INCREASE PERFORMANCE OF CIVIC EDUCATION THROUGH SCRAMBLE FOR STUDENT CLASS V SDN 1 KEDIRI

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Article Information	ABSTRACT
	This research aims to know the enhancement performance Study student on eye lesson PPKn use model Scramble learning for class V students at SD Negeri Tangga 1. Study held in Subdistrict Gesi, Regency Sragen, Province Java Middle. Study This is Study Classroom Action (PTK) uses the scramble learning model with do stages planning, action, observation/observation, reflection. Subject study this is student class V of SD Negeri Tanggan 1 for the 2022/2023 academic year. Technique collecting data by observation, tests, and documentation. Analysis data use formula percentage. The research results show an increase in learning achievement. There is enhancement on mark average student from 62.78 on implementation pre cycle become 71.78 on cycle I. And There is enhancement return become 81.64 on cycle II. Ascension the Also happen on amount student Which value sufficient Criteria Completeness Minimum (KKM) ie ≥75. In pre cycle only There is One student (7.14%) Which fulfil KKM. Then to eight students (57.14%) Increase in cycle I. And in cycle II to 12 students who met the KKM or 85.71% of all students. So with these results, this research can reach target with exists more from 75% student Which obtain mark in accordance with the KKM ie ≥75. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

Education is an important factor in development a nation. Education necessary for humans as a means of self-development. Improving the quality of education must start from lower. Basic education is the first foundation for all subsequent levels of schooling. When we Talking about education, we cannot leave out the discussion about learning. According to Hamalik (2011:3), education is something process Which aim influence participant educate For adapt self with his environment as fully as possible and brings about changes in himself that make it possible works in life social.

In scope education Certain There is A curriculum. In Indonesia has experience change curriculum several times. At SD Negeri Tanggan 1 Gesi District, Sragen Regency, Central Java currently still using the 2013 curriculum, here students are expected to be creative, innovative, fast thinkers, and sensitive. Apart from that, students are trained to develop their own courage. Then you can train deep logical skills solve problem.

Curriculum 2013 make learning more centered on student And No Again centered on Teacher. In contrast, learning is more interactive and student-centered. The 2013 curriculum requires students to participate actively in the learning process. Apart from that, it is hoped that the teacher will act as a facilitator learning, having skills in planning learning so that student can solve contextual problems and real world situations. Because previous learning was too broad, too much material taught. Material notification is only

an informational activity; the teacher only provides information to students without considering whether they understand it or not. This curriculum is mandatory Teacher For understand completely students, different with curriculum 2013.

In role they as educator, role Teacher very important in reach objective education. Teachers not only teach material in class but also shape the character of their students. Students consider the learning process is fun. This means choosing a learning model that suits the conditions education and material presented. Teachers must also do their best work. According to the Law Invite Republic Indonesia Year 2005 No. 14, task main educator professional is educate, teach, teaching, and teaching early childhood through formal education, basic education, and education. School intermediate, training, evaluation Teacher can increase quality teaching in class with perform that role. Achieving the three competencies above is related to the quality of classroom teaching. Teacher performance can also influence student achievement. Nye, Konstantopoloulos, and Hedges are in favor this statement (4 Supriyadi, 2014) and concludes namely The teacher's impact on student learning outcomes is real and important. In their capacity as teachers, they are responsible for providing knowledge to their students during the learning process. Sugiant (2009) also said that's it a teacher's professionalism does not lie in the ability to accumulate knowledge, but in the ability to make learning interesting and meaningful for students. Thus, teachers must innovate in the learning process in the classroom. The use of learning models is one among innovations that should implemented by Teacher.

From observation Which has held For student class V in elementary school Country Hand 1 Subdistrict Gesi, Sragen Regency, Central Java shows that in the PPKn learning process, students are required to take notes material, fill in sheet Work, And answer question Which prepared by Teacher. Activity the No allows students to think critically and creatively in line with the objectives of Civics learning. Eye Civics lessons, on the other hand, require a thorough understanding of the material due to learning abilities student Which wide. By Because That, student must given chance To use use model learning other in process activity learning PPKn. Based on observation in class V elementary school Country Hand 1, lack of Facilities and infrastructure in schools are one of the contributing factors in providing a learning Which comparable with development era Which more advanced. Besides it's a student Which Having different backgrounds means teachers must have a way to achieve learning going well. Minimum Completion Criteria (KKM) in PPKn subjects in State Elementary Schools Tangan 1 is 75. Student learning achievement, especially in class V at SD Negeri Tangan 1 in the eyes PPKn lessons are still low because there are still many who get grades below the Completion Criteria Minimum (KKM). This happened due to several factors, one of which was non-implementation other learning models so that when learning students feel bored and find it difficult to understand material received. The learning model that students receive is only a one-way learning model, Where less students role active moment implementation learning.

Based on data Which got , between student Which get value between 71 until 80 exist 1 student with level completeness (percentage) 7.14% And mark average 73. For student with mark 61 until 70 there is 8 student with level completeness (percentage) 57.14% And mark average 68. Student with mark 51 until 60 there is 2 student with level completeness (percentage) 14.28% And mark average 60. Student with mark 41 until 50 there 2 students with level completeness (percentage) 14.28% And mark average 49.5. As well as student with mark 40 to lower there is 1 student with levels completeness (percentage) 7.14% And mark average 40. From 14 student the, There is 1 student Which complete And 13 student Which other Not yet reach completeness. Several constraint Which experienced student so that make mark PPKn low that is with say other, student Not yet capable control eye lesson PPKn with maximum. For Study PPKn, student using an interesting learning model. PPKn also contains necessary words, terms and explanations known by students. Students must have a good understanding of the material they study, no just note down the material, fill in the Student Worksheet, and answer questions from the teacher. Next, students No focus during process learning Because condition class Which crowded. By Because That, on moment To analyze these problems, students must be given the opportunity to use learning models other. Another learning model that is suitable for improving the PPKn learning activity process in Class V of SD Negeri Tangan 1 Gesi District, Sragen Regency, Central Java is the use of models learning scramble .

Researcher choose model learning that is model learning scramble Because Already proven can improve student learning achievement. One of them is relevant research in the research journal Nur Khamim, SD Negeri Doko Ngasem, Kediri entitled "Increasing Student Learning Achievement Using Scramble Type Cooperative learning model in Theme 1 Subtheme 2 Growth and Development Man Student Class III elementary school Country Doc Gasp Regency Kediri year Lesson 2021/2022" concluded that the research could increasing student learning achievement in Theme 1 Subtheme 2 Growth And Development Man student class III in elementary school Country Doc Sigh, Kediri can increase seen from performance Study student Which experience enhancement from cycle I to cycle II to cycle III. Presentation completeness in cycle I is 52%, the percentage of completeness in cycle II is 72% and the percentage of completeness in cycle III reaches 93%.

According to John M. Echols and Hassan Shadily (505), the word scramble, which comes from English, means fight, seize, and struggle. In the scramble learning model, students are asked to Find answers in the correct order using randomly selected letters or words. By using this model, the classroom environment will become interesting for students during learning taking place. Problems faced by students and PPKn learning achievement in Class V of SD Negeri Tanggan 1, Subdistrict Gesi, Regency Sragen, Java Middle, can identified from background behind in on. By Because Therefore, researchers used Classroom Action Research with the title "Efforts to Improve Learning Achievement PPKn with the Scramble Learning Model for Class V Students of SDN Tangan 1," to do additional research.

2.   METHOD

Method study use Study Action Class (PTK). Method study action class in the form of a spiral that is interconnected from one cycle to the next (Kemmis & Mc. Taggart, 1999: 11). Study This held in School Base Country Hand 1 Which located in Village Jatisari, Subdistrict Gesi, Regency Sragen, Central Java. Subject of this research that is fifth grade students in the academic year 2022/2023. There were 14 students consisting of 6 male students and 8 female students. Research is carried out directly (offline) with research steps, namely planning, action, and reflection.

Observation, testing and documentation are used as data collection methods. Observation What is done is systematic observation and recording to see the teacher's activities during the process teaching by applying the scramble learning model . During the observation, the researcher made a sheet observation. Sheet observation is sheet format field Which used For observation. Sheet the To use review teacher activities during the teaching and learning process in the classroom using the learning model scramble . Then the test is carried out before carrying out the action (pre-test) and after the action at the end cycle (post-test). Assessment in the form of student achievement test questions is used to find out how much Good student understand What Which has he studied during follow class PPKn with use model scramble learning . The exam method used is a multiple choice test with thirty questions consists from four question choice double a, b, c, And d. After That, instrument And grille made in accordance with 2013 curriculum, and questions adapted to it. To explain the need researchers throughout the process observation, documentation Also required.

Data analysis uses two methods, namely analysis of observation results and analysis of test results. Data The observation results are analyzed by describing the obstacles that arise in the implementation of learning. The acquisition score is made into a percentage and then qualified to measure the extent of learning activities achieved in learning using the scramble learning model . Data analysis results on the sheet observation explained in a way descriptive For every the cycle.

According to the characteristics of action research, success This research is marked by a change to direction repair in performance Study student. Furthermore, elementary school Country Hand 1 set Criteria Minimum Completeness (KKM) 75. Students are considered successful when they achieve a score of 75 or higher. Learning using the scramble model can be considered to increase the PPKn learning achievement of class V students elementary school Country Hand 1 If at least 75% students achieve mark 75 or higher.

3.   RESULT AND DISCUSSION

In observation activities, the activities carried out by students in class are still focused on the teacher and activities This makes students less active and enthusiastic because they only listen to the teacher's explanation of the material and just do assignments so that learning achievement, especially in Civics subjects, is still good is classified as low because many get scores below the Minimum Completion Criteria (KKM). With the scramble learning model , it can improve student learning achievement in subjects PPKn for fifth grade students at SD Negeri Tanggan 1. So that the learning model, namely scramble, can be applied be a solution to improve student learning achievement because this learning model creates Students become active and can think critically. The learning used is through the learning model Scramble can be used by teachers to design or plan learning according to objectives Education. This is in line with Trianto (2010:15) who explains that the learning model is: means or pattern Which used as guidelines in planning learning in class.

According to Huda (2013:303) the scramble learning model is a learning model that can be used requires students to answer questions by quickly guessing the answer to the question that has already been asked available but still in random condition. This scramble learning model is implemented in class V of elementary school Country Hand 1 Which amount 14 student For eye lesson PPKn. Activity learning has carried out in accordance with the stages, namely planning, action, observation, reflection. Model Learning is structured according to the learning approach and objectives to be achieved. That matter in line with Arends (Trianto, 2006:54) who explains that learning models are influenced by approach learning Which chosen, as well as factors like objective teaching, steps activity learning, environment learning, and management class.

Based on the results of observations of research carried out in class V of SD Negeri Tanggan 1 on learning PPKn with use model learning scramble in cycle I meeting First there are still problems. This obstacle is that there are still students who are less conducive when carrying out discussions because students are too enthusiastic and want to express their own opinions. However, there are obstacles This problem was corrected and resolved in the first cycle of the second meeting. After completing the research in cycle I Not yet reach target Because Still there is Lots student Which obtain mark in lower Criteria Minimum completeness (KKM), then continued with cycle II. In cycle II the research was carried out with fluent. All students can have good and conducive discussions. At each meeting in each cycle, Students are given rewards for groups that successfully answer questions correctly and on time. Then at the end of the cycle, students are given rewards in the form of a star. On research there is a test used to measure students' abilities in each cycle. This test was carried out at the beginning giving action (pre-test) and after giving action at the end of each learning cycle (post-test). Because there are two meetings in each cycle, the pretest is given at the beginning before the action is taken meeting First and posttest given after administration Action on meeting second.

The research that was carried out in class V of SD Negeri Tanggan 1 was carried out well and fluent. Study the done For II cycle And every One cycle there is two meeting. From this research increased the average score and the percentage of students who reached the KKM (≥75) in Civics subjects increased after the implementation of pre-cycle actions to cycle I. The following is the table comparison results test pre-cycle students And cycle I:

Research in class V of SD Negeri Tanggan 1 was carried out well and smoothly. This study was carried out for two cycles, with two meetings in each cycle. The research results show that research This increases the average score and the percentage of students who reach the KKM (≥75) in points lesson PPKn after implemented it action pre cycle to cycle I.

In the pre-cycle There was only 1 student who completed with a percentage of 7.14% to 8 students with a percentage of 57.14% in cycle I. Students who have not completed the pre-cycle are 13 students with a percentage of 92.85% to 6 students with a percentage of 42.85% in cycle I. Meanwhile, the average score in the pre-cycle was 62.64 increased to 71.78 in cycle I. The increase in learning achievement in pre-cycle and cycle I can be seen on diagram.
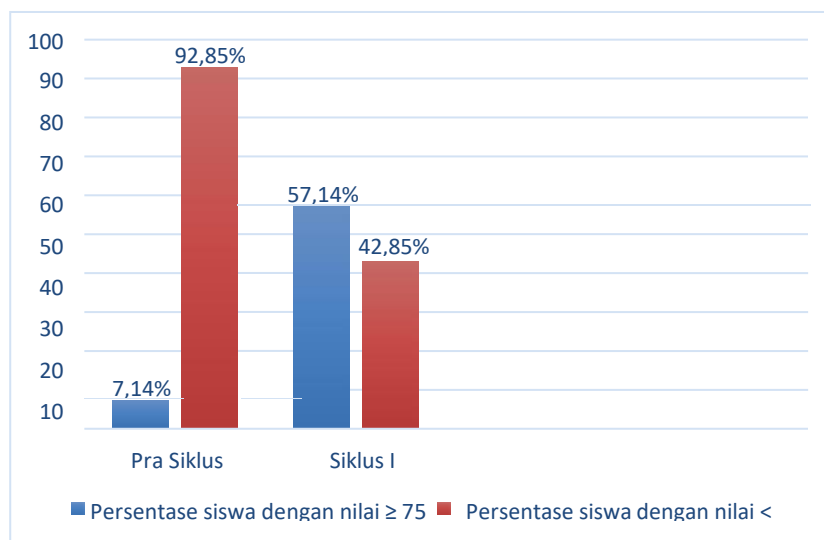
Picture 1. Diagrams comparison mark pre cycle And cycle I

However on cycle I Not yet fulfil criteria success so that researcher carry out cycle II. After the implementation of cycle II the average score of class V students in Civics subjects increased. On The implementation of the first cycle of students who completed there were 8 students with a percentage of 57.14% to 12 students with percentage 85.71% in cycle II. Meanwhile, the average value in cycle I was 71.78 to 81.64 in cycle II.

This shows that the scramble learning model can provide improvement student learning achievements, especially in Civics subjects in class V of SD Negeri Tanggan 1. In accordance with opinion (Trianto: 2009) namely that the achievement of learning targets can be seen from the level of success in learning process learning. With achieving targets on learning then teacher succeed teach.

Learning carried out using the scramble learning model can make students become more active Again. Matter This in accordance with opinion Suhani (Asih, 2013:33) Which state that model Scrambled

learning has the goal of effective learning for students. Pedagogical effect of The scramble learning model means students become active, dare to speak, and are more active in giving his opinion. In carrying out research, the learning process shows that students are more active and feel challenged by the scramble learning model . In addition, students can work together with group friends for discuss and put forward opinion

The results of the research show that the scramble learning model , which is used in class V elementary school Negeri Tanggan 1, can improve student learning achievement. This model can be used as a model learning activities in the classroom that are appropriate to the student's environment. The scramble learning model is Wrong One model learning Which can help understanding And liveliness student. With use scamble learning model , students can focus on working together and be active in solving problems, namely compose a word or sentence that has previously been scrambled for answers. According to opinion Kawuryan (2014:32) states that the scramble learning model will attract students' attention who likes challenges. This exercise will focus on the key terms introduced. With models Scramble learning students will practice working together with their group, apart from that they can also increase flavor not quite enough answer For finish task Which given by Teacher. Besides That, model. This learning can be used to improve student learning achievement in Civics subjects. This will ensure that students gain a better understanding of the material and can achieve learning objectives.

4. CONCLUSION

From results study discussion can concluded that performance Study student on eye lesson PPKn can improve because it uses the scramble learning model . Implement the steps The scramble learning model as a whole proves that it is in the form of planning, action, observation/observation, and reflection. So that student learning achievement can increase in subjects PPKn class V elementary school Country Hand 1. Matter This proven with mark Which increase that is mark average student in the pre-cycle implementation it was 62.78, increased in cycle I to 71.78 and increased again in cycle II namely to 81.64. This increase also occurred in the number of students whose scores met the criteria Minimum Completeness (KKM) is ≥75. In the pre-cycle there was only 1 student who met the Completion Criteria Minimum (KKM) or 7.14% increased in cycle I to 8 students who met the Completion Criteria Minimum (KKM) or 57.14% and increased again in cycle II to 12 students who met Minimum Completion Criteria (KKM) or 85.71% of all students. So with these results the target What you want to achieve in this research can be achieved by having students who get appropriate grades with Minimum Completion Criteria (KKM) namely ≥75 for more than 75% of students. This increase occurred Because use model learning scramble in implementation of learning.

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