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Implementation of Reflective Learning Strategies to Improve Students' Comprehension Ability in Civics Lessons in Elementary Schools

Ainun Mardiah

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email: ainunmardiah512@gmail.com

Abstract

Reflective thinking is a student's ability to select knowledge that has been owned and stored in its memory to solve every problem it faces to achieve goals. This study aims to improve student learning outcomes by using a reflective learning model in Civics subjects. The subjects of this study were all 21 grade III students. While the object of this research is the results of student learning in Civics subjects with the theme "Rights and Obligations" with the application of a reflective learning model. Data collection tools using observation and tests. Previously the learning process was carried out using the lecture method, question and answer, and assignments to students. As for the weaknesses in the learning process, namely the impact on learning understanding, there are misconceptions between teachers and students, a solution is needed to increase student understanding by applying a reflective learning model in Civics learning. It can be concluded that using a reflective learning model in the learning process can improve student learning outcomes when applied to Civics lessons in Class III Subsidized Swakarya Elementary School, Laut Dendang Village.

Keywords: Civics Learning, Reflective Strategy.

PRELIMINARY

The world of children is the world of play, children usually tend to spend more time playing. Children and play cannot be separated because a child's natural urge is to play. Playing is a fun activity that arises from within individuals, both children, adolescents and adults. Playing for children is not only a fun activity but an activity that has the goal of optimizing all aspects of child development. Through playing activities children will learn many things and will easily absorb the experience they get while playing. Thus, playing is a means for children to gain knowledge about the environment and surroundings which will then be very beneficial for children to be able to develop the abilities that exist within them. As according to Nurhayati & Putro (2021) play activities are a means of socialization which is expected to provide opportunities for children to discover, explore, be creative, express feelings and learn in a fun way. Then by playing too, children will get to know themselves and the environment in which children live.

Elementary school-age children have different characteristics from children who are younger. He likes to play, likes to move, likes to work in groups, and likes to feel or do something directly. Therefore, the teacher should develop a learning process that links games with lessons, then the teacher can also make the children move or move, children are also taught how to work or study in groups, and the teacher provides opportunities to be directly involved in learning (Istiqomah & Suyadi, 2019).

Ideally, a child generally has great curiosity to explore the surrounding environment. Children will observe in detail, for example, touching, smelling, and even licking new objects or creatures that they see for the first time. They don't care whether their activities make them dirty, wet, hot, or feel sick. This explains that a child is building knowledge of something through an experience.

But in reality, educators or parents often do not understand where the greatness and strangeness of the objects admired by these children lie, and there are even some parents or educators who do not

realize and do not appreciate the potential of children. They prefer children who are always obedient and do the things their parents want or do the same things as other children.

Likewise with teachers, the idealism of a teacher is to have goals that contribute greatly to the advancement of education. Develop students' thinking so that they become someone who is able to use their minds or ideas well in developing knowledge. Effectively and efficiently, the teacher must have competence as an instructional leader, namely: having an ideal personality as a teacher, mastering the educational foundation, mastering teaching materials, ability to develop teaching programs, ability to implement teaching programs, ability to assess results and teaching-learning processes, ability to organize guidance programs, the ability to cooperate with colleagues and the community, and the ability to carry out simple research for teaching purposes (Akhwan, 2003).

But in reality there are still many teachers who do not have these competencies. The problems currently being faced by the nation in creating professional teachers seem to have not met the target as expected. Some of the causes of low teacher professionalism are: incompatibility of scientific background with the field being taught, low teacher interest in self-development, there are still teachers who have not graduated, and so on.

One effort to overcome this problem, teachers must be able to design learning models that are meaningful for students. For this reason, teachers must be creative in designing learning models that allow students to participate, be active, and be creative in the material being taught. In this way, it is hoped that students can understand the material provided, achieve meaningful learning, learning activities through reflective learning models as training students' analytical power with the experiences they experience everyday and train students to be able to draw conclusions in the teaching and learning process (Zainuddin, 2018).

Reflective learning strategies are continuous interactions between the three main elements, namely experience, reflection and action, in the learning process. These three elements are complemented by other complementary elements, namely the context in which the experience takes place and evaluation after an action is taken. A very central element in this Ignatian pedagogy is reflection. This reflection is defined as "listening attentively to certain study materials or teaching materials, experiences, ideas, proposals, or spontaneous reactions in order to capture their deeper meaning". Or in other words that reflection is an attempt to bring out the deepest meaning of each teaching material in human experience (Hartana, *et.al.*, 2016).

In fact, the study of learning using reflective learning strategies has been widely researched by a number of people. Among other things, discussing this study is the application of learning strategies of an ignatian (reflective) pedagogy paradigm to increasing learning outcomes and achievement motivation in learning natural sciences (IPA) (Hartana, *et.al.*, 2016), reflective thinking in mathematics learning (Fuady, 2017), the effect of applying the reflective learning model on the problem-solving abilities and mathematical communication of prospective teacher students (Rohana & Ningsih, 2018), reflective learning the art of critical, analytical and creative thinking (Rais & Aryani, 2019), and the impact of reflective learning for prospective Catholic religion teachers on teacher vocations (Wijaya & Gaudiawan, 2020).

Based on the literature review that has been described, it is known that there is an "empty space" for the application of reflective learning strategies in elementary schools. Therefore, further and in-depth explanation is needed on this matter which has been summarized in the research title, Implementation of Reflective Learning Strategies to Improve Comprehension Ability in Civics Lessons in Elementary Schools. Through this research, the things that must be considered and carried out so that learning at the elementary school level is more efficient, effective and interesting by implementing reflective learning strategies is one of which is the teacher making reflective questions in each teaching material that will be given to students, during the learning process. student finished. In making reflection questions, there are three essential things that must be considered by the teacher, namely: asking what has been done, asking what values are contained in each teaching material and asking for follow-up plans.

METHOD

This research was conducted in class III of the Swakarya Subsidized Elementary School in Laut Dendang Village. In this study using a type of qualitative research. Murdiyanto (2020) defines a qualitative

approach as a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. The use of qualitative research is based on the research objectives themselves which aim to understand and interpret the subject and provide an overview of visible symptoms (Assingkily, 2021). In other words, it describes in detail and depth the what, who, where, how, when, and the like regarding the subject under study. The object of this research is the implementation of Civics learning using reflective learning strategies. Data collection techniques used in this study were observation, documentation, and interviews. Observations made by observing the process of students during learning takes place.

FINDINGS AND DISCUSSION

Reflective learning is a learning model that emphasizes thinking processes on the basis of self-reflection, previous experiences, and hopes for the future. Reflective learning strategy is a strategy that provides opportunities for students to analyze or experience and facilitate learning from their experiences. Reflective learning can make students more focused on paying attention, finding solutions to a problem, having ideas, interpreting, assessing and making self-reflection about what is happening around them with the thinking skills they have (Fatkhurrahman, *et.al.*, 2020).

Reflective attitude has three main components, namely: open mindedness or openness, as a reflection on what is known, responsibility or responsibility, as a moral attitude and professional commitment regarding the impact of learning on students, learning, and other people, and whole heartedness or seriousness. in acting and carrying out tasks (Rais & Aryani, 2019). The process of thinking reflectively does not depend solely on students' knowledge, but the process of how to use the knowledge they already have to solve the problems they face. If students can find ways to solve the problems they face so that they can achieve their goals, then these students have carried out a reflective thinking process.

Basically reflective thinking is a student's ability to select the knowledge they already have and store in their memory to solve every problem they face in order to achieve their goals. The reflective thinking process carried out by the individual will follow the following steps: the individual feels the problem, the individual localizes and limits understanding of the problem, the individual finds the problem relationships and formulates a solution hypothesis on the basis of the knowledge he already has, the individual evaluates the hypothesis that is determined whether to accept or reject it, and the individual applies the problem solving method that has been determined and selected, then the result is whether he accepts or rejects the conclusions (Fuady, 2017).

The steps in conducting reflective learning can be done in 5 steps, namely as follows:

The first stage: Context Recognition

In the process of context recognition, human experience is the basis for reflective learning. This means, reflective learning occurs in a particular context. A context that departs from real life experienced by students. In this stage, the teacher will give a problem related to everyday life. That way it will help students with all the knowledge they have and with its application in everyday life.

Second stage: Presentation of Experience/Experiment

Saptono said: "The experience referred to here is any activity characterized by a cognitive understanding of the material being listened to and the involvement of students' affective dimensions. Here, experience can be divided into two, namely direct and indirect experience. Direct experience is real experience that is directly faced by students. Indirect experience is someone else's real experience or fictional experience. In this stage, students will respond to the problems that have been given according to their own thoughts in accordance with the experiences they have experienced. Students will first prepare things that will be reflected in accordance with the concepts studied.

Third stage: Reflection

Reflection itself is an attempt to capture the material with full attention. The material provided can be in the form of certain study materials, ideas, suggestions or even spontaneous reactions. Through reflection, students learn to explore the meaning and consequences of an experience. In the reflection process, the educator's task is to formulate reflection questions, and this is not an easy task. At this stage

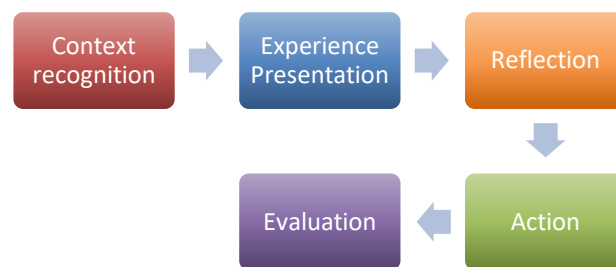
students will present the results of their reflections in front of their friends. And the teacher will explore the student's experience by asking several questions.

Fourth stage: Action

Subagya stated that action is a person's inner growth based on the experience that has been reflected and also its outward manifestation. Action includes two things, namely the first is an inner choice, namely a choice based on the belief that the decision taken is correct and can lead to a better person, the second is an external choice, namely a choice after the formulated intentions are processed in the mind, the participants Students will be encouraged to act consistently according to the priorities they have made. If you find a positive meaning, then the action will become a profitable habit. In other words, at this stage, students will get an increase in attitude or behavior that comes from the learning experience that has been obtained.

Fifth stage: Evaluation

Evaluation is an activity carried out to review the progress achieved in the learning process in the form of an assessment. The focus of the assessment is not only academic, but also pays attention to the growth and development of students as a whole as personal and social beings. According to Subagya, the evaluation should be carried out as effectively as possible, thoroughly and routinely. Self-evaluation should be a means to improve the development of students' behavior and habits.



Scheme 1. Reflective Learning Strategy Steps in Schematic Form.



Figure 1. The initial step in Reflective Learning is Context Introduction to Students



Figure 2. The Third Step in Doing Reflective Learning, namely Reflection from Students

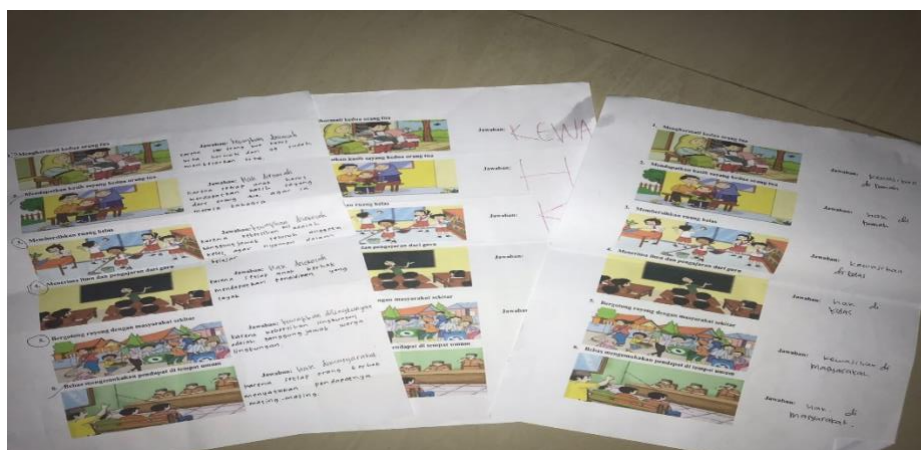


Figure 3. Results of Student Reflection

Based on the results of the observations that have been made, before the learning material is given, students will first be asked about the theme to be studied with the aim of knowing the student's learning outcomes. It is known that the material to be delivered has previously been studied by students but did not use reflective learning strategies. In carrying out the learning process, it can be seen that there are still many students who still have difficulty implementing this reflective strategy. Because students still feel foreign to reflective learning strategies. Based on the interviews the researchers conducted with students regarding reflective learning strategies, several students stated that this reflective learning strategy was quite difficult because they found it difficult to tell their experiences. Several other students stated that this learning strategy was fun because they could tell about their daily experiences.

In implementing the learning process, this reflective learning strategy has more positive impacts than negative impacts on students. Some of them are able to improve students' understanding skills and train students to think critically and creatively. Reflective learning provides opportunities for students to be actively involved in the learning process by involving their own experiences as learning materials to help shape knowledge and stimulate students to think creatively based on their knowledge and experience to solve real problems in life.

Supporting factors in the application of this reflective learning strategy are that students will become active and be able to predict actions in the next learning process. Reflective learning makes students reflect on their own on further learning without the need to be guided in more detail. Then student independence can trigger student creativity in developing ideas and ideas. In addition, this reflective learning can also encourage students to think critically and creatively.

While the inhibiting factor in using this strategy is that negative reflection will give students an understanding that is not in accordance with the theory, what is meant by negative reflection is that

students reflect their thoughts that are not in accordance with their theory. Negative reflection by students will make misunderstandings in learning. Reflective learning also requires quite a lot of time, because students will express opinions from their experiences which are quite time-consuming.

CONCLUSION

Based on the description above, it can be concluded that the implementation of the learning process of this reflective learning strategy has more positive impacts than negative impacts on students. One of the applications of this reflective learning model is that it can increase students' understanding of the lessons learned. Therefore, researchers suggest for teachers to be able to apply a reflective learning model in learning, so that students can develop creativity and potential in each of them. For researchers or education observers, researchers hope that there will be research or studies with broader aspects, such as selection of subjects outside of Civics, both at the elementary, junior high, high school and tertiary levels.

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