

Application of the Prospect Learning Model to Help Increase Learning Outcomes and Citizenship Education Learning in Class 5 Students at SDN Sungai Andai 4 Banjarmasin



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ABSTRACT: This study aims to describe the activities of teachers, and students and analyze student learning outcomes using a combination of PROSPECT (Problem Based Learning (PBL), Group Investigation (GI), Picture and Picture. This research is a type of classroom action research with a qualitative approach which was carried out in four meetings. The output of this research is an increase in teacher activity with very good criteria, an increase in student activity with very active criteria, and an increase in learning outcomes that exceed the established success indicators. It can be concluded that the activities of teachers, students and learning outcomes achieve the target indicators and the hypothesis can be accepted.

KEYWORDS: Learning Outcomes, Combination of Problem Based Learning (PBL) Models, Group Investigation (GI), Picture and Picture.

INTRODUCTION

Education is an activity designed to create a conducive learning atmosphere. The purpose of learning activities given to students in Indonesia is to cultivate the values of attitudes and personalities that are in accordance with the values contained in the Pancasila precepts. (Putri, Dewi, & Furnamasari, 2021)

Civic education is a subject that emphasizes character values to make students good citizens and uphold national unity and integrity. The success of civic education is shown in changes in student attitudes and behavior.

The objectives of civic education are (1) To develop critical, creative, and rational thinking skills to deal with civic issues (2) To participate actively, responsibly, anti-corruption and intelligently in acting on community, national and state activities (3) To form character to be able to live with the community, nation and state (4) Utilize technology to interact with various people in the world (Riadin & Permadi, 2019).

Based on these objectives, civics learning is not only rote but can be understood and understood by students. In line with this, according to (Desvianti, Desyandri, Darmansyah, & Ratin, 2020) the task of the teacher in addition to providing knowledge to students, the teacher must also help students to have attitudes and behaviors that are by the precepts of Pancasila and life in society. Therefore, teachers must have the knowledge and skills to manage classes and use learning models so that the objectives of Civics learning can be achieved.

However, this seems contrary to the ideal conditions described above. The reality on the ground shows that the learning process in civics education subjects at Sungai Andai 4 Elementary School Banjarmasin is still conventional and theoretical. This is indicated by the following conditions: (1) less learning in the use of the right model (2) learning is lecture and one-way (3) students do not know the actual context of learning (4) students are not facilitated to express their aspirations (5) for civics material, it can be seen by the number of students experiencing problems in learning and evaluation. This is followed by learning outcome data in 2018/2019 which shows that of 17 students 60% did not meet the minimum completeness criteria, and 40% met the minimum completeness criteria, with a minimum completeness criteria of 60.

If the problem continues, the impacts that will occur are as follows (1) Students do not succeed in developing material in their social life (2) Students' motivation and critical thinking will become dull (3) The learning process will tend to be rigid and boring (4) Students' learning activities and creativity are hampered (5) Learning outcomes are low.

The application of the right learning model is expected to be able to answer the problems that occur and be able to increase student activities and learning outcomes. The strategies that can be used to make students excited and easy to remember lessons are by making a combination of learning models that can stimulate students' curiosity and models that can to create a fun

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and not boring learning atmosphere so that students are enthusiastic in learning and easy to understand learning. The learning model that will be applied later is a combination model of PROSPECT (Problem Based Learning (PBL), Group Investigation (GI), and Picture and Picture).

Problem Based Learning (PBL) is a learning model that presents various problems in the real world for students to be used as sources and learning tools as experiences in improving critical thinking skills and problem-solving abilities without neglecting the knowledge that is the goal of learning (Setyo, Fathurahman, & Anwar, 2020).

Group Investigation is a learning model that requires students to be active in finding and building knowledge with the group through scientific steps. Model Group Investigation emphasizes critical thinking skills to hone and test students' thinking skills (Kumbaraningtyas, Relmasira, & Hardini, 2019).

Model Picture and Picture is a learning model that uses pictures and is paired or described into a logical sequence. This learning model has the characteristics of being active, creative, innovative, and fun in the learning process (Ati, Widiyanto, & Suyana, 2018). The choice of this model is to motivate students in learning, stimulate curiosity, be active and participate in learning, and minimize boredom in learning.

Based on the explanation of the background, the researcher feels the need to carry out classroom action research with the title "Application of the Prospect Learning Model to Help Increase Learning Outcomes and Citizenship Education Learning in Class 5 Students at SDN Sungai Andai 4 Banjarmasin".

METHOD

The approach used in this research is using a qualitative approach, while the type of research used is classroom action research.

This research was conducted at Sungai Andai 4 Elementary School Banjarmasin for the second semester of the 2019/2020 academic year or even. It was carried out on civics education material with the subject of class V students totaling 29 people.

The types of data are contained in the form of qualitative data and quantitative data. (1) Qualitative data is data on teacher and student activities in learning activities taken using observation/observation techniques during the learning process. (2) Quantitative data are student learning outcomes obtained using a written test at the end of each meeting. Quantitative data was taken using a test technique and carried out at the end of each lesson at each meeting. Group learning outcomes are obtained by distributing group worksheets. Meanwhile, individual learning outcomes are carried out in every meeting and adjusted to the material and learning objectives.

The steps for the combination of the three models are:

1. Prepare for learning.
2. The teacher conveys the learning objectives.
3. The teacher gives questions and problems to students. (PBL)
4. The teacher directs students to form groups of 4-5 people. (Group Investigation)
5. Students sort the pictures given by the teacher into a logical order. (Pictures and Pictures)
6. The teacher stimulates students' sense of knowledge by displaying pictures. (Pictures and Pictures)
7. The teacher gives time for students to discuss the name of the group.
8. The teacher distributes questions to all groups.
9. Each group gets different material.
10. The teacher guides the students to discuss.
11. Group representatives present the results of their discussion.
12. The teacher asks other students to repeat the previous answer.
13. The teacher again gives questions to other groups.
14. The teacher gives rewards to the best group.

Analysis of data on teacher activities using scores determined in the following way:

Max Score : $9 \times 4 = 36$

Min Score : $9 \times 1 = 9$

Then it is calculated by the formula:

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Table 1. Interpretation of Teacher Activity

No	Score	Achievement Qualification
1	30 – 36	Very Good
2	23 – 39	Good
3	16 – 22	Fairly Good
4	9 – 15	Poor

Determination of student activity using the following formula:

Percentage of Student Activity =

$$\frac{\text{Score obtained}}{\text{Maximum number of scores}} \times 100\%$$

Het percentage studentenactiviteit is als volgt:

Table 2. Percentage klassieke studentenactiviteit

No.	Interpretatie	Prestatiekwalificaties
1	82%-100%	Zeer actief
2	63%-81%	Actief
3	44%-62%	Redelijk actief
4	25%-43%	Minder actief

Wat betreft leerresultaten om individuele beheersing te bereiken als studenten de stof beheersen met de criteria van waarde 60.

$$\text{Individuele volledigheid} = \frac{\text{Score obtained}}{\text{Maximum number of scores}} \times 100\%$$

Classical completeness of learning outcomes is if a class has met the indicator 80% of all students reach a value of 60.

Indicators of success (1) The teacher's activity in learning which is measured through the learning implementation observation sheet is said to be successful if the teacher's activity observation sheet reaches a score of 36 "Very Good". (2) Student activities are said to be successful if the number of students in the "Very Active" criteria reaches a percentage of 82%. (3) The indicator of the success of student learning outcomes is when it reaches 60 individually, and 80% of students achieve a classical value of 60.

RESULT

Based on the results of this study, the combination of Problem Based Learning (PBL), Group Investigation (GI), and Picture and Picture grade students at Sungai Andai 4 Elementary School Banjarmasin can increase teacher activity at each meeting. Improving the quality of the activities of the implementation of learning by the teacher can be described in the table below:

Table 3. Recapitulation of Teacher Activities Each Meeting

Meeting	Score	Criteria
1	24	Good
2	25	Good
3	26	Very Good
4	29	Very Good

Table 3. shows that teacher activity continues to increase. The teacher's activity in the first meeting got a score of 24 "Good", the second meeting got a score of 25 "Good", the third meeting got a score of 26 "Very Good", and the fourth meeting got a score of 29 "Very Good"

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Observation of student activities by researchers using an instrument in the form of an observation sheet. Meetings 1, 2, 3, and 4 showed the following results:

Table 4. Recapitulation of Student Activities Each Meeting

Meeting	Score	Criteria
1	59%	Firy Active
2	69%	Active
3	76%	Active
4	90%	Very Active

Table 4. shows the activity of students in the 1st meeting of active and very active categories as much as 59%, the second meeting of students in the active and very active categories as much as 69%, in the 3rd meeting students in the active and very active categories as much as 76%. In the 4th meeting, the students were categorized as active and very active as much as 90%. This indicates that student activity always shows improvement.

In general, aspects of student learning outcomes are also always experienced. Student learning outcomes after the evaluation at the end of the lesson obtained a comparison of learning outcomes between the 1st to 4th meetings can be illustrated in the table below:

As much as 90%. This indicates that student activity always shows improvement

Table 5. Recapitulation of Student Learning Outcomes for Each Meeting

Meeting	Classical Percentage	Criteria
1	59%	Not Finished
2	75%	Not Finished
3	86%	Finished
4	100%	Finished

Based on table 5. it is known that in terms of completeness of student learning outcomes at the first meeting students who completed classically only 59%, the second meeting students who completed classically as many as 75%, at meeting 3, classically students who completed as many as 86%, and at meeting 4, classically students who complete as much as 100%. In general, student learning outcomes continue to increase every meeting.

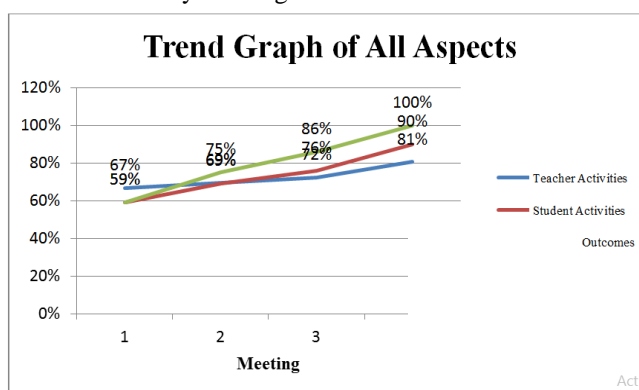


Figure 1. Trend Graph of All Aspects of Each Meeting

The graph above shows the increase in all aspects. It can be seen that every meeting, all aspects observed tend to increase. This indicates that the quality of teachers in the teaching and learning process is directly proportional to the development of student activities which has implications for increasing student learning outcomes.

DISCUSSION

Teacher activity occurs because in learning activities at each meeting the teacher continues to try to reflect on mistakes from the previous meeting and strives to always improve the quality of better learning. This is in line with the opinion (Makrifah, 2020) that learning activities cannot be separated from the teacher's role as the main key during the learning process in the classroom to support the success of learning carried out by students both academically and non-academically.

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Learning greatly influences the success of teacher activities. This is in line with (Kasaming, 2021) who states that one of the duties of a teacher is to be able to use learning models that are in accordance with the material and characteristics of students.

The task of the teacher as a profession is in terms of educating, teaching and training. Educating means that teachers must develop and pass on the values of life. Teaching means that teachers must develop and pass on science and technology. While training means that teachers must develop skills for students (Wardan, 2020).

Student activity in each meeting showed a significant increase. This increase occurred due to the application of a combination of three learning models at each meeting the teacher always holds reflections to correct teacher and student errors so that at the next meeting students can play a more active role in the implementation of learning which is carried out in three meetings.

The achievement of student activities is inseparable from the strategies applied by the teacher to stimulate students. The learning model applied is proven to be able to increase student activity in learning activities. The choice of learning model is inseparable from the characteristics of elementary school students. All student activities carried out by students will have an impact on learning outcomes in obtaining knowledge. The role of student activities is very dominant in learning. This opinion is in line with the opinion (Ariyanto, 2021) that the activities caused by students will form knowledge and skills to lead to increased achievement. With the responses given by students, the learning activities will be conducive and effective. The more active the students' activities when learning to eat will result in better learning.

The teaching and learning process cannot take place if there is no activity in the learning process. In the learning process, activities are a series of activities that include several things including student activity, student skills in listening, reading, writing, counting, observing, thinking, and all forms of activities that can support student learning development.

Improving student learning activities is a big challenge for anyone who is struggling in the world of education. The learning process takes place if there is student activity in it. The most important success in the learning process is at the elementary school level. Learning in elementary schools is the initial step in moving towards a higher level to continue to the next level of education, because the quality of further education is very dependent on primary school education, if elementary schools are able to develop abilities and skills it will produce a better quality of education at this level. further education (Mustopo, 2019).

PBL learning model is a learning model that presents various problems in the real world for students to be used as sources and learning tools as experiences in improving critical thinking skills and problem-solving abilities without neglecting the knowledge that is the goal of learning (Setyo et al., 2020).

Group investigation is a learning model that requires students to be active in finding and building knowledge with groups through scientific steps. (Kumbaraningtyas et al., 2019). The use of the group investigation model is to increase students' self-confidence, participate in information search, foster independent thinking skills, and develop student activity and creativity.

The *Picture and Picture* model is a learning model that uses pictures and is paired or decomposed into a logical sequence. This learning model has the characteristics of being active, creative, innovative, and fun in the learning process (Ati et al., 2018). The selection of the picture and picture model is to motivate students in learning, stimulate curiosity, be active and participate in learning, and minimize boredom in learning.

By applying the combination of these models, student learning outcomes show a graph that continues to increase at each meeting. This increase cannot be separated from the increasing aspects of teacher and student activities.

In line with thinking (Elvianti, 2020) by students from activities provided by the teacher. The teacher's role in learning is very influential on student learning outcomes. Starting from the initial activities the teacher tries to prepare the students physically and mentally before starting learning, the teacher should do an apperception to explore and find out the level of student understanding, as well as the delivery of the learning objectives to be studied. Then the next activity the teacher conveys the subject matter to be taught accompanied by giving concrete examples to students.

According to (Rusman, 2017) that the teacher is the main subject as a determinant of the course of the learning process in the world of education. The learning process is an activity and interaction. Differences in the way of thinking or mindset of teachers in teaching also have an influence on the quality of learning as well as the implementation of strategies and their implementation in learning. Teachers who have the assumption that learning as providing assistance to students will be different from teachers who teach to simply convey the material being taught.

In the world of teacher education is a fundamental component that is very important in supporting the success and improvement of the quality of education. For students, the teacher is not only a teacher but also a friend and role model as well as a figure in identifying students. This indicates that a teacher must be able to behave and have adequate competence in developing students. For this reason, in carrying out their duties properly, teachers need to have competence in various things, especially moral competence and professionalism. In addition, teachers should be able to position themselves as well as possible in order to create effective and innovative teaching and learning activities, namely by becoming transformers, informants, evaluators, and organizers.

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CONCLUSIONS

The classroom action research and discussion as described above show that using a combination of PROSPECT (*Problem Based Learning (PBL)*), *Group Investigation (GI)*, and *Picture and Picture* on civic education materials in class V SDN Sungai Andai 4 Banjarmasin can increase activity. teachers with "Very Good" criteria, student activities with "Very Active" criteria, and student learning outcomes achieve complete learning.

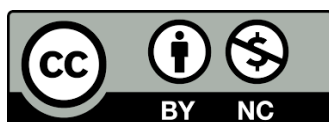
Based on the findings that have been concluded above, the researcher conveys several suggestions that need to be considered, namely to the teacher this research should be used as an alternative consideration for choosing the right learning strategy to solve learning problems. Principals are expected to be able to become material and references in providing training to teachers in carrying out professional development related to increasing the ability to design innovative learning processes and providing additional information in the form of choosing the right model in improving the quality of learning. And other researchers should be able to apply the results of this study as optimally as possible so that the findings obtained can be applied and developed for the benefit of education and to improve the quality of elementary schools in the area where researchers serve later.

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