



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

*International Journal of Recent Scientific Research*  
Vol. 9, Issue, 7(F), pp. 28100-28107, July, 2018

**International Journal of  
Recent Scientific  
Research**

DOI: 10.24327/IJRSR

## Research Article

# CIVIC EDUCATION CIVIC EDUCATION OPTIMIZATION STUDENTS PROGRAM STUDY PROGRAM DEVELOPMENT OF 2017 DEVELOPMENT THROUGH CONTEXTUAL APPROACH

**Yusrizal, M.Si\*., and Bambang Trisno, M.Pd**

Pancasila and Citizenship Education, FKIP, Bung Hatta University

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0907.2394>

### ARTICLE INFO

#### Article History:

Received 15<sup>th</sup> April, 2018  
Received in revised form 7<sup>th</sup>  
May, 2018  
Accepted 13<sup>th</sup> June, 2018  
Published online 28<sup>th</sup> July, 2018

#### Key Words:

Civic Education, Pendekatan Kontekstual  
Learning

### ABSTRACT

Based on preliminary observations, there are still students of Economic Development Faculty of Economics of Bung Hatta University who in the course of Civic Education only receive the description from the lecturers, and not a few students who do not know the importance of the implementation of the concept of insight of the archipelago and national resilience in the life of society, nation and state by applying conception of Pancasila Philosophy, applying the State Constitution in daily life. This research aimed to optimize the civic education program of the students of Development Economics class of 2017 through contextual approach. This research will be undertaken at the local Economy Development Class A faculty of economics. The research method is Classroom Action Research.

The results show that civic education courses in development economics using contextual approach has been running optimally. This is evidenced by the results of student tests that reach an average value of 85.36 and students who reach the value > 80 has reached 83.33%. This cannot be separated from the optimal implementation of the seven principles of contextual approach itself.

The research procedure is done with 2 cycles, and the activities of each cycle are planning, Implementation of Action and reflection. Data collection is done by observation, test and documentation. The data obtained were analyzed descriptively to describe the improvement of achievement of success indicator of each cycle.

**Copyright © Yusrizal, M.Si., and Bambang Trisno, M.Pd, 2018**, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

## INTRODUCTION

Citizenship Education is a course to be taken by every student in lectures at Bung Hatta University, including Students from Economic Development Program A Faculty of Economics (FE) Bung Hatta University (UBH) force 2015. There are many courses offered in this sempa genpa, including the course Civic education.

For students, the course of Citizenship Education is useful to equip them in exercising their rights and obligations in a polite, honest, and democratic manner and sincere as an educated citizen in his life as a responsible citizen of the Republic of Indonesia. The hope of this course is for the students to master the knowledge and understanding about various basic problems of life of society, nation and state that will be overcome by the application of thoughts based on Pancasila, the insight of the archipelago and national defense critically and responsibly and nurture attitudes and behaviors that are in accordance with the value - the value of the struggle and patriotism that love the

homeland, willing to sacrifice for nusa and nation (Taniredja, 2013: 3). The expected skills are students in solving various problems of life in society, nation and state by applying the conception of Pancasila Philosophy, applying the Constitution of State in everyday life. This is also the main goal in the course of Civic Education

The objectives of the Civics course will be realized if the lectures are done optimally. That means that lectures should be carried out as seamlessly as possible. Activeness from both parties, both lecturers and students must be well established and supported by good infrastructure as well. There should be motivation in students to understand the course material and relate it to their lives. How the material they understand is rightly imprinted in him and can be applied in everyday life. In fact, however, on the basis of initial observations of researchers at the start of the lecture, there are still many students in the course difficult to understand how important the Citizenship Education is right for them. It is evident that there are still

\*Corresponding author: **Yusrizal, M.Si**  
Pancasila and Citizenship Education, FKIP, Bung Hatta University

many college students who are always waiting for the lecturers who explain in advance, and it is very difficult to understand the importance of solving various problems of life in society, nation and state by applying the conception of Pancasila Philosophy, applying the Constitution of State in everyday life. Thus they are used to hearing explanations rather than being active in lectures. If allowed to continue, this will affect their skills skills, especially in running life as a good citizen. Because of the action should be done so that the civic education course can take place optimally with satisfactory results. One of the solutions of the above problems is to conduct lectures with a contextual approach. Contextual approach in principle is the tendency of thinking about learning are: learning process, transfer of learning, students as learners and the importance of learning environment. This means that lectures with a contextual approach bring students to an activity that links academic materials to the context of everyday life.

## **MATERIALS AND METHODS**

### ***Methods***

The method used in this research is classroom action research. According Suharsimi Arikunto (2007: 2-3) Classroom Action Research is a reflection of learning activities in the form of an action, which deliberately appear and occur in a class together. The action is given by the lecturer and / or the direction of the lecturer conducted by the student. The subjects of this study are students of Economic Development Program Class A faculty of Economics (FE) Bung Hatta University (UBH) force of 2017 which amounted to approximately 40 students, because the student is a student in the even semester of 2017/2018 taking the course of Citizenship Education.

### ***Location and duration of study***

The location of the research is in the Economic Development Study Program Class A of the Faculty of Economics (FE) of Bung Hatta University (UBH), especially in the lecture room of Civic Education. The time of study is done at the college of Civic Education even semester Academic Year 2017-2018.

### ***Prosedur***

The study was conducted with 2 cycles and the activities of each stage were as follows

### ***Planning***

- a. Make a course planning in accordance with Civics course. In preparing the lecture planning in cooperation with the lecturers, in carrying out the lectures using a contextual approach.
- b. Create an observation sheet for observation
- c. Make a questionnaire to know the attitude and responses of students to lectures activities.
- d. Preparing supporting facilities and infrastructure. Among them are: LCD, computer and audio visual media. This is for recording activity in research.
- e. Recording is done during lecturing. Recording and observation of the lecture activities, then the data obtained from the recording, observation and data obtained from the questionnaire responses of students analyzed qualitatively to see the trends of the increase (optimization).

### ***Implementation of Action***

In the implementation phase, the lectures are conducted by the lecturers of PKN as the head of the research team using a contextual approach that begins at the orientation of lectures, lectures, and the end of each face-to-face activities in the classroom. This activity was observed by the research team from beginning to end, and all events related to the activities of students and lecturers in their involvement in the lecture activities undertaken

### ***Reflection***

After the observation of the implementation of the activity, further reflection by the research team on the whole series of lecture activities and also questionnaires filled by students. This is done to think about matters relating to the liveliness of students in lectures, lecturers activities as well as the shortcomings and weaknesses in conducting lectures through contextual models to further revise the achievement of the objectives of this study at a later stage.

### ***Data collection technique***

#### ***Data Type***

The types of data used in this study are qualitative and quantitative data on the implementation of contextual models and data on student learning outcomes.

#### ***Data Collection Techniques***

#### ***Observation Method***

Observation method is a complex process, a process composed of various biological and psychological processes. Data collection techniques with observations are used when research relates to human behavior, work processes, natural phenomena and if the observed respondents are not too large (Sugiono, 2007: 203). Observation method is interpreted as observation and recording systematically to the symptoms that appear on the object of research (S. Margono, 2004: 158).

Observation method used to collect data by conducting direct observation to student activity in course implementation of learning of Civic subject through Contextual approach.

#### ***Test Method***

Test method is a set of stimuli (stimuli) that get answers that can be used as a basis for determining the score of numbers (S. Margono, 2004: 170). This test method is used to find out student learning outcomes implementation of learning Civics course through Contextual approach as a form of evaluation.

#### ***Documentation Method***

Documentation method is to find data about things or variables in the form of notes, books, transcripts, magazines newspapers, inscriptions, minutes of meetings, leggers, agenda and so on (Suharsimi Arikunto.2006: 231). This method is used to obtain data about the ins and outs of learning process of Civics course through Contextual approach.

#### ***Data analysis technique***

Data obtained from observations, tests or using other methods, are processed by descriptive analysis to illustrate the state of

improvement of achievement of success indicator of each cycle and to describe the success of Civic lecture through Contextual approach. Quantitative data collection techniques in the form of data presented based on the numbers then use descriptive analysis percentage with the following formula:

$$\text{Percentage} = \frac{\text{Scores achieved}}{\text{Number of students}} \times 100\%$$

**Research Instruments**

Instrumejn in this research are: 1. An evaluation instrument An evaluation instrument is a tool for obtaining learning result data that has been given to the student. The form of test used is written essay test as much as 5 questions, where each item is true value 1-20, and wrong 0.

Table 1 Example Table of Evaluation Model of Learning Outcomes

No	Name	Value	Category
----	------	-------	----------

**Observation sheet**

The observation sheet contains lecturer and student activities in the course.

Table 2 Example Table Observation Sheet

No	Indicator of Contextual Learning	Wisdom	Symptoms are revealed
1	Construction of knowledge by students		
2	Discovery processes by students		
3	Development of questions		
4	Development of learning societies		
5	Modeling in the classroom by teacher or student		
6	Final reflection of learning by teachers or students		
7	Authentic assessment during or after the learning process		

**Success Indicators**

The success rate of this classroom action research is: Firstly, there is an increase of student learning outcomes in very good and good category which reach 80%. Second, the implementation of all components of contextual learning well.

**RESULTS**

The implementation of classroom action research is carried out

in the faculty of economics of class a economic development study program. Implementation of research activities assisted by 1 lecturer. The lecturer is tasked to provide input in the framework of data collection when the lecture takes place, whether about stability or lack in the process of lecturing with contextual model. Furthermore, the student's opinion about the optimization of Civics lectures using contextual models and other data that support the form of midterms and final exam results.

The results of this study were obtained from tests and nontes, in two stages of the cycle. In each cycle, there are twice face to face. Each cycle is a continuous stage. When conducting the test, students answer the questions given in the form of 5 essay pieces within 90 minutes.

Each cycle is done in the following stages; planning, execution, and reflection. At the time of subsequent action is done then the reflection of lecturing activities. The process of Civics lecturing with contextual model consists of: lecturer construct student knowledge, directing, question and answer, modeling, guiding students in discussion, and reflecting on lecturing activities.

Attention lecturers to the activities of students are, liveliness, questioning, answering questions, issuing opinions, discussions between students, and so on. In the assessment of the results of the lecture mhassiswa is given a matter of essay with time for 90 minutes.

**Phases (Cycle) I**

Civic lectures in the Prodi Economy Class A development, especially on the material Implementation Insight Nusantara conducted for two weeks or two face to face meetings. Each stage is a continuous activity, since preliminary activities, core activities, and closing activities.

**Cycle Action Planning**

I at this stage, the researcher begins by arranging the Course Plan based on the contextual model stage. During the preparation of the lecture plan both researchers with lecturers as a research team. Stages of the contextual model are central to team discussions. Furthermore, also discussed what needs to be done during the implementation of activities. The team discussion was conducted to avoid miscommunication in understanding the implementation of contextual approach in research. Furthermore, at this stage researchers and teams prepare the instruments of research, including: (1) observation sheets for lecturers and students (2) Problem test at the Middle Trial Semester.

**Implementation of Cycle Action I**

Implementation of the action in the Class A Development Economy course, the meeting was held on Tuesday 20 and 27 March 2018 at 13.00-15.30 WIB. The researcher as the lecturer is assisted by one lecturer who is also a member of the research team. Number of students of Class A Development Economics as much as 54 students. The lecture process is started by lecturers by giving opening greetings to students and encouragement with movement movement by lecturers. Students look passionate and enthusiastic after the move.

Early face-to-face activities, described lecture materials to be discussed (implementation of insight archipelago) as well as goals to be achieved by students. This lecturer explained and raised questions about the insights of the archipelago. The first time given in stage 1 is the Conception of the archipelago insight.

Next, when lecturers lecture throw a few questions to explore the understanding of students and students directed how the implementation of the concept of insight into the archipelago that they understand. At this stage students answer the questions "how the application of the insight of the archipelago in the field of economics?", For example the student replied, "pay taxes". Until this stage the researcher gives the correct answer to all the students' answers. the next new lectures with a model of contextual approach.

Beginning by activating and involving students in the lecture to berkesusian with, early knowledge, ability and learning styles of each student and assisted lecturers as a person who facilitates students if students find difficulty in lectures. Lecturers divide the students into 10 groups, each group consisting of 10 to 11 people who then given the material about the implementation of the concept of insight into the archipelago. The lecturer instructs the student to discuss it and allows the student to ask if it finds difficulty. The goal is that as long as student recovery is motivated and aware that mastering that knowledge is very important.

Furthermore, at the stage of inquiry (find) students began by observing the implementation of insight into the smallest environment in the home / family, at school, community. Followed by the question of the implementation of the insight of the archipelago in the life of the state, in this case the researcher focuses on the economic aspects because students who are thorough researcher of the department is the economy. From these questions, students then make a formulation of hypotheses. To be correct, they must collect the data and then end with a conclusion. If the conclusion has not made them satisfied, it must be repeated again from the beginning. Furthermore, the lecturer again asked "why our culture can be claimed by other countries", then the lecturer invited the students to respond to their friends 'answers, then the students' attention was centered on one material, giving stimulation and response, and encouraging them to ask the next question. The lecturers refreshed more about the material they had learned together, and asked whether the students had understood or not. The next stage of the lecturer gives an example of the implementation of the insights of the archipelago in the political, economic, socio-cultural and defense aspects of security, some students are asked to stand in front of the elaborate and show the other students the difference of implementation of the insight of the archipelago in various aspects of life

Furthermore, at the stage of reflection, asked the students what difficulties they encountered during the lecture. Do they have any fun on today's lectures, what is their message about the course they have just experienced. In the end, the lecturer will give the lecture on the students' response and also through the student observation sheet.

At the Authentic Assessment stage, or in giving the actual assessment the lecturer gives the test questions in the form of essay that will be answered by the student during midterm exam. The purpose of this test is to measure the extent of the attainment of lectures through this contextual approach. This data will provide a description of student difficulties in the lecture and also for improvement in the second cycle stage later.

### **Cycle Observation / Observation I**

During the lecture with the students of class A. development economics. The researcher and the lecturer team made the observation. The targets observed within are the behavior and attitude of the students in the lecture. Among them is whether there is pay attention to the lecturer in explaining the material, whether they are actively asking and whether the students actively give refutation and opinion to the question as well as whether they are spirit in the lecture.

In this cycle I, students have not fully understand the contextual learning model. Not all students are able to construct the material given to them in their minds and everyday life. Plus the lecturers have not fully give the students the freedom to ask questions.

This statement is illustrated not all students perform activities of recovery based on the contextual model. During the lecture, there are still many who follow it badly. However, the researchers are well aware that this contextual approach is new to their students of Class A Development economics, so it needs to be adjusted again at a later stage.

This is supported by the student observation sheet that not all students are actively listening to the dosen's case, and not all of them are active in responding and responding. However, the observations show that most of the students have enthusiastically attended lectures with this contextual approach, meaning that this approach they received and enjoyed in lectures, and only a few of them are not enthusiastic.

But the lack of it is their activeness in searching for the meaning of the implementation of the concept of insight into the archipelago given the professor. A few are active, the rest are more receptive or silent. Those who are silent may be confused with the contextual lecture model. This is the main reason researchers to find a solution, so that the process of Civic lectures in Class A Development Economics.

Furthermore, very few students who are clever in making conclusions of his findings, on the contrary most of them are still less intelligent and still many mistakes in concluding. This is inseparable from the lack of sincerity of them in following the lectures and not the gift in recording the important things they find. Based on the observation sheet of students in this first cycle of 54 students there are 40 active students or about 72.07% only

In addition to students, also conducted observations on the implementation of lectures. Objects observed include: Constructivist, Ask, Discover, Learning Society, Modeling, Reflection and Real Assessment. Approximately 7 (seven) components were observed in the observation of recovery using a contextual approach. The result of observation from the

lecturers of the subjects, the lecture has not been optimal as expected in the research. There are still shortcomings, lecturer's appearance in applying contextual approach is still in good enough category. Because. Because it only performs 6 components from 7 components of contextual approach. What has not yet been implemented is the modeling component.

### Test Results In Cycle I

The results of the test on the students who or the evaluation of the lecture activity using the test with essay problem, the number of questions is 5 for 90 minutes. Previously the problem used as a data collection tool has been validated by the team of lecturers PPKn. The results of student tests on cycle I with the implementation of insights archipelago is done after using a contextual approach model. The aim is to describe the students' knowledge of development economics after attending lecturing process by applying contextual approach. The results of this cycle I test are as follows

**Table 3** Middle Semester Test Results

No.	NPM	Name	Value
1	1610011111007	Zainal Abidin	60
2	1710011111001	Rezka Yoli Amanda	74
3	1710011111002	PEBRA ALVIKA	80
4	1710011111003	Yoga Julianda	65
5	1710011111004	Risa Okta Silvia	70
6	1710011111005	Novi Safitri	83
7	1710011111007	ROMY CHANDRA WIJAYA	79
8	1710011111009	Yusifa Ivi	80
9	1710011111010	Indah Purnama Sari	60
10	1710011111011	Resi Nopalia	65
11	1710011111012	Suci Fitriani	85
12	1710011111014	Anggi Putra	89
13	1710011111015	Bayu Anpratama	78
14	1710011111016	Pertiwi Mulyani	58
15	1710011111019	Riri Fitriani	75
16	1710011111020	Ega Guspita	80
17	1710011111021	Rika Febrianti	78
18	1710011111022	Srifany Yulianti	85
19	1710011111024	Fahcerul Rozy	65
20	1710011111026	NOVERLI YALDI	78
21	1710011111028	Rani Kurnia	83
22	1710011111029	Fajar Agustin	80
23	1710011111032	Muhammad Irsad	78
24	1410011111030	Luthfi Rahman Septiadi	95
25	1410011111097	Dika Utama	50
26	1710011111006	Gusniza Novalia	84
27	1710011111013	Shahilfa Shabila	74
28	1710011111017	Vonni Cahyani	55
29	1710011111023	Indriya Nofriyanti	81
30	1710011111027	Rinta Kartika	65
31	1710011111031	Aulya Akbar	60
32	1710011111033	Ronaldo Putra	60
33	1710011111035	Rafi Benia Putra	80
34	1710011111036	Viona Rifi Aggra	78
35	1710011111037	Mariza Sovia Sari	80
36	1710011111038	Rendi Putra	50
37	1710011111039	Cici Indah Sari	60
38	1710011111040	Sisi Sri Kaltin	60
39	1710011111041	Diah Afrinil Yusli	55
40	1710011111043	Rizky Kurniawan	50
41	1710011111044	Intan Putri Permata Sari	80
42	1710011111045	Melisa Jaslin	83
43	1710011111047	Regi Saputra	82
44	1710011111048	tito arfandi saat	80
45	1710011111049	annisa musri	78
46	1710011111050	randi marcelino herman	55
47	1710011111051	Liza Meliza	81
48	1710011111052	Muhammad Akil Hamidi	84
49	1710011111053	Yosua Edwardo Purba	80
50	1710011111055	Berry Diahya Syafriko	81
51	1710011111056	Rinanda Tri Handani	80

52	1710013411077	Degi Saputra	50
53	1710013411127	Randi Zonnanda Putra	80
54	1710013411128	Cyril Meydiansyah	57
Rata-rata			72,51852

Looking at table 3 above can be explained that of 54 students, there are 30 students who achieve the value > 80, or less capainnya 54.55% and the average value of 72.52 only.

It can be argued that, it is necessary to improve the knowledge and achievements of the class A development economics students in the recovery of Civics. This can be done by implementing the Cycle II phase. Overall, it can be said that the contextual approach has not been optimal, either by lecturers or students alike not yet optimal using contextual approach in lecturing. This problem must be solved by the researchers. This problem solving can be done in the next stage of cycle II. How can the Civics course in Class A Development economics be optimized again.

### Cycle I Analysis and Reflection I

The researcher along with the lecturer team of subject course discussed related to how to improve and the things that become obstacle during the implementation of contextual model. Then look for an outlet as a form of improvements in achieving research objectives. For a while, it was found that the process of lecturing for contextual approach has not been optimal because there are still shortcomings based on observer observation in the application of contextual learning principles. This incident may be a factor of lecturers who are also unfamiliar with using this contextual model. So there are some principles or steps that are not or have not done well.

Data and test results achieved by students showed, not all students are able to answer the given problem, so the content is still not good. Their average ability to answer the problem correctly only reached the number 72.52 out of the 80 expected. Therefore, in the second cycle phase of the lectures with contextual model is more optimal.

### Phase (Cycles) Ii

The Civics Lecture in the Class A Development Economics Program at this cycles II is specific to the material Implementation of national defense is carried out for two weeks or two face-to-face meetings. Each stage is a continuous activity, since preliminary activities, core activities, and closing activities.

### Cycle Action Planning II

At this stage, the researcher begins by arranging the Course Plan based on the contextual model stage. During the preparation of the lecture plan both researchers with lecturers as a research team. Stages of the contextual model are central to team discussions. Furthermore, also discussed what needs to be done during the implementation of activities. The team discussion was conducted to avoid miscommunication in understanding the implementation of contextual approach in research. Planning is done more difficult to avoid mistakes in applying contextual models in subsequent research. One of them is by practicing using contextual models together.

Furthermore, at this stage researchers and teams prepare research instruments, including: (1) observation sheets for lecturers and students (2) Problem test at the final exam Semester.

### **Implementation of Cycle Action II**

Implementation of the action in the Class A Development Economy course, the meeting was held on Tuesday, May 8-15, 2018 at 13:00 to 15:30 pm. The researcher as the lecturer is assisted by one lecturer who is also a member of the research team. Number of students of Class A Development Economics as much as 54 students. The lecture is started by lecturers by giving opening greetings to students and encouragement with movement movement to train brain concentration by lecturers. Students look passionate and enthusiastic after the move. Early face-to-face activities, elaborated lecture materials to be discussed (implementation of national security) as well as goals to be achieved by students. This lecturer explained and raised questions about national security. The first time given in stage I is the Conception of National Resilience. Next, while lecturers lecture throw a few questions to explore the understanding of students and students directed how the implementation of the conception of national resistance that they understand. At this stage the student answers the questions "How can we human beings live?", For example the student replied, "because human beings are thinking, can adapt and so forth". Until this stage the researcher gives the correct answer to all the students' answers. the next new lectures with a model of contextual approach.

Beginning by activating and involving the students in the lecture to suit the initial knowledge, ability and learning styles of each student and assisted by the lecturer as the person who facilitates the student if the student finds difficulties in the lecture. The lecturers divide the students into 10 groups, each group consisting of 10 to 11 people together in the previous cycle, then given the material on the implementation of national resistance. The lecturer instructs the student to discuss it and allows the student to ask if it finds difficulty. The goal is that as long as student recovery is motivated and aware that mastering that knowledge is very important.

Furthermore, at the stage of inquiry (find) students start by observing the implementation of national resistance in the smallest environment at home / family, at school, community. Followed by the question of the implementation of national security in the life of the state, in this case the researcher focuses on the economic aspect because the student who researches the department is economical. From these questions, students then make a formulation of hypotheses. To be correct, they must collect the data and then end with a conclusion. If the conclusion has not made them satisfied, it must be repeated again from the beginning.

Furthermore, the lecturer asked "Why does Indonesia still exist to this day ?, then the lecturer invites students to respond to their friends' answers, then the students' attention is centered on one material, providing stimulation and response, and encouraging them to ask further questions. The lecturer refreshes the material that has been studied together, and asks whether the students have understood or not. The next stage of the lecturer provides an example of the implementation of national security in the political, economic, socio-cultural and defense aspects of security, some students are required to stand in front of the elaborate and show the other students the differences in the implementation of national resistance in

various aspects of life. Furthermore, at the stage of reflection, asked the students what difficulties they encountered during the lecture. Do they have any fun on today's lectures, what is their message about the course they have just experienced. In the end, the lecturer will give the lecture on the students' response and also through the student observation sheet. At the Authentic Assessment stage, or in giving the actual assessment the lecturer gives the test questions in the form of essays that will be answered by the student during the final exam of the semester. The purpose of this test is to measure the extent of the attainment of lectures through this contextual approach.

### **Cycle Observation / Observation II**

During the lecture with the students of class A. Development economics. The researcher and the lecturer team made the observation. The targets observed within are the behavior and attitude of the students in the lecture. Among them is whether there is pay attention to the lecturer in explaining the material, whether they are actively asking and whether the students actively give refutation and opinion to the question as well as whether they are spirit in the lecture.

In this second cycle, students have fully understood the contextual learning model. Almost all students are able to construct the material given to them in their minds and everyday life. Plus the lecturers have fully given freedom to the students to ask questions.

This illustration is illustrated already all students perform activities of recovery based on contextual model. During the lecture, many of them follow it well. But the researchers are well aware that this contextual approach is familiar to those students of Class A Development economics. So the problems in cycle I can be overcome.

This is supported by the student observation sheet that all students are actively listening to lecturers' description, and almost all of them are active in responding and responding. The results showed that most of the students were enthusiastic to follow the lectures with this contextual approach, meaning that this approach they received and enjoyed in the lecture. Almost all students have been active in finding the meaning of the implementation of the concept of insight into the archipelago given by the lecturer. Few are inactive, the rest are more enthusiastic and active. No more students found confused in the lecture. Furthermore, almost all students have been clever in making the conclusions of his findings, on the contrary very few of them are still less intelligent in summing up his findings. This can not be separated from the sincerity of them and the lecturers in following the lectures. Based on the observation sheet of students in this second cycle of 54 students there are 48 active students or about 88.89%. In addition to students, also conducted observations on the implementation of lectures. Objects observed include: Constructivist, Ask, Discover, Learning Society, Modeling, Reflection and Real Assessment. Approximately 7 (seven) components were observed in the observation of recovery using a contextual approach. The result of observation from the lecturers of the subjects, the lecture has been optimal as expected in the research. The shortcomings in cycle I, such as the lecturer's appearance in applying contextual approach, are in good category. Because the whole component of the 7 components of contextual approach.

### Test Results on Cycle II

The results of the test on the students who or the evaluation of the lecture activity using the test with essay problem, the number of questions is 5 for 90 minutes. Previously the problem used as a data collection tool has been validated by the team of lecturers PPKn. The result of the student test on cycle II with the material of the national durability implementation is done after using the contextual approach model. The aim is to describe the students' knowledge of development economics after attending lecturing process by applying contextual approach. The results of this cycle II test are as follows:

**Tabel 4** Final Exam Results Semester

No.	NPM	Name	Value
1	1610011111007	Zainal Abidin	78
2	1710011111001	Rezka Yoli Amanda	80
3	1710011111002	PEBRA ALVIKA	85
4	1710011111003	Yoga Julianda	80
5	1710011111004	Risa Okta Silvia	80
6	1710011111005	Novi Safitri	83
7	1710011111007	ROMY CHANDRA WIJAYA	88
8	1710011111009	Yusifa Ivi	95
9	1710011111010	Indah Purnama Sari	80
10	1710011111011	Resi Nopalia	80
11	1710011111012	Suci Fitriani	85
12	1710011111014	Anggi Putra	89
13	1710011111015	Bayu Anpratama	78
14	1710011111016	Pertiwi Mulyani	77
15	1710011111019	Riri Fitriani	75
16	1710011111020	Ega Guspita	80
17	1710011111021	Rika Febrianti	78
18	1710011111022	Srifany Yulianti	95
19	1710011111024	Fahrul Rozy	83
20	1710011111026	NOVERLI YALDI	78
21	1710011111028	Rani Kurnia	95
22	1710011111029	Fajar Agustin	90
23	1710011111032	Muhammad Irsad	88
24	1410011111030	Luthfi Rahman Septiadi	95
25	1410011111097	Dika Utama	60
26	1710011111006	Gusniza Novalia	95
27	1710011111013	Shahilfa Shabila	85
28	1710011111017	Vonni Cahyani	75
29	1710011111023	Indriya Nofriyanti	95
30	1710011111027	Rinta Kartika	85
31	1710011111031	Aulya Akbar	85
32	1710011111033	Ronaldo Putra	88
33	1710011111035	Rafi Benia Putra	88
34	1710011111036	Viona Rifi Aggra	78
35	1710011111037	Mariza Sovia Sari	90
36	1710011111038	Rendi Putra	88
37	1710011111039	Cici Indah Sari	90
38	1710011111040	Sisi Sri Kaltin	85
39	1710011111041	Diah Afrinil Yusli	86
40	1710011111043	Rizky Kurniawan	89
41	1710011111044	Intan Putri Permata Sari	88
42	1710011111045	Melisa Jaslin	87
43	1710011111047	Regi Saputra	90
44	1710011111048	Tito arfandi saat	89
45	1710011111049	Annisa musri	95
46	1710011111050	Randi Marcelino Herman	93
47	1710011111051	Liza Meliza	88
48	1710011111052	Muhammad Akil Hamidi	84
49	1710011111053	Yosua Edwardo Purba	95
50	1710011111055	Berry Diahya Syafriko	85
51	1710011111056	Rinanda Tri Handani	90
52	1710013411077	Degi Saputra	85
53	1710013411127	Randi Zonnanda Putra	85
54	1710013411128	Cyril Meydiansyah	78
Average			85,35185

Based on the above table can be explained that from 54 students there are 45 students who achieve the value > 80, or

less capainnya 83.33% and the average value of 85.36. It can be said that, there is an increase to the knowledge and achievement of class A development students in PKn recovery. Overall it can be said that the contextual approach has been done optimally, both by lecturers and students alike have been optimally using contextual approach in lecturing.

### Cycle Analysis and Reflection II

The researcher along with the lecturer team of subject course discussed related to how to improve and the things that become obstacle during the implementation of contextual model. Then look for an outlet as a form of improvements in achieving research objectives. In the meantime, the constraint is found to be a lecture process for a contextual approach is optimal. However, based on the data and test results achieved by the students shows, not all students are able to answer the given problem, so the result is still a student whose value is below average. Because of the 54 people there are still about 9 people who have not been able to achieve success indicators in this study.

### DISCUSSION

Although this research has shown a change of lecture through the optimization of contextual learning model in Civic Education course in Economic Development Program Class A of Bung Hatta University only with two cycles, but to be more optimal if done with three cycles. Because the more frequently applied learning model, it will be more optimal also the results.

### CONCLUSION

Based on the results of research and discussion above, it can be concluded that through the optimization of the contextual learning model in the Civic Education course, the impact on the improvement of lecturing process in Economic Development Class A Bung Hatta University. Both the improvement of the way lecturers apply and optimize the seven principles of contextual learning models, as well as improvements to student grades. Although in this study only do two stages or two cycles, but it has shown significant results.

### References

- A. Ubaedillah dan Abdul Rozak. 2008. *Pendidikan Kewargaan ( Civic Education )*.  
*DEMOKRASI, Hak Asasi Manusia, dan Masyarakat Madani*. Edisi Ketiga. ICCE UIN syarif Hidayatullah. Jakarta.  
 Direktur Pendidikan Lanjutan Pertama . 2002. *Pendekatan Kontekstual*. Direktorat Pendidikan Dasar dan Menengah. Deaparemen Pendidikan Nasional, Jakarta.  
 Didik Muhamad Akbar. 2013. *Penerapan pendekatan kontekstual dalam upaya peningkatan Pembelajaranpkn siswa kelas iv sd negeri madyogondo 3 tahun ajaran 2012/2013*.  
<http://download.portalgaruda.org/article.php?article=108388&val=4073>.  
 Eveline Siregar dan Hartini Nara. 2011. *Teori Belajar dan Pembelajaran*. (Jakarta : Ghalia Indonesia).  
 Hasan Taukhid. 2016. *Peningkatan minat dan hasil belajar pkn melalui pembelajaran kontekstual dengan teknik learning Community pada siswa kelas v di sd negeri babadan semester 2 tahun*

- pelajaran 2015/2016.  
<https://jurnal.umk.ac.id/index.php/RE/article/viewFile/609/622>.
- Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. RinekaCipta, Jakarta.
- Suharsimi Arikunto, *et.al.*, 2007. *Penelitian Tindakan Kelas*. PT. Bumi Aksara., Jakarta
- Sugiono. 2007. *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.
- S. Margono. 2004. *Metodologi Penelitian Pendidikan*. Rineka Cipta, Jakarta.
- Taniredja, Tukiran dkk. 2013. *Model-Model Pembelajaran Inovatif dan Efektif*. Alfabeta, Bandung

**How to cite this article:**

Yusrizal, M.Si., and Bambang Trisno, M.Pd. 2018, Civic Education Civic Education Optimization Students Program Study Program Development of 2017 Development Through Contextual Approach. *Int J Recent Sci Res*. 9(7), pp. 28100-28107.  
DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0907.2394>

\*\*\*\*\*