

## The Contextual Models in Improving Learning of Civic Education at 5'th Grade Cugenang Public Elementary School

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**Abstract.** This research attempts to reconstruction Learning of Civic Education (PKn) fifth grade (5'th grade) SDN Cugenang (elementary school) still have not capable of being belonging to school tuition and can be apply in real life. Learning that takes place still puts forward a form of learning theoretical-abstract by presenting a set of the theory, symbol, textual and skriptual containing a number of fact, the concept and principle that is rote and knowledge. Referring to the condition of the research aims to understand lessons with the approach model contextual in learning civic education (PKn). In a research the act of classroom action research with four the stage of activity that is: planning, the act or, observation and reflection, done as many three cycles. Technique data collection out by means of: observation, interview, documentation and chief. This research showed that learning civic education (PKn) with the approach contextual make processes and results learning is better and more robust.

**Keywords:** Model, Contextual, Civic Education, Learning

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### A. INTRODUCTION

Learning that so far more students get in the form of memorization, and the highest up to learning to do (learning to do) while learning to be or learning to be still not achieved, learning like this has only reached learning which is only in the form of surface learning whereas learning that is followed by understanding, deep understanding and application or learning that delivers material in deep learning is still not achieved when students are faced with new situations and problems in their lives. The learning process that occurs so far is still focused on educators as a source of knowledge for their students. Such learning is mostly only a transfer of knowledge or knowledge only in the learning process while the transform of value and the transform of attitude can not be achieved.

Education basically aims to develop the potential of students to become humans who can carry out their functions optimally, both as individual creatures and as social beings. This is in line with the Undang-Undang Sistem Pendidikan Nasional No. 20 of 2003 article 3, to mention "developing the potential of students to become human beings

who believe in and believe in God Almighty, have good character, are healthy, knowledgeable, capable, creative, independence and become democratic and responsible citizens.

The same thing was stated by Triling and Fadel (2009, p. 40) which formulated the educational goals as follows: "Education's big goal, preparing students to contribute to the world of work and civic life, has become one of our century's biggest challenges. In fact, all the other great problems of our times solving global warming, curing diseases, ending poverty, and the rest-don't stand a change without education preparing- each citizen to play a part in helping to solve our collective problem".

The educational objectives according to Triling and Fadel above emphasize that in addition to preparing students to be ready to enter the workforce, they also prepare them to be able to live as citizens. According to him social and environmental problems, such as poverty, disease problems, global problems, and so on is a reality that is destroying the world of education. So that education is expected to take responsibility

by preparing its citizens to play an active role in helping to solve these problems.

Education is expected in the law will not be achieved, without going through the teaching and learning process carried out effectively. Effective teaching and learning process is the process of teaching and learning that can internalize the values of learning in real life of students, with internalized values contained in each subject matter, students can directly practice the knowledge they have gained in their real life daily. This happens because the material they obtain is no longer a set of theories, concepts, and facts that are abstract and theoretical, but a material that is truly understood and can be internalized and practiced in real life of students.

Education in a practical level that is realized in the form of learning in schools must be able to touch the real aspects of the lives of students. Learning will be more meaningful for students if they experience what they have learned, not just knowing it that is theoretical and abstract. Education must be seen as a process of life not just preparation for the life to come, education that actually must be sustainable with social life. "Education, in its broadest sense, is the means of this social continuity of life" (Dewey, 1964, p. 2). Dewey argued that education is not only to prepare students for their lives later in the community, but the school itself should be able to become a mini society in the real lives of students, where the practices that exist in the community need to be held in practice at school.

The subject matter in Civics Education contains values that must be practiced, the values contained in Civics Education are not only understood as a set of theoretical concepts that are memorized and knowledge, more important than that the values of learning in the material Civic Education (Civics) must be able to be practiced in the daily lives of students, so that learning

material can be applied and practiced directly by students in their daily lives.

The contextual learning model approach in learning Civic Education (Civics) is an alternative way that can be done in the learning process. This approach is considered effective, because this approach considers that the learning process really prioritizes and implies a meaningful relationship between abstract thinking and practical application in a real-world context. In a contextual learning experience, a number of facts, concepts, principles, and procedures as subject matter are internalized through a process of discovery, reinforcement, interconnection and integration (Komalasari, 2008, p. 11).

The contextual learning model approach is the coordination between subject matter (content) with intellectual skills that must be possessed by students in a condition and situation that matches the cognitive psychology of students, and the learning environment (Blanchard, 2001, p. 2). Contextual learning helps students see the meaning in the academic material they are learning by connecting academic subjects with the context in their daily lives, namely with the context of their personal, social, and cultural circumstances (Johnson, 2011, p. 35).

The need for a contextual learning model approach in Civic Education (PKn) learning is based on the fact that most students are still not able to connect between what they learn with how they apply and practice it in real life. This is because their understanding of academic concepts is merely abstract, not yet able to touch the practical needs of their real lives, both in the school, home, community and national and state environments

## **B. METHOD**

The method that is considered suitable in this research is to use the Classroom Action Research method, which is part of the

tradition of qualitative research, assuming that knowledge can be built from experience, in an effort to develop learning strategies that are more efficient and effective in situations natural especially experience gained through action. This study aims to improve the learning process carried out from before, the final result of this research is to produce a new product in the form of a contextual model approach in the learning of Civics Education.

This research is focused on the activities of students and educators during Civics Education learning using a contextual model approach, then it is reflected to determine the next course of action, so that various previous learning weaknesses can be overcome and corrected. The Kemmis and Taggart model offers four stages of activities in Classroom Action Research (CAR), namely planning (plan), action (act), observation (observe) and reflection (reflect). The number of cycles planned in this research stage are three cycles, as follows:

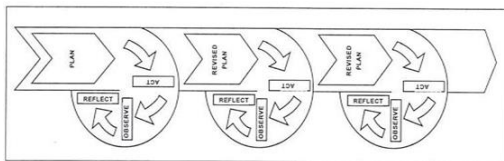


Figure 1. Research Cycle

## C. RESULTS AND DISCUSSION

### Description of Cycle Actions I

The first cycle starts from July 15, 2019 which is the first week in the learning process. The learning process begins with the planning phase (plan) which contains the preparation of an educator related to the preparation of a planning program or preparation that will provide direction for an educator in learning activities. The preparation is included in the learning input in the form of learning documents that include a syllabus and Learning Implementation Plan (RPP) that contains material about “pentingnya keutuhan

menjaga NKRI” (the importance of maintaining the integrity of the Republic of Indonesia). Furthermore, after the learning planning is arranged properly, the learning process is carried out by educators to deliver Civics material about the behavior of maintaining the integrity of the Unitary Republic of Indonesia by involving all students' intelligence, namely cognitive, affective, and psychomotor, using lecture, question-answer, and assignment methods with a model approach contextual.

The next process carried out is the act (act) in the teaching and learning process of Civic Education (Civics). This learning process refers to the lesson plan that has been prepared previously with systematic steps and focused on learning activities between educators and students in delivering Civics material about "behavior in maintaining the integrity of the Republic of Indonesia". Activities in this action are applied in learning which is divided into three parts, namely initial activities, core activities and final activities.

The initial learning activity begins with inviting all students to pray in accordance with their religion, presence, appreciation and belief. This is instructed directly by educators as well as opening and initiating learning to be carried out. Furthermore, educators provide motivation and explain the learning objectives to be achieved. After this, to liven up the atmosphere and learning that more involved the activeness of the students, the educator invited the students to ask questions and answers about the morning activities since waking up until the students left for school.

The core activity begins with providing work steps and objectives to be achieved from the teaching and learning process that will be delivered. Furthermore, educators lecture to students about student life that is peaceful and calm in carrying out daily activities (schooling, playing, traveling and others that are associated with diversity

and cultural richness and the sovereignty of the Unitary Republic of Indonesia and how to behave in maintaining the integrity of the Unitary Republic of Indonesia. In elaborating learning, the educator organizes discussion classes and divides the numbers into six discussion groups, each group discusses the importance of the integrity of the Unitary Republic of Indonesia in daily life, then representatives from each group tell and present the results of the discussion in turn in front of their peers, while participants other students respond and ask questions to the group presenting in front of their peers, this is done in the supervision and direction of the educator. To avoid misunderstanding of the results of the discussion the educator and students do the questions and answers and straighten their understanding and a provides reinforcement and inference.

Closing activities carried out by educating students together asking questions about the material that has been studied and asking questions about material that they do not understand, this is done by educators to find out the achievement indicators of Competency Achievement and Basic Competence. Furthermore, educators together students make conclusions about the material that has been studied, which is then closed by praying in accordance with their respective religions and beliefs.

Observation is done during the learning process takes place in the classroom starting from the beginning of learning until the end of the learning process. This activity is carried out by researchers to observe all the series of student activities during the learning process in the classroom and outside the classroom as an application of learning outcomes. This observation activity was carried out with the aim that the learning process that took place with the focus of the study could be evaluated and a reflection of the deficiencies, obstacles, and efforts or corrective steps for the next cycle of action.

So that research targets can be achieved properly.

Based on the results of observations in this cycle I as a whole the learning has been going according to the RPP that has been prepared previously, the learning process feels more alive and actively involved through question and answer and division of discussion groups, the learning process indicates the teaching and learning process that is more oriented towards students, but still not maximal in mastering material to students, and learning is still focused in the classroom, mastery and domination of learning material is still focused on the same students who ask questions and do questions, smart students seem to dominate the learning process more do.

Reflection (reflect) was carried out by researchers to improve the teaching and learning process of Civic Education (Civics) that had been carried out in cycle I. Based on questionnaire results in cycle I, it was found that the lowest score was 49.04% and the highest score was 87.74% with an average number average of 68.42. These results indicate that Civic Education (PKn) learning has not yet reached the Minimum Mastery Criteria (KKM) of 70 Civics. Based on observations made by researchers in the first cycle found several weaknesses in Civics learning that must be sought solutions and improvements for the next cycle, weaknesses that must be fixed in the next cycle include:

1. Learning is still fixed in the classroom
2. Allocating time for discussion groups has not been determined
3. discussion groups are still not homogeneous, (this can be seen from the activeness of the same students in certain groups)
4. Modeling done in the learning process has not occurred during the learning process
5. The material presented has not been an attempt by students to construct their own knowledge (still teacher centered)
6. There has not been an effort from students to investigate and find material in their

- daily activities and in their living environment
7. Learning is only fixated on textbooks, still unable to explore material from students' daily lives
  8. The assessment of one student to other students still does not look optimal
  9. The students' assessment has not yet appeared authentic

Based on the weaknesses found in the implementation of the first cycle, the researchers tried to reflect on the deficiencies, obstacles and efforts or corrective steps that were applied in the implementation of the next cycle, on this basis the researchers felt the need to hold a second cycle with the aim that the Civic Education learning process (Civics) with the contextual model approach can run better and in accordance with the basic rules of contextual learning.

### **Description of Cycle Actions II**

The implementation of the second cycle starts from September 23, 2019 which is the second week in the learning process. The learning process begins with the planning phase (plan) which contains the preparation of an educator related to the preparation of a planning program or preparation that will provide direction for an educator in learning activities. Based on the findings in the implementation of the first cycle, the researchers re-compiled the Learning Implementation Plan (RPP) and instruments that will be used in action. The implementation of actions taken in the second cycle has been determined the allocation of time of each activity, the allocation of time includes initial activities, core activities and final activities in the learning process. The lesson plan also includes structured assignments for students who seek to construct learning material from their immediate surroundings by interviewing local leaders in an effort to maintain the integrity of the Unitary Republic of Indonesia

and any attitudes that can disrupt the integrity of the Unitary Republic of Indonesia.

Furthermore, after the learning planning has been arranged well, the learning process is carried out by educators to deliver civics material about the behavior of maintaining the integrity of the Unitary Republic of Indonesia by involving all students' intelligence, namely cognitive, affective, and psychomotor, using lecture, question and answer, heterogeneous learning groups, modeling and assignment with a contextual model approach.

The next process carried out is the act (act) in the learning process of Civic Education (PKN). This learning process refers to the revised RPP with findings from actions in cycle I. The RPP was prepared with systematic steps and focused on learning activities between educators and students in delivering Civics material about "perilaku dalam menjaga keutuhan NKRI" (behavior in maintaining the integrity of the Unitary Republic of Indonesia). Activities in this action are applied in learning which is divided into three parts, namely initial activities, core activities and final activities.

The initial activity is allocated with 10 minutes of time which is done by inviting all students to pray according to their respective religion, presence, appreciation and beliefs. Then educators check the presence of students and then educators provide motivation and explain the learning objectives to be achieved. After this, educators ask about attitudes that can maintain the integrity of the Unitary Republic of Indonesia, this is done to enliven the atmosphere and learning that more involves the activeness of students.

The core activities are allocated with 50 minutes of time divided into three parts, namely exploration for 15 minutes, elaboration of 25 minutes and confirmation for 10 minutes. In exploratory activities educators lecture to students about the lives of students who are peaceful and calm in carrying out daily activities (school, playing,

traveling etc.) that are associated with diversity and cultural richness and the sovereignty of the Unitary Republic of Indonesia and how behavior in maintaining the integrity of the Unitary Republic of Indonesia as well as lecturing about behaviors that can maintain the sovereignty of the Unitary Republic of Indonesia and behaviors that can threaten the integrity of the Unitary Republic of Indonesia. After exploring, the next activity is elaborating learning by organizing discussion classes and dividing the number of discussion groups into six heterogeneous groups, each of which is instructed to discuss the importance of maintaining the integrity of the Unitary Republic of Indonesia in daily life and discussing the behaviors can maintain the integrity of the Republic of Indonesia as well as behaviors that can threaten the integrity of the Republic of Indonesia. After the discussion is over, representatives from each group tell and present their discussion findings in turn in front of their peers, while the other students respond and ask questions to the group presenting in front of their peers, the discussion process and presentation of the results of the discussion carried out with supervision and direction from the educator. The next stage in this activity is confirmation, this is done by asking questions about things that are not yet known by students, and asking questions about their understanding that may be different, and to avoid misunderstandings from the results of the discussion, the educator and students do question and answer and straighten their understanding and provide reinforcement and conclusions.

Closing activities are allocated with a time of 10 minutes, in this closing activity educators together with students reorder the events in the learning that has been done. Then educators together students make conclusions about the material that has been studied, and given the assignment to interview figures in the environment of students with the theme of the interview "how

to maintain the integrity of the Unitary Republic of Indonesia and any behaviors that can maintain and threaten the integrity of the Republic of Indonesia, after it is done, then the learning process closes with praying in accordance with their respective religions and beliefs.

After the action process is completed, the researcher continues to observe. Based on observations in the second cycle, overall learning has proceeded in accordance with the previously prepared lesson plans, time allocation has gone according to plan, the learning process feels more alive and actively involved through question and answer and discussion groups with heterogeneous members, in the process teaching and learning has seen that students actively do questions and answer questions of other students.

The learning process indicates the teaching and learning process that is more oriented towards students, students have begun to dare to sort the events in learning and dare to draw conclusions from the learning they have done. In addition, students have also begun to learn not only in the classroom, but have started to do learning outside the classroom, namely by structured tasks interviewing the characters where the students are located, this is done to make learning that constructs material from the real environment of students, so that new knowledge is obtained from observations and daily experiences and new knowledge is obtained by students from the daily environment. In addition, students have begun to emulate and practice good behaviors that are appropriate for them to apply in their daily lives. The learning process is not only focused in the classroom, but has begun to be comprehensive, namely, in the classroom, school, and home environment, which is expected that the learning process truly becomes new knowledge that is useful and beneficial for students and is clearly applied in daily life. the day.

To improve the implementation of the second cycle, the researchers reflect (reflect) by evaluating the deficiencies and obstacles, this is done in order to improve the teaching and learning process of Civic Education (PKn) subsequently. Based on the questionnaire results data in the second cycle it was found that the lowest score was 70.32% and the highest score was 94.84% with an average number of 85.02. These results indicate that Civic Education (PKn) learning in cycle II has exceeded the Minimum Mastery Criteria (PKM) of 70 Civics. Based on observations made by researchers in cycle II, there were several deficiencies in Civics learning, so it is necessary to find solutions and improvements for the cycle Next, deficiencies that researchers found in cycle II include:

1. Modeling done in the learning process is still not maximized during the learning process
2. Still not all of them dare to demonstrate learning material in front of the class
3. Study groups are still in accordance with the wishes of the students
4. The assessment of one student to other students still does not look optimal
5. Not yet maximally doing assessments outside the classroom in everyday life
6. There is no reflection after the learning process takes place

Based on the weaknesses that researchers found in the implementation of the second cycle, the researchers tried to reflect on the deficiencies, obstacles and efforts or corrective steps that were applied in the implementation of the next cycle, on that basis the researchers felt the need to hold a cycle III with the aim that the learning process Civic Education (Civics) with the contextual model approach can run better and run optimally and Civic Education (Civics) materials can be applied in the daily lives of students.

### **Description of Cycle Actions III**

Cycle III starts from November 4, 2019 which is the first week in the learning process. Cycle III is the result of reflection from the previous cycle which aims to correct the deficiencies and obstacles found by researchers in cycle II. Learning in cycle III begins with the planning phase (plan) of the researcher which is focused on perfecting the previous lesson plan, to be applied in the next PKn teaching and learning process. The next process after the learning planning is arranged well, the learning process is carried out by educators to deliver the Civics material about understanding the importance of the integrity of the Unitary Republic of Indonesia (NKRI) and how behaviors can maintain and threaten the integrity of the Unitary Republic of Indonesia. As input in census II, the learning cycle III emphasizes a more heterogeneous discussion of each group member, then how students dare to do modeling by playing a role in modeling behaviors that can maintain and threaten the integrity of the Homeland in front of friends them, as well as learning more focused so that students can assess other students in the learning process. In addition, in cycle III, the educator directs students to do a reflex at the end of each learning and gives an understanding that the actual assessment in PKN learning is more to the assessment of the process and learning material constructed by students by interviewing the surrounding figures which are a form of assessment outside the classroom in a way structured.

The next process that is carried out is the act (act) in the teaching and learning process with three activities namely: initial activities, core activities and final activities. The initial activity is allocated with 10 minutes of time which is done by inviting all students to pray according to their respective religion, presence, appreciation and beliefs. Then educators check the presence of students and then educators provide motivation and explain the learning objectives to be achieved. After this, educators ask about attitudes that can

maintain the integrity of the Unitary Republic of Indonesia and attitudes that can threaten the integrity of the Unitary Republic of Indonesia.

The core activities are allocated with 50 minutes of time divided into three parts, namely exploration for 15 minutes, elaboration of 25 minutes and confirmation for 10 minutes. In exploratory activities, educators lecture to educators about the lives of students who are peaceful and calm in carrying out daily activities (school, playing, traveling, etc.). After that, educators also give lectures on behaviors that can maintain and behaviors that can threaten the integrity of the Unitary Republic of Indonesia. The next stage in the core activity is elaborating, in this stage the educator arranges the discussion class and divides the number of students into six discussion groups that are heterogeneous, instructs students to discuss about the importance of the integrity of the Unitary Republic of Indonesia, and instructs students to discuss behaviors that can maintain and behaviors that can threaten the integrity of the Unitary Republic of Indonesia, this discussion process is certainly with the supervision of educators in carrying out its activities and activities.

After the discussion process is finished, students share the results of the discussion in turn in front of their friends and other students respond to the discussion results of the group of friends who are presenting. In this process educators instruct students to conduct question and answer for groups who are presenting. Educators also instruct to assess other students in the learning process and the discussion group presentation process. After this, the educator completes modeling by playing a role about behaviors that can maintain and threaten the integrity of the Unitary Republic of Indonesia carried out by students in front of their peers.

The next stage in this activity is confirmation, this is done by asking questions about things that are not yet known by

students, then educators and students ask questions about their understanding that may be different, after that do reflection by strengthening students with copy behaviors that can maintain the Homeland and strengthen students to avoid behaviors that can threaten the integrity of the Homeland. This is done to reflect on the learning material that students have obtained and to correct their understanding and provide reinforcement and conclusion.

The closing activity is carried out by educators with 10 minutes of time allocated, in this closing activity the educator together with the students conduct question and answer about the material that has been studied, for educators this is to provide information about the achievement of indicators of Achievement of Basic Competencies and Competencies. Next, reorder the events in the learning that have been done by reordering the events in the learning that have been done, to then draw conclusions from the material that has been done, this is done jointly between the educator and students. Then educators give structured tasks to students to interview local leaders whose interview format has been provided by educators with the theme of maintaining the integrity of the Unitary Republic of Indonesia and behaviors that can maintain and threaten the integrity of the Unitary Republic of Indonesia, then the learning process is closed by praying in accordance with their respective religions and beliefs. respectively, which is carried out jointly between educators and students.

In a contextual learning experience, a number of facts, concepts, principles, and procedures as subject matter are internalized through the process of discovery, reinforcement, linkage and integration of learning, so that meaning is found in learning. The material that has been obtained can really be applied in the real life of learners Contextual learning and teaching involves the active role of students in the learning



process, namely by linking academic subject matter with the real life context they face. So that way students in the learning process can find meaning that is useful in their lives.

The learning process indicates the teaching and learning process that is more oriented towards students, and not focused only in the classroom, the learning process has begun to make the school environment and home environment as a means in the learning process. The learning process has involved all the elements or components that are at the heart of contextual learning, namely learning has directed the entire process to: constructivism (constructivism, building, shaping) material through real experience, the process of questioning, inquiry (investigating, finding) material by students, learning community, modeling (modeling), reflection (reflexion or feedback), and authentic assessment (actual assessment) by combining several assessments that are continuous and integrated between the material with the real life of students.

Based on the questionnaire results data in cycle III it was found that the lowest score was 85.80% and the highest score was 99.35% with an average number of 91.99. These results indicate that Civic Education (PKn) learning in cycle III is far better than the learning process in cycle II, this means that the Civics learning process delivered with a contextual model approach can improve the achievement of better learning outcomes and the learning process is perceived to be presenting relevance to real life. Learning activities with a contextual model approach can improve higher quality learning outcomes, encourage more creativity and productivity as well as efficiency, while learning outcomes increase, because in contextual learning all of the senses are used simultaneously so that learning activities become more actual, concrete, realistic, real, fun, and meaningful by the students construct themselves in each learning process.

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Contextual learning is a learning concept that helps educators link material taught with real-world situations of students and encourages students to make connections between the knowledge they have and their application in their daily lives (Depdiknas, 2002, p. 34). In line with that (Komalasari, 2013, p. 6) states that contextual learning is a concept of learning and teaching that helps educators link material taught with real-world situations of students and encourage students to make connections between the knowledge they have and their application in real life they are family members, citizens and workers.

"Contextual teaching and learning enables to connect the content of academic subjects in the context of their daily lives to discover meaning" (Jhonson, 2002, p. 24). Johnson explained that contextual learning is a learning approach that seeks to make students able to associate the material they receive with the context of their daily lives, this is done so that the subject matter received

by students will be more meaningful to their lives.

Blanchard (2001, p. 1), Bern & Erickson explained about contextual learning, according to him: Contextual teaching learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and work involved in the hard work that learning requires.

This gives meaning that contextual learning is a concept of learning and teaching that helps educators to relate the material delivered to the real world situation of their students, students can find meaningful relationships between abstract ideas and practical applications in real life contexts. Students can internalize concepts, discoveries, reinforcement, and connectedness each time the learning process is carried out. Learning encourages students to elaborate on the knowledge they have with the application in their real lives as family members, citizens, and workers.

In line with this statement, (Johnson, 2002, pp. 24-25) stated that: CTL is a holistic system. It consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve. CTL, the distinctive educational approach made up of these parts, does more than guide students to join academic subjects with the context of their own air conditions. It also engages students in exploring the meaning of "context" itself.

According to Johnson contextual learning is a comprehensive system consisting of parts that are interconnected, if these parts are intertwined with one another, it will produce an effect that exceeds the results given by the parts separately. Contextual learning is an educational approach that does more than just guide students in combining academic subjects

with the context of their own circumstances by involving students in searching for the meaning of "context" itself. Further said (Johnson, 2002, p. 25), according to him contextual learning is: The CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

Further contextual learning Johnson said, according to him contextual learning is an educational process that aims to help students see the meaning in academic material they learn by connecting academic subjects with the context in their real life, namely with the context of personal, social circumstances, and their culture. To achieve this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, conducting self-directed learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and using authentic judgment.

#### **D. CONCLUSION**

Based on the description and discussion of the results of the study, as well as the findings obtained by the researcher during the Classroom Action Research on "The Contextual Model Approach in Improving Civic Education Learning in Class V of SDN Cugenang" conclusions can be drawn as follows: Civic Pendidikan Learning (Civics) at SDN Cugenang runs as usual by using conventional learning, this has an impact on teacher-centered learning which is

fixated on theoretical and abstract textbooks. So that the new learning process reaches the learning to know stage, the highest is only up to the learning to do stage, while the learning process that belongs to students or learning to be cannot yet be achieved, because the learning process has not been thoroughly carried out, namely in the classroom, school environment and the environment in which students live.

Contextual model approach in learning Civic Education (Civics) in SDN Cugenang has proven to provide a very positive contribution in the learning process, so that it can improve the quality of learning outcomes, and further encourage the emergence of creativity and productivity and efficiency. Civics learning can involve active participation of students (student centered) in the learning process, through more varied and applicable methods, as well as directing to understanding, in-depth understanding, and application of the material that has been learned.

Learning outcomes of students using a contextual model approach in learning Civic Education (Civics) in SDN Cugenang proved to show an increase from each cycle, in the first cycle it was found that the lowest score was 49.04% and the highest score was 87.74% with the number an average of 68.42, the second cycle the lowest score of 70.32% and the highest score of 94.84% with an average number of 85.02 and for the score in the third cycle obtained the lowest score of 85.80% and the score the highest of 99.35% with an average number of 91.99. Based on this, the Civics Learning process with a contextual learning model approach can significantly improve the achievement of student learning outcomes in a better direction, and the material obtained can be applied in real life of everyday students, because the learning process is not only directed towards delivery of material (transfer of knowledge), but the learning process has been able to instill attitudes

(transform of attitude) and instill values (transform of values).

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