Improving Civics Learning Outcomes through the Quantum Learning Model for Grade XI Students of SMA Negeri 7 Pangkep

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Article Info	Abstract
	This study aims to determine the teacher's activities, students' activities, and learning outcomes in Civics Education (PPKn) through the implementation of the Quantum Learning model in Grade XI students of SMA Negeri 7 Pangkep. The research employed a Classroom Action Research (CAR) design with two cycles, each consisting of the planning, implementation, observation, and reflection stages. Data were collected through observation, learning outcome tests, and documentation. The results showed a significant improvement in teacher activities, student activities, and student learning outcomes from cycle I to cycle II. Teacher activity increased from 65.27% (good) to 87.5% (very good), student activity improved from the good category to very good, while learning mastery increased from 53.33% in the pre-cycle to 85.45% in cycle II. These findings confirm that the Quantum Learning model is effective in improving Civics Education learning outcomes.

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1. INTRODUCTION

Education is a process of developing human personality, both spiritually and physically, and a way for someone to improve their abilities. Education can also lead to changes in the attitudes and behavior of an individual or group of people, leading to maturity through learning.

Education is one of the main pillars of national development. In order to create an intelligent, character-based, and responsible generation, civic education (PPKn) plays a crucial role. PPKn not only teaches knowledge about the state, law, and government, but also instills moral, ethical, and national values that form the foundation for character development in students.

However, in practice, student learning outcomes in Civics often fall short of expectations. Many students find Civics a boring subject, dominated by memorization and lectures. This results in low student participation and a lack of in-depth understanding of the material.

Senior High School (SMA) is the secondary level of formal education in Indonesia, which is completed after graduating from Junior High School (SMP) or its equivalent. This level of education runs from Grade 10 to Grade 12, with students generally aged 15–18.

In the first year, or grade 10, students receive general education. However, in the second year, or grade 11, high school students are required to choose one of three majors: Science, Social Studies, or Language, with the curriculum tailored to their chosen major. (A. Susanto, 2010)

Pancasila and Civics Education, as a subject in schools today, must place greater emphasis on character building, with the learning content shifting toward developing citizens who are able to participate effectively, intelligently, democratically, and responsibly. (Suri et al., 2018)

The learning process in Civics (PKn) subjects contains the value of honesty that must be instilled in students at school. This is stated in Law Number 20 of 2003, Chapter II, Article 3, concerning the National Education System (UU Sisdiknas). (Sudarmin et al., 2021)

Students' mastery of Civics (PPKn) material can be determined through their learning outcomes. Learning outcomes reflect a student's level of progress in learning, expressed in scores or numbers. These learning outcomes typically serve as a benchmark for teacher success in teaching. Students' understanding is measured through the scores they obtain when given questions or during exams. However, learning outcomes should not be the sole measure of success in PPKn learning; there are several other aspects that need to be considered in PPKn that can be used as assessment tools. Learning outcomes are the result of an interaction between learning and teaching. (Hartini & Robinson, 2020)

Efforts to improve the conditions of PPKn learning as above can be done by using the quantum learning model (*quantum learning*) is an excellent choice for high school teachers to improve student learning outcomes in Civics. Furthermore, this learning model makes teaching and learning more engaging. Researchers believe this learning model is highly suitable for implementation in the Civics learning process in high school. The use of appropriate teaching methods is expected to improve student learning outcomes and their understanding of the material.

Civics Education (PPKn) plays a strategic role in shaping intelligent, character-based, and responsible citizens. However, PPKn learning is often considered boring due to its overemphasis on memorization and lecture methods. This results in low student learning outcomes and participation. The Quantum Learning model offers a solution by creating a fun, interactive, and meaningful learning environment through the TANDUR (Grow, Experience, Name, Demonstrate, Repeat, Celebrate) strategy. Based on this background, this study aims to analyze the effectiveness of Quantum Learning in improving PPKn learning outcomes at SMA Negeri 7 Pangkep.

2. RESEARCH METHOD

This type of research is classroom action research (*classroom action research*) According to Suharsimi Arikunto, classroom action research is an observation of learning activities in the form of actions that are intentionally created and occur together in a class. (Cornelis R. S. et al., 2022)

The data in this study were obtained using observation and testing methods. Observation of student activities was used to observe active student involvement during learning using the learning model of *Quantum Learning* and the extent to which learning is applied *Quantum Learning* conducted by the teacher. The test is used to determine whether students' learning outcomes can achieve mastery of fraction material after learning using the model of *Quantum Learning*.

The instruments used in this study were observation sheets and test questions. Observation is an activity that involves paying attention to an object using all the senses (Arikunto, 2006: 156). A test is a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, and abilities.

This study used a Classroom Action Research (CAR) approach, implemented in two cycles. The subjects were 30 eleventh-grade students of SMA Negeri 7 Pangkep. Each cycle included planning, implementation, observation, and reflection. The research

instruments included teacher and student activity observation sheets, learning outcome tests, and documentation. Data were analyzed descriptively and quantitatively to determine improvements in learning outcomes and learning activities, as well as the abilities or talents possessed by individuals or groups (Arikunto, 2006:150).

To analyze the success rate or percentage of student success after each cycle of the teaching and learning process is carried out by providing an evaluation in the form of written test questions at the end of each cycle, this analysis is calculated using simple statistics.

$$p = \frac{f}{n} x 100\%$$

Information:
P = Percentage number
F = Score obtained
N = Maximum score
100% = Number

3. RESEARCH RESULTS AND DISCUSSION
3.1 Research result

Student activities in cycle I were not in accordance with the desired expectations, because there were still many students who were noisy and talking with their friends, some were silent and playing with paper, besides that, in identifying problems, students were still confused about the demonstrations carried out by the teacher. In asking unclear things and expressing their opinions or responding to the teacher's explanations and questions, only a few students were active, others were silent and did not have the courage to ask or respond. In discussing assignments and presenting group results, only a few students were active. Students were also not used to concluding the material so that when concluding, students were still confused.

To overcome this problem, students must be trained again to be active in learning so that students are more confident in working on questions individually, and most importantly when expressing opinions and communicating the results of their work in front of the class.

In cycle I, teacher activity reached 65.27% with a good category, while in cycle II it increased to 87.5% with a very good category. Student activity in cycle I was in the good category and increased to very good in cycle II. Student learning outcomes showed classical completeness of 53.33% in the pre-cycle, increased to 86.57% in cycle I, and reached 85.45% in cycle II with an average value above the KKM. This increase was influenced by the implementation of the TANDUR strategy which created active student involvement, a pleasant learning atmosphere, and repeated reinforcement of the material.

3.2 Discussion

This research is a Classroom Action Research (CAR) type. The research was conducted in two cycles in class XI of SMAN 7 Pangkep. Cycle I was conducted on Monday, February 17, 2025, and Cycle II on Monday, March 3, 2025. The purpose of this research is to improve learning outcomes of Pancasila and Citizenship Education through the model of *Quantum Learning* for class XI students of SMA Negeri 7 Pangkep. The material taught in this lesson includes "The Dynamics of Indonesia's Role in World Peace", which focuses on the concept of world peace, constitutional foundations, and Indonesia's role in international organizations such as the UN,

ASEAN, and OIC. Before the learning process is carried out, students are first given a pretest to determine their initial level of understanding of the material. After that, learning was carried out in three meetings using a problem-solving approach of *Quantum Learning*, which is integrated with discussion methods, contextual story problem analysis, and reflection on Pancasila values in a global context. In cycle II, students are given a posttest to measure the improvement in their learning outcomes after participating in learning with the model of *Quantum Learning* by implementing this cycle, it is hoped that students will not only understand the concept theoretically but also be able to analyze the role of the constitution and the values of Pancasila in maintaining world peace and Indonesia's position in international forums.

Cycle I was conducted on Monday, February 17, 2025, in class XI of SMAN 7 Pangkep. At this stage, the researcher began by conducting thorough planning to ensure that the actions implemented were relevant to the research objectives, namely improving student learning outcomes in the Pancasila and Citizenship Education subject through the application of the model of *Quantum Learning* during the planning stage, a teaching module was specifically designed to facilitate students' understanding of the Concept of World Peace and Constitutional Foundations. The learning material was designed to be not only informative but also to foster students' critical awareness of Indonesia's position and responsibilities on the global stage. The teaching module was designed following a holistic approach of *Quantum Learning* with the TANDUR principle (Grow, Experience, Name, Demonstrate, Repeat, Celebrate). Researchers also prepared learning instruments in the form of Student Worksheets (LKPD). Before learning began, students were first given a *pretest* which aims to measure their initial understanding of the material. The results of *pretest.* Before carrying out the action, it was found that 5 students completed the course with a percentage of 16.66 in the less category and 25 students did not achieve completion with a percentage of 83.33. This shows that the majority of students have not been able to link the concept of world peace with the constitutional basis stated in the Preamble to the 1945 Constitution, and have not fully understood Indonesia's role in international organizations such as the UN, ASEAN, and the OIC. The action process was carried out in three meetings.

Implementation of the model of **Quantum Learning** in the PPKn material for class XI SMA Negeri 7 Pangkep, there was a significant increase in teacher activities, student activities, and learning outcomes.

- **Teacher activities** increased from *good* category in cycle I becomes *Very good* in cycle II. This is because teachers increasingly master the TANDUR steps, utilize learning media, and provide positive feedback.
- **Student activities** increased from *Enough* become *Good/Very Good*, seen from active participation in discussions, questions and answers, and group presentations.
- **Learning outcomes** also increased: the completion rate rose from 70% in cycle I to 93.3% in cycle II. This increase was influenced by active student involvement, enjoyable learning, and repeated practice.

These results align with Quantum Learning theory, which emphasizes multisensory engagement, a positive learning environment, and meaningful learning (DePorter & Hernacki). These findings also support previous research that Quantum Learning effectively increases motivation and learning achievement.

3. CONCLUSION

Based on the results of the research conducted by the researcher on Improving Student Learning Outcomes Using the Quantum Learning Model on Pancasila as a life value of Class XI SMAN 7 PANGKEP, it can be concluded that: Teacher activity in the learning

process using the Quantum Learning model in cycle I is categorized as good with a percentage score (65.27%), while in cycle II it is categorized as very good with a percentage score (87.5%) because it has increased. This increase is due to improvements in deficiencies during the learning process.

Student activity during the learning process using the Quantum Learning model can be seen in cycle I, with a percentage score of 59.72% falling in the sufficient category. In cycle II, student activity increased, with a percentage score of 70% falling in the good category. This improvement was due to deficiencies or errors that could be adequately addressed during the learning process.

The improvement of learning outcomes during the learning process, it is known that in cycle I there were 16 students who completed (53.33%), while 14 students did not complete (46.66%). In cycle II there were 26 students who completed (85.45%), while 4 students did not complete (13.33%). The results of the cycle I and cycle II tests show that the Quantum Learning model on theme 4 subtheme 2 can improve the learning outcomes of students of SMAN 7 PANGKEP.

4. ACKNOWLEDGEMENT

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