

The Effect of Civics Learning on Self-Control for Fifth Grade Students at SDN 118 Matajang, Camba District, Maros Regency

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Abstract. The main problem in this study is whether Civics learning influences the Self Control of fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. This type of research is ex post facto research with quantitative methods. This study aims to determine the effect of Civics learning on the Self Control of the fifth-grade students of SDN 118 Matajang, Camba District, Maros Regency, amounting to 38 people. The research instruments used to collect data were Observation, Documentation, Questionnaire, and Test. The results showed that the data were analyzed using descriptive, correlation, and the Coefficient of Determination Test. Data were analyzed using the technique. Descriptive statistical analysis found that the pretest's average value (mean) was 66.18 and was in a low category, namely 53. While the average (mean) of the post-test was 90.11 and was in the high category, namely 95. In correlation analysis using Correlation Coefficient Interpretation, it can be seen that the correlation of the two variables is in a Strong category because the value of T Count 0.616 is greater than the r-table 0.329 at a significant level of 5%. For the Coefficient of Determination test, the coefficient of determination is 0.379, which means Civics Learning affects Self-Control, which is 37.9%. Then obtained Tcount > Table or $0.616 > 0.329$ so it can be concluded that the proposed hypothesis is accepted (H_a). This means that Civics learning affects the Self Control of students at SDN 118 Matajang, Camba District, Maros Regency.

Keywords: Civics Learning; Self Control

INTRODUCTION

As a state of law, Indonesia has a strong legal basis in requiring all its people to take education. Article 31 Paragraph (1) of the 1945 Constitution states that every citizen has the right to education. The obligation to take this education is carried out to achieve the national education goal for Indonesia, namely the nation's intellectual life (Marzuki, 2017). Education that educates the life of the nation, of course, education that can make humans have self-quality so that they can maintain their lives in competition in this global era.

Education is believed to be the center of the human resource development of a nation. Education is also required to shape the personality of students. A good student's personality will affect their process of acquiring knowledge and experience. However, the reality of education today shows that students' personality has not been able to influence their learning process significantly. Education that functions to develop abilities and shape students' personalities has not been carried out optimally and still needs improvement. So that individuals can develop themselves in a well-directed manner is that education can

guide students to control themselves and express themselves appropriately.

Self-control is the ability to compose, guide, regulate and direct the personality or form of behavior that can lead to positive consequences (Aroma & Sumara, 2012). Self-control is one of the potentials that individuals can develop and use during life processes, including in dealing with conditions in the surrounding environment. The ability to control oneself means that individuals try to behave positively towards something useful and socially acceptable (Arumsari, 2016). So, self-control is one of the abilities that students must possess, because with good self-control, the behavior of students will be more positively directed, but this ability is not formed just like that, but must go through processes in life,

According to (Nurhasanah & Sobandi, 2016), learning is a business process carried out by a person to obtain a new behavior change as a whole due to his experience in interaction with his environment. Learning is closely related to learning outcomes because we will know learning outcomes by studying and through test tests. A person's learning outcomes are often not immediately visible without the person doing something to demonstrate the abilities they have acquired through learning. However, because learning outcomes are changes that cause humans to change in their attitudes and behavior. Many disturbances and difficulties in behavior stem

from a lack of self-control (Lestari, 2015). So Self-control or self-control is closely related to learning outcomes.

Subjects that are closely related to self-control are Citizenship Education. The subject of Citizenship Education (PKn) aims to cultivate student behavior to adapt to society and apply good behavior. Citizenship Education in the Ministry of National Education (Winataputra, 2016) aims for students to have the following abilities: 1. Think critically, rationally, and creatively in responding to issues of citizenship; 2. Participate actively, responsibly, and act intelligently in social, national, state, and anti-corruption activities; 3. Develop positively and democratically to shape oneself based on the characteristics of the Indonesian people so that they can live together with other nations; 4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Gottfredson and Hirschi (Aroma & Suminar, 2012) states that individuals who have low self-control tend to act impulsively, prefer simple tasks and involve physical abilities, are selfish, like to take risks, and easily lose emotional control because they are easily frustrated. So that individuals with these characteristics will tend to do something more deviant in learning than those with a high level of self-control (Sentana & Kumala, 2017). There is a human

tendency in children to behave at will, against the rules, disobey parents, lazy to study, cheating, and not doing homework. These can be overcome with good self-control (Astuti & Nurmalita, 2014). In general, individuals with high self-control will use time appropriately, leading to better behavior, so students feel they are obligated to take part in learning. If they have high self-control, they can guide, direct and regulate behavior. Self-control is an essential point in creating a pleasant learning atmosphere.

Based on initial observations on Saturday, April 1, 2021, interviews were conducted at SDN 118 Matajang, Camba District, Maros Regency, with teachers at the school.

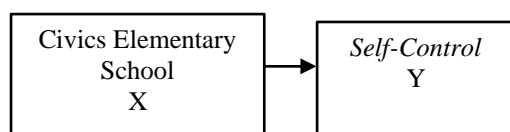
Related to relevant research (Gina Rosarina, Ali Sudin, 2016), based on the findings and discussion, it can be recommended that in addition to the interviews, observations were also carried out in the classroom. It can be seen from some classes that have been made initial observations the conditions of some classes are not yet conducive. This is because there are still students walking here and there. During group discussions, there are still students who do not mingle with their group friends, and there are students who come in and out of class when the teacher explains. The teacher has applied good discipline, but students still violate the teaching and learning process.

Based on the above background about relevant research, namely: blocker classroom management in improving the effectiveness of the teaching and learning process is the teacher factor (Erwinsyah, 2017), there are still students who have not been able to develop their potential, namely self-control related to all teaching and learning processes, especially about Citizenship Education subjects which aim to cultivate student behavior to adapt with the community and adopt good behavior. Because of the importance of this study to determine the effect of Civics learning on students' self-control, the authors were encouraged to conduct a study entitled "The Effect of Civics Learning on Self-Control of Class V Students at SDN 118 Matajang, Camba District, Maros Regency".

RESEARCH METHODS

This research was ex post facto research using quantitative methods. Quantitative research methods, according to (Fitriani & Alasi, 2020), were research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques were generally carried out randomly, data collection used research instruments, and data analysis was quantitative/statistical to test the hypothesis that had been applied.

The research design was described as follows:



The research location was SDN 118 Matajang, located at Matajang Hamlet. Timpuseng, Camba District, Maros Regency, South Sulawesi Province.

The research time required was within a period of 4 months, namely the period from March to July 2021.

The relationship or relationship between these two keywords had been disclosed in the title of this thesis regarding the population in this study, all students from grade I to grade VI SDN 118 Matajang, Camba District, Maros Regency. Based on data obtained from the potential boards in 2020-2021 (even semesters), the total number of students was 143.

So the number of samples in this study were all students of class V SDN 118 Matajang, Camba District, Maros Regency, totaling 38 students. The researcher chose fifth-grade students as research samples because of the problems that arose, namely the lack of self-control or self-control in fifth-grade elementary school students, resulting in student learning outcomes.

According to (Riski Amaliyah, 2015), Definition Operation was a determination constructor of the trait to be studied so that it became a measurable variable. The operational definition was also related to education, which was the overall learning

experience of every person throughout his life, which took place not within a specific age limit but lasts throughout life from birth to death.

The cause variable in this study was Civics Education for Elementary School (X). Learning Civics for Elementary School, which was intended in this study, was one of the main subjects that were taken by elementary school students (SD). The main objective of Civics subjects in elementary schools was to focus on the formation of intelligent, skilled, and characterized Indonesian citizens.

In the study, the dependent variable was Self-Control or self-control (Y). The self-control intended in this study was the effort of each student to control or self-regulate both behavior and emotions in a positive direction by fifth-grade students at SDN 118 Matajang, Camba District. Maros Regency in 2021.

(Mania, 2008) suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. In this observation, researchers observed how the influence of facilities and facilities directly affected student learning outcomes. Then collected, data related to student responses to self-control or self-control in Civics learning class V SDN 118 from both the teacher and

the students themselves. It was hoped that with this observation technique, researchers observed directly, and then the data results from observations were confirmed again with interview techniques. That way, researchers got data, both by observing directly and listening.

According to (Dewi, 2020), "Documentation is looking for and collecting data on things in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on." Documentation was used to obtain data on the number of Class V students and the value of Civics learning outcomes that were on the list of grades for Class V teachers at SDN 118 Matajang, Camba District, Maros Regency.

Questionnaire of the effect of self-control on the learning outcomes of Civics for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency, totaling 25 items.

The test was in the form of questions to measure Civics learning outcomes for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency.

The authors used data collection techniques, namely questionnaires or questionnaires, to obtain the necessary data. According to (Mulyadi, 2011), "Questionnaires or questionnaires are written statements that are used to obtain information from respondents in terms of

personal reports or things they know." This questionnaire or questionnaire was one of the primary data collection techniques in a quantitative approach that served as an ingredient in conducting data analysis, both descriptive statistical data and inferential statistical data. The questionnaire distribution was given to a predetermined sample, namely all fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency.

The data analysis used was validity, reliability, and hypothesis testing. According to (Hapnes Toba, 2009), "Data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and where to formulate working hypotheses as suggested by the data." Associated with relevant research, data analysis was a method used to find out how to describe data, data relationships, data semantics, and data boundaries that existed in an information system.

DISCUSSION

Based on the results of observations made on fifth grade students at SDN 118 Matajang, Camba District, Maros Regency.

Test Results

No.	Sample Code	Pretest	Posttest
I	II	III	IV
1	ARB	55	89
2	DYPL	69	90
3	DD	70	90
4	GS	74	89
5	JRA	81	95

6	KRM	60	90
7	MAA	85	95
8	MKN	70	90
9	MR	70	90
10	MRS	65	90
11	N	65	89
12	PMY	69	95
13	RP	60	85
14	SD	59	86
15	ADC	70	89
16	A A	72	95
17	AF	69	88
18	BCH	69	80
19	CAR	60	90
20	DAL	70	95
21	GJE	66	89
22	MJ	70	95
23	SS	66	89
24	ZR	60	80
25	NS	72	90
26	MA	70	95
27	NC	53	80
28	MAA	60	85
29	MF	62	80
30	MM	60	95
31	YOUR	72	92
32	AP	60	95
33	PRE	65	95
34	US	60	90
35	MNA	70	95
36	AF	72	95
37	AZ	55	90
38	SA	70	95

Based on the table above, it is known that there are 38 samples of data from the pretest results of Civics learning for students with a maximum score of 85 and a minimum score of 53. The range value is the difference between the maximum value and the minimum value, which is 32. The table also shows the average score (mean).) 66.18 with a standard deviation of 6.935, it can be said that the data is spread around the mean value.

If the Civics learning scores are grouped into five categories, the frequency distribution and the percentage of pretest scores are obtained, it is known that there are

no students in the very low, low category. For the low category, there is one student (2.63%). For the medium category, there are 21 students (55.26%). For the high category, there are 15 students (39.47%), and for the very high category, there is only one student (2.63%). Based on the table of statistical values, it is known that the mean value of 66.18 is in the medium category, and in the table of the highest frequency category, which is 21 or 55.26% of the total sample, is also in the medium category. So based on this, it can be concluded that, in general, Civics learning for students is in the medium category.

The results of descriptive analysis related to scoresposttestStudents' Civics learning, it is known that there are 38 samples of data from the pretest results of student Civics learning with a maximum score of 95 and a minimum value of 80. The range value is the difference between the maximum and minimum values of 15. The table also shows the average score (mean). 90.11 with a standard deviation of 4.666, it can be said that the data is spread around the mean value.

Suppose the Civics learning scores are grouped into 5 categories. In that case, the frequency and percentage distribution of the pretest scores are obtained. It is known that no students are in the very low category, low category, and medium category. For the high category, there are four students (10.52 %), and for the very high category, there are 34

students (89.47 %). Based on the table of statistical values, it is known that the mean value of 90.11 is in the high category. In the table, the highest frequency category is 34, or 89.47% of the total sample is also in the high category. So based on this, it can be concluded that, in general, Civics learning for students is in the high category.

Questionnaire Test Results

The validity test in this study was conducted on 38 respondents. After donetestThe validity of the Civics Learning instrument is known that of the 30 questions given, there are 25 valid and five invalid questions.

After conducting a validity test on the instrument, perform a reliability test. The results of the data can be said to be reliable if the alpha value criteria > 0.60 . Based on the calculations that have been done, the alpha coefficient is 0.881. Thus, an instrument with an alpha coefficient of 0.881 greater than 0.60 means the data is reliable.

Hypothesis testing

Correlation analysis was carried out to determine whether or not there was a correlation between the independent variable (civics learning) and the dependent variable (self-control). Correlation analysis can be calculated using the Pearson Product Moment formula. From these data, it is found that the correlation coefficient between Civics Learning (X) and Self-Control (Y) is

$(r) = 0.616$ with a significance of 0.000.

Based on the decision criteria above, it can be concluded that the correlation of the two variables is in a Strong category because the Thining value of 0.616 is greater than t-table 0.329 at a significant level of 5%.

The coefficient of determination in simple regression determines how much influence Civics Learning (X) and Self-Control (Y) have. From the results of these calculations, the coefficient of determination (R Square) is 0.379, which means Civics Learning (X) affects Self-Control (Y), which is 37.9%, which is influenced by other variables not examined in this study.

This study aimed to determine the effect of Civics Learning on the Self-Control of fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. To find out the discussion in more detail, it can be seen from several phases of discussion, namely as follows:

In the process of implementing the research, it will discuss the state of the sample class to be studied, namely class V using a questionnaire based on indicators of the relationship between self-control totaling 25 statements or questions. The relationship between the research results obtained with the results of previous studies ([Chasanah, 2021](#)) determines self-control seen from the level of children's learning achievement. The purpose of using a questionnaire based on indicators of the effect of self-control as a

strategy to determine student learning outcomes for Civics. Implementing this research was carried out in class V in 6 days. At the beginning of the research, the researcher started the lesson by reading prayers and recording student attendance. Besides that, in the beginning, The researcher meeting provided information about the objectives of the learning implementation before distributing the questionnaire. It conveyed that during the process of filling out the questionnaire, students were expected to be able to complete filling out the questionnaire correctly. Namely, the student chose only one option from the five options provided by the researcher in the questionnaire and conveyed the results of the questionnaire self-control indicator. Furthermore, the researcher acts as a teacher and teaches using a questionnaire. In the learning process, students are allowed to ask questions about statements that are not understood. At the end of the lesson, the researcher conveyed to the students that before giving the results of the questionnaire to the homeroom teacher as one of the factors supporting student learning outcomes,

The results of this study are the proposed hypothesis is accepted (H_a) because t count is more significant than t table at 5% significance (0.616 > 0.329). Self-control is indeed an enormous influence on student learning outcomes. As for the differences with the results of previous

research, emotional stability is prioritized in the process of teaching and learning activities because it greatly influences other students (Ahmad, 2021). Furthermore, further calculations were carried out to get how much of the contribution between Civics learning and self-control by calculating the coefficient of determination; it was found that the contribution of Civics learning to self-control was 37.9%, while other variables influenced the rest. If students cannot control their emotions, it will impact the learning process in the classroom and affect the child's learning outcomes. So,

This research is in line with that conducted by (Zamani, 2022) with the thesis title "The Effect of Emotional Intelligence and Self-Control on Aggressive Behavior and PAI Learning Achievement of Students in State Vocational High School 6 Malang". The results showed a positive and significant relationship between self-control and student achievement. Another study (Muhibbin et al., 2021) was conducted under the title "Implementation of Audio Visual Media to Improve Students' Critical Thinking Using the Point Counterpoint Strategy." The results of this study indicate that students' self-control attitudes can be increased through Civics learning based on point-counterpoint type active learning. This research implies that students' self-control attitudes can be increased through Civics learning.

CONCLUSION

Based on the results of the research and discussion, it was concluded that the effect of Civics Learning on self-control for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency was using the product moment correlation formula. The calculated r number is greater than the r table at 5% significance ($0.616 > 0.329$). Thus the alternative hypothesis (H_a) is accepted because there is a significant influence between Civics learning on Self-Control for fifth-grade students at SDN 118 Matajang, Camba District, Maros Regency. The author considers it necessary to convey some suggestions that are expected to be useful for readers or future researchers. What is meant is as follows for teachers, providing information or input about the importance of self-control on student learning outcomes. For parents, provide information or input about the importance of self-control towards children at home. For researchers, increasing the knowledge and insight of researchers about the importance of self-control in Civics learning.

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