

Improving Civics Learning Outcomes Community Diversity in the Frame Bhinneka Tunggal Ika through the Brainstorming Methode

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Abstract (8pt)

Improving the Learning Outcomes of PPKN lessons on the subject of the Diversity of Indonesian Society within the framework of Bhinneka Tunggal Ika through the Brainstorming Method . Classroom Action Research in Class IX Odd Semester 2022 / 2023 Academic Year at SMP At-Taqwa 13 Bekasi Thesis, Jakarta PPPKN study program, Kusuma Negara Education Teacher Training College. This classroom action research aims to find out how to improve learning outcomes on material on the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika through the brainstorming method in the At-Taqwa 13 Bekasi Middle School class . The sample in this research was 25 class IX students. The technique used in data collection was cyclical. Where each cycle consists of planning, implementation, observation and reflection. As for the results of the implementation of the learning carried out, there is effectiveness in implementing learning using the brainstorming method which can be seen by increasing critical thinking, learning outcomes, student enthusiasm for learning and student motivation in studying PPKN, as well as teaching and learning activities in the classroom that run conductively.

Keywords : Learning Outcomes, Observation, Planning, Action, Reflection

1 INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process (Utami et al., 2021) so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (UU No.20 of 2003). So that in implementing the principles of organizing education it must be in accordance with national education goals, namely; developing abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent.

Civic Education plays a strategic role in shaping the character of the nation amidst the heterogeneity of Indonesian society, reflected in the principle of Bhinneka Tunggal Ika (Wahyudin, 2018). Bhinneka Tunggal Ika becomes the essence of Indonesia's national insight due to the country's archipelagic geography and heterogeneous population. In this context, the choice to adopt Bhinneka Tunggal Ika is not a coincidence but a fundamental necessity. Sociologically, differences have the potential to generate conflicts, although philosophically, a synergistic and productive unity considers the diversity of its elements. The sustainability of the Bhinneka Tunggal Ika principle will persist in line with the development of national insight, rooted in the awareness of Indonesia as an archipelagic nation with a heterogeneous population (Tjarsono, 2013).

As an archipelagic nation, Indonesia has the consequence that its territory is primarily maritime, with scattered islands and island clusters in its midst (Nugroho, 2018). Therefore, the sea here serves not as a separator but as a unifier, with the consequence that rights and obligations among us are equal (Weli). Thus, if a region on one of the islands faces threats, either from within or outside, all inhabitants of other islands in Indonesia have the obligation to defend it. Conversely, if a region (island) receives blessings from God, the distribution is carried out across all existing islands, certainly through legal mechanisms (Duanto et al., 2022).

In Indonesia, the educational process uses evaluation, accreditation and certification to monitor educational developments. Evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability for education providers to interested parties. One form of educational evaluation is by holding national exams at the SD/MI, SMP/MTs and SMA/MA levels, which can be used as a benchmark for the quality of education. The aim of this research is to determine the improvement in students' learning outcomes in the subject of Civic Education, focusing on the topic of societal diversity within the context of Bhinneka Tunggal Ika through the application of the Brainstorming Learning Model. Brainstorming is a teaching technique conducted in groups where learners have diverse knowledge and experiences. Learning outcomes are measured as the level of mastery achieved by students through the evaluation process, expressed in numerical form (Gaufrifa, 2023).

2 RESEARCH METHODS

PTK class action research was carried out at At – Taqwa 13 Bekasi Middle School by carrying out planning, implementation, action and observation steps which were carried out directly in the classroom with a total of 25 students, with PPKN lessons on the Diversity of Indonesian Society in the frame Bhinneka Tunggal Ika. Using the Brainstorming Brainstorming method (Alex Osborn 1953) is a brainstorming technique that responds to a problem and expresses an opinion and can provide problems that can stimulate students' minds, so that they respond and the teacher cannot comment on whether the student's opinion is right or wrong. There is also no need to conclude, the teacher only accommodates all student opinion statements, so that all students in the class get a turn without needing comments or evaluation.

Observing students' activeness in the brainstorming method regarding the meaning of diversity. In the first cycle, the material had not been mastered by students and the supporting equipment was still inadequate, making them less enthusiastic.

The data source that the author used as an informant was all 25 students in class IX of SMP At - Taqwa 13 Bekasi. This is done in order to obtain the desired data in this research. Meanwhile, the key informants in the data sources in this research are colleagues (teachers), coaches and school principals.

3 RESULT AND DISCUSSION

This research was carried out at At – Taqwa 13 Bekasi Middle School, the subjects studied were 25 class IX students with a composition of 15 boys and 10 girls. This research was carried out in an effort to improve PPKN learning outcomes on community diversity material within the frame of Bhinneka Tunggal Ika through the brainstorming method.

3.1 Recapitulation of Cycle 1 Student Activity Observation Results

Cycle I. This cycle was carried out over 4 meetings, namely Monday, Tuesday, Wednesday and Thursday Previously, researchers and students provided an explanation of the material on understanding the diversity of Indonesian society within the framework of Bhinneka Tunggal , implementation, principles and principles of Bhineka Tunggal Ika and the goals of Bhineka Tunggal Ika. In providing explanations, researchers also observed students' readiness in learning. Then the researcher provided reinforcement in the form of practice questions that students would work on in class.

After the researcher explained, students were given the opportunity to ask questions about material on Community Diversity in the Frame of Bhinneka Tunggal that they had not yet understood, after being given the opportunity to ask questions, students. Then the researcher gives assignments when students carry out activities. The teacher makes observations and is only tasked with being a facilitator and motivator. If there are students

who ask questions and experience difficulties when doing the assignment, the researcher helps with what they don't understand.

The next meetings, namely 15, 16, 17 and 19 May 2023, the researcher asked students to form groups according to the material they had studied, the existing groups had been previously appointed by the teacher.

Table 1. Recapitulation of Cycle I

No	Aspects observed	Research Scale
		Cycle I
1	Student readiness in learning	12
2	Student behavior when the teacher explains material about the diversity of Indonesian society within the framework of diversity	9
3	Seriousness of learning implementers	9
4	Enthusiasm in completing tasks	12
5	Ability to carry out tasks	6
6	Ability to ask and answer	8
7	Ability to make conclusions	4

3.2 Recapitulation of Observation Results of Cycle II Student Activities

Cycle II. This second cycle was carried out over four meetings, namely every day 22, 23, 24 and 25 May 2023. In the second cycle learning process, the author's introduction to the material was carried out in accordance with the learning plan on the subject of the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika.

In the implementation of the learning carried out by the author, it is not much different from the first cycle, but in cycle II students have to give their opinions about the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika. Then each group also has to recall yesterday's material which was explained by the teacher.

Each group advances according to the group that has been appointed by the teacher, and for groups that have not yet advanced, pay attention to the group that is performing in front of the class.

The teacher monitors the ongoing activities in the class, while observing what needs to be prepared for the next meeting. After all groups come forward to explain the material that has been determined by the teacher, namely about the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika, and the results are collected to the teacher as a portfolio assessment and as an illustration of improvement in cycle II.

Table 2. Recapitulation of Cycle II

No	Aspects observed	Research Scale
		Cycle II
1	Student readiness in learning	16
2	Student behavior when the teacher explains material about the diversity of Indonesian society within the framework of diversity	9
3	Seriousness of learning implementers	9
4	Enthusiasm in completing tasks	12
5	Ability to carry out tasks	6
6	Ability to ask and answer	8
7	Ability to make conclusions	4

3.3 Recapitulation of Observation Results of Cycle III Student Activities

Cycle III. In this cycle, 4 meetings are held, namely every Monday and Wednesday, on 12, 13, 14 and 15 June 2023. The learning process remains in accordance with the learning plan, namely continuing the topic of critical thinking about the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika.

In implementation, we still use the brainstorming method . and the steps are also in accordance with cycle I and cycle II. Implementing learning activities in this third cycle, in each process the author provides guidance to students in explaining the material that the teacher has determined to be explained by each group that has been determined.

So that students are able to give their opinions about the material explained by each group. The rest of the activities in this third cycle, the teacher or writer makes more in-depth observations regarding student understanding, and analyzes portfolios and the next date, Monday, June 19 2023, a final exam is held the subject of discussion is to find out the final result of increasing PPKN learning outcomes in the diversity of the Indonesian Society in the framework of Unity in Diversity about through the brainstorming method.

Table 3. Recapitulation of Cycle III

No	Observed aspects	Research Scale
		Cycle III
1	Readiness of students in learning	25
2	Student behavior when the teacher explains material about societal diversity within the framework of Bhinneka Tunggal Ika	9
3	The seriousness of implementing learning	25
4	Enthusiasm in completing tasks	20
5	Ability to do tasks	20
6	Ability to ask and answer	22
7	Ability to draw conclusions	20

3.4 Discussion

After seeing the results of classroom action research which was carried out with the aim of improving learning outcomes in PPKN lessons on material on the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika through the brainstorming method, there were changes and improvements experienced by students starting from the implementation of class actions since first, second and third cycles.

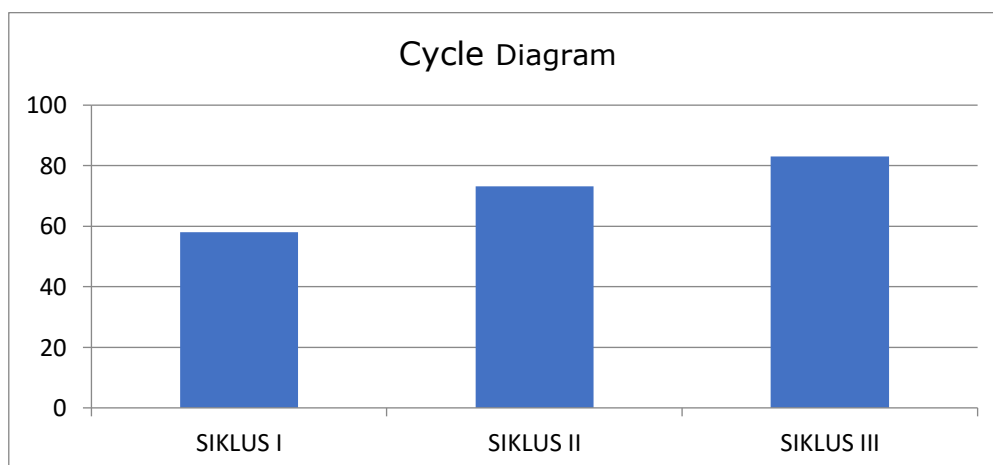


Figure 1. Cycle Results Diagram

4 CONCLUSION

The brainstorming method is able to improve learning outcomes on material about the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika through the brainstorming method. Efforts that have been made to improve learning outcomes in studying PPKN subject matter can be said to be successful, if student motivation and interest can run well so that learning outcomes in PPKN lessons are very high.

Using the brainstorming method allows students to provide opinions about the material presented by the teacher. So that students are able to understand the material on the diversity of Indonesian society within the framework of Bhinneka Tunggal Ika well, and students can complete assignments from easy to difficult levels.

From the results of the learning implementation, there is effectiveness in implementing learning using the brainstorming method which can be seen by increasing student learning outcomes in studying PPKN, as well as teaching and learning activities in the classroom which run conductively.

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