

The Effect of Students' Perceptions on Civic Education Learning on the Mastery of Concepts

Ratnaningsih¹, Rini Triastuti², Dewi Gunawati³

¹ Student of Post Graduate of Civic Education, Sebelas Maret University

^{2,3} Lecturers of Post Graduate of Civic Education, Sebelas Maret University
ratnaningsih935@gmail.com

Abstract

Nowadays, quality learning from teachers is an important factor in preparing graduates who are able to compete competitively. The relationship of the millennial students and technology transforms the way they get to know the world. Therefore, achievement, guidance and motivation for the current generation is a challenge. Students' perceptions are directly related to self-concept, motivation, effort, and help in finding behaviors. A perception is one's response resulting from a stimulus received. Students' learning processes cannot be separated from perceptions as a process of understanding information. Teachers must be able to develop a strategy that ensures learning conducted by teachers is in accordance with what the students expect and desire. A good student's initial perception of the material being studied makes students enthusiastic in participating in learning. A good perception of the object will affect motivation and desire to learn, which will affect the students' mastery of concepts. Students' perceptions can contribute to their mastery of concepts in civic learning. This research aims to determine the significant effect of students' perceptions of learning civics on their mastery of concepts. The research was conducted on 64 students. The instrument was tested for validity and reliability. The data were then analyzed using the One-Way Anova test. The results showed students' perceptions of civic education learning significantly influences their mastery of concepts.

Keywords

student perception;
mastery of concept; civic
education learning



I. Introduction

Learning is the most important part for every student to take in order to form professional and quality human resources. In this process, learning can run well and is meaningful if students show a good perception of the material being taught. The initial perception of students, which is not good towards the material, will make them less enthusiastic in participating in learning. Conversely, a good initial perception of the material will make students very enthusiastic in participating in learning, indicated by the presence of higher attention, feeling of favoring more, feeling as a need, as well as a deeper and detailed memory of the teaching material/concepts received. According to Maskowitz and Orgel in Bimo Walgito (1997: 54), a perception is an integrated state of individuals related to the stimuli they receive.

The integrated situation is in the form of attention, needs, motivation, feelings, and deep memories. According to Turner (1983), a perception is an assessment of individuals, including of knowledge to give meaning to stimuli from the physical environment or from other instruments. Jalaludin Rachmat (2001: 51) states that a perception is a process, including knowledge in giving meaning to an individual's environment. Meanwhile, Sondang P Siagian (1989: 100) argues that there are factors that influence the emergence of one's perception, such as from the person concerned, target of perception, and situation factors. Other factors that influence perceptions include physiological, attention, interest, and need factors. (Hasmine: 2013).

A perception as an individual response to the stimulus he/she receives has an effect on the effectiveness of students in participating in learning activities. The research of Ryan & Deci *et al.* (2000) shows that students' intrinsic motivations display behaviors that can be described such as exploratory, independence, deep information processing, exploration and reflection. It is important to note that students' perceptions are essential. In a situation of independent learning, once the assignment has been submitted to students, there is relatively little control over their perceptions. Reid (2010) in his research states the importance of building deep relationships with students in order to obtain feedbacks from students. In short, students' perceptions become a fundamental aspect of learning activities. Students with a good perception of the material will show some characteristics, including participating in learning well, feeling happy and not getting bored quickly, more easily understanding the explanation from the teacher, asking if there are difficulties, and having a high desire to succeed so able to complete the task well.

The full mastery of the concept of certain materials of each student has a big implication for the world of education. According to Peter Salim and Yenni (1991: 764), the mastery of concepts is defined as the ability to understand or apply knowledge, intelligence in a field. Meanwhile, Winkel (2005: 113) suggests that the concept is an abstraction of an idea generalized from something special, which consists of concrete and defined concepts.

The concrete concept refers to various objects in the physical environment while the defined concept refers to the reality in the physical environment. Mulyani Sumantri and Permana (2001: 41) suggest that mastery of concepts is the ability of individuals to mention similarities and differences in examples that present information on the characteristics and values of the attribute of a concept and to reformulate the concept. In short, mastery of concepts is the ability of students to capture and explain the meaning of a concept from a subject. Concepts must be inferred from behaviors because concepts cannot be observed and are an internal presentation of a group of stimuli. Oemar Hamalik (2003: 166) argues that there are several things that must be considered as indicators of the success of students in understanding a concept, including students can mention concepts, state the characteristics of concepts, choose and distinguish between examples from non-concepts, and solve problems related to concepts. Mastery of concepts really needs to be emphasized in civic education learning. Through mastery of concepts, students will be able to understand and solve every problem that arises in their lives. Mastery of concepts for students is also needed to make a complex material to be simpler and easier to understand.

Civic education is a conscious effort with the aim of developing students' knowledge, attitudes and skills in order to become good citizens, namely citizens who understand, are aware of, and are able to exercise their rights and carry out their duties responsibly. The development of three student competencies namely Civic Competence (Civic Knowledge),

Civic Disposition (Citizenship Values and Attitudes), and Civic Skills are the focus of civic education learning with an emphasis on developing critical thinking. (Winarno, 2014).

Specifically, for the civic education subject, the material in the civic education book for the fourth grade of curriculum 2013, 2017 revision includes knowledge of concepts, actual events, and facts related to the substance and ability to apply the knowledge and skills needed to participate effectively in society. The substance of the material designed is to strengthen the awareness of the superior ability and achievement of students and to develop the importance of the active participation of these citizens contextually in accordance with experiences in students' daily lives. The students' positive initial perceptions about civic education learning make them very enthusiastic in participating in learning. The purpose of the research was to determine the effect of students' perceptions about civic education learning on their mastery of concepts.

II. Research Method

The research method use is a quantitative approach to determine the effect of students' perceptions of civic education learning on their mastery of concepts. Students' perceptions of civic education learning is an independent variable (X) which is divided into two, namely positive and negative perceptions of civic education learning Students' mastery of concepts is the dependent variable (Y).

The subjects involved in the research were 64 students in the seventh grade Junior High School 2 Karangpandan, Karanganyar Regency, Central Java Province, Indonesia in 2018/2019 Academic Year.

The data of the independent variable, i.e. students' perceptions of civic education learning, were collected using a questionnaire. The questionnaire was arranged using a Likert scale with a score range of 1-4. Meanwhile, the data of the dependent variable, i.e. students' mastery of concepts in civic education learning, were collected using the multiple-choice objective test instrument with the correct score of 1 and the incorrect score of 0.

The multiple-choice test instrument to measure mastery of concepts and the questionnaire instrument to measure students' perceptions has been tested for its validity and reliability. The test instrument and perception questionnaire were tested for validity with the Pearson's Product Moment formula using SPSS, which results in 36 valid multiple-choice questions and 25 valid items of the perception questionnaire about civic education learning. The reliability test of the multiple-choice test uses the Spearman Brown's formula and the reliability test of students' perceptions of learning uses the Cronbach Alpha's formula (Sundayana, 2015). The result is both instruments are reliable with the test reliability coefficient of 0.950 and the questionnaire reliability coefficient of 0.837.

The data analysis was performed by statistical analysis. The statistical analysis was performed with the help of the SPSS (Statistical Product and Service Solutions) program. The data analysis uses the One-Way Anova test with the help of SPSS to determine whether or not there is an effect of students' perceptions about civic education learning on their mastery of concept. Before analyzing the data with One-Way Anova, the analysis prerequisite tests were carried out, namely data normality test and homogeneity test.

III. Result

3.1 Student Perception Data

The student perception data obtained through the questionnaire are divided into two, namely positive and negative perceptions. The perception is positive if the perception score obtained is greater than the average perception score of the whole subject. Conversely, the perception is negative if the perception score obtained is lower than the average overall perception score of the subject. A summary of the results of the student perception data calculation is presented in Table 1 below:

Table 1. A Summary of Student Perception Calculation Results

No.	Student Perception	No. of Student
1	Positive Perception	39
2	Negative Perception	25
Total		64

From the table, we can see that of all the 64 research subjects, 39 students have positive perceptions of civic education learning and 25 of them have negative perceptions.

3.2 Data of Conceptual Mastery

The data of conceptual mastery were obtained from the multiple-choice test instrument totaling 36 questions that had been tested for validity and reliability. The results of the calculation of the mastery of concept data for the civic education subject of 64 students are presented in Table 2 below:

Table 2. Results of Conceptual Mastery Data Calculation

Interval	Class Limit	Median (X)	Frequency (f)	Cumulative Frequency (fc)	Percentage (%)
41-50	40.5-50.5	45.5	7	7	10.94 %
51-60	50.5-60.5	55.5	5	12	7.81 %
61-70	60.5-70.5	65.5	12	24	18.75 %
71-80	70.5-80.5	75.5	13	37	20.31 %
81-90	80.5-90.5	85.5	21	58	32.81 %
91-100	90.5-100.5	95.5	6	64	9.38 %

Based on the calculation of the conceptual mastery scores, the maximum score of 64 students is 100 and the minimum is 41.67. The average score of 64 students is 73.22 with a standard deviation of 15.11. To facilitate the reading, the calculation results of the conceptual mastery are presented in Figure 1 below:

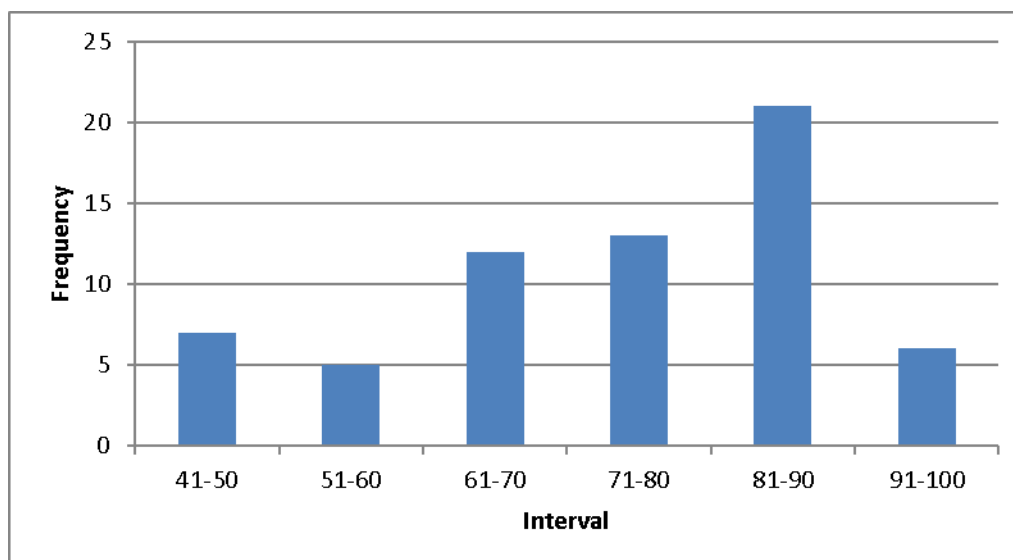


Figure 1. Diagram of Interval and Frequency of Mastery of Concept Data

Based on the diagram, it is known that 7 students have mastery of concepts in the range of 41-50 and 5 students in the range of 51-60. 12 students are of the range of 61-70, 13 students in the range of 71-80, 21 students in the range of 81-90, and 6 students in the range of 91-100.

3.3 Prerequisite Test Analysis

There are two prerequisite tests of analysis, i.e. the normality test to find out whether the data are normal and the homogeneity test to find out whether the sample comes from a homogeneous population. The normality test was carried out with Kolmogorof-Smirnov Z (Liliefors) through SPSS. The data are declared as normal if the P-Value (Asymp.Sig) is greater than 0.05 and vice versa. The homogeneity test was performed by the formula of Test of Homogeneity of Variance or Lavene's Test through SPSS. The samples are declared as coming from a homogeneous population if the P-Value (Asymp.Sig) score is greater than 0.05 and vice versa.

Based on the results of the normality test on mastery of concepts data, the P-Value (Asymp.Sig) is 0.190. This value is greater than 0.05, which means that the mastery of concept data are normally distributed. Based on the normality test on the data of students' perceptions of civic education learning, the P-Value (Asymp.Sig) is 0.796. This value is greater than 0.05, which means the data of students' perceptions of civic education learning are normally distributed.

Based on the results of the homogeneity test on the mastery of concept data from the sample of students' perceptions of civic education learning, the P-Value (Asymp.Sig) is 0.813. This value is greater than 0.05. Thus, the sample comes from a homogeneous population.

The two prerequisite tests have been fulfilled, which are normally distributed data and the data from a homogeneous population. Therefore, the data analysis with One-Way Anova can be performed.

3.4 Hypothesis Test Result

The research hypothesis is “There is a difference in effect between positive and negative perceptions of students about civic education learning on their mastery of concepts”. The hypothesis testing was done by One-Way Anova test through SPSS. The determination of the test results is if the P-value is lower than 0.05 (<0.05), then it is concluded that the hypothesis is accepted or there is an effect (Yamin & Kurniawan, 2014). The results of the hypothesis test calculation with the One-Way Anova formula with the help of SPSS are as follows:

ANOVA

Nilai Penguasaan Konsep					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3657.923	1	3657.923	21.136	.000
Within Groups	10730.231	62	173.068		
Total	14388.154	63			

Based on the One-Way Anova test with the help of SPSS, the P-value (Sig.) is 0.000. This value is lower than 0.05, so the hypothesis is accepted. It means that there is a difference in effect between positive and negative perceptions of civic education learning on the students' mastery of concepts. It can be concluded that students' perceptions of civic education learning affect their mastery of concepts.

IV. Discussion

Based on the results of the research through the questionnaire sheets, 39 students have positive perceptions and 25 negative perceptions of civic education learning. The students' perceptions referred to in this research are students' responses to civic education learning. With the positive perceptions of learning, students will be more motivated and enthusiastic in participating in learning.

This is consistent with the statement of Moskowitz and Orgel in Bimo Walgito (1997, 54) that a perception is an integrated state of the individual concerned with the stimuli they receive. It is the integration in the form of attention, needs, motivation, feelings, memory/thinking ability that students will use in the process of understanding and interpreting information to find meaning from the data received by various senses that make students with positive perceptions have better mastery of concepts. Furthermore, this affects the students' mastery of concepts, so that in the learning process perceptions are inseparable the students' learning process, as the process of finding information to be understood or someone's understanding of something. When students look at something, a perception that will encourage students to make decisions or conclusions will emerge. Students with positive perceptions will have higher motivation, feeling of favoring more, feeling as needs, deeper memories and details about the material received.

The results above indicate that there are significant differences in the effect between students with positive perceptions and those with negative perceptions of civic education learning on their mastery of concepts. This research proves that students who have positive perceptions will gain better mastery of concepts than those who have negative perceptions. Students with positive perceptions in this research obtain the average score of the mastery of

concepts better than those with negative perceptions. This can be seen from the average score of the mastery of concepts of 73.22.

This is a tangible form of the existence of a unity of students with positive perceptions. Therefore, the results of this research prove there is a significant effect of students with positive perceptions on their mastery of concepts. There is a unity of students with positive perceptions in the form of high attention, feeling as a need, motivation, feelings, memory/active thinking ability. Leavit (1986) states that one's perception is related to his/her needs. Someone will have a positive perception about something if it suits his/her needs. It can be ascertained that students with negative perceptions cannot show integrated conditions in the form of attention, needs, motivation, feelings, memories/thinking abilities which will further affect the students' mastery of concepts.

Perceptions are the students' responses of stimuli received and influencing the effectiveness of their learning activities. We can say that the characteristics of the students who have positive perceptions include: students participate in learning well; they like the civic education subject; they can understand the subject more easily; they pay attention to explanations from the teacher; they do not feel bored quickly; they ask if they find difficulties; students show some character values in the learning process; and they have a high desire to succeed. For the students with negative perceptions, they cannot show the characteristics above, but conflicting characteristics.

Based on the explanation of the research results above, it can be stated that students who follow the class with positive perceptions will have better mastery of concepts and those with negative perceptions tend to have low mastery of concepts.

It shows that students with positive perceptions will have mastery of concepts different from those with negative perceptions. Students with positive perceptions always get an average mastery of concepts better than those with negative perceptions. The students with positive perceptions have a stronger desire to succeed in mastering the concepts in order to complete assignments well, while those with negative perceptions have less strong desire to succeed in mastering the concepts in completing assignments. Therefore, it is evident that a perception is important in learning, in addition to other aspects such as method, model, approach, and learning media.

It is clear that the effect from students with positive perceptions will lead to better mastery of concepts and increase their understanding of the material, while the students with negative perceptions have poor mastery of concepts because they do not have the desire to follow the learning process, do discussions, convey difficulties, and are less able to show a good understanding of the learning material.

The research hypothesis testing shows that the students' perceptions of civic education learning has an effect on their mastery of concepts. Based on the results of the data analysis using the One-Way Anova test with SPSS, the P-value (Sig.) is 0.000 ($p < 0.05$), meaning that the students' perceptions of civic education learning influence students' mastery of concepts. This shows that in the learning process, students cannot be separated from perceptions as a process/way for someone to understand something. Then, we can sum up that there is an effect of students' perceptions of civic education learning on their mastery of concepts.

V. Conclusion

Students' positive initial perceptions of civic education learning will make them enthusiastic in participating in learning. Their positive perceptions of civic education learning will lead to better mastery of concepts and increase a good understanding of the learning material. Teachers must change students' negative perceptions of civic education learning, so the students are enthusiastic in participating in learning because students' positive perceptions of civic education learning have proven to increase their mastery of concepts.

References

- Reid, K. (2010) *An Evaluation of an Internal Audit on Student Feedback Within a British University: A Quality Assurance in Education*, 18(1), 47-63.
- Ryan, R. M., & Deci, E. L. (2000) *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well Being*. *American Psychologist*, 55, 68–78
- Sumantri, Mulyani and Permana. (2001) *Strategi Belajar mengajar*. Bandung: CV Maulana.
- Sundayana, Rostina. 2015. *Statistika Penelitian Pendidikan*. Bandung: Alfabeta.
- Turner, R. (1983) *Social Psychology*. New York: McGraw- Hill, Inc.
- Walgito, Bimo. (2010) *Pengantar Psikologi Umum*. Yogyakarta: Andi Yogyakarta
- Winarno.2014. *Pembelajaran Pendidikan Kewarganegaraan: Isi, Strategi, dan Penilaian*. Jakarta: Bumi Aksara.
- Yamin, Sofyan and Heri Kurniawan. 2014. *SPSS Complete: Teknik Analisis Statistik Terlengkap dengan Software SPSS*. Jakarta: Penerbit Salemba.