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Increasing the Cooperation Understanding of Students Through Project-Based Learning Methods on Civics Subject in 3rd Grade SDN Pulogebang 06 Morning East Jakarta

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18

ABSTRACT

The purpose of this study was to determine the application of project-based methods in increasing students' understanding of cooperation. This research was conducted at SDN Pulogebang 06 Pagi, East Jakarta, with 20 students as the research subjects. This research uses classroom action research from Mc. Taggart performed over two cycles. Each cycle consists of the planning stage, action implementation, observation and reflection. The process of collecting data through questions, observations, and observation sheets of the implementation of project-based methods using teacher and student observation sheets, and the results of documentation in the form of photos. The results showed an increase in students' understanding of cooperation using project-based methods. This is evidenced by the results of the initial questions on understanding student cooperation 25%, cycle I 50%, while in cycle II the assessment of understanding of cooperation reached 100%, and teacher activity in cycle I 75% and students 77.7%, in cycle II the presentation of teacher results and students 100% (mastery learning). The implications of this study indicate that the use of project-based methods can improve students' understanding of cooperation seen from an increase in the value of each cycle, therefore teachers need to innovate in developing the learning process so that the learning process becomes dynamic and meaningful.

Keywords: Cooperation, Project Based, Civics, 3rd Grade of Elementary School Students

Introduction

Indonesia is a very large country and has characteristics that differentiate it from other countries. Indonesia is a country that is rich in diversity but can still live together to achieve goals. One of the characteristics of the Indonesian nation is mutual cooperation, as we know that modernization and globalization have given birth to very complex life patterns, so that they often pose a separate threat to the nation's noble traditions and culture.

Caring is a concept that underlies human quality and relationships throughout history. Human actions that ignore others will result in difficulties on a broader scale. However, along with the times, in this globalization era, the values of social care continue to degrade, especially among the younger generation or among students. The values of social care that are currently starting to fade, for example, indifference, selfishness, disloyalty to friends and so on. The causes for the loss of these values are very diverse, including due to social disparities or social status, due to the selfish attitude of each individual, lack of understanding or cultivation of social care values, lack of tolerance, sympathy and empathy (Muhamadi & Hasanah, 2019). One of the subjects in Elementary School that discusses the importance of mutual cooperation or the value of cooperation is Citizenship Education.

²⁴ The uniqueness of this research is the inclusion of discussion among students, especially elementary school age children, because elementary school age children are the beginning to form an understanding of cooperation, mutual cooperation, and care. Therefore the teacher has an important role in teaching methods where project-based learning is the right learning to use, because this learning can make students take the meaning of every lesson that is played, with the hope of providing student understanding, especially related to cooperation.

⁶ Citizenship education in schools is a subject that focuses on forming citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and character Indonesian citizens mandated by Pancasila and the 1945 Constitution "(Pancasila, 2017). ⁷ One of the goals of Citizenship Education is to shape students into human beings who have a sense of nationalism and patriotism. In the context of social, state, and national life, student life in school is basically a social life process of education in preparing them as citizens (Nurdin, 2015).

² The state prepares their young people to carry out their role as citizens. ICCS is based on the premise that preparing students for civic roles involves helping them develop relevant

knowledge and understanding and forming positive attitudes to become citizens and participate in activities related to civic education (Ainley et al., 2010). Means Citizenship Education is a subject that has a unified direction and learning objectives, namely knowledge, understanding, attitudes and implementation in order to create good citizens. Teachers and principals participating in ICCS view the development of knowledge and skills as the most important goals of civic and civic education. It complements knowledge and skills including "promoting knowledge of social, political, and civic institutions, developing students' skills and competencies in conflict resolution" (Ainley et al., 2010).

Citizenship education has an important role in developing the character of citizens through learning moral concepts, moral attitudes, and moral behavior (Erry Utomo, 2011). This means that Citizenship Education has a purpose in forming the understanding, attitudes and behavior of citizens, which means that the initial formation of behavior is the knowledge of students' understanding of something, especially cooperation in various matters. The focus of Citizenship Education learning must be deeper in developing knowledge and skills related to student proficiency (Ainley et al., 2010). This statement shows the objectives of Citizenship Education, which is obliged to know the character of such as cooperation, as part of the implementation of skills that must be possessed by every student through participatory learning such as project-based learning.

Zulela (2013: 76) suggests that project-based learning is learning characterized by creating a learning environment that allows students to find solutions to real problems faced with a learning topic. Sani (2014: 174) Project-based learning is carried out to deepen the knowledge and skills obtained by making works or projects related to teaching materials and competencies that are expected to be possessed by students.

Bell (2010: 39) says project-based learning is an approach that facilitates students and teachers to learn. Learners understand knowledge with questions that have been asked by the teacher as an excavation of their initial concepts. At the heart of this learning is the inquiry task. Students develop questions and are always guided by the teacher. The findings can be illustrated by creating a project to share with selected students.

Mulyasa (2014: 145) explains that the project-based learning method is a learning method that aims to focus students on the complex problems needed to investigate and understand learning through investigation. This method also aims to guide students in a collaborative project

that integrates various curriculum subjects, providing opportunities for students to explore content (material) using various ways that are meaningful to themselves and carry out collaborative experiments. Through project-based learning students (students) will experience and learn concepts such as the concept of cooperation. The project encourages students (students) to gain learning experiences to a significant level, the project provides authenticity to students, these characteristics include topics, assignments, the role played by students, the context in which the project is carried out, collaborators who work with researchers (students), products results, the objectives for the products produced and the performance or the criteria by which the products are assessed.

Based on research conducted by Wrigley (1998), Curtis (2005) and the National Training Laboratory (2006), it was found that the project-based learning model is quite useful in designing effective learning so that it is potential to meet learning demands (Sastrika, et al, 2013).

Based on the description above, with various data and facts, each teacher is required to teach using innovative learning methods, so that students can take the meaning of each lesson, also educate and equip students to have a cooperative nature in accordance with the Strengthening Character Education expected by the government through Kemendikbud in the Smart Character program.

Methods

This research used a classroom action research type, by taking a procedure developed by Kemmis and Taggart, namely planning, acting, observing, and reflecting as much as 2 cycles, each cycle carried out 2 times. The subjects of this study were students of grade 3 SDN Pulogebang 06 Pagi East Jakarta, totaling 20 students. The data collection method in this study is the observation of teacher and student activities and the Citizenship Education learning outcomes test on student cooperation. The instruments used in this study were the Citizenship Education learning outcomes test in the form of multiple choice and observation sheets.

Mc.Niff (1992) in Suyanto (1997: 5) which emphasizes that the main basis for carrying out classroom action research is improvement, improvement here is related and has a context with the learning process, classroom action research is the development of action research. Action research was developed with the aim of finding solutions to social problems (Legiman, 2015).

This study adopted an action research model developed by Kemmis and Mc Taggart. This research model takes four stages consisting of planning, acting, observing or monitoring, and reflecting or evaluating the stages.

The action research model that will be used in this research is using the Kemmis and McTaggart model. The flow of action research activities according to Kemmis and McTaggart is

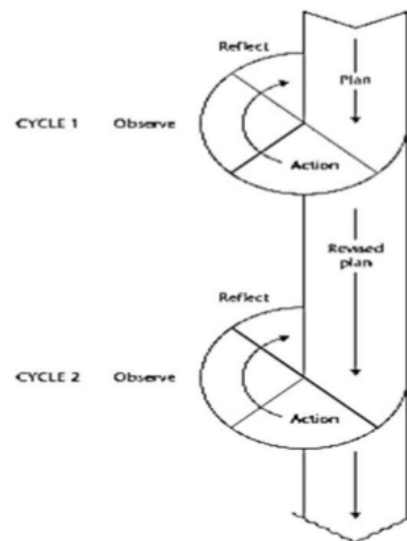


Figure 1. Kemmis and McTaggart's Model Action Research Design
(Townsend, 2013)

The research procedure includes stage 1) preparation: This stage is an initial mechanism that is focused on preparing everything that is needed in the implementation of this classroom action research, both everything related to the substance of the study and the design of the research design as well as the technical administration of its implementation. In general, the activities integrated in this preparation stage include: a) coordination of the research team, b) preparation of research designs, including the preparation of learning activity designs, c) Development of research instruments needed to evaluate learning processes and outcomes, d) identification of problems in Civics Education class 3 learning materials, e) finding alternatives and formulating problem-solving strategies. 2) Implementation Phase: This stage is the implementation stage of the project-based learning approach and at the same time the process assessment stage of the learning activities in the learning. This implementation stage includes activities which include a) an explanation of the work of the LKS including the delivery of

competencies or learning objectives , b) the implementation of project-based learning, and c) the assessment of the success of learning whether seen from the observation sheet of teacher and student activities as well as learning outcomes, d) student guidance in completing assignments, e) presentation between groups. 3) Evaluation Phase: This evaluation stage will look at the success of learning both seen in the process of teacher and student activities as well as the results in the form of test scores for Class 3 Citizenship Education subject matter cooperation. The data analysis technique used in this research is descriptive quantitative statistical analysis techniques.

Result and Discussion

Initial Data Description Before Action Research

Initial data before action research is data on the results of learning Citizenship Education understanding of the cooperation provided by grade 3 teachers at SDN Pulogebang 06 Pagi, East Jakarta, using the lecture method then followed by working on the questions contained in the Citizenship Education textbook class 3 on the cooperation material. The learning outcomes as mentioned above can be presented as follows:

Table 1. Initial Data on Students' Understanding of Cooperation

	Value range	Total students	Percentage (%)	explanation
1	0-69	15	75	Not complete
2	70-100	5	25	complete
	Total	20	100	

From the table above, it can be seen that the initial data on students' understanding of cooperation in students shows that 75% have not completed, namely 15 (fifteen) people, while only 5 (five) people who complete are 25%. It is described that students' understanding of cooperation has not been successful because they have not achieved classical learning completeness, which is 70% according to the Class 3 KKM in Citizenship Education subjects. Based on this situation, the researcher seeks to increase understanding of cooperation by implementing learning through project-based learning methods.

The results of understanding about student cooperation can be illustrated visually which is presented in the form of a bar chart image as follows:

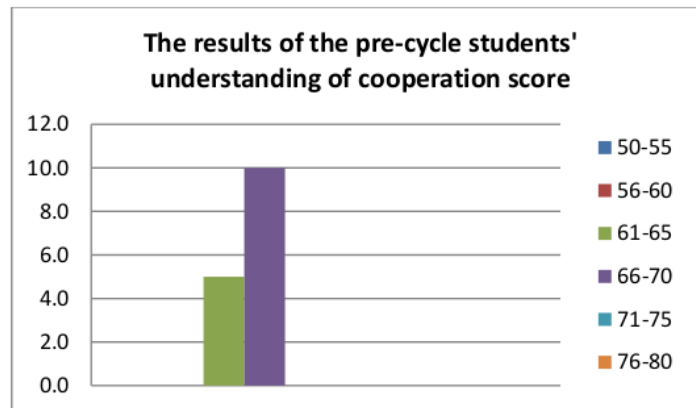


Figure 2. The results of the pre-cycle students' understanding of cooperation score

Description of Research Data in Cycle I

a. Assessment data for students' cooperation understanding in cycle I

Class 3 students' understanding of cooperation is measured in the form of multiple choice questions as many as 30 questions followed by 20 students. Data on understanding of student cooperation in cycle I can be seen in the following table.

Table 2. Data on students' cooperation understanding in cycle I

	Value range	Total students	Percentage (%)	explanation
1	0-69	10	50	Not complete
2	70-100	10	50	complete
	Total	20	100	

From the table above, it can be seen that the understanding of cooperation among students shows that as many as 10 (ten) people are incomplete, 50%, while 10 (ten) people are also 50%. It is described that the understanding of student cooperation in cycle 1 has not been successful because it has not achieved classical learning completeness, namely 70% of KKM.

The results of understanding about student cooperation can be illustrated visually which is presented in the form of a bar chart image as follows:

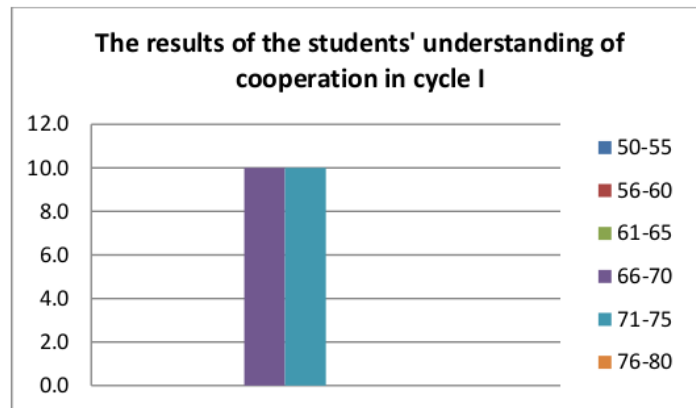


Figure 3. The results of the students' understanding of cooperation in cycle I

b. Comparison of initial data with understanding of cooperation in cycle I

Based on the analysis of cooperation understanding data, the initial data with the results of understanding cooperation in cycle I using project-based learning methods can be compared to determine the level of research success as in table 3 below.

Table 3. Comparison of initial data with understanding of cooperation cycle 1

Value range	First data	cycle 1
0-69	15 75%	10 50%
70-100	5 25%	10 50%

In this table, when compared with the initial data of students who did not complete 15 people by 75% it decreased to 10 people by 50% while students who completed the initial data were 5 people by 25% increased in cycle I to 10 people by 50%.

Description of Research Data in Cycle II

a. Assessment data on understanding of cooperation cycle II

Grade 3 students' understanding of cooperation was measured in the form of multiple choice questions as many as 30 questions followed by 20 students. Data on learning outcomes in cycle II can be seen in the following table.

Table 4.Cycle II Cooperation Understanding Assessment Data

	Value range	Total students	Percentage (%)	explanation
1	0-69	0	0	Not complete
2	70-100	20	100	complete
	Total	20	100	

From these data, it appears that the understanding of student cooperation shows that all students have completed, namely as many as 20 (twenty people) people or 100%. It is described that the understanding of student cooperation in cycle II is successful because it has reached the learning completeness criteria, namely 70%.

The results of understanding student cooperation can be illustrated visually which is presented in the form of a bar chart image as follows:

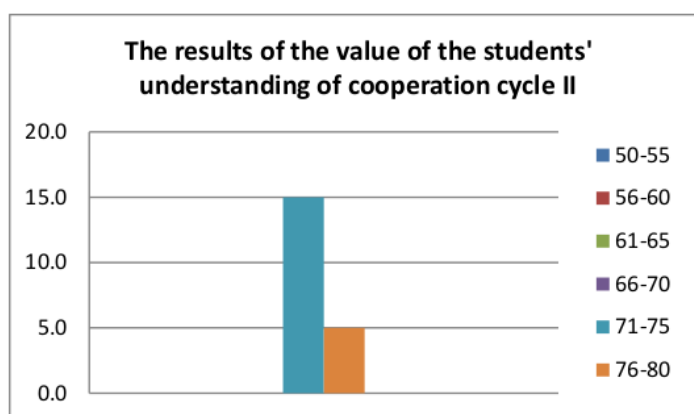


Figure 4. The results of the scores of students' understanding of cooperation cycle II

b. Comparison of students' understanding of cooperation in cycle I and cycle II

Based on the data analysis on understanding of student cooperation in cycle I and cycle II using project-based learning methods, it can be compared to determine the level of research success as in table 5 below:

Table 5. Comparison of students' understanding of cooperation in cycle I and cycle II

Value range	cycle I		cycle II	
0-69	10	50%	0	0%
70-100	10	50%	20	100%

In this table, when compared with the data on understanding of student cooperation in cycle I, 10 (ten) students who did not complete it by 50% in cycle II were no longer incomplete. in cycle 1 as many as 10 (ten) people by 50% increased in cycle 2 to 20 (twenty) people by 100%. It is described that the understanding of student cooperation in cycle II is successful because it has reached the learning completeness criteria set by grade 3 in the Citizenship Education subject, namely 70%, visually on the comparison cycle diagram of the value of student cooperation understanding can be seen in the picture below:

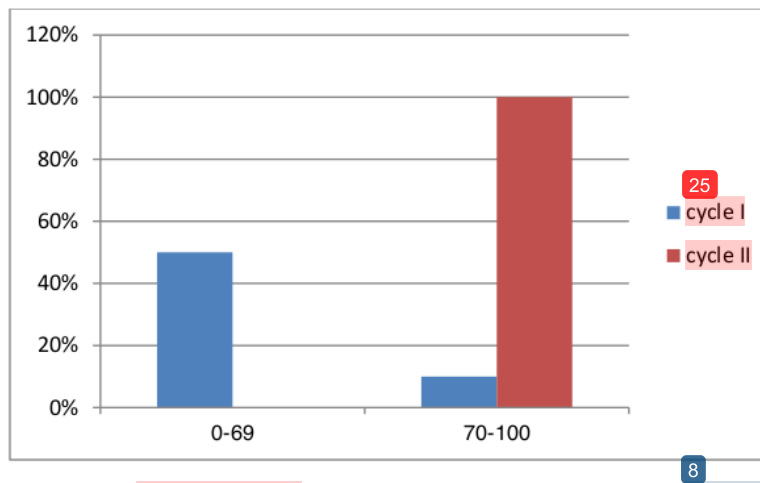


Figure 5. Comparison of the students' understanding of cooperation in cycle I and cycle II.

Thus the understanding of the cooperation of grade 3 students at SDN Pulogebang 06 Pagi East Jakarta through project-based learning methods increased significantly in this second cycle as the researchers' expectations had been achieved, so this research was not continued in the third cycle.

The researcher emphasizes that the increase in understanding of student cooperation is observed and described in field notes and other documentation, then the comparison of the

results of data analysis on learning activities using project-based learning methods can be seen in the results of observations in cycles I and II which are presented in the table below:

Table 6. Data on comparison of the results of observations of teacher and student activities in cycles I and II

	cycles I		cycles II	
	Score	Percentage	Score	Percentage
Teacher activity observation sheet	27	75%	36	100%
Student activity observation sheet	28	77.7%	36	100%

In the diagram in the first cycle the presentation of teacher results is 75%, students 77.7%, in the second cycle the presentation of teacher and student results is 100%. Based on data from field notes and documentation, from the learning process and based on the theory reviewed by researchers, it can be explained that there has been an increase in Civic Education learning about student cooperation through project-based learning methods.

The researcher emphasizes that the increased understanding of student cooperation is observed and described in field notes and other documentation, then the comparison of the results of data analysis on learning activities using project-based learning can be seen in the results of observations in cycles I and II which are presented in the graphic below:

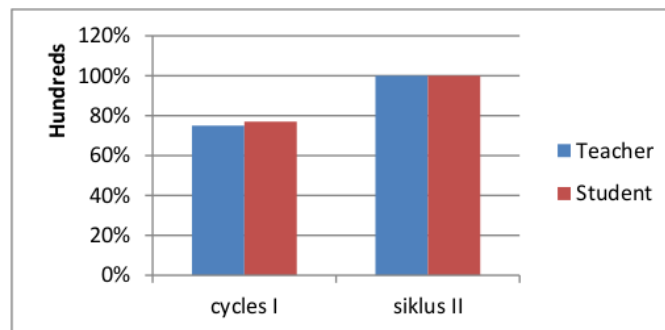


Figure 6. Comparison of the Results of Observation of Teacher and Student Activities in Cycles I and II

Conclusion

In this study, it can be concluded that project-based learning can improve students' understanding of cooperation, seen from the increase in students' scores on understanding cooperation from cycle I, namely 10 students did not reach the KKM, so all fulfilled the KKM in cycle II or 100%. Meanwhile, the results of the observation of teacher and student activities also increased, namely, in the first cycle the presentation of teacher results was 75%, students 77.7%, in the second cycle the presentation of teacher and student results was 100%.

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