

The Utilization of PPKn Laboratory for Increasing Social Environmental Awareness of Students in Unsyiah Labortorium High School

Rusli Yusuf¹⁾, Sanusi²⁾, Nadia Tiara Putri³⁾, Iwan Fajri⁴⁾

Department of Pancasila and Citizenship Education Faculty of Teacher Training and Education
Universitas Syiah Kuala, Aceh, Indonesia^{1,2,3)}

The Study Program of Tarbiyah and Teacher Training Information Technology Education
Universitas Islam Negeri Ar-Raniry Aceh, Aceh, Indonesia⁴⁾

rusliyusuf@unsyiah.ac.id¹⁾, sanusi_ppkn@unsyiah.ac.id²⁾, nadiatiara@mhs.unsyiah.ac.id³⁾,
iwanfajri.kuba@gmail.com⁴⁾

Abstract. The purpose of research it is To find out how the process of utilization of the laboratory in the eyes of subjects Civics by students SMA Laboratory Unsyiah, To determine whether the use of the laboratory in the eyes of subjects PPKn will increase awareness neighborhood social students and To know is there any factor inhibiting the use of the laboratory in the eyes of subjects PPKn . This study uses a qualitative approach to the type of descriptive research. Data collection techniques in the form of observation, interviews, and documentation. The selection of a qualitative approach is in accordance with what you want to achieve in this study. Mechanical analysis of the data in the study of qualitative which consists of a reduction of data, presentation of data and draw conclusions. Results of the study showed that (1) The process of utilization of laboratory carried out by conformity with the contents of KD or materials of learning that relate to the laboratory, (2) With the use of laboratory showed that students have a sense of the level of concern for the environment social were quite good, and (3) Constraints are encountered in the use of laboratories there are four names, in the form of time, cost, transportation and permit. Then expected to the school in order to overcome the obstacles were encountered in the use of the laboratory, and the teacher's eyes lessons PPKn in order to more improve further the effectiveness of the use of the laboratory so that students be well again in concern about the environment social. Teachers and school principals should carry out contextual-based learning processes to improve students' social care in the community.

Keywords: *Utilization Laboratory, Civics Education, Social Environmental Concern*

Abstrak. Tujuan penelitian ini adalah: Untuk mengetahui bagaimana proses pemanfaatan laboratorium pada mata pelajaran PPKn oleh siswa SMA Laboratorium Unsyiah, Untuk mengetahui apakah dengan pemanfaatan laboratorium pada mata pelajaran PPKn akan meningkatkan kepedulian lingkungan sosial siswa dan Untuk mengetahui adakah faktor penghambat dalam pemanfaatan laboratorium pada mata pelajaran PPKn. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Pemilihan pendekatan kualitatif sesuai dengan yang ingin di capai dalam penelitian ini. Teknik pengumpulan data berupa berupa observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian kualitatif yang terdiri dari reduksi data, penyajian data dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa (1) Proses pemanfaatan laboratorium dilakukan berdasarkan kesesuaian dengan isi KD atau materi pembelajaran yang berhubungan dengan laboratorium, (2) Dengan adanya pemanfaatan laboratorium menunjukkan bahwa siswa mempunyai rasa tingkat kepedulian lingkungan sosialnya yang cukup baik dan (3) Kendala yang dihadapi dalam pemanfaatan laboratorium ada empat yaitu, berupa waktu, biaya, transportasi dan izin. Maka diharapkan kepada pihak sekolah agar dapat mengatasi kendala yang dihadapi dalam pemanfaatan laboratorium, dan kepada guru mata pelajaran PPKn agar lebih meningkatkan lagi keefektifan pemanfaatan laboratorium agar siswa lebih baik lagi dalam kepedulian terhadap lingkungan sosialnya. Para guru dan kepala sekoal hendaknya melakukan proses pembelajaran berbasis kontekstual untuk meningkatkan kepedulian sosial siswa di lingkungan masyarakat.

Kata Kunci: *Pemanfaatan Laboratorium, Pendidikan Kewarganegaran, Kepedulian Lingkungan Sosial*

INTRODUCTION

Science is a very different set of words but has a very strong relationship. Science and knowledge are sometimes difficult to distinguish one another, because it has a related meaning and has a close relationship. Talking about science and its definition is actually not as easy as predicted. The existence of various definitions of science apparently has not been able to help to understand the nature of science itself. Science can be divided into several sciences, one of them is exact and social science (Soelaiman, 2019).

Education is basically an effort in providing knowledge, insight, skills and expertise to students both in teaching and non-teaching education through schools as educational institutions. Yusuf explained that to create a quality and sustainable education, the state has an important role to be able to realize it (Yusuf, 2011). The purpose of schools as educational institutions is to develop students' potential optimally to be the ability to socialize and social care in social life (Judiani, 2010).

Social care is formed from the social interactions experienced by individuals. Social interaction means more than just social contact and relationships between individuals as members of social groups (Dangin, Ngurah, & Putra, 2019).

The development of students' potential is carried out through the learning process. The learning process can take place if there is an

interaction between the teacher, books or the environment. The reality in education is currently still experiencing various problems, one of the problems that are close to that is the low concern of students towards the surrounding school's social environment. In the world of education many factors that trigger the low concern of students for the social environment that is not as expected. PPKn learning is one of the subjects that can shape personal students who have ethics and individuals who care about the social environment. This is consistent with the results of research conducted by Siregar who said that learning PPKn could increase social awareness, in this case, Siregar through the Sociodrama learning model (Siregar, 2018).

Learning is best through experience. With this experience, students use all of their five senses. Because knowledge is not a set of facts, or concepts, or rules that are ready to be taken or remembered. Learners must construct that knowledge and relate it through real experience. This is consistent with the results of research that reveals that the environment as a good learning tool, even the natural environment provides materials that do not need to be purchased. Thus the environment is an efficient and effective learning tool (Drouin, 2018). In the results of other studies also revealed that the implementation of citizenship learning through the experience of students in the community environment will increase awareness of the social environment

both intercultural and interfaith (Yuniarto, 2019). The process carried out by students to become humans that are useful for others.

Educational experts view that learning is a process of human change toward goals that are better and beneficial for themselves and others. Good learning theory in-field learning is a constructivism learning theory, which is learning that applies the principle of learning CTL (Contextual Teaching and Learning). One of them is about the use of laboratories, laboratories here are physical and non-physical, and physical laboratories are museums, historical sites, and cultural sites (Zubaidah, 2015).

In Government Regulation Number 19 of 2005 concerning National Education Standards article 1 paragraph 8 stated that: "Every education unit must have infrastructure that includes land, classrooms, educational unit leadership rooms, teaching space, administrative space, library room, laboratory room, workshop space, production unit room, canteen room, power installation and services, sports venue, places of worship, places to play, places of recreation and other spaces or places needed to support an orderly and continuous learning process ". The laboratory has a function as a place to conduct experiments or research (Emda, 2017). In learning, the laboratory acts as a place for supporting activities of class activities (Terkowsky & Haertel, 2014). On the contrary, the one that plays an important role in learning PPKn in the

laboratory, while the class is a place for supporting activities (Daryono, 1998; Haryati, Ginting, & Aryaningrum, 2013). From the results of research conducted by Mazid & Suharno (2019) explains that the importance of laboratories and libraries as a tool that can be used as students as expressions and creative based on the competencies of students to become a media.

The laboratory is part of a very important learning resource that can improve and achieve the competence expected by the teacher for the ability of students. Besides what has been explained by Dayono about laboratory functions, according to Novianty who explained that the existence of the laboratory also serves as a source for optimizing fluency during the teaching and learning process regarding certain materials (Novianty & Mauludea, 2016).

The existence of a laboratory for a school is very important. The existence of a laboratory is a demand along with developments in teaching and curriculum development that requires active students to carry out activities. So between theory and practice complement each other to realize the product of teaching and learning activities that care about the social environment.

So from this background, the authors see the need for research to find out how the process of using the laboratory in PPKn subjects to the level of social-environmental awareness of students.

The laboratory has a function as a place to conduct experiments or research (Emda, 2017). In learning, the laboratory acts as a place for supporting activities of class activities (Terkowsky & Haertel, 2014). On the contrary, the one that plays an important role in learning PPKn in the laboratory, while the class is a place for supporting activities (Daryono, 1998; Haryati, Ginting, & Aryaningrum, 2013). From the results of research conducted by Mazid & Suharno (2019) explains that the importance of laboratories and libraries as a tool that can be used as students as expressions and creative based on the competencies of students to become a media.

The laboratory is part of a very important learning resource that can improve and achieve the competence expected by the teacher for the ability of students. Besides what has been explained by Dayono about laboratory functions, according to Novianty who explained that the existence of the laboratory also serves as a source for optimizing fluency during the teaching and learning process regarding certain materials (Novianty & Mauludea, 2016).

The existence of a laboratory for a school is very important. The existence of a laboratory is a demand along with developments in teaching and curriculum development that requires active students to carry out activities. So between theory and practice complement each other to realize the

product of teaching and learning activities that care about the social environment.

So from this background, the authors see the need for research to find out how the process of using the laboratory in PPKn subjects to the level of social-environmental awareness of students.

RESEARCH METHODS

This research used descriptive qualitative research with the place of research conducted at SMA Syiah Kuala University Laboratory. The choice of approach was in accordance with what was to be achieved in this study. The subjects of this study was 10 people consisted of the principal and representatives of the curriculum, 1 PPKn teacher and 8 students consisted of grade 1 and grade 2.

The technique in collecting research data uses observation, interviews and documentation. The researchers first observed the Social Sciences laboratory or PPKn, then after that interviewed the teachers and students to get more accurate data which was referred to as primary data. In addition, the researchers also requested documentation from the PPKn teacher during the use of the laboratory in the learning process called Secondary Data.

The research data which had been collected was then analyzed with data analysis techniques consisting of data reduction, data presentation and drawing conclusions

DISCUSSION

Based on the results of interviews with observations and gathering documentation in the field, researchers get a variety of information related to the problems in this thesis regarding "Utilization of Laboratories in PPKn Subjects for Increasing Social Environmental Concerns of Students in Unsyiah Laboratory High School".

The Process of Using Unsyiah Laboratories in PPKn Subjects

Based on the results of interviews conducted by researchers located in the Unsyiah Laboratory High School that the laboratory utilization process is carried out based on conformity with KD or the material being studied, while the utilization process directly descends into the field to find problems, find solutions and solve them. Utilization of laboratories is also carried out in accordance with the provisions of the CSP, even the use of this laboratory is a development of the CSP. The learning process is based on learning experiences around the community. The subject matter is related to local environmental conditions or known as environment based learning. In accordance with the results of research that says that through this learning process students work together and observe each problem (Mulyani, 2019).

Learning that has been mentioned above in several theories is also called a contextual

learning model or learning based on a particular context. Like Suprijono in Hidayat who argued that the CTL Approach has seven main components, namely constructivism, inquiry, asking, learning community, modeling, reflection, and authentic assessment (Hidayat, 2012). This approach can be implemented in any curriculum, and any field of study, both in the classroom and outside the classroom (Tumangger, 2016). So the concept of CTL is very well applied in the use of laboratories in accordance with laboratory functions. So, here students are able to analyze a problem very well (Trianto, 2009).

As for the process of utilizing laboratories, of course they visit various places, NGOs, institutions and communities. Because the PPKn laboratory's object is the community. students are given the task to analyze the problems that occur in the community in accordance with the KD they are learning. Like when they have learned about social conflict in society they are asked to analyze how the conflict can occur so that what is the right solution for them to solve it.

Students have roles such as the citizen roject learning model that solves problems with steps ranging from evaluation problems to reflecting on learning experiences (Budimansyah, 2009). The learning model not only teaches students to understand scientific concepts and principles, but also develops various kinds of skills needed by students to solve problems needed to improve

communication skills, training skills, cooperative skills and also outcome skills (Fajri, Yusuf, & Ruslan, 2019; Mulyoto & Samsuri, 2012).

Next, the compilation of the questions analyzed already gets the results they want. They will present in a variety of forms, some of which they present in the form of papers, poems, essays and even they also play monologues and sociodramas and then the teacher will provide a translation. The activity can not be separated from the process of implementing cultural literacy, citizenship and also digital literacy in schools and the surrounding environment (Maimun, Sanusi, Yusuf, & Putra, 2019; Yusuf, Sanusi, Maimun, Hayati, & Fajri, 2019).

Based on the previous paragraph, it is clear that the laboratory utilization process at Unsyiah Laboratory High School has been running well.

The Utilization of Laboratories in PPKn Subjects Will Increase Students' Social Environmental Concern

Based on the results of interviews with teachers and deputy heads of the curriculum in SMA Unsyiah Laboratory, in the use of laboratories on PPKn subjects will certainly trigger responses from students. The responses that arise from students are in the form of action and sympathy. Especially the response in their knowledge is better, here their knowledge of the community will be much

more increased, of course, there will be a sense of awareness of students' social environment towards the community without needing to explain how the functions and objectives of social-environmental care. This process in addition to increasing awareness of the social environment also increases student morale in the learning process. This is consistent with the results of research conducted by Ikhsan who said that the learning process is able to arouse students' motivation so that they have a high enthusiasm for learning, can also be a strong stimulus to the learning process taught to students, in helping to make the learning process effective. thus directing students to focus on the content of the lesson (Ikhsan, Sulaiman, & Ruslan, 2017).

As Hamalik noted, a social environment in education has several functions, including (1) psychological function; The stimulus originates from the environment which is a stimulus to the individual so that a response occurs, which shows a certain behaviour. The response, in turn, can be a new stimulus that gives rise to new responses, and so on (Hamalik, 2004). Such is the case in the environment of scouting activities, where the values of democratic charity are more evident in these activities (Mislia, Mahmud, & Manda, 2016; Rismawati, 2020). This means, the environment contains meaning and carry out certain psychological functions. (2) pedagogical function; The environment provides educational influences, especially the

environment which is deliberately prepared as an educational institution, for example, families, schools, training institutions, social institutions and the community. Basically, the school does have a duty to create a school culture that strengthens the character of caring for the environment by involving teachers, parents, and communities in society (Samong, Suryadi, & Budimansyah, 2016). (3) Instrumental functions; The instructional program is a specially designed teaching/learning environment. Teachers who teach, subject matter, teaching facilities and infrastructure and the conditions of the classroom environment are environments that are intentionally made to develop human behaviour. The role of the teacher in the learning process is very important because the teacher has an urgent role in shaping the character of students (Latief, 2016). A quality educational institution will be obtained if they are able to fill the institution with qualified people. Therefore the low quality of teaching staff is a major problem facing education in Indonesia (Yusuf, 2009).

Caring for the environment is a common attitude towards environmental quality in order to realize self-awareness for the emergence of actions that can improve and maintain the quality of the environment (Tamara, 2016). A social environment is a place where often affects us both directly and indirectly. In this study students become more concerned, for example, when they encounter

people who are less able, of course, their responses will be more caring and have a higher sense of sympathy. When they are given the task to analyze the case directly of course they will be much more critical because they immediately know what the problem is. Lab High School also visited Nusa Village, when they bought tour packages for the fields. There they learn how customs, culture, and natural resources have not been mixed by outside hands. There the students took part in cutting rice which naturally received guidance from the surrounding community. Furthermore, they also visited the Kanot Bu community where they expressed their dissatisfaction/criticism of the government system through their writings. If students are able to criticize it means they want to care about governance this is a good appreciation.

Basically, each individual must often adjust themselves or more precisely change themselves to adjust to the environment around them is often debuted with (autoplastic adjustment). In addition to changing themselves, they can also change the environment in accordance with their personal desires (alloplastic adjustment) (Ghafur, 2017) Every individual often uses both ways both in an effort to develop themselves and in interactions with their environment (Purwanto., 2009).

The role of the social or community environment is very large in the formation of attitudes of concern for the social environment

of students, especially the attitude of character in social life. The community environment has an important impact in shaping the character of students at school. The results showed that the collaboration between schools and community participation around the school environment had a strong role in shaping the caring characteristics of students in schools (Dewantara & Prasetiyo, 2020).

In addition, even here also provides a role in fostering one of the attitudes of students' personal character, because here students will spend more time in the community so that they will get a variety of things and new experiences, of course, this is a very good process in realizing environmental care social students. Based on the explanation above, the use of laboratories in PPKn subjects produces so many positive things that can be learned and developed by students. Here students are also proven that they have a high level of social-environmental concern, one of which is that they want to join the community and help the simple community become an important point in caring for their social environment. Furthermore, when appreciating or criticizing government policies through art and poetry, it has also been included as an attitude of concern for the government system. From this art, they hope to be able to change the government system for the better. This is a very good achievement because when they are able to appreciate or criticize it, it means that they often follow the information in the

modernization era is a proof that the Unsyiah Laboratory High School students have a fairly good attitude of environmental concern.

Inhibiting Factors in Laboratory Utilization in PPKn Subjects

Utilization of laboratories is very useful learning in the learning process of PPKn. Implementation of the use of this laboratory has been going on for a long time. In the use of laboratories in PPKn subjects is not an easy process, because when students make use of the laboratory a lot of risks that might occur so schools still limit the use of the laboratory. Even though the documentation data collected by researchers at SMA Unsyiah Laboratory was good enough. Here are some inhibiting factors in laboratory use in PPKn subjects based on interviews with all informants:

1. Obstacles in terms of permits. First, that is permission from the school. Before making use of the field laboratory, of course, the teacher takes care of the exit permit first. But the school still limits teachers in the use of the field laboratory. This happens because the school has a great responsibility towards students because it acts as a father (father figure). So in one basic competency, they were only given permission for spaciousness only once and certainly in accordance with the theory they were studying. Permission is the most important thing in this learning process. For the purposes of the learning process

outside, a permit for a location or introduction from the school principal is needed so that it is not impeded (Wibowo, 2010). So, it is better if the school gives permission for them to use the laboratory. Second, data permission. When students analyze corruption and other things, of course, they will have difficulty getting permission to obtain data.

2. Constraints from the time aspect. Utilization of the spacious laboratory certainly requires a long time, because it is not effective if it only uses PPKn hours as usual. Therefore, for now the Laboratory High School is still using the roker / changing hours with other subjects for two hours. So the amount of time spent on laboratory use on a regular day is 4 hours. However, it is better if the school gives a longer special time for them to use the laboratory. In accordance with the results of the study which revealed that one of the factors is the aspect of time (Rustam & Santoso, 2015).
3. Constraints in terms of cost. When utilizing the spacious laboratory, it certainly costs money, just like students visit Kampung Nusa. The costs they use to purchase tour packages are in the form of private funds that they collect. However, it would be nice if they get the money to make it easier to use the laboratory. The problem of funding is an inhibiting factor in conducting the learning process outside as part of the

learning laboratory. This is consistent with the results of the study which revealed that the factors of cost, safety and also the time were obstacles to the learning process outside (Rustam & Santoso, 2015)

4. Constraints from the transportation aspect. In the use of the spaciousness laboratory, students still use private vehicles because there is no special transportation from the school. So, it is better for schools to provide transportation for them to conduct field research, because if they use private vehicles that will allow accidents and congestion to occur. This is consistent with the results of research conducted by Fadila & Hariyati (2019) who said that the inhibiting factors of the learning process outside as a learning laboratory include internal and external factors. Internal factors themselves taught material must adjust to the environment, while external factors consist of transportation equipment used as a vehicle to get to the location.

CONCLUSION

In the process of utilizing laboratories carried out in the community, the use of laboratories is carried out based on Basic Competency (KD) / Sub suitability. Learning materials. Of course, related to Laboratory Utilization, but here almost all BC carry out laboratory use. In the process of utilizing students, students are asked to analyze cases in the community based on their theories. The

types of laboratories used are in the form of NGOs, Institutions, Communities, DPRA / DPRK, and Villages which are currently surrounded by social conflicts and Villages that are still thick with customs, ethnicity and culture. Here students observe a variety of activities such as seeing how the DPRA system works and explained through open discussions, seeing how cultivation cuts rice and gampong customs when visiting Nusa Village, and so on. Next students complete and collect evaluations

With the use of this laboratory, students gain positive experience and knowledge. Here students are able to appreciate the sympathy and care of their social environment in various forms through art, writing and poetry. In addition, when they are not satisfied with government policies, they also open their voices through poetry posts, of course, they do this because they care about the suffering of the people. This clearly shows the use of the laboratory has a positive impact and it is proven that the level of social-environmental awareness is good. In the use of laboratories, many of the obstacles faced are limited costs, transportation, permits and the last time. In the use of laboratories, many of the obstacles faced are limited costs, transportation, permits and the last time

REFERENCES

- [1] Budimansyah, D. (2009). *Inovasi Pembelajaran Project Citizen*. Bandung: Program Studi PKn SPs UPI.
- [2] Dangin, I. G. R. A. Y. W., Ngurah, K., & Putra, I. K. A. (2019). Kontribusi Konsep Diri Dan Peduli Sosial Terhadap Kompetensi Pengetahuan IPS Siswa Kelas V SD. *Media Komunikasi FPIPS*, 18(1), 55–62.
- [3] Daryono, M. (1998). *Pengantar pendidikan pancasila dan kewarganegaraan*. Jakarta: Rineka Cipta.
- [4] Dewantara, J. A., & Prasetyo, W. H. (2020). Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung). *JED (Journal of Etika Demokrasi)*, 5(1), 53–66.
- [5] Drouin, S. D. (2018). Laboratories of Democracy Utilizing Problem-Posing Education in Our Classrooms. *Multicultural Education*, 26(1), 31–34.
- [6] Emda, A. (2017). Laboratorium Sebagai Sarana Pembelajaran kimia dalam meningkatkan pengetahuan dan ketrampilan kerja ilmiah. *Lantanida Journal*, 5(1).
- [7] Fadila, N., & Hariyati, N. (2019). Implementasi Pembelajaran Luar Kelas (Outdoor Learning) Di Sekolah Kreatif Sd Muhammadiyah 16 Surabaya Nur Fadila. *Inspirasi Manajemen Pendidikan*, 7(1).
- [8] Fajri, I., Yusuf, R., & Ruslan. (2019). Project Citizen Learning Model In Developing Civic Disposition Of High School Students Through The Subject Of Pancasila Education Citizenship. In *International Conference on the Roles of Parents in Shaping Children's Characters* (hal. 393–403).
- [9] Ghafur, A. (2017). Membangun karakter anak di panti sosial dalam berinteraksi sosial dengan masyarakat. *Al-Tatwir*, 4(1), 103–120.
- [10] Hamalik, O. (2004). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta: Bumi Aksara.
- [11] Haryati, T., Ginting, R., & Aryaningrum, K. (2013). Pengelolaan Laboratorium IPS Bagi Guru Pkn-ips SMA Kota Semarang. *E-Dimas: Jurnal Pengabdian kepada Masyarakat*, 4(1), 1–10.
- [12] Hidayat, M. S. (2012). Pendekatan Kontekstual Dalam Pembelajaran. *INSANIA*:

- Jurnal Pemikiran Alternatif Kependidikan*, 17(2), 231–247.
- [13] Ikhsan, A., Sulaiman, & Ruslan. (2017). Pemanfaatan Lingkungan Sekolah Sebagai Sumber Belajar Di Sd Negeri 2 Teunom Aceh Jaya. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(1), 1–11.
- [14] Judiani, S. (2010). Implementasi Pendidikan Karakter di Sekolah Dasar Melalui Penguatan Pelaksanaan Kurikulum. *Jurnal pendidikan dan kebudayaan*, 16(9), 280–289.
- [15] Latief, A. (2016). Peran Guru Pendidikan Kewarganegaraan Dalam Pendidikan Karakter Peserta Didik Kelas X Di SMK Negeri PAKU. *Pepatudzu: Media Pendidikan dan Sosial Kemasyarakatan*, 11(1), 1–18.
- [16] Maimun, Sanusi, Yusuf, R., & Putra, I. (2019). Pelaksanaan Literasi Kewarganegaraan di Sekolah Menengah Atas Kota Banda Aceh. In *Seminar Nasional REAKTUALISASI KONSEP KEWARGANEGARAAN INDONESIA*. Medan: Fakultas Ilmu Sosial Universitas Negeri Medan.
- [17] Mazid, S., & Suharno, S. (2019). Implementasi nilai-nilai multikultural dalam pembelajaran pendidikan kewarganegaraan. *Harmoni Sosial Jurnal Pendidikan IPS*, 6(1), 72–85.
- [18] Misliha, Mahmud, A., & Manda, D. (2016). The Implementation of Character Education through Scout Activities. *International Education Studies*, 9(6), 130–138. <https://doi.org/10.5539/ies.v9n6p130>
- [19] Mulyani, S. (2019). Pendidikan Karakter Peduli Lingkungan Di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 12.
- [20] Mulyoto, G. P., & Samsuri. (2012). Pengaruh Model Project Citizen dengan Pendekatan Saintifik Terhadap Penguasaan Kompetensi Kewarganegaraan dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Civics*, 14(1), 105–118.
- [21] Novianty, F., & Mauludea, H. (2016). Pemanfaatan Laboratorium Pendidikan Pancasila Dan Kewarganegaraan Sebagai Sumber Belajar Untuk Meningkatkan Civic Knowledge Mahasiswa IKIP PGRI Pontianak. *SOSIAL HORIZON: Jurnal Pendidikan Sosial*, 3(1), 68–79.
- [22] Purwanto. (2009). *Evaluasi hasil belajar*. Surakarta: Pustaka Pelajar.
- [23] Rismawati. (2020). Implementation of Pancasila Values in Scouting Activities (Case study at SMP Negeri 1 Mallusetasi Barru Regency). *JED (Journal of Etika Demokrasi)*, 5(1), 77–85.
- [24] Rustam, S., & Santoso, A. B. (2015). Penerapan Metode Outdoor Study Pada Pembelajaran Geografi Kelas X IPS MA Al Bidayah Kecamatan Bandungan Kabupaten Semarang Tahun 2014/2015. *Edu Geography*, 3(8), 72–79.
- [25] Samong, F., Suryadi, A., & Budimansyah, D. (2016). The Development of Character Education in Primary Schools Through the Enhancement of School Culture. In *1st UPI International Conference on Sociology Education (UPI)* (hal. 77–79). Atlantis Press.
- [26] Siregar, D. (2018). Pengaruh Pembelajaran Pendidikan Kewarganegaraan Menggunakan Metode Sosiodrama Terhadap Kepedulian Sosial Siswa Kelas V Di SD Negeri 060898 Medan. *Elementary School Journal Pgsd Fip Unimed*, 8(1), 103–109.
- [27] Soelaiman, D. A. (2019). *Filsafat Ilmu Pengetahuan Perseptif Barat dan Islam*. (R. S. Putra, Ed.). Banda Aceh: Bandar Publishing.
- [28] Tamara, R. M. (2016). Peranan Lingkungan Sosial Terhadap Pembentukan Kabupaten Cianjur. *Gea, Jurnal Pendidikan Geografi*, 16(1), 44–55.
- [29] Terkowsky, C., & Haertel, T. (2014). On Learning Objectives and Learning Activities to Foster Creativity in the Engineering Lab. In *International Conference on Interactive Collaborative Learning*. IEEE. <https://doi.org/10.1109/ICL.2014.7017864>
- [30] Trianto. (2009). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.
- [31] Tumangger, H. (2016). Peningkatan kemampuan koneksi matematis dan motivasi

- belajar siswa menggunakan pendekatan kontekstual. *Jurnal Pena Ilmiah*, 1(1), 1–7.
- [32] Wibowo, Y. (2010). Bentuk-bentuk Pembelajaran outdoor. *Jurusan Pendidikan Biologi FMIPA UNY*, 1–21.
- [33] Yuniarto, B. (2019). Developing Democratic Culture through Civic Education. *Social Sciences & Humanities*, 27(2), 915–924.
- [34] Yusuf, R. (2009). *Landasan Pendidikan : Pendidikan dan Investasi Sosial dalam Pembentukan Masyarakat Madani*. Banda Aceh: Syiah Kuala University Press.
- [35] Yusuf, R. (2011). *Pendidikan dan investasi sosial*. Bandung: Alfabeta.
- [36] Yusuf, R., Sanusi, Maimun, Hayati, E., & Fajri, I. (2019). Meningkatkan Literasi Digital Siswa Sekolah Menengah Atas Melalui Model Project Citizen. In *Seminar Nasional Reaktualisasi Konsep Kewarganegaraan Indonesia*. Medan: Fakultas Ilmu Sosial Universitas Negeri Medan.
- [37] Zubaidah, E. (2015). Pemanfaatan Media Pembelajaran Untuk Menciptakan Lingkungan Kelas SD (Alternatif Penciptaan Laboratorium SD yang Efektif) Utilising. *Jurnal Prima Edukasia*, 3(1), 46–60.