

The Development Of Experiential Learning With Simulation Method On Civics In Primary School Teacher Education

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Abstract : This research was entitled "The Development of Experiential Learning with Simulation Methods on Civics in PSTE", The purpose of this research were 1). Developing experiential learning design with simulation models on civics in elementary school, 2). Test the feasibility of experiential learning with simulation model on civics in elementary school. The type of this research was development research which was the experiential learning design with simulation models with the Four-D model or 4D stages by Thiagarajan namely define, design, develop, disseminate. The research result showed 1). The process of developing experimental learning was carried out through the 4D stages so that the learning approach that has been modified with the simulation method was produced, 2). Experiential learning with simulation methods was appropriate to be used in accordance with expert validation with a total score of 14 with an average result of 3.5 or 87.5% with feasible criteria. Suggestions that can be given from this study was, learning simulation activities was not only conveyed the material but can also formed characters so that there was added value in the learning.

Keywords : Eksperiential Learning, Civics, Simulation Method

1. INTRODUCTION

The national education functioned to develop capabilities and shape the nation's character and civilization that was dignified in the framework of the intellectual life of the nation, aiming at developing the potential of students to become people of faith and devotion to God Almighty, having good morality, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. While according to David A. Kolb, "Learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38). Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations [7], [8], [9]. Learning outcomes are broad statements of what is achieved and assessed at the end of a course of study [6]. In connection with the obligation to maintain the quality of education and learning, the innovation is expected learning quality can always increase according to the demands of the era. Effectiveness is an important concept in describing the level of achievement of learning objectives, the achievement of increased knowledge (cognitive) and Skills (psychomotor) and the development of attitudes (affective) through the process Learning [5]. In line with the obligation to maintain the quality of education and learning, learning innovation is expected to improve the quality of learning in accordance with the demands of the times. Innovation is everything (in the form of ideas, practices, goods or objects) changes that are carried out with systematic planning to provide positive changes and are considered new for someone or a group of people who use them [6]. Some things that can be done are by adjusting and reviewing the curriculum so that the material presented in lectures can always be actual according to the needs and development of science and technology. Another thing is to make learning innovations so learning can be interesting and innovative, not least in Civics learning. The main focus of Civics courses is to make good citizens [12], so that special attention is needed so that learning objectives can be achieved. [13] states that learning outcomes are

changes that occur in students. [1] states that learning outcomes are the result of a process that has been carried out in learning, learning outcomes indicate a change in behavior or the acquisition of new behaviors from students who are sedentary. However, there are several obstacles that cause learning to not be optimal so that the quality of learning is not yet optimal. One of them is because the learning is less optimizing the activities of students. David [3] defines learning as the process of how knowledge is created through changing forms of experience. Knowledge results from a combination of understanding and transforming experience. From this it can be interpreted that experience in learning becomes very important because with the direct experience of learners will better understand and master learning. Therefore the solution to improve the quality of learning is to apply experiential learning in learning. [3] states that experiential learning is a learning process, a process of change that uses experience as learning media or learning not just material sourced from books or educators. A four-stage cyclical theory of learning, Kolb's experiential learning theory is a holistic perspective that combines experience, perception, cognition, and behavior [9]. These four things are integrated with the analysis based on experience will form a mindset which then affects the level of intelligence which is then reflected in behavior. Learning from experience includes the relationship between doing and thinking experiential learning as a method that helps educators in linking the content of subject matter with real-world conditions, so that students can remember this real experience and understand information obtained in education so it can improve the quality of education. Besides using approaches in learning, so that the teaching and learning activities will be more acceptable to students, it is also necessary to use methods in learning. The learning method is a systematic and regular process carried out by educators in the delivery of material to students. In this way the teaching and learning process is expected to run well. One form of learning methods is the simulation method. Playing a simulation provides an opportunity for students involved to be other people and not to be themselves so that they will get ideas about other [13]. The simulation method is one of the learning methods

that provides a presentation in the form of lessons using real situations and processes where students are asked to be actively involved in interacting with situations that are around. From a background review, the researcher examined further in the research with the title "The Development of Experimental Learning with Simulation Models on Civics in PSTE". Based on the description of the background analysis, the problems in this research were:

- 1) How is the design of experiential learning development with simulation models on civics in PSTE?
- 2) How is the feasibility of experiential learning development with simulation models on civics in PSTE?

RESEARCH METHODS

The development of the learning approach used the development model developed by Thiagarajan, Sammel and Sammel [11] through the 4D model, which including these stages : define, design, develop, disseminate. The purpose of this research was to produce experiential learning learning approaches with simulation models. The steps taken were from the definition, planning, development to the deployment stage.

RESULT

Experimental Learning Research with this simulation model is carried out with the following stages:

1) Stage 1 Define

In this stage define and define the terms of the learning approach.

- a) Initial analysis of the end, the learning activities carried out were still focused on discussion and presentation activities so that it does not involve all students to participate actively in learning.
- b) Student analysis, Pre-research data shows that students tend to be more interested if they are directly involved in learning, or by practicing directly part of learning activities
- c) Analysis of assignments and concepts, the pre-research data shows that the assignments and the delivery of concepts given have not led to activities that directly involve students so that students do not yet have learning experiences that involve them in learning.
- d) Analysis of objectives, carried out to determine or formulate learning objectives to be achieved by students

2) Stage 2 Design

In this stage the Experimental Learning prototype was prepared with a simulation model. The research instrument was in the form of a validation sheet used to provide an assessment of the procedure for developing a learning approach. It was done with the preparation of Experiential Learning activities, the selection of simulation forms.

3) Stage 3 Develop

This stage aimed to produce a draft experimental learning approach with a simulation model. This stage was carried out to produce a revised draft learning approach. The finished draft was then tested, limited trial and field trial.

- a) Expert validation

The draft planning results on experimental learning with simulation models are consulted with experts, in this case they were research team members. From the results of discussions with members of the research team obtained some input related to the experimental learning draft with a simulation model that is about the distribution of simulation topics within each group member and between groups that must be different with the aim that later the material presented by each student will also be different.

Table 1
Experts validation to value experiential learning with simulation method

| No | Indicator | Expl. |
|-------------|---|--------|
| 1 | the completion of material (material, exercises, tasks) | 3 |
| 2 | The synchronization of material and curriculum | 4 |
| 3 | The synchronization of material | 3 |
| 4 | Inspirational aspects (novelty, usage, creativity) | 4 |
| Total score | | 14 |
| Average | | 3,5 |
| Percentage | | 87,5 |
| Criteria | | decent |

From the result of experts validation it was obtained a total score of 14 with an average value of 3.5 or 87.5% with decent criteria.

b) Test the instrument

From the trial of the learning outcomes instrument the validity of the questions was 0.52 so that it was included in the high category. While the reliability was 0.323 indicated moderate reliability

c) Limited trials

Held in a small group consisting of 12 students by giving a questionnaire responses, the results obtained that there are difficulties in the distribution of topics or materials that will be simulated in learning because the comparison of the number of basic competencies with students was not balanced so it was possible between students to discuss the same basic competencies only later distinguished through the learning indicators discussed were varied.

d) Field trials

Learning began with the provision of pretest to find out the initial abilities of students. Pretest result showed an average of 58.52 with the highest value of 59 and the lowest value of 35. This shows that initial ability was still low. After the pretest, it was continued with learning activities, beginning with an explanation of the task, forming groups, distributing material, preparing the design of learning simulation activities, implementing learning simulations.

Table 2
The implementation stage of experiential learning with simulation method

| No | Bentuk Modifikasi Kegiatan | Pelaksanaan |
|----|---|--|
| 1 | Explanation of assignments; lecturer formulated a plan of learning experience that was open minded (open minded) | The lecturer gave an initial explanation related to the learning that would be carried out |
| 2 | Forming Groups; At this stage, students were grouped for later discussion | Classified into 6 groups, each group consisting of 6 people. 6 These classes assumed to be grades 1-6 |
| 3 | Students are placed in real situations of problem solving. Done through the distribution of tasks or topics to be simulated | In each group (groups 1-6) class divisions are carried out (group 1 = class 1, etc., then in each class the KI and KD divisions are carried out again with learning indicators that cannot be the same |
| 4 | Students actively participated in available experiences, carried out by preparing plans and learning media | Students developed the design of learning devices individually in accordance with their respective material |
| 5 | The whole class presents the experiences that have been learned in connection with these subjects in the form of learning simulations | Students conducted simulation activities in accordance with the learning device that has been created using learning media that was in accordance with the material |

After all students have conducted learning simulation activities in accordance with their respective lesson plans (RPP), it was continued with the implementation of the posttest. The posttest result showed an average value of 86.7 with the highest score of 87 and the lowest of 80.

4) Stage 4 Disseminate

This stage was the stage of dissemination so that experiential learning can be utilized by students using simulation methods through learning and direct experience. [1] Simulation method is one of the learning methods that can be used in group learning. The learning process that uses simulation methods tends to object not actual objects or activities, but rather teaching activities that are pretend

CONCLUSION

In accordance with the development process that has been carried out, the result of this research, data analysis and discussion, it can be concluded that:

1. The process of experiential learning development was carried out through the 4D stages consisted of defining, design, develop, disseminate or which were adopted into 4P (defining, planning, developing, disseminating), so that a learning approach that has been modified with the simulation method using the learning media through steps was adopted through explanation of the task steps, the formation of groups, the distribution of material, preparation of learning simulation design activities, the implementation of learning simulations.
2. Experiential learning with simulation method was appropriate to be used in accordance with experts' validation with a total score of 14 with an average result of 3.5 or 87.5% with feasible/decent criteria. [1] Simulation method is one of the learning methods that can be used in group learning. The learning process that uses simulation methods tends to object not actual objects or activities, but rather teaching activities that are pretend

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