



USE OF THE SURROUNDING ENVIRONMENT AS A LEARNING RESOURCE IN LEARNING SCIENCE IN CLASS IV SDIT ULUMUDDIN LHOKSEUMAWE

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Abstract

The aim of this research is to determine students' learning difficulties and their In the learning process, it is of course important to involve students in exploration, so that understanding of concepts and basic understanding of knowledge, especially science, can be understood by students easily. Learning resources can be found in the child's surroundings. The life of flora and fauna and social conditions are very interesting to observe and talk about, which is information and a source of learning for children about the environment. The aim of this research is to find out how the learning process works by utilizing the school environment as a learning resource in science subjects in class IV SDIT Ulumuddin, and to find out the role and obstacles that hinder the process of using the school environment as a learning resource in science subjects in class IV SDIT Ulumuddin.

Keywords: *Concentration, Study, Civics Learning*

A. Introduction

Learning is a process carried out by every individual, especially students, to obtain changes in behavior in terms of knowledge, skills, attitudes and also positive values. Learning is also defined as all psychological activities carried out by each individual so that changes in behavior occur that are different between before and after learning. These changes in behavior occur because of the learning process, as well as new experiences that are had after the learning process.

In the Big Indonesian Dictionary (KBBI), learning is trying to gain intelligence or knowledge. Apart from that, according to KBBI, learning is changing behavior or responses caused by experience. Gagne and Brings state that learning is a complex activity, learning consists of three important components, namely internal conditions, external conditions, and also learning outcomes. From these three things it can be said that learning is also an interaction between internal and cognitive processes that will later occur. the stimulus and response process of learning (Gasong, 2018).

Methodological learning activities tend to be more dominant for students and instructionally teaching is carried out by teachers, therefore learning is a simplification of the words learning and teaching or the teaching and learning process (Setiawan, Andi, 2017). Learning is a teaching and learning process that involves students and educators, which can produce changes in students both in terms of cognitive, affective and psychomotor and learning outcomes. Learning is an activity of choosing and developing optimal methods or strategies for desired learning outcomes, therefore learning also focuses on how to teach, not what is learned.

Learning is knowledge provided by educators so that the process of acquiring knowledge and knowledge as well as mastering skills, forming attitudes and beliefs can occur in students. According to Kyriacou (2009), effective learning includes two main things, namely active learning time and quality of instruction (Punaji, 2014). The learning process is not just about learning outcomes, but the most important thing is how students are able to understand the material presented, stimulate complete creativity, make students active and enthusiastic during the learning process.

In the scope of National Education, Citizenship Education is used as a forum for realizing the goals of National Education. Citizenship education is very important to implement to develop the potential of students' minds so that they become human beings who have faith and are devoted to God Almighty based on the first principle of Pancasila, have noble character, are physically and spiritually healthy, knowledgeable, capable of creativity, independent, and become democratic citizens. and can be responsible (Tirtoni, 2016).

However, currently there are often problems in the learning process, one of which is boredom that occurs when studying and a lack of concentration in learning, especially in Civics learning. Learning boredom is related to a person's mental state when they are experiencing fatigue or boredom which can cause feelings of lethargy, laziness, reluctance, and lack of enthusiasm in carrying out learning activities which can affect students' learning concentration levels (Ramadhani Oktavia Rahma, Vita Rahmawati, 2022).

Good concentration is very important in education because it can help a person understand the material studied better, remember the information provided more easily, and increase the ability to complete

assignments and exams successfully (Fatchuroji et al., 2023) in (Fitrianingsih et al., 2019).

B. Method

This research uses a descriptive qualitative research method, namely research based on facts that occurred in one case in 1st grade at SaQu Khalifah Al Munawwarah Elementary School, Aceh Besar. In this research, researchers collected descriptive data obtained through observation and interviews. Descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to research natural, objective conditions where the researcher acts as an observer in the learning process (Sugiyono, 2013).

C. Finding and Discussion

Based on observations and interviews conducted by researchers with grade 1 teachers at SaQu Khalifah Al Munawwarah Elementary School, Aceh Besar with the following questions: 1. What causes lack of concentration in learning, especially in Civics learning? 2. What are the learning outcomes that students obtain if the learning process does not go well? According to Civics teachers, the lack of concentration in Civics learning is caused by several factors, namely; SaQu Khalifah Al Munawwarah Elementary School is a tahfidz school. Learning and teaching activities carried out in the morning are tahfidz learning activities, while general learning is carried out in the afternoon, after eating, praying and taking a 30 minute nap. 14:15 to 15:00 for one subject. Civics learning hours in class 1 at SaQu Khalifah Al Munawwarah Elementary School are held in the afternoon, Civics learning is also only once a week for one hour, in this learning activity many students are less

focused on learning because they are tired during the tahfidz learning process in the morning days, lack of rest time and the learning process may still be less active. Because such a learning process makes the learning process tend to be passive. The learning outcomes obtained were less than optimal, and some students did not even understand what was explained by the educators during the learning process.

D. Conclusion

Based on the discussion above, it can be concluded that the learning process that occurs is still less effective and learning has not generated a good stimulus and response between students and educators, this is due to less than optimal learning time and a lack of student concentration level in Civics learning. Therefore, it is important for every educator to improve students' learning concentration abilities, especially in learning activities. This can be done in various ways, such as managing time and schedules well, using media and learning models that can stimulate concentration, and training yourself regularly to improve concentration.

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