Active Knowledge Sharing Learning Model Assisted By Mind Mapping Media In Ppkn Competency

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A B S T R A K

Pembelajaran yang masih monoton menyebabkan rendahnya aktifitas belajar siswa khususnya dalam muatan PPKn. Penelitian ini bertujuan untuk membuktikan secara empirik ada tidaknya perbedaan yang signifikan kompetensi pengetahuan PPKn kelompok siswa yang dibelajarkan menggunakan model pembelajaran *Active Knowledge Sharing* berbantuan media *Mind Mapping* dengan kelompok siswa yang dibelajarkan secara konvensional pada kelas 4 SD. Metode penelitian menggunakan jenis penelitian *quasi-experimental design* atau eksperimen semu dengan rancangan desain *Non Equivalent Pretest Posttest Control Group Design*. Total keseluruhan jumlah siswa kelas 4 di Gugus IV adalah 392 siswa. Untuk kelas eksperimen berjumlah 35 siswa dan kelas kontrol berjumlah 34 siswa. Cara pengambilan sampel menggunakan teknik *cluster random sampling*. Metode pengumpulan data yang digunakan penelitian ini adalah metode tes tertulis dengan instrumen tes objektif pilihan ganda satu jawaban benar. Hasil rata-rata gain skor *pretest* dan *posttest* kompetensi pengetahuan PPKn bahwa kelompok eksperimen memperoleh hasil 0,611 lebih tinggi dari rata-rata kompetensi pengetahuan PPKn kelas kontrol yaitu 0,474. Uji hipotesis data *pretest* dan *posttest* dapat dianalisis dengan uji t formula *gain skor*. Hasil perhitungan t_{hitung} = 2,187 dan t_{tabel} pada taraf signifikansi 5% dk, 67 = 1,996. Sehingga $t_{hitung} > t_{tabel}$, H_0 ditolak dan H_a diterima maka terdapat perbedaan yang signifikan kompetensi pengetahuan PPKn antara kelompok eksperimen yang diberikan perlakuan dengan kelompok kontrol. Jadi dapat disimpulkan bahwa terdapat pengaruh yang signifikan model pembelajaran *Active Knowledge Sharing* berbantuan media *Mind Mapping* terhadap kompetensi pengetahuan PPKn siswa kelas 4 SD.

A B S T R A C T

Learning that is still monotonous causes low student learning activities, especially in PPKn content. This study aims to prove empirically whether there is a significant difference in the knowledge competence of the PPKn group of students who are taught using the Active Knowledge Sharing learning model assisted by Mind Mapping media with groups of students who are taught conventionally in the fourth grade of elementary school. The research method used is a quasi-experimental design or quasi-experimental research with a non-equivalent pre-test post-test control group design. This design cannot fully control the variables from outside that affect the implementation of the experiment. The population in this study was 392 students from all grade 4 students in Gugus IV. The experimental class consisted of 35 students, and the control class totaled 34 students. The sampling method used cluster random sampling, in this technique, the draw is not an individual but a class that has been formed previously without researchers' intervention to create a new class. The data collection used a multiple-choice objective test instrument with one correct answer. The average gain score pre-test and post-test PPKn knowledge competence show the experimental group obtained a result of 0.611 higher than the average competency knowledge of PPKn control class that is 0.474. Hypothesis testing of pre-test and post-test data can be analyzed using the t formula gain score test. The results of tcount = 2.187 and ttable at a significance level of 5% df 67 = 1.996. Therefore tcount> ttable, H0 is rejected and Ha is accepted, meaning that there is a significant difference in the competence of PPKn knowledge between the experimental and the control group. So it can be concluded that there is a significant effect of the Active Knowledge Sharing learning model assisted by Mind Mapping media on the fourth-grade students' PPKn knowledge competency.

Introduction

Pendidikan Pancasila dan Kewarganegaraan (PPKn) is a conscious effort to educate students as citizens who foster good identity, ethics, and morals to individuals following the principles of Pancasila, be disciplined, honest, have a spirit of unity and integrity (Nasution, 2017; Saputra, 2012; Sofyan & Sundawa, 2016). The purpose of learning with PPKn in Elementary Schools is that students can think critically in expressing their opinions, be able to show a nationalistic attitude and have a Pancasila spirit in making friends, have the national insight of the Republic of Indonesia, have a sense of national unity and integrity and live the values of the Pancasila principles in everyday life (Harahap, 2018; Ihsan, 2017; Sofyan & Sundawa, 2016). Pendidikan Pancasila dan Kewarganegaaraan (PPKn) is very important to learn, especially for elementary school students. The goal is to improve student characteristics from an early age. PPKn learning prepares students to become good citizens who have a strong commitment to maintaining Indonesia's diversity and maintaining national integrity. (Kartika, 2016; Nurmalisa et al., 2020). The teacher's role is needed in making learning more meaningful so that PPKn learning can make students learn actively in multiplying knowledge and forming strong characters. The teacher designs more innovative and creative learning so that the expected learning outcomes can be realized (Ariani & Wachidi, 2019)

However, what is the hope of learning at this time is not following learning. There are still many teachers who carry out monotonous learning amidst the many innovative learning models. Teachers in the learning process still use methods, approaches, and strategies that are still teacher-centered so that students in learning are less active and boring. (Junaedi, 2020). Many students have not mastered the content of PPKn material (Lindayani et al., 2019). Based on the results of observations of fourth-grade students at SD Negeri Gugus IV RA Kartini, Kecamatan Denpasar Baratt, in 2019/2020 academic year consists of 8 schools: SDN 19 Pemecutan, SDN 15 Pemecutan, SDN 26 Pemecutan, SDN 27 Pemecutan, SDN 32 Pemecutan, SD Anak Emas, MI QUBA, and SD Muhammadiyah 3 Denpasar. Researchers only involve public elementary schools. The number of fourth-grade students of SD Negeri in Gugus IV R.A. Kartini is 392 students. Of the five State Elementary Schools in thematic learning, especially the learning content of PPKn, fourth-grade students at SD Negeri Gugus IV R.A Kartini, some students are active, and some students are less active in the learning process. In learning, students are only teacher-centered and prefer to chat during learning hours, even students are lazy to read books or memorize so that the PPKn knowledge competency score is not optimal, and students are less able to participate in the learning process. Especially in the PPKn learning content, students like to be confused with the material being taught such as the meaning and examples of the principles of Pancasila. Teachers in elementary schools, especially in Bali, have been able to apply other learning methods, approaches and models. It's just that when explaining the material more by telling stories and the teacher only occasionally uses learning media depending on the learning material. So that learning with PPKn can foster student activeness and can make it easier for students to memorize material, therefore the Active Knowledge Sharing learning model assisted by Mind Mapping media can be used.

Active Knowledge Sharing is a learning model that forms learning teams (student study groups) to share knowledge with other friends. Students can increase their knowledge (Ariasa et al., 2014; Halimah et al. The Active Knowledge learning model is a learning model used to provide knowledge to an organization, agency, or company to share knowledge, techniques, experiences, etc ideas have with other members. (Giriyanti & Oktarina, 2013; Syahriani, 2015). The Active Knowledge Sharing learning model has several advantages, namely that it can make students active in forming a learning team, provide a social effect of active learning by sharing knowledge and exchanging opinions in gathering information, students can interact with fellow students in groups to lead to teamwork, and teach other students if there is a material that has not been understood (Amirullah et al., 2019; Rusnilawati, 2016). In this Active Knowledge Sharing learning model, students are invited to exchange ideas with their groups or ask questions with other groups to obtain information collected from other students. The cooperation between students, will reduce student anxiety in the learning process. In addition to the innovative learning model, one way for the teacher to create conducive learning by using learning media that is following the students' material and character.

Learning media is one of the tools or intermediaries used by teachers to facilitate the learning process (Panjaitan, 2017). Interesting learning media can foster student interest in the learning process. The use of media in learning can attract students' attention and reduce teachers' role in learning (Seika Ayuni et al., 2017). Learning media can be in props, simulation tools, pictures, animation, audio, and other media (Fatmawati et al., 2018). One of the media that can be used is Mind Mapping media. Mind mapping is an innovative technique that can unlock all the brain's hidden potentials and capacities (Muhamad Husni, 2018; Suwitri et al., 2013). Mind mapping can help students remember words and readings, improve understanding of the material, help organize material, and provide new insights (Arsana et al., 2019; Nuriani, 2014). Making Mind Mapping will train students to imagine, be creative, organize subject matter and trigger original ideas that are different from existing

ones (Puspita et al., 2017). Through mind mapping, the overall student response is much better than usual. Almost all students pay attention to it, they look happier, so they understand better (Imaduddin & Utomo, 2012).

The combination of the Active Knowledge Sharing learning model assisted by Mind Mapping media can increase student activity in learning by exchanging ideas with group friends, teaching friends, and pouring out the results of the discussion by making mind maps so that the material is easy to understand or memorize and answer an oral question from the teacher. This learning activity can improve PPKn knowledge towards students' competence skills, from students who are not active to be more active and easier to memorize the material with interesting pictures. Some of the studies that have been done before, including Ariasa et al., (2014), show that Active Knowledge Sharing is learning that makes students active from the start through group work activities. It encourages students to think creatively to solve the teacher's problems about integer material and makes students more excited. Research Kamil & Jailani, (2018) there is a positive effect of the Active Knowledge Sharing model with the Scientific Approach on the critical thinking skills and self-confidence of fourth-grade elementary school students with a significance score of <0.05; (2) there is a positive effect of the Active Knowledge Sharing model with the Scientific Approach on the critical thinking skills of fourth-grade elementary school students with a significance score of <0.05; and (3) there is a positive effect of the Active Knowledge Sharing model with the Scientific Approach on the self-confidence of fourth-grade elementary school students with a significance score of <0.05. Research Yuniarti, (2018) shows that the results of t_hit = 2.054> t_tab ($\alpha = 0.05, 63$) = 2,000 so that students who are taught using the Mind Mapping assisted STAD model in receiving learning information more quickly so that the teacher is clearer in delivering the material briefly. Based on the description explained that the combination of the Active Knowledge Sharing learning model assisted by Mind Mapping media on PPKn knowledge competencies could increase student activity in learning by exchanging ideas with group friends, teaching friends, and pouring out the results of discussions by making mind maps so that the PPKn learning material is easily understood and increase the enthusiasm of students in learning. The purpose of this study was to empirically prove whether there was a significant difference in the knowledge competence of PPKn in groups of students who were taught using the Active Knowledge Sharing learning model assisted by Mind Mapping media with groups of students who were taught conventionally in grade 4 SD Gugus IV R.A. Kartini, Kecamatan Denpasar Barat, Academic Year 2019/2020.

Method

The research was carried out in the second semester of the 2019/2020 school year in the fourth grade of SD Gugus IV R.A. Kartini, West Denpasar District. The design used in this study is a quasi-experimental design with a Non-Equivalent Pretest Postest Control Group Design research design. This design cannot fully control the external variables that affect the experiment's implementation because the researcher cannot observe students outside of school. The following is the research design used. In this design, there are two groups of subjects. The experimental group applies the Active Knowledge Sharing learning model assisted by Mind Mapping media, while the control group is given conventional learning. The pre-test was given before being given treatment to the two groups of the study sample to determine the competency score of PPKn knowledge. After that, the t test was carried out on the pre-test score by testing the normality and homogeneity requirements to equalize the two sample groups. If the two sample data are declared equal, then treatment is given. After treatment is given, the post-test test can be carried out to compare the previous PPKn knowledge competency scores and after treatment with the Gain Score formula (Halimah et al., 2019; Juliarta et al., 2020).

The population used in this study were students of grade 4 SD Negeri in Gugus IV R.A. Kartini, with a total number of 392 students. So that later research results can be generalized and represent all the population characteristics, it is necessary to select a research sample. The sample of this research uses the cluster random sampling technique. This drawn technique is not an individual but a class that has been previously formed without the researcher's intervention to create a new class (Fuadi et al., 2015). The drawing was conducted to select two schools and classes that were used as research samples. The sample drawing was carried out by writing the names of the fourth grade of the five public elementary schools, along with information from the experimental group and the control group in each class name to be drawn. Then roll up the paper and put it in the box. The first roll of paper was made into the experimental group, and the second roll of paper was used as a control group. When the roll of paper was taken, two samples were used as research, namely class 4 B SDN 26 Pemecutan as the experimental group and class 4 C SDN 19 Pemecutan as the control group. After obtaining 4B class as the experimental group totaling 35 students and 4C class as the control group totaling 34 students, the pre-test can be given. The pre-test scores were analyzed with the prerequisite of the equivalence t-test to obtain an equivalent class. The prerequisites were tested, namely the normality test of data distribution using the Kolmogorov-Smirnov technique and the homogeneity of variance test. The pre-test scores or scores were analyzed using the equivalence t-test to obtain an equivalent class. If the two sample groups are equal, then it can be continued by giving treatment.

This research's data collection method is the written test method used is the multiple-choice objective test instrument with one correct answer. The number of tests tested was 50 items, using the gain score test, the pre-test and post-test questions used were the same. Each question is given by 1 if the answer is correct (the answer is adjusted to the answer key) and 0 if the answer is wrong. This instrument was used to measure students' PPKn knowledge in two classes that were given different treatments, namely the experimental class 4B SDN 26 Pemeutan and the 4C control class SDN 19 Pemecutan. Before the learning outcomes test is used in research, it must first be tested with validity testing, difficulty level testing, difference power tests, and reliability tests.

The data analysis used to test the research hypothesis was parametric analysis with the t-test of the gain score formula with normal and homogeneous distributed data. Before testing the hypothesis, the prerequisite test for data analysis is carried out, namely the normality test with the Kolmogorov-Smirnov test and the homogeneity test (Fisher's test). Data that has been tested for normality and homogeneity then tested the hypothesis. The hypothesis (H0) proposed in this study is that there is no significant difference in the competence of PPKn knowledge between groups of students who are taught using the Active Knowledge Sharing learning model assisted by Mind Mapping media and groups of students who are taught using conventional learning in grade 4 SD Gugus IV R.A. Kartini, West Denpasar District, Academic Year 2019/2020. The data used in the t-test analysis of the gain score formula is the raw score of the post-test data from the two groups of the sample class (Agung, 2016: 107). Criteria for hypothesis testing: H0 is accepted if $t_{count} < t_{table}$ and H0 is rejected if $t_{count} > t_{table}$ with a significance level of 5% with degrees of freedom (db) = n1 + n2 - 2. The following is the t-test formula for the gain score formula for non-correlated samples.

Result and Discussion

After being given treatment and implementing RPP 6 times to grade 4 B students at SD Negeri 26 Pemecutan using the Active Knowledge Sharing model with Mind Mapping stones. Then it can be given a post-test to measure the competence of students' PPKn knowledge and then look for the frequency distribution of the post-test scores of the experimental group and the control group. From the results of the data description for the experimental group for class 4B with a total of 35 students, the results obtained the data mean (M) = 26.51, standard deviation (SD) = 56.49, variance (S^2) = 3191.12, minimum post-test score = 17, and The maximum post-test score is 30. While the results of the data description for the 4C class control group with a total of 34 students obtained the mean (M) = 26.18, standard deviation (SD) = 48.55, variance (S^2) = 2357.10, post-test scores. minimum = 21, and the maximum post-test score = 30.

After getting the mean, standard deviation, variance, and frequency distribution of the experimental group's post-test scores and the control group, then it can be done by testing the assumptions with the t-test score gain formula using the results of the pre-test and post-test score gain data. Firstly, the prerequisite t-test is carried out, namely the normality test and the homogeneity test with the gain score data. The data normality test used the Kolmogorov-Smirnov table (Saraswati & Putra, 2020), and the homogeneity test used was Fisher's exact test. The data obtained were the average of PPKn knowledge competency in the pre-test and post-test of PPKn knowledge. The experimental group obtained a result of 0.611, which was higher than the average of the PPKn knowledge competency in the control class, namely 0.474. The Active Knowledge Sharing learning model assisted by Mind Mapping media affects the competence of PPKn knowledge compared to students who are taught conventionally.

Based on the calculation of the normality test results of the gain data, the score in the table is the test criteria if the maximum value, $| F_t - F_s |$ <Kolmogorov-Smirnov table value, then the data is normally distributed. Conversely, if the maximum score is $| F_t - F_s |$ > Kolmogorov-Smirnov table score, then the data is not normally distributed, that the data gain on the PPKn knowledge competency score in the experimental group (SD Negeri 26 Pemecutan) obtained Maximum Score $| F_t - F_s |$ = 0.104 with Kolmogrov Smirnov Table Score = 0.244. So that the Maximum Score $| F_t - F_s |$ = 0.166 <Kolmogorov Table Score = 0.244, then the data is normally distributed. While the gain data on the PPKn knowledge competency score in the control group (SD Negeri 19 Pemecutan) obtained the Maximum Score $| F_t - F_s |$ = 0.221 with the Kolmogrov Smirnov Table Score = 0.227. So that the Maximum Score $| F_t - F_s |$ = 0.221 <Kolmogorov Table Score = 0.227, then the data is normally distributed.

After it is known that the score gain data in the normality test is normally distributed, it can be continued with the data distribution's homogeneity test. Homogeneity testing with testing criteria if Fcount <Ftable, then the sample data is homogeneous. The test was carried out at the 5% significance level with the degrees of freedom for the n1-1 numerator and the degrees of freedom for the n2-1 denominator. Based on the calculation of variance using the F test, the homogeneity test results obtained a score of F_{count} = 1.00. The value of F_{table} at 5% significance level with dk numerator = 34 respondents in the experimental group and dk denominator = 33 respondents in the control group, then the obtained Ftable is 1.80, so the comparison of F_{count}

$<F_{table}$ is 1.13 <1.80. The data test for the experimental class group and the control class group was stated as a homogeneous variance.

Based on the prerequisite test results, it was found that the two groups were normally distributed and homogeneous so that they could continue to test the hypothesis using parametric statistics using the t-test with the gain score formula. The hypothesis tested in this study is H0: there is no significant difference in PPKn knowledge competence between groups of students who are taught using the Active Knowledge Sharing learning model assisted by Mind Mapping media and groups of students who are taught using conventional learning in the fourth grade of SD Gugus IV R.A. Kartini, West Denpasar District, Academic Year 2019/2020. Based on the results of the prerequisite test which includes the normality and homogeneity tests carried out in this study, it is found that two groups of samples are normally distributed and have homogeneous variances. Then the hypothesis test can be done using parametric statistical analysis with the t-test of the gain score formula. The t-test calculation result is t_{count} = 2.187, while the t-table value at the 5% significance level with dk = n1 + n2-2 = 35 + 34-2 = 67 indicates a t-table score of 1.996. So that the results of the analysis of the score t_{count} = 2.187> t table = 1.996 H0 is rejected and Ha is accepted, which states that there is a significant difference in the competence of PPKn knowledge between groups of students who are taught with the Active Knowledge Sharing learning model assisted by Mind Mapping media with groups of students who are taught conventionally.

Based on the research results, it was found that the existence of a significant difference was thought to be due to the influence of the Active Knowledge Sharing learning model assisted by Mind Mapping media on the knowledge competency of PPKn. This difference is due to the different learning processes given. The Active Knowledge Sharing learning model assisted by Mind Mapping media emphasizes students' and teachers' learning activities as facilitators in the stages of learning activities by learning in groups, exchanging knowledge with other groups, and concluding the discussion results Mind Mapping. So that students easily note, remember, and understand the important things they have learned. In the experimental group, the PPKn learning activity, the researcher applied the Active Knowledge Sharing learning model assisted by Mind Mapping media. Students became more active and enthusiastic in the learning process by summarizing Mind Maps created with their group friends. In the understanding obtained by students when taught using this model, students can provide social attitudes, namely helping each other and teaching other friends if they experience learning difficulties. In this model, the teacher gives each group questions to provoke students' thoughts in seeking answers by sharing, which will be made on Mind Maps and presented by concluding the discussion results.

Active Knowledge Sharing is a learning model that forms learning teams (student study groups) to share knowledge with other friends. Students can increase their knowledge (Ariasa et al., 2014; Halimah et al. The Active Knowledge learning model is a learning model which is used to provide knowledge to an organization, agency, or company to share knowledge, techniques, experiences, and ideas they have with other members (Giriyanti & Oktarina, 2013; Syahriani, 2015). The Active Knowledge Sharing learning model has several advantages, namely that it can make students active in forming a learning team, provide a social effect of active learning by sharing knowledge and exchanging opinions in gathering information, students can interact with fellow students in groups to lead to teamwork, and teach other students if there is a material that has not been understood (Amirullah et al., 2019; Rusnilawati, 2016). In this Active Knowledge Sharing learning model, students are invited to exchange ideas with their groups or ask questions with other groups to obtain information collected from other students. The cooperation between students will reduce student anxiety in the learning process. In addition to the innovative learning model, one way for the teacher to create conducive learning by using learning media that is following the students' material and character. It can encourage students to talk about the problems given so that students are more enthusiastic in the learning process (Mel, 2007; Rahmawati, 2018). The Active Knowledge Sharing Learning Model has several advantages, namely that it can make students active in forming a learning team, provide a social effect of active learning by sharing knowledge and exchanging opinions in gathering information, students can interact with fellow students in groups to lead to teamwork, and teach other students if there is material that has not been understood (Ariasa et al., 2014; Zaini et al., 2008).

The existence of Mind Mapping will help students understand learning material more easily because this media consists of pictures and writing and makes learning more enjoyable because it involves two hemispheres of the brain at once. Mind mapping is an innovative technique that can help unlock all the brain's hidden potentials and capacities (Muhamad Husni, 2018; Suwitri et al., 2013). *Mind mapping is a summary with a creative and effective picture in "mapping" students' minds* (Darusman, 2014; Qondias et al., 2016). Mind mapping can help students remember words and readings, improve understanding of the material, help organize material, and provide new insights (Arsana et al., 2019; Nuriani, 2014). Making Mind Mapping will train students to imagine, be creative, organize subject matter and trigger original ideas that are different from existing ones. (Puspita et al., 2017). The overall student response is much better than usual. Almost all students pay attention to it, they look happier, so they understand better (Imaduddin & Utomo, 2012).

The Active Knowledge Sharing model assisted by Mind Mapping media has its advantages, namely that it can help students collect information with their group friends by exchanging ideas, being able to make a small summary of the material they are learning so that it is easy to memorize, able to increase a sense of cooperation and mutual help between friends, able to teach their peers if their friends do not understand the learning described by the teacher, students are more active in participating, have the courage to make comments or input from the results of presentations from other group friends.

Conclusion

This significant difference is thought to be due to the influence of the Active Knowledge Sharing learning model assisted by Mind Mapping media on the knowledge competency of PPKn. The Active Knowledge Sharing model assisted by Mind Mapping media has its advantages, namely that it can help students collect information with their group friends by exchanging ideas, being able to make a small summary of the material they are learning so that it is easy to memorize, able to increase a sense of cooperation and mutual help between friends, able to teach their peers if their friends do not understand the learning described by the teacher, students are more active in participating, have the courage to make comments or input from the results of presentations from other group friends.

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