

APPLICATION OF MODEL-BASED LEARNING PROBLEMS IN 2013 ON THE SUBJECT CURRICULUM PANCASILA AND CITIZENSHIP EDUCATION AS AN EFFORT TO FORM A DEMOCRATIC ATTITUDE OF STUDENTS

(Study at SMAN 1 BILATO)

Purwanto

SMAN 1 BILATO

purwanto@gmail.com

ABSTRACT

The objectives of this study are to (1) determine the application of problem based learning in the curriculum on subjects PPKn 2013 as an effort to establish democratic attitudes p e and learners knowing the obstacles faced in the application of problem-based learning models in PPKn subjects as an effort to form students' democratic attitudes knowing the solution to the constraints of applying the problem-based learning model in the 2013 curriculum in the PPKn subject as an effort to form the democratic attitudes of students. This study uses a qualitative research approach. Types of research used is descriptive qualitative. Sources of data were obtained from informants and documents. The sampling technique used was purposive sampling. Data collection techniques using interviews, observation, document study and questionnaires. The validity of the data used data triangulation, method triangulation and source triangulation. The results of the study can be concluded as follows, the application of the problem-based learning model in the 2013 curriculum as an effort to form a democratic attitude is carried out in 3 stages, namely: (a) Problem-based learning planning as an effort to form students 'democratic attitudes: at the planning stage the teacher prepares the syllabus and lesson plans which are used as a support in the implementation of classroom learning activities to improve students' democratic attitudes. (b) Implementation of problem-based learning as an effort to form students' democratic attitudes is carried out by dividing students into discussion groups to analyze problems: (c) Evaluation of problem-based learning by the teacher, namely individual and group assessments.

Keywords: Problem-based learning, Democratic Attitude, Students

INTRODUCTION

Pancasila and Citizenship Education (PPKn) is a compulsory subject at the primary to secondary school level which is based on Pancasila and the 1945 Constitution and has a vision to make students as citizens who have consistent principles and have a spirit of nationality in life based on the nation. , and a state so as to be able to understand deeply about the Republic of Indonesia.

Meanwhile, the mission of Citizenship Education is to prevent the Indonesian nation from an orthoritarian government such as a government which limits the rights of its people as citizens who live in accordance with the principles of democracy in the life of the nation, state and society. (BSNP, 2006: 155)

Therefore, should the everyday life value- the value of democracy can be actualized through Education Pancasila and Citizenship as a subject that has a primary focus on forming citizens whose democratic. With education, democratic values can begin to be formed and instilled in students. Because in the curriculum the values of democracy are developed in the form of eyes. Shaping the character of a responsible society and prioritizing the public interest. " PPKn subjects in schools are designed to prepare the younger generation, so that in the future when they are adults they are able to play an active role in the community.

Therefore, Civics Education Teachers must have the skills to organize the learning process starting from the preparation of learning units, selecting and using strategies, techniques, methods so that the three main components or aspects are achieved.

According to Hermino (2014: 10) "The progress of the development of education and participants of the students reflected from a teacher whose remarkable that teachers who have intentionality (own goal) in the form of the ability to do something in accordance with the objectives that are expected."

Education N tra i n Indonesia is now implementing the curriculum of 2013. Curriculum 2013 using an approach scientific, which means the learning process is designed so that learners can actively construct concepts, procedures, laws or principles, through stages observe, formulate problems, propose or formulate hypotheses, collect data, analyze data, draw conclusions, and communicate.

But the reality in the field, when researchers carrying out learning activities in SMA Negeri 1 Bilato lessons Education Citizenship with various facilities and infrastructure that supports such material subjects, media, methods, models, strategies.

Researcher as Teacher Education Citizenship still using conventional ie lecture, case the cause gurulah as an actor principal in the learning process instead of students. Shortage of implementation of the lecture method in the learning process that teachers only put in charge of the cognitive aspects such as lighting materials and planting concept of citizenship while the domains of attitude aspect or affective as character education load democratic attitude is still very lacking.

Based on the observation data when the researcher during the learning process in class X MIPA and X IPS . Obtained data, namely: When the teacher asks each student to come to the front of the class to present the assignment to the front of the class. Other students do not care and instead do other activities, namely playing. There are 26 students in each class, but only students their front row listening to the presentation the students more and focused consideration to the fore, 15 students more less attention because of cool themselves and focus on their own tasks. This means that the mutual respect for other students is still low. The second is when learning takes place, when the teacher asks questions by asking questions directly to students, of the 26 students only 6 students are appointed to answer. So not all students are involved in being active in learning. Then the responsibility of student's low seen as they are formed discussion groups into six groups of saline in each group of 6 students, as long as the discussion is found in a group of only three students to think and to each other to express his opinion. The rest, who did not want to work together in their group when asked their reason, were only silent, namely because they felt that other students had already done the task.

Based on these problems, teachers should be able to have the skills to manage a class by having strategies, models, methods, media that is appropriate in order to encourage students to develop behavior appropriate learning objectives and curriculum approaches in 2013. In the process of learning Master PPKn SMA 1 Bilato has applying a problem-based learning model as a solution in order to be able to form a democratic attitude of educators. According to Ibrahim and Nur (2002: 2) states that based learning problems as an approach to learning that aims to develop critical thinking (high level) the participant students oriented on problems in the lives of real including. Kani Ulger (2018: 7) in the Interdisciplinary Journal of Problem-Based Learning states that "Critical thinking includes conceptualizing, analyzing, synthesizing, and evaluating information that is generated by observation, experience, reasoning, or communication." Problem -based learning is a learning model that will improve students' critical thinking skills and support students to be more active in group learning activities (not individually), that is, they can be in pairs to develop mutual skills in the sense of finding and solving a problem, making decisions, thinking logically, communicate and cooperate. So that the application of this problem -based learning model can foster and shape students' democratic attitudes because in its application students will be trained to be able to respect the thoughts or opinions of other students, dare to express opinions according to the abilities they already have.

RESEARCH METHODS

This research was conducted at SMA Negeri 1 Bilato , because the problems regarding democratic attitudes were found in the school . The method used in this research is qualitative method, as in this study, researchers will not prove or disprove a hypothesis that was designed before the study, but the data obtained will be processed nonnumerik. The approach used in this research is descriptive qualitative, as proposed by Nazir (2009: 55) "descriptive approach makes no representation or events" that correspond to the research to be done because the data that is generated describing the learning strategy character for strengthening the values of equality gender.

Sources of data used in this study are information obtained from informants, observations, documents, places and events. The sampling technique in this research is by using purposive sampling for the consideration of the samples taken are those who apply the model of problem-based learning that is teacher 's eyes lessons Pancasila and Citizenship Education and those who feel the impact of the application of the model tersebut namely learners class X MIPA and X IPS that we teach. Data obtained from key informants ie Master Eyes Lesson PPKn and supporter informant is deputy principal part of the curriculum. The data in this study were collected through interview techniques, observation, document study, questionnaires and multiple choice tests . Interviews were conducted with the Deputy Principal of the Curriculum Section of the School, PPKn Teachers, and students of class X SMA Negeri 1 Bilato . Observations were made when the PPKn learning process was in the classroom, and document studies were carried out by analyzing the Learning Implementation Plan (RPP) designed by the PPKn Subject Teacher. In addition, the data in this study were collected through a questionnaire on the democratic attitudes of students in problem-based learning in PPKn subjects. The validity test technique used in this study was method triangulation and data triangulation. Using data triangulation because data collection is done with various types of data and of course with the same type of data but with several different sources. While the use of triangulation methods, namely data that has been collected can use different methods, namely observation, interviews and document analysis as well as questionnaires and multiple choice tests.

HASIL RESEARCH AND DISCUSSION

1. Application of Problem- Based Learning Models in the 2013 Curriculum in PPKn Subjects as an Effort to Form a Democratic Attitude of Students.

This research was conducted in class X applying the problem -based learning model in chapter 6, namely the material threat of the state in various fields within the framework of diversity of individuals if KD 3.6. This research was carried out into three stages, namely :

1. Problem-based learning planning stage,
2. Stage of the implementation process of the problem-based learning model
3. Evaluation of the application of learning.

a. Planning Stage

The lesson plans designed by the teacher are in accordance with the latest 2013 curriculum design, namely the 4C scientific approach (Critical Thingking, Creative, Collaborative, Comunicative) . This approach is a substitute for the 5M approach (Observing, Asking, Associating, Reasoning, Communicating). Planning a Problem Based Learning Model as an effort to form a democratic attitude of students seen in the RPP, namely in the 4C activities, including the following:

1) Freedom of opinion

During the question and answer session in critical thinking activities. Teachers provide opportunities for learners to identify as many possible questions relating to the image that is presented. Then in the RPP on communication activities students present the results of group discussions. Other groups are given the freedom to express their opinions regarding the results of presentations made by their friends, then be critical by asking questions about the answers that have been presented.

2) Communication or bekerjasama with clogs pok

Students work together in groups on collaboration activities in the lesson plan for mutual discussion in problem solving. This indicator is seen when all students work together to solve problems, by dividing tasks fairly, so that nothing is just practiced.

3) Respect other people's opinions

In RPP during activities Communications, participant students presented the results of their group discussions. And the other group listened without interrupting. Then, at the time of collaboration in discussion groups to each other listening to each of opinion among friends without discriminating in order to able to find the solution of the problem.

b. Implementation Stage

In PPKn learning steps are carried out, the teacher has been working to integrate democratic values to be achieved from the learning activities by using a model of learning based problem. Starting from the preliminary, core, and closing stages. The steps implemented by the PPKn teacher for students are providing motivation and questions about the material as well as various examples of cases regarding state threats, dividing students into small groups to discuss, the teacher presenting problems to be discussed in groups guided by the teacher, then the results group discussion which will be presented in front of the class, and evaluation together with the teacher. More details will be explained as follows:

a) Preliminary learning activities

At the beginning of activities / introduction in learning teacher cultivation of character education that teachers began learning in class to invite the participant students pray first, the value of the character developed religious or spiritual value. Then say hello, do attendance to students. After preparing the classroom situation, the teacher makes an apperception to initiate learning activities by conveying the objectives to be achieved then providing motivation by explaining the importance of being brave in making aspirations or expressing opinions by connecting to the learning material.

b) Core activities

At the meeting in the first class of X Mathematics and X IPS teachers convey the material threats by using a model question and answer between students. The teacher delivers material on state threats in various fields, then provides various examples of threats in the military field. Then the teacher asks the participant students to be able to lure the participant's ability students in critical thinking and shape the attitudes of democratic learners as follows: Master during the learning takes place do motivations so that learners become more daring and trust myself But when the teacher already provide motivation like that, learners yet no one dared held up his hands to answer, there are some who replied in a small voice in together, there were just listening to it. So that the teacher conducts questions and answers by pointing at students directly.

After being appointed, they wanted and could answer. During the activities asked liable to the participant students, teachers always provide reinforcement of the answers were submitted by the participant students.

Discussion Group Distribution Activities

At the second meeting the teacher divided students into 5 groups, each of which had 5 to 6 students. This is in accordance with the characteristics of the problem-based learning model by dividing students into groups of 5 students. Previously, the teacher had asked the class leader to divide the group members randomly so that it was heterogeneous, not all women, not all men. In every group discussion, participants students presented a problem case in the form of news taken from online news, which each different group of cases concerns the threat from various areas, namely the military, non-military, social, cultural, economic, political, ideological. So each group presents a different case discussion, so that later it is hoped that all groups will listen to each of their friends who make presentations in front of the class. From this case, the teacher asks students to solve problems by analyzing what solutions the government can do, then what factors cause these events to occur, the role of citizens that can be done in overcoming this.

In these discussion activities, it was seen that there was cooperation in groups, where each student had their respective part of the job. The teacher said that each student must have his own opinion. The division of tasks that have the aim that every student is able to understand the material that is being studied. This makes each student dare to issue his own opinion.

From the results of observation directly, when the students were looking for my response n they use learning resources other than books and worksheets, they use the media electronics such as mobile phones. Mobile are used to do the browsing on the internet. Teachers also allow students to use cellphones if it is needed in learning.

Activities to communicate the results of discussion

After students are given 30 minutes to discuss in groups, the teacher asks students to make presentations. Presentations are made to form a confident attitude and the courage of students to express their opinions in public.

Because the time is very tight with fasting day and the end of semester test, the teacher wants to accelerate learning by asking students to directly present it in front of the class. All groups were given about 8 minutes for the presentation and give the opportunity the group another to ask results of observations conducted research, it was found when the class X IPA when there is a group that is being discussion, the other groups do not really listen and focus on the group that was having a discussion. Because of the way each group presentation in front of the class looks very monotonous that only read Discussion of results that exist on paper they carry, and then read it. So look learners who were in the back instead are playing mobile phone, and there are chatting with a friend the other. Class X MIPA, when students are given the opportunity to ask questions. Of the 5 groups, there were at least 2 groups that asked each group that progressed. While in class X IPS, each group that progressed, there was only 1 group who wanted to ask questions. The atmosphere of class X IPA was more crowded, and there were more students who played alone when the discussion took place.

During the presentation activities the teacher has guided students to dare to ask questions and provide responses to other students. After the group presentation is over, the teacher corrects the students' answers that are not quite right and adds things that are incomplete or not conveyed in the group discussion.

From the application of the problem -based learning model, the democratic attitudes of students can be formed, including the following:

1. Work together in groups

There are discussion activities in the group in the application of the problem-based learning model applied by the teacher. From these discussions emerged communication between students as a form of cooperation to solve problems. From the observations were carried out by investigators, during the discussion, in class X of Mathematics and X IPS each group does look serious, and each member of the group as own duty of each so that cooperation within the group effectively. When the presentation in front of the class, each group had duties respectively. There are those who read the results of the discussion, note down questions from other groups, become moderators.

2. Attitude respect the opinions of others in group discussions, participants learners each issued its opinion in problem solving. It is training the students to be able respect the opinion of one friend to another. From the results of interviews with the students, the average of their answers positively to their dissent.

So can the Saved participant students open to differences of opinion that exist.

3. Dare to argue. After carrying out discussion activities, each group is welcome to communicate the results of the problem-solving discussion to other groups. Then in the question and answer session, groups can directly answer questions from other groups. This trains students' courage in arguing on what they think.

c. Evaluation Phase

Evaluation is a process of making decisions based on the results of the assessment. In Permendikbud No. 23 of 2016 explained that the Education Assessment Standards are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for assessing student learning outcomes that are used as the basis for assessing student learning outcomes in primary and secondary education. The scope of the assessment of learning outcomes includes spiritual attitude competence, social attitude competence, knowledge competency and skills competency. Permendikbud No. 23 of 2016 states that one of the principles of assessment is fair, which means that the assessment is not beneficial or detrimental to students because of special needs and differences in religious, ethnic, cultural, cultural, cultural, cultural, cultural, cultural, cultural, cultural, cultural and cultural background backgrounds, and including gender.

how much do students understand the material that has been studied. If in the problem-based learning model by assessing students' attitudes during discussions and presentations of students in groups. Individual assessment is seen from the activeness of students in answering questions, communicating. If the group when they are able to work together and coordinate with each other in solving problems .

Based on the results of observations made by researchers, when students were in discussion groups to analyze cases or problems given by the teacher. The teacher observes the ongoing discussion process and approaches the existing groups. However, the Teacher does not really give direct judgments so it is just observing. Meanwhile, the results of the analysis of the lesson plan document designed by the teacher, in the learning assessment section, there are social and religious attitude assessment instruments, knowledge assessment instruments (cognitive) and skills assessment.

2. Constraints faced in the Application of Problem- Based Learning Models as Efforts to Form a Democratic Attitude

a. The obstacles felt by the teacher are:

1) Some students are not aware of their roles and duties during learning

Basically each participant students have the capability of different so there are learners who need to be given attention more reinforcement. So there are students who, as if they are not ready to carry out the

learning process, have not been able to optimize their thinking skills, be creative, are ready to work together.

2) Constraints on the allocation of learning time :

PPKn lesson schedules often collide with activities at school. So sometimes there is a class that only 1 KD was only 2 times meeting, cause there are classes that do not apply a model like any other class. For reasons that are situational it is difficult to fit into the allocation of time

These obstacles are in line with the opinion of Haryanto and Warsono (2012: 52) regarding deficiencies or weaknesses of the model of learning based on problems when applied in the process of learning to teach, namely "The possibility of going to cost and a long time in the troubleshooting process, teachers are less able to deliver the participant learners to do problem solving".

b. Constraints felt by students:

1) The atmosphere of the class is more crowded because there are some students who are chatting with other students, thus disturbing other students who want to focus.

Based on observations conducted research in class at the time of the advanced group for the presentation of the results of solving the problem, some of the students there who do not see and hear a friend of his presentation. This is because during the presentation each group only reads the results of their discussion. So it looks very monotonous.

2) The group formed a heterogeneous, so that learners are not too close to the learners that other less could be invited to cooperation because they do not get used.

3. Solutions to Obstacles in the Application of Problem Based Learning Models to Form the Democratic Attitude of Students

The constraints that arise when applying problem-based learning models in shaping democratic attitudes will have an impact on less successful learning. Therefore, there is a need for a solution so that learning runs in accordance with the learning objectives including the following:

1. The teacher has more assertiveness in admonishing and giving rules to students who are busy themselves, making noise in class during the presentation of other groups, then giving rewards to groups who actively ask questions and to groups who have more creativity during the presentation.
2. Students are given special attention by always being trained continuously to be brave in expressing opinions, given motivation. When finished, the model activity was evaluated one by one then asked about the problems that caused it to not run smoothly in active class activities

CONCLUSIONS

Based on the data that has been collected in the field and the analysis that has been carried out by the researcher, a conclusion can be drawn to answer the problem formulation.

The conclusions of this study are as follows:

1) The application of problem based learning in the curriculum in 2013 as an attempt to shape attitudes democratic participant learners

a. Planning a problem-based learning model

Teachers of subjects PPKn before applying problem-based learning model has prepared a lesson plan (RPP) in accordance with the curriculum that is running is 2013. RPP curriculum is designed in it have inserted a character education as the value of religious, discipline, order, gotong royong, democratic. In order to shape

the attitudes of democratic learners, in the RPP are designed teacher has to develop aspects of the freedom of opinion, respect the opinions of others, and cooperation among the participant students.

b. The application or implementation of problem -based learning models as an effort to form a democratic attitude of educators

Problem-based learning steps are an effort to form the democratic attitudes of students that are applied by the teacher, namely: at the preliminary stage the teacher inserts character values at each stage, such as greetings and praying to initiate further learning to provide apperception and motivation to students to arouse enthusiasm. students into the material to be studied, in the core activities of the teacher dividing students into several discussion groups to solve a case or problem. In this case the teacher presents cases regarding state threats in various fields of life to each group. The democratic attitude of students can be formed when during group discussions with an attitude of being able to respect the opinions of others, free and courageous to voice their opinions, able to communicate and collaborate to produce decisions, and. But in this case, the most prominent democratic attitude of students is that students are able to work together in groups. From the democratic attitude found in student behavior when discussing it is considered very supportive of student learning activities .

2 Constraints faced in the Application of Problem-Based Learning Models as Efforts to Form a Democratic Attitude

a. The obstacles faced by students when the teacher applies the problem-based learning model are as follows:

- 1) The atmosphere of the class is busy because in the discussion group, there are some students who chat with other students which results in other participants being disturbed to become unfocused.
- 2) Obstacles perceived participant students are a heterogeneous group formed, so that learners are not too close to the learners who else be awkward and feel less could be invited to cooperation.

b. The obstacles faced by teachers are:

1. Some students are not aware of their roles and duties during learning. So there are students who are not ready to carry out the learning process, have not been able to optimize their thinking skills, be creative, ready to work together.
2. Constraints in the allocation of learning time, the implementation of the problem -based learning model of the PPKn lesson schedule often collides with activities at school. So that sometimes there are classes that only have 1 KD, only 2 meetings, causing there to be classes that do not apply the same model.

c. Solutions To Problems Implementation of Problem Based Learning Model

- 1) The teacher has more assertiveness in admonishing and giving rules to students who are busy alone during other group presentations, then give rewards to groups who actively ask questions and to groups who have creativity at the time of the presentation.
- 2) Students are always trained continuously to be brave in expressing opinions, given motivation. When finished, the model activity was evaluated one by one then asked why it was not smooth in active activities in class and was given special attention.

Based on the conclusions and implications above, the researcher can make the following suggestions:

1. For Teachers of Pancasila and Nationality Education

Teachers should be able to further motivate students to be interested in learning materials, such as providing more motivation and rewards to students in order to achieve effective learning goals. As well as understanding the character of students to determine the approach and learning model to be applied.

2. Participant Educate

Students should be more focused when learning takes place by respecting the teacher when the learning process takes place, applying a democratic attitude both in the school environment and in the community such as mutual respect, having the courage to argue and participating in joint decision making.

3. For Schools

Policies and activities that have been made by the school in an effort to integrate the values of character education should really be carried out properly.

4. For Other Researchers

It is hoped that other researchers will use more informants so that the triangulation of existing data truly represents the results of the research.

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