includes the implementation of the learning process, observations by peers or experts, and evaluation is an assessment activity, or reflection with the team, comments, and discussions.

Learning with *the Direct Instruction Model* begins by posing this problem for students according to their experience and level of knowledge so that students are involved in meaningful learning, the problems proposed are in accordance with the objectives to be achieved, students develop informal symbolic models for the problems/problems posed using interactive production and construction of learning, and linking learning activities with other topics/discussions, because learning activities require complex knowledge.

The *Direct Instruction* model is proven to improve student learning outcomes in creative writing. The data obtained in this study are: the first cycle of the PBI study of students reached 66.67%, the acquisition of post-test was 55.17%. The second cycle of the PBI study of students reached 76.19% while the post-test was 62.07%. The results obtained have met the success criteria set at the beginning of the study. Thus, based on the discussion of the results of the research that has been carried out, it can be concluded:

1. *The Direct Instruction model* can improve the quality of the Citizenship Education learning process as indicated by the increase in Citizenship Education learning outcomes tests about Pride as Indonesian Children
2. There is a relationship between learning success and the achievement of learning operational steps designed in classroom action research conducted by researchers.

### B. Suggestion

After knowing the importance of applying the direct learning model (*Direct Instruction Model*) to improve the quality of Civic Education learning, the authors suggest:

## 1. For school

Schools as a means/container in developing various kinds of basic abilities of students must provide the widest opportunity in implementing students' experiences and knowledge in accordance with the level of cognitive, physical, social development. Provide convenience in providing educational services and facilitate relevant media/tools.

## 2. For teachers/educators

Teachers as the spearhead of education in an effort to educate the nation should not sit idly by, must move, explore and continuously try to study the concepts of Citizenship Education the relationship or linkage or linkage of teaching materials / subject matter with real problems in everyday life, teachers Educators must be creative in compiling and applying contextual teaching materials so that students' understanding of abstract Citizenship Education concepts can be realized in simple, communicative, practical, and safe learning for students. Teachers must be able to collaborate between teachers, researchers to realize quality learning.

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