

THE STUDENTS' CIVICS LEARNING BY USING QUANTUM TEACHING STRATEGY AND HAVING HIGH AND LOW LEARNING ATTITUDES AT SD NEGERI 114345 GUNUNG MELAYU, NORTH LABUHANBATU, INDONESIA

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ABSTRACT: *The students' attitudes towards the Civics lessons are less good, especially they assume that the Civic learning is boring, not interesting. This proves that they have a low attitude and low understanding of Civics. At SD Negeri 114345 Gunung Melayu, North Labuhanbatu regency, it is known that the students are less interested in learning Civics delivered by the teachers in the classroom. At the time the teacher delivered the lesson material, the students pay less attention to the explanations and often play around in the classroom. There is a difference in students' learning outcomes using the strategy of Quantum Teaching with Expository strategy. The students' Civics learning outcomes using Quantum Teaching learning strategy with an average value of 89.20, while the results of s students' Civics learning outcomes using Expository obtained an average value of 83.77.*

KEYWORDS: Civic Learning; Quantum Teaching Strategy; Learning Attitude

INTRODUCTION

In learning Civic especially in Primary School is often found that the students still have low learning motivation, the students' attitudes towards the Civics lessons are less good, especially they assume that the Civic learning is boring, not interesting. This proves that they have a low attitude and low understanding of Civics. Moreover, they assume that Civics only presents the material that is only limited to the story of life around them and there is no new thing that is considered more attractive for them to learn.

Based on the interviews that have been conducted with one of the teachers from class V at SD Negeri 114345 Gunung Melayu, North Labuhanbatu regency, it is known that the students are less interested in learning Civics delivered by the teachers in the classroom. At the time the teacher delivered the lesson material, the students pay less attention to the explanations and often play around in the classroom. They consider the lesson of Civics is a less important lesson so that they are less serious in following the subject matter, consequently they are lazy to learn and also do not try to learn seriously.

Furthermore, based on the observations made on the students of Primary School 114345 Gunung Melayu, North Labuhanbatu Regency specifically in the implementation of the learning process, it can be seen that some teachers in applying the curriculum experience many obstacles, so that the learning process is still dominated by the teachers as a source of learning and using the lecture method in delivering course material to students in the classroom.

Sanjaya (2008: 147) states that the teacher has not been satisfied without doing lecture method. The lecture method is a method of delivering the lesson that the teacher as the source of knowledge only gives knowledge alone without paying attention to the characteristics of the

students and the students' responses to the lesson that they deliver so that the students feel bored with the lecture method. The lecture method is the method used to implement the expository learning strategy, while the school also pay more attention to other subjects such as subjects of mathematics and science, because for the subjects there is an Olympic competition which is considered to lift the dignity of the school, room facilities for lessons and science, meanwhile for the lessons are not available.

The influence of ineffective learning strategy resulted in 50% of the students in SD Negeri 114345 Gunung Melayu, North Labuhanbatu Regency have not achieved the determined value of 70. This means that the value is between 0-66 as well as the daily number and final score on the final exam on average still has not reached the optimal value that is reaching an average value of 80. In addition, low learning attitudes toward Civics lessons also affect the students' low willingness and ability, this can be seen from the daily life of the students who are less active in learning Civics. The evaluation of the students' Civics learning outcomes is presented in Table 1.

Table 1: the Students' Score of Final Learning Evaluation on Civics on Grade V SD Negeri 114345 Gunung Melayu District of North Labuhanbatu

No	Lesson Year	Minimum Criterion Score (KKM)	Lowest Value (NTR)	Highest Value (NTT)	Average Value (NRR)
1.	2012-2013	70	42,7	80.2	64,45
2.	2013-2014	70	46,7	80,5	63,60
3.	2014-2015	70	57,8	85.7	71,75
4.	2015-2016	70	50,8	83.6	65,50

Source: Administration of SD Negeri 114345 Gunung Melayu 2012-2016

Based on the problems and data presented above, it can be understood that the learning problems experienced by the students can occur due to the learning method which is oriented to the traditional approach that less place and pay attention to the students in the learning process. The way of the teachers delivering the subject matter is inappropriate by either due to methods that are inconsistent with the material or due to unpleasant delivery. These factors cause the occurrence of the students' learning problems so that the students' learning outcomes are low.

Therefore, the teachers should have the knowledge and skills to change the learning way to be good. One way to get good learning outcomes is changing the paradigm of the students' learning from traditional learning strategy to appropriate strategy to represent the needs in learning to the students. Therefore, it is time for the teachers to start turning their attention to a strategy based on a constructivist view. In this view the teachers plan and implement the alternative innovative learning of the students so that they do not only learn verbal which is monotonous, but also have skills related to daily life. This can also help them in carrying out the student-centered learning tasks.

One of the right learning strategies so that the results achieved become more leverage is a quantum teaching strategy that is learning a lively conversation with all nuances, also includes all the ties, interactions and differences that maximize the moment of learning. Based on the above description, the learning strategy which is based on quantum teaching is the interaction of learning in accordance with the characteristics of the students. The quantum teaching learning strategy emphasizes enjoyable learning according to the characteristics of the students and psychologically gives a positive impact on the age of Primary School students who prefer to be more active than just listening to the teacher's lecture.

LITERATURE REVIEW

The Nature of Civics Learning Outcomes

The learning activities undertaken by the students are not apart from the results as a continuity of learning efforts. Sometimes someone is said to be successful in learning activities, if the results obtained are very good or satisfactory. So, the results are considered as the goal of the implementation of learning activities undertaken by a person. Gagne (1989: 82) defines learning as "as a change in behavior in human skills that can be used, and not ascribed to the process of growth". In this case Gagne views learning as a process of behavioral change due to the experience he has. Learning outcomes contain two words or terms that have a certain understanding of each other. To further facilitate in understanding the two words or terms above, first the researcher will put forward some sense of the word or term referred. First is the word 'learning' as revealed by Winkel (2007: 10) that learning is a mental process that leads to mastery of knowledge, skills, habits or attitudes that are all obtained, stored and executed so as to lead to progressive and active behavior.

The above opinion can be understood that learning is a process experienced by a person, based on the experience and life practices lived so that with the life experience, they will give effect as a change to attitude and behavior. The expected changes in this behavior are certainly a change in good behavior towards the formation of his maturity. Learning cannot be separated from the activity of experience directly or indirectly happened to a person, so that with the experience he has, it will have an impact on the behavior of his life especially in the activities of daily life, this is also as confirmed by Hamalik (2001: 24) that learning is a relatively steady process of change in the behavior of individuals thanks to practice and experience. Learning means to cause the changes that occur within a person regarding the physical actions and self psychologically self. This change is a manifestation of the maturity that occurs in a person as a result and demands of the learning process. In line with the definition of learning proposed by Syamsuddin (2003: 157) that learning is a process of behavior change or personal person based on practice or certain experience.

Quantum Teaching Learning Strategy

(1) Definition of Quantum Teaching Learning Strategy

In the learning process, a way or strategy to achieve learning objectives is required where the learning strategy is a form or a general pattern of learning activities to be implemented. Learning strategies can be selected between face-to-face and non-face-to-face (observational learning) activities. One of the learning strategies is quantum teaching it demands the teacher as a trustee who is one of the most meaningful and influential actors in the student's success,

because the teacher is not just a science giver, the teacher is the learning partner, model, guide, facilitator, and the driver of the student's success. The learning process is a complex phenomenon. In quantum teaching strategy learning, learning is a full-contact activity that involves all aspects of the human personality-mind, feeling, body language and in addition to previous knowledge, attitudes and beliefs and the future perceptions. The students' success is strongly influenced by the various factors that are inside and outside himself. Words, eye contact, facial expressions, tone of voice, gestures, figures, and posture of a teacher will be memorable and can convey a message that reinforces two-way communication between the students and the teachers. This emotional bond greatly affects the students' memory and reasoning power of the materials learned (Saelan, 2002: 217).

In *Democracy and Education* Dewey (in Ibrahim and Nur 2004) expressed the view that schools should reflect a larger society and the class is a laboratory to solve real-life problems. Dewey's educational science encourages learners to support the learners to engage in project or problem-oriented assignments and help them investigate the intellectual and social issues. Dewey also states that learning in school should have more benefit than abstract and learning that has the best benefits can be done by the learners in small groups to complete the interesting projects and their own choice. From Dewey's thinking above, the quantum teaching learning strategy is a series of lively learning activities with all its nuances, as well as incorporating all the connections, interactions and differences that maximize the moment of learning. The quantum teaching learning strategy focuses on dynamic relationships within the classroom-interaction setting up the foundation and framework for learning. Literally, quantum teaching means the interaction that converts energy into light. Thus quantum teaching is the conversion of various interactions that exist within and around the moment of learning. These interactions include the elements for effective learning that affect the students' success. These interactions change the students' natural abilities and talents into lights that will benefit both for themselves and others. The quantum teaching strategy also offers a variety of ways to get rid of obstacles that hinder the natural learning process by deliberately using music, coloring the surroundings, composing appropriate teaching materials, how to effectively present and active engagement, (Bobbi et al, 2010: 5).

The Nature of Learning Attitude

Dick, W., Carey, L., & Carey, J. (2001: 96) says "Let's begin by considering who learners are for any given set of instruction. We will refer to these learners as the target population- You are the aims you want to "hit" with the appropriate instruction ". In this case Dick & Carey suggest that a teacher should consider the students' characteristic to be taught. Because according to them that by knowing the students' characteristic then the teacher can adjust their learning so that it can reach goal. Reigeluth (1983: 33) in Degeng (1989: 52) clearly shows that "the most influential conditional variable in setting management strategies is the learning characteristics". The component's appearance of an organizing strategy must be tailored to the student's initial capability. Furthermore Reigeluth identifies seven types of early abilities that can be used to facilitate the acquisition, organization and revelation of new knowledge:

- 1) Arbitrarily meaningful knowledge as a place to associate knowledge to facilitate retention
- 2) Analogic knowledge which links new knowledge with other very similar knowledge
- 3) Superordinate knowledge which can serve as a frame of attachment for new knowledge

- 4) Coordinate knowledge which can fulfill its function as associative and comparative knowledge
- 5) Subordinate knowledge which serves to realize the new knowledge
- 6) Experimental knowledge, which serves to concoct new knowledge and provide examples
- 7) Cognitive strategy, which provides ways of processing new knowledge, from encoding, storage to the retrieval of knowledge already stored in memory.

RESEARCH METHODOLOGY

Place and Time of Research

The research was conducted in second semester (Genap) of Class V at SD Negeri 114345 Gunung Melayu of North Labuhanbatu Regency. The time of the research is for 3 months, March to May 2017

Population, Sample and Sampling Techniques

The population in this research is all the student of class V of SD Negeri 114345 Gunung Melayu Subdistrict of South Kualuh Regency of Labuhanbatu Utara which consist of 60 people of 2 (two) classes with the details as follows: Class V-A has 30 students and class V-B has 30 students. Recalling that this research requires treatment then the population of 60 people will be taken as a whole, the class V-A which is 30 students become the class of teaching and learning strategy of quantum teaching and the V-C which is 30 students into expository treatment class.

Research Methods

The research method used is quasi experimental method. This method is used because the treated class (experiment) is a pre-established class without changing the class situation and conditions that have been formed. The quasi-experimental method was performed on two groups taken from one population with two separate samples. One sample group was allowed to run as usual by using an expository learning strategy, the other was treated with a quantum teaching strategy. Then, the measurement is conducted to determine the attitude of learning and the results of Civics with the learning strategy of quantum teaching.

Research Design

Table 2: Factorial Research Design

Learning Strategy (S)	<i>Quantum Teaching</i> (S1)
Learning Attitude (B)	
High (B1)	S1B1
Low (B2)	S1B2

Note:

S = Learning strategy

B = Learning attitude

S1 = Quantum teaching

B1 = High learning attitude

B2 = Low learning attitude

S1B1 = Students' learning outcomes by using quantum teaching strategy on the students with high learning attitudes.

S1B2 = Students' learning outcomes by using quantum teaching strategy on the students with low learning attitudes.

Variable and Definition of Operational Research

This research consists of free variable and bound variable. The free variable consists of learning strategy and learning attitude. The chosen learning strategy is Quantum Teaching while the learning attitude chosen is high learning attitudes and low learning attitudes. The dependent variable is the result of Civic learning. To avoid the misinterpretation of the research's variables, the followings define the operational definition of each of these variables.

1. Learning strategy is a learning procedure which covers the nature, scope, and sequence of events containing learning experiences used jointly developed from the methods and techniques to achieve the learning objectives,
 - a. Quantum Teaching learning strategy is a lively learning change with all its nuances, namely the interactions that change the students' natural deficiencies and talents into light that will benefit both themselves and others,
2. Learning attitude is the tendency of feeling happy or displeased, feelings of agree or disagree, feelings of love or dislike towards teachers, goals, materials and tasks as well as others,
 - a. High learning attitudes are dominated by curiosity and self-assessing deficiencies to perfect knowledge,
 - b. Low learning attitudes are dominated by feelings of apathy or indifference and have no curiosity to refine their knowledge,.

Data Collection Techniques and Research Instruments

In this study used two types of tools for data collection that is test and questionnaire.

Research Instruments

- a. Results of Civic Learning Instrument

In accordance with the above description, we used the test of learning outcomes to obtain the students' Civics results. The form of learning result test used is multiple choice test. The test of Civics result is 25 points. Each correct answer is given a value of 1 (one), and the wrong answer is given a value of 0 (zero). The problem is tested to the students of class VI, the test results validated by validators who are experts in Civics. For more details, the measured aspects can be seen from Table 3 below:

Table 3: The Instruments Grid Of Learning Civics Results

Teaching Materials	Test Items			
	C1	C2	C3	C4
Describing the organization's understanding	4,	1,		3
Mentioning the examples of organizations in school and community	2,	6,11,12, 14,20,22	7,8,9,10, 23	13,25,28
Showing role in choosing organization in school	5	26,29,30	17,19,21 , 24	15,16,18, 27

Note:

C1: The cognitive domain of knowledge

C2: The cognitive domain of understanding

C3: The Cognitive domain of application

C4: The Cognitive domain of analysis

b. Instrument of Learning Attitude

The researcher compiled a measurement scale of the students' learning attitudes used to see the high and low levels of the students' learning attitudes in which the scale measurement was consistent with the Likert scale. The researcher constructed a measuring scale corresponding to the theoretical part of the previous discussion. Then the application was developed using questionnaires on students. The scale is given in five options, they are *strongly agree (SS)*, *agree (S)*, *Hesitate (RR)*, *disagree (TS)*, and *strongly disagree (STS)*. Each scale is scored 5, 4, 3, 2, and 1 for positive statements and 1, 2, 3, 4, and 5 for negative statements. Some statements formulated in the questionnaire are describing the deeds and so on which are based on the opinions, or beliefs of a person depicted in everyday life.

Table 4: Instrument Grid of Attitudes on Civics Learning

Domain	Indicator	Number of Item		Total
		(+)	(-)	
Cognitive	- Students' view on Civic learning - Students' view of the nature of life in Civic learning - Students' views on Civics learning provisions	3, 8, 9, 20, 34	5, 13, 14 17, 31, 32	11
Affective	- Students' desire to know Civics lessons - Students' desire to learn Civics lessons	11, 37, 38, 39	4, 25, 26, 27, 28	9
Conative	- Students' desire in understanding Civics - Students' desire practice the Civic in everyday life	1, 6, 10, 12, 15, 18, 19, 21, 23, 30, 33, 36, 40	2, 7, 16, 22, 24, 29, 35,	20

c. Instruments Test

Before the actual research using the instruments which are previously arranged, it is tested to another subject of the students of class VI SD Negeri 114345 Gunung Melayu North Labuhanbatu regency that is not a research sample to the 30 students. The instrument test is to determine whether the instrument meets the requirements to be used as a student data collection instrument. Through the trial, it can be obtained data on the validity, reliability, difficulty index, and different power as follows:

1. Validity Test

To calculate the validity, the items are tested with Biserial Point Formulas (rpbis):

$$r_{bis} = \frac{(M_p - M_t)}{S_t} \times \sqrt{\frac{p}{q}}$$

Note:

rpbis = Coefficient of biserial correlation

M_p = Average score on test from participants who have correct answers

M_t = Average total score

S_t = Standard deviation of the total score of each test

P = The proportion of tests that can correctly answer the item

q = 1-p

To interpret the value, it is based on the critic r_{value} , product moment with $\alpha = 0,05$ ie when $r_{count} > r_{table}$ then the item is said to be valid or significant and vice versa if $r_{arithmetic} < r_{table}$ then the item is declared invalid so it must be replaced or removed .

2. The Difficulty level of the problem

To measure the difficulty level of the problem, the following formula is sued:

$$P = \frac{A + B}{N}$$

Note:

P = The difficulty index

A = The number of upper groups who answered correctly

B = The number of underscores who answer correctly

N = Number of upper and lower groups

According to Arikunto (2006) the problem index questions are often classified in Table 5 below:

Table 5: Index Table of Difficulty level of the problem

No	P Size	Conclusion
1.	Less than 0,30	Difficult
2.	0,30 - 0,70	Medium (Enough)
3.	More than 0,70	Easy

3. Difference Power

Next, it is explained that if the number of the students is more than 30 people, then 27% may be taken for the upper group and 27% of the lower group. To calculate the difference power of the problem the following formula is used:

$$DB = \frac{A - B}{1/2 \cdot N}$$

Note:

DB = Difference power of problem

A = The number of upper groups who answered correctly

B = The number of underscores who answer correctly

N = Number of upper and lower groups

The criteria and classification of the difference power of Civics is presented in the following table:

Table 6: Index Table of Problem Difference Power

No	DB Size	Conclusion/Classification
1	Less than 0,19	Bad
2	0,20 – 0,39	Enough (medium)
3	0,40 – 0,69	Good
4	0,70 – 1,00	Very Good
5	Negative	Very Bad

4. Reliability Test

Reliability test is used to see the alignment of the results obtained despite the re-measurement of the same subject. The reliability test is tested by using the KR-21 formula, which is:

$$R_{ii} = \frac{n}{n-1} \left[1 - \frac{M(n-M)}{nS_t^2} \right]$$

Note:

R_{ii} = Reliability

n = number of valid questions

M = Mean/average

S²_t = Total variance

5. Instrument Trial of the Students' Learning Attitude

The instrument test of learning attitude is in the form of test instrument questionnaire. A questionnaire instrument can be said raw if it has been tested the level of validity and reliability of the instrument. The validity of learning attitude instruments is tested in Class VI at SD Negeri 114345 Gunung Melayu of North Labuhanbatu Regency. To avoid the change of the the situation, the student's attention to the test instrument was performed by one of the teachers in class VI. The instrument of learning attitude is given as many as 40 items.

After the test instrument is stated valid in content, it means it has been able to reflect the content of adequate tests, and then the next test is reliability test because a good instrument which will produce the correct data must meet two valid and reliability. To test the validity of a questionnaire instrument, product moment formula is used as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

Note:

R_{xy} = correlation coefficient between X and Y

N = Amount of data

X = Number of score X items

Y = Total score total Y

X² = The sum of squares of score X

Y² = The sum of squares of score Y

XY = Multiplication X and Y

Then r_{xy} is consulted with *rtable* product moment at 5% significant level so that the validity of the item is gained. For the calculation of reliability questionnaire used the following formula:

$$r_{tt} = \frac{n}{n-1} \left(1 - \frac{\sum \delta_i^2}{\sum \delta_t^2} \right)$$

$$\delta_i^2 = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{N}}{N}$$

$$\text{and } \delta_t^2 = \frac{\sum x_t^2}{N} - \left(\frac{\sum x_t}{N} \right)^2$$

Note:

rtt = reliability coefficient of statement item

N = number of respondents

$\sum x_i^2$ = number of grain score variations

$\sum x_t^2$ == total number of total score variations

$\sum x_i$ = number of scores per item

$\sum X_i^2$ = The sum of squares scores per item

$\sum X_t$ = Total total score

$\sum X_t^2$ = Total sum of squares

The value of rtt obtained is consulted with the following conditions:

0.80 = r_tt < 1.00; very high reliability

0.60 = r_tt < 0.80; high reliability

0.40 = r_tt < 0.60; enough reliability

0.20 = r_tt < 0.40; low reliability

0.00 = r_tt < 0.20; very low reliability

Data Analysis Techniques

The data analysis technique used is Analysis of Variance (ANOVA). The result of the obtained data is converted to the limit of the first specified statement of analysis, that is the normality and the homogeneity requirements. To test the normality requirement, Liliefors test is used. Meanwhile for the test of homogeneity, F and Bartlett test are used. From the results of data analysis, it is proved that there is an interaction between learning strategies and learning attitudes in influencing the learning outcomes of Civics.

If there are differences of samples on each cell, then it is continued by using Scheffe Test. The statistical hypothesis of research to be tested is as follows:

a. The first hypothesis

$$H_0: \mu A1 = \mu A2$$

$$H_a: \mu A1 > \mu A2$$

b. Second hypothesis:

$$H_0: \mu B1 = \mu B2$$

$$H_a: \mu B1 > \mu B2$$

c. The third hypothesis:

$$H_0 : A < B = 0$$

$$H_a : A < B \neq 0$$

Note:

$\mu A1$: The average students' Civics learning outcomes taught by applying quantum teaching strategy

$\mu A2$: Mean of the students' Civics learning outcomes taught by expository learning strategy.

$\mu B1$: The average students' Civics learning outcomes who have high learning attitudes.

$\mu B2$: The average students' Civics learning outcomes who have low learning attitudes.

$A \times B$: Interaction between the learning strategy and the learning attitudes

DISCUSSION

The Students' Civics Learning Outcomes Using Quantum Teaching Strategy and Having High Learning Attitudes

Based on the data obtained, from the results of the study, it is noted that the results of the students' Civics learning who have high learning attitudes with Quantum Teaching learning strategy obtained the maximum score is 100, the minimum score is 83, the average value is 89.81, the mode value is 87, median is 88.50, the variance is 27.76 and the standard deviation is 5.27. Based on the average score, it is known that 2 students or 12.50% are on the average score of learning outcomes, as many as 8 students or 50.00% are below the average score of learning outcomes and as many as 6 students or 37.50% is above the average score of learning outcomes. For more details the data can be seen in the following table:

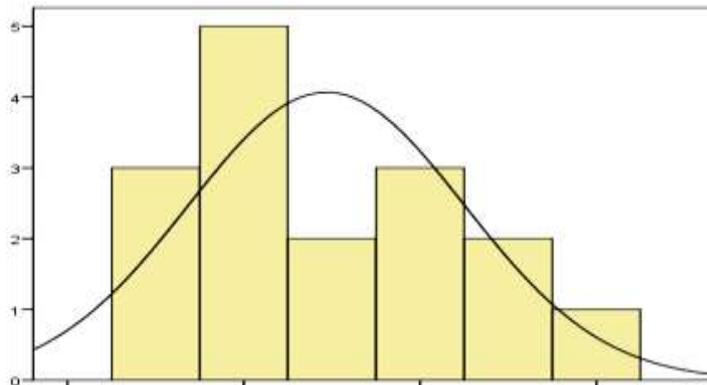
Table 7: Frequency Distribution of the Students' Civics Learning Outcomes and Having High Learning Attitude with Quantum Teaching Strategy

No	Interval	Frequency	Percentage
1.	83-85	3	18,75
2.	86-88	5	31,25
3.	89-91	2	12,5
4.	92-94	3	18,75
5.	95-97	2	12,5
6.	98-100	1	6,25
Total		16	100,00

Based on table 7 above about the frequency distribution of the students' civics learning outcomes and having high learning attitude with quantum teaching strategy, it can be figured as follows:

Figure 1

Students' Civics Learning Outcomes and Having High Learning Attitude with Quantum Teaching Strategy



Students' Civics Learning Outcomes and Having Low Learning Attitude with Quantum Teaching Strategy

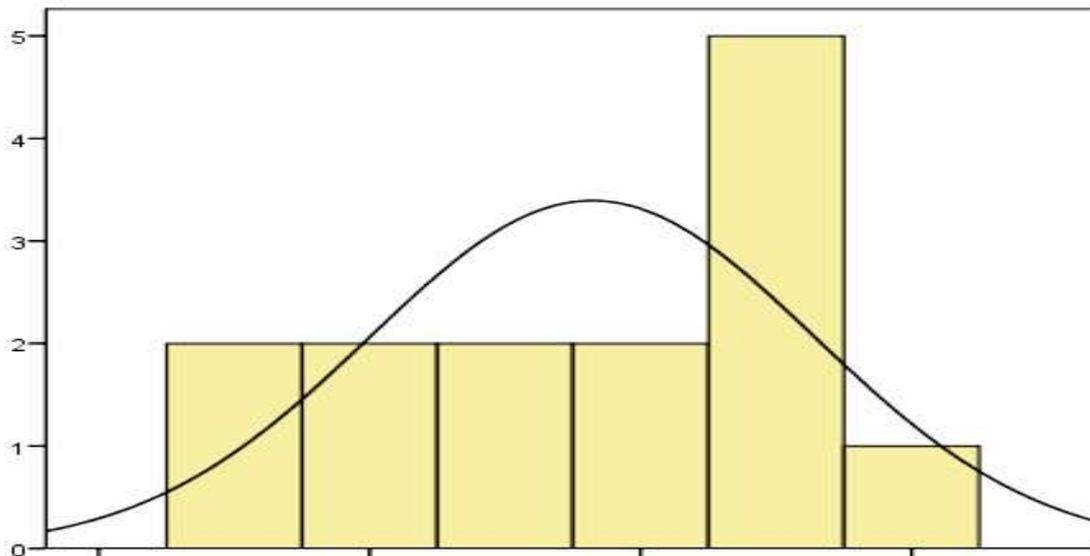
Based on the data obtained, from the results of the study, it is noted that the results of the students' Civics learning who have low learning attitudes with Quantum Teaching learning strategy obtained the maximum score is 97, the minimum score 77, the average value is 88.50, the mode value is 93, the median is 90, the variance is 34.42 and the standard deviation is 5.87. Based on the average score, it is known that 2 students or 12.50% are on average learning outcomes, as many as 4 people or 25.00% are below the average score of learning outcomes and as many as 8 students or 50.00% is above the average score of learning outcomes. For more details the data can be seen in Table 8 below:

Table 8: Frequency Distribution of the Students' Civics Learning Outcomes and Having Low Learning Attitude with Quantum Teaching Strategy

No	Interval	Frequency	Percentage
1.	77-80	2	14,29
2.	81-84	2	14,29
3.	85-88	2	14,29
4.	89-92	2	14,29
5.	93-96	5	35,71
6.	97-100	1	7,14
Total		14	100,00

Based on table 8 above about the frequency distribution of the students' civics learning outcomes and having low learning attitude with quantum teaching strategy, it can be figured as follows

Figure 2: Students' Civics Learning Outcomes and Having Low Learning Attitude with Quantum Teaching Strategy



There is an Interaction between The Learning Strategy and the Learning Attitudes Affects the Students' Learning Outcomes

Based on the analysis of research data through ANAVA test, it was decided to reject H_0 and accept H_a . That is, there is an interaction between the learning strategies and the learning attitudes that affects the students' learning outcomes. The research result is found that there is an interaction of the learning strategy and the student's learning attitude in influencing the students' Civics learning result. The average groups of students who have high learning attitudes and are taught using Quantum Teaching learning strategy have better Civics learning outcomes than using the Expository learning strategy. This research is due to the fact that there are two main factors that influence the students' learning outcomes, namely the quality of learning and the characteristics of the students. The quality of learning is an external factor that affects the learning, such as strategy, methods, media, and so on. The characteristics of the students is an internal factor, such as learning attitudes, learning styles, thinking styles, and creativity. Thus, both of these factors can not be ignored because they interact with each other.

The linkage between the learning strategy and the students' learning attitudes in learning situations is a matter of concern. As expressed by the experts in the field of education that to improve learning outcomes, there should be tailored to the characteristics of the students. Sanjaya (2006: 81) argues that teachers need to understand the general principles of the use of learning strategies as follows: (1) goal oriented, learning objectives can determine a strategy that teachers should use, (2) activity, learning strategy should be able to encourage activity students (3) individuality, learning strategy is aimed at developing each individual student (4) integrity, learning strategy should be able to develop all aspects of student personality in integrity.

Students who have learning attitudes can process the information received from the teachers in the form of what they are, what the teacher says is a source of knowledge. The students who have high learning attitudes tend to think using the concept that will be more effectively taught by using Quantum Teaching learning strategy to improve the learning outcomes. Due to this strategy, the learning process is very centered on the ability of the students in finding answers to a problem in the lesson.

In Quantum Teaching learning strategy, a logical, rational, and intellectual mindset of the students are required to be expected in the learning process that can be achieved so precisely if the strategy of learning Quantum Teaching applied to the students who have high learning attitudes. Meanwhile, the students who have low learning attitudes are taught with expository learning strategies tend to be low in achievement, because this strategy is dominated by the teachers, so the students' desire who have low learning attitudes to know the causes of an issue with the ability that is in itself is not realized properly, so that the sense of saturation in learning which resulted in his achievement in learning is low.

CONCLUSION

1. There is a difference in students' learning outcomes using the strategy of Quantum Teaching with Expository strategy. The students' Civics learning outcomes using Quantum Teaching learning strategy with an average value of 89.20, while the results of s students' Civics learning outcomes using Expository obtained an average value of 83.77.
2. There are differences in the students' Civics learning outcomes who have high learning attitudes with low learning attitudes. The students who have high learning attitudes with the average value of Civics learning outcomes that is equal to 89.62, while the students who have low learning attitudes get the average value is 83.55.

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