The Influence Of Modeling Learning Strategies To The Learning Outcomes Of Citizenship Education

Evi Susilawati, Harun Sitompul, Julaga Situmorang

Abstract: The general objective of this research is to see the effect of modeling learning strategy on students' learning outcomes of Civic Education. The subject of this research is the students of SMP Negeri I Labuhan Deli, Deli Serdang in class VII. The sample of research students of class VII-3 (seven-three) SMP Negeri 1 Labuhan Deli, Deli Serdang of North Sumatra Province as many as 380 students with the subject of research amounted to 73 people. Data analysis using Analytical Technique of Variance (ANAVA) which then from result of obtained data is converted by using normality normality test by Lillieofors test and to test homogeneity requirement using Bartlett test. Based on the results of hypothesis testing found that students who are taught with modeling learning strategies have better learning outcomes of Civics than students taught by conventional learning strategies. Then based on Scheffe test results proved that students are taught by using pemodela learning strategies get better learning outcomes of Citizenship Education compared to students taught using conventional learning strategies.

Index Terms: Learning Strategy and Civic Education

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1 INTRODUCTION

Lately, the Indonesian people are worried about the disentigrasi issues that will occur in Indonesia. Any conversations that occur in the mass media or social networking is concerned about the dangers of disintegration. This awakens the entire compenent of the nation including teachers to the changing lives of nation and state of Indonesia who have experienced such dynamic development. The condition is coupled with the development of global life which is marked by the increasingly open information about the ideology of various countries, cooperation, and competition between nations or countries. The development of global life shows the increasingly complex space and movement of the Indonesian nation in navigating the danger of disintegration in the civil society. The process of the Indonesian journey to civil society, ie the nation and state society that stands and leads to the concept and value of Pancasila and the UUD 1945 is still sustainable and must be adapted to the realities of social dynamics that develop in global society. In addressing global developments, Indonesians should have citizenship behavior in terms of: (1) multi-citizenship ie the people of Indonesia are citizens of their families, citizens, citizens of Indonesia as well as citizens of the world where every membership as an Indonesian society has an obligation to follow the rules that bind him ; (2) have a sense of nationalism in the form of emotional aspects that have strong adhesive power to develop a sense of cohesiveness and become a nation's self-esteem that can not be replaced by a global culture;

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(3) have strong adhesive means of trust between each other and are characterized by applying the values contained in social institutions and must be trusted by the people of Indonesia in order to bind and unite the Indonesian people to achieve the nation's goals; (4) possesses civic intelligence that is the ability of the rational, emotional, and spiritual ability of a person as a citizen of a civilized society in the knowledge or awareness of his rights and obligations as a citizen and transforms those values in daily life which are derived from moral and ethics ; (5) to have cultural capital in the form of inclusivism that is the attitude of opening up to the values of fellow members of the community that benefit the common interest to give strength to the change and the development of Indonesian culture, tolerance is the attitude of opening up for life gotong royong, Others, appreciate the good values and avoid bad values, and the attitude of openness is the attitude that fosters self-confidence among fellow members of the community (Tilaar, 2012) It is acknowledged that the behavior of Indonesian citizenship as described above is not sufficient. According to Undang-Undang No. 20 tahun 2003 on National Education System, Elucidation of Article 37 states that Citizenship Education is a subject that leads to the formation of personality and its form seen in the behavior of faith and piety of God Almighty, ethical and moral behavior and sense of responsibility of state In students. Civics as one of the curriculum content of primary education, secondary education, and higher education, it is necessary to adapt adaptively and coherently with the needs and demands of an ever-changing global society. Based on the Act, Civic learning activities should be able to bring students towards maturity and shaping them into a democratic, religious, civilized, united, and socially just society in accordance with the concepts, values, norms and morality expressed and implicit in Pancasila And the UUD 1945. Civics learning should be oriented towards the development of democratic student behavior. Democratic student behavior is done in classroom learning where teachers should be able to create a learning environment characterized by democratic procedures as well. The class should be a laboratory or miniaturized democracy aimed at studying and investigating various social and interpersonal problems (Thalenr in Arend, 2010). However, the maturation of students into a democratic, religious, adapt, united, and socially just society is not visible in Negeri I Labuhan Deli, Deli Serdang, North Sumatra Province in grade VII. Based on the observations that the researchers did in the school were found

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the following: (a) in teaching Civics subjects in class VII, teachers more often use indoctrination techniques; (B) there is no classroom as a democracy laboratory until the learning of Civics as the formation of student democratic behavior is difficult to achieve; (C) to the behavior that teachers show to students, teachers often find it difficult to take a stand whether a teacher should be propagandist, neutral, or dedicated and well informed teacher; (D) teachers have difficulty in evaluating the learning outcomes of Civics is difficult especially in evaluating attitude changes, therefore the evaluation conducted by teachers only use memorization only, (e) there is a tendency of teachers who often use less-mobilized learning techniques and foster the potential of thinking , Attitudes, and skills of students, (d) the discovery of student character problems related to undisciplined, moral and ethical, creativity, independence, and democratic attitudes that do not reflect the level of quality of students expected by the wider community; Apathetic in inculcating the moral values contained in the Civic study because the moral values outside the school are not done The above conditions, become a separate problem for Civics teachers where efforts to empower students' moral and ethical values is not an easy thing to do. The lesson that should be done is learning that not only gives intelligence to mere rote, but on the formation of the creativity of the dignified students where the students are not regionalistic, not selfish that will lead to the action of the nation's disentigration (Syukur, 2011). To develop it, teachers should be able to design the learning of Citizenship Education, especially in designing strategies, methods, media, and evaluation of learning is certainly tailored to the characteristics of the subject and characteristics of students. As a designer in learning, teachers are instrumental in determining the success or failure of achievement of learning objectives. In order for the learning objectives to be achieved, teachers are required to have teaching skills and can organize learning materials in such a way that learning becomes interesting. Thus, it is necessary to conduct an assessment in providing subjects of Civics Education on VII grade students of SMP Negeri 1 Labuhan Deli, Deli Serdang, North Sumatra Province, in the use of learning strategy using modeling. By learning to use modeling, students can observe someone who becomes a figure who is respected admired, and trusted by students to show the expected behavior. The behavioral outcome of the modeling is reflected in the attitude and attitude that the students imitate. A number of studies have shown that behavior is the standard measure that will be observed, observed and imitated by students, although the view of teacher's position in the modern world has changed, but one thing remains that teachers are figures in the learning process, To be alive and the interaction between teachers and students that is transformative will be formed from the interaction between students-with students will run well.

MATERIALS AND METHODS
This study aims to provide empirical evidence of differences in learning outcomes of Citizenship Education in students who are taught using Modeling learning strategies and who are taught using conventional learning strategies. This study is Quasi Experiments conducted in SMP Negeri 1 Labuhan Deli, Deli Serdang. The research data was collected in the Lesson Year 2014/2015 in class VII (seven) semesters 1 and 2 from July 2014 to May 2015. The population of this study were all students of grade VII (seven) SMP Negeri 1 Labuhan Deli, Deli

Serdang, North Sumatra Province as many as ten classes with 380 students. From the whole population, random samples were collected until there was 1 (one) class which applied modeling learning strategy and 1 (one) class which applied conventional learning strategy. The sampling technique in this research was Cluster Random Sampling with all subjects were 73 people. The dependent variable of this research is the learning outcomes of Student Citizenship Education, and the independent variable is the learning strategy of Modeling and Conventional learning strategy. Each variable is defined as follows:

A. Learning modeling strategy is a learning strategy by using the model in the learning activities and through observation activities and imitation students can take the functional value of behavioral modeling so as to form a positive student behavior The learning steps are: see the behavior that will be used as a model, Establish the functional value of the behavior of the model, develop the sequence of learning, apply the learning to guide the cognitive processes and the process of student's motor reproduction,

B. Conventional learning strategy is a learning strategy that puts the teacher as the only source of learning and also as a presenter of the content of the lesson. The learning steps begin with the student's motivation and apperception on the introduction, the main activity is the description of the subject matter and the cover at the end of the lesson.

C. The results of Civic learning is the level of ability in students in the form of mastery of students either in the form of moral Pancasila or civic knowledge embodied in the form of test results test results. The test of learning outcomes in this study is limited to cognitive aspects in the form of objective tests. The item was developed from the learning materials based on the Curriculum 2013, the subjects of Vocational Education SMP class VII (Seven) second semester of the Lesson Year 2014/2015.
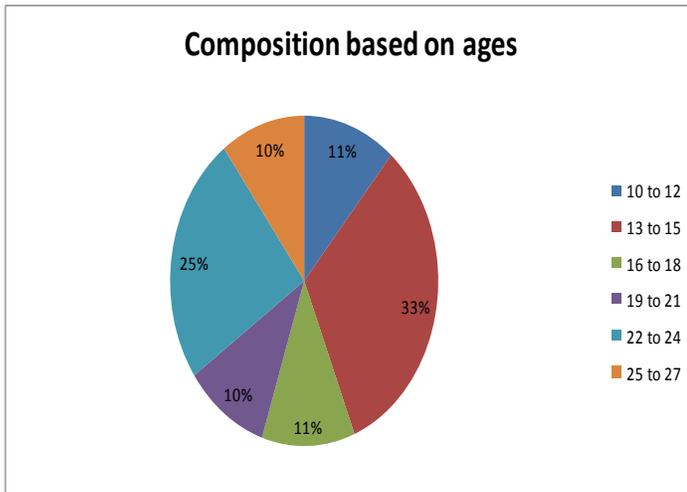
RESULTS AND DISCUSSIONS
Based on the results of field research obtained the frequency distribution of learning outcomes Civics students are taught with modeling learning strategies shown in the following diagram:
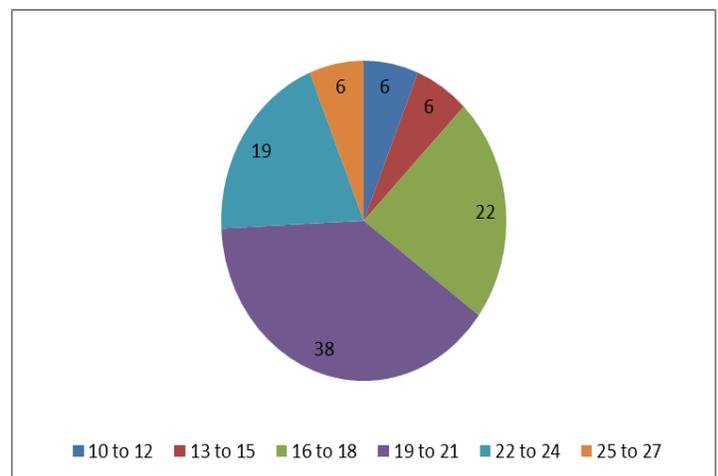
Figure 1. *Frequency distribution diagram of learning outcomes of Civics students taught by modeling learning strategies*

Score of student learning outcomes of students who are taught by conventional learning strategy is shown by the following frequency distribution diagram:

Composition based on ages

- 11% — 10 to 12
- 33% — 13 to 15
- 11% — 16 to 18
- 10% — 19 to 21
- 25% — 22 to 24
- 10% — 25 to 27

Figure 2. *Frequency distribution diagram of student learning outcomes of Civics students taught by conventional learning strategies*

Then, the overall results of ANAVA calculations on hypothesis testing showed the following: differences in student learning outcomes of students who were taught with modeling learning strategies and conventional learning strategies found that students who were taught with modeling learning strategies got an average score of 19.20 and learning Conventional is 16.72. From the difference between the average score and the result of hypothesis testing it is evident that students who are taught with modeling learning strategies have higher learning outcomes than students taught by conventional learning strategies. Implementation of modeling learning strategy gives influence to learning outcomes Civics Education of students of SMP Negeri 1 Labuhan Deli, Deli serdang North Sumatra Province is better than using conventional learning strategy. Based on research hypotheses about differences in learning outcomes Student Citizenship Education taught by learning strategies Modeling and Conventional learning strategies. The research findings above are very reasonable because the learning of Citizenship Education with conventional learning strategy is a strategy of presentation of lessons conducted by the teacher with a direct oral explanation or explanation of the students to transfer all the knowledge they have. The conventional learning strategy with the following learning steps: (1) motivating students and apperception in the introduction; (2) main activities are description of learning materials; (3) cover by holding summaries, conclusions, assessments, and follow-up on the subjects that have been given. Learning is only presented in the classroom, carried out to the group as a whole and students learn through understanding, making it difficult to identify students' talents, interests, and abilities. Compared with modeling learning strategies in which students learn by observing the actions and consequences of others that emphasize vicarious reinforcement and the social influence of models, this learning activity will foster internal and external motivation Students. Furthermore, the main goal in the learning process using modeling is the ability of students to imitate the behavior of the

model, through the process of observation, it can decide which behavior will be imitated and implemented in the person so that learning using modeling gives effect on the formation of student behavior Namely: 1) the effect of modeling (modeling effect) that students perform new behavior through associations so that in accordance with the behavior of the model; 2) inhibition effect and disinhibition is the behavior of the model that the students received is not directly imitated but observed by the students so that new behavior arises which is not the same as the behavior of the model it emulates; 3) the effects of ease (fascillation effects) in which behaviors that have been studied by the student before observing the model and reappear after students observe the behavior of the modeling So the learning outcomes of Citizenship Education students using learning strategies are better than using conventional learning strategies. In addition, the learning steps use modeling learning strategy in the form of: (1) see the behavior that will be used as a model, (2) set the functional value of the behavior; (3) developing a learning sequence; (4) apply learning to guide cognitive process and student's motor reproduction process. The implementation of the lesson focuses on the effect of modeling with the learning process progresses gradually from simple to complex skills so as to easily identify the talents, interests, and abilities of the students. Based on the results of research conducted, it was found that students who were taught with modeling learning strategies got an average score of 19.20 and the conventional learning was 16.72. From the difference between the average score and the result of hypothesis testing it is evident that students who are taught with modeling learning strategies have higher learning outcomes than students taught by conventional learning strategies. Taking into account the sequence of steps from the two learning strategies above, it can be seen that the learning outcomes of students who are taught with modeling learning strategies are better than conventional learning. In modeling learning, students have a hands-on learning experience. These findings support the results of Ali and Elfessy's (2014) research which states that learning strategies that build a direct learning experience that in the learning activities can foster students' attention, interest and confidence so as to generate positive interdependence to increase activity, and the efficiency of learning. Students who have direct learning experience using modeling learning strategies have better learning outcomes than using conventional learning strategies Modeling learning has characteristics in which teachers can determine the behavior that should be imitated from modeling and adjusting the type of model to be used in learning based on student characteristics and subject matter so that teachers can develop students' abilities through learning experiences. By learning to use learning strategies, students become innovative observers in observing the social behavior of others. The results of this study support the study of Olusegun et al (2014) which states that learning using modeling will help students to become observers of other people's behavior and secretly students can learn new behaviors and decide whether the behavior can be followed or not so students More confident and unselfish and can neutralize from all their actions. The results of this study are in line with the opinion of Gredler (2011) who states that learning by model is a direct learning in a naturalistic setting that gives students the opportunity to acquire complex skills and abilities through model behavioral observations and behavioral consequences

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of growing attention, confidence, liveliness , And pleasing students. So extraordinary is the effect of learning strategies on student learning outcomes so Dorothi Knolte as suggested by Lowrence (2005) states that: (1) students learn what they observe, (2) if students live with criticism they learn to condemn and judge , (3) if students live with hostility, they learn to get angry and fight, (4) if students live with scorn, they learn to be shy and withdraw, (5) if students live with shame, they learn to feel guilty, (6) If students live with tolerance, they learn to be patient, (6) if students live with encouragement, they learn self-confidence, (7) if students live with praise, they learn to appreciate, (8) if children live fairly, Justice, (9) if students live with security, they learn to have faith, (10) if students live with approval, they learn to like themselves, (10) if students live with acceptance and friendship, Learn to find love for fellow and world peace. In contrast to the conventional learning strategy, this learning strategy uses the teacher as the only source of learning, in the sense that the teacher as the holder of control and control in determining the content, learning methods, and assess student learning outcomes. Furthermore, in terms of the learning process, conventional classroom learning is described as follows: (1) as the transmission of knowledge or information from teachers to students; (2) the teacher prepares for the lesson to be given; (3) the teacher takes the most active role in the class in terms of providing course material and guiding students; And (4) students listen, make notes, memorize, and can show their knowledge by filling in or choosing the right answer alternative on the test (Martin and Euginio in Soyemi et.al, 2012). Furthermore, teaching activities undertaken by teachers in conventional learning is the activity of storing information in the minds of students who are passive and considered empty. Students receive only verbal information from books and teachers or experts. The organization of conventional learning is a mechanistic practice and reduced to providing information. In this condition, the teacher plays a very important role because teaching is considered to transfer knowledge to a learned person called knowledge transmission. This knowledge-based knowledge-based learning is based on the teacher's role in preparing and transmitting knowledge or information to students. While the role of the students is to receive, store, and perform other activities in accordance with the information provided. While the role of students learns the knowledge or skills from the parts to the whole. Students should be quick and thorough through listening, reading, and recording activities to obtain information. Students should also perform laboratory activities and / or answer questions related to the information. On the other hand, teachers play a role in processing the knowledge and / or skills required by students. With respect to the processing of such knowledge or skills, teachers sometimes need to add strengthening of images, symbols, tables, or other types as learning resources. Learning resources are mostly textual and not contextual. Learning activities are not in accordance with the characteristics of subjects Education Citizenship where learning Civic Education brings value education, moral education, social education, and political education. This is because: (1) Civic material is the concepts of Pancasila value and the UUD 1945 along with the dynamics of embodiment in the life of Indonesian society; (2) the ultimate goal of Civic learning is the embodiment of those values in the real behavior of everyday life; (3) the learning process requires the emotional, intellectual and social involvement of the learners

and learners so that the values are not only understood in the cognitive context but must be observed and implemented (MoNE, 2006). Based on the characteristics of subjects of Citizenship Education that are substantiated in character or character of this student where character and character are not solely taught by rote but furthermore that the values taught through the subjects of Civic Education should be digested through internalization activities and standardized as A section of behavior that is inherent in the personal quality of students in the learning process until students have a character or character that excels as an Indonesian citizen. Character or character is a harmonious blend of the various virtues contained in religious, literary, clever people's views, humans in general throughout the ages. Character or character, has three interrelated elements of moral concepts (moral knowing), moral attitude (moral feeling), and moral behaviour. Based on the above opinions, the findings of this study clearly prove that the learning outcomes of Student Citizenship Education using modeling learning strategies provide higher learning outcomes than using conventional learning strategies.

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