

Application of Recitation Method on PPKn Learning to Improve Student Learning Outcome

Dada Suhaida¹

¹ IKIP PGRI Pontianak, Pontianak, Indonesia; civic.link@yahoo.com

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ABSTRACT

Specifically, the purpose of this research was to explore information, regarding the implementation of the Recitation Method in Civics learning on 10th IPS1 grade students, and improving students' learning outcomes on 10th IPS1 grade students by applying the Recitation Method. This research used classroom action research method, conducted in two cycles, each cycle consist of one meeting. The research subjects were the students of 10th IPS1 grade students of SMA Negeri 4 Kubu Raya with simple random sampling technique. The research data collection used were observation sheets, objective tests and material summary assignments. Observation sheets used to collect data on the application of the Recitation Method in Civics learning, assignment assessment results sheets and objective tests also used to collect data on students' learning outcomes. The research data was processed by using descriptive statistics. The results shows improvements in students' learning outcomes by applying the Recitation Method in the percentage of 25%, based from the learning outcomes results of students who had met the Minimum Achievement Criteria. Therefore, the Recitation Method is able to be used as an effective solution for teachers in improving student learning outcomes.

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Corresponding Author:

Dada Suhaida

IKIP PGRI Pontianak, Kalimantan Barat; Indonesia; e-mail:civic.link@yahoo.com

1. INTRODUCTION

Learning process should pay attention to the application of the methods used in order to make it easier for students to understand the material presented by the teacher, expecting that the learning process can obtain the condition of students from those who do not know to become know, from those who do not understand to become understand, and can change attitudes and behavior towards positive ones.

In fact, this condition is currently receiving less attention among educators. We can observe the attention of some teachers / educators who are more likely to focus the attention of the class as a whole, but not individually or in groups, it has an impact on the teacher's lack of attention to differences in the

individual learning comprehension of their students. In addition, the ability of teachers to apply innovative learning methods is still lacking. In the end, this results in the emergence of a gap between intelligent and less intelligent students. The teacher's inattention to these conditions will have an impact on completeness of learning outcomes, and the complete learning system will not be achieved. As Kunandar (2013) asserts that learning outcomes are certain abilities, both cognitive, affective and psychomotor which are understood by students after participating in learning activities.

Therefore, professional teachers can improve their performance by trying to develop the quality of learning by applying innovations in teaching, both learning models or learning methods, as well as the availability of facilities and infrastructure in order to achieve the desired increase in learning outcomes, which ultimately has an impact on teacher performance improvement. As stated by Nabilah & Abadi (2019), one of the external factors in determining learning outcomes is from outside the students, such as teachers using non-innovative methods so that students are less interested in active learning. Mangkunegara & Puspitasari (2015) state that when teachers have good emotional maturity and do not feel pressured, teachers will easily achieve professional performance as well.

Therefore, the teacher is the main key to the success of a learning process. One of the professional abilities in using learning methods must be possessed by teachers because teachers have a vital role in carrying out the learning process. The teacher is an important factor that plays an active role in developing students' interest in learning (Surya, 2010). Purwahdi in his research (2019, p. 30) states that professional teachers are teachers who have innovative ideas or techniques to facilitate students in making progress in the process of learning outcomes. It is important for teachers in the field of study to pay attention to the factors of the learning model used, so that the improvement in Civics learning outcomes is getting better (Hadiyanta, 2013, p. 38).

To achieve an improvement in learning outcomes, especially Civics learning, it is necessary to apply the right method, one of these methods is the Recitation Method. According to Slameto (2010, p. 115) states, "The Recitation Method is a way of delivering lesson materials by giving assignments to students to be done outside the school schedule within a certain time span and the results must be accounted for to the teacher". Furthermore, Supriatna, et al (2007, p. 200) stated, "The method of giving certain assignments is the presentation of learning materials where the teacher gives certain tasks so that students carry out learning activities and provide reports as a result of the tasks they do". Almost the same opinion was conveyed by Ambarjaya (2012, p. 105), the *ristasi* method or assignment is a method of presenting material in which the teacher gives certain tasks with the aim that students carry out learning activities. The assignment method can also be interpreted as a teaching and learning interaction framework which is marked by the presence of one or more tasks submitted by the teacher, and the completion of these tasks can be done individually or in groups according to the teacher's direction (Moedjiono, 1993). It can be assumed that the *ristasi* method is a way of giving assignments from teachers to students with the aim of teaching students to complete tasks individually or in groups. The researcher believes that this Recitation Method can improve student learning outcomes, especially in Civics learning. Affirmed by Azmalena (2017, p. 308) that the Recitation Method can improve student learning outcomes.

The opinion of Zain & Syaiful (1996) (assignment) is a method of presenting material, where the teacher gives predetermined tasks with the aim of students being able to carry out learning activities, the work given can be done in the school yard, at students' homes, in the laboratory, in the library, in the workshop. However, in this study, the implementation of the task of making a summary is carried out at school with notes that students can be able to complete it and report back to the teacher.

The low learning outcomes of Civics in SMA Negeri 4 Kubu Raya is the impact of the many factors that cause them, namely; facilities and infrastructure in the form of learning media that do not support, for example the availability of projectors in the classroom is not yet available so that teachers cannot convey learning visually using Power Point Slides which cause teachers do not optimally attract students' attention to be more enthusiastic about participating in learning activities, resulting in low student interest in learning and students are less active in participating in the learning process activities, besides that the teacher's teaching methods still using the methods that are less innovative and varied, one example is the

teacher still using the monotonous lecture method which is only teacher-centered. According to Sudjana, (2005, p. 22) states "Learning outcomes are the abilities that students have after they receive the learning experience". Furthermore, Arifin, (2010, p. 303) states "Optimal learning outcomes can be seen from the completeness of learning, being skilled in doing assignments, and having a good appreciation of lessons". Nawawi (in Ibrahim, 2000), states that learning outcomes are the level of student success in pursuing learning materials in schools which are expressed in scores obtained from the results of certain exams. Referring to this opinion, the researcher can assume that learning outcomes are the achievement of the abilities possessed by students during the teaching and learning process, especially in the completeness of learning.

Based on observations, the teaching methods of Civics teachers at SMA Negeri 4 Kubu Raya Pontianak, West Kalimantan is still using the lecture method and are less innovative so that students are bored and inactive in participating, students' thinking skills are also low, and many can not achieved the KKM, namely 75, 00. From the total of 118 students belonging to 4 classes, only 45 students were categorized as complete and 73 students were categorized as incomplete. Based on these observations, the researchers tried to collaborate with the Civics teachers to improve learning outcomes by applying the Recitation Method to the Civics subject subject "National Integrity in the Frame of Unity in Diversity". Researchers believe this method is quite appropriate to improve student learning outcomes in Civics subjects. Because through this method students are given many opportunities in learning to complete assignments by summarizing the material and then have the confidence to report back to the teacher by telling important points in the summarized task, and being able to answer the practice questions given by the teacher, the researcher also believes that the application of this method is one solution to improve student learning outcomes that have not been completed.

Research on the previous recitation method has been widely carried out, among others by (Christina Purnamasari K. Sitepu, 2016) who concluded that there was an improvement in students' learning outcomes using Chemskestch media and using the Recitation Method compared to classes that were not applied. Research conducted by Khasanah, L. F. U., & Fuadiah, N. F. (2019) The application of the Recitation Method in Mathematics learning in the form of giving assignments in the form of essay questions about the size of group concentration, there was an improvement in students' learning activity. Furthermore, similar research that examines improving science learning outcomes through the application of the Recitation Learning Method by trying to give group assignments in the form of student activity sheets with the aim of making it easier for students to understand what is done with their group. The results showed that the Recital method of learning science was improved with an average reflection cycle which increased to 86.2% with a completeness percentage of 88%. Alawiyah, S. (2021) research concluded that the recitation method was able to improve learning outcomes in writing editorial texts during a pandemic. The results of the same study were also addressed by research (Susanti et al., 2017) which concluded that the recitation method could improve student learning outcomes.

Based on some previous research results, the Recitation method can improve student learning outcomes so that student learning needs can be met. However, from previous research searches, information has not been found regarding the application of the Racitation Method learning by giving the task of summarizing the material that has been studied and then conveying important points in the material, especially in Civics learning. Therefore, researchers think this research is very important to do, because this method can be a solution for Civics teachers in improving student learning outcomes.

The purpose of this study was to obtain information regarding, (1) how to implement learning by applying the Recitation Method in class X IPS1 SMA Negeri 4 Kubu Raya, (2) how to improve learning outcomes by applying the Recitation Method to students in class X IPS1 SMA Negeri 4 Kubu. Raya.

2. METHODS

The research method used was action research. Paizaluddin & Ermalinda (2014, p. 8) argue "Action Research is a process that evaluates teaching and learning activities that are carried out systematically and using relevant techniques. The purpose of this type of research is to find a way out

of the problems identified to increase the level of effectiveness in the learning process, the principle of partnership and improve the professionalism of teachers. Furthermore, Phillips & Carr, 2014; Norton, 2009) stated, action research is done by the teacher in their own classrooms with the goal of improving pedagogy and student learning. The research was carried out in two cycles with 30 students, and the determination of the subject in this study was selected by purposive sampling, a sampling technique with certain considerations.

The concept in this study is the concept introduced by Kurt Lewin (in Iskandar: 2012, p. 28), consisting of four steps of planning (planning), action (acting), observation (observing), and reflection (reflecting). These four main stages are interrelated, and are referred to as cycles. Visually, the stages in each cycle can be described as follows, at the preparation stage the researcher coordinates with the Civics teacher, then the researcher prepares research planning starting with preparing the lesson plans, making assessment instruments and the process of applying the Recitation Method used in cycle 1 and the next cycle. The assessment instruments used in action research are observation sheets and objective test sheets, and student summary assessment sheets. Learning outcomes test refers to the concept of Arikunto (2006, p. 150) namely the test is a set of questions or exercises or other tools used to measure skills, intelligence knowledge, abilities and talents possessed by individuals or groups. The test used in this study was a pre and post test implementation of learning with the Recitation Method using multiple choice adapted learning materials.

In the preparation stage, the researcher conducted discussions and coordinated with the teacher about the National Integrity material in the Unity in Diversity Frame. The researcher and the teacher prepared research plans, lesson plans, research instruments, and the process of applying the Recitation Method. The research instruments are observation sheets, objective test sheets, and student assignment assessment sheets.

The observation sheet was aimed to observe the implementation of learning activities using the Recitation Method as long as students follow the learning process. The objective test sheet was aimed to collect data on students' learning outcomes regarding the understanding of the material on National Integrity in the Unity in Diversity Frame. Furthermore, the assessment sheet on the results of the student material summary task was aimed to assess an improvement in the achievement of understanding of the National Integrity material in the Unity in Diversity Frame.

The implementation of the action in this study also aimed to repeat the subject to be mastered, solve the obstacles faced in the learning process or solving the problems collectively. Observation activity was also an action to observe something related to the actions taken by the observer, in this study learning observation was carried out collaboratively between the teacher and researcher by using previously prepared instruments.

Furthermore, reflection activities by taking action to examine data about changes that occur in improving students' understanding of the material. Reflection is done by technically discussing with the teacher the obstacles found during observation and monitoring whether the actions taken can overcome student learning outcomes to achieve learning mastery. Through this reflection activity, the researcher and the teacher will determine whether to carry out the next cycle or stop.

To answer the research objectives related to the application of the Recitation Method, the researcher uses the percentage formula referring to the Supangat concept (2007, p. 40) with the following formula:

$$\text{Persentase Skor} = \frac{\text{Skor Total}}{\text{Skor Ideal}} \times 100\%$$

Information:

Percentage score: the value sought by the percentage

Total Score: The score obtained from the results of observations

Ideal Score: Ideal maximum score

Persentase	Kategori
75,01-100,00	Very Good
50,01-75,00	Good
25,	Adequate
01-50,00 00,00-25,00	Low

Table 1. benchmark of category percentage

Furthermore, to answer the research objectives in improving student learning outcomes in Civics learning, the researchers used the Supangat concept formula (2007, p. 46) with the average formula (Mean) as follows:

$$\bar{X} = \frac{\sum xi}{n}$$

Information:

$$\begin{aligned} \bar{X} &= \text{Average value} \\ \sum xi &= \text{Data in total} \\ n &= \text{Number of data} \end{aligned}$$

The criteria for the assessment of the average category in this study, refers to the concept of Supangat (2007, p. 47), namely:

80-100 = Very Good

70-79 = Good

60-69 = Adequate

50-59 = Low

< 50 = Very Low

To obtain information on the percentage of student learning achievement, the researcher using the following formula:

$$K = \frac{\sum ST}{\sum SS} \times 100$$

Information :

K = Students' Learning Achievement

$\sum ST$ = Total of Passed Students

$\sum SS$ = Total of Students

The results of data analysis will describe the ability of students' understanding of the National Integrity material in the Unity in Diversity Frame which has been studied to reach the KKM for Civics subjects, which is 75. Through data analysis it will also be shown whether the application of the Recitation Method can improve student learning outcomes or not. The Indicators in student learning success research refer to the concept of Djamarah & Zain (2010, p. 106) that, the absorption of teaching materials taught achieves high achievement, both individually and in groups, the attitudes specified in the specific learning/instructional objectives (ICT) have achieved by students, both individually and in groups.

3. FINDINGS AND DISCUSSION

This classroom action research was carried out in two cycles, in each cycle there was 1 meeting consisting of planning, implementation and observation and reflection, and follow-up to the results of this research had been carried out, but before conducting the core cycle the researcher and the Civics teacher conducted a pre-cycle. Furthermore, the initial activity carried out by the researcher was to determine the class to be studied, in determining the class the researcher used a purposive sampling technique, and then obtained a class X IPS1 which amounted to 30 people. Based on the results of the analysis obtained data on the overall learning grade of class X IPS1 as follows:

No	Class	Total	Grade
1	X IPS 1	30	59,68
2	X IPS 2	29	65,75
3	X IPS 3	29	63,50
4	X IPS 4	30	62,56
Total		118	

Tabel 2: Total of Students in Academic Year 2018/2019

The considerations in selecting subjects in this study refer to the concept of Sugiyono (2010, p. 85) which states "Purposive sampling" is a sampling technique with certain considerations". The consideration of researchers and collaborating teachers is the research problem, namely the low learning outcomes of class X IPS1 students compared to other classes in SMA Negeri 4 Kubu Raya, low learning outcomes of class X1 IPS1 students are known to be due to the use of lecture learning methods that are less innovative, so the lack of power absorb students' understanding of the material presented by the teacher, so that students' interest and learning activities are low.

The results of this study are presented in the data and facts. The results of the research conducted in each cycle can be presented as follows: The pre-cycle was conducted by the researcher with the Civics teacher on January 2, 2019 in class X IPS1. The purpose of the pre-cycle in this study was to see student learning outcomes before the implementation of cycle I and cycle II, with the aim of obtaining comparative information on student learning outcomes. In this pre-cycle activity, student learning outcomes obtained the highest score of 70.00, the lowest score of 30.00 and an average of 51.94. It can be explained that student learning outcomes with an average value of 51.94 are categorized as "Low". For complete learning of 30 students who are only categorized as complete as many as 5 students, and the remaining 25 students are categorized as unachieve. This means that the percentage of students' unachievement in learning Civics on the subject of National Integrity in the Unity in Diversity Frame is still high. The percentage of classical achievement can be seen from the calculation results as follows:

Diketahui:

$$\sum ST=5$$

$$\sum SS=30$$

$$K = \frac{5}{30} \times 100$$

$$K = 16,67$$



Diagram 1. Students' Learning Achievement in Pre Cycle

From the results of the pre-cycle research, the next researcher together with the teacher conducted a research cycle I. The research in the first cycle was carried out in 1 learning meeting, on January 9, 2019. The research activity in the first cycle prepared the following cycle; prepare the learning materials, observation sheets, assignment assessment sheets, student learning outcomes test sheets using objective tests (multiple choice). Action activities are carried out by implementing the lesson plans, observing and assessing what has been prepared.

Observation activities in Cycle I, obtained research data as follows: The implementation of learning cycle I refers to the steps of the Recitation Method from the concept of Djamarah & Zain (2010) as follows: Phase of assignment: goals to be achieved, types of tasks to be achieved, according to students' abilities, there are pointers/resources that can help students work, and the availability of effective time to do assignments. Steps to carry out the task; given guidance/supervision by the teacher, the teacher provides encouragement in the form of motivation for students to be active, the teacher tried to motivate the work done by the students themselves not expecting others, the teacher advises students to record important results from the teacher's explanation. Assigning phase, namely: written student reports of what the students have done, the teacher and students conduct questions and answers and class discussions, assessment of student work on formative tests.

This observation stage was carried out by researchers to observe the Recitation Method learning by PPKn teachers on the subject of National Integrity in the Bhinneka Tunggal Ika Frame, to further analyze data to obtain information on observations. The results of the first cycle of observations are seen from observations and percentage calculations, the results can be described as follows; aspects observed: Pre-Learning has been carried out by the teacher, namely: readiness of space, tools, and learning media, checking the readiness of students to get a score of I = 6. Preliminary activities in the assignment phase observed: the teacher conveys the learning objectives to be achieved, namely; after learning that students understand the material on National Integrity in the Unity in Diversity Frame, the teacher gave clear and precise types of assignments, namely; the task of making a summary of the material on National Integrity in the Unity in Diversity Frame, the teacher gave assignments according to the students' abilities, the teacher gave instructions that will help students in doing the material summary assignments, namely the teacher explained the steps to make a good summary, and the teacher provided effective time for students completing the summary task, obtaining a score of II = 13. Core activities in the rare implementation of the task: the teacher provided guidance to students in doing the task, namely the teacher gave instructions on the steps in carrying out the sequential summary task, the teacher provided motivation so that students were excited to complete the summary task independently, the teacher ensured that all assignments were completed by students independently, the teacher also asked students to summarize by noting the results obtained after learning to get a score of III = 10. Closing activities of the accountability phase: the teacher asked students to make reports of completed assignments, namely students collect summary assignments to the teacher while explaining the important points in the summary, the teacher asked students to ask questions about material that has not been understood by students, the teacher gave an assessment of

student work through assignment assessment sheets and tests, obtaining a score of IV = 9. So the Total Score (I+II+III+IV) = 36, Percentage score = 56.

Known:

Total Score: 36

Ideal Score: 56

$P = 36/56 \times 100\%$

$P = 0,6786 \times 100\%$

$P = 67,86\%$

Based on the calculations above, the application of the Recitation Method to Civics Education subjects in the first cycle obtained a percentage of 67.86% in the "Good" category, with the learning outcomes obtained; The highest score is 80, the lowest score is 45, and the average value is 64.33, for the number of achievement is 13 students "achieved" and 17 students "unachieved". From the calculation results, it can be seen that student learning outcomes with an average value of 64.33 are categorized as "Adequate". The results of the reflection of the first cycle found information that there were still some shortcomings, namely there were still students who had not completed the summary task and did not dare to report back on their assignments to the teacher, the question and answer discussion activities were still dominated by students who had good knowledge, and there were still students who were not confident in expressing opinions or asking the teacher about the material that has been studied or assigned by the teacher, besides that there are also students who do not understand the steps for doing the summary task given by the teacher, this can be seen from the results of the student assignment assessment sheet, namely: students have not been able to write a summary idea of the material in a sequential manner.

To find out the results of the percentage of students' classical completeness, it is seen as follows:

Known:

$$\sum ST = 13$$

$$\sum SS = 30$$

$$K = \frac{13}{30} \times 100$$

$$K = 43,33$$

Based on the calculations above, it can be seen that the classical achievement of students in class X1 IPS is 43.33%, so it can be concluded that the success of student learning has not been achieved, which is 75%. The following is a diagram of student learning achievement in cycle I:

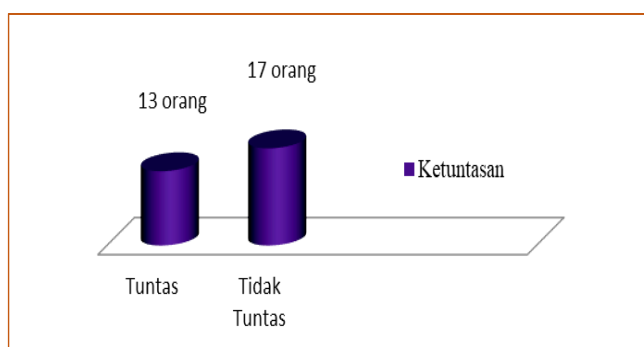


Diagram 2. Students' Learning Achievement in Cycle I

The results of individual student learning achievement levels show that student learning mastery with an average value of 64.33 with student learning achievement is 43.33% of the total 30 people there are only 13 people who fall into the "achieved category, the remaining 17 students enter the category "unachieved". The next action, the researcher and the teacher reflect by directing students who are in the "unachieved" category to be given a Recitation Method and students who are in the "achieved" category are asked to help guide their friends who are unachieved. Furthermore, the action research was continued in the next cycle, namely cycle II.

In the second cycle of action research which was held in 1 meeting on January 22, 2019. The researcher and the teacher carried out a plan similar to the research in the first cycle, in the second cycle planning the researcher and the teacher also prepared learning materials, lesson plans, observation sheets, assignment assessment sheets, student learning outcomes test sheets using objective tests (multiple choice). The next stage is carrying out cycle II. Cycle II was carried out in 1 meeting. The application of the Recitation Method in this study was conducted by researchers in collaboration with Civics teachers. The application of the Recitation Method in cycle II also refers to the steps in cycle I.

Furthermore, in the observation stage in cycle II, the researchers observed the application of the Recitation Method carried out by PPKn teachers, for further analysis to determine the results of observations in cycle II. The results of observations in pre-learning: the readiness of space, tools, and learning media have been carried out by the teacher well, the teacher also checked the student's learning readiness, it is obtained a score of I = 7. Preliminary activity in the assignment phase: the teacher conveyed the goals achieved after students learn the subject of National Integrity In the Unity in Diversity Frame, the teacher provided clear and precise types of assignments, namely the task of summarizing the subject matter, the teacher gave assignments according to the students' abilities, the teacher provided instructions that can help students work on the summary, namely in the form of information on the steps to make a good summary and Traceably, the teacher provided effective time for students to work on assignments and gets a score of II = 18. The core activities of the task implementation steps: the teacher provided guidance in the form of instructions in the form of steps to do the summary task to students, the teacher provided motivation in the form of enthusiasm so that students are eager to complete the task independently. Andiri, the teacher made sure that all assignments were completed by students individually, the teacher also asked students to summarize the results obtained after learning to get a score of III = 15. Closing activity of the accountability phase: the teacher asked students to make a report on the work they had done by reporting back to the teacher and explain the important points in the summary of the subject, the teacher asked the students to ask questions and answers on the material that has not been understood, the teacher gave an assessment of the results of student work either test or non-test obtaining a score of IV = 11. Tital score (I + II + III + IV) = 51 , score percentage = 56

$$P = \frac{51}{56} \times 100\%$$

$$P = 0,9107 \times 100\%$$

$$P = 91,07\%$$

The results of these calculations can be described as follows; then the application of the Recitation Method in learning Civics on the subject of National Integrity in the Unity in Diversity Frame in cycle II obtained a percentage of 91, 07% in the "Very Good" category. It can be seen that all the components of the Recitation Method have been implemented optimally. Meanwhile, the two components which implementation was not optimal in the first cycle had gotten better or there was an improvement in the application in the second cycle. The Recitation method has a high level of effectiveness (Novariyanti, 2017, p.7). Putra, (2017, p. 56) that the effectiveness of the application of the recitation method has a very effective category, as evidenced by the students giving a very good response to the application of this recitation method.

Student learning outcomes can be described as follows, the highest score is 95, the lowest score is 75, and the average value is 80.17 and the number of achievement is 30 people. The results of the analysis can be explained that student learning outcomes with an average score of 80 are categorized as "Very Good". Furthermore, to determine the percentage of overall achievement (achievement results) students can be described as follows:

Diketahui:

$$\sum ST = 30$$

$$\sum SS = 30$$

$$K = \frac{30}{30} \times 100$$

$$K = 100$$

Based on these calculations, it is known that the classical achievement of class X IPS1 students is 100%, it can be concluded that student learning success has been achieved, more than 75% of students have completed learning Civics. The achievement can be seen in diagram 3. Learning achievement cycle II:

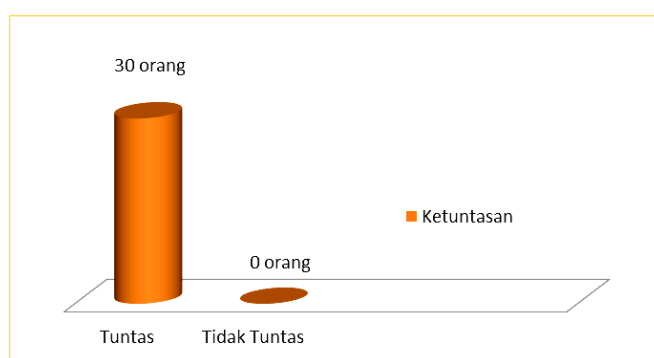


Diagram 3. Learning Achievement Cycle II

Furthermore, the results of student learning using the Recitation Method by Civics teacher in class X IPS1, cycle I and cycle II will be described in the following table:

Table 3. Recapitulations of Students' Learning Results

Recapitulation	Cycle I Grade	Cycle II Grade
Highest Grade	80	95
Lowest Grade	45	75
Average Grade	64,33	80,17
Total of Achievement	13 students	30 students

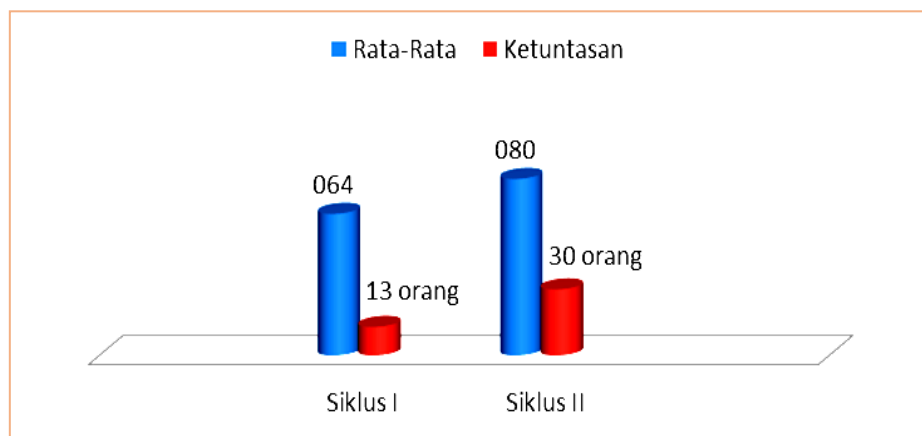


Diagram 4. Recapitulations of Students' Learning Results

From the description above, it can be seen that there are improvements in student learning outcomes if observed from the average value of cycles I and II, the improvements in learning outcomes is 15.84 points with a percentage of 15.84%. Meanwhile, judging from the students' learning achievement in the first cycle, 13 students entered the achieved category, and in the second cycle, 30 students (all students) reached the achieved category. And the percentage value of classical achievement of students in the first cycle is 43.33% and the second cycle is 100%, if it means that there are improvements in the second cycle, the improvement is 56.67%. Based on the results of the analysis, the results of this study proved that there are improvements in Civics learning outcomes in class X IPS1 by using the Recitation Method.

The results of this study are in line with the results of research conducted by Kasmir, K. (2021) regarding efforts to improve student learning outcomes through the application of the recitation method with image media, which states that there are improvement in the second cycle, judging by the post test results which show that the average student learning outcomes reach 85.55, thus the average score of students has increased by (+7.30) compared to the first cycle, and the percentage of achievement reached 90.75% which has increased (10.75) compared to the first cycle. Samosir, L. (2021) from the research results shows that the recitation method can improve learning outcomes, the application of the recitation method by giving assignments is believed that students can learn independently. Thus, it can be assumed that the Recitation Method is believed to be one of the solutions in improving student learning outcomes, and is believed to improve students' confidence and independence in learning to understand the material. Aditya's research (2016) also concludes that the results of hypothesis testing have a positive influence on the application of the recitation method on student learning outcomes. Irfan (2019) who examined the effect of applying the Recitation Method on students' cognitive learning outcomes also concluded that, the learning outcomes of students who used the Recitation Method increased their average learning outcomes by 80.24 compared to classes that did not use the Recitation Method, which was only 71.10. it can be concluded that the recitation method has an effect on students' cognitive learning outcomes.

The results of previous studies are proven from the results of this study conducted in cycle I and cycle II, it can be concluded that the implementation of learning by applying the Recitation Method is as follows:

Research Cycle	Percentage	Category
Cycle I	67,86%	Good
Cycle II	91,07%	Very Good

Table 4. Observations of the Implementation of the Recitation Method in Civics Learning

From the table above, it can be concluded that the application of the Recitation Method in the first cycle obtained a percentage of 67.86% in the "Good" category, and in the second cycle it obtained a percentage of 91.07% in the "Very Good" category. The application of the Recitation Method also improved by 25%, in other words, the results showed that the Recitation Method in cycle II was better than cycle I.

Furthermore, it can also be concluded that there has been some improvements in the learning outcomes of class X IPS1 students in Civics learning on the subject of National Integrity in the Unity in Diversity Frame, with the application of the Recitation Method. Improved learning outcomes can be seen as follows:

Research Cycle	Learning Outcomes	Achievement
Cycle I	64,33	13 students
Cycle II	80,17	30 students

Table 5. Improving Students' Learning Outcomes with the Application of Recitation Method

From the table above, it can be described that there were improvements in student learning outcomes by applying the Recitation Method. The improvements are seen from the average value, which is 15.84 points, while the percentage is 15.84%. For the percentage value of classical achievement of students in the first cycle of 43.33% and the second cycle of 100%, it means that there are improvements in the second cycle, as much 56.67%. This proves that there are improvements in student learning outcomes with the Recitation Method in Civics subjects in class X IPS1 SMA Negeri 4 Kubu Raya. The results of observations in cycle II in this study are strengthened by the results of research (Husain, Rosman & Rusli, 2020, p.18) that the application of the Recitation Method can improve student learning outcomes, with evidence of improvement in the number of students who achieved from 28% when initial observations to 64% in cycle I, and then improved to 88% in cycle II.

4. CONCLUSION

The application of the Recitation Method can improve the learning outcomes of class X IPS1 students of SMA Negeri 4 Kubu Raya. Before carrying out the implementation of the Recitation Method, the researcher and the Civics teacher first prepared the lesson plans that had been developed for the learning method, materials that were suitable for learning, observation sheets, task summary test sheets, and objective learning outcomes tests, then apply the Recitation Method in learning Civics by giving assignments to students to make a summary of the contents of the material individually on the subject of National Integrity in the Unity in Diversity Frame, so that the application of the Recitation Method in the first cycle gets a percentage of 67.86% with the "Good" category, and in the second cycle it gets a percentage by 91.07% with the category "Very Good". The application of the Recitation Method turned out to be able to improve learning outcomes by 25%. Therefore it can be concluded that the research results show that the Recitation Method cycle I and cycle II are better than cycle I, so the Recitation Method can be used as an effective solution for teachers in carrying out teaching so that Civics learning outcomes at SMA Negeri 4 Kubu Raya.

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