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The Implementation of Problem Based Learning Model to Improve Students Activities in Citizenship Education Subject

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ABSTRACT:
Problems in classroom learning are becoming more complex day by day, especially regarding the final results in learning activities that will be achieved. This is caused by several factors in teaching and learning activities which are not optimally implemented by teaching staff or lecturers. Lecturers have a very important role in achieving the success of their students or students. But in reality, when studying citizenship, students do not appear active in participating in the teaching and learning process in class, the class only looks monotonous, with the lecturer playing an active role, students only listen and do not play a role. active in the learning process. In situations like this, creativity is needed from a lecturer or teaching staff to stimulate student activity in participating in the learning process so that the learning process does not only go in one direction but there is reciprocity between lecturers and students. In order for learning to occur in a class where students are actively involved, the lecturer or teacher must use an interactive model or method such as using a cooperative model. In teaching this citizenship course, researchers use the problem based learning (PBL) learning model.
The aim of this research is to find out how the learning activities of Pancasila and Citizenship Education (PPKn) students class of 2023 in the Citizenship course use the Problem Based Learning (PBL) model. The research method used by the researcher is the classroom action research method which applies research stages using cycles, where in the research it is planned to carry out three cycles consisting of three face-to-face meetings in each cycle. With each cycle using the steps or syntax of the PBL model. The results obtained in the research were an increase in student activity after participating in classroom learning using the method applied by the lecturer using the PBl model. This can be seen from the results of learning activities in cycles I, II and III showing significant improvement from cycles I, II and III.
Keywords: Learning Models, Problem Based Learning, Activities

ABSTRAK:
Persoalan dalam pembelajaran dikelas semakin hari semakin komplek, terutama pada hasil akhir dalam kegiatan pembelajaran yang akan di capai. Hal ini disebabkan oleh beberapa faktor dalam kegiatan belajar mengajar ditidak maksimal di implementasikan para tenaga pengajar atau dosen. Dosen memiliki peran yang sangat penting dalam mencapai keberhasilan para peserta didiknya atau mahasiswanya.Tetapi pada kenyataannya saat pembelajaran kewraganegaraan mahasiswa tidak terlihat aktif dalam mengikiti proses belajar mengajar dikelas, dikelas hanya terlihat monoton yang lebih banyak berperan aktif seorang dosen, mahasiswa hanyak mendengarkan dan tidak berperan aktif dalam proses belajar tersebut. Dengan keadaan seperti itu diperlukan kreativitas seorang dosen atau tenaga pengajar untuk membangkitkan aktivitas mahasiswa dalam mengikuti proses belajar sehingga proses belajar tidak hanyak berjalan satu arah tetapi ada timbal baliknya antara dosen dan mahasiswa. Agar terjadi belajar dikelas yang mahasiswanya terlibat aktif maka dosen atau pengajar harus menggunakan model atau metode yang interaktif seperti menggunakan model kooperatif. Dalam pembelajaran mata kuliah kewarganegaraan ini peneliti menggunakan model pembelajaran *problema based learning* (PBL).
Tujuan dalam penelitian ini adalah untuk mengetahui bagaimana aktivitas belajar mahasiswa pendidkan pancasila dan kewarganegaraan (PPKn) angkatan 2023 pada mata kuliah Kewarganegaraan jika menggunakan model *Problem Based Learning* (PBL). Adapun metode penelitian yang digunakan peneliti yait metode penelitian tindakan kelas yang mana merapkan tahapan-tahapan penelitian mengubnaka siklus, yang mana dalam enelitian direncanakan akan dilaksanakan tiga siklus yang terdiri dari setiap siklus terdapat tiga kali tatap muka. Dengan

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setiap siklus menggunakan langkah-langkah atau sintak model PBL. Hasil yang didapatkan dalam penelitian berupa peningkatan aktivitas mahasiswa setelah mengikuti pembelajaran dikelas dengan metode yang diterapkan oleh dosen yang itu model PBl. hal ini dapat dilihat dari hasil kegiatan pembelajaran pada siklus ke I, ke II dan ke III menunjukan peningkatan yang signifikan dari siklus I,II dan III.
Kata Kunci: Model Pembelajaran, *Problem Based Learning,* Aktivitas

A. ITRODUCTION

Problems in classroom learning are increasingly complex, especially in the final results in learning activities that will be achieved. This is due to several factors in teaching and learning activities that are not maximally implemented by teaching staff or lecturers. Lecturers have a very important role in achieving the success of their learners or students. In this case, what lecturers need to pay attention to is not only teaching but also need to see student activity in the classroom, where activity greatly supports student success in achieving learning goals. But in reality, when learning citizenship, students do not look active in following the teaching and learning process in class. They only look monotonous, which is more active role of a lecturer, students only listen and do not play an active role in the learning process.

In the most important learning activities there is interaction that occurs between students and teachers because learning is an activity that involves the spiritual and physical of a learner, without any interaction or activity that occurs, there will be no such thing as a learning process (Nasution, 2012: 86). In the learning process, one of the most important aspects is the activity that emphasizes the activeness that occurs between students and students and students and lecturers. In addition, activities can stimulate students to be actively involved in the learning process and also stimulate students' brains and piker patterns in critical thinking and rational thinking.

In an effort to improve the quality and activeness of student learning, teachers need to implement learning activities that attract and innovate students in class learning process activities so that students can achieve what they will achieve according to the learning outcome indicators. In today's modern era, students are required to have sensitivity to phenomena or problems that occur in the community environment, besides that students are also expected to have the ability to solve problems or become solutions to problems that occur (Utami & Pitra, 2023:187)

The activeness of learning in the classroom can occur if the teaching staff or lecturers can provide steps and apply cooperative learning models that can help students in learning activities in the classroom more actively. In line with what Suprijono (2013:54) stated, this cooperative learning model is included in learning activities that divide students into several small groups consisting of 4 to 5 students. Where this cooperative learning emphasizes more cooperation between students and students then students with lecturers or teachers in solving a problem or problem.

In such a situation, the creativity of a lecturer or teaching staff is needed to generate student activity in participating in the learning process so that the learning process does not only run in one direction but there is reciprocity between lecturers and students. In order for learning to occur in a class where students are actively involved, the lecturer or teacher must use a model that can help students to be more active in the classroom. in this civics course, the lecturer or teacher uses a problem-based learning (PB) learning model.

This Problem Based Learning model is a model that involves students in a certain problem that exists in real life to then find a solution through an in-depth analysis process (Syaputra & Sariyatun, 2019). This is in line with expert opinion, namely according to Kamdi (2007:77), saying that this PBL model is a model that in its application involves students in order to solve problems that occur through certain methods so that these students can have new understanding or knowledge and skills in solving these problems.

In general, activity is a series of overall activities in the classroom learning process, starting from physical activities and other activities. In learning physical activities that must be emphasized such as basic skills that need to be possessed by learners or students. These basic skills include observing, predicting and concluding and classifying and measuring and finally communicating and other skills, namely being able to identify, present data in the form of graphs, images and connect certain variables and collect and process data. Basically, the principle of learning is a change in behavior from what was not able to become able, from not knowing to knowing and from not understanding to understanding what students will understand. The point is that there is continuous interaction in learning activities.

B. METHOD

The location in this study was in the Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Jambi University. Then the subjects of this research are lecturers and students of Class 2023 class R001 in the Citizenship course.

The method in this study is the method of classroom action research or PTK with other languages Classroom Action Research. This is in accordance with the opinion of Arikunto (2009:3) saying that this PTK is research that applies actions during the learning process in the classroom. Where this class action research is carried out during the learning process which is generally carried out by a teacher or a lecturer to see the extent of improvement in the teaching and learning process. In this case the teacher can use a treatment in solving problems or learning problems in the class of the teacher or lecturer concerned.

According to Mohammad (2009), this class action research has the main characteristics of cyclical research which is divided into several cycles and is usually carried out in a maximum of three cycles. And in each cycle there are three meetings and each meeting is carried out activities including planning, action, observation and reflection. In this study, researchers planned three cycles in which each cycle of researchers carried out learning by carrying out activity steps consisting of introductory activities, core activities and closing activities, where part of the introductory activity was the lecturer giving greetings and conveying learning objectives and motivating students. Then continued in the core activities, the lecturer divided the students into several small groups and gave problems to each group to discuss and at the end communicated in front of the class. And at the end of the closing activity, the lecturer provides an opportunity for students from group representatives to summarize the results obtained from each group and at the same time provide feedback or reflection on what has happened in today's learning.

Table 1. Observation Instrument Table

No	Aspect of observation	score				
		1	2	3	4	5
	Lecturer Activity					
1	ecturer explains learning objectives					
2	Motivate students					
3	Inviting students to remember last week's lesson					
4	Explaining the material and asking questions					
5	Providing understanding to students					
6	Observing students in finding concepts					
7	Asking students to discuss the problem					
8	Providing feedback					
9	Students are asked to summarize the subject matter					
	Students Activity					
1	istening / paying attention to the lecturer's explanation					
2	Students read reference books					
3	Working with fellow group members					
4	Discussion between students					
5	Presenting learning outcomes					
6	Asking / responding to questions / ideas					
7	Writing relevant to KBM and Summarizing learning					
8	Taking the evaluation test					

C. RESULT AND DISCCUSSION

This study obtained the results of the learning process carried out during this research process, namely in the civics course which lasted several months, namely in cycle I there were three face-to-face sessions, cycle II three face-to-face sessions and cycle III three face-to-face sessions. Each cycle in this study carries out planning, implementation of actions, observation and reflection and recommendations. then in the final activity at the third meeting observation or observation of student activity using a wide observation carried out by the observer. Furthermore, reflection is used to improve what is still lacking in the previous cycle and is recommended to be improved in the next cycle or the next cycle.

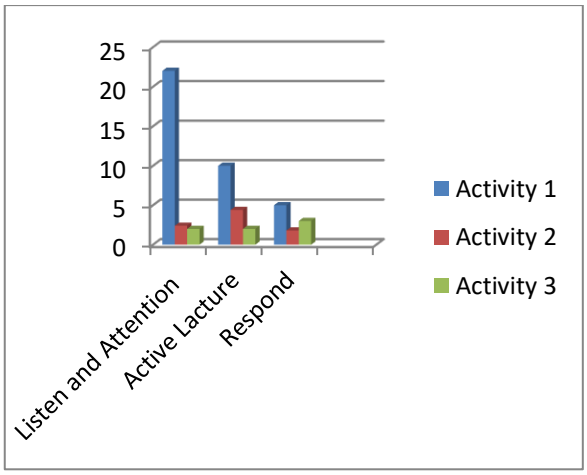
1. Cycle I

In cycle one the researcher starts the learning process, where the learning process is carried out in 3 face-to-face times where the lecturer conducts learning activities by starting the learning by saying greetings with Assalamualaikum and good morning students, how are you today. And continued with preliminary activities, namely conveying the topic and theme of today's learning and the learning objectives to be achieved. In this introductory activity, the lecturer explains the citizenship material and triggers questions that direct students related to the problems that occur in society that are phenomenal. Furthermore, the lecturer divides the students into several small groups consisting of 4-5 students. Each group is given a problem that later each group can solve. In this case the observer observes the student learning process by paying attention to the activities of the students, the following table presents the activities of students and lecturers.

Table 2: Activities of Lecturers and students in Cycle I

No	Observed lecturer activity	Percentage
1	Lecturer explains learning objectives	4,0
2	Motivate students	5,3
3	Invite students to remember last week's lesson	5,3
4	Explaining the material and asking questions	6,7
5	Provide understanding to students	13,3
6	Observing students in finding concepts	21,7
7	Asking students to discuss the problema	10,0
8	Providing feedback	18,3
9	Students are asked to summarize the subject matter	8,3
No	**Observed student activity**	**Percentage**
1	Listen / pay attention to the lecturer's explanation	22,5
2	Students read the reference book	11,5
3	Work with fellow group members	18,7
4	Discussion between students	14,4
5	Presenting learning outcomes	2,9
6	Asking / responding to questions / ideas	5,2
7	Writing relevant to KBM	8,9
8	Summarizing learning	6,9
9	Doing evaluation test	8,9

In this first cycle, it can be concluded based on the table above that the most dominant activity is in the aspect that students still tend to only listen and pay attention to the lecturer's explanation with a percentage of 22.5 percent, and they are not actively involved in the teaching and learning process in class so that lecturers ask them to be active and only 10.0 percent. Here it is clear that in this first cycle students still tend to be inactive in participating in class learning and they are only silent, it can be seen during group work. But in this first cycle the lecturer has taught using the PBL model but in its implementation it is still not optimal, this is because students do not fully understand this PBL model well. In the future, such shortcomings will be corrected in the next cycle.



Picture 1. Observation Result Cycle I

2. Cycle II

Cycle II is carried out to follow up on the results of the reflection in cycle I, where in cycle one there are still many shortcomings and weaknesses in the learning process in class in civics courses for Civics students Class of 2023. In cycle II, it is hoped that it can increase student activity in the learning process in class. In this second cycle, researchers or lecturers begin by carrying out the planning stage in which lecturers make learning scenarios that are more focused and neatly arranged so that learning

outcomes are achieved. Furthermore, lecturers carry out the learning process in accordance with the steps of the PBL model and make observations or observations and make reflections on this second cycle. In this cycle the lecturer made the results of the reflection in cycle I to be used as a guideline in learning in cycle two, especially the components that were not maximized in cycle one. In this second cycle, the learning process can run well and in accordance with the provisions of the PBL model syntax compared to the first cycle that has passed. In this second cycle, the lecturer or teacher looks more relaxed so that the PBL learning steps can run optimally.

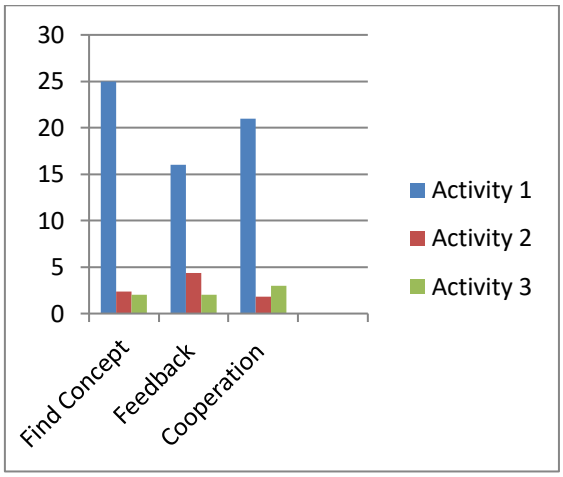
When the implementation of learning or the learning process takes place, students carry out the learning process or discussion better or more actively than in cycle I, this is seen in this second cycle more students who ask opinions or ask questions during the learning process and group discussions look more active with all group members contributing to the discussion activities carried out. In this second cycle, the lecturer also provided more guidance to students or small groups, so that in the discussion activities students looked more active with the direction and guidance of the lecturer. Based on the observations of the observers that students already look active compared to cycle one, this is evidenced from 30 students there are 19 active students or 62% of students who are active during the learning process. The following table presents the activities of lecturers and students in cycle II:

Table 3: Activities of lecturers and students in Cycle II

No	Observed Lecturer Activity	Precentage
1.	Lecturer explains learning objectives	6,7
2.	Motivate students	6,7
3.	Invite students to remember last week's lesson	6,7
4.	Explaining the material and asking questions	11,7
5.	Provide understanding to students	11,7
6.	Observe students in finding concepts	25,0
7.	Asking students to discuss the problem	8,2
8.	Giving feedback	16,6
9.	Students are asked to summarize the subject matter	6,7
No	**Observed Students Activity**	**Precentage**
1.	Listen / pay attention to the lecturer's explanation	17,9
2.	Students read the reference book	12,1
3.	Work with fellow group members	21,0
4.	Discussion between students	13,8
5.	Presenting learning outcomes	4,6
6.	Asking/responding to questions/ideas	5,4
7.	Writing that is relevant to the KBM	7,7
8.	Summarizing learning	6,7
9.	Taking the evaluation test	10,8

In accordance with the data in the table above that the most prominent activity in this cycle two is in the part of guiding students and observing students in finding concepts at 25%, this is an increase when compared to cycle one. And there was an increase in the aspect of feedback, namely 16.6 percent, besides that in cycle two there was also an increase in the aspect of working with groups, namely 21.0 percent. When compared to cycle one, in cycle two there was a significant increase. In addition, activities that have increased are in the

aspect of reading books by 12.0 percent, this has also increased compared to cycle I.



Picture 2. Cycle II Observation results

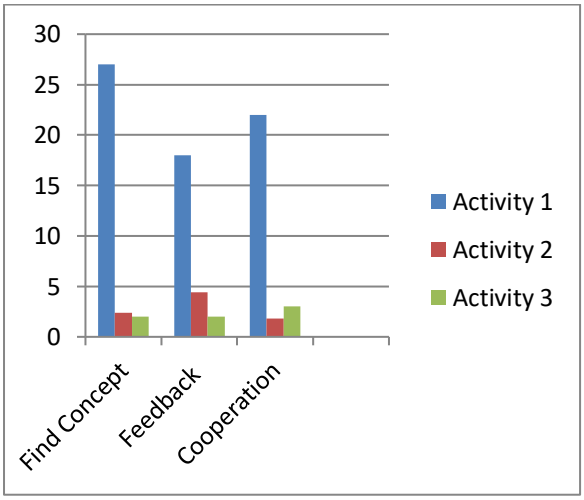
3. Cycle III

After carrying out cycle two, the researchers continued in cycle three, which in cycle three is the result of a follow-up of what became a shortcoming or weakness felt by the lecturer in cycle two. In this third cycle, the lecturer or researcher did the same thing in cycles I, II, namely conducting preliminary activities and preliminary activities carried out in accordance with the results of the reflection in cycle II, then continued in this activity which still applied the PBL model, but in this third cycle the steps and syntax were more perfectly executed to the maximum after seeing the results of the reflection in cycle II, then conducting closing activities, closing activities were given to students in each group to provide conclusions from each group after they discussed actively and enthusiastically. Based on the results of observations made by observers and getting the results that the learning process using the PBL model can achieve optimal learning objectives, this can be seen from the appearance of lecturers in this third cycle in the good category and students look active compared to the previous two cycles this can be proven during the discussion process during the learning process. In this third cycle of 30 students there were 26 active students or 86 percent of students who were actively involved in classroom discussion activities during the learning process. The following is a table of lecturer and student activities in cycle III.

Table 4. Lecturer and student activities in cycle III

No	Observed Lecturer Activity	Percentage
1.	Lecturer explains learning objectives	6,7
2.	Motivate students	6,7
3.	Inviting students to remember last week's lesson	10,7
4.	Explaining the material and asking questions	13,3
5.	Providing understanding to students	10,0
6.	Observing students in finding concepts	27,6
7.	Asking students to discuss the problem	10,0
8.	Providing feedback	18,7
9.	Students are asked to summarize the subject matter	10,0
No	**Observed Students Activity**	**Percentage**
1.	Listening / paying attention to the lecturer's explanation	20,8
2.	Students read reference books	13,1
3.	Working with fellow group members	22,1
4.	Discussion between students	15,0
5.	Presenting learning outcomes	2,9
6.	Asking / responding to questions / ideas	4,2
7.	Writing relevant to KBM and	6,1
8.	Summarizing learning	8,5
9.	Taking the evaluation test	11

In accordance with the data in the table above that the most prominent lecturer activity in cycle three is in the section of guiding students and observing students in finding concepts of 27%, this is an increase when compared to cycle one. And there was an increase in the aspect of feedback, namely 18.6 percent, besides that in cycle two there was also an increase in the aspect of working with groups, namely 22.0 percent. When compared to cycle two, in cycle three there was a significant increase. In addition, activities that have increased are in the aspect of reading books by 13.0 percent, this has also increased compared to cycle II.



Picture 3. Cycle III Observation Results

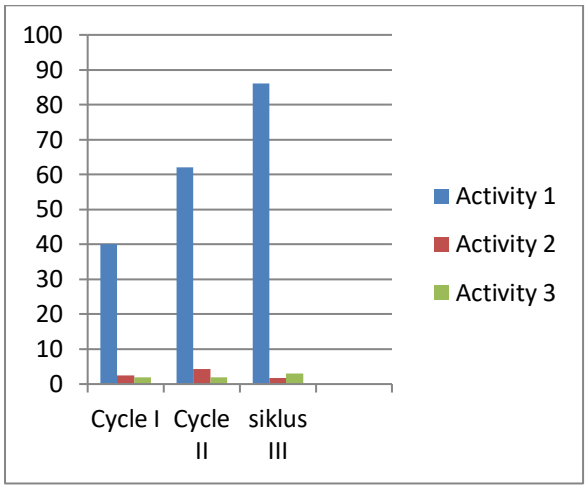
Based on the results of research conducted by researchers on the teaching and learning process in the civics course for class 2023 students where researchers carried out the learning process for 9 face-to-face sessions consisting of three cycles. Where each cycle the lecturer carries out the learning process in accordance with the learning plan or RPS carried out in the learning process. During the first cycle, learning can go well, although in this first cycle the learning outcomes have not been maximized or student activeness has not been fully active as expected. This is due to several factors including the syntax of the PBL model has not been running well. In cycle II there was an increase in student activity compared to cycle one, this happened there were improvements made by lecturers, especially in understanding the PBL model better. Furthermore, in cycle III there was also a more significant increase compared to cycle II, where in cycle three students were more active and contributed to classroom discussion activities that took place during the teaching and learning process. Overall, improvements occurred in each cycle carried out by researchers. These results can be strengthened by the theory according to Sardiman (2004) who said that learning activities are learning activities carried out in the process of teaching and learning interactions in order to achieve learning objectives. This means that learning activities are interactions that occur during the learning process, either the interaction of fellow students or the interaction of students with lecturers or teaching staff in the classroom. The following table explains the improvement of each cycle in this study:

Table 5: Increased Learning Activity Cycle I, II, and III.

Cycle	Students Activity	
	Amount	**Percentage**
I	14 students	**40 %**
II	19 students	**62 %**
III	26 students	**86 %**

In accordance with the table above that student learning activities in each cycle show a significant increase. Where in the first cycle student activity amounted to 40 percent and in cycle two it increased again to 62 percent followed again in cycle three, which increased to 86 percent. That way that the PBL learning model can increase student learning activities in the civics

course of Civics students of class 2023 FKIP Jambi University.



Picture 4. Diagram of the increase in cycles I, II, and III

4. CONCLUSION

Based on the results of research on the application of the Problem Based Learning learning model to increase the activities of Civics students class of 2023 in civics courses, it can be concluded that: (1) The results of observations of student learning activities using the Problem Based Learning learning model tend to improve in each cycle. In cycle III 86% of students have had activity in a good learning process and this result is better than cycle I which only reached 40% and cycle II which reached 62%. (2) The implementation of the Problem Based Learning learning model in Civic Education courses for Civics students tends to improve in each cycle. In cycle III the lecturer has actively implemented learning and this result is better than cycle I and cycle II.

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