

PBL Model in the Concept of Freedom of Learning to Increase the Knowledge and Activity of Learners in Learning Pancasila Education and Citizenship

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Abstract

Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia endorsed the free movement to learn the concept in a speech by the Minister of Education and Culture on National Teacher's Day in 2019. The concept of self regulated learning as the basis of self-learning becomes a new force in education. Problem-Based Learning is expected to encourage students to solve problems with creative and innovative Research aims to describe the activeness, know the results of learning basic competencies of knowledge. To see the effectiveness of Problem-Based Learning in the concept of freedom of learning to improve the Knowledge and Initiative of learners in the learning of PPKn material Value Spirit of Youth Vows Today. This analysis uses descriptive quantitative research methods, with dependent variables are Problem-based Learning, independent variables are the result of learning. Research theory uses Vygotsky learners have two different levels of development a) actual development defines a person's current intellectual function and ability to study things independently and b) potential development defines as a level that one can function or achieve with the help of others such as teachers, parents, more advanced friends.

Keywords: problem-based learning; freedom of learning; activeness; knowledge.

Introduction

The times always bring up new problems that were never thought of before. A problem is a situation that does not match the expectations or

picture of a situation derived from the relationship between two or more factors that results in a confusing situation. Problems can occur in everyday life in the self and

environment both small and global environment. Globalization can have negative impacts including environmental damage, physical development/skyscrapers, narrowing of land for business interests, scarcity of natural resources, social inequality, the emergence of high selfish bad behavior in the face of competition in the economic, social, cultural world, the loss of positive but definite positive values of solidarity, a sense of concern, gotong royong, solidarity, cultural values and the customs of the nation itself, Being a consumptive society, rampant hedonism and loss of creativity, not appreciating the process, lazy thinking and preferring everything that is instant.

The age of globalization gave rise to the nature of interdependence between the world's peoples, which resulted in the emergence of various problems be it social, economic and political problems (Sapria, 2009: 68). The negative impact of globalization raises complex problems that have a larger scope, related to other problems, have enormous consequences. The emergence of individualist and antisocial attitudes in people's lives causes a loss of humanity in each individual society. Efforts are needed to solve these global problems through in-depth analysis, contribution of thought and cooperation from all elements of the nation by implementing development in various fields.

The quality of education is a problem that is the main agenda to be addressed in education development policy, as only with quality education will be a tool to obtain qualified graduates who are able to develop

themselves, the country and society. The implementation of education has been mandated in law No. 20 Tahun 2003 on the national education system in the hope that it can realize the process of developing the quality of learners as a generation of the nation in the future that is believed to affect the development of the nation and state of Indonesia in the future.

Citizenship education has the goal to shape the behavior of citizens who have personalities in accordance with the values of the cultural character of the Indonesian nation. In order to achieve these goals, education has a very important role. Education is an activity that is carried out in a structured manner between teachers and students in learning activities in school. One of the subjects in elementary school that has an important role in shaping the character and characteristics of good citizens is the subject of PKn.

According to Permendiknas No. 22 on the standard of content that civic education not only conveys the concepts of knowledge alone, but must also be able to guide learners into a society that has responsibilities, understands the rights and obligations as a good citizen and can think critically and creatively rationally and can participate in putting themselves in line to respond to life problems in their country. However, in the implementation we often find the process of conveying the concept first directed at the ability of learners to memorize all the information received. This means that learners are only given concepts of knowledge without being guided and develop the potential to become a

more rational, critical and creative human being in accordance with the educational objectives. In learning learners are expected to develop knowledge and creativity to develop new and creative thinking.

One of the demands in the process of education and learning activities is to improve VAT learning outcomes, as a provision to play a wider role in the lives of people and nations in the future. Improving the learning outcomes of PPKn is very important for every child of the nation, especially educational people or learners, especially in the midst of the dynamics of democratic development in Indonesia today. This is also in line with the mandate of Alinea IV opening the 1945 NRI Constitution on the purpose of national development, including to educate the life of the nation and participate in implementing world order based on the freedom of lasting peace and social justice. The application of problem based learning (PBL) learning model in the VAT learning process is one of the important models because it aims to equip students in public.

Through this learning model, students can improve their creative thinking skills towards ppkn learning outcomes in conveying ideas, ideas, thoughts, feelings to teachers, friends and others. Students are also trained to dare to give opinions and appreciate the opinions of others on the issues being discussed. It is not new when the evaluation of learning outcomes as the final series of the teaching and learning process shows less satisfactory results. This weakness is one of them due to the factors of the teaching process, and

the learning model that is teaching and learning. On the other hand, educators continue to be equipped with training activities in order to improve the quality of educators so as to realize the quality of education faced. With the progress of the current era, teachers ideally continue to learn, be creative in developing themselves, and continuously adapt their knowledge and teaching ways with new discoveries in the world of education.

Merdeka belajar is an intensive program from the Minister of Education and Culture in order to create a happy, innovative and creative learning atmosphere. Merdeka belajar aims so that teachers and learners get a new and happy learning atmosphere. This free learning program is born from input and complaints in the education system. Merdeka learning is the freedom of thought, especially the essence of independence of innovation and creativity in the learning process that comes from teachers to learners. This concept of free learning in principle aims to create a happy learning atmosphere so that students do not need to feel afraid and burdened because of the achievement of certain grades or scores in the evaluation of education. In principle, evaluation is a measurement of the impact of a National Web-Seminar on Learning Education program that has been implemented. The evaluation aims to find a recommendation and advice in improving the learning program to be better.

Therefore the PBL model becomes a reference because in this model provides a memorable

learning experience and every student is not afraid to give an opinion and how they solve problems. In this PBL model there are several stages, namely:

1. Orienting students on issues.
2. Organizing students to learn.
3. Conduct independent and investigation.
4. Develop and present the work of group representatives.
5. Conduct an analysis and evaluation of the problem-solving process.

Problem Based Learning model is considered to have various advantages as follows:

1. Make education currently relevant to life in the real world.
2. Develop problem-solving skills in students so that they are accustomed to solving every problem in their environment.
3. Improving the ability to think critically and creatively students are required to master several aspects at once be it cognitive, affective, or psychomotor aspects. Smith, as quoted by M. Taufiq Amir, who brought up.

As a learning strategy, the PBL method has several advantages including:

1. Facilitate the understanding of the contents of the lessons tucked in the problem solving.
2. Challenge students to discover new knowledge.
3. Help improve the effectiveness of learning undertaken by students.
4. Develop students' ability to internalize theories into solving a problem in real life.

5. Assist students in developing new knowledge.
6. Provide understanding to students that each subject has different characteristics and different problems so as to develop a pattern of students to seek information not only from teachers or printed book sources only.
7. Assist students in developing critical patterns, as well as being creative in interpreting every problem they have been able to solve.
8. Provide opportunities for students to apply their knowledge to real problems in the school environment and outside the school.

In previous research conducted by experts a problem-based learning model is believed to improve the mindset of learners in solving problems. So researchers looked for how actively using problem-based learning models in the concept of free learning, learners in learning and how learners learn in the cognitive realm

Method

Data Collection

This type of research is descriptive quantitative class action research, to find out how students liveliness and cognitive learning outcomes, with assessment of rubric systems for observation sheets and test problems. This research is divided into three stages, namely:

Observation, to know the impact of the actions produced or used by the participants in the study. This

activity is carried out at the time of action research in seeking data from the activeness and learning outcomes of students with research instrument aids.

Reflection, used to process data, and evaluation. To find out the extent of actions that have been done or still lack so that it becomes a consideration to improve in the next meeting.

The ability test is used to determine students' cognitive learning outcomes in understanding and see how improved learning outcomes from before. This test is a 20-question multiple choice question. Essay 5 questions. And individual assignments in the form of simple research. Calculation of values in accordance with the KKM that has been set in the research.

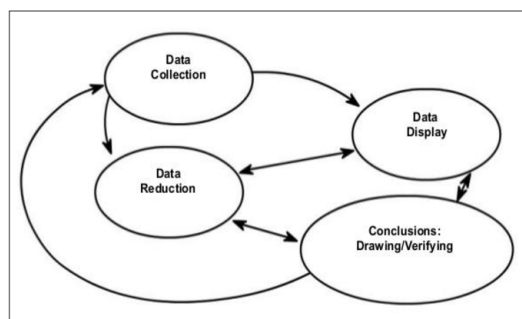


Figure 1. Interactive model of analysis

Result and Discussion

In this data it can be explained that after recapitulating from observation data 1 and observation 4 after in the average activeness of learners all aspects during the learning process through the PBL model on the first day there is (68.18%) on observation 2 there is (68.72%) observation to 3 there is

(81.60%) observation to fourth (82.90%) learners of inactive criteria. Based on the data obtained by the results of the above analysis shows that KKM 50% then the effectiveness of students increases and completes. In this study, learners who studied PBL with the concept of independent learning were declared increasing.

The data obtained above shows that in theory the PBL learning model can have a good liveliness impact for learners. Therefore, according to the purpose of this study, the liveliness of learners is declared qualified. In theory, the PBL learning model can improve the activeness of learners because it is thought to provide solutions and ways of solving problems properly and correctly.

Class completion will be achieved if 22 (70%) of the number of learners in the class have completed obtaining a score according to KKM equal to 75 and above. The data of this study shows 26 complete, this is classically achieved with PBL achieved. From the graph above shows that the criteria for class completion (classical) is completed if at least 22 learners (70%) of 31 learners obtain KKM scores, the learning results of learners' knowledge can meet the completion of class / classic, with the complete criteria of 26 (83.87%) learners and 5 (16.12%) learners have not been completed

Conclusion

In this research PBL in the concept of free learning can improve the activeness and learning outcomes of learners. In the concept of free learning in it leads learners to be

creative and innovative in the learning process.

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