ACTIVE, CREATIVE, EFFECTIVE, AND FUN (PAKEM) LEARNING IN PANCASILA AND CITIZENSHIP EDUCATION SUBJECTS IN MADRASAH

Juli Iswanto[1], Muslim[2], Heryadi[3], Febrilian Lestario[4]

[1] MAS Al Ishlahiyah Binjai: julijundy8388@gmail.com
[2] IAIN Langsa; muslimdjalil1972@gmail.com
[3] MAN 3 Madina: hery.010592@gmail.com
[4] UNPAB Medan: ebipohan@gmail.com

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	This discussion aims to add to the treasures and insights and understanding of the active, creative, effective and fun learning approach (PAKEM) in Pancasila and Citizenship Education subjects. It is hoped that the PAKEM approach to the learning process can keep pace with developments in global trends that are developing so as to improve the quality of education. The conventional learning approaches used up until now do not offer guidance for the processes of looking, comprehending, learning, and applying. The method in this discussion is to use a literature review. Where Literature Review is a description of theories, findings and other research materials obtained from reference materials to be used as a basis for research activities to develop a clear frame of mind from the formulation of the problem to be studied done by someone else before.The indicators of success used in this discussion are seen from the student observation questionnaire, student test scores in Civics subjects after implementing Active, creative, effective and fun learning. The learning that has been developed so far in the Pancasila and Citizenship Education subjects is based on a needs analysis approach which is still and continues to be perfected because of the dynamics and flexibility that surrounds it. For this reason, the learning approach is based on identifying needs and developing optimally and achieving optimal results as well.

Corresponding Author:
Juli Iswanto: MAS Al Ishlahiyah Binjai: julijundy8388@gmail.com

1. INTRODUCTION

Education is one of the national development sectors and has a big responsibility in educating the quality of the nation's life. Education as a strategic institution in advancing a society and becoming an investment for the future of that society. Educating the nation's life is one of the mandates of the 1945 Constitution and the noble ideals of the nation's founders as stated in paragraph 4. In essence, obtaining education is the right of every citizen, therefore the national education system must be able to guarantee educational equity, quality improvement and relevance. as well as efficiency.

Law Number 20 of 2003 article 1 paragraph 1 confirms that: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.

According to the law, at least three cases require attention: First of all, education is a process that requires thorough planning and knowledge. Second, education places a strong emphasis on creating a setting where each student can feel at ease and engage actively in realizing their potential. Third, education aims to produce competent graduates who possess a variety of talents that are advantageous to themselves, society, the country, and the State. To achieve these national education goals, in the education system in Indonesia some institutions play a role and are responsible for carrying out the mandate of the Education Law to implement education, in this case, the Ministry of Education and Culture and the Ministry of Religion. Various initiatives were taken by the Ministry of Education and Culture, which oversees educational institutions from the primary to the tertiary levels, to raise the standard of instruction there.

Continuous efforts have been made to improve all parts of education, but they have run into problems and shortcomings. The final national test results at the school level, which have fallen short of expectations, are alarming since they are readily visible. Success in the learning process in schools in shaping students' knowledge, affective and psychomotor, requires effective efforts and strategic steps taken by educational institutions, principals, teachers and education practitioners in shaping students. Education should be instilled in every student to shape their character, skills, and abilities and develop their potential to become individuals who have good character and noble personalities in life.

One of the subjects given at school is Pancasila and Citizenship Education. Citizenship and the Pancasila as required by Pancasila and the 1945

Constitution, education is a subject that focuses on the development of citizens who understand and can exercise their rights and obligations to become good citizens and who are knowledgeable, skilled, and morally upright. The subjects Pancasila and Citizenship Education emphasize various self-formation from a religious, sociocultural, linguistic, age, and ethnic perspective. It is anticipated that learning Pancasila and Citizenship Education will be able to create perfect pupils who have a strong attitude, enabling them to conquer the challenges they will face. (Achmad Muchji Buchari, 2007)

From the preceding description, it can be inferred that Pancasila and Citizenship Education are subjects that concentrate on developing a person's values so that he or she can become a citizen who understands and can uphold his or her rights and obligations under the 1945 Constitution and Pancasila. Additionally, citizenship education is meant to be a subject that attempts to enhance the qualities of Indonesian people by developing their independence, toughness, professionalism, responsibility, and productivity as well as their morality, personality, and physical and mental health. Citizenship and the Pancasila A successful education will result in pupils who have clever minds and a strong sense of responsibility. This mindset is supported by actions that: (1) have faith in and fear of the one and only God and uphold the nation's philosophical values; (2) are upright and disciplined in society as a nation and state; (3) are rational, dynamic, and aware of rights and obligations of citizens; (4) are professionally inspired by the awareness of defending the country; and (5) actively use science, technology, and the arts for the benefit of humanity, the nation, and the state. (Achmad Muchji Buchari, 2007)

The teacher must possess a variety of professional skills for the teaching and learning process to function effectively. The teacher is one of the components of education management in an educational institution that is directly involved in transferring knowledge to students. These skills include managing the class, operationally formulating learning objectives, selecting learning materials, selecting models that are appropriate to learning objectives, carrying out learning activities, evaluating learning outcomes, and others.

It's not simple to set up a productive teaching and learning environment. This calls for knowledge, practice, experience, and learning about the efficiency of the teaching and learning process. One also needs expertise in identifying distinct learning models and designs, among other things. Although they may be experts in their fields, many teachers struggle when it comes to teaching the topic. The academic community is now aware of this reality. Professional

teachers are adept at organizing courses, creating learning objectives, and inspiring students' enthusiasm for learning.

Seeing the phenomenon that the authors found in Madrasahs, based on preliminary observations, it was determined and demonstrated that the Pancasila and Citizenship Education learning processes continued to employ the outdated paradigm in which the teacher transferred knowledge to obedient students. Students are less engaged in learning activities when the teacher lectures much of the time and expects them to sit still, pay attention, take notes, and memorize. Students typically show little interest in Pancasila and Citizenship Education courses since, up until this point, Citizenship Education lessons have been perceived as merely focusing on rote memorization and ignoring components of reasoning, which results in poor enthusiasm for learning among students. In addition, they still use monotonous learning, and teaching activities are more dominant than students, as a result, teachers often ignore the process of developing values, attitudes and actions; so the Citizenship Education subject is not considered a citizen development subject that emphasizes awareness of rights and obligations but rather tends to be boring and boring. In addition, the learning of Pancasila and Citizenship Education also tends to be less meaningful because it is only based on the assessment of the results, not the assessment of the process.

Based on the above, it is necessary to carry out systematic and systemic studies related to learning designs based on educational theoretical studies that lead to effective, efficient and interesting learning outcomes. Effective learning is the activities and learning processes that are carried out to facilitate students to achieve the specified competencies or learning objectives. Efficient learning is an activity and learning process that is carried out by utilizing relative resources to achieve goals optimally. Learning is interesting if the learning processes and activities carried out can motivate students to learn more about the teaching material.

2. METHODS

The method in this journal is to use a literature review. Where Literature Review is a description of theories, findings and other research materials obtained from reference materials to be used as a basis for research activities to develop a clear frame of mind from the formulation of the problem to be studied done by someone else before.

A literature review or also called a literature search review is the first step to collecting relevant information for research. The literature search is useful to avoid duplication of research implementation with literature search so that research that has been done before can be identified.

The literature review contains a summary review and the author's thoughts on several sources of literature (can be in the form of articles, books, slides, information from the internet, etc.) related to the research topic discussed. A good review of literature must be useful, relevant, up-to-date and adequate.

Theory grounding, theory review and literature review are all ways to conduct a literature review.

3. FINDINGS AND DISCUSSION

3.1.Active, Creative, Effective and Fun Learning (PAKEM)

Learning is one of the determining elements of whether graduates are good or not produced by an education system. It is like the heart of the learning process. Good learning tends to produce graduates with good learning outcomes too. Vice versa.

In Indonesia, the quality of educational results is still regarded as lacking. The majority of students have not been able to perform to their fullest potential. As a result, the habits that have prevailed thus far in the learning process need to change. Active, Creative, Effective, and Fun Learning, or PAKEM as it is commonly abbreviated, is the type of learning that is currently being developed and widely introduced to all regions of the country. It is so named because learning is made to stimulate children's minds and foster their creativity in a way that is both efficient and enjoyable.

Active, Creative, Effective, and Fun Learning is referred to as PAKEM. Active learning refers to the need for the teacher to foster an environment where students actively ask questions and express their thoughts. Learning is a process that the student actively engages in as he builds his knowledge, as opposed to a passive one in which the learner merely listens to the teacher talks about knowledge. Learning is not in line with the nature of learning if it does not give pupils the chance to participate actively. The development of a creative generation that can make something for both their own and other people's benefit depends heavily on the active participation of pupils.

The teacher should use creativity to develop a variety of learning activities that cater to the diverse skill levels of the students. Fun is a teaching and

learning environment that encourages complete attention from pupils, resulting in high time on task.

3.2. PAKEM learning

An overview of PAKEM is shown by the various activities that occur during the teaching and learning activities. At the same time, the picture shows the abilities that teachers need to master to create these conditions. The following is a table of several examples of teaching and learning activities and appropriate teacher abilities

TEACHER ABILITY	TEACHING AND LEARNING ACTIVITIES
Teachers design and manage teaching and learning activities that encourage students to play an active role in learning	Teachers carry out teaching and learning activities with various activities, for example: □ Experiment □ Group discussion □ Troubleshooting Searching for information □ Writing reports/poems/stories □ Visit outside the class
Teachers use a variety of learning aids and resources	According to the subject the teacher uses for example: Tools available / self-made Picture □ Case Studies □ Resource Person □ Environment
Teachers provide opportunities for students to develop skills	Student: □ Conduct experiments, observations or interviews □ Collect data or answers and process them yourself □ Drawing conclusions □ Solve problems or find formulas yourself □ Write reports / other works in your own words
The teacher provides opportunities for students to express ideas orally or in writing	Through: □ Discussion □ More open-ended questions □ The work is the child's own thoughts
The teacher adapts learning materials and activities to students' abilities	Students are grouped according to ability (for specific tasks/activities) Learning materials adapted to the ability of

TEACHER ABILITY	TEACHING AND LEARNING ACTIVITIES
	the group Remedial or enrichment assignments are given
The teacher relates teaching and learning activities to the everyday experiences of students	Students tell or take advantage of their own experiences Students apply what they learn in their daily activities
Assessing teaching and learning activities and student progress continuously	The teacher monitors student work The teacher gives feedback

3.3. Matters needing attention in implementing PAKEM

a. Understanding the characteristics of children.

b. Get to know the child individually

c. Utilizing children's behaviour in organizing learning

d. Develop critical thinking skills, creativity, and problem-solving skills.

e. Developing the classroom as an interesting learning environment An

f. Utilizing the environment as a learning resource

g. Provide good feedback to improve learning activities

h. Distinguish between physically active and mentally active

C. **Learning and Learning Citizenship Education**
   a. The Nature of Learning

   The word "learning" is derived from the verb "teach," which means to try (trail), i.e., to engage in the practice of trying anything new or undiscovered. Learning is a student's action to attain the objective of self-change in the form of knowledge mastery, changes in attitudes, and purposeful skill and attitude development. (Ananda, 2019)

   Hergenhahn and Olson explain learning is a change in behaviour or potential behaviour that is relatively permanent and comes from experience and cannot be attributed to a temporary body state such as a condition caused by illness, fatigue or drugs (Olson, 2008), then both of them explained that five things must be considered about learning,

namely: (1) learning is measured based on changes in behaviour, (2) these changes in behaviour (behavioural) are relatively permanent, (3) changes in behaviour do not always occur directly after the learning process is complete, (4) changes in behaviour come from experience or practice, and (5) experience or practice must be strengthened. (Olson, 2008)

Schunk interprets learning as a lasting change in behavior or capability, the resulting behavior is obtained from practice or other forms of experience (Schunk, 2012). Furthermore, Gredler interprets learning as a multidimensional process in which individuals can achieve it when experiencing a task. -a complex task.

Mardianto explained that learning is a business or activity that aims to make changes within a person, including changes in behaviour, attitudes, knowledge, skills and so on. (Mardianto, 2016)

In this case, learning is an activity of human effort that is very important and must be carried out throughout life, because it is through learning that we can make changes (improvements) in various matters concerning our self-interest. In other words, through learning, we can improve our destiny and through learning, we can achieve the ideals we always desire.

According to behavioristic theory, learning is a type of change children go through that affects their capacity to behave differently as a result of interactions between stimulus and response (Rusydiyah, 2017). Additionally, the cognitive learning theory defines learning as an internal process that encompasses sophisticated cognitive processes like memory, information processing, information retention, and other psychological factors. (Rusydiyah, 2017)

Based on the explanation above, it can be interpreted that learning is a process of effort or interaction carried out by students to get something new and change overall behavior as a result of the experiences themselves. Furthermore, several things that can be observed in the learning process are explained by Karwono and Mularsih, namely:

1. Learning products are changes in behavior, mental processes in which learning outcomes must be translated into observable behavior or actions.

2. The change in behavior is relatively permanent, meaning that it persists for a long time, but can be lost or changed.
3. Changes in behavior do not always occur immediately after the learning process is complete.
4. The change in behavior comes from experience or practice.
5. Experience or training must be strengthened, meaning that learning outcomes can be lost or not mastered anymore if they have not been experienced or trained repeatedly (Mularsih, 2017)

In line with the explanation above, explained Mardianto that the learning process is:
1. An effort which means an act that is carried out seriously, systematically, by utilizing all potential, both physically and mentally.
2. Learning aims to get changes within, among others, changes in behavior are expected to be positive and forward.
3. Learning also aims to change attitudes from negative to positive, from disrespect to respect and so on.
4. Learning also aims to change bad habits into good habits.
5. Learning aims to make changes in knowledge about various fields of science.
6. Learning can make changes in terms of skills (Mardianto, 2016)

Related to learning principles that can be observed by students as follows:
1. What students have learned, they must learn it themselves, no one can do learning activities for them.
2. Each learner learns according to his own place or pace and for each age there are variations in learning speed.
3. A learner learns more when each step is immediately given reinforcement.
4. Full reinforcement of each step allows learning as a whole to be more meaningful.
5. If given the responsibility of studying on their own, students will be more motivated to learn and remember better (Mularsih, 2017)

Furthermore, the factors that affect learning and of course have implications for learning outcomes are explained by Siregar and Nara that two

main factors influence learning outcomes, namely: (1) internal factors, and (2) external factors (Hartini, 2011). internal factors consist of: physical characteristics of the body, the functioning of specific bodily systems, and psychological characteristics like aptitude, curiosity, intelligence, and motivation exterior elements include: social factors include the teacher's environment, which includes interactions between teachers and students, student relationships, how learning materials are presented, and the community environment, which includes environmental lifestyle, activities in society, and mass media, as well as non-social factors like school facilities and infrastructure, curriculum, and educational resources.

While individual external factors are everything that is outside the individual or often also called the environment. External factors include: physical environment such as geography, home, school, playground, psychological environment such as aspirations, hopes, ideals and problems faced, personal environment such as peers, parents, teachers, community leaders, non-personal environment such as houses, equipment, and when viewed from an institutional standpoint and their influence on learning processes and outcomes such as the family environment, school environment and community environment.

The Islamic perspective related to learning can be seen from the word of Allah in the following surah At-Taubah verse 122:

$$\text{۞ وَمَا كَانَ ٱلْمُؤْمِنُونَ لِيَنفِرُواْ كَآفَّةً ۚ فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ}$$

$$\text{مِّنْهُمْ طَآئِفَةٌ لِّيَتَفَقَّهُواْ فِى ٱلدِّينِ وَلِيُنذِرُواْ قَوْمَهُمْ إِذَا رَجَعُوٓاْ إِلَيْهِمْ}$$

$$\text{لَعَلَّهُمْ يَحْذَرُونَ ﴿١٢٢﴾}$$

It is not proper for the believer to go all (to the battlefield). Why not go from each class among them some people to deepen their knowledge of religion and to warn his people when they have returned to him, so that they can take care of themselves. QS; At-Tauba: 122].

Related to surah At-Taubah verse 122 above, Qutb in his interpretation of the Fi Zhilalil Qur'an explains that along with this deep urge for jihad, there is an explanation of the limitations of orders to fight (Quthb, 2004). The area of Islam has expanded and their number has increased a lot, so it is possible for some to go to jihad and some to specialize in deepening their religion.

Meanwhile, others continue to work to fulfill the interests of the general public, such as meeting their basic needs and continuing development.

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْأَخِرَةَ وَيَرْجُواْ رَحْمَةَ رَبِّهِۦ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُوْلُواْ ٱلْأَلْبَٰبِ ﴿٩﴾

[Are you a polytheist who is luckier or is he one who worships at night prostrating and standing while he fears the (punishment of) the hereafter and hopes for the mercy of his Lord? Say: "Are there people who know and people who don't know?" In fact, it is the intelligent person who can receive lessons. QS. Az-Zumar: 9]..

Related to surah Az-Zummar verse 9 above, Qutb in his commentary on Fi Zhilalil Qur'an Volume X explains that a person who masters knowledge is the owner of the heart who is always aware, open, and understands the essence that lies behind the outward. He also makes use of what he sees and knows, and even remembers Allah through everything he sees and touches. Furthermore, the verse ends by emphasizing that it is human beings who have reason to be able to receive lessons, and of course this is done through the learning activities carried out.

D. Learning Citizenship Education.

One of the crucial subjects that must be taught in Indonesia's educational system from elementary to high school is citizenship education. Citizenship and education classes, according to Ruminiati, are among the themes that are immediately relevant to people's lives and frequently have an impact on education (Ruminiati, 2007). In this instance, citizenship education refers to instruction that addresses the formal status of citizens, such as earning one's own citizenship, complying with naturalization laws, or becoming an Indonesian citizen.

Citizenship The formal status of citizens was first controlled in Law No. 12 of 2006 concerning Citizenship of the Republic of Indonesia. Education is education that relates to that formal status. This law covers provisions for self-

citizenship and rules for naturalization or acquiring citizenship in Indonesia. (Baswan, 2015).

Based on this understanding, it can be concluded that Citizenship Education is a subject that teaches and educates citizens to understand their rights and obligations, so that they can carry out and apply them in everyday life in accordance with what is mandated by the 1945 Constitution.

Subjects and Citizenship aim for students to have the following abilities:

1. When responding to citizenship-related questions, think critically, logically, and imaginatively.
2. Actively participate in community, national, and state events, as well as anti-corruption efforts, and act properly.
3. Positively and democratically develop so that they can take on the traits of the Indonesian people and coexist with other nations.
4. Use information and communication technologies to interact with other countries in the international arena directly or indirectly. (Pendidikan, 2006)

Mulyasa added that the purpose of citizenship is to form the character or characteristics of good citizens (Mulyasa, 2007). While the objectives of learning subjects and Citizenship are to make students: (1) able to think critically, rationally, and creatively in responding to life's problems and issues of citizenship in their country, (2) willing to participate in all fields of activity, actively and responsibly, so that they can act intelligently in all activities, and (3) can develop positively and democratically, so that they can live together with other nations in the world and can interact, and can make good use of information and communication technology.

The scope of subjects and Pancasila and Citizenship Education is as follows:

1. National unity, which entails such things as respecting others' differences while living in harmony with them, caring for the environment, feeling proud to be an Indonesian, taking the youth oath, upholding the integrity of the Unitary State of the Republic of Indonesia, participating in state defence, having a positive attitude toward the state, and ensuring the administration of justice.
2. Norms, laws, and regulations, such as those that govern family life, education, society as a whole, regional laws, national and state

norms, the legal system at the national level, and international law and justice.

3. Human rights encompass the following: the promotion, respect for, and protection of human rights; the rights and obligations of children; the rights and obligations of community members.

4. The requirements of the populace, such as respect for one another, equality of position among citizens, freedom of association and expression, respect for group decisions, and self-actualization.

5. The state constitution outlines the fundamental connections between the state and the constitution as well as the declaration of independence and Indonesia's first constitution.

6. Politics and power, including local and regional administration, regional autonomy, the federal government, democracy and the political system, and the press government system in a democratic society.

7. The practice of values in daily life as an open ideology, the position as the foundation of the state and state ideology, and the formulation process as the foundation of the state.

8. Globalization, including the environment of globalization; Indonesian foreign policy in the age of globalization; international relations; and appraising globalization. (Mulyasa, 2007)

The role of subjects and citizenship with its new paradigm, meaning establishing democratic education, carries three key functions, namely building citizen intelligence, fostering citizen skills, and forming citizen character. This is clear from the description provided above. The new civics paradigm has multidimensional qualities because citizen intelligence, which is cultivated to create excellent citizens, is not just in the cognitive dimension but also in the spiritual, emotional, and social aspects.

The implementation of Education and Citizenship learning is inseparable from the main interrelated variables, namely the curriculum, teachers/educators, learning, and participants. Where all of these components aim for the benefit of the participants. Based on this, educators are required to be able to use various learning approaches so that students can carry out learning activities in a fun way.

This is motivated by the fact that students are not only objects but also subjects of learning. Students must be prepared from the start to be able to

socialize with their environment so that various types of learning approaches can be used by educators.

Learning theory is a guide for teachers to help students develop cognitive, emotional, social, and spiritual. These guidelines are clear information that describes objectives, required knowledge, processes and performance. This is intended to anticipate changes that occur in the world of education.

Theories that are relevant to the learning of Education and Citizenship as a theoretical basis for developing a learning model and used as a new paradigm of learning Education and Citizenship that are designed are constructivism and humanistic. Constructivism theory emphasizes the construction of knowledge in students through the processes they experience. Associated with the theory of constructivism is inseparable from experts such as Piaget, Vygotsky, and Dewey.

4. CONCLUSION

Learning that is currently being developed and widely introduced is Active, Creative, Effective, and Fun Learning or abbreviated as PAKEM. It is called that because learning is designed to activate children and develop creativity so that it is effective but still fun.

Active, Creative, Effective, and Fun Learning. Active learning refers to the need for the teacher to foster an environment where students actively ask questions and express their thoughts. Learning is a process that the student actively engages in as he builds his knowledge, as opposed to a passive one in which the learner merely listens to the teacher talk about knowledge. Learning is not in line with the nature of learning if it does not give pupils the chance to participate actively. The development of a creative generation that is capable of producing something for both their own and other people's benefit depends heavily on the active participation of pupils.

Learning the PAKEM approach in Pancasila and Citizenship Education in Madrasahs. The results of his research show (1) the preparation of the learning design can be carried out through five main stages, namely: content analysis, cultural background analysis (setting analysis), mapping of contents, organizing materials (contents organizing) learning Pancasila Education and Citizenship; and put it in a learning format. In implementation. (2) The character education learning approach with the PAKEM approach in

Citizenship Education can be carried out through the stages of: exploratory studies, presentations, peer group analysis, expert opinions, reflections and recommendations, and (3) Student responses to the learning model developed in this study can be categorized as very good. There are no aspects that are considered less or not good. Thus, according to the assessment of the learning approach developed, it is very good and very feasible to be used as a model in learning Pancasila and Citizenship Education.

Pancasila and Citizenship Education subjects are subjects that must be followed by all students in madrasas from class X to class XII to provide scientific insights related to citizenship and its scope. In this case, some or some of the learning materials, strategies, methods and media developed by subject teachers so far have not experienced development in the sense that they have not been designed using scientific learning design methodologies. For this reason, efforts are needed to be related to the development of Citizenship Education learning designs that can answer the problem of learning needs based on needs analysis, participant characteristics and learning contexts.

The learning that has been developed so far in the PPKn subjects is based on a needs analysis approach which is still and continues to be perfected because of the dynamics and flexibility that surround it. For this reason, it is necessary to develop learning that is based on identifying needs, developing designs up to an evaluation system that needs to be addressed and carried out appropriately according to the scientific methodology of learning design, so that learning can be carried out optimally and achieve optimal results as well.

The use of learning materials used in Pancasila and Citizenship Education learning activities so far has not been optimally developed through studies with an approach to Islamic values. The learning materials used so far are the sources in the teacher's and students' handbooks. For this reason, researchers offer learning materials that focus on developing learning materials based on Islamic values so that Civics learning materials have an Islamic spirit.

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