

The Effect Of Modeling Learning Strategy And Students' Social Interaction On Students' Affective Learning Achievement

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Abstract: The aim of this research was to see the effect of modeling learning strategy and students' social interaction on student's learning achievement on students' affective aspect. The subject of this research was the students of SMP Negeri I Labuhan Deli, Deli Serdang in class VII. The sample of research was students of grade VII-3 (seven) SMP Negeri 1 Labuhan Deli, Deli Serdang, North Sumatra Province amounted to 77 people. This study was conducted in the academic year of 2015/2016. Hypothesis test was done by using variance analysis (Anava) two ways at significance level of 0.05 by using program SPSS 24.0 for Windows. Data analysis were using Analytical Technique of Variance (ANAVA) which result of obtained data was converted by using normality test by Lilliefors test and for homogeneity test was using Bartlett test. Based on the result of F test is 84,844 with F-table $dk_1 = 74$ and $dk_2 = 3$ at $\alpha = 0,05$ is 2,73 The test result was bigger than F-table ($84,844 > 2,73$), H_0 is rejected and H_a accepted, which shows that the student's Civic Learning achievement on affective aspects that for students with cooperative type social interactions score were higher than students who have competitive type social interactions.

Index Terms: Learning Strategy, Students' Social Interaction, Civic Learning Achievement on Affective Aspect.

1 INTRODUCTION

Life nation and state of Indonesia have experienced a very dynamic development in line with the development of global life which is marked by the increasing opening of cooperation and competition among nations. The development of global life shows the more complex space and movement of the Indonesian nation in navigating the era of reform in various fields in towards civil society. In order to realize the civil society as mentioned above, the Ministry of Education and Culture has formulated the macro vision of Indonesia's national education namely the realization of civil society as a new nation and Indonesian society with the order of life in accordance with the mandate of the Republic of Indonesia Unity Proclamation through education process in which the Indonesian people the new has the attitude, insight of faith, and high ahlak, freedom and democracy, tolerance and uphold human rights, and understanding and insightful global (Mulyasa, 2014: 17). The exposure indicates that the process of the Indonesian nation in realizing civil society (civil society) through the independence of the nation must be based on the principle of justice that stands and leads to the concept and value of Pancasila and the 1945 Constitution and adapted to the realities of social dynamics developing in a global society. The forms of global culture have entered social life at a micro level, so it is feared that the values of tradition and moral values that live in society are increasingly disappearing (Tilaar, 2012: 73). For that, all components of the nation must have a strong national commitment which is rooted in the character of the nation.

The character of the nation that has been crystallized since the Indonesian National Awakening in 1908, the Youth Pledge on October 28, 1928, culminating with the Proclamation of Independence August 17, 1945 must be made the mainstream of national development so that the character of this nation is not eroded by the flow of globalisation. This means that every national development effort must always be directed to give a positive impact on the development of the nation's character. This is because the character of the nation is a major supporter in nation building. Bung Karno argued that this nation must be built by prioritizing character building because this character building will make Indonesia a great nation, advanced, and glorious and dignified and if the character building is not done, then the nation of Indonesia will be the nation of coolies (Manullang, B.2013: 2. The long-term development vision above is implemented in the character-based and competency-based 2013 Curriculum policies. With the implementation of the Curriculum 2013, it is hoped that this nation will become a dignified nation, and people with added value, and selling value that can be offered to other people and other nations in the world so that we compete and compete with other nations in the global arena . Through the implementation of curriculum-based 2013 based on competence and character-based, students are expected to be able to independently improve and use their knowledge, review and internalize and personalize the values of character and noble ahlak so that manifested in everyday behaviour. In line with the implementation of Curriculum 2013, Civic Education subjects (Civics) adapt to the Curriculum 2013. Civics subjects as one of the curriculum content of primary education, secondary education, and higher education, of course, need to adjust in a manner adaptive and coherent with the needs and demands of the ever-changing global community. Civics subjects have outlined a commitment to implement the nation's character building process. Consequently in the implementation of the learning process in schools, learning activities created by teachers should be able to assist students in developing the potential and competence students have good cognitive, affective, and psychomotor potential in the social environment of students in which they live. Civic learning should be able to bring students towards maturity and shaping them into a society of character,

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democratic, religious, civilized, united, and socially just in accordance with the concepts, values, norms and morality express and implied in Pancasila and the 1945 Constitution. the failure of Civic learning derives largely from the products of learning in schools where schools are an important asset in enhancing and preparing the younger generation to contribute to the realization of a democratic society (Tisch.JM.2017: h.3). Learning activities created by teachers should be able to assist students in developing the potential and competence students have good cognitive, affective, and psychomotor potential in the social environment of students in which they live. The reality in Civics learning so far only glorifies the formation of cognitive aspects with a little skill even ignoring the affective aspect. It should be noted that affective learning is necessary to facilitate the development of values, ethics, aesthetics, and a sense of student responsibility for its social environment (Oselumese, et.2016: h.1). Although cognitive aspects are necessary as a first step in the eye Civic learning, but not enough if these values are known or realized only but need to be manifested in the behaviour of students in everyday life. The importance of developing affective aspects in Civics subjects aims to be able to overcome the failure of the state in combating corruption, providing comfort and security in society, maintaining the unity and integrity of the nation, exercising human rights, supervising environmental destruction, maintaining local wisdom to promiscuity, pornography, pornoaction, and brawl in teenagers environment. It is the task of all components of the Indonesian nation to rebuild affective attitude of students need to be addressed in depth by the subjects of good Civics subjects those who teach tiered primary education to college. Through Civility learning and morality, the erosion of nationalism and patriotism can be rebuilt. So great influence of learning Civics in building a sense of nationalism and patriotism of students. (Nurdin.E.S, 2017: h.69-82). Civic learning will shape students to build the values and behavior needed to bring about justice and social change toward the lives of democratic societies (Levine and Mosier.2017). According to Law Number 20 Year 2003 on National Education System, Elucidation of Article 37 states that Citizenship Education is a subject that leads to the formation of personality and its form seen in the behavior of faith and piety of God Almighty, ethical and moral behavior and sense of state responsibility in students. Civics as one of the curriculum content of primary education, secondary education, and higher education, it is necessary to adapt adaptively and coherently with the needs and demands of an ever-changing global society. Based on the Act, Civic learning activities should be able to bring students towards maturity and shaping them into a democratic, religious, civilized, united, and socially just society in accordance with the concepts, values, norms and morality expressed and implicit in Pancasila and the 1945 Constitution. Civics learning should also be oriented towards the development of democratic student behavior. The democratic student behavior developed in classroom learning and Civic teachers should be able to create a learning environment characterized by democratic procedures as well. The class should be a laboratory or miniaturized democracy aimed at studying and investigating various social and interpersonal problems of students (Thalenr in Arend, 2010). Civic learning that is oriented towards the development of the democratic student behaviour. Religious, civilized, united, and social justice is not implemented in Negeri I Labuhan Deli Deli Serdang Regency North Sumatra Province in class VII. Based

on the observations that researchers do in the school there are some things that must be improved such as: (a) in teaching Civics subjects in class VII, Civics teachers tend to use indoctrination techniques; (b) schools do not facilitate the availability of democratic laboratories until the learning of Civics as the formation of democratic behaviour of students is difficult to achieve; (c) related to teacher modeling problems, teachers often find it difficult to take a stand whether a teacher should be propagandist, neutral, or dedicated and well informed teacher; (d) the teacher's evaluation only uses memorization only, (g) the still finding problems with the character of the students related to undisciplined, moral and ethical, creativity, independence, and democratic attitude that do not reflect the quality of student statesmanship, (e) the discovery of a civic teacher who apathetic in instilling moral values contained in the lesson of Civics because the moral values are outside the school is not done The case becomes a separate problem for Civics teachers who teach at SMP Negeri 1 Labuhan Deli Deli Serdang District where efforts to empower students' moral and ethical values is not an easy thing to do. Civic learning activities that should be done is a learning that not only provides the ability to cognitive aspects in the form of memorization, but on the formation of student behavior with dignity and character (Syukur, 2011). Efforts to establish the behaviour of students with dignity and character must be improved through the design of learning Citizenship Education, especially in designing strategies, methods, media, and evaluation of learning is certainly tailored to the characteristics of the subject and characteristics of students. Therefore, it is necessary to conduct an assessment in providing subjects of Civics Education on VII grade students of SMP Negeri 1 Labuhan Deli of Deli Serdang Regency, North Sumatra Province, in the use of learning strategy using modelling. Modeling is defined as a change of behavior, thought or emotion that is shown through the observation of others from a model (Woolfolk, A.2014: h.276). Whereas a model is a collection of stimuli arranged in such a way that one can pick the essence of the basic information brought about by environmental events without the need to show visible deeds (Bandura and Rosenthal in Margaret E. Gredler, 2016: p.382) . Furthermore, modeling learning strategy is defined as a learning strategy that uses the model in its learning activities, through observation activities and imitation of students can take the functional value of positive behavior of the model so that become a formidable person in understanding the social environment changes. The use of modeling learning strategies is very easy to implement in the classroom because in our environment, so many positive behaviors can be used as behavior referrals such as: children see how their parents are reading, children can also watch demonstrations of teacher learning problems (Fryling et al, 2011: p.191-203). Feature of learning modeling strategy can be seen from 4 (four) process that is: attention process, retention, motivation which can be seen from Table 1 below:

Table.1. Students Activities on Learning Proses by using Modeling Learning Strategy

Process	Activity
Attention	At the beginning of the lesson, students are directed to the appearance of the model and the task description relevant to the behaviour of the model and the complex part of the activity is divided into sections, using competent models, and showing the behavioural uses of the model shown.
Retention	The next step is to improve students' memories through the training of information received by students and information that students should learn through coding in visual and symbolic form, and the linking of new material with the previous information stored in the student's memory.
Production	After the retention phase, students go through the stage of behaviour production by instructing students to model the behaviors they see from the model and comparing them with the student's conceptual representation. Feedback from others including teachers and peers is helpful to correct the shortcomings of behaviors that students exhibit.
Motivation	The consequence of the behavior that is shown by students inform the score of functional and suitability of students' behaviour. The consequence of modeling that is showed will motivate students to realize the learning achievement that they had gotten will improve

Taking into account Table 1 above, it can be seen that the learning process using modelling learning strategy more emphasis on student activity. Students learn about what can happen in their environment, strengthen positive responses through models and train their internal and external learning outcomes. This modelling learning strategy can be applied to students with cooperative and competitive type social interaction characteristics. The social interaction of students of cooperative type is the social interaction of students who facilitate the achievement of the goals of each student, foster positive attitudes among students with one another, and generate mutual help and support amongst students which in turn strengthens cooperative relationships among students. The social interactions of cooperative-type students are characterized by: (1) effective communication, (2) expression in discussion, (3) manifestation in group work, (4) values undertaken within the group, (5) mutual care, (6) the willingness to improve the ability of others, and (7) to collaborate. While the social interaction of students of competitive type is the students' social interaction which creates student competition in their group with the aim of increasing competition among the students. Social interactions of the competitive type are characterized by (1) weak communication, (2) negative perceptions, (3) no division of labor, (4) disagreements, (5) self-oriented, (6) coercive tactics. Developing cooperative behaviour and competitive behaviour in learning is not wrong, because if teachers want to develop the superiority of student learning outcomes in which there must be champions 1, 2,3 and so on in learning, then teachers can develop social interaction competitive type, but if the teacher wants to obtain the achievement of achievement learning of the whole student in the group through teacher cooperation activities can be likewise on student learning outcomes. Bandura, (1983, p: 30-32) suggests that: (1) The use of modelling learning strategies has an effect on improving student affective learning outcomes. Through modelling learning, students have confidence in achieving good academic grades and achievement. Student

achievement and satisfaction are two of the most important learning outcomes of students, and are considered a key indicator of the quality of the learning process. (2) The presence of the model will hone the cognitive competence of both students' knowledge and thinking skills continually tested, evaluated, and compared socially. (3) Affective competence is useful for character formation of students and this is important in the effective participation of students in a wider society. (4) Mastery of affective skills of students can not be separated from social relations and formal instruction from teachers, peers, and models. Therefore, a conducive learning environment for the development of students' affective skills is inseparable from the cooperative behavioural structure, where students work together and help each other also tend to promote more positive self-evaluation of higher academic abilities and achievements than do them individually or competitively (Bandura, 1994: p.11-12).

2 MATERIALS AND METHODS

This study aimed to provide empirical evidence of differences in learning outcomes of Citizenship Education in students who were taught using Modeling learning strategies and who were taught using conventional learning strategies. This research was Quasi Experiments conducted in SMP Negeri 1 Labuhan Deli, Deli Serdang. The research data was collected in the Year 2015/2016 Class VII (seven) semesters 1 and 2 from July 2015 to May 2016. The sample of this study was all students of class VII-3 and class VII-5 SMP Negeri 1 Labuhan Deli, Deli Serdang, North Sumatra Province. The samples were using Simple Random Sampling from all population are randomly sampled until there is 1 (one) class that was class VII-3 applying modeling learning strategy and 1 (one) class that was class VII-5 applying conventional learning strategy.

3 RESULT AND DISCUSSION

Based on the results of testing Anava 2x2 obtained data that can be seen in Table 2 below:

Tabel.2. The Testing Result of Anava 2X2 to Affective Learning Achievement.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8701,245 ^a	3	2900,415	49,936	,000
Intercept	297760,391	1	297760,391	5126,504	,000
Strategi	856,104	1	856,104	14,739	,000
Interaksi sosial	4927,984	1	4927,984	84,844	,000
Strategi * Interaksi sosial	2236,059	1	2236,059	38,498	,000
Error	4240,025	73	58,083		
Total	331155,556	77			
Corrected Total	12941,270	76			

a. R. Squared = ,672 (Adjusted R. Squared = ,659)

Based table 2 above, it can be seen that the results of learning Civics students were taught with modeling learning strategies on affective aspects, with the results of F test is 84.844 with F-table $dk_1 = 74$ and $dk_2 = 3$ at $\alpha = 0.05$ is 2.73 The test results were greater than F-table ($84.844 > 2.73$), then H_0 is rejected and H_a accepted, which indicates that students' Cognitive Learning outcomes on affective aspects that had cooperative type social interactions are higher than students with competitive type social interactions. Furthermore, the

significance of two sides of the results of further Test (Pos Hoc Test) Table 2. from the results of learning Civics students SMP Negeri 1 Labuhan Deli, Deli Serdang who were taught by modeling learning strategy modeling on the classification of social interaction of students co-operative type and competitive type on affective learning is 0.000. Then a significant one-party Test Result Continuation is 0.000. Since a second significant second-degree Continuity Test on affective learning results was less than 0.05 ($0.000 < 0.05$), H_0 is rejected and H_a accepted, indicating that for students using modeling learning strategies, students with cooperative type social interactions have a learning outcomes of Civics on the affective aspect was higher than having a competitive type social interaction. The research findings are very reasonable because the students' social interaction was the relationship between one student and the other students, where one student can influence the other students or vice versa so that there is a mutual relationship either between student with other students, students with groups, or groups with group. This student's social interaction can form a relationship between two or more students in which student behavior can be changed by other students. These behavior changes take place during the interaction process. The process of social interaction that occurs between one student and another takes place on a reciprocal basis and each student acts in an entire process that affects or causes other students to act as well. Such student social interaction is a reciprocal behavior, a behavior between each student in the process expects and adapts to the actions that will be performed by other students. This process of student social interaction will also lead to the possibility of mutual change or improve student behavior on a reciprocal basis. This change can occur consciously or unconsciously, spontaneously or slowly. The process of interaction becomes a fundamental beginning for successful learning. Student social interaction that occurs in learning is a social interaction within the learning group because each student as a member of a group is interdependent, and at least they have the potential to interact with each other. Through social interaction within the group, not only does knowledge transfer occur but friendship, the student community, thus forming a social system that leads to the integration of students and all of which will affect the students' learning outcomes both outcomes. In certain situations, the students' social interactions in learning activities are cooperative in which they help each other, share information, and work together for mutual benefit and at other times, as well as competitive types in which they prioritize their individual goals and defeat other members. Both types of students' social interactions are required in classroom learning situations. The social interaction of the cooperative type of students is needed to create an atmosphere of learning that encourages students to be dependent on one another. Whereas the social interaction of students of competitive types is needed for individual problem solving. Developing social interaction of students of competitive type in learning is not mistaken because in essence humans have needs for achievement and needs for power which usually fulfilled through competition and develop social interaction of student cooperative type will grow student social attitude Based on the observations obtained in the field, it was found that groups of students with cooperative type social interaction characteristics scored higher on average compared to groups of students with characteristics of competitive type social

interactions. Students who had characteristics of cooperative type social interaction got an average score of 74.17 on the affective aspect. While the group of students who have the characteristics of social interaction of competitive type get an average score of 54.85 on the affective aspect. In testing the hypothesis also accepts that groups of students who have characteristics of cooperative type social interaction have higher cognitive learning outcomes than students with characteristics of social interactions of competitive types. Differences in the acquisition of Civics learning outcomes for students who have the characteristics of social interaction type cooperative and competitive type is very reasonable because in the social interaction type cooperative does not close the possibility of among fellow students work together and build a broad communication to solve common problems. When there is certain cooperation there is communication built by the students. Students who have the characteristics of cooperative type social interaction always communicate with each other and work together to complete a group task, give each other motivation, advice, to a group of friends who need help. A more knowledgeable student will have an awareness to explain to friends who have not understood. With the atmosphere of cooperation and information sharing, students will be more responsive in identifying the subject matter. The learning situation builds a dynamic relationship and positive interdependence between them. This dynamic relationship can be seen from the existence of mutual respect, mutual care, mutual help, mutual encouragement so that learning objectives both in behavior change and the absorption of knowledge provided by the teacher can be achieved. The Zhang, 2015: h.29-48) is a significant influence on student achievement with students who have cooperative behavior. Students who have cooperative behaviour always apply an intensive communication mechanism in solving problems within the group. They prefer to respect each other, care for each other, help each other, encourage each other actively to face difficulties and find solutions to solve problems immediately so that problems can be solved in a short time. If there is a possibility of a problem between them, they prefer to set up a good communication strategy for a problematic individual or group or to propose an alternative if there is disagreement over the issue. Handling that focuses on the emotional development of students is greatly avoided and further reduces stress to overcome the problem even if it is possible to seek advice and support from the teacher if the agreement or problem can not be achieved between individuals or group members. The above research findings have added to the theoretical repertoire of this study. Indeed, dynamic relationships in learning activities that implement the mechanism of intent communication of course all the problems faced by students in learning activities will overcome a short time. This will certainly affect the achievement of learning objectives both in behaviour change and absorption of knowledge provided by teachers. Conversely, the learning situation with the spirit of selfishness in selfish effort, the willingness to win themselves affect the learning situation is not conducive and even lower student self esteem, because the failure they get many times to make them prustasi and consider themselves meaningless. With such a learning situation can not be denied that the students' learning outcomes that have characteristics of cooperative type social interconnect is higher than the students who have the characteristics of social interaction type of competitive.

Learning outcomes are descriptions of what activities can be performed, shown by students in terms of students' knowledge, skills and attitudes after completing a learning program. The learning outcomes of Civics Students of SMP Negeri 1 Labuhan Deli of Deli Serdang Regency that have been analyzed in this study are seen from the competence of students as Indonesian citizens viewed from the affective aspect, related to the feeling, emotion, attitude, degree of acceptance or rejection of an object used for skills assessment life includes self-awareness, rational thinking skills, social skills, and academic skills. In order to see whether students of SMP Negeri 1 Labuhan Deli of Deli Serdang Regency have civic knowledge and civic skills and as citizens of Indonesia, what should be seen is whether the student has good citizenship knowledge in the life of the nation and state. The characteristics of the students of SMP Negeri 1 Labuhan Deli Deli Serdang as a good citizen is a commitment to be steady, willing and able to maintain and develop the ideals and values of democracy in accordance with the development of the era, effectively and permanently handle and manage the crisis that always emerged for the benefit of the people of Deli Serdang Regency and at the same time the people of Indonesia which is an integral part of a peaceful and prosperous global society. The students' learning outcomes in this affective and cognitive aspect combine in the daily life of the students. For example, students immediately report to the police for a known crime. Thus the students of SMP Negeri 1 Labuhan Deli of Deli Serdang Regency as citizens first need to have a good knowledge of citizenship, especially knowledge in politics, law, and morals in the life of nation and state. Furthermore, students as good citizens are expected to have the skills intellectually and participative in the life of the nation and the State. Ultimately, knowledge and skills are expected to form an established character or character, so it becomes the attitude and habits of daily living. Character, character of attitudes or habits of daily life that reflects good citizens such as religious attitude, tolerant, honest, fair, democratic, respect the differences, respect the law, respect the rights of others, have a strong spirit of nationalism, have a sense of social solidarity, and other attitudes. The results of the above Civics learning apply to the overall characteristics of students, especially students who have the characteristics of social interaction type cooperative and competitive type. Characteristics of cooperative type social interaction are seen from: (a) effective communication, (b) expression in discussion, (c) manifestation in group work, (d) values undertaken within the group, (e) groups, (f) the willingness to improve the abilities of others, and (g) collaborate. While the characteristics of social interaction of students of competitive type are seen from: (a) weak communication, (b) negative perception, (c) no division of labor, (d) disagreements, (e) self-oriented, and (f) using coercive tactics. Looking at the two characteristics of social interaction types, the characteristics of cooperative type social interaction that are in accordance with the learning outcomes of Civics are attitudes or habits of daily life that reflect respect for differences, respect for the rights of others, and have a sense of social solidarity. Students with cooperative type social interaction characteristics will actively seek out learning outcomes that are not only beneficial to themselves but also to the group as a whole. Whereas students who possess the characteristics of competitive social interactions students will actively seek out results that are only beneficial to themselves and usually harm others in the group. For students who

possess the characteristics of cooperative type social interaction always have better learning outcomes on affective and cognitive aspects than students with competitive type social interactions. The findings of this study are relevant to the research which states that there are differences in student learning outcomes between students who have characteristics of cooperative type social interaction and competitive types in terms of: (a) Differences in cognitive learning outcomes of students seen from academic achievement, (b) Differences in student affective learning outcomes in terms of: (1) orientation of student learning goals, (2) motivation, (3) communication, (4) satisfaction, and (5) self-perception of students. The differences are as follows: (1) Academic Achievement. Based on research conducted by Smith (2012: 46) from 122 research conducted found that students who have characteristics of cooperative type social interaction have academic achievement on cognitive aspect twice better than students who have characteristics of social interaction of competitive type. The results found are applicable to all fields of study, and age groups. The advantage of cooperation is found to increase along with the students who are required to perform interdependence tasks. With the task of interdependence increased group work, as well as the level of achievement of tasks that involve the achievement of concepts and problem solving. (2) Goal Orientation. Students who possess the characteristics of cooperative type social interaction have better orientation of learning goals that encourage in achievement of better academic achievement of students who have a characteristic of social interactions of competitive type. Better student goal orientation for students with cooperative social interaction characteristics is indicated by student performance in which students have the same goal orientation and actively achieve results that are not only for themselves or for the group. Students who have a cooperative type social interaction in achieving learning are based on intrinsic motivation. This intrinsic motivation gives the belief that the effort and hard work of students in learning will bring success. Students with cooperative type social interactions are always oriented towards developing new skills, trying to understand tasks, improving their competencies together. Conversely, students who possess the characteristics of competitive social interaction are shown by self-oriented student performance and self-worth. Students who have a competitive type social interaction in achieving learning are based on extrinsic motivation. This entrepreneurial motivation gives students confidence that they will gain learning achievement if any rewards will be earned and they do so should be superior to others. (3) Motivation. Students who possess the characteristics of cooperative social interaction have higher intrinsic motivation while students who have characteristics of competitive social interaction have higher extrinsic motivation than students with socially competitive interaction characteristics. Students who have the characteristics of cooperative social interaction will learn earnestly to learn even though no gift they receive, whereas students who have the characteristics of a competitive social interaction should learn earnestly because there is only one winner. with a competitive structure. In the win and lose competition there is only one winner. (4) Communication. Students who have characteristics of cooperative type social interaction have a greater tendency towards academic interaction with fellow students. They will tend to share strategies, and discuss the content and materials of the game together. Conversely, students who

have the characteristics of a competitive type of social interaction show less academic interaction, even they mock each other. (5) Satisfaction. Students who have the characteristics of a competitive type social interaction accept defeat as a form of disappointment and lower their satisfaction and enthusiasm for better learning outcomes, while students with cooperative type social interactions accept defeat as a form of delayed success and they will learn to manage strategy learn better. For those defeats do not diminish their learning spirit to achieve better learning outcomes. (6) Self Perception. Success and failure are very influential for students who have the characteristics of a competitive type social interaction. Students who have the characteristics of a competitive type social interaction see every that they are going to have to succeed and the situation makes a high self-perception because they have a high ability and they are natural winners. But failure will lead to a loss of self-perception that they have low ability. Even this feeling of failure can be excessive because students begin to feel as if they can not succeed, and withdraw or avoid further competition. While failure for students with cooperative type social interaction brings low self-perceptions, these feelings of failure are not excessive because they will learn and reevaluate their failures to learn and gain success in the future. Based on the descriptions and opinions of the experts above and the findings of this study, it is clear that the results of students' Civics learning which has a cooperative type social interaction is higher than that of competitive type social interaction.

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