

**IMPROVING STUDENT UNDERSTANDING THROUGH LEARNING
STRATEGIES IMPROVING THINKING ABILITY IN CIVICS SUBJECTS
LESSONS IN CLASS V SDN 07 TAPA BONE BOLANGO DISTRICT**

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ABSTRACT

This study aims to improve students' understanding through Learning Strategies for Improving Thinking Ability in Civics Subjects on Unity and Unity in Class V SDN 07 Tapa, Bone Bolango Regency. The method used in classroom action research is carried out in several stages, namely, the Preparation Stage, the Action Implementation Stage, the Monitoring and Evaluation Stage, the Analysis and Reflection Stage. The research data obtained from the first cycle of the first meeting of students who understand the four aspects observed get an average percentage of 33.33%. And in the first cycle of the second cycle, students' understanding increased to 80%. This result is one of the evidences of the successful use of the Thinking Ability Improvement Learning Strategy (SPPKB) to increase students' understanding. so that it is concluded that through the Learning Strategy for Increasing Thinking Ability the understanding of the fifth grade students of SDN 07 Tapa, Bone Bolango Regency increases.

Keywords: Students' understanding, Learning Strategies for Improving Thinking Skills.

INTRODUCTION

Thinking Ability Improvement Learning Strategy is a learning that relies on the development of students' thinking skills through the study of facts or children's experiences as material for solving the problems posed. The learning strategy for improving thinking skills is a learning model that is based on the process of improving and enhancing students' thinking skills. Learning strategies are activities that can provide facilities or assistance to students to achieve learning objectives. The strategy is in the form of a sequence of selected activities to convey learning methods in a particular environment. The learning strategy also includes the arrangement of learning materials that will be delivered to students, especially in civics education (PKn) subjects.

Citizenship education is a compulsory subject for elementary, high school and college. Civic education or Civics is often referred to as civic education. Civics is a physical education which develops with the changing times, so it takes a curriculum as a reference for teachers in this subject to work on the material well. Along with the development of science and technology, the mindset of society automatically develops in every aspect, this is very influential, especially in the world of education which demands new innovations that can cause qualitative changes that are different from before. The responsibility for implementing innovation lies in the implementation of education in schools, where teachers play the main role and are responsible for disseminating new ideas, both to students and the community as a teaching process in the classroom. In Civics subjects, teachers directly influence, guide and develop students' abilities to become intelligent, skilled and

high moral human beings. The application of learning strategies to improve thinking skills, students can think broadly and be more active in expressing their opinions. Thus, to improve students' understanding of learning, teachers must be able to develop lesson plans by paying attention to learning strategies.

Strategy Definition

According to the second edition of the Big Indonesian Dictionary (1989) strategy is the science and art of using the resources of nations to carry out certain policies in war and peace. What can be considered directly related to the notion of strategy in language teaching is that strategy is a careful plan of activities to achieve specific goals. In the context of teaching, according to Gagne (1974) Strategy is a person's internal ability to think, solve problems, and make decisions, meaning that the learning process will cause students to think uniquely to be able to analyze, solve problems in making decisions. According to Uno (2008:45) learning strategies are things that need to be considered by teachers in the learning process, while according to Dick and Carey (Sanjaya 2009:7) Learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process. . The selection is made by considering the situation and conditions, learning resources, needs, and characteristics of students faced in order to achieve certain learning objectives. The relationship between strategies, objectives, and learning methods can be described as a unified system starting from determining learning objectives, selecting learning strategies, and formulating goals, which are then implemented into various relevant methods during the learning process. Learning strategies are the components of the material. including activities before learning, and student participation which is a learning procedure used for the next leg.

Based on the description above, it can be concluded that the learning strategy aims to make students think, solve problems, and make decisions that have been planned.

Understanding Learning Strategies for Increasing Thinking Skills

The learning strategy for improving thinking skills is a learning model that relies on developing students' thinking skills through the study of facts or children's experiences as material for solving the problems posed. There are several things contained in the first sense, SPPKB is a learning model that is based on the development of thinking skills, meaning that the goals to be achieved, by SPPKB are not only students can master a number of subject matter, but how students can develop ideas and ideas. ideas through verbal language skills. This is based on the assumption that the ability to speak verbally is one of the abilities to think. Second, the study of social facts or social experiences is the basis for developing thinking skills, meaning that the development of ideas or ideas is based on the child's social experiences in everyday life or based on the child's ability to describe the results of their observations of various facts and data they have obtained. in daily life. Third, the ultimate goal of SPPKB is the child's ability to solve social problems according to the child's developmental level.

The learning strategy for improving students' thinking skills (SPPKB) is a learning model that is based on the process of improving and increasing students' thinking skills. Thinking is a term that is more than the two. Thinking causes a person to move beyond the information he hears. Suppose a person's ability to think to find a new solution to a problem at hand. The ability to think requires the ability to remember and understand, therefore, the ability to remember is the most important part in developing thinking skills. This means that someone who has the ability to remember and understand does not necessarily have the ability to think. Based on the explanation above, the SPPKB is not just a learning model that is directed so that students can remember and understand various facts, data, or concepts but how these data, facts and concepts can be used as a tool to train students' thinking skills in dealing with and solving a problem.

Characteristics of Learning Strategies for Improving Thinking Skills

As a learning strategy directed at developing thinking skills, SPPKB has three main characteristics, namely as follows:

- a. The SPPKB learning process emphasizes the mental processes of students to the maximum. SPPKB is not a learning model that only requires students to just listen and take notes but requires students' activities in the thinking process. This is in accordance with the psychological background on which it is based, that learning is a mental event, not a behavioral event that emphasizes physical activity. That is, every learning activity is caused not only by stimulus-response-related events. But it is also caused by mental impulses regulated by his brain.
- b. SPPKB is built in a dialogical nuance and a continuous question and answer process. The learning process through dialogue and question and answer is directed at improving and enhancing students' thinking skills, which in turn can help students to acquire knowledge that they construct themselves.
- c. SPPKB is a learning model that relies on two equally important sides, namely the process and learning outcomes. The learning process is directed at improving thinking skills, while the learning outcomes are directed at constructing knowledge and mastering new learning materials.

Steps of Learning Strategy for Thinking Ability Improvement

SPPKB emphasizes full student involvement in learning. This is in accordance with the nature of SPPKB which does not expect students as learning objects who just sit listening to the teacher's explanation and then take notes to be recited. Such a method is not only incompatible with the nature of learning as an effort to gain experience, but can also eliminate students' enthusiasm and motivation to learn. (George W. Maxim. 1987). The steps for the learning strategy to improve students' thinking skills are as follows:

1. Initial activities

a. Orientation Stage

At this stage the teacher conditions students in a position ready to do learning, the orientation stage is carried out first, an explanation of the goals to be achieved, both goals related to mastery of subject matter to be achieved, as well as goals related to the learning process or thinking skills that must be possessed by students. The second is an explanation of the learning process that must be done by students, namely an explanation that must be done by students in each stage of the learning process.

b. Tracking Stage

The tracking stage is an assessment stage to understand the experiences and basic abilities of students according to the theme or subject being discussed. Through this stage, the teacher develops dialogue and questions and answers to reveal what experiences have been had by students that are considered relevant to the theme to be studied. Armed with this understanding, the teacher then determines how he or she should develop dialogue and question and answer at the next stages.

2. Core Activities

a. Confrontation stage

The confrontation stage is the stage of providing problems that must be solved according to the level of ability and experience of students. To stimulate the improvement of students' abilities at this stage, the teacher can provide dilemmatic problems that require answers or solutions. The problems given according to the theme or topic are of course problems that are in accordance with the basic abilities or experiences of students. At this stage the teacher must be able to develop a dialogue so that students really understand the problem that must be solved.

b. Inquiry stage

The inquiry stage is the most important stage in the SPPKB. At this stage, students learn to think really. Through the inquiry stage, students are invited to solve the problems they face. Therefore, at this stage the teacher must provide space and opportunities for students to develop ideas in an effort to solve problems. Through various questioning techniques, the teacher must be able to cultivate the courage of students so that they can explain, reveal facts according to their experience, provide convincing arguments, develop ideas and so on.

3. Final Activity

a. Accommodation stage

The accommodation stage is the stage of forming knowledge through the storage process. At this stage student are required to be able to determine key words according to the topic or theme of learning. At this stage through dialogue the teacher guides so that students can conclude what they find and understand about the topic in question. The accommodation stage can also be said as the stage of strengthening learning outcomes, because at this stage student are directed to be able to re-discover discussions that are considered important in the learning process.

b. Transfer stage

The transfer stage is the stage of presenting a new problem that is commensurate with the problem presented. The transfer stage is intended so that students are able to transfer the thinking skills of each student, to solve new problems. At this stage the teacher gives assignments that are in accordance with the topic of discussion.

Strengths and Weaknesses of Learning Strategies Improving Thinking Skills

The advantages of this strategy are:

- a. Students are better prepared to face every problem presented by the teacher.
- b. Learning priorities emphasize student skills
- c. Provide the freedom to explore students' abilities with a variety of existing media.

While the weaknesses of this strategy are:

- a. Only schools that match the characteristics of SPPKB can implement this strategy model well
- b. The weakness of this strategy is not from the weakness of the learning model itself, but because of factors outside the learning model. These factors are related to the readiness of teachers, students and student conditions
- c. The available learning time factor is not enough with SPPKB learning which requires a relatively large amount of time.
- d. Students who have abilities below the average find it difficult to follow this thinking ability-enhancing learning strategy.

The Nature of Student Learning Understanding

Understanding Understanding

Understanding comes from the word understanding which means understanding, while according to the KBBI Team (Shodiq 2009:16) understanding is a way of understanding or understanding, while according to Bloom in Utami Munandar (Shodiq 2009: 16) understanding is the ability to remember and remember information without the need to use it in new and different situations. Bloom also suggests that understanding is one of the different cognitive goals at the second level after knowledge in understanding, the skills expected are the skills of translating, connecting, and interpreting.

According to Sardiaman (Shodiq 2009:16:17), understanding or comprehension can be interpreted as mastering something with the mind, because learning means having to understand mentally the meaning and philosophical meaning of its implications and applications so that students can understand a situation.

Meanwhile Benjamin S. Bloom in (Anas Sudjiono, 2009: 50) (Then, 2014) states that understanding is the individual's ability to understand or understand after something is understood after something is known and remembered. In other words, understanding is understanding something and being able to see it from various angles. A student can be said to understand something if the student can provide a more detailed explanation and description of what has been learned using his own sentences.

Based on the description above, the opinion of some of the experts above, it can be concluded that understanding is the ability of a person to understand or understand something after something is known or remembered, understands or understands what has been taught, knows what is being communicated and can utilize its contents without having to connect. with other things.

The indicators of student understanding according to Bloom's Taxonomy (Anderson, L. w. and Krathwohl.D.R.: 2010) are explaining, giving examples, differentiating and interpreting.

Understanding Student Learning

In the activities of daily human life, it is almost never separated from learning activities, both when someone carries out their own activities, or in a certain group. In the book Educational Psychology, H.C. Witherington, suggests that learning is a change in personality that expresses itself as a new pattern of reactions in the form of skills, attitudes, habits, personality or an understanding. Meanwhile, according to Abdilah (2002), learning is a conscious effort made by individuals in changing behavior either through training and experience involving cognitive, affective and psychomotor aspects to obtain certain goals. Learning is modification or strengthening behavior through experience. According to this understanding, learning is a process, an activity and not a result or goal. Learning is not just remembering, but broader than that, namely experiencing. Learning outcomes are not a mastery of the results of the exercise but a change in behavior. Meanwhile, according to (Purwanto, 1988: 85) that learning is related to a person's behavior towards a certain situation caused by repeated experiences in that situation, where changes in behavior cannot be explained and the basis is also the tendency of reading responses, one's maturity, such as fatigue, the influence of drugs and so on.

Based on the description of the opinions of the experts above, it can be concluded that learning is an activity that is carried out consciously so that changes occur in a person which are expressed in new behavior thanks to experience and practice.

Learning Principles

William Burton summed up his fairly long description of the principles of learning as follows:

1. the learning process is experience, react and go beyond (under going),
2. The process goes through a variety of experiences and subjects focused on a particular goal.
3. The learning experience is maximally meaningful for the student's life.
4. The learning experience stems from the student's own needs and goals that encourage continuous motivation.
5. The learning process and learning outcomes are conditioned by heredity and environment.
6. The learning process and the results of learning efforts are materially influenced by individual differences among students.
7. The learning process takes place effectively if the experiences and desired outcomes are adjusted to the maturity of the student.
8. The learning process is best when students know their status and progress
9. The learning process is a functional unit of various procedures.
10. Learning outcomes are functionally related to each other, but can be discussed separately.

11. The learning process takes place effectively under stimulating and guiding guidance without pressure and coercion.
12. Learning outcomes are behavior patterns, values, understandings, attitudes, appreciation, abilities, and skills.
13. Learning outcomes are accepted by students if they satisfy their needs and are useful and meaningful to them.
14. Learning outcomes are complemented by a series of comparable and well-considered experiences.
15. The learning outcomes are gradually unified into personalities at different speeds.
16. The learning outcomes achieved are complex and adaptable, so they are not simple and static.

Learning factors

There are several factors that affect student learning as follows:

a. Factors in students (Internal)

Factors within students (internal) are factors that affect student learning that comes from the students themselves. The factors in students consist of:

1. Physical aspects

Physical aspects include the condition of students or the physical health of individual students. Excellent physical condition is very supportive of successful learning and can affect learning. However, if there is a physical health disorder, especially in the senses of sight and hearing, it can automatically cause a decrease in interest in learning in him.

2. Psychological (psychological) aspects

Psychological aspects (mental) according to Sudirman (1992:42) psychological factors include attention, observation, responses, fantasy, memory, thinking, talents and motives, in the following discussion not all psychological factors are discussed, but only some of them are closely related to learning .

b. Factors from outside students (external)

The factors from outside the students include:

1. Family

Families have a big role in creating learning for children. As we know, the family is the first educational institution for children. The way parents teach can affect children's learning. Parents must always be ready when children need help, especially for subject matter that is difficult for children to grasp.

2. School

Factors from within the school include teaching methods, curriculum, learning facilities and infrastructure, learning resources, learning media, student relationships with friends, teachers and school staff as well as various co-curricular activities. The knowledge and experience provided through schools must be carried out with a good teaching process.

3. Community environment

The community environment includes relationships with friends, activities in the community, and the environment in which they live. Academic activities, would be better if balanced with activities outside of school. There are many activities in the community that can foster children's interest in learning.

The Nature of Citizenship Education

Definition of Civics

According to Ruminiati, (2008: 5) Citizenship Education (PKn) is a social subject that aims to form or foster good citizens, namely citizens who know they want and are able to do good. Meanwhile, according to Djahiri (1997: 3) Citizenship Education is a subject that is used as a vehicle to develop and preserve noble and moral

values rooted in Indonesian national culture which is expected to be realized in the form of behavior in the daily lives of students, both as individuals, members of the community. society, citizens and creatures created by God Almighty.

Meanwhile, according to Law no. 20 of 2003 article 39 (in Ariyanto 2016) it is emphasized that Citizenship Education is an effort to equip students with basic knowledge and abilities related to the relationship between citizens and the state as well as preliminary education to defend the country so that they become citizens who are relied on by the nation and state. 2004 stated that civic education is a subject that focuses on the formation of a diverse self in terms of religion, socio-culture, language, age, and ethnicity who become Indonesian citizens who are intelligent, skilled and have character mandated by Pancasila and the 1945 Constitution (Depdiknas). , 2003:7)

Based on the description above, it can be concluded that civic education is a form of social science education that is prepared to equip students with basic knowledge and skills related to the relationship between citizens and the state which is carried out with a process of coaching and learning to become good citizens.

Civics Learning Objectives

In terms of material and learning objectives, Citizenship Education (PKn) is part or one of the objectives of social studies education, namely educational materials that are organized in an integrated manner, from various disciplines of social science, humanities, state documents, Pancasila, the 1945 Constitution and legislation. state with pressure, and educational materials on the relationship of citizens with the state and educational materials related to state defense Soemantri, (2001:161)

As for the (Permendiknas No. 22 of 2006) that the learning objectives of Civics Education at the school level have the aim that students have the ability to

1. Think critically, rationally, and creatively in responding to Citizenship issues.
2. Participate actively and responsibly, and act intelligently in community, national and state activities as well as anti-corruption.
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.

RESEARCH METHODS

This research is a class action research (CAR) which is planned at SDN No. 07 Tapa, Bone Bolango Regency. Students who are subject to action in this study are class V students. The research variables are as follows: The input variables in this classroom action research are all class students. V, which consists of 15 students, teaching teachers, learning resources, evaluation procedures in the form of tests, and Thinking Ability Improvement Learning Strategies used. The process variable in this research is the teacher applying the Thinking Ability Improvement Learning Strategy in learning. The output variable in this study is understanding of learning by applying Learning Strategies to Improve Thinking Skills in Civics subjects, with the following indicators: Explaining, Giving Examples, Differentiating, and Interpreting

This research was conducted in the form of a cycle consisting of four stages, namely the preparation stage (planning), the action implementation stage, monitoring and evaluation (observation), and the analysis and reflection stage. In this case the researcher acts as a teacher (teacher) who is assisted by a partner teacher as an observer (observer). Data collection techniques in this study include: Observation, Documentation, Test. Data analysis in this study was carried out gradually and continuously at the end of each cycle to obtain a percentage of mastery learning using the Suharsimi Arikunto formula (Moohulalo 2017:28).

RESEARCH RESULTS AND DISCUSSION

One of the concepts studied in Civics subjects in elementary school is Unity and Unity, the goal is that students are able to express the meaning of unity and unity, able to express and give examples of events in everyday life that reflect the attitude of unity and unity. This goal can be realized through a learning process which in this case is closely related to the Thinking Ability Improvement Learning Strategy (SPPKB). With the use of this learning strategy, students are expected to be able to learn to actively develop ideas and ideas through verbal language skills, be able to develop thinking skills through the study of facts or experiences, so that students do not feel bored in the learning process.

This research was conducted to improve students' understanding through the Thinking Ability Improvement Learning Strategy (SPPKB), so that students' understanding increases and students become more active in learning, taking initiative and being able to develop ideas. In this learning process, it is divided into 3 activities, namely preliminary (initial) core activities, and closing activities. In the preliminary activity the researcher gave apperception and conveyed the learning objectives, in the core activity the researcher applied the Thinking Ability Improvement Learning Strategy and in the closing activity the researcher and the students concluded the material that had been given.

In the implementation of the learning cycle I in the first meeting, the researchers carried out learning according to the lesson plans that had been prepared using the thinking ability improvement learning strategy (SPPKB), with a total of 15 students, consisting of 8 boys and 7 girls. In the learning process when the teacher (researcher) explains it still looks stiff and the researcher does not master the class, therefore there are some students who pay less attention when the teacher explains the material being taught and when the teacher asks questions to students, most students still cannot answer well because Besides students still not understanding, some students are also still embarrassed to answer questions because students don't really know the teacher (researcher). In the closing activity, the teacher and students conclude the lesson together. From the research data, student understanding consists of 4 aspects observed, namely in the aspect of explaining who understands there are 5 students or 33.33%, 6 people who do not understand or 40% and those who do not understand 4 people or 26.67%. Then in the aspect of giving examples, there are 5 people or 33.33% who understand and those who don't understand there are 10 people or 66.67%. Then in the aspect of distinguishing 5 people or 33.33% who understand less, 9 people or 60% who don't understand and 1 person or 6.67% who doesn't understand. Then in the interpreting aspect, there are 5 people or 33,33%, 6 people or 40% who don't understand and 4 people or 26.67% who don't understand. To correct the deficiencies in the first cycle of the first meeting, the researcher continued learning in the first cycle of the second meeting.

Learning in the first cycle of the second meeting, there were 15 students, 8 men and 7 women. In the preliminary activity the teacher greets the students, then the teacher asks the class leader to lead a prayer together, the teacher asks the students to sing the Indonesia Raya anthem as a reinforcement of the importance of instilling the spirit of nationalism. in the first cycle of the second meeting, in the learning process the teacher explained the material better than in the first cycle of the first meeting because the teacher mastered the material and the teacher also controlled the class so that learning was more effective. From the results of reflection with partner teachers, there had been progress in learning both teachers and students. The teacher corrects the deficiencies that exist in the first cycle of the first meeting. In the student assessment, there has also been an increase from the first cycle that was carried out, and has achieved the specified results. Based on the results of interviews with the researcher with the homeroom teacher of class V SDN 07 Tapa, Bone Bolango Regency, that the three students who have not reached the KKM are students who are indeed a big task for the class V homeroom teacher because the student named Sintawati Barakati does not focus when asked a question or the material cannot think well because of family factors according to information from the homeroom teacher he only lives with his aunt. and Amay Eduard are students who are quite active but when

given a question the student is not focused, maybe it is a family factor. Then, a student named Moh. Reza Pambi is a student who has shortcomings because according to the homeroom teacher the student had an accident and hit his head which resulted in the student no longer being able to think like children his age. Thus, the homeroom teacher for class V never gave any advice to Moh Reza Pambi to move to a special needs school because he took care of the feelings of his parents, so the homeroom teacher could only carry out the duties of a teacher.

From the results of the assessment of student understanding, the four aspects observed increased to 80%. The following table compares student understanding from the initial observation, the first cycle of the first meeting, and the second meeting. Of the four aspects that have been observed in the presentation into one. As stated by Benjamin S. Bloom in (Anas Sudjiono, 2009: 50) (Then, 2014) states that understanding is the individual's ability to understand or understand after something is understood after something is known and remembered. In other words, understanding is understanding something and being able to see it from various angles. A student can be said to understand something if the student can provide a more detailed explanation and description of what has been learned using his own sentence. So that learning does not continue to the next cycle.

Based on the results of research that has been carried out using Learning Strategies for Improving Thinking Skills in Civics, this can be seen from the increase in students' understanding. Students are more active in learning students are also able to learn and find fractions of the problems given by the teacher, so that they are able to understand the material being taught. When compared between the research results obtained with previous relevant research, it can be found differences and similarities, namely in the research conducted by Febbri Gayanti, namely the use of learning strategies for improving thinking skills (SPPKB) to improve student learning outcomes. Thinking Ability Improvement Learning (SPPKB). The final results of these two studies indicate an increase in understanding and improvement in terms of students' abilities.

By using learning strategies to improve thinking skills (SPPKB) students can develop ideas and ideas through verbal language skills. Based on the study of social facts or social experience is the basis for developing thinking skills, meaning that the development of ideas or ideas is based on children's social experiences in everyday life, as stated by (Wina Sanjaya, 2006:226).

Based on the data obtained and the analysis of observations, it is shown that the use of learning strategies to increase thinking skills is effective in increasing students' understanding of Civics subjects.

The use of this learning strategy can maximize student activities in learning. Students will be active in participating in learning, students are also able to learn and find problem solving through experiences in everyday life according to the material provided by the teacher so that students understand the subject matter being taught. Therefore, from the data obtained, it can be concluded that the effective learning strategy for improving thinking skills (SPPKB) improves students' understanding

From the data obtained, both the first cycle of the first meeting and the first cycle of the second meeting there have been changes in increasing students' understanding of learning qualifications. As follows: students who gain student understanding in the first cycle of the first meeting of 4 aspects observed from 15 students that the average student understanding in explaining the material given, providing examples according to the material, distinguishing, and interpreting is 33.33% and in the first cycle of the second meeting, it increased to 80%. The changes that occurred in the first cycle of the second meeting were: the teacher's approach such as apperception, and the motivation for class management was very good and appropriate, the participation and response of students in discussing, giving opinions, giving examples, the absorption of students in mastering the material had met the criteria for learning and completeness. study. Based on the activities of the first cycle of the second meeting that students' understanding of Civics lessons with the Unity and Unity

material using the Thinking Ability Improvement Learning Strategy (SPPKB), has reached the expected performance indicators so that classroom action research ends in Cycle I meeting II.

By paying attention to the understanding of students obtained by students from the first cycle of the First Meeting to the second meeting there was an increase which means the hypothesis given "If the teacher applies the Thinking Ability Improvement Learning Strategy (SPPKB) then the Student's Understanding of Civics Subjects in Class V SDN 07 Tapa, Bone Bolango Regency will increase".

CONCLUSIONS

Based on the data from the research and discussion, it was concluded that through the Thinking Ability Improvement Learning Strategy (SPPKB) students' understanding of Civics subjects for class V SDN 07 Tapa, Bone Bolango Regency increased. This can be seen from the data in the first cycle of the second meeting with a total of 15 students, there are 5 or 33.33% who have achieved completeness, and 10 students or 66.67% have not achieved completeness. In the first cycle of the second meeting there were 3 students or 20% had not achieved completeness and 12 students or 80%. Based on the results of the data obtained from the first cycle of the first meeting to the second meeting, the students' understanding has reached the performance indicators that are applied.

SUGGESTION

From the results of the research above, I put forward some suggestions as follows:

- a. Students are expected to be able to understand the material taught in Civics subjects.
- b. For teachers, learning using thinking skills improvement learning strategies (SPPKB) can be used as an alternative in learning activities, especially in Civics subjects.
- c. Schools are expected to use appropriate learning in every learning process.
- d. For researchers, it is hoped that they can increase their knowledge and insight to deepen their research on aspects that have not been properly studied in research related to students' understanding of Civics subjects.

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