Modeling Learning Strategy for Students with Competitive Behavior and its Impact on Civic Education Learning Achievement

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Abstract

A good and effective learning process requires arts, skills and knowledge so that the learning strategies undertaken by the teachers meet the learning objectives to be achieved. Likewise in learning Civic Education where the expertise of teachers in determining the right learning strategy depends on student learning outcomes. This research is quasi experiment by implementing the curriculum 2013 lesson plan of modeling and conventional learning. Cognitive domain test and competitive behavior questions were used in this study as instrument. Six indicators of competitive behavior are weak communication, negative perceptions, no division of labor, disagreements, self-oriented, use tactics coercion. This study was conducted in the seventh grade students of SMP Negeri I Labuhan Deli of Deli Serdang. North Sumatra Province where class VII-3 as experimental class and class VII-5 as control class. The finding showed that students who behave competitively if taught by using modeling learning strategy get lower the result of studying Civic Education than the students taught by using conventional learning strategy.

Keywords: Modeling Learning Strategy, competitive behavior, Civic Education learning.

Introduction

Indonesia is currently facing a multi-crisis that never subsided because the values and norms prevailing in the community is no longer a reference in the life of nation and state. Various social and legal violations occur within Indonesian society such as permissive lifestyle, free sex, hedonism, violence, crime, Corruption, Collusion, and Nepotism and other social phenomena that arise in social life. Indonesian society that famous for its religious community is now slowly turning into a secular society. This condition is worsened by the development of global life which is marked by the increasing cooperation and competition among nations and or interstate. The development of global life shows the increasingly complex space and movement of the Indonesian nation in the era of reform that indirectly has eroded a sense of nationalism and patriotism of the nation. We cannot deny that information flow in various parts of the world, society and nation of Indonesia become part of the world community. Unbalanced information by some multicultural Indonesian society is interpreted negatively and finally there are those who want to separate themselves from the Unitary State of the Republic of Indonesia.

It is the duty of all components of the Indonesian nation to rebuild the morality of the nation and to increase the sense of nationalism and patriotism. This condition
needs to be addressed in depth by the subjects of Civic Education subjects both those who teach tiered primary education until college. This is the task of the subject of Civic Education because the subjects of Civic Education are subjects in charge of shaping the student's personality which is seen in the behavior of faith and piety of God Almighty, ethical and moral behavior and the sense of responsibility of the state to the student. Through civic education and morality, the loss of nationalism and patriotism can be rebuilt. Thus, the great influence of learning Civic Education in building a sense of nationalism and patriotism of students can be shaped (Nurdin, 2017). Civic Education Learning will profile the students to build the values and behaviors needed to bring about justice and social change towards the lives of democratic societies (Bradley-Levine & Mosier, 2017). All of that will not be formed without accompanied by exemplary, because the attitude of this model that will be part of the breath of morality, the sense of nationalism, and patriotism that should be regenerated to the next generation of the nation. Therefore, it is necessary to design a learning that can provide a real example of student's exemplary behavior.

In term of role models, the role models of teacher is the most accurate learning strategy and proven most successful in preparing and forming the moral aspect, spiritual, social ethos, attitude of nationalism and patriotism of students. At school and in the community, the teacher is the best figure in the student's view, whose behavior and manners, whether or not they are realized, will be imitated by them. Even the form of words, deeds and actions, will always be embedded in the student's personality. Realized or not, the inherent values of the students to their adulthood are actually the values they imitate from the teachers who have taught them or the teachers they once knew. Ideal conditions do not occur for teachers who teach at SMP N 1 Labuhan Deli, Deli Serdang. Based on preliminary research that researchers conducted in the academic year 2013/2014 and 2014/2015, as many as 50% of teachers did not provide role models of students behavior in terms of their attendance at the first hour at school where students have entered the classroom for study but teachers who teach is still not present, there are even teachers who attend one hour during the learning process takes place. Then, as many as 30% of teachers leave the classroom when they are teaching for various reasons that have nothing to do with the tasks or learning activities of the students. The process of sampling done by the teacher can certainly disrupt the formation of student responsibilities and discipline at school.

Furthermore, teacher figures are able to provide positive energy for students to study both in school and in community, because qualified teachers will produce quality students (Cinches et al., 2017). In school students have a wide range of behaviors one of which is competitive behavior. Competitive behavior is the behavior of defeating others or other groups to achieve a goal. Competitive behavior is characterized by a goal but no dependency. Students who have competitive behavior are characterized by a competitive attitude where when there are students who win, and then there must be another student loses. In this global era, competitive behavior can be developed in learning activities. Qualified teachers should be able to use various learning strategies that are able to mobilize these students' competitive behaviors. Effective teachers are teachers who have preparation for teaching in the classroom, able to manage the classes for various student characters (Alter & Haydon, 2017). Therefore it is necessary to design a learning that is able to accommodate students' competitive behavior. Given the importance of instructional design that accommodates the competitive behavior of the students and a good imitation of the behavior in the environment surrounding the research student, this paper intend to research on the Modeling Learning Strategies for students’ competitive behavior and its impact on Civic Education learning outcomes.
**Literature Review**

**Modeling Learning Strategy**

According to social learning theory, in human life there are two ways to learn is to learn the physical and psychological learning or social learning, in which a person learns his role and the roles of others (Sarwono & Meinarno, 2014). Through the social learning process, humans will adjust their behavior according to the social role they have learned. One way of learning in social processes is learning through modeling. Bandura (1971) states that modeling is a behavior that is demonstrated by the main task of the role model to get information. In a learning activity, a model consists of some criteria where the observer can extract the basic information about environmental events without the need to show it visibly (Gredler, 2016). Modeling can be developed into a learning strategy for modeling emphasis on the effects of behavioral consequences which one can learn from the successes and failures of others (Dahar, 2014). The main objective of the learning process using modeling is the ability to mimic the behavior of a model of observation does (Devi, Khandelwal & Das, 2017).

The design of good learning is the first step in the learning process and the benefits of students in obtaining a quality learning outcomes (Giroldo, 2017). The design of learning modeling strategy is the design of learning to present models in the classroom and able to provide exemplary to the students. The steps of modeling learning strategy as follows: (1) observe the behavior of student that will be used as model include the conformity of student behavior conceptually, motoric, and affectively; (2) establish the functional values and select behavioral models including activities predicting the success rate of a model, determine the type of model to be used, take into account the costs, define the behavioral value that will be accepted by students, and provide reinforcement to the students; (3) develop a sequence of learning involves determining the appropriate verbal concepts for students, students' motoric skills, and the learning sequences to be presented; (4) apply the learning to guide cognitive and motoric processes that include model presentation, giving students the opportunity to perform symbolic rehearsals, provide training to students followed by visual feedback, and provide opportunities for students to generalized or applied to other situations. Through modeling learning activities, students can observe and imitate the behavior of someone who is respected, admired, and trusted by the students to provide a referral of behavior appropriate as the goals of Civic Education subject.

**Competitive Behavior**

Students as individuals always interact, whether interacting personally, or interact in groups. With regard to the behavior of students as individuals who interact in groups, Kuhlman and Wimberley as quoted by Sears, Fredman and Peplau (2006) classify three types of individual behavior in social interaction with the group described as follows: (a) the cooperator is Behaviors that attach importance to the maximization of the rewards it receives or that its friend receives; (b) a competitor is a behavior that is oriented to maximize its own outcomes for more than its friend's results; (c) an individualist is a behavior that prioritizes maximizing outcomes on his own regardless of his friend's defeat or victory. Furthermore, Sears, Fredman, and Peplau explain that of the three types of behavior, in interacting with others individuals tend to form interaction in a manner; 1) cooperate or comparatively in which individuals help each other, share information, work together to gain mutual benefit, whose core is mutually exquisite behavior aroused by an awareness of a destiny desired by all members of the group; 2) compete or competitive where individuals put their own goals first and try to set aside the others and are characterized by conflicting behavior. Competitive behavior is needed in learning activities. In an increasingly globalized world competition is everywhere.
and in social situations such as classrooms, fitness centers, Face Books, workplaces, markets, and other places (Garcia, Tor & Sif, 2014).

The aim of competitive behavior in learning activities is not to get rewards, but to achieve higher results or problem solving faced by the group, since actually the behavior permitted in the learning activities must be noble and there is no reason to forbid competition because of democratic learning which is not expected that each student get the same knowledge and skills (Nasution, 2011). Furthermore, Ahmadi and Widodo (2013) explained the essence humans who have needs for achievement and needs for power that usually filled through the competition is the main reason why teachers should develop competitive behavior. In fact, there is no reason for teachers to prohibit competition because in a democratic learning, it is not expected that each students have the same learning achievement but it is expected to have different learning achievement.

**Civic Education Learning Achievement**

The subject of Civic Education substantially consist of a set of knowledge that is expected, owned, lived, and displayed in a variety of moral and civic behaviors (Rahman & Madiong, 2017). To illustrate the substance of the above Civics subjects, the goals of Civic learning in practice should be outlined in curricular goals that include: (1) science that includes the hierarchy of facts, concepts, and generalizations; (2) intellectual skills: which include the skills students possess from simple skills to complex skills, from investigation to valid conclusions, and from critical thinking to creative thinking; (3) attitudes that include value, sensitivity, and feeling; (4) social skills; which includes skills that give students the possibility to be able to do, be smart, and be friendly in the interaction of everyday life.

Civics subjects have an important role in the formation of understanding, personality, and behavioral changes related to the ethics and morals of the nation. Behavior change is seen from the learning. Learning outcomes will appear in products produced by students. To find out the results of student learning must be test results of learning. Therefore, the results of learning Civics in this study is the level of student ability in the form of mastery possessed either the moral nature of Pancasila or civic knowledge embodied in the form of test results test results.

**Research Method**

This study is an experimental research which aims to provide empirical evidence of differences in students' competitive behavior learning achievement that were taught by using modeling learning strategies and conventional learning strategies. The population in this study is 380 students with the number of samples of 76 students in class VII-3 and VII-5 with 38 students in each class. The Data collection was conducted in Lesson Year 2014/2015. The location of this research is in SMP Negeri 1 Labuhan Deli Kabupaten, Deli Serdang. Furthermore, the design of this study is the 2x2 factorial designs. Before the 2-line variance analysis is used, the author tested the data analysis requirements by using normality test with Lilliefors test and homogeneity test of variance with Bartlett test. Through this design, the variables of learning strategy and competitive behavior of students to the learning Civics Education achievement can be compared.

**Results and Discussion**

Based on hypothesis testing of cognitive learning outcomes of students who have competitive taught with modeling learning strategy, obtained the average score \( \bar{x} = 14.67 \), variance \( s^2 = 7.06 \); and standard deviation \( sd = 2.66 \) Score. The highest obtained is 19 and the lowest score is 9. While Modus \( Mo = 13.3 \) and Median \( Me = 13.5 \). The following is presented Diagram of frequency distribution of
learning outcomes of students who have competitive behavior taught by modeling learning strategy.

![Figure 1](image1.png)

**Figure 1.** Score of student learning outcomes who have competitive behavior taught with Modeling Learning Strategies.

Referring to the data score of learning outcomes Civics students who have competitive behavior are taught with modeling learning strategies can be described by using a histogram to show statistical data as Figure 2 below.

![Figure 2](image2.png)

**Figure 2.** Histogram score interval class of Civic Education learning outcome for students who have competitive social interaction taught with Modeling Learning Strategy.

Furthermore, student learning outcomes that have competitive behavior taught by conventional learning strategy, obtained the average score (\(x\)) = 15.10; variance (\(s^2\)) = 5.57; and standard deviation (sd) = 2.36. The highest score obtained is 19 and the lowest score is 10. While Modus (Mo) = 16 and Median (Me) = 13.50. Figure 3 shows the frequency distribution of students' learning outcomes that have competitive behaviors that are taught with conventional learning strategies.

![Series Distribution](image3.png)

Furthermore, the histogram in Figure 4 shows the statistical data from the data score of learning outcomes of Civics students who have competitive behavior taught by the conventional learning strategy.
As the results obtained in the field, it was found that students with competitive behaviors who were taught by conventional learning strategies have higher mean scores than the group of students taught by modeling learning strategies. Students who have competitive behavior that were taught by using conventional learning strategies get an average score of 20.91 and students who have competitive behavior that were taught using modeling learning strategies get an average score of 14.89. The results of this study indicate that modeling learning strategy does not give a significant effect on improving students’ cognitive learning achievement when compared with conventional learning strategies. This is very reasonable because this modeling learning strategy prioritizes the observation activities of the model. From observation activities, there occurred imitation behavior. Behavior shown by the model in the learning activities is a positive behavior, so that after students learn Civics subjects, is expected to have a positive behavior as well. In fact, once modeling learning was implemented, it did not provide a significant effect on the results of learning Civics for students who have competitive behavior.

It is understood that modeling learning strategy is a learning strategy that involves physical and psychological aspects for students to observe the behavior of someone admired, respected and trusted by students and the behavior becomes the reference of behavior to be imitated by other students. Positive behaviors derived from modeling learning activities can be seen from improvements in the application of norms, discipline, and mutual respect (Zhou & Guo, 2016). After this learning
strategy was implementing in VII-3 and VII-5, it only improves students' behavior in the application of norms, discipline, and mutual respect, but it is difficult to improve their understanding, analysis, evaluation, and creations in Civics Education subject. Thus, students who have competitive behavior are more appropriate to be taught with conventional learning strategy because in the conventional learning strategy, the teacher is the main source in solving learning problems. Similar with the use of its learning strategies, the use of conventional learning strategies in this study by using a lecture method that make students and teacher cannot communicate intensively. This condition is accordance to the characteristics of students who behave competitively, where students who behave competitively are dislike to communicate and cooperate to others. The findings of this study support the study by Johnson and Johnson (2006) which stated that competitive behavior applies to learning activities to students for whom concern to victory. As described above that the main characteristic of students who behave competitively is that students are only able to complete the various tasks that teachers provide individually. The characteristic of competitive behavior is weak communication, negative perceptions, no division of labor, disagreements, self-oriented, and use of coercive tactics. That competitive behavior only can be applied in situations where only one or a few students win and the others lose. Students who behave competitively do not need other students to solve learning problems. They will learn based on their learning capacities. They compete for better learning outcomes.

Conclusions
The subject of Civics consists of two aspects, namely knowledge and morals. The use of modeling learning strategy in this study only on the subjects of Civics on the subject related to cognitive aspects so that it needs further research for the subject related to the affective and psycho-psychic aspects of the students. The discovery of differences in student learning outcomes of students who have competitive behavior are taught by strategy Modeling learning with students taught by conventional learning strategies suggests that not all instructional designs fit the overall characteristics of students. Therefore teachers need to design a learning implementation plan that is appropriate to the characteristics of students and need to provide a variety of learning methods for students.

Based on the conclusion, it is recommended that in applying the modeling learning strategy, teachers should be familiar with the principles of learning strategy modeling to make effective in improving student learning achievement. Then, the role model used in learning can attract attention and motivate other students to change their behavior. The chosen person who become a role model in Civic Learning must has credibility, so that modeling learning strategy is qualified for various characteristics of students, especially for students who behave competitively.

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