

Development of Problem Based Learning Model on the History of Reform Learning to Improve the Democratic Attitude of Sabillah Sampang SMA Students

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Abstract

The implementation of reform education for students is very useful in fostering students' democratic attitudes, but in fact the process of implementing reform education is still a concern. Judging from the results of pre-research studies at Sampang Public High Schools, there are only 35% of students who have an awareness of the importance of democracy, and the remaining 65% of students are indifferent and reluctant to be involved in democratic activities. The contributing factor is the influence of everyday online games that cause moral and moral imbalances in students, so this is what fosters individualistic character, not with the surrounding environment, and lack of self-awareness to actively organize. Therefore, the teacher's role in increasing awareness of democracy in students can also be done by developing emotional, intellectual, social, kinesthetic, and spiritual intelligence possessed by these students in everyday life. This study uses a qualitative method with the sampling technique in this study is multistage sampling. The objectives of this research are; (1) To analyze the previous implementation of democracy that has been implemented in SMA Sabillah Sampang. (2) To describe the effectiveness of the implementation of reformation history learning at SMA Sabillah Sampang. (3) To analyze the implementation of the previous history learning development model that was used in Sabillah Sampang High School which was running effectively. (4) To analyze the humanistic approach chosen to improve the democratic attitude of Sabillah Sampang High School students, and (5) To analyze whether or not the development of the historical reform learning model using discovery learning is feasible.

Keywords

developmetn of teaching; digital history; democratic attitude; problem-based learning



I. Introduction

The implementation of reform education for students is very useful, especially in fostering a democratic attitude and actively participating in the process of implementing education, this is motivated by the conditions since the Reformation in 1998, Indonesia is experiencing a new era in political life. An open political life and a dynamic political climate have become the hallmarks of post-Reformation political life.

Joyce., et al (2002: 21) The implementation of reform education for students is very useful, especially in fostering a democratic attitude and actively participating in the process of implementing education as a process of developing the nation. Looking at the results of a survey conducted by the author at SMA Negeri Sampang, it shows that the conditions that occur show the apathy of students who are more dominant and less involved in participating in extracurricular activities, less interest in learning history, and passive when

studying. There are 35% of students who have an awareness of the importance of democracy, and the remaining 65% of students are indifferent and reluctant to be involved in democratic activities, so the routine that is carried out is only to go to school and then return home. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The history teacher at Sampang High School explained that one of the factors that caused the lack of democracy to occur was due to environmental factors, for example, the influence of online games that filled students' gadgets and caused individualism and lack of empathy for the surrounding environment, as a result, students experienced moral and moral imbalances, involved in social problems, religion, and culture, lazy to learn, and have no interest in being active in organizations. This study refers to the results of previous research conducted by Joyce, et al (2009: 9) explaining the role of learning the history of reform in increasing awareness of democracy in students is closely related to the important meaning of political identity in everyday life. Printina (2019: 22) through democratic education, teachers can invite students to actively participate in interactive activities and introduce election culture as one of the best forms of implementing democratic education in Indonesia.

Other research was also submitted by Kuntowijoyo (1994:58), in Utami & Indah Wahyu Puji (2019: 8) there are two forms of democratic education that can be implemented to students in reform history subjects, namely; (1) democratic education held through indoctrination; (2) non-formal democratic education, such as through educational exchanges through the free pulpit.

In order for the reform history learning model to be effective, the teacher must take an active role in increasing the awareness of democracy in students, it can also be done by developing emotional, intellectual, social, kinesthetic, and spiritual intelligence possessed by these students in everyday life. Another study submitted by Sutimin & Leo Agung (2019: 239) stated that intellectual intelligence can be developed by teachers through formal curriculum programs that refer to the national curriculum.

By using the problem-based learning model in this Reformation history material, students are expected to be able to understand democracy more comprehensively. Not only that, political education regarding democracy is also very important so that the ideals of the Reformation of the implementation of free democracy can be fully achieved. Increasing attitudes and knowledge of beginner voters' democracy will improve the quality of democracy so that the ideals of reform are not just empty ideals.

The objectives of this research are; (1) To analyze the previous implementation of democracy that has been implemented in SMA Sabillah Sampang. (2) To describe the effectiveness of the implementation of reformation history learning at SMA Sabillah Sampang. (3) To analyze the implementation of the previous history learning development model that was used in Sabillah Sampang High School which was running effectively. (4) To analyze the humanistic approach chosen to improve the democratic attitude of Sabillah

Sampang High School students, and (5) To analyze whether or not the development of the historical reform learning model using discovery learning is feasible.

Based on the above background, the authors are very interested in studying the effect of Reformation teaching materials on students' democratic attitudes. This research is very important to do in order to know the effect of reform teaching materials on democratic attitudes. Without knowing the effect of Reformation teaching materials on students' democratic attitudes, political education through Reformation history teaching materials cannot be assessed for its effectiveness and influence. Furthermore, this research will be a source of knowledge on methods that are significant in improving the democratic attitude of students who are novice voters.

II. Review of Literature

2.1 Definition of Problem Based Learning (PBL)

Problem Based Learning (PBL) in Indonesian is called Problem Based Learning (PBM). Problem Based Learning is the use of various kinds of intelligence needed to confront real-world challenges, the ability to face everything new and complexities that exist. Another definition of problem-based learning is a teaching method with a focus on real problem solving, the process by which students carry out group work, feedback, discussions that can serve as a springboard for investigations and investigations and final reports. Thus, students are encouraged to be more actively involved in learning materials and develop critical thinking skills.

Problem-based learning is a learning approach that presents contextual problems so as to stimulate students to learn. In classes that apply problem-based learning, students work in teams to solve real-world problems. According to Duch (1995) in Aris Shoimin (2014:130) suggests that the notion of the Problem Based Learning model is: Problem Based Learning (PBL) or problem-based learning is a teaching model characterized by real problems as a context for students to learn to think critically. and problem solving skills and acquiring knowledge.

2.2 Characteristics of problem-based learning

Based on the theory developed by Barrow, Min Liu (2005) in Aris Shoimin (2014: 130) explains the characteristics of PBM, namely:

- a. Learning is student-centered
The learning process in PBL focuses more on students as learning people. Therefore, PBL is also supported by constructivism theory where students are encouraged to be able to develop their own knowledge.
- b. Authentic problems from the organizing focus for learning
The problem presented to students is an authentic problem so that students are able to easily understand the problem and can apply it in their professional life later.
- c. New information is acquired through self-directed learning
In the problem solving process, they may not know and understand all the prerequisite knowledge so that students try to find their own through the source, either from books or other information.
- d. Learning occurs in small group
In order for scientific interaction and exchange of ideas to occur in an effort to develop knowledge collaboratively, PBM is carried out in small groups. The group created demands a clear division of tasks and the application of clear goals.

- e. Teachers act as facilitators

In the implementation of PBM, the teacher only acts as a facilitator. Even so, teachers must always monitor the progress of student activities and encourage them to achieve the targets to be achieved.

2.3 The Advantages of Problem Based Learning

Kristin, F., & Rahayu, D. (2016) The following are the advantages of the PBL learning model, namely:

- a. PBL is learning that facilitates students to learn through problem solving that occurs in a real and authentic way and integrates knowledge across disciplines.
- b. PBL is able to improve science process skills and student learning outcomes compared to conventional models.
- c. Problem Based Learning (PBL) is a learning model that encourages students to know how to learn and work together in groups to find solutions to real-world problems.
- d. PBL is a learner-centered learning model for learning, enabling participation, and dealing with solving situations in small group work during the learning process.
- e. BL is a learning method that uses problems as the first step in collecting and integrating new knowledge.
- f. PBL is learning that facilitates students to learn through authentic and real-world problem solving as well as integrating cross-disciplinary knowledge.

2.4 Democracy

Kristin, F. (2016: 95) The term democracy is often used in government systems. A democratic country is a country that places the highest power in the hands of its people. The people are involved in determining every policy in the government. Maharani, Y. B., & Hardini, I. T. A. (2017: 555) democracy comes from the word demos which means people, and kratos which means power. Thus, democracy is a form of people's government, because the power of government is attached to the people. Therefore, the people have the right to regulate, defend, and protect themselves from coercion by others.

The inculcation of democratic values at this time can be instilled from an early age through mutual respect for one another. A democratic country will be realized if all its citizens have democratic values Sabirova, E. G. (2016: 1060).

According to Mawardi, H., et al. (2014: 18) the value of democracy consists of:

- a. Tolerance
- b. freedom of expression
- c. respect differences of opinion
- d. understand diversity in society
- e. open in communication
- f. uphold human values and dignity
- g. confident or not dependent on others
- h. mutual respect
- i. able to restrain myself
- j. togetherness
- k. balance.

2.5 Implementation of Democratisation value

The following is the implementation of democratic values that are closely related to this research, namely, Surtikanti, & Ramadhani (2017: 7):

1. Participation

Participation emphasizes that in a democratic society, every individual must participate in decision-making. Everyone has the right and is obliged to vote as a manifestation of participation in determining policies. Participation reflects individual awareness to carry out obligations for the rights they have.

2. Tolerance

Tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

3. Mutual respect

Mutual respect/respect is an attitude and behavior to respect in relationships between individuals and groups based on applicable norms and procedures. Everyone should have mutual respect for one another regardless of their social background. Mutual respect is reflected in everyday life such as greeting, smiling, giving other people the opportunity to exercise their rights, and so on.

4. Implementation of Democratic Values in Schools

Democracy education is needed to help support democratic governance, because the success of a country in implementing democracy is determined by a democratic government and people who develop democratic values in their lives. Sugiyo, R. L., & Purwastuti, A. (2017) explained that the inculcation of democratic values can be done since children are still small. Democracy education was first carried out in the family environment as an environment in his life.

2.6 Learning Model

Maharani, Y. B., & Hardini (2017: 447) explained that the history learning model is a conceptual framework that describes a systematic procedure that can be used in organizing learning experiences to achieve learning objectives to function as a guide for learning designers and teachers in planning learning activities.

The following are the characteristics of the historical learning model according to them, namely, Sabirova, E. G. (2016: 1061):

- a. The historical learning model is a logical theoretical rationale compiled by its creators or developers.
- b. The history learning model has a rationale about what and how students will learn (has learning and learning objectives to be achieved)
- c. The history learning model refers to the learning behavior required for the model to be implemented successfully; and the learning environment needed so that the learning objectives can be achieved.
- d. The history learning model has a specific educational mission or goal.
- e. The history learning model has guidelines for improving learning activities in the classroom.
- f. Have a model part device.
- g. Has an impact as a result of the application of the learning model, either directly or indirectly.

2.7 History Learning

Sabirova, E. G. (2016: 1063) explains that history learning is an activity aimed at carrying out the preparation, implementation, and achievement of student learning outcomes in the field of historical studies. The following are some indicators related to the importance of learning history, namely Mawardi, H., et al. (2014: 5) :

- a. History learning has goals, substance, and targets on normative aspects

- b. the value and meaning of history is directed at the interests of educational purposes rather than purely academic or scientific
- c. the application of history learning is pragmatic, so that the dimensions and substance are selected and adjusted to the goals, meanings, and educational values to be achieved, namely in accordance with educational goals.
- d. normative history learning must be relevant to the formulation of national education goals
- e. History learning must contain the main elements: instruction, intellectual training, and being responsible for the future of the nation
- f. History learning does not only present knowledge of the facts of collective experience from the past.

III. Research Method

3.1 The History of Reformation

Mawardi, H., et al. (2014: 6) explains that reform is a process towards a good state life, which includes political, economic, and legal aspects. This reform in Indonesia is a direction to reorganize the life of the state which is more fragile and is no longer suitable for Indonesia (Nugroho, 2015:30).

Sutimin & Leo the Great. (2015: 241) explained that the Reformation was born as an answer to the crisis that hit various aspects of people's lives. Political, economic, legal, and social crises are the factors that encourage the birth of the reform movement. In fact, the crisis of confidence has become one of the determining indicators. Reform is seen as a non-negotiable movement. Therefore, almost all Indonesian people, especially the people of Solo, fully support the reform movement.

The New Order which has been in power for 32 years with a general, namely Suharto. The New Order ended when there was a crisis in all fields, both economic and moral. So that the people's fighters want a reform movement in the Indonesian state order. The May 1998 riots were the beginning of the reforms in Indonesia. The riots occurred on May 12-13 in Jakarta and May 14-15 in Solo, Central Java. This riot was triggered by the economic turmoil that hit and four Trisakti University students who were shot during an action on May 12, 1998.

In 1998 the Indonesian state experienced an event which was one of the important events that had a big impact on the country, an event that may be very difficult to forget by many people, especially people of Chinese ethnic descent, who can be said to be victims of this major event. The 1998 reform event was the event, reform was a movement that required a change for the better constitutionally. That is, there are changes in the political, social, economic, legal, and cultural fields. One of the most prominent assumptions about the trigger for the May 1998 riots was the shooting incident of 4 Trisakti students on May 12, 1998, the day before the riot. It may be that the assumption is correct, but in reality the assumption cannot be understood so simply.

The May 1998 riots cannot be understood as an event that is separate from the previous series of events, concurrently or with those that followed. This is because the May 1998 riots are a mixture of social, political, and economic dynamics that involve the struggle of various interests within it. The economic situation itself is also getting worse. Some government policies have actually become a heavy burden that must be felt by the community. The high price increase for almost all goods, especially basic needs, has an impact on the creation of national public unrest (Zon, 2004).

The reforms demanded by many Indonesian people, of course, cannot be separated from the important role of all youth, especially students who always voice for reforms in the Indonesian government system which at that time had been held by President Soeharto for 32 years, the Indonesian student movement in 1998 was the peak of the Indonesian student movement. which was carried out by students which could be said to be a monumental movement because it was considered successful in forcing President Soeharto to step down from his position as President of the Republic of Indonesia on May 21, 1998.

The movement carried out by these students got its momentum when the monetary crisis occurred, the prices of necessities soared, the purchasing power of the people decreased. The demand to demote President Suharto became a national agenda by the student movement who wanted a reform and this of course won sympathy and support from the people.

3.2 Hypotesis

Based on the theoretical study and framework that has been stated above, the hypotheses in this study can be concluded and formulated as follows:

1. There is a positive and significant relationship between reformation history teaching materials and students' democratic attitudes.
2. There is a positive relationship between the history learning model and students' democratic attitudes
3. The Discovery Learning learning model has the biggest influence on students' democratic attitudes

3.3 Method

a. Research Location

This research was conducted at SMA Sabillah Sampang as the research location because at this level, students are able to think analytically. At the age of high school, Piaget stated that children have reached the formal operational stage. At this stage the child has been able to think hypothetically-deductively, then proceed with analyzing, developing possibilities, propositions, drawing generalizations, thinking in a more abstract, logical, and idealistic way (Curriculum Center, 2007: 12; Baharuddin and Esa Nur Wahyuni, 2007). 2007: 123-124). Kuntowijoyo (1995: 2) states that in high school history education has been given critically.

b. Research Time

This research was conducted for 6 months from July 2022 to September 2022. The research was carried out starting from the preparation of research proposals, data collection, data analysis, and report preparation. The data collection stage includes initial observations and licensing arrangements. The implementation of this research is planned from May 2022 to December 2022, which means the implementation period is eight months, with the following types and schedule of activities:

Table 1

NO	Activities	Time of month in 2022							
		Mei	Jun	Juli	Agt	Sep	Okt	Nov	Des
1	Drafting and Submission Proposal	X	X						

2	Field observations and preparation of research instruments			X	X				
3	Instrument trial (validity and reliability) instrument					X			
4	Data collection						X		
5	Data analysis and processing Data						X		
6	Writing report results Study							X	
7	Exams and revisions							X	X

c. Population and Sampling Technique

a. Population

According to M. Iqbal Hasan, population is "the totality of all objects or individuals that have certain, clear and complete characteristics to be studied" (M. Iqbal Hasan, 2002: 58). The population of this research is the students of Class XII Social Studies SMA Sabilillah Sampang.

b. Sample

The sample used in this study were 15 students from class X at SMA Sabillah Smapang from a total population of 50 people.

IV. Research Method

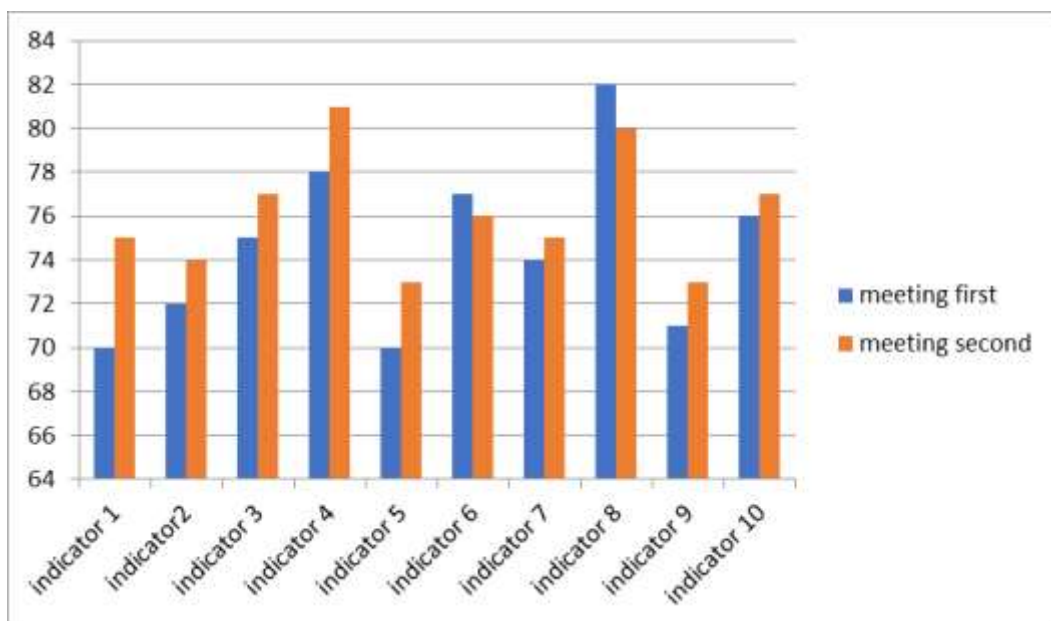
4.1 Result

The following are the steps used by researchers in analyzing the level of democracy possessed by Sampang State High School students, namely:

1. Determine the target object, then determine the variables to be measured with the scale.
2. Analyze the variable into several sub-variables or variable dimensions, then develop indicators for each of these dimensions.
3. Determine the scope of the attitude statement regarding the cognitive, affective, and psychomotor aspects of the attitude object.

a. Student Learning Activities Applied by Learning Model Problem Based Learning (PBL)

In this study, the observation sheet used was the sheet observations using a scoring rubric, namely from each each indicator has a score from one to four. Indicator used to determine student activity, namely ten indicators including asking, answering, presenting, commenting, taking notes, discussion, appreciate, listen, cooperate, and conclude.



The percentage of learning activities that take place are initial activities, core activities, and final activities. Observations of student activities are carried out every 5 minutes in learning activities for 135 minutes.

- Indicator 1 :
the 1st meeting was at 70% experienced an increase in the 2nd meeting at 75%
- Indicator 2 :
the 1st meeting was at 72% experienced an increase in the 2nd meeting at 74%
- Indicator 3
the 1st meeting was at 75% experienced an decreased in the 2nd meeting at 77%
- Indicator 4
the 1st meeting was at 78% experienced an increase in the 2nd meeting at 81%
- Indicator 5
the 1st meeting was at 70% experienced an increase in the 2nd meeting at 73%
- Indicator 6
the 1st meeting was at 77% experienced an in decreased in the 2nd meeting at 76%
- Indicator 7
the 1st meeting was at 74% experienced an increase in the 2nd meeting at 75%
- Indicator 8
the 1st meeting was at 82% experienced an in decreased in the 2nd meeting at 80%
- Indicator 9
the 1st meeting was at 71% experienced an increase in the 2nd meeting at 73%
- Indicator 10
the 1st meeting was at 76% experienced an increase in the 2nd meeting at 77%

V. Conclusion

Based on the description above, it is concluded that learning with the Problem Based Learning model begins with a problem which in this case can be raised by students or teachers, then students deepen their knowledge about what they already know and what they need to know to solve the problem. Students can choose problems that are considered interesting to solve so that they are encouraged to play an active role in learning.

Through modelproblem based learning (PBL) which trains students to think critically as well as providing skills in solve problems contemporary based on values exist in historical events. In learning by using problem-based learning (PBL) the teacher's role and students are mutually supportive for the sake of achievement of learning objectives history.

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