Development of Civic Education Through Civic Skills at Primary School

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Abstract. Development Civic Skill through the Jigsaw Type Cooperative Learning Model to Improve Learning Outcomes of Fractions in Class V at the State Elementary School of Malaka Jaya 10, namely; with a number of 31 students, in class VA for the 2017/2018 school year with a KKM of 75 which has been carried out 5 times on Mondays and Wednesdays, namely 1,6,7, 13,14, February 2018. The results obtained on prasiklus that in 2120 the average value of grade 68 , 04 , the first cycle that the average 2419.24 78.04 class values, the second cycle 2620.00 average value of grade 8 4.52. Then at the lowest score there is a value of 50, although it is far from the KKM value, this value can be supported with the highest score of 100, so it can be classified based on the number of students, namely students who completed the Pre-cycle 15 students, with a percentage of the top KKM of 48.39 % and incomplete 16 students with a percentage below the KKM of 51.61 % . In the first cycle, there were 24 students who completed, with a percentage above the KKM of 77.42 % and 7 students who did not complete with a percentage below the KKM of 22.58 % . Furthermore, in the second cycle of students who completed as many as 29 students, with a percentage above the KKM of 93.55 % and 2 students who did not complete with a percentage below the KKM of 6.45 % . So it can be said that the implementation of the research has been completed, improved, and has been running well and smoothly.

Keywords: Civic Education, Civic Skills, Learning Model Type Cooperative Jigsaw, Primary School

1 Introduction

The aforementioned quotes represent a range of disciplines but share a common interest in the idea of civic skills.[1].[2]. Schools achieve the best results in fostering civic engagement when they rigorously teach civic content and skills…" (Torney-Purta 2002 pg. 203). [1]. [3] ... World of Warcraft games were learning important civic skills (MacArthur Online Discussions, 2006).[4].[5]. ...definitions of citizenship being communicated through opportunities to learn different civic skills. [6]. [7]. This framework is then applied to a sample of 90 U.S. youth civic sites to assess differences in how citizenship is constructed by opportunities to learn different civic skills.[4].[8]. The logic of civic skills as an important factor in political participation has found its way into many disciplines, particularly political science, education and developmental psychology. [9]. McAsham (1981:34) Competency is knowledge, skills, and abilities that a person can learn and develop, which become parts of his or her being to the

extent he or she can statisfactorily perform particular cognitive, affective, and psychomotor behavior [10].[11].

2 Methods

The primary and secondary data were collected from informants, documents, places, and events (Miles, & Huberman, 1992).[12]. This development research was product oriented, in which the process was thoroughly described and evaluated.[13]. The existence of tangible and intangible cultural construction of this city that had been fabricated by its historical process and social change (Cowherd, 2012). [9]. The development research approach (Gall & Borg, 2003) was chosen for its theoretical and practical excellence, especially from its research procedure that could be used systematically and cyclically to observe the needs and real situation.[14].[15].

3 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 the Jigsaw Type Cooperative Learning Model.

4   Result and Discussion

Based on the results of the analysis, data, facts, evidence and accurate information are obtained as follows:

4.1 Result
4.1.1 History of SDN Malacca Jaya 10

The name SDN Malaka Jaya 10 was previously known as SDN Malaka 28, after the expansion of management, in 1980 it changed its name to SDN Malaka Jaya 10 which is located in Duren Sawit District, East Jakarta with a total of 9 class study groups. In 2015, there was a merger of SDN Malaka Jaya 18 Evening with SDN Malaka Jaya 10 Pagi, becoming SDN Malaka Jaya 10, so the number of groups became 18 classes with fixed learning times in the morning and evening. Currently, SDN Malaka Jaya 10 Pagi has a study group of 15 classes, but there are still 3 classes that are still in the afternoon, namely class 3

because there is still insufficient availability of classrooms, but until now the learning conditions are good, smooth and orderly.

The data of the Malacca Jaya 10 State Elementary School is as follows:
a. NSS : 101016403212
b. NIS : 100460
c. NPSN : 20108605
d. Postal Code : 13460
e. SK : Governor
f. Established Year : 1980
g. Area : 2,821 m2 / 824 m2

4.1.2 Vision and Mission

Excellence in achievements based on faith and piety and noble character

4.1.3 School Mission

a. Improving the quality of educators and education.
b. Prepare adequate facilities and infrastructure.
c. Carry out active, innovative, creative, effective and fun learning.

4.1.4 School Goals

a. Instilling the basics of science to continue to a higher level.
b. Achieve proud academic and non-academic achievements

4.2 Data analysis
4.2.1 Pre-cycle Data Analysis

The following is the result of the recapitulation of the assessment of student learning outcomes in the pre- cycle . The pre-cycle activity was carried out on Wednesday, February 1, 2018 at 07.00 – 08.10, with the material on Fractions. Table 1 Mathematics Learning Outcomes to form Pre-Cycle *civic skills* attachment;

Based on the data obtained from table 4.1, it can be obtained information that the Minimum Learning Completeness Criteria (KKM) for the Mathematics subject matter Fraction class V at SDN Malaka Jaya 10 Duren Palm East Jakarta is 75, of 31 students in class V who experience learning incompleteness as many as 16 students (48 , 39 %) under the KKM, and the remaining 15 students have undergone completeness elajar is 51.61% above the KKM . The lowest score obtained by students is 5 0 and the highest score is 90 , with a class average of 68.4 . Students who score below the average class of 16 students and that scored above the class average as much as one fifth of students.

Table 1. Mathematics Learning Outcomes to form Pre-Cycle *Civic Skills*

No	Student's name	Gender	Score	Ket .
1	Aisyah Shafiya L.	P	80	Complete
2	Andika Gagas Vianto	L	50	Not Complete
3	Annisa Arya D.	P	80	Complete
4	Audrey Massayu C.	P	80	Complete
5	Aydiel Muzahid A.	L	60	Not Complete
6	Dhea Natasya	P	60	Not Complete
7	Dina Maya Asita	P	80	Complete
8	Gita Adenia Dzikra	P	50	Not Complete
9	Hanifah Dhia Hasna	P	90	Complete
10	Beautiful Khaerunnisa	P	80	Complete
11	Jason Joshua Immanuel N.	L	50	Not Complete
12	M. Arif Al Afriza	L	50	Not Complete
13	Maudi'ah Talat Thufa M.	P	90	Complete
14	Michael ruben Paris S	L	80	Complete
15	Muchlis R . Son of S.	L	60	Not Complete
16	Mohammed A . M.	L	60	Not Complete
17	Muhammad G . Alfariq	L	80	Complete
18	Muhammad Adi Purwoko	L	60	Not Complete
19	Muhammad Dapa Irawan	L	60	Not Complete
20	Muhammad Fadillah S.	L	60	Not Complete
21	Nayshilla Yusman	P	60	Not Complete
22	Raffi Aditya Nurfadillah	L	80	Complete
23	Rafi Arta Negoro	L	50	Not Complete
24	Ratika Saharani	P	80	Complete
25	Reno Bagas Sulaiman	L	50	Not Complete
26	Resyha Amelia Putri R.	P	80	Complete
27	Salma Fathiya Qolbi	P	80	Complete
28	Salsabila	P	80	Complete
29	Tri Agustami	P	90	Complete
30	Zahra Ocviani Ramadhani	P	60	Not Complete
31	Zidane Alief Hafiez	L	50	Not Complete
Amount			2120	
Average			68.4	
Lowest Value			50	KKM = 75
The Highest Score			90	
Number Of Students Are Not Complete			16	
Number Of Students Complete			15	

From the exposure of the information above, it can be concluded that the learning outcomes in the pre-cycle are still very low. The lack of value that meets the target is due to the supporting and inhibiting factors in learning. The following are the inhibiting and supporting factors as follows:

4.2.1.1 Supporting Factors

Adequate facilities such as the existence of a study room with sufficient or qualified area, the existence of projector equipment , and a comfortable environment .

4.2.1.2 Obstacle Factor

Teachers are still monotonous in teaching, teachers are text books, teacher delivery is less clear, the teacher is still teaching his own style, s ISWA not interested in learning materials, lack of awareness of rights and responsibilities of students in learning activities.
Departing from the above fact, as a follow-up to improve the quality of Mathematics learning, the researchers took corrective action learning in the next cycle (cycle I).

4.2.2 Data Analysis Cycle I Analisis

The following is the result of the recapitulation of the assessment of student learning outcomes in the first cycle . S iklus I held two meetings are on Tuesday, February 6th, 2018 and Wednesday, February 7th, 2018, with the total material Denomination.
From the results of the implementation of the first cycle of *Jigsaw* cooperative learning about adding up fractions in Mathematics to form *civic skills* in class V SDN Malaka Jaya 10, Duren Sawit District, the results of the assessment of learning outcomes that have been carried out are obtained. The results obtained by students have increased compared to the results in the pre-cycle. The following is the result of the recapitulation of the assessment of student learning outcomes in the first cycle. Table 2 Student Learning Outcomes Cycle I attachment;

Table 2. Student Learning Outcomes Cycle I

NO	Student's Name	Gender	Score	Ket .
1	Aisyah Shafiya L.	P	90	Complete
2	Andika Gagas Vianto	L	60	Not Complete
3	Annisa Arya D.	P	80	Complete
4	Audrey Massayu C.	P	80	Complete
5	Aydiel Muzahid A.	L	80	Complete
6	Dhea Natasya	P	80	Complete
7	Dina Maya Asita	P	90	Complete
8	Gita Adenia Dzikra	P	80	Complete
9	Hanifah Dhia Hasna	P	90	Complete
10	Beautiful Khaerunnisa	P	90	Complete
11	Jason Joshua I . N.	L	50	Not Complete
12	M. Arif Al Afriza	L	50	Not Complete
13	Maudi'ah Talat Thufa M.	P	90	Complete
14	Michael ruben Paris S	L	80	Complete
15	Muchlis Rifanto Putra S.	L	80	Complete
16	Muhammad Arfiansyah M.	L	80	Complete
17	Muhammad Gibran Alfariq	L	80	Complete
18	Muhammad Adi Purwoko	L	80	Complete

NO	Student's Name	Gender	Score	Ket .
19	Muhammad Dapa Irawan	L	70	Not Complete
20	Muhammad Fadillah S.	L	80	Complete
21	Nayshilla Yusman	P	80	Complete
22	Raffi Aditya Nurfadillah	L	80	Complete
23	Rafi Arta Negoro	L	50	Not Complete
24	Ratika Saharani	P	90	Complete
25	Reno Bagas Sulaiman	L	60	Not Complete
26	Resyha Amelia Putri R.	P	90	Complete
27	Salma Fathiya Qolbi	P	80	Complete
28	Salsabila	P	90	Complete
29	Tri Agustami	P	100	Complete
30	Zahra Ocviani Ramadhani	P	80	Complete
31	Zidane Alief Hafiez	L	60	Not Complete
	Amount		2120	
	Average		78.04	
	Lowest Value		50	
	The Highest Score		100	KKM = 75
	Students Do Not Complete		7	
	Complete Students		24	

Based on the table above, the percentage of teacher performance seen from the number of students who completed has increased from the pre-cycle. This proves that the teacher is very enthusiastic in carrying out learning using a *jigsaw* type cooperative learning approach , starting from the initial activities to the end of learning activities. Viewed from the acquisition value of the average student is 78 , 04 and the number of students who pass reached KKM which 24 students from 31 students. However, researchers still found several supporting and inhibiting factors, so that student scores still did not meet the requirements to achieve the perfect KKM target. The supporting and inhibiting factors are as follows:

4.2.2.1 Supporting Factors

From the pre-cycle, it has been stated that one of the supporting factors is the adequate facilities at the school concerned, besides that the teacher has started well in preparing the teaching and learning process, namely by preparing lesson plans in advance and preparing learning media. In addition, there are no students in the class who are children with special needs, which makes teachers more flexible in developing their learning activities.

4.2.2.2 Obstacle Factor

Students are less cooperative in doing group assignments, teachers are still too text books, students are not interested in disturbing their friends, lack of awareness of students about their rights and obligations in learning activities, students do not understand the learning model. Departing from the above facts, as a follow-up to improve the quality of Mathematics learning, the researchers took corrective action learning in the next cycle (cycle II).

4.2.3 Cycle II Data Analysis

The following is a recapitulation of student learning outcomes assessment in cycle I I . The exercise S iklus II, namely on the S Elasah, February 13th, 2018 and R ash February 14, 2018, with the total material Denomination. Table 3 Student Learning Outcomes in Cycle 1I attachment;

Table 3. Student Learning Outcomes in Cycle 1I

No	Student's Name	Gender	Score	Ket .
1	Aisyah Shafiya L.	P	90	Complete
2	Andika Gagas Vianto	L	80	Complete
3	Annisa Arya D.	P	90	Complete
4	Audrey Massayu C.	P	100	Complete
5	Aydiel Muzahid A.	L	80	Complete
6	Dhea Natasya	P	80	Complete
7	Dina Maya Asita	P	90	Complete
8	Gita Adenia Dzikra	P	90	Complete
9	Hanifah Dhia Hasna	P	100	Complete
10	Beautiful Khaerunnisa	P	90	Complete
11	Jason Joshua I . N.	L	60	Not Complete
12	M. Arif Al Afriza	L	80	Complete
13	Maudi'ah Talat Thufa M.	P	100	Complete
14	Michael ruben Paris S	L	80	Complete
15	Muchlis Rifanto Putra S.	L	80	Complete
16	Muhammad Arfiansyah M.	L	80	Complete
17	Muhammad Gibran Alfariq	L	80	Complete
18	Muhammad Adi Purwoko	L	80	Complete
19	Muhammad Dapa Irawan	L	80	Complete
20	Muhammad Fadillah S.	L	80	Complete
21	Nayshilla Yusman	P	80	Complete
22	Raffi Aditya Nurfadillah	L	80	Complete
23	Rafi Arta Negoro	L	80	Complete
24	Ratika Saharani	P	90	Complete
25	Reno Bagas Sulaiman	L	70	Not Complete
26	Resyha Amelia Putri R.	P	100	Complete
27	Salma Fathiya Qolbi	P	80	Complete
28	Salsabila	P	90	Complete
29	Tri Agustami	P	100	Complete
30	Zahra Ocviani Ramadhani	P	80	Complete
31	Zidane Alief Hafiez	L	80	Complete
	Amount		2620	
	Average		8 4 , 5 2	
	Lowest Value		60	KKM = 75
	The Highest Score		100	
	Number Of Students Are Not Complete		2	
	Number Of Students Complete		29	

From the data above, it can be seen that with Jigsaw cooperative learning about fractions in Mathematics to form *civic skills* in the class VSDN Malaka Jaya 10 Duren Sawit in the second cycle, the average score of students is 84.52. Of the 31 students, as many as 2 students did not complete because the scores obtained had not reached the expected KKM. The KKM value determined by the school is 75 so that the percentage of student completeness obtained is 93.55%, this shows an increase in learning outcomes that are getting better than the expected criteria, because they have reached the KKM that has been set by the school more than 90%. or close to 100%. And in this cycle the inhibitors have begun to decrease and the supporting factors are increasing both from teachers and students so that the scores obtained meet the requirements.

4.3 Discussion

Based on the results of data analysis from the results of the study, accurate data, facts, evidence and information were obtained as follows:

4.3.1 Civic Development Skill (Civic Education) Through Jigsaw Cooperative Learning Model To Improve Learning Outcomes Matter Fractions In Grade V in S ekolah D asar N egeri Malaka Jaya 10 of the school year 2017/2018

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

Table 4. Comparison of Student Score Recapitulation with the theme of Jigsaw cooperative learning about fractions in Mathematics to form civic skills in class V.

Information	Activity Stage		
	Pre Cycle	Cycle I	Cycle II
School name	SDN Malaka Jaya 10 Duren Sawit		
Number of Students / Class	31 Students/Students / V		
KKM Class	75		
CAR Implementation Time	Thursday , 1 -02- 2018	S Elasah, 6 -02- 2018 and R ash 7 -02- 2018	S Elasah, 13 -02- 2018 and R gray 14 -02- 2018
Total Grade Grade	2120	2 490.24	2620
Average	68.4	78.04	84.52
Lowest Value	50	50	60
The highest score	100	100	100
Not Complete	16	7	2
Complete	15	24	29

Information	Activity Stage		
	Pre Cycle	Cycle I	Cycle II
The percentage in the Lower KKM	51.61%	22.58%	6.45%
Percentage in A bag KKM	48.39%	77.42%	93.55%

Based on the interpretation results, the data and research facts obtained are; with a number of 31 students, in class VA for the 2017/2018 academic year with a KKM of 75 which has been carried out 5 times on Mondays and Wednesdays, namely 1,6,7, 13,14, February 2018. The results obtained on prasiklus that in 2120 the average value of grade 68 , 04 , the first cycle that the average 2419.24 78.04 class values, the second cycle 2620.00 average value of grade 8 4.52. Then at the lowest score there is a value of 50, although it is far from the KKM value, this value can be supported with the highest score of 100, so it can be classified based on the number of students, namely students who completed the Pre-cycle 15 students, with a percentage of the top KKM of 48.39 % and incomplete 16 students with a percentage below the KKM of 51.61 % . Because there are still many students who are below the KKM, they must continue in cycle I.

In the first cycle, there were 24 students who completed, with a percentage above the KKM of 77.42 % and 7 students who did not complete with a percentage below the KKM of 22.58 % . Because there are still many students who are under the KKM, it must be continued to cycle II.

Furthermore, in the second cycle of students who completed as many as 29 students, with a percentage above the KKM of 93.55 % and 2 students who did not complete with a percentage below the KKM of 6.45 % . 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 scores/student learning outcomes/I from pre-cycle, cycle I, cycle II, it means that the increase in the value of this research is declared to have been 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 *Jigsaw Type* learning shows that through the application of the Jigsaw Type Model learning learning is more effective, because it combines the three learning styles, trains and develops the potential of students who have been owned by each individual, provides direct experience to students, involves students actively. maximum in finding and understanding a concept through physical activities such as demonstrations, presentations , observations, and active discussions. 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 *Jigsaw Type Model* learning approach , it was proven by an increase in student scores both from presentations and written tests. Then this means that Ha (alternative hypothesis) is accepted and H0 is rejected.

4.3.2 Factors supporting and inhibiting factors experienced in the improvement of civic skills through the application of p endekatan Model Type Jigsaw in improving student learning outcomes SDN class Malaka Jaya 10 East Jakarta academic year 2017/2018 .

4.3.2.1 Supporting factors

The supporting factors are; adequate facilities such as the existence of a study room with a sufficient area or meet the requirements, the existence of practical equipment, the existence of a laboratory, and a library. Teachers are getting more creative by using interesting learning methods and media for students. Students began to be interested in listening and doing some experiments given by the teacher.

In the school concerned, other than that, teachers have started well in preparing the teaching and learning process, namely by preparing lesson plans in advance and preparing learning media. In addition, there are no students in the class including children with special needs, which makes teachers more flexible in developing their learning activities.

In addition, the supporting factors for implementing the learning process using the Jigsaw Type model are: 1). optimal teacher performance starts from the planning, implementation, to evaluation stages 2). high student activity . 3). adequate school facilities . 4). The Jigsaw Type learning model is fun, exhilarating.

4.3.2.2 Obstacle factor

Students are less cooperative in doing group assignments, teachers are still too text books, students are not interested in disturbing their friends, lack of awareness of students about their rights and obligations in learning activities, students do not understand the learning model.

In addition, the inhibiting actors are: 1). students are shy in expressing their opinions, sometimes students are noisy during learning. 2). students' delay in understanding the material. 3) . grouping students who are not in accordance with their potential and it is difficult to make students actively cooperate. 4). not many people are able to combine the three learning styles . So that people who are only able to use one learning style will only be able to capture the material if they use a method that focuses more on one of the dominant learning styles.

5   Conclusion

Based on the results of the research on Civic Skill Development through the Jigsaw Type Cooperative Learning Model to Improve Learning Outcomes of Fractions in Class V at the State Elementary School of Malaka Jaya 10, namely ; with a number of 31 students, in class VA for the 2017/2018 school year with a KKM of 75 which has been carried out 5 times on Mondays and Wednesdays, namely 1,6,7, 13,14, February 2018. The results obtained on prasiklus that in 2120 the average value of grade 68 , 04 , the first cycle that the average 2419.24 78.04 class values, the second cycle 2620.00 average value of grade 8 4.52. Then at the lowest score there is a value of 50, although it is far from the KKM value, this value can be supported with the highest score of 100, so it can be classified based on the number of

students, namely students who completed the Pre-cycle 15 students, with a percentage of the top KKM of 48.39 % and incomplete 16 students with a percentage below the KKM of 51.61 % . In the first cycle, there were 24 students who completed, with a percentage above the KKM of 77.42 % and 7 students who did not complete with a percentage below the KKM of 22.58 % . Furthermore, in the second cycle of students who completed as many as 29 students, with a percentage above the KKM of 93.55 % and 2 students who did not complete with a percentage below the KKM of 6.45 % . So 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, siklusII, 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, a rtinya increase *civic skills* through p ime Frame learning through teaching and learning of *type Jigsaw* seen that through the application of learning Model type Jigsaw learning more effective, because it combines three styles of learning, training and developing the potential of students who have been owned by a private individual, provide hands-on experience to students, involving students maximally in finding and understanding a concept through physical activities such as demonstrations, presentations , observations, and active discussions. 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. Increased *civic skill* m enggunakan learning approach *Model Jigsaw mode* , it is evidenced by the increase in the value of a good student of the presentation and a written test. Then this means that Ha (alternative hypothesis) is accepted and H0 is rejected.

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