

# Development Teacher And Method For Improving Pancasila and Civic Education (PCE)

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**Abstract.** Study this more focus highlight results study student on eye student an Civics . the results of the pre-research, it is obtained at form of; method frequent learning used by teacher is method conventional in the form of lecture , question and answer , discussion. What students have learned is not applied to everyday life, be it at school, at home, in the family, or in the community where they live. Average result \_ study civics student class VI yet fulfil KKM value that has been determined school . the based results study, the interpretation of data and research facts is obtained as follows ; with a total of 26 students, in class IV C in the 2018/2019 academic year with a KKM of 75 which has been carried out 5 times on Monday and Wednesday, namely 1,5,7, 19,21, February 2018. The results obtained in the pre-cycle, namely 1 77 2 , the average grade is 68 , 15 , the first cycle is 1 900.89, the average grade is 73 .11, the second cycle is 2230.00, the average grade is 8 5 , 77 Then the lowest value there is a value of 50, although it is far from the KKM value, but this value can be supported by the highest score of 100, Furthermore, in the second cycle, 25 students completed the KKM, with a percentage above the KKM at 96% and 1 student incomplete with a percentage below the KKM at 4 %.

**Keywords:** Student Centered Learning , Civics, elementary school, development teacher method model.

## 1 Introduction

Professional development for teacher educators must recognize and account for how aspects of our pedagogies often run counter to institutional, managerial, and bureaucratic demands. We need professional development that nurtures our minds, hearts, and spirits, and that is congruent with our values. [1]. Like other scholars ( Marullo and Edwards, 2000; Wang and Jackson, 2005), we view contemporary service as centered on community and education with a tendency towards a model of charity. [2]. Tomake good decisions , teachers must be aware of the many ways in which student learning can unfold in the context of development opment , learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. [3]. Student learning outcomes are influenced from students' self and the quality of teaching. The quality of teaching is the professionalism of the teacher. One is how the teacher chooses the

learning model. [4] [5]. According to some experts, curriculum changes from time to time, both in Indonesia and in other countries, are caused by the needs of the people who are always developing each year and the demands of the times that tend to change. [6]. Recently, powerfully supports the National Council for Social Studies (NCSS) as stated in their visions: meaningful, powerful, value-based, challenging, and active. It also strongly supports the development of three core skills of the 21st-century, including learning and innovation skills; information, media and technology skills; life and career skills that developed in partnership with the Partnership Forum for 21st-Century Skills (P21)[7][8]. Japanese society is facing three big structural transformations. Besides changes in age structure due to demographic aging, the other changes are employment insecurity and the change in local government structure from the centralized administrative system to decentralized independent system[9][10]. The findings show that although schools acknowledge the importance of parental involvement in students' learning, schools have not given adequate support that parents need in order to be fully involved in their children's learning [11][6]. Further research is necessary to determine whether education programs can intervene upon these civic knowledge and civic attitude factors to increase voting participation later in life [12]. The Europe 2020 strategy (European commission), its Flagship Initiatives and the new Integrated Guidelines put knowledge at the heart of the Union's efforts for achieving smart, sustainable and inclusive growth[13][14]. ...recognizing teaching as a profession and developing professional teachers is a possible solution to teachers' lack of motivation and satisfaction, professionalism, and empowerment, as well as teacher stress[15][16]

Learning is a process of developing knowledge, skills and attitudes that occurs when a person interacts intensively with learning resources. Learning resources can be from books or other sources. A good learning process always produces good learning outcomes. The learning outcomes obtained by students are in the form of certain abilities obtained from the learning process. Often teachers do teaching conventionally. This will make students feel bored, besides that students cannot play an active role because the more active one here is the teacher. The Student Centered Learning approach method is a learning model that places students at the center of the learning process. Learning with the Student Center Learning approach is to get an innovation that is then linked to a new experience and then presented. In principle, the Student Centered Learning approach, students must have responsibility, play an active role in learning, be independent, think critically and creatively, be communicative, be able to work together, synergize and have integrity and every student is given the same rights. So that it can be seen on the advantages of Student Centered Learning so that students are directly involved in learning because with the experience they have and the information obtained, students can have broader knowledge, and to minimize the time for the number of students in one class that is large and to grow innovation attitude of elementary school students in the future.

Civics subjects are the science of human behavior and actions in an effort to meet the needs of their lives. So the learning outcomes of Civics subjects are the results achieved by students in the form of abilities possessed by students after they receive the Civics learning experience. Citizenship Education (PKn) as a multidisciplinary science is one of the important subjects to be given to students in elementary schools (SD). Because by studying Civics, students are expected to be able to have attitudes as citizens who understand national politics and are sensitive to developing national identity and morals in state life. Efforts to realize the human figure as stated in the definition and purpose of education above did not materialize suddenly. This effort must go

through the process of education and life, especially state education and state life. The process lasts a lifetime, in the family, school and community environment.

One of the problems faced by the world of civic education today, is how to deliver subject matter in the subject of Citizenship Education to students so that they get the maximum possible results. SDN Tengah 03 East Jakarta is one of the educational institutions that highly values learning success, so that the resulting students are able to play a role in global competition. Many efforts in this direction have been carried out by the relevant schools, such as the fulfillment of infrastructure, learning media, professional teachers and other components that are able to improve the quality of education carried out, in the hope that they will be able to create good learning management, which in the end will make schools that are quality.

Based on the results of the pre-research, it is obtained in the form of; learning methods that are often used by teachers are conventional methods in the form of lectures, questions and answers, discussions. At SDN Tengah 03 Pagi, East Jakarta, they have never used the Student Centered Learning method in delivering subject matter to students. The conventional method that is always used by teachers is not able to improve the Civics learning outcomes of students in class VI SDN Tengah 03 East Jakarta. What students have learned is not applied to everyday life, be it at school, at home, in the family, or in the community where they live. The average value of Civics learning outcomes for grade VI students has not met the KKM value that has been determined by the school.

## **2 Literature Review**

### **2.1 Definition Approach Student Centered Learning**

The *Student Centered Learning* (SCL) approach is a learning model that places students at the center of the learning process. In applying the *Student Centered Learning concept*, students are expected to be active and independent participants in their learning process, who are responsible and take the initiative to recognize their needs. learn, find sources of information to be able to answer their needs, build and present their knowledge based on their needs and the sources they find. Within certain limits, students can choose for themselves what they will learn (Harsono, 2005:176).

### **2.2 Steps Approach Student Centered Learning**

The centered learning (*Student Centered Learning*) has steps that require active participation from students, as follows:

- a. Share information ( Information Sharing ) with method bulk ideas ( Brainstorming ), cooperative , collaborative , discussion group ( Group Discussion ), panel discussion ( Panel Discussion ), symposium , and seminar .
- b. Study from experience ( Experience Based ) with method simulation play \_ role play ( Roleplay ), game ( Game ), and group meet .

- c. Learning through solving problem ( Problem Solving Based ) with method studies cases , tutorials, workshops.

### **2.3 Principles Approach Student Centered Learning**

- a. Responsibilities , namely participants Students have responsibility for their lessons. By providing opportunities for students to have responsibility for their lessons, students are expected to be more trying and more motivated in interpreting their lessons.
- b. Participation , namely participants students must play an active role in learning.
- c. Justice , i.e. all participants Students have the same right to grow and develop. With the same opportunity to grow and develop, the advantages will only be dominated by certain students and it is hoped that all participants students can work together to achieve the maximum goal.
- d. Independent , i.e. all participants students must develop all their intelligence (intellectual, emotional, moral, etc.) because the teacher is only a facilitator and resource person (learning partner).
- e. Think critically and creatively , namely participants Students must use all their intellectual and emotional intelligence in the form of creativity, innovation, and analysis to overcome the various challenges they face because students will experience a combination of preconception and conception.
- f. Communicative , namely participants Students must use their ability to communicate both orally and in writing because students may see concepts in different ways as a result of their life experiences, so that effective media and means are needed to equalize perceptions.
- g. Cooperation , which is a condition in which the participants Students can synergize and support each other in achieving the success or goals set in learning.
- h. Integrity , that is, participants Students must demonstrate high moral behavior, and be confident in carrying out everything they believe in in any situation (Harsono, 2005:176).

### **2.4 Advantages Approach Student Centered Learning**

- a. Enclose students in the learning process .
- b. Push learners for have more knowledge \_ many / wide / deep .
- c. braid learners with life real .
- d. Push happening learning by active .
- e. Direct learners for recognize and use various type style study .
- f. Notice need and background behind learners.
- g. Give chance for development various assessment strategy (Harsono, 2005:176).

## **2.5 Deficiency Approach Student Centered Learning**

- a. For learners in total big difficult for implemented .
- b. There is a possibility for use more time \_ a lot .
- c. Not yet of course effective for whole curriculum (Harsono, 2005:176).

## **3 Methods**

This research was conducted using the classroom action research (CAR) method, which is a way of characterizing a set of learning activities designed to improve the quality of learning, which is essentially a self-reflective program at improving learning (Team Compilation of CAR Materials .2011:4)[17]. The primary and resource data were collected from informants, documents, places, and events[18].

## **4 Data Collection**

This research was conducted with several cycles of action to show an increase in student learning outcomes. Each cycle is divided into four stages of activity, namely the planning stage, the action stage, the observation/evaluation stage, and the reflection stage. Data collection techniques used in this study are observation or observation techniques, giving tests, and interviews. Quantitative analysis techniques are used to analyze student learning outcomes data. While the qualitative analysis technique is used to analyze data related to the constraints and solutions to the problems found in the application of this SCL method.

## **5 Result And Discussion**

The based at the results on study, data, facts, evidence and accurate information were obtained as follows:

### **5.1 Results**

#### **5.1.1 School Identity**

- a. School Name : SDN Tengah 03 Pagi
- b. Accreditation : A . 2017
- c. Principal Name : Hj . Lilis Juwariah , S.Pd
- d. Number of Groups/ Students : 12 groups / 364 students
- e. Number of Teachers : 20 teachers

### 5.1.2 School Vision and Mission

- a. School Vision "Creating a superior, cultured, scientific, innovative, competency-based school " School Mission
- b. Develop the potential for intellectual and emotional intelligence based on faith and piety;
- c. Building students' souls to have a high spirit of life;
- d. Develop various bright ideas for educational reform;
- e. Optimizing professionalism in service in order to achieve achievement;
- f. Develop school governance and empowerment;
- g. Maintain and improve a safe, cool and safe school environment.

### 5.1.3 Research Class

In this action research, the writer focuses on class VI.C, which consists of 26 students. Discuss the application of the SCL ( *Student Centered Learning*) learning approach to improve learning outcomes for Pancasila and Citizenship Education ( PaCE ) material for the era of globalization Indonesian-style foreign policy in class VI .C students of SDN Middle 03 Morning, totaling 26 students.

### 5.1.4 Pre Cycle

Based on the description as described above can be stated then results obtained in research on Improve Learning Outcomes Pancasila and Citizenship Education ( PaCE ) material Indonesia's foreign policy in the era of globalization through approach to learning *Student Centered Learning* in class VI .C SDN 03 Pagi Middle East Jakarta.

At this Pre-Cycle stage, observations were made on learning Pancasila and Citizenship Education ( PaCE ) material for The era of globalization Indonesian-style foreign policy which so far only used the lecture method and teacher's question and answer method did not use varied and interesting methods .

Preliminary data obtained by researchers from the observation in Pre-cycle stages to the understanding of Pancasila and Citizenship Education ( PaCE ) material Indonesia's foreign policy in the era of the students of class VI golbalization .c SDN 03 Pagi Middle East Jakarta school year 201 7 /2011 8 is as following :

- a. The low level of students' understanding of Pancasila and Citizenship Education ( PaCE ) lessons, especially the subject of The era of globalization Indonesian-style foreign policy.
- b. The implementation of learning methods that can improve students' understanding of Pancasila and Citizenship Education ( PaCE ) learning, especially the material for the era of globalization Indonesian-style foreign policy.
- c. The ineffectiveness of the lecture and question and answer method in learning Pancasila

and Citizenship Education ( PaCE ) is due to the lack of understanding of children.

- d. The test results ter wrote that meet the KKM is 75 only a few students only or many who did not complete it can be seen from the results recap students' grades as follows: Table 1 Recapitulation of Pre-Cycle Student Learning Results attachment.

**Table 1.** Recapitulation of Pre-Cycle Student Learning Results

No	Student's name	Rating Score		Total Final Score	Information
		PG Test(35 questions)	Written test(10 questions)		
1	Adi Dharmawan	56	15	71	Not Complete
2	Ainurrohmah	46	12	58	Not Complete
3	Ardi Setiawan	36	12	48	Not Complete
4	Yudha	58	20	78	Complete
5	Bayu Mahardika	36	18	54	Not Complete
6	Desta Khoiriyah	50	15	65	Not Complete
7	Saputra Desta	48	18	66	Not Complete
8	Phoenician	54	15	69	Not Complete
9	Frisk Natalia	60	24	84	Complete
10	Fira Ristanty	52	21	73	Not Complete
11	Fuad Dwi Putra	56	21	77	Complete
12	Ismail Dwi A	50	18	68	Not Complete
13	Blue Aryo	56	21	77	Complete
14	M. Raihan	40	12	52	Not Complete
15	Maulidya	36	15	51	Not Complete
16	Moh . Farizsyah	54	18	72	Not Complete
17	Moh . Irfansyah	62	18	80	Complete
18	M. Ritaz	52	24	76	Complete
19	Patia Indasya	44	20	64	Not Complete
20	Raditya S	48	18	66	Not Complete
21	Rima Nur Aulia	52	18	70	Not Complete
22	Sahrul Putra	56	18	74	Not Complete
23	Gina's Salwa	52	18	70	Not Complete
24	now auraning	50	16	66	Not Complete
25	Siti Khalifa	42	18	60	Not Complete

26	Syahilla Navisa	62	21	83	Complete
		1308	464	1772	C = 7
		50.31	17.85	68.15	NC = 19

Based on table 2 obtained:

Characteristics	amount
Total students	26
Total value	1772
Average	68,15 Enough
Number of students who completed	7
Number of unfinished students	19
The percentage of complete learning	27% (very low)

The average value of pre-cycle student learning outcomes is 68.15 indicating the average value is classified as "less" because the criteria for the class average score used in this study are 70-74 indicating sufficient category, 75-89 good category, and 90 – 100 excellent categories.

The value of the pre-cycle student learning mastery percentage, which is 27%, indicates the "very low" category because the score criteria used in this study are less than 50% indicating the **very low** category, 51-70% indicating the **less** category, 71-80% indicating **moderate** category, 81-90% **good** category, and 91-100% **very good** category. Therefore, it is necessary to make improvements in the next cycle.

### 5.1.5 Cycle I

The results of measuring the level of knowledge and understanding of students on the material of The era of globalization Indonesian-style foreign policy that reached the KKM score or more were only 10 students, while 16 students had not reached the specified KKM of 75. The written test score was taken 50% of the 100% percentage of the total student learning outcomes.

The assessment data obtained by the researchers in the first cycle, namely the assessment of performance (*performance*), product assessment, written tests on the material of The era of globalization Indonesian-style foreign policy are recapitulated into the overall value of learning outcomes for Pancasila and Citizenship Education ( PaCE ) in the first cycle are as follows; Table 3 Recapitulation of SCL Learning Learning Outcomes Pancasila and Citizenship Education Subjects ( PaCE ) Class VI.c SDN Tengah 03 Morning Cycle 1 attachment.

**Table 3.** Recapitulation of SCL Learning Learning Outcomes Pancasila and Citizenship Education Subjects ( PaCE ) Class VI.c SDN Tengah 03 Morning Cycle 1;

No	Student's name	L/P	Learnin g Style	Rating Score			Total value	Information
				Work method	Group Results	Written test		
1	Adi Dharmawan	L	SCL	23.33	15.56	39.00	77.89	Complete
2	Ainurrohmah	P	SCL	20.00	15.56	33.00	68.56	Not Completed
3	Ardi Setiawan	L	SCL	16.67	15.56	24.00	56.22	Not Completed
4	Yudha	L	SCL	26.67	15.56	45.00	87.22	Complete
5	Bayu Mahardika	L	SCL	20.00	15.56	28.00	63.56	Not Completed
6	Desta Khoiriyah	P	SCL	20.00	15.56	35.00	70.56	Not Completed
7	Saputra Desta	L	SCL	20.00	15.56	35.00	70.56	Not Completed
8	Phoenician	P	SCL	20.00	15.56	33.50	69.06	Not Completed
9	Frisk Natalia	P	SCL	23.33	15.56	44.00	82.89	Complete
10	Fira Ristanty	P	SCL	20.00	15.56	33.00	68.56	Not Completed
11	Fuad Dwi Putra	L	SCL	26.67	15.56	42.00	84.22	Complete
12	Ismail Dwi A	L	SCL	20.00	15.56	36.00	71.56	Not Completed
13	Blue Aryo	L	SCL	23.33	15.56	42.00	80.89	Complete
14	M. Raihan	L	SCL	20.00	13.33	27,00	60.33	Not Completed
15	Maulidya	P	SCL	13.33	13.33	23.50	50,17	Not Completed
16	Moh . Farizsyah	L	SCL	23.33	13.33	37,00	73.67	Not Completed
17	Moh . Irfansyah	L	SCL	23.33	13.33	42.00	78.67	Complete
18	M. Ritaz	L	SCL	20.00	13.33	37,00	70.33	Not Completed
19	Patia Indasya	P	SCL	23.33	13.33	32.00	68.67	Not Completed
20	Raditya S	L	SCL	26.67	13.33	36.00	76.00	Complete
21	Rima Nur Aulia	P	SCL	26.67	17.78	40.00	84.44	Complete

22	Sahrul Putra	L	SCL	20.00	17.78	38.00	75.78	Complete
23	Gina's Salwa	P	SCL	20.00	17.78	38.00	75.78	Complete
24	now auraning	P	SCL	20.00	17.78	37,00	74.78	Not Completed
25	Siti Khalifa	P	SCL	20.00	17.78	29,00	66.78	Not Completed
26	Syahilla Navisa	P	SCL	30.00	17.78	46.00	93.78	Complete
TOTAL VALUE				566.67	402.22	932.00	1900.89	C = 11
AVERAGE VALUE				21.79	15.47	35.85	73.11	NC = 15

Based on table 4 obtained:

Characteristics	Amount
Total students	26
Total value	1 900.89
Average	73 ,11 (Enough)
Number of students who completed	11
Number of unfinished students	15
Percentage of learning completeness	42% (low)

The average value of student learning outcomes in the first cycle is 73.11 indicating the average value is classified as "enough" because the criteria for the class average score used in this study are 70-74 indicating sufficient category, 75-89 good category, and 90 – 100 excellent categories.

The value of the percentage of students' learning completeness in the first cycle, which is 42%, indicates the " **very low** " category because the score criteria for the percentage of mastery learning used in this study are less than 50% indicating a **very low** category , 51-70% indicating a **less** category , 71-80% shows the **moderate** category , 81–90% in the **good** category , and 91–100% in the **very good** category . Therefore, it is necessary to make improvements in the next cycle.

### 5.1.6 Cycle II Data

The results of measuring the level of knowledge and understanding of students on the material of The era of globalization Indonesian-style foreign policy that reached the KKM score or more were 25 students, while one student had not reached the specified KKM, which was 75. The written test score was taken 50% of the 100% percentage of the number of student learning outcomes. . The assessment data obtained by the researchers in the second cycle, namely *performance* assessment , group assessment, written tests on the material of The era of globalization Indonesian-style foreign policy were recapitulated into the overall value of learning

outcomes for Pancasila and Citizenship Education ( PaCE ) in cycle II as follows: Table 5 Recapitulation of SCL Learning Learning Outcomes Pancasila and Citizenship Education Subjects ( PaCE ) Class VI.c SDN Tengah 03 Morning Cycle II attachment,

**Table 5.** Recapitulation of SCL Learning Learning Outcomes Pancasila and Citizenship Education Subjects ( PaCE ) Class VI.c SDN Tengah 03 Morning Cycle II

No	Student's name	L/P	Learning Style	Rating Score			Total Value	Info
				Work method	Group Results	Written test		
1	Adi Dharmawan	L	SCL	23.33	15.56	46.00	84.89	Complete
2	Ainurrohmah	P	SCL	23.33	15.56	41.00	79.89	Complete
3	Ardi Setiawan	L	SCL	20.00	15.56	40.00	75.56	Complete
4	Yudha	L	SCL	26.67	15.56	45.00	87.22	Complete
5	Bayu Mahardika	L	SCL	23.33	15.56	43.00	81.89	Complete
6	Desta Khoiriyah	P	SCL	23.33	15.56	42.50	81.39	Complete
7	Saputra Desta	L	SCL	23.33	17.78	43.00	84.11	Complete
8	Phoenician	P	SCL	23.33	17.78	43.00	84.11	Complete
9	Frisk Natalia	P	SCL	26.67	17.78	48.00	92.44	Complete
10	Fira Ristanty	P	SCL	23.33	17.78	43.00	84.11	Complete
11	Fuad Dwi Putra	L	SCL	26.67	17.78	47,00	91.44	Complete
12	Ismail Dwi A	L	SCL	20.00	17.78	45,50	83.28	Complete
13	Blue Aryo	L	SCL	26.67	17.78	45.00	89.44	Complete
14	M. Raihan	L	SCL	23.33	15.56	44.00	82.89	Complete
15	Maulidya	P	SCL	20.00	15.56	37,00	72.56	Not Complete
16	Moh . Farizsyah	L	SCL	26.67	15.56	45.00	87.22	Complete
17	Moh . Irfansyah	L	SCL	26.67	15.56	47,00	89.22	Complete
18	M. Ritaz	L	SCL	23.33	15.56	46.00	84.89	Complete
19	Patia Indasya	P	SCL	23.33	15.56	43.00	81.89	Complete
20	Raditya S	L	SCL	26.67	15.56	46.00	88.22	Complete
21	Rima Nur Aulia	P	SCL	30.00	20.00	45.00	95.00	Complete
22	Sahrul Putra	L	SCL	23.33	20.00	44.00	87.33	Complete
23	Gina's Salwa	P	SCL	23.33	20.00	47,00	90.33	Complete
24	now auraning	P	SCL	23.33	20.00	43.00	86.33	Complete
25	Siti Khalifa	P	SCL	23.33	20.00	42.00	85.33	Complete

26	Syahilla Navisa	P	SCL	30.00	20.00	49.00	99.00	Complete
TOTAL VALUE				633.33	446.67	1150.00	2230.00	C = 25
AVERAGE VALUE				24.36	17.18	44.23	85.77	NC = 1

Based on Table 6 obtained:

Characteristics	Amount
Total students	26
Total value	2230.00
Average	85,77 (Good)
Number of students who completed	25
Number of unfinished students	1
Percentage of learning completeness	96% (Very Good)

The average value of student learning outcomes in cycle II is **85.77** indicating the average value is classified as "**good**" because the criteria for the average grade score used in this study are 70-74 indicating sufficient category, 75-89 good category, and 90 – 100 excellent categories. The percentage value of student learning completeness in cycle II is **96%** indicating the "**very good**" category because the score criteria for the percentage of mastery learning used in this study are less than 50% indicating **very low** category, 51-70% indicating **less** category, 71-80% indicating **moderate** category, 81-90% **good** category, and 91-100% **very good** category. Therefore, the value of student learning outcomes in cycle II is said to be complete.

## 5.2 Discussion

Based on the results of data analysis from the research results obtained data, facts, evidence and accurate information on classroom action research learning model SCL (*Student Centered Learning*) class VI.c SDN Tengah 03 Pagi East Jakarta, can be interpreted as follows:

### 5.2.1 Strengthening Model Learning Student Centered Learning (SCL) to improve learning outcomes Pancasila and Citizenship Education ( PaCE ) students of class VI Central SDN 03 Pagi East Jakarta academic year 2017/2018

Comparison of student learning outcomes in pre-cycle, cycle I, cycle II can be presented in table 8 below:

Comparison Summary of Value Students with the theme of understanding of Pancasila and Citizenship Education ( PaCE ) material Indonesia's foreign policy in the era of globalization graders VI.C school year 2017/2018 Table 7 .

Information	Activity Stage		
	Pre Cycle	Cycle I	Cycle II
school name	SDN Tengah 03 Pagi East Jakarta		
Number of Students / Class	26 Students/Students / IV.C		
KKM Class	75		
CAR Implementation Time	wednesday, 1 -02- 2018	monday , 5-02- 2018 and R ash 7 -02- 2018	monday , 1 9-02- 2018 and R gray 2 1 -02- 2018
Total Grade Grade	1 77 2	1 900.89	2230.00
Average	68 , 15	73 ,11	8 5 , 77
Lowest Value	50	60	60
The highest score	100	100	100
Not Complete (NC)	19	15	1
Complete (C)	7	11	25
The percentage in the Lower KKM	73%	58%	4%
Percentage in A bag KKM	27%	42%	9 6%

### 5.2.2 Figure Diagram 7 Comparison of the Average Score with the Percentage of Student Learning Outcomes

The diagram above shows that the application of SCL (*Student Centered Learning*) learning in class VI.C at SDN Tengah 03 Pagi can improve learning outcomes for Pancasila and Citizenship Education ( PaCE ), especially Indonesia's foreign policy material in the era globalization.

Based on the results of the study, the interpretation of data and research facts is obtained as follows ; with a total of 26 students, in class IV C in the 2018/2019 academic year with a KKM of 75 which has been carried out 5 times on Monday and Wednesday, namely 1,5,7, 19,21, February 2018. The results obtained in the pre-cycle, namely 1 77 2 , the average grade is 68 , 15 , the first cycle is 1 900.89, the average grade is 73 .11, the second cycle is 2230.00, the average grade is 8 5 , 77 Then the lowest value there is a value of 50, although it is far from the KKM value, but this value can be supported by the highest score of 100, so it can be classified based on the number of students / I, namely students who completed the Pre-cycle 7 students, with a percentage of the top KKM of 27% and 19 students who did not complete with a percentage below the KKM of 73% . Because there are still many students who are below the KKM, they must continue in cycle I .

In the first cycle, there were 15 students who completed, with a percentage of 58 % above the KKM and 11 students who did not complete with a percentage below the KKM of 42 % . Because there are still many students who are under the KKM, it must be continued to cycle II. Furthermore, in the second cycle, 25 students completed the KKM, with a percentage above the

KKM at 96% and 1 student incomplete with a percentage below the KKM at 4 % . It can be said that the implementation of the research has been completed, improved, and has been running well and smoothly.

So it can be said that based on the data on the increase in student grades/student learning outcomes/I from pre-cycle, cycle I, cycle II, it means that the increase in the value of this research has been declared successful or has increased, and is very effective when used in the learning process in elementary schools. This means that the implementation of learning through the application of *Student Centered Learning* shows that learning is very effective. Reaching every student's learning style, and students who have good abilities will not be hampered by students who have above average abilities. Class conditions become more conducive because students are directly involved in learning activities so that learning activities are more effective because this model can serve students' abilities, so that the results achieved by students are in accordance with the targets and objectives of getting grades according to the minimum completeness criteria. Using the *Student Centered Learning* (SCL) learning approach , this was proven by an increase in student scores from both presentations and written tests. Then this means that  $H_a$  (alternative hypothesis) is accepted and  $H_0$  is rejected.

## 6 Conclusion

The based on the results of the study, the interpretation of data and research facts is obtained as follows ; with a total of 26 students, in class IV C for the 2018/2019 academic year with a KKM of 75 which has been carried out 5 times on Mondays and Wednesdays, namely 1,5,7, 19,21, February 2018. The results obtained in the pre-cycle, namely 1 77 2 , the average grade is 68 , 15 , the first cycle is 1 900.89, the average grade is 73 .11, the second cycle is 2230.00, the average grade is 8 , 5 , 77. Then the lowest value there is a value of 50, although it is far from the KKM value, but this value can be supported with the highest score of 100, so it can be classified based on the number students, namely students who completed the Pre-cycle 7 students, with a percentage of the top KKM of 27% and 19 students who did not complete with the percentage below the KKM is 73 % . In the first cycle, there were 15 students who completed, with a percentage of 58 % above the KKM and 11 students who did not complete with a percentage below the KKM of 42 % . Furthermore, in the second cycle, 25 students completed the KKM, with a percentage above the KKM at 96% and 1 student incomplete with a percentage below the KKM at 4 % . It can be said that the implementation of the research has been completed, improved, and has been running well and smoothly. It can be said based on the data value increase student / student learning outcomes / I of prasiklus , the first cycle, cycle II, means an increase in the value of this research have otherwise been successful or has increased, and is very effective when used in prose's learning in primary school, it means the implementation of learning through the application of *Student Centered Learning learning* shows that learning is very effective. Reaching every student's learning style, and students who have good abilities will not be hampered by students who have above average abilities . Class conditions become more conducive because students are directly involved in learning activities so that learning activities are more effective because this model can serve students' abilities, so that the results achieved by students are in

accordance with the targets and objectives of getting grades according to the minimum completeness criteria. Using the *Student Centered Learning* (SCL) learning approach, this was proven by an increase in student scores from both presentations and written tests. Then this means that Ha (alternative hypothesis) is accepted and H0 is rejected.

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