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Contextual Learning Models In PKN Learning

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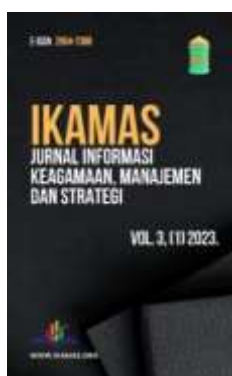
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ABSTRACT

Citizenship education (civic education) in Indonesia is placed as a field of study that carries a national mission to educate the life of the Indonesian people through the corridor of "value-based education". Civics as a compulsory subject at the school level has a vision as a means of fostering national character (nation and character building) and empowering citizens, and carrying out the mission of forming good citizens, namely citizens who are able to carry out their rights and obligations in the life of the nation and state, in accordance with Pancasila and the 1945 Constitution. In carrying out its mission, Civic Education develops civic competence which includes civic knowledge, civic skills, and civic disposition.

ABSTRAK

Pendidikan Kewarganegaraan (civic education) di Indonesia ditempatkan sebagai salah satu bidang kajian yang mengemban misi nasional untuk mencerdaskan kehidupan bangsa Indonesia melalui koridor "value-based education". PKn sebagai mata pelajaran wajib pada jenjang persekolahan memiliki visi sebagai sarana pembinaan watak bangsa (nation and character building) dan pemberdayaan warga negara, dan mengemban misi membentuk warga negara yang baik, yakni warga negara yang sanggup melaksanakan hak dan kewajibannya dalam kehidupan berbangsa dan bernegara, sesuai dengan Pancasila dan UUD 1945. Dalam mengemban misinya PKn mengembangkan kompetensi kewarganegaraan (civic competence) yang meliputi pengetahuan kewarganegaraan (civic knowledge), keterampilan kewarganegaraan (civic skills), dan watak atau karakter kewarganegaraan (civic disposition).

INTRODUCTION

Education is an effort to foster and develop one's personality both mentally and physically. Some experts also define education as a process that changes the attitudes and behavior of a person or group of people when they are adults through teaching and training. With education we can be more mature because this education has a very positive effect on education and also this education can eliminate illiteracy and provide skills, mental skills, etc. As stated in Law No. 20 of 2003 Education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills, what is needed by himself, society, and the State (Haryanto, 2012).

In development in the field of education, the government seeks to develop the quality of the Indonesian nation as early as possible in a directed, integrated and comprehensive manner, so that the potentials possessed by the younger generation as the nation's successors can develop optimally. For this reason, the government organizes a national education system to increase faith and piety as well as noble character in order to educate the nation's life which is one of the national goals of the Indonesian nation. Education must also be sweet, always moving forward following the development of society and national culture (Sudirman, 1977).

Learning is the interaction between students and teachers and learning resources in a learning environment. Learning is an educator's assistance so that students gain knowledge, acquire skills and character, shape attitudes and beliefs (Suardi, 2018). In other words learning is a process that helps students learn well. The learning process is experienced throughout a person's life and can be applied anywhere and anytime. learning is similar to teaching, though has a different meaning. In Law no. 20 of 2003 concerning the National Education System article 1 paragraph 20 states that Learning 11 is the process of interaction of students with educators and learning resources in a learning environment.

Learning means any activity that aims to help someone learn new skills and values. In the learning process, the teacher was initially asked to know the basic skills of students with basic skills, motivation, academic background, financial background and others and shows the successful implementation of learning. The ideal learning is learning that can encourage children's creativity as a whole, makes

students active, effectively achieves learning goals and takes place deep pleasant conditions .

Ideal learning is only possible if it is supported by an ideal teacher. For ideal learning, a teacher must have seven criteria , namely: (1) Nature, the teacher must be enthusiastic, provide motivation, encourage students to progress (2) Knowledge, have sufficient knowledge of the subject being taught (3) Recipients of the transfer can guarantee that the material presented includes all discussion units (4) How to teach, can explain various information clearly and clearly and can apply teaching methods in many ways (5) Hope, the ability to give hope to students and hold students accountable (6) Teacher's reaction to students, willingness and ability to accept different inputs, risks, challenges and always supports students (7) leadership, can demonstrate knowledge in planning, organization and know how to manage a class (Ismail, 2010) .

Citizenship Education is a subject contained in the elementary school curriculum. Citizenship Education is one of the subjects that really helps students in growing real knowledge and understanding to be used in the life of the nation and state that will be faced by students in everyday life. Through the Citizenship Education subject, students or students are directed to become democratic citizens of Indonesia, understand their status and position in society and be responsible, so that in the life they will face later, students are truly ready. Citizenship education is a subject that focuses on self-development that is diverse in terms of religion, socio-culture, language, ethnicity to become citizens who are intelligent, skilled, and have character based on Pancasila and the 1945 Constitution.

model is a plan or pattern that is used to shape the curriculum and long-term learning. Designing learning materials, and guiding learning in the classroom or outside the classroom. In the implementation of the 2013 curriculum SD/MI refers to the RI Minister of Education and Culture NO. 65 of 2013 concerning educational process standards states that the learning process in educational units (including in SD/MI) is carried out in an interactive, inspiring, fun, challenging manner, motivating students to participate actively and providing sufficient space for initiative, creativity and independence in accordance with talents, interests and physical and psychological development of students (Lubis, 2018) .

RESEARCH METHODS

In this study, the researcher used qualitative research. The methodology used was descriptive qualitative methodology. In this case, it is used to describe the extent of understanding of the Muslim community in Tanah Seribu Village regarding Sharia Banking. Qualitative research is a study that emphasizes more to natural aspects compared to using statistical methods in the form of numbers. If there are numbers - numbers in qualitative research are only as a support. While the qualitative descriptive analysis methodology is research that collects some data and information in the field which will be described in accordance with the facts in the field.

This research is a type of descriptive qualitative research. Data collection is the most important step in research, because the main goal in this research is to obtain data (Fadhli, 2021) . Data collection can be done in several settings, various data sources and various ways. In order to obtain accurate data, in this study the authors collected data collection procedures using interviews, observation, and documentation obtained from the SD Negeri 054886 SP Yon Linud 100, Sei Bingai District, Langkat Regency

RESULTS AND DISCUSSION

The contextual approach in learning Pancasila and Citizenship Education in elementary schools in this study was applied in three cycles. Each cycle is carried out through four phases, namely planning, action, observation, and reflection. The implementation of cycle I begins with the planning phase (plan) which contains the preparation of an educator related to the preparation of a planning or preparation program that will provide direction for an educator in learning activities. This preparation is included in the learning input in the form of learning documents which include syllabus and learning implementation plans (RPP) which contain material about the importance of the integrity of protecting the Unitary State of the Republic of Indonesia (NKRI). Furthermore, after the lesson plan is well prepared, the learning process is carried out using the lecture method, question and answer, and assignments with a contextual approach.

Based on the findings in the implementation of the first cycle, the researchers again compiled a Learning Implementation Plan (RPP) and the instruments to be used in action. The implementation of the actions taken in cycle II has determined the time allocation for each activity, the time allocation includes initial activities for 10 minutes, core activities for 50 minutes which are divided into three parts, namely exploration for 15 minutes, elaboration for 25 minutes, and confirmation for 10 minutes, and the final activity in the learning process for 10 minutes. The RPP that has been made also includes structured assignments for students who are trying to be able to construct learning materials from their surrounding environment by interviewing local figures regarding efforts to maintain the integrity of the Unitary State of the Republic of Indonesia and any attitudes that can disturb the integrity of the Unitary Republic of Indonesia. Furthermore, after the lesson plan has been well prepared, the learning process is carried out by educators to convey Civics material on behavior to maintain the integrity of the Unitary State of the Republic of Indonesia by involving all students' intelligence, namely cognitive, affective, and psychomotor, using lecture, question and answer methods, group study heterogeneous, modeling and assignment with a contextual approach. This learning process refers to the revised lesson plan with the findings from the actions in cycle I.

Integration of learning, so that meaning is found in the learning. The material that has been obtained can actually be applied in the real life of students. Contextual learning and teaching involves the active role of students in the learning process, namely by relating academic subject matter to the real life context they face. So that in this way students in the learning process can find meaning that is useful in their lives (Parhan, 2020).

The learning process that has been carried out indicates a teaching and learning process that is more student oriented, and is not confined to the classroom, the learning process has begun to make the school environment and home environment a means of the learning process. The learning process already involves all the elements or components that are at the heart of contextual learning, namely learning has directed the entire process to: constructivism (constructivism, building, forming) material through real experience, the process of asking (questioning), inquiry (investigating, finding) material by students, learning

community (learning community), modeling (modeling), reflection (reflection or feedback, and authentic assessment. Authentic assessment (actual assessment) is carried out by combining several assessments that are continuous and integrated between the material and the real life of students .

Based on the assessment that has been carried out, both in cycles I, II, and III, there appears to be a significant increase. Based on the results of the questionnaire data in cycle I, it was found that the lowest score was 49.04% and the highest score was 87.74% with an average number of 68.42. These results indicate that the learning of Pancasila and Citizenship Education has not yet reached the Minimum Completeness Criteria (KKM) for Pancasila and Citizenship Education, namely 70. Based on the results of the questionnaire data in cycle II it was found that the lowest score was 70.32% and the highest score was 94.84 % with an average number of 85.02. These results indicate that learning Education.

Pancasila and Citizenship in cycle II has exceeded the Minimum Completeness Criteria (KKM) for Pancasila and Citizenship Education, which is 70 and is better than cycle I. Based on the results of the questionnaire data in cycle III it was found that the lowest score was 85.80% and the highest score was 99.35% with an average number of 91.99. These results indicate that learning about Pancasila and Citizenship Education in cycle III is much better than the learning process in cycle II. Based on the average in each cycle, there is an increase of 24.26% from cycle I to cycle II, an increase of 8.20% from cycle II to cycle III, and an increase of 34.45% from cycle I to cycle III.

The foregoing means that the learning process of Pancasila and Citizenship Education delivered with a contextual approach can improve the attainment of better learning outcomes and the learning process is perceived to bring relevance to real life. Learning activities with a contextual approach can improve higher quality learning outcomes, encourage more creativity and productivity and efficiency (Dewi, 2018). In addition, learning outcomes increase, because in contextual learning all senses are used simultaneously so that learning activities become more actual, concrete, realistic, real, fun, and meaningful by being constructed by students themselves in each learning process. The contextual approach to learning Pancasila and Citizenship Education at SDN Cugenang has proven to make a contribution

Which is very positive in the learning process, so that it can improve learning outcomes that are of higher quality, and encourage more creativity, productivity and efficiency. .

CONCLUSION

Citizenship Education is a subject contained in the elementary school curriculum. Through the Citizenship Education subject, students or students are directed to become democratic citizens of Indonesia, understand their status and position in society and be responsible, so that in the life they will face later, students are truly ready. In the Appendix to Permendiknas No. 22 of 2006 normatively stated that "Citizenship Education Subject is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution." Meanwhile it was also determined that "The depth of the curriculum content in each subject in each educational unit is set forth in the competencies that must be mastered by students in accordance with the learning load listed in the curriculum structure

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