Reconstruction of the Study Planning Ropes Model of Pancasila and Citizenship at the Makassar City High School Education Unit

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Abstract— **Among the pressing problems facing teachers in the learning process in the classroom is creating or designing effective learning planning, in order to achieve learning goals (ate core competencies and basic competencies). This is important considering that planning is an important part of the learning process, in addition to the implementation of learning in the classroom, as well as the assessment of results/processes as an integral entity. there is a tendency that students are less encouraged to develop their thinking skills so that the learning process that takes place in the classroom is directed only to the ability of students to memorize information only. Until now there are still many teachers who do not even pay attention to the use of learning strategies in the learning process in the classroom centered on students (student centerd learning). There are many reasons why teachers are still limited to the use of learning strategies that are also, among others, are the limitations of knowledge and skills that teachers have, to the lack of creativity to pursue other learning strategies, etc. This article tries to explore the importance of designing learning planning that optimizes the potential of students (cognitive, psycomotoric, affective) simultaneously.**

Keywords: Reconstruction, Learning, Model Ropes, Citizenship Education

I. INTRODUCTION

Among the problems now facing the education world is the weak learning process, there is a tendency that students are less encouraged to develop their thinking skills so that the learning process that takes place in the classroom is directed only to the child's ability to memorize information only[1].

Students are forced to remember and store various information without being required to understand the information it remembers to connect it with daily life. As a result of subsequent children graduating from school in general they are theoretically smart, but they are poor application [2][3]. Education in school overloads the child's brain with various teaching materials that must be memorized. So the impression is that our education is not directed to build and develop the character and potential that has, in other words the educational process is never directed towards forming intelligent human beings, having the ability to solve life's problems, and not directed to form a creative and innovative human being.

How important it is to build and develop the character and potential of students to the point that the constitution mandates to pay attention to this aspect, this is affirmed in

Law number 20 of 2003 on the National Education System which states that:

"Education is a conscious and well-planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morality, as well as the skills that themselves, society, nation and State need"[4].

Therefore, ideally education can produce intelligent people in order to create a smart nation as well. In this case, cooperation from all relevant parties in the world of education is required from governments, communities, educational institutions, educational personnel and educators. Because in the absence of cooperation from various parties, education will not go well and the purpose of national education will not be realized[5].

Following Law No.20 of 2003 on the National Education System, there are some very important things to look at at once for sexma study.

First, education is a well-planned conscious effort, it is based on the educational process in the school is not a process that is carried out in origin and profit, but a process that aims so that everything that teachers and students do is directed towards achieving the goal.

Second, the planned educational process is directed to realize the learning atmosphere and learning process, this means that education should not rule out the learning process. Education is not merely trying to achieve learning outcomes, but how to obtain results or learning processes that occur to the child. Thus, in education between processes and results must run in a balanced manner, because education that only cares about one of them will not be able to form a fully developed human being.

Third, the atmosphere of learning and learning directed so that students can develop their potential, this means that the educational process must be student active learning. Education is an effort to develop the potential of students. Thus, the child should be seen as a developing organism and have potential. The job of education is to develop the potential that students have, not charge subject matter or force the child to memorize data and facts.

Fourth, the end of the educational process is the ability of the child to have religious spiritual power, self-control, personality, intelligence, noble morality, as well as the skills that he or she needs, society, nation and country. This means

that the educational process leads to the establishment of attitudes, the development of intelligence, and the development of children's skills according to their needs. Because these three aspects (attitude, intelligence, and skills) the direction and purpose of education must pursued so that when each teacher gives/teaches his subjects he can think about how the subject can shape the child who has attitude, intelligence, and skills according to the purpose of education and so that each protégé can develop according to his or her potential [6].

As a spearhead in the implementation of education in the field, pedagogical teachers are required to have methodological ability to design and carry out learning, including knowledge of learning strategies in an effort to improve student concentration and learning outcomes.

The use and utilization of learning strategies in the field (classroom) must be in accordance with the level of education unit or condition of need, plus now the learning strategy is so diverse, it takes difficulty in selecting it so that the application or implementation of learning strategies in the learning process can run effectively, especially in improving student achievement [7][8].

Until now there are still many teachers who are less even concerned with the use of learning strategies in the learning process in the classroom [9]. There are many reasons why teachers are still limited to the use of learning strategies that are also, among others, are the limitations of knowledge and skills that teachers have, to the lack of creativity to pursue other learning strategies, etc.

There are several issues that arise in the field related to the learning process conducted by pancasila education teachers and high school citizenship in the classroom, including: Whether ropes learning planning designed by teachers can evoke the concentration of learning learners of citizenship education subjects; Is ropes learning planning can improve students' learning outcomes.

II. RESEARCH METHODS

The research design was designed in a descriptive form to describe the learning planning designed by PPKN subject teachers in the education unit of SMA Negeri 10 Makassar, in addition to it is also intended to identify the substance of the teaching materials (material cours) of citizenship education that classified dual intelligence in pancasila and citizenship education materials.

The approach chosen in this study is to combine evaluative research with action, evaluative approach is useful to evaluate whether the learning strategy implemented by lecturers has really touched on aspects of civics knowledge, civics skills, and civics dispotition. In addition, this research is also an action that will be useful to offer real and operational learning planning for PPKN subject teachers in high school.

Data collection is done through participatory observation techniques, in-depth interviews, questionnaires, and documentation [10]. Observations are carried out to closely observe the learning strategies implemented by lecturers in the classroom, as well as interviews used to identify the substance of teaching materials that the curriculum demands whether it has been delivered properly by unm citizenship education lecturers. Questionnaires are required to collect national insight data owned by students, while documentation in the form of secondary data collection is used to back-up data obtained through both observation and interview.

Data analysis is done both with descriptive statistics and qualitative analysis, descriptive statistics are directed to precisely describe the national insights that students have, the identification of the substance of teaching materials that become the demands of the curriculum of citizenship education courses in higher education. While qualitative analysis is used to identify which learning strategies are less supportive of the achievement of core competencies and basic competencies (KIKD) of Pancasila and Citizenship education subjects. This is important so that the target of achieving lectures becomes targeted, measured, and encourages students to have critical thinking skills, creative, and problem solving skills.

III. RESULTS AND DISCUSSIONS

In the learning process, the learning results are the end of the effort that has been made by a student after the corresponding follow the learning process. The learning outcomes achieved by a person in the learning process are changes in behavior for both the cognitive aspect, the skill aspect (psicomotoric), and the value-attitude (afective) aspect.

There are several factors that affect one's learning outcomes, namely: Student factors, student discipline in teaching learning activities are not obtained just but through a long process through adequate teaching learning activities as well.

In addition, the learning process is not a stand-alone thing but has something to do with other factors. All of these factors first we look at the student's own factors because in this factor provide a lot of information to students about the learning process of teaching [11].

The learning process of teaching is inseparable from the influence of factors from themselves which are on the outline of both factors on students that affect the learning process among others [12][13].

Factors derived from outside the student's self intended in this writing are factors stemming from the child's self-influencing the implementation of citizenship education teaching. This is important because between the educational environment and the learning is inseparable. Without an educational environment it cannot take place. Because the child's environment grows and develops after getting stimulation or influence from the surrounding environment, both geographical, cultural and social environments.

In explaining the influence of Iingkungan on the teaching of citizenship education, presented three kinds of environmental influences on the teaching of citizenship education, namely:

a. Family environment

b. School environment

c. Community environment [14][14].

From the results of research conducted on the study of affective learning starategi (SPA) in improving the learning outcomes of students in the subjects of civil high school in Makassar.

So it can be concluded that affective learning stratrgy (SPA) succeeds in improving students' learning outcomes in

pkn subjects, which is characterized by a trend of increasing learning outcomes achieved in both the first and second cycles.

Index of nationality insight among students of civic education at Universitas Negeri Makassar in academic year 2017/2018, can be described as follows: first, aspect of "sense of nationality" category "good". Second, the "nationalism" aspect is in the "very good" category. The three aspects of "spirit of nationalism" are in the "good" category. Fourth, the "national insight" aspect of the "good" category.

The subject of education of nationality insight is developed through the values of character education derived from the heart, thought, exercise / aesthetics, and sports / activities of 18 points of character education are elaborated into GBPP, syllabus, and RPP civic education courses in the ongoing learning process. Operationally every time a meeting is arranged for each student to actualize a value of character education in real life, both within the scope of the campus, at home, and in the community.

And the civic skill assessment process has been developed in the learning process of citizenship education at at the Makassar city high school education unit, both the process assessment and the results to further optimize the civic didsposition domain in the civic education course.

From the results of research conducted regarding Ropes learning planning in improving student learning outcomes in Civics subjects in class XI SMA Negeri 0 Makassar, it shows that the results tend to increase in each cycle. The results showed that:

A. *Ropes learning planning and student concentration in civic education subjects First Cycle (I)*

The results of observations of teacher teaching activities and student learning activities during the learning process take place. The data obtained in this cycle were then discussed with peers (the Class XI PPKn teacher) as a consideration for improvements in designing the planning of the next cycle Ropes model. Qualitatively, the results obtained are described as follows:

The concentration of student learning, the aspects observed in this cycle are:
a. Students are serious but not yet optimal in their interest in the subject.
b. Students are still hesitant to ask questions
c. Students still find it difficult to give opinions for problem solving.
d. Students still find it difficult to provide answers to questions from both the teacher and from other students.
e. The group discussion did not go well.
f. Tolerance and acceptance of the opinions of other students are still low.
g. Cooperation in groups (those who are good at helping those who are lacking) have not gone well.
h. The responsibility as a group member is still low

In detail, the results of observations of the actions of students in the learning process can be described as follows:

Table 1.The results of observing the concentration of student learning

No	Rated aspect	Observation result	
		High	Low
1.	(Pay attention to the lessons delivered by the teacher.	75,00	25,00
2	Asking Question	48,75	51,25
3.	Provide opinions for problem solving	43,75	56,25
4.	Provide response to friends' answers	50,00	50,00
5.	Work on or discuss assignments in groups	52,50	47,50
6.	Tolerance and accepting the opinions of other students	51,25	48,75
7.	Help each other in groups	48,75	50,00
8.	Responsibilities as a group member	50,00	50,00

The table above shows that:
1) There are 75.0% of students who seriously concentrate on learning.
2) There are 51.25% of students who are less active in giving questions
3) There are 56.25% of students who provide opinions for problem solving.
4) There were 50.00% of students who responded to friends' answers.
5) There are 52.50% of students who do / discuss tasks in groups.
6) There are 51.25% of students who are tolerant and willing to accept the opinions of other students.
7) There are 51.25% of students who do not help each other in groups.
8) There are 50.00 students who are responsible as group members.

The results of teacher teaching, the aspects observed in this cycle are:
a. In general, the teacher has conveyed the learning objectives at the beginning of the lesson.
b. Learning designs and learning scenarios still need to be developed.
c. The teacher does not associate lessons with students' prior knowledge.
d. Supervision in study groups needs to be improved.
e. Encouraging students to help each other in completing assignments needs to be improved.
f. The title for groups and individuals needs to be improved
Furthermore, the results of students' responses in the PPKn maple learning process in the classroom are described as follows:

No	Type of Respons)	Percentage of responses		
		Alwa ys	somet imes	No
1	Before the teacher teaches, he must first convey the learning objectives	75,00	15,00	10,00
2	The teacher awakens the student's concentration	50,00	27,50	17,50

3	Link lessons to students' prior knowledge	48,75	37,50	13,75
4	The teacher explains the material that supports the task to be completed in the group	47,50	35,00	17,50
5	The teacher monitors (supervises) each group in turn	50,00	37,50	12,50
6	Teachers provide assistance if needed	56,25	25,00	18,75
7	Encourage students to help each other in completing assignments	60,00	27,50	12,50
8	Guide students to summarize	50,00	31,25	18,75
9	Give awards to the best groups and individuals	56,25	25,00	18,75
10	Remind material to be discussed at the next meeting	80,00	12,50	7,50

Source: Data Analysis

From the table above, it can be seen that:

1. There are 75.00% of teachers who always convey learning objectives at the beginning of learning.
2. There are 50.00% of teachers who are always interested in students learning.
3. There are 48.75% of teachers who associate lessons with students' prior knowledge.
4. There are 47.50% teachers who always explain material that supports the assignments to be completed in groups.
5. There are 50.00% of teachers who always monitor each group in turn.
6. There are 56.25% of teachers who always provide assistance if needed.
7. There are 60.00% of teachers who always encourage students to help each other in completing assignments.
8. There are 50.00% of teachers always guide students in making summaries.
9. There are 56.25% of teachers who always give awards to the best groups and individuals.
10. There are 80.00% of teachers always remind the material to be discussed at the next meeting.

Second cycle.

The results of observations on student learning concentration, teacher teaching actions, student responses to the implementation of Rops learning planning, and student learning outcomes.

The results obtained in this cycle were then discussed with colleagues (PPKn maple teachers) and became a reflection as a material for evaluating the results of treatment improvements in the implementation of Ropes learning planning. Qualitatively, the results obtained are described as follows:

Student learning concentration, the aspects observed in this cycle are:

a. Students are very serious and enjoy enjoying this lesson because this learning really provides an opportunity for students to concentrate more on the lesson.
b. Students can and do not hesitate to ask questions
c. Students are active and can provide answers to questions from both the teacher and other students.
d. Students have been active to give opinions for problem solving.
e. The group discussion was going well.
f. Students are already active in doing assignments.
g. Cooperation in groups (those who are good at helping those who are lacking) are already going well.
h. The responsibility as a group member is still low.

If you look closely at the results of the observations in this cycle the results look like in the following table:

No	Rated aspect	observation result	
		High	Low
1.	Pay attention (concentrate) on the lessons delivered by the teacher	93,75	6,25
2.	Asking Question	80,00	20,00
3.	Provide opinions for problem solving	70,00	30,00
4.	Provide responses to friends' answers	75,00	25,00
5.	Work on / discuss assignments in groups	82,50	17,50
6.	Tolerance and accepting the opinions of other students	80,00	20,00
7.	Help each other in groups	80,00	20,00
8.	Responsibilities as a group member	77,50	22,50

Source: Data Analysist

The table above shows that:

1) There are 93.75% of students who concentrate seriously paying attention to the lesson.
2) There are 80.00% of students who are less active in giving questions.
3) There are 70.00% of students who provide opinions for problem solving.
4) There were 75.00% of students who responded to friends' answers.
5) There are 82.50% students doing / discussing assignments in groups.
6) There are 80.00% of students who are tolerant and willing to accept the opinions of other students.
7) There are 80.00% of students who do not help each other in groups.
8) There are 77.50% of students who are responsible as group members.

Teacher action (interest), the observed aspects of this cycle are:

a. At the beginning of each lesson the teacher always communicates learning objectives.
b. Learning program designs and learning scenarios can be developed by teachers based on learning steps.
c. The teacher has linked lessons with students' initial knowledge.
d. Supervision in study groups has been improved.
e. Encouraging students to help each other in completing assignments has been enhanced.
f. Praise for groups and individuals has been increased.

Furthermore, for the act of teaching teachers in the PPKn learning process when the teacher implements learning, it is described as follows:
1. There are 81.00% of teachers who always encourage students to help each other in completing assignments.
2. There are 75.00% of teachers always guide students in making summaries.
3. There are 80.00% of teachers always give awards to the best groups and individuals.
4. There are 90.00% of the teachers always remind the material to be discussed at the next meeting.

B. *Learning outcomes achieved by students in learning PPKn subjects.*
First cycle (I)

Learning outcomes, the scores achieved by students in this cycle are:

First, the test results:
Maximum Score = 10
Minimum Score = 0
The maximum score achieved by the student = 8.0
Minimum score achieved by students = 4.0
Average score = 6.5
Analysis of student learning completeness
Number of students who passed = 26 people
The number of students who did not complete = 4 people

Second, individual and group assignments
For individual assignments and group assignments in the first cycle, the following data were obtained:
Maximum Score = 10
Minimum Score = 0
T1 = Individual Duty cycle scores
The maximum score achieved by the student = 10
The minimum score achieved by the student = 5
Average Score = 6.76
Tk1 = Group Assignment Value
The maximum score achieved by the student = 8.0
Minimum score achieved by students = 6.0
Average score = 6.83

Second cycle (II)
Learning outcomes, the scores achieved by students in this cycle are:

The results of the PPKn subject learning test obtained the following data:

Maximum Score = 10
Minimum Score = 0
The maximum score achieved by the student = 10
The minimum score achieved by the student = 5.0

Average score = 8.0
Analysis of student learning completeness
Number of students who passed = 28 people
he number of students who did not complete = 2 people

Second, the results of individual assignments and group assignments for class XI in PPKn subjects obtained the following data:
Maximum Score = 10
Minimum Score = 0
T1 = Value of Individual Duty cycle 1
The maximum score achieved by the student = 10
The minimum score achieved by the student = 5
Average score = 8.03
Tk1 = Group Assignment Value
The maximum score achieved by the student = 10
The minimum score achieved by the student = 6.0
Average score = 8.08

IV. CONCLUSION

Based on the findings of the previous research and discussion, the following conclusions can be drawn: 1) The results of ropes learning planning can evoke the concentration of students in the subjects of civil servants at SMA Negeri 10 MAKASSAR, which is characterized by an increase in the concentration of students' learning. 2) ropes learning planning implementation results successfully improve the learning outcomes of students, which is characterized by an increase in students' learning outcomes from the first cycle (average score of 6.7 and graduation percentage of 8.25%) to the second cycle (average value 8.0 and graduation percentage 92.50%).

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