

Learning Civics Through The Mind Mapping Method; Can Increase Students Learning Outcomes On Pancasila

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Abstract

Pancasila material in the meaning of symbols through the Mind Mapping Method in class V Catholic Elementary School (SDK) Ignatius Slamet Riyadi I, even semester of the 2022/2023 academic year. This research method uses classroom action research (CAR). This research includes 2 cycles where each includes 4 stages, namely; Planning, Implementation, observation, and reflection. The results showed that there was a significant increase in learning outcomes in fifth grade students. This was evidenced by the results of the percentage of learning outcomes in each cycle increased, namely cycle I increased, namely in cycle I = 69%, and cycle II = 86%. The results of the study show that learning using the Mind Mapping Method can improve the learning outcomes of PPKn students at SDK Ignatius Slamet Riyadi I Cijantung, East Jakarta.

Keywords: Learning Outcomes, PPKn, Mind Mapping Method

1 INTRODUCTION

Education plays an important role and cannot be separated from life, it is absolute both in the life of a person, family, nation and state. The progress of a country's decline is determined by the progress of education of a nation from the country itself. Education for a nation is a basic need that must be met to improve the quality of human resources, in accordance with one of the goals outlined in the opening of the 1945 Constitution, namely the intellectual life of the nation. Education aims to help students develop their potentials. Education is a longterm investment (Long Investment) that requires extraordinary patience. This is recognized by various layers of circles from a nation for the sake of its survival.

Learning Pancasila and Citizenship Education (PPKn) can train students' skills both physical skills and thinking skills in studying and finding solutions to the problems they experience. Problems can occur to oneself, others and the environment. Citizenship Education subjects are subjects that focus on their rights and obligations to become good citizens, who are intelligent, skilled, and have character mandated by Pancasila and the 1945 Constitution. Citizenship Education is a subject that focuses on forming diverse in terms of religion, socio-culture, language, age, and ethnicity.

Based on the results of observations made by researcher at Ignatius Slamet Riyadi 1 Catholic Elementary School, Cijantung, East Jakarta, it was found that in Civics learning, on Pancasila material and it turns out that student learning outcomes are still unsatisfactory, students usually do not understand the material in depth, even the concepts delivered or the problems taught cannot increase students' knowledge. It is possible that there is no interaction between the teacher and students, as well as student responses from the presentation of material verbally.

In PPKn subjects they do not understand the material presented and learning activities are less interesting for students, so that student learning outcomes are not good enough that they have not reached the Minimum Completeness Criteria (KKM) that has been set, namely 75. There are many factors why or why student scores are low in PPKn subjects, due to lack of understanding of the concepts of the material being taught, lack of interest and low motivation to learn, lack of self-confidence, lack of parental attention and support, even an unsupportive learning environment at home. So the researcher stated that there is still an opportunity, and the possibility to be able to improve student learning outcomes, through learning changes, how students are expected to be able to participate actively.

The researcher chose and offered the mind mapping method as a way to make it easier for students to learn Civics subjects, especially in understanding Pancasila material. I think that the mind mapping learning model is an easy way to absorb and extract information from the brains of students and teacher. Using the Mind Mapping Method students tend to learn more easily with their own notes that use letter shapes and are added by giving a different color to each of their notes.

Jihad et.al., (2013) said that, "Learning is a process activity and is a very fundamental element in the implementation of types and levels of education." Whereas Thobroni and Arif (2013) said that, "Learning results can be seen from student test scores, affective and psychomotor assessment sheets. Learning outcomes are patterns of change, values, notions, attitudes, appreciation, and skills." Dimiyati and Mudjiono (2002) said that, "Learning results are a better level of mental development when compared to pre-learning. The level of mental development is manifested in the types of cognitive, affective, and psychomotor domains. From the researcher's point of view, learning outcomes are when the lesson material is completed.

Based on Bloom's Taxonomy theory (2020), learning outcomes are achieved in three categories, namely the cognitive, affective and psychomotor domains. The cognitive domain consists of six aspects, namely the realm of memory (C1), the realm of understanding (C2), the realm of application (C3), the realm of analysis (C4), synthesis (C5) and the realm of judgment (C6). Learning outcomes are the results of the learning process. Active actors in learning are students. Learning outcomes are also the results of the learning process or learning process. Active actors in learning are researchers. Thus learning outcomes are things that can be viewed from two sides. From the student side, according to Dimiyati and Moedjiono (2002), said that; "Learning results are a better level of mental development when compared to pre-learning. The level of mental development is manifested in the types of cognitive, affective, and psychomotor domains. From the researcher's point of view, learning outcomes are when the lesson material is completed.

Mind Mapping Method; Huda Miftahul (2014) says that, "In a simpler explanation, mind maps are one of the note-taking techniques that develop a visual learning style. Mind maps integrate and develop the working potential of the brain contained within a person. Meanwhile, according to Tony Buzan (2017) says that, "Mind Map is the easiest way to put information into the brain and take information out of the brain. "Mind maps are a creative, effective way of noting, and literally a method for creative, effective note-taking by mapping our thoughts."

2 RESEARCH METHODS

The research method used in this research is Classroom Action Research Method, this Classroom Action Research is conducted independently. In this case the researcher is directly involved in planning the action, implementing the action, observing and reflecting. In accordance with the research title taken, the following research objectives were found: to improve student learning outcomes on Pancasila material in the meaning of symbols through the Mind Mapping learning model for fifth grade students at SDK Remember Slamet Riyadi 1 Cijantung-East Jakarta.

This classroom action research was conducted at SDK Ignatius Slamet Riyadi II Cijantung-East Jakarta, to be precise, in class V with a total of 29 students. This Classroom Action Research will be carried out in the Even Semester of the 2022/2023 Academic Year. This research was conducted from March to May 2023. The data source was all students at Ignatius Slamet Riyadi 1 Catholic Elementary School (SDK) Cijantung, East Jakarta. The research subjects were Class V students with a total of 29 students, consisting of 14 girls and 15 boys, and the class teacher as a collaborator.

3 RESULT AND DISCUSSION

3.1 Data Findings

Pre Action Description; This classroom action research was conducted at the Ignatius Slamet Riyadi 1 Catholic Elementary School (SDK), Cijantung, East Jakarta. The researcher chose class V as the subject of this study, with a total of 29 students, consisting of 15 male students and 14 female students. This research was conducted from May 9 to 19 in 2023. Before taking action, to find out the initial conditions the researcher made observations during the Civics learning process. This observation was carried out with the aim of knowing student learning outcomes in Civics subjects.

Action Description; Based on the implementation of the Actions carried out in two cycles with different activities the schedule for the implementation of the Actions. Regarding the implementation schedule, the actions used are in accordance with the agreement between the researcher and collaborators which are carried out three times a week, namely every Tuesday, Wednesday and Thursday, according to the needs of researchers and class V collaborators at SDK Ignatius Slamet Riyadi I.

In Cycle I, the researcher started the lesson by saying greetings and praying, taking notes on student attendance, shouting "clap the spirit" to encourage students. Then, the researcher explained the Mind Mapping Method which would be applied in the learning process and its objectives. After that, the researcher conveyed the learning objectives that must be understood by students. In cycle 1, the researcher made observations of the course of the learning process and student activity during the learning process. When the learning activities took place, the researcher first conveyed the learning objectives of Civics using the Mind Mapping Method. Then the researcher gave a test to see how far the students' learning outcomes were after being given lessons through the Mind Mapping Method. In cycle I, students are not used to following the rules of the Mind Mapping Method which have been explained by the teacher, students are still confused and ask the teacher to repeat the explanation again. But there are a small number of students pay attention to the teacher's explanation and begin to understand it.

Based on the results of observations during the activity of making mind mapping sheets, it can be analyzed that Civics learning using the Mind Mapping Method has not been maximized, there are still students and groups who are not interested, concentrated, imaginative and creative in their learning. As well as not understanding what is meant by learning using the Mind Mapping Method.

Paying attention to the results of reflection in cycle I shows that Civics learning using the Mind Mapping Method has been going well. This is evidenced by the findings of data evidence of increased student learning outcomes. However, this increase has not yet reached the set standard, so it is necessary to hold a cycle II follow-up plan. Learning is carried out so that students can understand the symbols of Pancasila in the Pancasila precepts along with examples of their application. The researcher first prepared the Learning Implementation Plan (RPP) and the post test sheet

Actions at the end of cycle I, the researcher will identify students who have succeeded in achieving the minimum completeness criteria (KKM) and students who have not succeeded in achieving a passing grade. Paying attention to students who have not succeeded and the percentage who have succeeded in not reaching the learning target,

those who have not passed are given remedial learning. The goal is that in the next cycle they will pay full attention and concentrate on being able to achieve KKM.

The researcher begins the lesson by saying greetings and praying, noting the presence of students. After that, the researcher asked students questions about the Pancasila precepts, then provided an analysis of the question and answer and linked it to the material to be delivered. In the implementation of cycle II, the researcher hopes that the evaluation results will be better than the implementation in cycle I, and hopes that students will understand what the Mind Mapping learning method is. For observations in cycle II, during the activity it was seen that PPKn learning using the mind mapping method had started to be liked and interested by students, so from the posttest cycle II which was given as an indicator of student learning outcomes which focused on three abilities namely; explain, mention, and differentiate.

Based on the observations of researchers from cycle II, it was stated that learning using the Mind Mapping Method had been going very well. It can be seen from the results of students' PPKn scores on Pancasila teaching materials in terms of the meaning of the symbols that have increased and students are used to participating in learning using the Mind Mapping Method.

3.2 Data analysis

In cycles I and II these stages have been implemented and have provided positive improvements in students. This is proven by the activity of students in participating in Civics learning in class, for example students who were originally passive in group study have become active and their learning achievements have increased so that they reach the KKM score determined by the school, which is 75.

Based on the activeness of students in the activities that have been carried out, it shows that there is an increase from each action. Positive changes in student activity also have an impact on learning achievement and learning completeness. This can be seen based on the value of student learning outcomes which increased in cycle I the highest score was 95 and the lowest score was 55, there were 20 students or 69% had achieved KKM while 9 students or 31% had not reached KKM. In cycle II there were 25 students or 86% who had achieved the KKM, while there were 4 students who had not reached the KKM or 14%. The percentage of students who completed the KKM was 86%, this indicated that the research had been successfully carried out. KKM score achievement increased (69%) from the first cycle, (86%) from the second cycle.

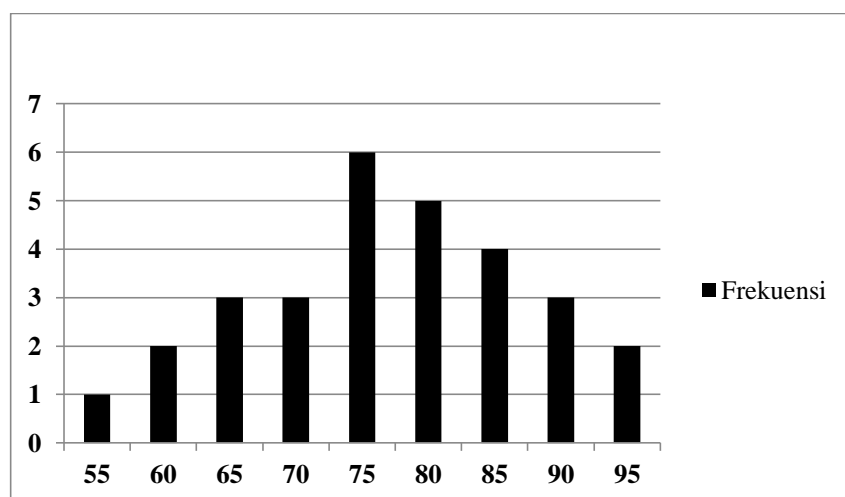


Figure 1 Learning Outcomes of Cycle I Students

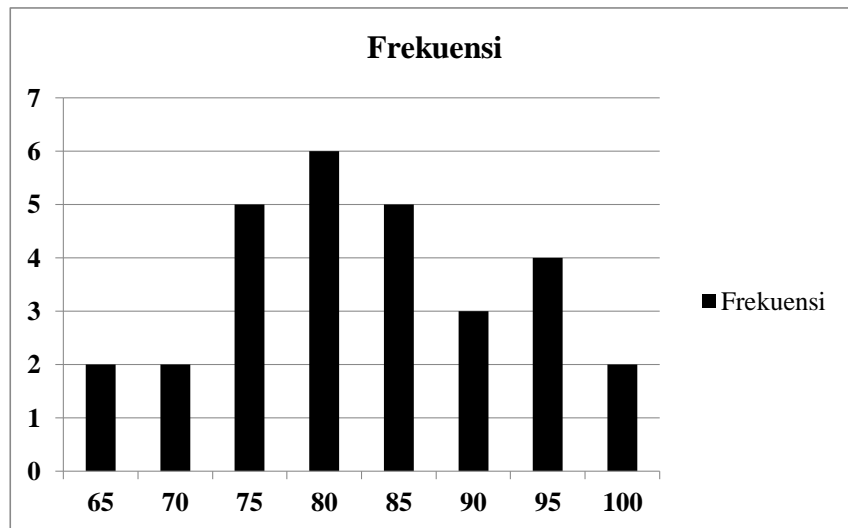


Figure 2. Student Learning Outcomes Cycle II Students

Paying attention to the results of learning completeness for students from cycle I to cycle II has increased. In other words, learning PPKn subjects on Pancasila symbols material using the Mind Mapping Method can improve student learning outcomes or the action hypothesis can be accepted.

4 CONCLUSION

Based on the results of Classroom Action Research (CAR), especially the findings of research data, and the results of the discussion or discussion of the results of the data findings above, where the actions of each cycle to students experience an increase in student learning outcomes. Researchers can draw the following conclusions: In learning PPKn using the mind mapping model it can improve student learning outcomes on Pancasila material in the meaning of symbols, in class V at Ignatius Slamet Riyadi 1 Catholic Elementary School, Cijantung-East Jakarta.

The impact or influence of the research results above can be described as follows; 1) students better understand the concepts of the material being taught, 2) students are more interested and have learning motivation, 3) students are more confident in expressing opinions, 4) students are getting more attention and encouragement from parents, 5) students are more imaginative in their environment study at their homes and realize that having study groups is important, to be able to discuss with each other about the material that has been studied.

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