

**THE INFLUENCE OF USING PROBLEM BASED LEARNING MODEL IN
STUDYING CIVIC EDUCATION AT SMP MUHAMMADIYAH 07 MEDAN,
INDONESIA**

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ABSTRACT: *Basically, the change of learning behavior in learning process is caused by several factors. They are differentiated into two categories. That is internal factors and external factors. These two factors influence each other in the individual learning process so as to determine the quality of learning, where internal factors, are factors that originate within the individual and can affect individual learning outcomes. Student learning outcomes taught with problem based learning model is higher than direct instruction model on PPKn subject matter Tolerant in diversity in class VII of SMP Muhammadiyah 07 Medan Struggle with average value of learning result in experiment class is 79,06 and the mean value average learning outcomes in the control class of 72.29 with a significance value of the learning model of 0.003.*

KEYWORDS: Civic Education; Problem Based Learning Model; Outcomes

INTRODUCTION

Student learning outcomes are influenced from students' self and the quality of teaching. The quality of teaching is the professionalism of the teacher. One is how the teacher chooses the learning model. With the selection of the right learning model will also affect the improvement of learning outcomes and achievement of a learning objective. This is in accordance with the opinion of *Suyono and Harianto* (2011: 18) learning model is defined as a systematic procedure in organizing learning experiences to achieve learning objectives. In learning, teachers should choose the appropriate learning model in accordance with the development of student age and also the selection of materials in learning. Based on interviews with one of civic education teachers, *Mr. Sutarno* stated that the learning outcomes of civic education are still low. It can be seen from the data of student value on the subject of civic education. In addition, the cause of low student learning outcomes can be sourced from the implementation of direct learning in schools, where the learning activities are still centered on the teacher. In direct learning, student learning outcomes are very limited, students do not have the opportunity to find their own knowledge because of the direct learning model in the lessons of KDP that transfers knowledge from teacher to student. This is what causes students to have less active role in the learning process and construct their inner knowledge. Students tend to memorize concepts without knowing how the concepts are formed that ultimately make students' thinking skills limited to low-level thinking skills of remembering and understanding, while students' high-level thinking skills are ignored because they are not activated during classroom learning activities. During this time the teacher does not understand how the application of learning models in the classroom. Teachers tend to use direct learning models that cause learning to be monotonous and less attract students' attention, so the lessons of civic education are regarded as one of the hard and boring subjects. In relation to the problem, it is necessary effort to overcome student

learning difficulties that is with the application of learning model that can make students interact directly with something experienced and felt.

Emphasizing the involvement of students in learning, making students actively involved in the learning process, decision making and foster interpersonal intelligence. Appropriate learning model is very influential on student learning outcomes. Because the learning model is a pattern that is arranged and planned to achieve the expected goals in learning, one of which is student learning outcomes. Some of the learning models that can lead to the success of learning outcomes, such as: Problem Based Learning model, Problem Posing, Probing-Prompting, and Means-Ends Analysis its application is planning the overall goal). In the learning models are strongly emphasized in student cooperative activities, ranging from observing activities, ask questions, collect information, analysis, and re-communicate. Everything is done in groups and contextually. In relation to the subject of Citizenship Education, especially the Tolerant in Diversity is dominated in social condition so that the model of problem based learning is suitable to be applied in the learning of Citizenship Education. Problem based learning is a model of problem-solving learning that occurs in the daily life of the community and students are required to be able to solve the problem cooperatively. In this study, it is lifted through the Tolerable in Diversity materials. This material is chosen because students are only able to mention the diversity of ethnic, cultural, religious and racial theoretically without knowing the importance of understanding diversity in Indonesian society.

LITERATURE REVIEW

The Nature of Learning and Its Outcomes of KDP

Learning is a change in behavior, where changes can lead to better behavior, but also may lead to worse behavior and learning can also be said to be a change that occurs through practice or experience *Purwanto* (2006: 85). *Slameto* (2013: 2) suggests that learning is a process of doing one's undertaking to obtain a change of behavior as a whole as a result of its experience in interaction with the environment. According to *Baharuddin* and *Wahyuni*, (2015: 1) Learning is a human process to achieve various competencies, skills and attitudes. Learning begins since the human is born until the end of life. Based on the opinion of the experts above, it can be concluded that learning is an activity that someone deliberately done in a conscious state to gain a new concept, understanding or knowledge that allows a change in behavior that is relatively fixed both in thinking, feeling, or in action. Changes in the learning process can be seen from student learning outcomes. In general, learning outcomes consist of two words that are result and learning. The result is the result of which is caused by the happening of an activity process. While learning is a series of activities to obtain behavioral changes as a result of individual experience in interaction with the environment, (*Princess*, 2017: 12). Learning outcomes relate to achievement in gaining capabilities in accordance with the specific objectives planned. Thus, the main task of teachers in this activity is to design an instrument that can collect data about the success of students achieve learning objectives. Based on these data teachers can develop and improve the learning program.

According to *Nurmawati*, (2014: 53) Learning outcomes are all behaviors that learners have as a result of the learning process they take. Changes include aspects of behavior as a whole, both cognitive, affective and *psychomotric* aspects. *Suryanto* and *Athourrohman* (2016) learning outcomes are the skills, attitudes and skills acquired by the students after receiving the

treatment provided by the teacher so that they can construct the knowledge in daily life - days. Learning outcomes appear to be changes in student behavior, which can be observed and measured in changes in knowledge, attitudes, and skills. This change can be interpreted as an improvement and self-development in a better direction than before doing the learning process, for example from not knowing to be know, from being rude to be polite, from cannot be and so forth, *Hamalik* (2010: 23). *Sudjana* (2009: 22) says that student learning outcomes are essentially the abilities that students have after receiving their learning experience. Ability obtained by students related to competence on aspects of knowledge, attitude and skills.

The Nature of Learning Civic Education for Junior High School

Pancasila and Citizenship Education (KDP) is a subject that focuses on citizen formation in terms of attitude, religion, social, language, culture to be intelligent, skilled and characterized citizens in accordance with the values of *Pancasila* and the 1945 Constitution. The essence of civic education is a conscious and planned effort to educate the nation's life for the citizens by fostering the nation's identity and morals as the foundation of the implementation of rights and obligations in state defense, for the sake of the life and glory of the nation and nation, *Nurhayati* (2016). Citizenship Education according to the Regulation of the Minister of National Education Number 22 Year 2006 regarding standard of content for Basic and Intermediate Education Units is subjects focusing on the establishment of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and characterized by *Pancasila* and the 1945 Constitution, *Setiawan* (2015: 8). According to *Bakry* (2012: 3) Citizenship Education is a conscious effort to prepare learners in developing the love, loyalty, courage to sacrifice to defend the nation and the homeland of Indonesia. In addition, according to *Syarbaini* (2006: 4), the notion of Civics is: "A field of study that has the object of virtuous study and civic culture, using the disciplines of education and political science. In essence civic education is a conscious and planned effort to educate the nation's life for the citizens by growing national identity and morality as the foundation of the implementation of rights and obligations in state defense, for the sake of the survival and glory of the nation and state ". Education *Pancasila* and Citizenship in Junior High School (SMP) focuses on the goal of citizens who are able to understand and implement the rights and obligations to become intelligent, skilled and characterized Indonesian citizens mandated by *Pancasila* and the 1945 Constitution. In line with the opinion of *Lubis* (2018: 27) that PPKn plays an important role in improving the skills of citizenship and character of learners. Based on the above opinion, it is concluded that PPKn in junior high school is a subject that is no longer focused on the cognitive dimension, but on the actual purpose of PPKn to form learners into citizens who are smart, skilled and character in accordance with *Pancasila* and the 1945 Constitution so that learners can grow as citizens who can understand the values that develop in the life of the nation and state. Further *Setiawan* (2017: 4) argued that the purpose of Citizenship Education is regulated in Regulation of the Minister of National Education Number 22 Year 2006 regarding Content Standards for Basic and Secondary Education Units. The goal is that learners have the following abilities:

- a. Think critically, rationally and creatively in response to the issue of citizenship.
- b. Participate actively and responsibly, and act intelligently in the activities of society, nation and state and anti-corruption.
- c. Developing positively and democratically to establish themselves based on the characters of Indonesian society to live together with other nations.

- d. Interact with other nations in the world arena directly and utilize information and communication technology.

RESEARCH METHODOLOGY

Place and Time of Research

This research was conducted in SMP Muhammadiyah 07 Medan Struggle. The timing of the research is planned to be conducted in March until May 2018 (even semester 2017/2018).

Types and Research Design

This study is an experimental research (quasi experiment). In this study, the sample is grouped into two classes, namely the experimental class that is taught using the Problem Based Learning model of learning, and the second class as the control class that is taught using Direct Instruction learning model. In this study will be given a test twice that before treatment and after treatment. The test given before treatment (T1) is called pretest and given after treatment (T2) is called a post-test. The difference between T1 and T2 is assumed to be the effect of the treatment. The research design was conducted with Two Group Pretest-Posttest Design. The research design on the experimental class and control class will be designed in table 1 as follows:

Table 1 Research Design

Samples	Pretest	Treatment	Post-Test
Experiment	T1	X	T2
Control	T1	Y	T2

Information:

T1 = initial ability test (pretest)

T2 = end capability test (post-test)

X = treatment in the experimental class by applying the PBL learning model.

Y = treatment in the control class by applying Direct Instruction learning model.

At the end of the experiment, both groups were tested with the same instrument and became experimental data. In this regard, the research design can be presented with a 2 x 2 factorial design with a two-lane variance analysis technique (ANAVA) as shown in Table 3.2. below this:

Table 2 Two-Track ANAVA Analysis Design**Learning Model**

Interpersonal Intelligence (B)	PBL (A1)	Direct Instruction (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
Average	A1	A2

Information:

A1B1: Student learning outcomes taught by Problem Based Learning model with high interpersonal intelligence.

A1B2: Student learning outcomes taught by Problem Based Learning model with low interpersonal intelligence.

A2B1: Student learning outcomes taught by Direct Instruction learning model with high interpersonal intelligence.

A2B2: Student learning outcomes taught by Direct Instruction learning model with low interpersonal intelligence.

Population and Sample Research

The population in this study is the students of class VII of SMP Muhammadiyah 07 Medan academic year 2017/2018 which amounts to 74 students who are distributed in two classes namely class VII-3 and VII-4 as regular class. Class VII-3 as the control class and class VII-4 as the experimental class. Class VII-1 and VII-2 are not taken as a population due to the superior class so as to be different from other populations.

DISCUSSION

Model of learning problem based learning as one of the learning model with constructivism approach which is highly recommended in the 2013 curriculum, becomes the right choice to improve the learning process and improve the students' knowledge, attitude and skill. This is because basically learning problem based learning can make learners can construct real life problems with learning materials that are tolerant in diversity. Model Problem Based learning emphasizes the cognitive, affective and psychomotor aspects in depth on the students themselves. Students play an active role in every learning process by finding and digging their own learning materials. In the Problem Based Learning model, students are fully involved in the learning process which means that students are motivated to express their ideas and design ways to test the idea. Judging from the results of research using learning model problem based learning showed higher learning outcomes with a value of 79.06 compared with using direct instruction model with a value of 72.29 This can be seen in Figure 4.4. Evident from the research findings that states the existence of significant differences from the application of both

learning models. The advantages of the PBL learning model as described in the empirical proven empirical theoretical framework, so this result reinforces that the PBL learning model obtains higher learning outcomes than the direct instruction *instruction* model. According *Simimin* (2014: 131) steps in the learning design problem based learning, namely: (a) Student orientation on the problem. The teacher explains the learning objectives, explains the logistics required, motivates the students to engage in the selected problem-solving activities. (b.) Organize students to learn. Teachers help students define and organize learning tasks related to the problem. (c) Guiding individual and group investigations. Teachers encourage students to gather appropriate information, carry out experiments to get an explanation and solve the problem. (d) Develop and present the work. Teachers help students plan and prepare the appropriate work, such as reports, videos, and models and help various tasks with friends. (e) Analyze and evaluate the problem-solving process. Teachers help students carry out reflections or evaluations of the investigations and processes they use. Another case with direct instruction model that has been widely used in the classroom learning activities tend to be centered on teachers (teacher centered learning). The ongoing COP learning activity is only transfer of knowledge from the student teacher. This causes students to have less active role in the process and construct their inner knowledge. In direct instruction models students tend to only memorize facts and concepts without knowing how facts and concepts are formed. Based on the above opinion can be concluded that the problem-based learning model is characterized by the use of problems in the learning process, where students are asked to find a solution to solve problems related to learning materials. This model also requires students to exchange opinions with their group mates in terms of solving a problem. For that problem-based learning model more demanding students to think actively, creatively and innovatively during the learning process takes place. Students are more emphasized to learn independently, while the teacher only as a facilitator. As the problem based learning model is based on constructivism learning theory. In theory *Vygotsky* (*Trianto*, 2007: 26) states that students in constructing a concept, need to consider the social and cultural or socio cultural environment. According to the learning occurs when children work in the zone proxima maximum (zone of proximal development). The proximal development zone is a rate of development slightly above the current developmental area of a person. *Vygotsky* believes that higher mental functioning generally occurs in conversations of interpersonal cooperation before the higher mental function is absorbed into the individual. Based on the above opinion, it can be said that students who learn by using problem-based learning model can make students learn through efforts to solve real-world problems in a structured way to construct student knowledge. This learning requires students to actively conduct investigations in solving problems and teachers acting as facilitators or mentors. The results of this study are also supported by relevant research by *Suryanto* and *Athourrohman* (2016) with the title Influence of Problem-Based Learning Model on Improving Student Learning Outcomes in PPKn Subjects in *Smp Negeri 1 Pakuniran Kab Probolinggo*. The results of this study indicate that there is influence of problem-based learning model on student learning outcomes in the subject of PPKn in *SMP Negeri 1 Pakuniran Kab Probolinggo*. This can be seen from $t_{arithmetical} > t$ table and significant value $< \text{significant } 0.05$. Then it can be said that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This shows that there is influence of problem-based learning model to student learning outcomes. Results of research, et al 2016 under the title Influence Model Problem Based Learning and Motivation Achievement Against Students Learning Outcomes In Biology Subjects In Class Xi Ipa Man 2 Model Palu. The results of this study prove that: (1) Problem Based Learning model has a significant effect on student learning outcomes. This proved to be better than Direct Instruction's learning model in influencing student learning outcomes; (2) there are differences in student learning outcomes that are significant between students who

have high achievement motivation and who have low achievement motivation. Students with high achievement motivation show better learning outcomes than students with low achievement motivation; and (3) there is no interaction between Problem Based Learning model with achievement motivation toward student learning outcomes. Where the two learning models (PBL and Direct Instruction) and achievement motivation does not affect student learning outcomes either on high or low achievement motivation. *Kaswari* research results, et al. 2016, entitled Influence of Problem Based Learning Model on Student Learning Results of Class V Sd. The results of this study indicate that the hypothesis test using t-test obtained $(16.39) > (2.093)$, From the calculation of effect size obtained by 0.42.

Model is a general pattern of learning behavior to achieve the expected learning objectives. Learning is the development of new knowledge, skills, or attitudes when an individual interacts with information and the environment. The learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), designing learning materials and guiding classroom learning, *Rusman* (2011: 133). The learning model refers to the learning approaches to be used, including the teaching objectives, the stages in the learning activities, the learning environment, and the management of the *Arends* class in *Trianto* (2011: 51). Based on the two opinions above, it can be concluded that the learning model is a pattern that refers to the conceptual framework that has procedures in organizing learning experiences to achieve learning objectives. Problem Based Learning (PBL) in Indonesian is called Problem Based Learning (PBM). PBLs are the use of the various intelligences needed to confront real-world challenges, the ability to deal with new things and the complexities that exist. *Tan (Rusman, 2011: 229)* stated that problem based learning (PBM) is an innovation in learning because in PBM students' thinking ability is optimized through group work or systematic team process, so students can empower, , test, and develop the ability to think on an ongoing basis. *Arends (2007: 43)* states that the essence of PBL presents a variety of authentic and meaningful problem situations to students, which can serve as a springboard for investigation and investigation. PBL is designed to help students develop thinking skills and problem-solving skills, learn the roles of adults and become independent learners. Problem Based Learning as one of the learning models designed so that learners get important knowledge, which make them proficient in solving problems, and have their own learning model and have the ability to participate in the team. The learning process uses a systemic approach to solving problems or facing the challenges that will be needed in everyday life (*Setiawan, 2013: 266-267*).

CONCLUSION

Student learning outcomes taught with problem based learning model is higher than direct instruction model on PPKn subject matter Tolerant in diversity in class VII of SMP Muhammadiyah 07 Medan Struggle with average value of learning result in experiment class is 79,06 and the mean value average learning outcomes in the control class of 72.29 with a significance value of the learning model of 0.003. Because the sig value. $0.003 < 0.05$, so the results of hypothesis testing reject H_0 or accept H_a in the level of alpha 5% means there are differences in learning outcomes of students who are taught by PBL model and DI learning model on the subject of civic education.

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