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EFFORTS TO IMPROVE STUDENT'S LEARNING ACHIEVEMENT THROUGH QUANTUM TEACHING METHOD ON CIVIC EDUCATION SUBJECTS IN 4TH GRADE SDN KAUNGCAANG 2

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Abstract

The low student academic achievement in Civic Education raises the idea that learning needs to be improved. One of them is the application of the quantum teaching method in this learning, with the expectation that students learning outcomes will continue to increase and satisfactory learning outcomes, because in this method student activities are more active. The formulations in this research are (1) How to apply the quantum teaching method to Civic Education learning in 4th grade of SDN Kaungcaang 2, (2) How to improve learning outcomes through the quantum teaching method in Civic Education subject in 4th grade elementary school, (3) the obstacles founded in quantum teaching application in Civic Education subject for 4th grade students. The author uses a qualitative descriptive analysis method. The data validity test uses the triangle technique. The results showed that based on the observations and interviews result, the quantum teaching method application could improve students' achievement. The results of observations in the previous period were 60.00, in the first period increased to 76.00, and in the second period, the average of students increased to 86.60. This shows that 90% of students succeeded in increasing the results of Civic Education with good learning outcomes.

Keyword: Quantum Teaching Method; Learning Outcomes

A. Introduction

Learning is a conscious process carried out by individuals or groups to change attitudes from not knowing to knowing throughout their lives. In learning activities there are two companion activities, namely teaching activities of teachers and students. Competent teachers will be able to create a more productive environment and will be able to better manage the teaching and learning process, so students learning outcomes are at an optimal level and can play a role in global competition. Various efforts have been made by related institutions, with the hope that they can manage the learning well, which in the end will become a school quality.

But in reality, those schools' efforts are not enough. They are busy with things other than studying, such as drawing, chatting, and disturbing their close friends, which is certainly very disturbing and not conducive to optimal learning. Civic Education is a scientific discipline that generally aims to develop the potential of individual Indonesian citizens, so they have adequate knowledge, attitudes, and citizenship skills and enable them to participate intelligently, effectively, and responsibly in the life of a different society, nation, and state. This is also stated by Jakni (2014) who says that Civic Education is a scientific discipline that studies the citizens' nature of a country, both in the concept of the relationship between citizens and the state.

At SDN Kaungcaang 2 where this research was conducted, civics education still tends to transmit knowledge using a monotonous method. Dewi, et al (2021) at the elementary school level, Civic Education learning becomes the foundation or basis for children to form a good character of the nation's generation. They tend to choose a culture that comes from outside rather than their own culture, such as today's young people who like to wear mini and raggy clothes to look modern (Western culture) rather than

wearing batik or fancy clothes to reflect the Indonesian culture (Lestari; 2019). Another factor is the existence of a hedonistic culture. Today's young generation is engrossed in the world. Everything that is secular and modern is endemic everywhere, it makes it easier for the younger generation to know about contraception and illegal drugs, so they deviate from the norms they should have. Encouraging them to do so and drowning out their morals and personality (Khanif, 2021).

Suratmi and Purnami (2017) stated that the interaction of educators with students makes students develop so they can become quality human resources. This is the reason for the failure of student grades. In addition, the learning adopted is based on the traditional learning perspective, teacher-centered learning, which turns students into passive objects that need to be filled with information. Meanwhile, according to Usmaedi and Alamsyah T.P (2016), a teacher should be good at choosing learning media, so an effective, interesting, and fun learning atmosphere can be realized.

Facing all the problems above, the teacher took steps to find a solution. One solution is to use the right method, which means that all students can participate in the learning environment. According to Indrayani (2019), the learning model should be designed in such a way so it is not only a transfer of knowledge from teachers to students but otherwise, there is reciprocity between students and teachers and students with students so the learning can be meaningful and fun.

According to Hendriani (2011), in the classroom learning activities, "Quantum Learning" uses various methods of lectures, questions and answers, discussions, demonstrations, group works, experiments, and methods of assigning assignments. According to Surachmad in Sunaryo (2010: 3), the lecture method is useful for knowing facts that have been taught, thinking processes that have been known, and for stimulating students to have the courage to ask questions, answer, or propose opinions. According to Herfiayanti, et al (2017) the Quantum learning model is a learning model that

combines suggestions, and is required to be able to create fun and effective learning for all ages and can be used as a guide in the classroom learning. Therefore, the role of teaching methods as a tool to shape the education and learning process.

An alternative that can be applied by teachers to further strengthen and improve student performance in class is to use the quantum teaching method. According to Hidayat (in Wulanditya, 2013), Quantum learning is also a combined method of several learning principles, namely suggestology theory, learning acceleration techniques, neurolinguistics, belief theory, and basic concepts of learning. The development of the Quantum Teaching learning method is edited from the various types of interactions that exist in and around the learning moment. Therefore, the teachers need to know what is inside students.

Likewise, there needs to be solid cooperation between teachers and students. When teachers guide and try to teach students, they are also expected to do their best to achieve the learning outcomes. According to Astuti (2017), the principle of Quantum Learning is that everything speaks, everything has a purpose, experience before giving a name, and admits every effort, if it is worth learning then it is also worth celebrating.

Based on the research of Supercamp (a program that accelerates quantum learning, a national education company), quantum education acceleration can improve several outcomes of the learning process, including 1)Increase the learning motivation by 60%; 2)Student scores increased by 70%; 3)Increase students' self-confidence up to 80%; 4)95% continue to use their skills.

B. Research Methodology

The research approach used is an approach with a qualitative paradigm. This approach was chosen because the type of this research is classroom action research (CAR). According to Mediatanti (in Setiyawan, 2018) mentions that classroom action research is a systematic study (research) conducted by education actors in an effort to improve the learning quality through planned actions and the impact of the actions that have been taken. Moreover, according to Shuardjono (2008) that class action research is action research conducted with the purpose of improving the quality of learning practices in the classroom. According to Ratna (in Arikunto, 2013:31) The qualitative approach in this study was used with the following considerations: (1) the clarity of the elements, namely the sample of subjects, the research subjects were 4th grade students at SDN Kaungcaang 2, Cadasari District, Pandeglang Regency, (2) the steps of research are only known steadily and clearly after the research is completed, (3) the research design is flexible with steps and results that cannot be confirmed in advance, (4) the data collection is taken by the researcher himself because the researcher acts as a human instrument that collects data from the method of questionnaires, interviews, and observations of learning activities in the classroom, and (5) data analysis was carried out together with data collection.

The research model and stages used by the researcher refer to the classroom action research model and stages described by Lewin according to Elliot which were carried out in two learning cycles. The first cycle was held in two meetings and the second cycle was held in three meetings.

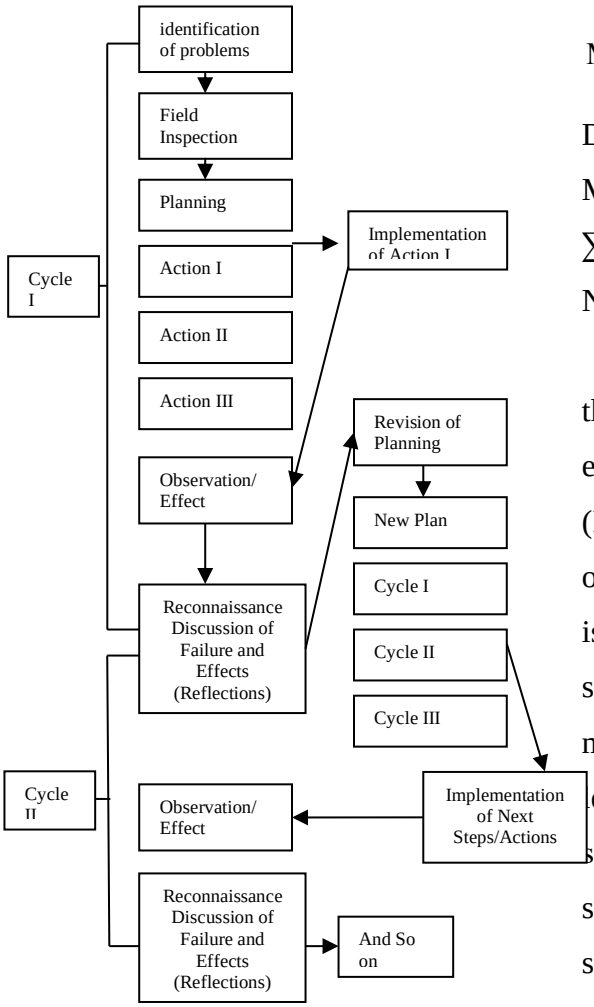

Figure 1 Steps Adapted According to Lewis (in Elliot)

The following formula was adapted by the researcher:

$$M = \frac{\sum X}{N}$$

Description:

M = Mean (Average Score)

$\sum$ = Total Score Obtained

N = Number of Students

The task approach conveyed in the form of understanding and task evaluation is a natural cognitive (Iskandar, 2014). Thus, giving a test or assignment at the end of the cycle is one means to find out how much students understand the teaching material conveyed. The end of the learning activity is closed by students' evaluation and giving students the opportunity to ask something that has not been understood. This is very important because the information received is not only stored in short-term memory but can be stored in long-term memory (Huda, 2013).

C. Result and Discussion

Before conducting the research, researchers held a meeting on Thursday, August 13, 2020. At this conference, researchers communicated the purpose of conducting research in schools. The researcher then agreed that 4th grade would be used as a source of data research. Considering that 4th grade is a class with heterogeneous abilities,

good at discipline, and has a great sense of responsibility for what is determined by each teacher. Before implementing these steps, the researcher first discussed with the parents of 4th grade students and used the data of students learning abilities as a benchmark for group learning using the quantum teaching method carried out in 4th grade. During the pretest, students were not very enthusiastic about participating in the learning and seemed unable to participate in teaching and learning activities properly. This is known to be due to a lack of curiosity about the given material. Most of them seemed bored with the learning. Learning achievement is also not maximized because students are not motivated to learn. The evaluation results of the preliminary test in the class averaged only 60.00.

Table 1
The Students' Pretest Result

Activity	Total Students	Total Score	Average
Pretest	33	1340	60.0

Based on the data table above, the researchers tried to make a two-cycle plan which includes Cycle I and Cycle II to improve students' achievement. For the action plans of cycle I, the researcher applied the quantum teaching method. By using this learning model, the researchers can understand the importance of the subjects studied by students by relating them to everyday situations, namely personal, social, and cultural situations. Cycle I was carried out in two sessions.

Before doing cycle I, the researcher took several preparatory steps, including 1) Making lesson plans; 2) Dividing 33 students into four groups, by considering the grades and criteria for children's achievement in the class. Each group consists of 5 students; 3) Prepare the research tools to study the motivation and achievement improvement of the students; 4) Performing the learning procedure.

Cycle I held on September 10, 2020. Then proceed to the explanation of the syllabus. In cycle I, three meetings was held on September 10, 17, and 24, 2020. The

learning occurs 2x35 minutes at each meeting.

The application of the quantum teaching method in Cycle I slowly showed enthusiastic and positive student responses. This is based on an increase in learning motivation compared to the pretest. This is reflected in the asking activity, the students who dare to ask questions although they are still shy and afraid of being wrong during the pre-test, even though in the cycle I there are no weighted questions. Some students do not know the learning model used by the researchers, but during the educational and learning activities, it is proven by the students' facial expressions that seem to radiate enthusiasm for learning and look happy. In learning, the researcher acts as a teacher and as an observer who fills out the observation sheet in the observation guide. Preschool observations show that students are more motivated because they refresh themselves in educational and learning activities and try to focus their attention during the learning process. However, when including globally important explanatory activities, students still lack the activity to ask questions. This is because students are not used to asking questions. Instead, they prefer to answer questions. When entering the core activity phase, the researcher divided the students into six groups, each group consisting of five members (each group had heterogeneous members in terms of gender and ability). The researcher then gave the task to each group to help each other learn the material, namely photographing the village's organizational structure. In this research, the researchers trained students to work in groups with friends. Based on observations, it is known that students learning achievement still does not fulfill the expectations or is still low. This can be seen from the student observation sheets which show that student cooperation has not produced the expected results.

This group activity is still dominated by active students, but

passive students tend to follow the results achieved by the group. This is due to the individual differences between students. Active is the majority of students who appear in the class, and passive are those who have low or moderate performance and are not confident in their abilities. To find out the success of student learning on Civic Education material, the researcher also have an overview of the village's organizational structure and assigned students to explain the task in a limited time of about 25 minutes. Involved in measurements to complete the tasks quickly and accurately. Observations show that on such tasks, students are fully motivated to do their best.

All students were very enthusiastic and interested in competing to complete their assignments. Their achievements are also starting to increase, which can be seen from their learning outcomes which show an improvement. Indicators of improving students' performance are reflected in the enthusiasm and curiosity of students towards the education and learning activities. Based on observations, student achievement slightly increased from the initial average score of 60.0 to 76.0 in the preliminary test.

Table 2
The Score Result in Cycle 1

Activity	Total Students	Total Score	Average
Cycle I	33	1728	76.0

Descriptive analysis refers to the table above. In short, in the implementation of cycle I, students seemed eager to follow the planned learning process. In addition, researchers also give awards to gifted students to improve their achievements. Consistent with the theory that Oemar Hamalik quoted in The Psychology of Teaching and Learning that the results of teaching and learning activities must grow in schools, one way of learning to be rewarded is for people to perform well, by receiving gifts. We will conduct learning activities and continue independent learning activities outside the classroom. In this quantum teaching method, the first step is to form a research group

into 6 groups, each consisting of 4 group members. The second step is for each group to do the task given by the teacher. This is to help each other to learn the material or lesson materials through question and answer or discussion between other group members. Next, each group takes turns to present the learning experience (results of discussion) in front of the class, providing opportunities for other non-volunteer groups to ask questions. This question and answer forum is designed to help students respond quickly to environmental concerns. The advantages of this cycle I are the students are enthusiastic and eager to follow the learning process, there is a cooperation between students in each group, the class atmosphere is more lively and students are active in the learning process. The weakness of this cycle I lies in the application of quantum education, but some students are still very difficult to understand the learning. This can be seen from the lack of curiosity and the lack of questions about the material given. They seemed to be confused about what to ask. However, his enthusiasm for the work in front of him was excellent. This is reflected in their enthusiasm and joy during the learning.

Based on the test data, observations, and final considerations, the researcher took the following steps to improve students performance and overcome the problems encountered in cycle I. 1) Motivating students to dare to express their thoughts; 2) At the beginning of the next lesson, understand the importance of group communication and collaboration through general instructions; 3) Motivating students to get used to students who are active in all problems of daily life.

The researcher held a research meeting in cycle II, starting with the shortcomings in cycle I. This conference was held three times on 15, 22, and 29 October 2020. This learning model is student performance. In cycle II, students experienced an improvement in

motivation to learn, were very motivated to participate in educational and learning activities, and students asked questions and gave opinions when researchers raised problems. Communication and cooperation went very well. Discussions between group members even occur dynamically and perfectly, because each student felt no shame or fear to express their opinion. In addition, almost 95% of them are very familiar with and integrated with the learning model applied by researchers in 4th grade, with the expectation that this method can be applied to all subjects. Indicators of student motivation are reflected in the enthusiasm and curiosity of students towards education and learning activities.

Meanwhile, the improvement of student performance can be seen as an indicator of improving student performance. Based on observations, improvement of the class average score from originally 76.0 to 86.6 will increase student learning achievement.

Table 3
The Score Result in Cycle 2

Activity	Total Students	Total Score	Average
Cycle II	33	2989	86.6

In this cycle II, 95% of students have understood and adapted the learning model applied by the researcher.

In fact, most of them are familiar with the learning model applied by researchers in 4th grade. When the questions are processed, students can talk to their groupmates calmly, so the tasks they do in groups are completed together and the superior student's domination is lost. Students finish the assignments with happy faces and do not look tired or lazy. As previously mentioned, the aim of researchers applying the quantum teaching method is to improve students performance in Civic Education learning through the learning that actively involves students. The researcher concludes that the quantum teaching application in cycle II can improve student performance.

The following is a graph result of each cycle before and after treatment.

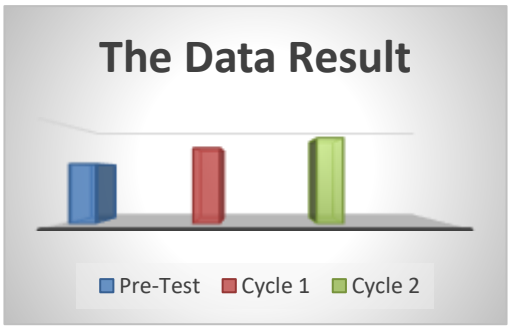

Figure 2 Data Result of Pretest, Cycle 1, and Cycle 2

After the researcher revealed the observations, the implementation of the measurement cycles I and II can be understood that there are still some shortcomings in the implementation of quantum learning in Civic Education learning, namely:

1. Teacher's limited knowledge about quantum education as a new method
2. Limited time assignment. When teachers have stated new things in school, they do not completely dominate the theory and instruction of 4th grade, so in addition to the first semester of 4th grade, this is the first semester that is applied. Methods are still adapting because they are still being adapted. In addition, the teacher's job is to pay attention to each type of learning, because children's learning characteristics are different and we will learn with auditory, visual, and motoric students. Of course, it takes time. So the problem is time.
3. The time allocation is only 2 lessons a week. The school's facilities are limited. So, as stated by 4th grade parents, Quantum Education suggests paying attention to an environment that actually supports the teaching and learning process, but the facilities at this school are not adequate yet.

According to Emawati, et al (2020) shows that the quantum learning model has a significant impact on students' metacognitive abilities, which ultimately leads to students achieving excellent learning outcomes. This shows that student learning outcomes that were originally included in the category of unskilled skills are in the category of skilled students after the quantum

learning model with metacognitive skills is applied (Supramono, 2016).

D. Conclusion

Application of Quantum Teaching in Civic Education learning to improve student achievement in 4th grade of SDN Kaungcaang 2 Cadasari District correspondent with the plan that has been prepared. During the first cycle, the researcher succeeded in explaining to the students about conducting general elections and the organizational structure in the scope of the Village, Urban Village, and Sub-district. The researcher also explained the basic competencies that must be mastered and carried out the teaching and learning activities according to the lesson plan, and then the researcher conducted a post-test to evaluate students' understanding. In the second cycle, the researcher conducted interviews with the teachers and held a post-test.

Increasing learning achievement through the Quantum Teaching method in Civic Education learning is based on the results of research that has been carried out, it shows that learning by applying the Quantum Teaching method can improve students learning outcomes of 4th grade SDN Kaungcaang 2 towards the Civic Education material. This can be shown from the evaluation results that have been carried out, there is an improvement in students' achievement, which was originally the average pre-test score of 60.0 increased on the first cycle to 76.0 or around 1.6%. Meanwhile, in the second cycle, the increase in students learning outcomes, which was originally the average pre-test score of 60.0, in the second cycle increased to 86.6 or around 24%. This shows that 90% of students are successful in learning Civic Education using the Quantum Teaching method.

From the implementation results of the actions in cycles I and II after the researchers conducted

observations, it can be seen that there were obstacles to Quantum Teaching implementation in Civic Education learning, namely, it took a lot of time to implement the quantum technology, because many people were still confused, there were obstacles in implementing quantum education, and students were not used to learning with the quantum teaching methods. Besides that, the facilities and infrastructure owned by the school are still limited.

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