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An Effort to Improve Student Learning Outcomes in Civics through the Application of the ALTRRQ in Fifth Grade Students of Negeri Wakarleli Elementary School

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Abstract
This study aims to describe the improvement of Civics (PKn) learning outcomes through the implementation of the Active Learning model of the Role Reversal Question (ALTRRQ) type in fifth-grade students at Negeri Wakarleli Elementary School. The data collection methods used in this study included tests, observations, and documentation. The research instruments consisted of test items and observation sheets. The data analysis techniques employed were descriptive quantitative and qualitative analysis. This study was a classroom action research (CAR), consisting of four stages: planning, implementation, observation, and reflection. The subjects of the study were nine fifth-grade students at Negeri Wakarleli Elementary School. The research instruments included teacher activity sheets, student activity sheets, and test questions. The collected data were analyzed using percentage formulas. The results showed that the percentage of teacher activity increased from 72.61% in Cycle I to 97.82% in Cycle II. Student activity also improved, rising from 66.66% in Cycle I to 95.65% in Cycle II. Student learning outcomes increased from 68.97% in Cycle I to 87.17% in Cycle II. Therefore, it can be concluded that the application of the Active Learning model of the Role Reversal Question (ALTRRQ) type in Civics instruction can improve the learning outcomes of fifth-grade students at Negeri Wakarleli Elementary School.
Keywords: *active learning, role reversal question, learning outcomes.*

INTRODUCTION

This study begins by defining education as a process of providing an environment in which learners can interact with their surroundings to develop their inherent abilities (Candrawati, 2020). Education is carried out by families, communities, and government. This aligns with the broader understanding of education as a conscious effort by these three parties—through guidance, instruction, or training activities both

inside and outside school throughout one's life—to prepare learners to play appropriate roles in various life environments in the future (Agusti & Aslam, 2022).

Education is organized by empowering all components of society through their participation in the delivery and quality control of educational services (Susiani et al., 2022). According to Law Number 20 of 2003, education plays a crucial role in achieving the national educational objectives, namely to develop learners' potential so that they become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become responsible and democratic citizens (Rohana & Arif, 2018).

Under the same law, Civics (PKn) is mandated as a compulsory subject at the basic and secondary education levels and as a required course in higher education. At the elementary level, PKn is taught to students aged 7–12 years, which Piaget classifies as the "concrete operational" stage of development. Children in this stage focus their mental activities on concrete objects and events (Afifa et al., 2022). Similarly, Marpiah, (2022) notes that most elementary students at the concrete operational stage are not yet capable of abstract thinking.

An initial observation at Negeri Wakarleli Primary School on 20 September 2024, concerning Grade V students and the topic of "joint decision-making," revealed that 50% of students did not meet the predetermined Minimum Competency Criteria (KKM) of 65. This underachievement was attributed to traditional, one-way teaching methods: teachers lectured while students listened passively. Other contributing factors included inadequate teaching preparation and mastery of subject matter, with teachers relying heavily on lecturing, which often bored or even lulled students to sleep.

Such conditions led to suboptimal learning outcomes. Semester I PKn scores for the 2021/2022 school year show an average of 66, compared with 74 in Indonesian Language and 68 in Social Studies. Only six out of twelve students (50%) met the KKM

of 65. Given this low level of mastery, there is a clear need to improve students' PKn learning outcomes.

A learning model serves as a guideline and framework for all necessary components in teaching and learning activities, including resources, materials, and tools. According to Chauhan (1979), a learning model is a plan used to guide classroom instruction and to determine related instructional devices—such as textbooks, films, computers, curricula, and so on.

Active Learning has the advantage of centering the learning process on students, engaging all their potentials in learning activities (Darmayanti & Wibowo, 2014). It fosters students' critical thinking about the subject matter. Astuti et al., (2022) describes several Active Learning types that emphasize questioning activities, including "Starts with a Question," "Role Reversal Question," and "Planted Question." In the Role Reversal Question model, students are divided into heterogeneous groups to discuss lesson content (Afifa et al., 2022). They then formulate questions about the material, and teacher–student roles are exchanged: students pose prepared questions while teachers answer, or vice versa, with the cycle repeating as needed. Finally, the teacher provides feedback. This question–answer activity helps students acquire knowledge, skills, and engagement (Sudarto et al., 2025).

Therefore, the Active Learning Type Role Reversal Question (ALTRRQ) model can be applied in PKn instruction to activate students—especially in question–and–answer sessions through role exchange. Students participate directly, not merely listening to lectures but also engaging in critical thinking about the lesson through questioning. The application of the ALTRRQ model in PKn is expected to improve the learning outcomes of Grade V students at Negeri Wakarleli Primary School.

METHOD

This study employed a mixed methods approach, combining quantitative and qualitative methodologies. The quantitative approach was used to analyze student

learning outcomes in numerical form, while the qualitative approach was used to describe the teaching–learning process through observations of teacher and student activities.

The research design was Classroom Action Research (CAR) based on the Kemmis & McTaggart model, which comprises four stages: planning, action, observation, and reflection. The study was conducted in two cycles (Sugiyono, 2009). Data were collected at Negeri Wakarleli Primary School, Moa/Lakor District, from October 18 to November 18, 2024. The subjects were nine fifth-grade students (five males and four females). Data-collection techniques included tests to measure student learning outcomes; observations of teacher and student activities; and documentation, such as lesson plans (RPP), student scores, and observation sheets. Data analysis consisted of quantitative analysis (mean scores and learning-mastery percentages) and qualitative analysis (descriptive analysis of observation notes). The success criterion was set at ≥50% of students achieving a score of ≥75.

RESULT AND DISCUSSION

On October 29, 2024, a pre-test was administered to determine learners' prior knowledge of the upcoming material. By identifying students' initial ability levels, the teacher can more easily select the appropriate instructional model and methods. The test items may take the form of multiple-choice questions, short-answer items, or essays; the total number of questions is at the teacher's discretion. What must be ensured is that administering the pre-test on definitions and forms of "joint decision-making" does not encroach on the planned instructional time. Through this pre-test, the teacher gains insight into how many students already possess background knowledge of the material. Measuring prior knowledge is important because it serves as a prerequisite for acquiring new information. Typically, students' scores improve when they can follow the lesson effectively; conversely, if they struggle to engage with the instruction, their scores will remain similar to their initial performance.

The pre-test results showed that only 1 out of 9 students (11.11 %) achieved mastery, while 8 students (88.89 %) did not. The purpose of this pre-test was thus to assess each student's skill level and the extent of knowledge they had acquired so far, enabling the researcher to form heterogeneous learning groups. The detailed pre-test results are presented in the table below.

Table 1. Pretest Result Data

No	Name	Score	Notes	
			Mastery	Not Yet Mastered
1	DM	40		✓
2	EM	35		✓
3	PM	53		✓
4	GK	45		✓
5	FM	35		✓
6	WW	70	✓	
7	NP	35		✓
8	WS	30		✓
9	FL	45		✓
Average		**388**	**1**	**8**
Percentage		**43,11%**	**11,11%**	**88,89%**

Source: *Research Findings*

Based on the initial test results from the nine students above, one student met the Minimum Competency Criteria (KKM), while eight students had not yet achieved mastery. Therefore, the researcher coordinated with the fifth-grade teacher at Wakarleli Public Elementary School and held discussions to prepare for the implementation of the first research cycle.

Research Results of Cycle I

a. First Meeting

1. Planning Stage

The material learned by the students is found in Theme 4 (Joint Decision-Making), Sub-theme: Complying with Joint Decisions (Sub-theme 3), within the scope of the Basic Competency for Indonesian Language Education, Civics (PPKn), and Social Studies (IPS). The main topic discussed in Cycle I is explaining the benefits of using the family-based principle in making decisions carefully. Therefore, the researcher prepared several things necessary for the implementation of the action by the teacher,

as follows: Preparing the learning tools, namely: 1) Syllabus, 2) Lesson Plan (RPP) according to the Active Learning Role Reversal Question model, 3) Teaching Materials, 4) End-of-Cycle I test questions, 5) Observation sheets for teacher and student activities, and determining the assessment criteria, which means the action is considered successful if more than 70% of the students achieve the minimum completion criteria of 65. The next step is for the teacher to arrange the students' seating and group them based on their abilities, both high and low, to ensure a more effective learning process.

2. Action Implementation Stage

In this stage, the researcher, together with the subject teacher, implements the learning according to the Lesson Plan (RPP I) that has been prepared. The implementation of actions in this cycle consists of two meetings, with the material taught being joint decision-making. This stage was carried out on November 11, 2024, with actions in accordance with the lesson plan prepared in the planning stage. Cycle 1 consists of two meetings, and the material taught is joint decision-making. At the end of this cycle's meetings, an end-of-cycle test is conducted to assess the students' abilities using the Active Learning Role Reversal Question (ALTRRQ) model.

3. Observation

The observation was conducted during the learning process by observing the teacher's activities and the students' activities using the prepared observation sheet. The results are as follows:

1) Results of Teacher Activity Observation

a. The implementation of the learning process follows the steps outlined in the lesson plan (RPP) that has been prepared.
b. The teacher is able to manage time well so that all activities can be carried out fully.
c. The teacher has not been able to guide students in completing group tasks.

d. The teacher has not been able to address students' inappropriate behavior.

2) Results of Student Activity Observation

a. Some students are still shy and unwilling to express their opinions.

b. A small number of students are not active in the learning process.

4. Reflection

After analyzing the results of the first cycle observation, improvements need to be made in the learning process to address the issues identified in cycle I. The improvements to be made are as follows:

1. The teacher is expected to manage time well so that all activities can proceed smoothly.
2. To address the situation of students in class, the teacher is expected to be assisted by the observer in closely monitoring students with inappropriate behavior.
3. The teacher needs to have better classroom management.
4. The teacher should motivate shy students who are reluctant to express their opinions or speak.
5. The teacher should make greater efforts to encourage students to actively participate in the learning process and group discussions.

Learning Outcomes of Cycle I

After the Cycle I test was administered to the students, the teacher, assisted by the observer, then checked the students' work. The results obtained can be presented in the table below.

Table 2. Cycle I Research Results

No	Name	KKM	Score	Notes	
				Mastery	Not Yet Mastered
1	DM	65	70	✓	
2	EM	65	75	✓	
3	PM	65	50		✓
4	GK	65	75	✓	

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5	FM	65	60		✓
6	WW	65	50		✓
7	NP	65	35		✓
8	WS	65	75	✓	
9	FL	65	60		✓
Total			**550**	**4**	**5**
Average			**61,11**	**44,445**	**55,555**

From Table 2 above, it can be seen that in Cycle I, out of 9 students, only 5 students achieved the minimum mastery criteria, while 4 students did not. The results of the Cycle I test show that the highest score achieved by a student was 75, and the average score was 61.11. In the score range of 70–75, only 1 student achieved this range. Therefore, the students' achievement in the Cycle I test can be concluded based on the data. Further information can be seen in the following figure:

Figure 1. Results of the Cycle I Test

Based on the consideration of students' learning outcomes and the results of the observation, it was decided to continue the research into Cycle II. As shown in the score recap above, only 4 students, or 44%, achieved a "Good" score category, while 3 students, or 33%, fell into the "Poor" category, and only 1 student received a "Very Poor" score. Based on the learning outcomes in Cycle I, the researcher and the subject teacher decided to improve student learning outcomes through the implementation of Cycle II.

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Research Results of Cycle II

1. Planning

The implementation of actions in Cycle II was not significantly different from the learning process in Cycle I and still referred to the syntax/steps of the Active Learning model with the Role Reversal Question (ALTRRQ) type. At this stage, the researcher and the subject teacher prepared the necessary learning tools, including the lesson plan (RPP), student worksheets (LKS), and instructional materials required for the research. The learning process was designed by considering several important elements such as the formation of study groups, more effective classroom management for students with relevant behavior, and optimizing the use of instructional time.

2. Action Implementation

This stage was carried out on Monday, November 18, 2024. The planned actions in Cycle II consisted of one meeting, using the material *"Joint Decision-Making."* At the end of the second meeting, a final test was administered to assess students' abilities in applying the Active Learning model with the Role Reversal Question (ALTRRQ) type.

a. First Meeting

The first meeting took place on Tuesday, November 15, 2024. At the beginning of the session, the teacher and the researcher entered the classroom and greeted the students, who responded to the greeting. Before starting the teaching and learning process, the teacher invited all students to pray according to their individual religions and beliefs, and the students did so. The teacher then proceeded to fill out the student attendance sheet. Before the lesson began, the teacher also prepared to improve the test results from Cycle II. The teacher reminded students to pay close attention and take the lesson seriously in order to understand the material being taught.

The teacher asked the researcher to take their position, where the researcher had already designated a place to observe the teacher during the learning process. The researcher not only filled out the teacher observation form but also recorded student

observations. As in Cycle I, the action stage in Cycle II involved carrying out the learning process based on a well-prepared lesson plan. Before the main learning activities, the teacher reviewed the previous material with the students. The teacher also initiated the lesson with an apperception activity by asking various questions to encourage students to think critically.

This was done to motivate students to improve. In Cycle II, the teacher made an effort to enhance the students' understanding by preparing materials from the previous cycle. The researcher asked the student who had achieved the highest score to explain an example of joint decision-making to their peers. This was intended to help students relate the material to real-life events. The teacher then divided the students into three groups, each consisting of three students. The researcher assisted the teacher in distributing the student worksheets (LKS) to each group, and the groups were instructed to reflect on how they would respond to the questions or prompts on the worksheets.

Each group was responsible for their own task. Afterwards, the groups were asked to sequentially present the results of their discussions about real-life events, and the other students were invited to give comments or suggestions using appropriate questions. The teacher reminded students to remain active in their group work and discussions and encouraged every student who answered questions. After the group discussion ended, students returned to their seats.

At the end of the meeting, the teacher and students together concluded the results of the learning. The teacher then assessed the students' understanding of real-life events using the Active Learning model of the Role Reversal Question (ALTRRQ) approach in Cycle II.

3. Observation

The observation was conducted during the learning process by observing both teacher and student activities using pre-prepared observation sheets. The results of the observation by the observer are as follows:

1. Results of Teacher Activity Observation
2. The implementation of the learning process was in accordance with the steps outlined in the lesson plan (RPP).
3. The teacher was able to manage time well so that all activities could be carried out completely.
4. The teacher was able to guide students in completing group assignments.
5. The teacher was able to manage students who displayed inappropriate behavior.
6. Results of Student Activity Observation
7. Most students showed improved attention when the teacher delivered the material.
8. Students were confident in expressing their opinions.
9. Students were serious in completing group tasks.

4. Reflection

The next stage conducted after implementing the actions in Cycle I is the reflection on the implementation of the actions in Cycle II. After analysis, it can be concluded that:

1. The teacher was able to carry out the learning activities well, following the lesson plan (RPP) that had been prepared.
2. The teacher was able to manage the available time effectively.
3. The teacher successfully implemented the Active Learning model with the Role Reversal Question (ALTRRQ) type. This can be observed from the successful execution of all stages of the activities.
4. The students were able to understand the material on unity in diversity, both at school, at home, and in their surrounding environment.

5. Based on the reflection on Cycle II, along with the observation results and student learning outcomes, an improvement was observed. Nine students, or 95% of the total 9 students, achieved the minimum mastery criteria (KKM) set. Therefore, the researcher and the teacher decided to stop the actions in Cycle II.

Learning Outcomes of Cycle II

After the Cycle II test was administered to the students, the teacher, assisted by the observer, examined the students' work. The results obtained are as follows:

Table 3. Student Learning Outcomes in Cycle I, Meeting II

No	Name	Score	Notes	
			Mastery	Not Yet Mastery
1	DM	85	✓	
2	EM	90	✓	
3	PM	75	✓	
4	GK	70	✓	
5	FM	85	✓	
6	WW	90	✓	
7	NP	90	✓	
8	WS	75	✓	
9	FL	80	✓	
Total		**740**	**9**	
Average		**82,22%**	**100%**	

Source: Research Findings

Based on Table 3 above, it can be seen that the range of scores obtained by students falls between 85 and 90, which is considered quite high. Two students scored 85, and three students scored 90. The average student score is 82.22. From the table, it is evident that students successfully met the Minimum Mastery Criteria (KKM), which means that the classical completeness reached 95%. This indicates that almost all students who participated in the learning process were able to meet the competency standards set by the school. The average score of 82.22 also shows that, in general, students' understanding of the material taught in this cycle is in the good category.

This reflects a significant improvement compared to the results in Cycle I, in which classical completeness had not yet reached the expected target and the average student score was still below the standard. This improvement indicates that the learning strategy implemented in Cycle II was more effective in enhancing students' understanding and learning outcomes. The factors contributing to this success include improvements in the method of delivering the material, increased interaction between teacher and students, and the use of more varied and engaging learning media. In addition, students appeared more active and motivated in participating in the learning process, which also contributed to the improvement in their performance.

With the achievement of classical completeness, it can be concluded that the corrective actions taken in Cycle II successfully improved the quality of learning and students' comprehension of the subject matter. This success proves that proper planning, implementation, and evaluation in learning greatly influence student outcomes. The results of the Cycle II test are visualized in Figure 2 below to provide a clearer picture of the distribution of student scores.

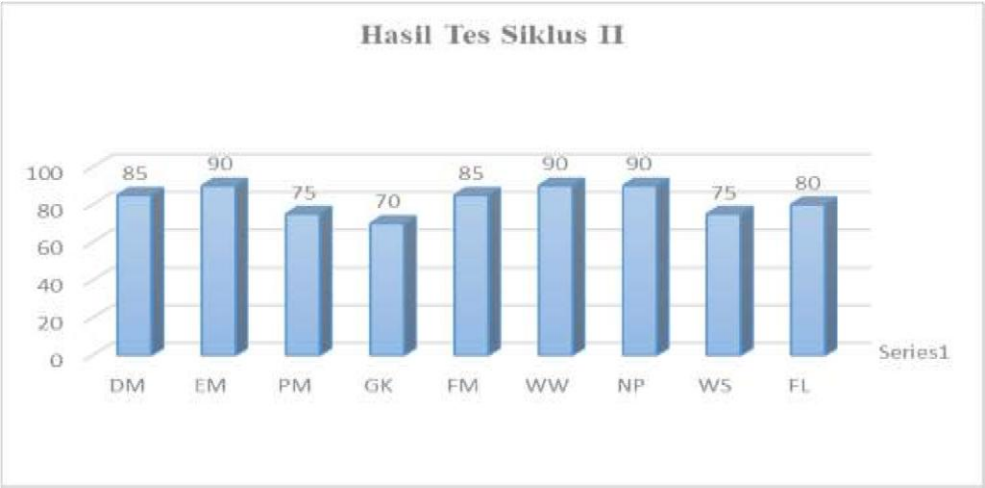

Figure 2. Cycle II Test Results

Based on the final test results of Cycle II, it was found that all students met the Minimum Mastery Criteria (KKM) (>65). Therefore, the achievement percentage of the KKM for learning outcomes is 100%. This data indicates that the students' activity and learning outcomes have improved compared to Cycle I and have met the target success

indicators. As a result, the classroom action is concluded in Cycle II because the research process has achieved the planned success indicators.

Based on the research findings described above, the discussion skills of fifth-grade students at SD Negeri Wakarleli have improved. This can be seen from the students' attention during Civics lessons on the topic of joint decision-making. Students who are highly motivated to learn tend to pay close attention to the teacher when examples and explanations are given on how to conduct a proper discussion. As a result, these students are more likely to develop good discussion skills.

Another factor influencing their discussion skills is the material provided—both the teaching materials and the media used during the learning process significantly affect students' learning outcomes. Teaching materials also play a role in increasing students' interest in discussions and in helping them understand the content. If the materials are difficult to understand, students are likely to be reluctant to read them. On the other hand, teaching materials that present simple and clear discussions are more likely to attract students' interest. Accordingly, the content used in the learning material was designed to be brief and simple, making it easier for students who are still in the early stages of learning to discuss and express their opinions.

Based on the implementation process of Cycle I and Cycle II, the Civics learning on joint decision-making shows that the learning objectives were successfully achieved through the use of the Active Learning model, specifically the Role Reversal Question (ALTRRQ) type. The achievement of the Civics learning objectives was also supported by the successful application of the Active Learning Tipe Role Reversal Question (ALTRRQ) model. This model provided students with meaningful experiences that helped them become more skilled in discussions. The ALTRRQ model also actively involved students in the learning process. The research indicated that after applying this model, students became more engaged in learning, and an improvement in the learning process was observed.

Students began to ask questions about things they did not understand and started to express their opinions based on their knowledge. Moreover, they were no longer shy when asked to come to the front of the class. Civics learning using the Active Learning Tipe Role Reversal Question (ALTRRQ) model positively influenced student engagement and their discussion skills. Students became more fluent in discussions, and their performance improved in several aspects of discussion skills.

The use of the Active Learning model encourages student participation in the learning process. The teacher acts as a model by demonstrating proper and fluent reading while emphasizing mastery and correct techniques. The Active Learning model also involves students in reading and group discussion activities, creating an interactive and collaborative learning environment. Through discussions and active engagement, students are encouraged to think critically, express their opinions, and respect their peers' perspectives. These activities not only enhance students' reading skills but also develop their communication and teamwork abilities within a group. The use of this model helps enrich students' learning experiences based on their imagination and prior knowledge.

In addition, the Active Learning model provides students with opportunities to explore the material more deeply through direct experiences and personal reflection. Students are not only required to understand the content of the text, but also encouraged to relate it to their daily lives and relevant real-world contexts. As a result, the learning process becomes more meaningful and contextual. This model also enables teachers to more easily identify each student's needs and potential, allowing instruction to be tailored more individually and effectively. The consistent application of this model has been proven to increase students' learning motivation, self-confidence, and independence in understanding and mastering the subject matter.

Overall, the implementation of Civics learning using the Active Learning Tipe Role Reversal Question (ALTRRQ) model for fifth-grade students at SD Negeri

Wakarleli in Cycle II was successful. The learning process proceeded according to the planned lesson, and the indicators of success were achieved.

CONCLUSION

Based on the results of the Classroom Action Research (CAR), it can be concluded that the implementation of the Active Learning model of the Role Reversal Question (ALTRRQ) type can improve the Civics learning outcomes of fifth-grade students at SD Negeri Wakarleli in the 2024/2025 academic year. In Cycle I, only 4 out of 9 students achieved mastery, with an average score of 55.55%. However, in Cycle II, all students achieved mastery, and the average score increased to 82.22%. This improvement indicates that the ALTRRQ model is effective in enhancing student learning outcomes.

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