

APPLICATION OF THE MORAL REASONING MODEL TO INCREASING THE COURAGE OF EXPRESSING OPINIONS ON CONTENT PPKn STUDENTS OF CLASS V SDN 047 INPRES BAURUNG POLEWALI MANDAR DISTRICT

1 Nurfaizah, Universitas Negeri Makassar

E-mail: Nurfaizah.ap@unm.ac.id

2 Syamsuryani Eka Putri Atjo, Universitas Negeri Makassar

E-mail: syamsuryanieka@gmail.com

3 Musdalifah, Universitas Negeri Makassar

E-mail: musdalifamusdalifa527@gmail.com

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ABSTRACT

The problem in this research is the low success in expressing income experienced by students in the learning process. From these problems, there is a goal to be achieved in the research, namely the application of a moral reasoning model to increase the courage to express opinions in class V at SDN 047 Inpres Baurung, Polewali Mandar Regency. The approach used is a qualitative approach and this type of research is Classroom Action Research (CAR) which is carried out in two cycles and each cycle is carried out in two meetings. The stages of activities carried out include the planning stage, the implementation stage, the observation stage, and the reflection stage. Data collection techniques and procedures used are observation and documentation. The subjects of this study were class V teachers and 22 students consisting of 10 boys and 12 girls. The data analysis used is quantitative and descriptive qualitative. The results showed that there was an increase in teacher activity The first cycle of the first meeting was in the adequate category and the second meeting was in the sufficient category while in the second cycle the first meeting was in the good category and the second meeting was in the good category and in the first cycle of student learning activities the first meeting was in the less category and the second meeting was in the sufficient category while in the second cycle the first meeting was in the good category and the second meeting was in the good category. From the results of this study, it can be concluded that the application of the moral reasoning model can increase the courage to express students' opinions.

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INTRODUCTION

Education in the current era is expected to produce future young people who dare to express opinions or make decisions. Article 28E paragraph (3) of the 1945 Constitution states "Everyone has the right to freedom of association, assembly and expression of opinion". In addition, the guarantee of freedom of assembly and opinion is also guaranteed in Law no. 39 of 1999 concerning Human Rights and Law no. 9 of 1998 concerning Freedom of Expressing Opinions in Public.

The activeness of students in the learning process is very necessary, such as when students choose the courage to express their opinions in class. Students who are active either by asking or answering questions encourage their friends to be active in teaching and learning interactions will help a lot to smooth the teaching and learning process (Suarniati, 2017). The role of education and school institutions is very important in an effort to make this happen.

In expressing opinions, it is usually about unrest that occurs in surrounding problems or phenomena that are widely discussed. This discussion occurs a lot in learning Citizenship Education. In expressing opinions, PPKn learning is very suitable because there is a lot of expertise and it takes courage to express what happened. PPKn is interpreted as the value of democratic education, moral education, and Pancasila education. According to Sudjana (Sarbai & et al, 2014) civics education is one of the subjects that can form a diverse self in terms of religion, socio-culture, language, age, to become citizens who are intelligent, skilled and have character based on the 1954 Constitution.

Civics learning in elementary schools has an important position in preparing students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia. Human resources with character and virtuous character are expected to be able to become better individuals, because PPKn is one of the subjects to form a national character that is religious, intelligent, skilled and sociocultural as a constitutional child of the nation (Mulyana, 2021). Therefore, PPKn learning is directed at forming citizens who understand and are able to exercise their rights and obligations to become good, intelligent, skilled and good citizens with character mandated by Pancasila and the 1945 Constitution.

In the process of calling for this, teachers must be more innovative and creative in each learning process so that they can make the class atmosphere more active and run in a structured manner. In addition, the teacher as a learning subject to convey material must also position himself as a facilitator, motivator, and mediator so that students can develop their potential. At school teachers and students are the main actors in the learning process, these two actors have an important role in achieving a learning goal that is carried out at school. Therefore, between the two main actors, a good relationship has been established.

Based on the results of an interview conducted on Wednesday, 16 February 2022 to the class V teacher at SDN 047 Inpres Baurung, he said that the problem faced during learning was that students were generally unable to express opinions and ask questions if they did not understand and did not understand the material being taught at the time. teaching and learning takes place.

The researcher also made initial observations of the fifth grade teacher at SDN 047 Inpres Baurung. Based on observations, teachers often use lecture methods that are less diverse in Civics learning so that students are less active in the learning process, students do not dare to express their opinions and students do not interact with their classmates. Meanwhile, the teacher does not use a variety of learning models, the teacher does not provide opportunities for students to express their opinions, and the teacher does not involve students working together in small groups.

The implementation of learning at SDN 047 Inpres Baurung so far has not been optimal, one of which is Civics learning, the learning process is still passive, the teacher only teaches material in accordance with the provisions and guidelines of the curriculum alone, has not paid attention to the content and method that is right or suitable for conveying material well to students. According to Mangkoespoetra (Cahaya, 2019), the problem in learning Pancasila and Citizenship education (PPKn) is the use of inaccurate learning methods or models in conveying subject matter that fulfills the value order content, so that it can be internalized in students.

The success of Civics learning lies in the extent to which a teacher is able to use learning models and involve students' activeness in the teaching and learning process. According to (Sarbaini & Fatimah, 2014) Often using lecture methods that are less focused in learning results in students being less active. This lack of student activity can result in students only memorizing information conveyed by the teacher or teacher without understanding that information. This has an impact on scores that are below the minimum completeness criteria because learning is not optimal.

So far, PPKn learning seems boring, this is caused by the teacher's lack of knowledge about using the learning model. Therefore, one model that is interesting and can trigger increased courage to express opinions in the learning process is the moral reasoning learning model because, the moral reasoning model has advantages such as: (a) Trains students to solve life's problems, (b) Students learn to work together with friends and accustomed to deliberations in everyday life, (c) Increase student learning motivation, because students will be encouraged to solve problems that occur around them, (d) Create fun learning, (e) Increase student activity both in asking questions and Express opinions.

This research is important to do to describe the use of the moral reasoning model to increase the courage to express opinions, make decisions and improve the quality of student learning in civic education learning so as to increase student learning competence. If this research is not carried out, the teacher's awareness of the importance of applying this model will not be open to the impact on students. The impact obtained on students is not increasing the quality of learning, especially in the courage to express opinions.

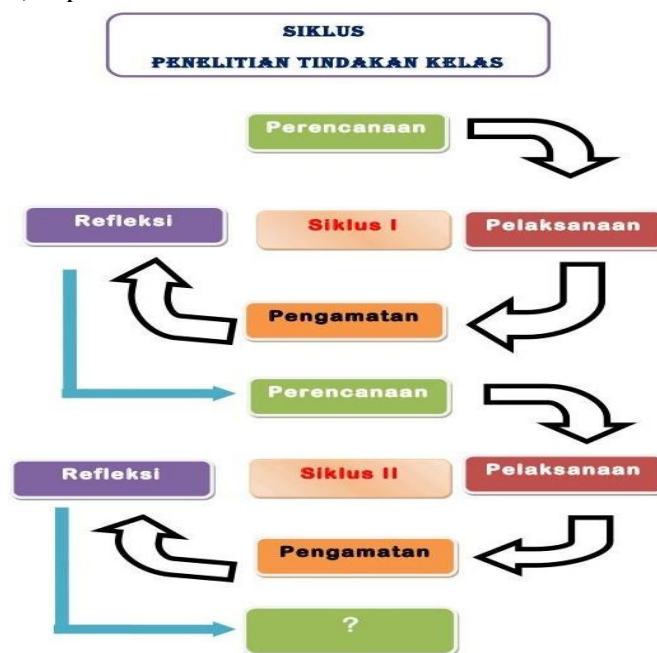
Previous research was conducted by Ni Wayan Suarniati in 2017 and published in her journal entitled "Application of the Moral Reasoning Model to Increase Courage to Express Opinions and Make Decisions in Citizenship Education Class VIII Subject at SMP Nu Nurul Huda Pakis Malang Regency" and research conducted by Arifin Ishak Saliku in 2013 for his final lecture assignment entitled "Application of the Moral Reasoning Model to Increase Students' Courage to Express Opinions and Make Decisions in the Class X Accounting Subject of PPKn 1 SMK Negeri 1 Batudaa" shows that the moral reasoning model can increase the courage to express opinions in learning or PPKn student content well.

Based on the description above, the author intends to conduct research with the title "Application of the Moral Reasoning Model to Increase Courage to Express Opinions on PPKn Content for Class V Students at SDN 047 Inpres Baurung, Polewali Mandar Regency"

METHOD

This research uses a qualitative approach. It is called a qualitative approach because in this approach, researchers use observation to see an overview of all teacher and student activities during the learning process because it will be presented about increasing the courage to express opinions in civic education student learning using the moral reasoning model. According to (Ishak, Israwaty, 2021) states that: "A qualitative approach is an approach used in research that is carried out specifically and in depth. Research is directly involved in conducting research and data in research results are applied in a descriptive form in the form of written or verbal sentences from human behavior that is specifically observed.

This research action uses a class action research plan (Action Research Classroom), namely a recycling research plan (cycle). The stages of classroom action research include the planning stage, the implementation stage, the observation stage, and the reflection stage. The planned action flow in this study according to Arikunto (Agustina, 2015) is presented as follows:



Picture 1 Arikunto Adaptation Research Design (2015)

This research was conducted on September 26-30 2022 in the odd semester of the 2022/2023 school year, the research process carried out by this researcher took place in class V SDN 047 Inpres Baurung, Campalagian District, Polewali Mandar Regency, West Sulawesi Province. The subjects in this study were class V teachers and fifth grade students at SDN 047 Inpres Baurung, Campalagian District, Polewali Mandar Regency, West Sulawesi Province with a total of 22 students. Consisting of 10 males and 12 females, the focus of this research was carried out on fifth grade students at SDN 047 Inpres Baurung, Polewali Mandar Regency which was devoted to two aspects, namely:

1. The moral reasoning model is the process of logical thinking by paying attention to good actions carried out using the group discussion method so that the tension of cooperation is established. There are five phases in the learning process, namely introduction, presentation material, mentoring, development by providing opportunities for further training and application, as well as analyzing and evaluating.
2. Courage to express opinions is the ability or skill to express thoughts, ideas or feelings. The indicators for expressing opinions are: (1) Attitude towards learning, (2) Persistence in learning, (3) Curiosity, (4) Opinion in groups, (5) Independent attitude in learning, and (6) Consistency in learning (Okfianto, 2019).

The instruments to be used in this study are teacher observation sheets and student observation sheets. The results of observations or observations summarized in teacher and student activity sheets will illustrate how indicators of teacher and student success increase the courage to express opinions in applying moral reasoning models. The data obtained is then analyzed by calculating the frequency of events compared to all

events then multiplied by 100%. To measure indicators of teacher and student success in increasing the courage to express opinions in applying moral reasoning models can be weakened by a scale of 3 which refers to Arikunto (Widyanto, 2017), namely:

Table 1 Level of Process Success in Applying the Moral Reasoning Model

Score	Category
76% - 100%	Good
60% - 75%	Enough
0% - 59%	Less

Table 2 Indicators for Increasing the Courage of Expressing Student Opinions

Score	Category
76% - 100%	Good
60% - 75%	Enough
0% - 59%	Less

RESULTS AND DISCUSSION

RESULTS

This research was carried out based on the PTK procedure which consisted of four stages, namely the planning, implementation, observation, and reflection stages. The implementation of the action took place over two cycles in the odd semester of the 2022 school year with research subjects in class V SDN 047 Baurung Presidential Instruction, Campalagian District, Polewali Mandar Regency. During the implementation of the action, the researcher acts as a teacher and the class teacher acts as an observer.

Observation data in the form of the teacher's teaching activities during the lesson was obtained using observation sheets in accordance with the moral reasoning model and research data in the form of increased courage to express opinions on PPKn content of class V students obtained by making observations written in observation sheets of student learning activities at the end of each cycle meeting. The research implementation consisted of two learning cycles, each learning cycle consisting of two meetings. Cycle I was carried out on 26 September - 27 September 2022, while cycle II was carried out on 29 September - 30 September 2022. Meanwhile, the data obtained was then calculated for its frequency value and presented as a reference source for interpretation in descriptive analysis. Each is described as follows:

1. Description of Initial Activities Before Action

On September 20, 2022, the researchers first visited the school that would be used as the research location. The purpose of the visit was to meet the school principal and class V teachers to ask for permission to carry out research at SDN 047 Inpres Baurung, Campalagian District, Polewali Mandar Regency. At the meeting the principal allowed the research to be carried out and invited the researcher to consult directly with the class V teacher to discuss the schedule for the research plan and the subject matter to be taught.

Based on the results of joint discussions between the researcher and the class V teacher, it was agreed that the researcher would carry out 4x learning activities a week. Apart from discussing the research schedule, the researcher and the class V teacher also discussed the civics learning content which would be taught at the next meeting according to the thematic learning schedule in class V. It was agreed that the research implementation would begin on Monday, September 26 2022, which was adjusted to the schedule. which was determined by the class V teacher at SDN 047 Bird Instruction, Campalagian District, Polewali Mandar Regency. Researchers have developed learning tools to be used during research which will be conducted in two meetings in each cycle. Then consulted with the class V teacher to correct and perfect the learning tools that will be used during research.

2. Cycle Action I

The implementation of this research action was carried out according to the plan that had been made and agreed upon by the teacher and researcher, namely 2 meetings in the first cycle, namely on 26 and 27 September 2022 in accordance with the initial plan that had been agreed upon by the researcher and class V teacher at SDN 047 Inpres Baurung, Campalagian District, Polewali Mandar Regency.

Table 3 Observation Results of Cycle I Teacher Teaching Activities Using the Moral Reasoning Model in Learning

Cycle I	Total score gain	Maximum score	Percentage	Category
Meeting I	9	15	60 %	Enough
Meeting II	11	15	73,3%	Enough

Based on table 3 above, it can be concluded that the results of observations of teacher teaching activities in cycle I above, the first meeting obtained an overall score of 9 with a maximum score of 15 so that a percentage of 60% was obtained, which was stated in the sufficient category (C). While the second meeting obtained an overall score of 11 with a maximum score of 15 so as to obtain a percentage of 73.3% which is stated in the sufficient category (C).

Table 4 Observation Results of Learning Activities to Increase Courage to Express Opinions of Cycle I Students

Cycle I	Total score gain	Maximum score	Percentage	Category
Meeting I	9	18	50 %	Less
Meeting II	11	18	61,1%	Enough

Based on table 4 above, it can be concluded that the results of observing student learning activities in the first cycle of the first meeting obtained an overall score of 9 with a maximum score of 18 so as to obtain a percentage of 50% which is stated to be in the less category (K). Meanwhile, at the second meeting, the overall score was 11 with a maximum score of 18 so that a percentage of 61.1% was stated to be in the sufficient category (C).

3. Cycle Action II

The learning process in cycle II is an improvement from cycle I. Cycle II was carried out from 29 September - 30 September 2022. The activities carried out in cycle II were the same as the stages in cycle I which included planning, implementation (action), observation, and reflection. The results of data analysis and reflection in cycle I found several students who had not achieved the expected learning objectives. Therefore learning is continued with action in cycle II. The process of implementing the actions in cycle II the steps are not much different from the implementation of the actions in cycle I, only improvements are made based on the deficiencies found in cycle I.

Table 5 Observation Results of Cycle II Teacher Teaching Activities Using the Moral Reasoning Model in Learning

Cycle I	Total score gain	Maximum score	Percentage	Category
Meeting I	14	15	93,3 %	Good

Meeting II	14	15	93,3%	Good
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Based on table 5 above, it can be concluded that the results of observations of teacher teaching activities in cycle II above, the first meeting obtained an overall score of 14 with a maximum score of 15 so as to obtain a percentage of 93.3% which is stated to be in the good category (B). While the second meeting obtained an overall score of 14 with a maximum score of 15 so as to obtain a percentage of 93.3% which is stated to be in the good category (B).

Table 6 Observation Results of Learning Activities to Increase Courage to Express Opinions of Cycle II Students

Cycle I	Total score gain	Maximum score	Percentage	Category
Meeting I	14	18	77,7 %	Good
Meeting II	15	18	83,3 %	Good

Based on table 4.4 above, it can be concluded that the results of observing student learning activities in the first cycle of the first meeting obtained an overall score of 14 with a maximum score of 18 so as to obtain a percentage of 77.7% which is stated to be in the good category (B). Meanwhile, at the second meeting, the overall score was 15 with a maximum score of 18 so that a percentage of 83.3% was stated to be in the good category (B).

DISCUSSION

This research was conducted for two cycles, each cycle held two meetings to obtain valid results from the research conducted. Prior to conducting the research, the researcher first made initial observations about the extent to which students' courage leveled up in expressing opinions on PPKn content.

The results obtained from the initial data on the courage to express opinions based on interviews conducted with the homeroom teacher for class V, it turns out that there are still many students who have not been able to express opinions in front of the class. This shows the need for an action in learning so as to increase the courage to express students' opinions.

The use of the moral reasoning learning model is expected to increase the courage to express opinions that emphasize the establishment of cooperation. The moral reasoning model is suitable to be applied in Civics learning because it can know and measure the level of awareness of students about values related to human behavior or actions which are good or bad as Trianto said in (Peronika & Purnomo, 2014) is a learning model that emphasizes the collaboration of moral reasoning models based on moral dilemmas, using group discussion methods.

There are indicators in expressing opinions, according to (Okfianto, 2019) indicators in the courage to express opinions, namely attitudes towards learning, persistence in learning, curiosity, arguing in groups, independent attitude in learning, and consistency in learning. These indicators lead to improvements in adoption. Based on the results of observations in cycle I and cycle II, it can be stated that there was an increase in students' ability to express opinions.

Cycle I researchers used reading texts with the theme "The Event of the Birth of Pancasila" and the second meeting had the theme "The Role of Pancasila in Maintaining National Diversity". The percentage of achievement in the first cycle of the first meeting got the less category (K) while in the second cycle I the second meeting experienced an increase in the enough category (C)

The improvement that was carried out was in cycle I on the aspect of attitudes towards learning, namely students dared to respond to a story text that had not been achieved before. On the persistence aspect in learning, namely students looking for additional information. In the aspect of curiosity there is no increase in it. In the opinion aspect in the group there was also no increase in its implementation. In the aspect of independent attitude in learning there is no increase in it. In the aspect of consistency in learning, there is also no increase in its implementation.

The learning process in cycle I has shown changes but is still lacking. This is because of the deficiencies that occur in each stage of learning activities both in the teacher's aspect and also from the student's aspect.

The deficiencies that occur from this teacher aspect can be seen in the observation sheet that has been described previously. the courage to say that class V students in cycle I were in the sufficient category, because the implementation of the steps of the learning method used had not run optimally. In presenting the material and when practicing the moral reasoning model, the PPKn content is not maximized so that the learning process is not achieved as expected. This resulted in the courage to express students' opinions still relatively low, because students did not understand the steps of the learning model and still paid little attention to the teacher's explanation. Seeing the courage to express students' opinions using the moral reasoning model in cycle I which is still relatively low, this is where there is a demand that cycle II be held as a follow-up to cycle I.

Subsequent actions aimed at improving teacher and student activities that have not been achieved during the learning process take place. Therefore, in cycle II the teacher is more assertive and disciplined in giving students an understanding of the application of the steps of the moral reasoning model, namely phase-I introduction, phase-II presentation of material, phase-III guiding, phase-IV developing by providing opportunities for advanced training and application, phase-V analyzes and evaluates PPKn content and students also pay more attention to the teacher's explanation.

Cycle II the first meeting the researcher used reading texts with the theme "Different Cultures, Stay Brothers" and the second meeting "Behavior in the School Environment" The percentage of achievement in cycle II the first meeting got the good category (B) and cycle II the second meeting got the good category (B) with a more increased presentation as the researcher has described in the research results.

The improvement that was implemented lies in cycle II on the aspect of attitudes towards learning, namely students actively provide feedback in the learning process which has not been achieved in cycle I and has been implemented in cycle II. The increase in the aspect of persistence in learning is found in students who have a high sense of enthusiasm in learning that has not been achieved in cycle I and has been implemented in cycle II. The curiosity aspect of the increase that occurred lies in students demonstrating critical, logical, and creative thinking abilities that were previously not achieved in cycle I and had been carried out in cycle II of the first meeting and persisted in the second meeting. The aspect of opinion in the improvement group lies in the students being active in discussions and students often exchanging thoughts/giving opinions, previously not implemented in cycle I and implemented in cycle II. The aspect of independent attitude in learning that increases that occurs is that students have mastered the material that will be explained by the teacher, previously it was not implemented in cycle I and implemented in cycle II. The aspect of consistency in previous learning has achieved all of the three components and this has lasted until cycle II was completed.

The results of the research implementation in cycle II showed that there was an increase both in terms of the learning process and the courage to express students' opinions after the application of the moral reasoning model to Civics subjects. The results obtained in cycle II were better than cycle I. Therefore, it can be said that cycle II was a cycle in which the teacher succeeded in applying the moral reasoning model well to PPKn content.

The results of observations on the implementation of the second cycle proved that the teacher's teaching activity had increased from before, where in the first cycle the teacher's teaching activity was in the sufficient category and in the second cycle it was in the good category. In line with this, learning activities to increase students' courage in expressing opinions also increased, where learning activities to increase students' courage in expressing opinions in cycle I were still in the sufficient category, and cycle II was able to change learning activities to increase students' courage in expressing opinions to be more good and in the good category.

Based on the results of observations of learning activities to increase the courage to express students' opinions and the results of observations of teacher teaching activities from cycle I to cycle II from the description of the discussion above, it can be concluded that the application of the moral reasoning model to increase the courage to express opinions of class V students of SDN 047 Inpres Baurung, Campalagian District Polewali Mandar Regency was stated to be able to improve the ability to express students' opinions and there was no need to carry out research actions in the next cycle.

CONCLUSION

Based on the research results obtained, it can be concluded that the application of the moral reasoning model can increase the courage to express opinions on PPKn content for fifth grade students at SDN 047 Inpres Baurung, Campalagian District, Polewali Mandar Regency. This is evidenced by the results of the teacher's teaching activities and learning activities to increase the courage to express students' opinions in Civics learning by applying the moral reasoning learning model. The description of the increase can be seen from each cycle. In cycle I teacher activities the first meeting was in the sufficient category (C) and the second

meeting was in the sufficient category (C) while in cycle II the first meeting was in the good category (B) and the second meeting was in the good category (B) and the activities learning to increase the courage to express students' opinions in cycle I the first meeting was in the less category (K) and the second meeting was in the sufficient category (C) while in cycle II the first meeting was in the good category (B) and the second meeting was in the good category (B)) with better and more increased percentage points.

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