STUDENT PERCEPTIONS OF SIMULATION METHODS AND STUDENT DISCIPLINE WITH CITIZENSHIP EDUCATION LEARNING OUTCOMES

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Abstract: *This study aims to determine the relationship between the Simulation Method and Student Internship Learning Outcomes at Setu Bekasi High School. To determine the relationship between the Disciplinary Behavior Method and Student Internship Learning Outcomes at Setu Bekasi High School. To determine the relationship between the Simulation Method and Disciplinary Behavior on Student Internship Learning Outcomes at Setu Bekasi High School. The type of research in this thesis is in the form of quantitative descriptive analysis. The population in this study was 603 students of SMAN Setu, taking random samples so that the sample studied was 85 student respondents. The results show that 1) the correlation coefficient (rxy) = 0.634 indicates that the relationship between X1 and Y has a strong level of relationship. The relationship between 63.4% of the PKN learning outcomes of students at SMA Setu Bekasi can be influenced by the Simulation Method variable 36.6% from external factors. 2) The correlation coefficient (rxy) = 0.510, which indicates that the relationship between X2 and Y has a strong level of relationship. 3) The simulation method positively affects students' Internship learning outcomes at SMA Setu Bekasi; the correlation coefficient (rxy) = 0.800 indicates that the relationship between X1, X2, and Y has an extreme level of relationship. Meanwhile, the coefficient of determination from the table above shows the value of R square = 0.641; the correlation value implies that 80% of the student learning outcomes of PKN at Setu Bekasi High School (Y) can be explained by the Simulation Method (X1) and Discipline Behavior (X2) so that it can be said that the relationship between the Simulation Method and Disciplinary Behavior together with the PKN learning outcomes of students at SMA Setu Bekasi is 20%.*

Keywords: *Learning Outcomes, Citizenship Education, Simulation Methods and Discipline*

INTRODUCTION

Components in learning, including learning materials, learning methods, and learning media, are a means of achieving learning outcomes. If the components are suitable, the learning outcomes are good, but if these are harmful, the learning outcomes will also be wrong. One of the current learning problems is the one-way learning method, namely teacher-centered learning, *and* students are only passive in the learning process. Students just come and sit quietly, write, and listen, so it is not surprising that students experience boredom, so their motivation to learn decreases, and in the end, their test results are always below

standard. The effectiveness of the interactive module development that has been produced has yet to be discovered. Therefore, you can use interactive module learning media that has been developed for further research, which is carried out on its impact on student learning outcomes.

Students have always been considered the source of the problem, who have no motivation to learn, are not creative, and are lazy, so here we are trying to identify the problem from the educator's side; maybe next time someone will write about teacher creativity teaching motivation so that it is balanced. Learning resources are tools that are useful in teaching and learning activities, such as materials that are used and needed in the learning process, which can be in the form of textbooks, print media, electronic media, resource persons, the surrounding environment, and so on which can increase the enthusiasm for learning for participants. Educate. There are differences in natural science learning outcomes between certain groups of video media and groups given image media (2) there is an interaction between learning media and independent natural science learning outcomes regarding the correlation between the contents of natural resources with the environment and technology (Oktavera, 2015)

A Greek proverb says, *Nonscolae sed vitae discimus*, which, if interpreted freely, means that the school aims not to look for scores/numbers but to learn for life, even life itself. The word school comes from the words skhole, scolae, or schola, which means free or free time. In their free time, Greek parents used to entrust their children to people who were considered intelligent to obtain knowledge and education about philosophy, nature, and other things like that. School at that time was an exciting activity, fun because they could get various things they wanted to know.

Trying to look at the current conditions, school is still considered a fun activity by some students, even outside class hours, but it is a burdensome activity during class hours. There has been no research that explicitly examines this, but according to the author's observations, if students are in class, they want to leave class or go home; if there is an announcement to go home in the morning or a holiday, they are overjoyed, cheering, as if they are free from a heavy burden, which is squeezing.

The same thing also happened to the author and perhaps other teachers. It feels like going to school is no longer an activity that was dreamed of when you first applied to become a teacher but has tended to become a routine. What the author feels matches the teacher character that Zamroni finds in his book Paradigm of Future Education. There are five characteristics of teacher work. The five characteristics are: first, the teacher's work is individualistic and non-collaborative; second, it is carried out in an isolated space and absorbs all the time; third, the possibility of academic contact between teachers is low; fourth, never gets feedback, and fifth, the teacher's work requires time to support work time in the classroom (Iptian, Riut., Zamroni., and Efendi, 2020).

Therefore, flexible learning methods are needed. Teachers must be able to determine which method is suitable for the subject. The auxiliary media is a simple simulation board, which can be made manually or with a computer from cardboard or board. It would also help to have dice and several accessories as an identity. What is more important is a collection of questions or instructions that match the theme we present in class.

This media can not only focus on speaking but can also be combined with role-playing through instructions. Role-playing can also take the form of punishment determined by the group. This is an explanation of the Chinese proverb, which says, "I hear, and I forget, I see, and I remember, I do, and I understand."

Simulation is a numbered game method with cards containing instructions or questions for each number. This game is like Monopoly or Snakes and Ladders, only more straightforward. This method requires other auxiliary media such as dice, participant identification, cards, and small envelopes to store the cards. Thematic because it is linked to the themes or sub-themes in the GBPP Civics Subject. This is important so that the learning process stays within the original goal and is still related to the curriculum.

In the simulation method, students are invited to role-play several behaviors that are considered appropriate to the learning objectives. This technique has been widely implemented in modern teaching so that students can act like people or in the desired circumstances. Simulation is a person's behavior to act like the intended person to make that person feel and do something. So, students practice playing the role of someone else.

There are several simulation models: peer teaching, sociodrama, psychodrama, game simulation, and role-playing. In this research, the Game Simulation model was chosen as a learning method because this model is the simplest of the other simulation models, simple in terms of playing time, equipment, place, and cost.

Schools are one of the central kitchens that help shape and foster community discipline, especially among students who attend education. Even though the government and society have made efforts to improve the quality of education, quality is still a problem that cannot be resolved as expected. Schools in Indonesia have yet to produce graduates with two skills, namely hard skills and soft skills, and in the end, it will be difficult for graduates to compete in the world of work. In preparing a competent workforce according to industry expectations, Vocational Schools can implement activity programs, namely: (1) programs teaching factory; (2) Collaboration with industry in the form of good management of industrial work, internships (on-the-job training), management of industrial visits, workforce recruitment, holding industrial classes; and (3) Counseling and coaching from stakeholders related to employment (Wibowo, 2016)

It is hoped that student discipline behavior can be maintained and increased using this simulation method because it expects high levels of

discipline behavior. With this disciplinary behavior, students' legal awareness can automatically arise, and students understand the regulations set and can obey them.

The achievement of competency scores for Setu 1 Public High School students has decreased; this can be seen from the daily test scores and the results of many semester scores that do not meet the KKM standard (or less than the KKM), which is 70, which has been determined. The results still need to be more satisfactory based on the observations regarding the teaching and learning activities process at SMA Negeri 1 Setu, which uses the lecture and question and answer method. Students usually need help understanding the material in depth; even the concepts presented and the problems taught cannot be understood by students.

Every time the material is finished, students need to remember a certain amount of material. Several internal factors for students do not support the achievement of learning outcomes, including students needing more motivation to learn. Several external factors can also influence learning outcomes, including learning methods. Some students complain about the learning methods they receive, including the teacher needs to be faster in explaining/explaining the material and too many notes being given without any explanation from the teacher; according to them, this learning model is too boring. This can be known after the researcher interviewed one of the teachers.

Apart from students, an essential element in learning activities is the teacher. In the hands of the teacher lies the possibility of success or failure in delivering learning objectives. Students tend to be less enthusiastic when studying. All of this can be seen in the attitude of some less enthusiastic about following lessons and working on questions. Students are less enthusiastic because the teaching and learning process feels monotonous. The learning methods provided could be more varied, resulting in boredom among students. The classroom atmosphere looks less lively because students become passive in participating in the teaching and learning activities provided by the teacher. So, exciting learning methods are needed according to the students' situations and conditions. Creating a quality learning process requires forming a connected system that can interact with learning components. Learning components consist of learning objectives, learning materials, learning media, learning strategies, and learning evaluation (Suyanto, 2010).

Selection and use of methods by competency objectives are essential. Because teachers use methods to establish relationships or interactions with students during teaching and learning activities. Teachers, as directors and mentors, are not only clever in choosing learning methods but are also required to optimize learning components in order to improve learning achievement.

The results of Uni Fadhillah's previous research (2014) with the research title The Effect of Simulation Learning Methods on Student Learning Outcomes were that the findings of this research were that there

was an influence of the use of Simulation methods on student PAI learning outcomes. This is shown from the results of hypothesis testing using the t-test, which obtained a value of count> table, namely 2.4 > 2.021, with a significance level of 0.05%. Apart from that, it can be seen from the results of the post-test calculations that the experimental class, which used the Simulation method (average value 89), showed a higher value compared to the control class, which used the Student Teams Achievement Division (STAD) method (average value 87). From this research, it can be concluded that the simulation learning method influences students' PAI learning outcomes.

METHOD

The type of research in this thesis is quantitative descriptive research. Descriptive research aims to provide a clear and accurate picture of the material or phenomenon being investigated. It is said to be quantitative because the research results are presented using statistical figures; apart from that, it is also because this research aims to describe or explain the relationship between the independent variables and the dependent variable. A statement or question that requires alternative answers, strongly agree, agree, disagree, disagree, where respectively strongly agree is given the number 4, agree 3, disagree 2, and disagree 1. Quantitative research takes a distance between the researcher and the object under study. Quantitative research uses formal, standard, and measuring instruments.

The quantitative descriptive research method is a method that aims to create a picture or description of a situation objectively using numbers, starting from data collection and interpreting the data as well as the appearance and results. This type of research is quantitative, using a descriptive observational research design. Research is used to see an overview of phenomena and descriptions of activities are carried out systematically to emphasize factual data rather than conclusions. Observational research is research that does not manipulate or intervene in research subjects. This research only makes observations or observations on research subjects. In this study, the population was 603 students from SMAN 1 Setu, and a precision level of 15% was used due to the researchers' limited time and energy. A sampling technique using the formula from Taro Yamane is used to determine the sample size. Based on this formula, the sample size was 41 respondents (students).

RESULTS

The relationship between students' perceptions of students' PKN learning outcomes at Setu Bekasi High School

Tabel 1. Students' perceptions of the Simulation Method

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1652.464	1	1652.464	55.744	.000^b
	Residual	2460.430	83	29.644		
	Total	4112.894	84			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Metode Simulasi

Based on the table above, the probability value (sig) < α (0.000 < 0.05) is obtained, and then H_0 is rejected; this shows that the regression direction coefficient Y on X_1 is significant at the 0.05 level, namely a simple linear regression model can be used to predict h the relationship between students' perceptions of students' PKN learning outcomes at Setu Bekasi High School. $t_{count} > t_{table}$ (2.979 > 1.98), then the regression is significant.

Meaning that the alternative hypothesis has been tested and can be accepted, namely that there is a relationship between students' perceptions of the Simulation Method and students' PKN learning outcomes at Setu Bekasi High School. From the explanation above, it can be said that "There is a relationship between students' perceptions of the Simulation Method and students' PKN learning outcomes at Setu Bekasi High School, " which has been tested and accepted. Correlation coefficient (r_{xy}) = 0.634 indicates that the relationship between X1 and Y has a strong level of relationship. Meanwhile, the coefficient of determination from the table above shows a value of R square = 0.402, which means that the remaining learning outcomes influence 40.2% of the simulation method, the relationship value of 63.4% of the student PKN learning outcome variables at Setu Bekasi High School can be influenced by the Simulation Method variable 36.6% from external factors.

Tabel 2. Disciplinary Behavior variable

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.684^a	.468	.461	5.13486	2.000

a. Predictors: (Constant), Disiplin

b. Dependent Variable: Hasil Belajar

The significant correlation coefficient test obtained shows that the correlation coefficient (r_{xy}) = 0.510, which indicates that the relationship between X_2 and Y has a strong level of relationship. Meanwhile, the coefficient of determination from the table above shows a value of R square = 0.684, which means that 68.4% of the Disciplinary Behavior variable is related to students' PKN learning outcomes at Setu Bekasi High School and 35.6% is related to other factors.

The relationship between Simulation Methods and Disciplinary Behavior with students' PKN learning outcomes at Setu Bekasi High School

Tabel 3. Simulation Method and Disciplinary Behavior

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2634.335	2	1317.167	73.049	.000[b]
	Residual	1478.559	82	18.031		
	Total	4112.894	84			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Disiplin, Metode Simulasi

SPSS output results above, we get a sig value < 0.05, (0.000 < 0.05), so H_o is rejected, so H_1 is accepted. This means there is a relationship between the Simulation Method and Disciplinary Behavior and the PKN learning outcomes of students at Setu Bekasi High School. The significant test of the multiple correlation coefficient obtained from Graph 19 can be seen in the first-row value of the correlation coefficient (r_{xy}) = 0.800, indicating that the relationship between X_1, X_2, and Y has an extreme level of relationship. While the coefficient of determination from the table above shows a value of R square = 0.641, the correlation value means that 80% of the variables of student PKN learning outcomes at Setu Bekasi High School (Y) can be explained by the Simulation Method (X_1) and Disciplinary Behavior (X_2), so it can be said that the relationship between the Simulation Method and Disciplinary Behavior together with the PKN learning outcomes of students at SMA Setu Bekasi is 20%.

DISCUSSION

There is a relationship between student's perceptions of the Simulation Method and PKN learning outcomes at Setu Bekasi High School. From the explanation above, the sig value is 0.003 < 0.05. In Abdul Azis Wahab's Theory (2012), The use of simulation methods needs to be improved because this method, in its implementation, also combines role-playing and problem-solving. Simulation play is a teaching technique in which students assume a specific role as decision-makers, acting as if they are genuinely involved in a situation and competing for specific goals according to applicable rules.

There is a relationship between Disciplinary Behavior and students' PKN learning outcomes at Setu Bekasi High School, obtained a probability value (sig) < α (0.000 < 0.05). In Santoso's (2017) theory, discipline is regular; for example, discipline in completing work means working regularly. In the learning process, a disciplined attitude can determine student learning outcomes. Student discipline is a series of attitudes and behaviors that show obedience and compliance to study regularly at

school and home on the basis of self-awareness to study without any coercion from any party. Student discipline is essential in supporting and improving student learning outcomes in teaching and learning process activities.

The analysis in the table shows that the variable value for the variable coefficient Furthermore, the variable value for the variable coefficient The correlation coefficient (r_{xy}) = 0.800 indicates that the relationship between X1, X2, and Y has an extreme level of relationship. While the coefficient of determination from the table above shows a value of R square = 0.641, the correlation value means that 80% of the variables of student PKN learning outcomes at Setu Bekasi High School (Y) can be explained by the Simulation Method (X_1) and Disciplinary Behavior (X_2), so it can be said that the relationship between the Simulation Method and Disciplinary Behavior together with the PKN learning outcomes of students at SMA Setu Bekasi is 20%. In line with previous research by Fadhillah (2014), the use of simulation methods for PAI learning outcomes has an influence. Doni, La and Biringan, Julien, and Pangalila (2020). There is a significant relationship between student discipline and the learning outcomes of class VIII students in Civics subjects at Setu Bekasi State Middle School.

CONCLUSION

The t-test calculation can be seen in table 14, namely $t_{count} > t_{table}$ (2.979 > 1.98), so the regression is significant, meaning that the alternative hypothesis has been tested for truth and can be accepted, namely that there is a relationship between student's perceptions of the Simulation Method and students' PKN learning outcomes at Setu Bekasi High School. From the explanation above, "There is a relationship between student's perceptions of the Simulation Method and students' PKN learning outcomes at Setu Bekasi High School, " which has been tested and accepted.

Based on the table above, the probability value (sig) < α (0.000 < 0.05) is obtained, then H_0 is rejected; this shows that the regression direction coefficient Y on X_1 is significant at the 0.05 level, namely a simple linear regression model can be used to predict The relationship between students' PKN learning outcomes at Setu Bekasi High School which Disciplinary Behavior influences. The t-test calculation shows $t_{count} > t_{table}$ (8.543 > 1.98). Hence, the regression is significant, meaning that the alternative hypothesis has been tested and can be accepted, namely that there is a relationship between Disciplinary Behavior and student PKN learning outcomes at Setu Bekasi High School or, in other words, the higher it is. Disciplined behavior means the higher the students' PKN learning outcomes at Setu Bekasi High School.

The analysis in the table shows that the variable value for the variable coefficient Furthermore, the variable value for the variable coefficient The relationship between X_1, X_2, and Y has an extreme level of

relationship. While the coefficient of determination from the table above shows a value of R square = 0.641, the correlation value means that 80% of the variables of student PKN learning outcomes at Setu Bekasi High School (Y) can be explained by the Simulation Method (X_1) and Disciplinary Behavior (X_2), so it can be said that the relationship between the Simulation Method and Disciplinary Behavior together with the PKN learning outcomes of students at SMA Setu Bekasi is 20%.

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