

ANALYSIS OF CIVIC SKILLS IN THE IMPLEMENTATION OF A PROBLEM-BASED LEARNING MODEL IN CLASS 5B OF LEDUG PUBLIC ELEMENTARY SCHOOL, KEMBARAN SUB-DISTRICT, BANYUMAS

Rena Dwi Lestari^{1*}, Ana Andriani²

¹Elementary School Teacher Education , Faculty of Teacher Training and Education,
Muhammadiyah University Purwokerto

²Elementary School Teacher Education, Faculty of Teacher Training and Education,
Muhammadiyah University Purwokerto

KH. Ahmad Dahlan Street, Dusun III, Dukuhwaluh, Kembaran, Banyumas Regency,
Central Java 53182, Indonesia

* email : renadwi111323@gmail.com

Abstrak: The phenomenon of the lack of development of civic skills in the school education process has caused students to lack knowledge of the crucial meaning of civic skills. Problem-Based Learning (PBL), as an innovative learning approach, empowers students to engage in critical and creative thinking skills during a series of learning activities. The current research focuses on analyzing civic skills in the implementation of the problem-based Learning (PBL) learning model in class 5B at SD N Ledug. The research being carried out applies a descriptive-qualitative approach with phenomenological methods. The methods of collecting the research data needed are observation, interviews, and documentation. The results obtained from the implementation of the research provide an overview of how the implementation of the Problem Based Learning (PBL) learning model in class 5B of SD N Ledug is able to provide opportunities for students to improve their civic skills, active participation, critical thinking skills, and realize their rights and obligations as students and good citizens. Problem-Based Learning (PBL), as a learning model, plays an important role in the development of Civic Skills in students. This happens through a series of learning activities in the classroom and is influenced by various factors that affect it.

Keywords: civic skills, problem based learning, elementary school.

INTRODUCTION

Education is a learning process that has high importance in human life. Education can make individuals able to develop their potential to be better, make humans able to carry out noble values in society, and serve as a provision for an individual in facing the challenges of present and future life. The success of a nation's education is not only

measured by material and technological sophistication but also by the nobleness of its character.

Ki Hajar Dewantara (in Mustadi et al., 2018: 40) explains that in balanced intellectual and ethical education, it is necessary to insert various character educations in accordance with the characteristics of the nation. Character education and good manners must be in line with the education of the nation. Simaremare & Muchtar (2019) explained that education in schools can strengthen character values through learning materials and learning methods. The education process in schools is not only about teaching theoretical knowledge but also participating in building character education and skills in students. The character of students is also developed in the education process, as explained in Law No. 20 of 2003, Chapter II, Article 3:

"The National Education System serves to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life and aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens".

The law on the national education system has a goal that is not only limited to improving the nation's living conditions but also has a focus on expanding and shaping the character of students in schools. The law provides an understanding that education is not only about knowledge but also about forming individuals with integrity, responsibility, and the ability to contribute positively to society. Susilawati & Budimansyah (2019) explained that through education, students can obtain changes in behavior in their lives. Students can develop abilities and potential, form a noble personality, noble character, knowledge, faith, piety to God Almighty, and good civic skills through quality education. Tsauri (2015:48) explains that character education does not only focus on teaching the concept of right and wrong but also on forming good habits (habituation). What is done has the aim of ensuring that students have a cognitive understanding of right or wrong actions, feel good values affectively, and are able to carry them out in real-life actions psychomotorly.

The phenomenon of the lack of development of civic skills in the education process at school makes students less aware of the importance of civic skills. Education

in schools should include an understanding of the rights and obligations of citizenship, active participation in democratic life, and the ability to interact with society effectively. Suprianto & Affandi (2019) explained that active participation is an active involvement or process in an activity and is able to take responsibility so as to achieve certain goals. Citizenship education includes several materials that can provide assistance for students to be able to become more active citizens in various state activities, including understanding more about the rights and duties that must be fulfilled as good citizens. Citizenship Education is one of the mandatory components of the process of developing students as good citizens. Tirtoni (2016:8) states the definition of Citizenship Education as follows:

"Citizenship Education is an educational effort implemented for students in schools that is used to know and understand their rights and obligations as part of a nation's citizens".

Citizenship Education provided is inseparable from citizenship materials that teach citizenship skills to students so they can have better understanding about their rights and obligations as good citizens of a nation. Citizenship education does not only focus on theoretical material but also on its implementation. Andriani, A. (2019) explains that civic education aims to form a person who is smart, dexterous, and has the same attitude as the aspects of Pancasila and the 1945 Constitution. Students are expected to be able to implement Citizenship Education so that they develop good civic skills.

Hijran et al. (2022) describe that Civic Skills are divided into two types, which include intellectual skills and participation skills. Efforts to develop civic skills in students cannot be separated from the role of the teacher and the system of learning activities at school or in the classroom. A model of learning activities in the classroom can use various learning models that support the delivery of material and the achievement of learning objectives. Chávez et al. (2020) stated that student participation in learning sequences that take place at school can be influenced by the learning model used in the classroom. The learning model is a design for interaction in the classroom during the learning process. The use of the right learning model will make the learning process in the classroom more efficient and meaningful so that it can develop the various abilities and potentials of students.

The model of a series of learning activities in the classroom has many kinds of Problem-based learning models. Referring to the work of Suprihatiningrum (2017) and Setiawan et al. (2020), the Problem-Based Learning (PBL) learning model is explained as an innovative learning model that provides opportunities for students to engage in the learning process actively and creatively. This model provides mental encouragement to students and helps them solve problems. Learning conditions using a problem-based learning model can make students more active in searching rather than just listening or paying attention to explanations given by the teacher. In this learning model, the teacher is tasked with guiding and supervising students in a series of teaching and learning activities in the classroom. The teacher, as a facilitator in a series of learning activities in the classroom, can design learning around a real conceptual problem. Syamsidah & Suryani (2018) explained that the problem-based learning model contains various learning concepts based on problems; students will be faced with a number of problems and given the opportunity to solve their own problems.

The various problems presented have a relationship with everyday life, so the learning model based on problems is expected to be able to make students implement their knowledge in everyday life. Rejeki & Pagasan (2019) explained that many young people who should start to realize and become agents of change are instead indifferent; their participation as citizens is considered lacking, and students' understanding of their roles and duties as citizens is also still weak. The lack of Civic Skills development in the educational environment at school is the cause of weak student participation in realizing that they are the agents of change. The use of problem-based learning as an innovative learning model is the reason researchers analyze Civic Skills. The focus of the research being conducted is to examine Civic Skills in the process of implementing the problem-based learning model in the classroom, as well as various aspects that have an influence.

RESEARCH METHODS

This research applies descriptive qualitative techniques, and the phenomenological method is research that shows real data results without manipulation. Sugiyono (2017: 9–10) explains that qualitative research is research with the aim of providing understanding and meaning and looking for the uniqueness of phenomena that

occur in research subjects explored through explanations expressed in the form of words and language. This is done in a special and natural context, through the application of a number of relevant scientific procedures. The results of research with this method are obtained by describing the phenomena that occur completely and in more detail during the research process in the field. The data collection methods applied include observation, interviews, and documentation.

RESULTS AND DISCUSSION

The results of the research on the analysis of Civic Skills in the course of the Problem-Based Learning model in the classroom show that the implementation of the Problem-Based Learning model can accommodate opportunities for students to develop their civic skills. Students can also develop their active participation as learners in fulfilling their rights and obligations as good citizens. Civic Skills must be mastered by individuals as citizens in social life. Hijran et al. (2022) elaborated that Civic Skills consist of intellectual skills, namely being insightful, responsible, active, able to think critically, and participation skills, namely participation in the implementation and planning processes related to civic skills. The application of Civic Skills development in the school environment is needed as part of efforts to educate students on civic skills. The following is a table regarding intellectual skills and participation skills:

Intellectual skills	Identifying Describing Analyzing Evaluating Taking and defending positions on public issue
Participation skills	Interacting Monitoring Influencing

Table 1.1
Source: Branson 1998 (in Winarno, 2012)

These civic skills need to be developed as a reinforcement of Civic Skills in students. According to Winataputra's explanation (2001 in Pangestuti, 2017), there are several basic competency points for civic skills that can be identified. One of them is intellectual skills, which consist of several elements, such as: First, having the ability to express ideas in oral or written form with the application of good and correct Indonesian language. Second, having the ability to critically analyze various problems that exist in society. Third, the ability to make decisions independently or in the context of group work. With these intellectual skills, students can develop a deeper understanding and way of thinking about social issues and become active citizens who play a role in society.

Participation skills described by Pangestuti (2017) are divided into organizing and participating in the environment, communicating intelligently and ethically, being able to produce influence on public policy in an appropriate manner, implementing individual or group decisions, building good cooperation, competing in the development of better social life, being active in discussing state issues, opposing various human rights violations, helping to resolve social conflicts, leading community activities, providing healthy support for candidates or leaders who have been elected, fulfilling obligations as citizens, and tolerance or mutual respect for the life of the nation and state.

The results of the interview with the principal show that the application of Civic Skills is closely related to the character and ability of students in their civic behavior. The application of Civic Skills development in the school environment for students is quite maximum, the process of developing and applying Civic Skills in the school environment is carried out repeatedly (continue) so that students are accustomed to the application of Civic Skills at school. The results of researcher observations also show that schools have implemented the development of Civic Skills, as evidenced by the existence of school rules that regulate or serve as a reference for students in school activities. Civic Skills development is also applied in various student activities at school, such as the learning process in the classroom or activities outside of learning hours in the classroom.

Jamalong et al. (2019: 34) explain that Civic Skills are skills that arise based on civic knowledge, with the aim that the knowledge gained has a useful meaning in facing various life challenges in the context of nationality and state. With these skills, individuals can apply their knowledge to face and solve a number of problems that arise in everyday

life in the environment of a nation or state. Activities in schools, whether in a series of learning activities in the classroom or outside the classroom, have a great influence on the development and strengthening of civic skills in students. The educational process carried out at school is not only about theory or learning material; there is also a process of building character or student characteristics in order to create a generation that has good Civic Skills.

Students are one of the most important research subjects, and students will be observed regarding the development of Civic Skills. The research subjects in the current study are students from class 5B, with a research sample consisting of 4 people. The results of the researcher's interview with the principal and teachers show that students at SD N Ledug have a fairly good attitude toward civic skills on average. Students show an attitude that is quite reflective of Civic Skills, including some students who have been able to be active in a series of learning activities, actively participating in discussions, asking and answering questions, expressing opinions, and being orderly towards school or class rules, although there are still some students who are lacking but are quite dominant students who reflect the attitude of Civic Skills.

The results of the researcher's observations on a series of learning activities in the classroom using the Problem-Based Learning model show that some students have shown their attitudes and civic skills. Students have been able to follow the learning process by implementing the Problem-Based Learning model well; they are able to think critically and analyze problems in a series of learning activities. Students cooperation attitude is also quite good; there is good communication and discussion among students. The process of active participation in learning also showed significant progress. Although there are students who still feel awkward expressing their opinions, the majority of them have shown readiness and determination to discuss and contribute actively to the learning process.



Figure 1.1

The learning process using the Problem-Based Learning model



Figure 1.2

Presentation and discussion process in learning using the Problem-Based Learning model

Problem-Based Learning is one of the innovative learning models that is very effective for being implemented in schools as a meaningful learning model. Exposure from Fathurrohman (2015: 113) and Sofyan et al. (2017: 49) about the Problem-Based Learning model is interpreted as a way of learning that begins with the presentation of a problem and is followed by student participation in order to solve a problem through scientific steps based on prior knowledge and experience so that students can learn to find solutions to the problems found. The phenomenon or problem raised as the beginning of the learning material to be implemented in the Problem-Based Learning model must be relevant to the learning material to be taught.

The problems presented have a relationship with the students surrounding environment. The presentation of these problems must be related to real and concrete problems that exist in the community. Maksum, I (2019), Yelnosia, and Taufik (2020 in Amris & Desyandri, 2021) outline the steps or phases in implementing the Problem-Based Learning model. There are five phases that are composed of introducing students to the problem, student organization, guiding individual and group investigations, developing and presenting work, and analysis and evaluation. In order to increase the integration of civic skills in the implementation of the Problem-Based Learning model in the classroom, these phases can be optimized.

Referring to the observation results, it can be concluded that the teachers of class 5B have successfully implemented the Problem-Based Learning model. In addition, they are also able to integrate citizenship skills into a series of learning activities. The steps or

phases in the learning process carried out by the teacher include the first phase of introducing the problem to students. In this phase, the teacher has conveyed the learning objectives and presented the problem to students well. The teacher also provides mental encouragement so that students can play an active role in solving the problems that have been presented. In the second phase, organizing students with a focus on research activities, the teacher provides stimuli for students to identify ongoing problems, and students are assigned to analyze in order to solve the problems that have been presented. In the third phase, providing participation in individual or group investigations, the teacher is able to provide assistance and provide encouragement for students to carry out investigations and conduct reviews to get answers and solutions to problems that occur. In the fourth phase, namely the development and presentation of work, the teacher facilitates each group's presentation of the results of the discussion in front of the class. In addition, groups that are not presenting their work are given the opportunity to respond or ask questions, thus creating an interactive and mutually enriching discussion atmosphere. In the fifth phase, which is analyzing and evaluating, students and the teacher reflect on and evaluate the activities that have been carried out. They review the initial steps in looking for problems, finding problems, solving the problems found, conducting investigations to find solutions, and concluding the results. The teacher guides and facilitates students reflection, encourages them to jointly draw conclusions from the material that has been learned, and encourages their participation in evaluating the series of learning activities that have been carried out. Students are also given several questions to evaluate their level of understanding of the material that has been presented. Setiawan et al. (2020) explained that through the steps or phases of Problem-Based Learning, it can encourage students to actively participate in a series of learning activities in the classroom.

Teachers must prepare lesson plans that are in accordance with the stages of problem-based learning in the process of implementing the learning model. The process of implementing the series of learning activities in class 5B by the teacher was coherent and in accordance with what was written on the lesson plan sheet. The teacher has also mastered the Problem-Based Learning model, as seen in the way she teaches and controls the classroom atmosphere to remain conducive to the learning process in the classroom.

Students are also able to follow the learning process well and actively. Huda (2013:271) explains that Problem-Based Learning focuses on student learning and not on teacher teaching, so learning will be more meaningful. Problem-Based Learning results in students participating in real-world problem solving, working collaboratively, and taking action to find solutions. The process allows them to develop civic skills such as political participation, understanding of human rights, social engagement, critical thinking, communication skills, opinion, and awareness of social issues.

Haryanti (2017) explained that the Problem-Based Learning model can facilitate students development of various citizenship skills or abilities. The use of the Problem-Based Learning model helps students not only gain knowledge but also citizenship skills that are relevant and can be applied in their real lives. The learning process with the steps or phases of the Problem-Based Learning model can be integrated with the content of Civic Skills. How to integrate Civic Skills into the learning process is through the activities of applying the right media, choosing problems that are relevant to the surrounding environment, and following the steps of Problem-Based Learning correctly. The activities carried out in learning activities carried out in accordance with the Problem-Based Learning model can contain civic skills and attitudes.

The results of the observations that have been carried out by researchers show that during learning activities using the Problem-Based Learning model, students show or reflect civic skills behavior. The use of the Problem-Based Learning model provides opportunities for teachers and students to develop civic skills in the learning process in the classroom. The development of the application of civic skills has several influencing factors, including supporting factors and inhibiting factors, in the process of developing civic skills in students. The process of developing civic skills has several supporting factors, including the phases or steps in the Problem-Based Learning model, which are very relevant to civic skills.

The application of rules or agreements that must be followed while at school and during a series of learning activities in the classroom is also able to encourage students to develop their civic skills; besides that, there are school programs that support the development of the application of civic skills. Students are introduced to a variety of civic skills within the school environment. The implementation of supporting school programs,

the process of habituation of students to the rules and regulations at school, and the presence of teachers as supervisors also support students in being able to reflect attitudes that contain civic skills at school. Sofyan et al. (2017: 59–60) explained that the process of implementing the learning model based on problematics (Problem-Based Learning) has a weak point, namely the lack of training for education personnel, so that its application is not optimal.

The inhibiting factors in the process of developing the application of Civic Skills in students include the influence of the global environment, either from friends or gadgets. The process of developing the application of Civic Skills in students at school is inseparable from the influence of the environment outside the school. Factors from outside the school environment also have an influence on the development of student civic skills, because when outside the school environment, the teacher cannot monitor and guide students like when they are at school. Communication limitations are also one of the obstacles; besides that, there are obstacles in the learning process as well, including facilities and infrastructure that provide obstacles in the learning process using Problem-Based Learning, so that the development of the application of civic skills in students becomes less than optimal. Teacher readiness in preparing to learn using the Problem-Based Learning model also has an influence on the development of civic skills in students. Haryanti (2017) explained that the application of the Problem-Based Learning model provides opportunities for students to construct knowledge in their cognitive processes. Teachers as educators must be able to maximize the learning process using the Problem-Based Learning model to increase and develop civic skills in students at school. Supporting and inhibiting factors in the process of implementing the Problem-Based Learning model in developing civic skills in students must be considered. Educators must be able to find solutions to develop civic skills in students through the learning process in the implementation of the Problem-Based Learning model.

CONCLUSIONS

This research shows that the implementation of the Problem-Based Learning (PBL) learning model in primary schools contributes positively to the development of students civic skills. Problem-Based Learning (PBL) involves students in real-world

problem solving, collaboration, and active participation, which has an impact on improving their understanding of citizenship, political participation, community involvement, communication skills, and social skills with the surrounding environment. The use of the Problem-Based Learning (PBL) learning model can be used as an effort to increase and develop civic skills in students. Educators need to support students in developing critical thinking, collaboration, and social skills through the use of Problem-Based Learning (PBL).

Educators can consider the supporting and inhibiting factors in the process of developing civic skills in order to maximize the educational process in an effort to strengthen civic skills in students. The limitation of the research being conducted is that the research period is quite short, so researchers need a deeper understanding of the implementation of the Problem-Based Learning (PBL) learning model in schools. Research that can be developed further is about the long-term impact of the implementation of the Problem-Based Learning (PBL) learning model on strengthening civic skills in students at school. Educators need to support students in developing critical thinking, collaboration, and social skills through the use of Problem-Based Learning (PBL).

ACKNOWLEDGMENTS

Allhamdulillah, praise and gratitude are due to Allah Subhanahu wa ta'ala for His abundance of mercy and grace, which gave the author the ability to complete this article. The author would like to express his gratitude to the supervisor and all the resource persons who participated in the research; without their cooperation and contribution, the research would not have been possible. The authors would also like to express their appreciation to the school principal and teachers who gave permission and support for the research. Thank you for your time and effort; their contributions are invaluable in the development of knowledge and understanding in this field.

REFERENCES

- Amris, F. K., & Desyandri. (2021). *Belajar Tematik Terpadu Menggunakan Model Problem Based Learning (Pbl) Di Sekolah Dasar*. Pakar Pendidikan, 5, 2171–2180. <https://doi.org/10.24036/pakar.v16i2.43>
- Andriani, A. (2019). *Membangun Karakter Pancasila*. Yogyakarta : Pustaka Pelajar.
- Chávez, D. A., Gámiz-Sánchez, V.-M., & Vargas, A. C. (2020). *Problem-Based Learning: Effects On Academic Performance And Perceptions Of Engineering Students In Computer Sciences*. Journal Of Technology And Science Education, 306–328. <https://doi.org/10.3926/jotse.1120>
- Fathurrohman, M. (2015). *Model-Model Belajar Inovatif Alternatif Desain Belajar Yang Menyenangkan*. Yogyakarta : Ar-Ruzz Media.
- Haryanti, Y. D. (2017). *Model Problem Based Learning Membangun Kemampuan Berpikir Kritis Siswa Sekolah Dasar*. Jurnal Cakrawala Pendas, 3(2). <https://doi.org/10.31949/jcp.v3i2.596>
- Hijran, M., Oktariani, D., & Rahmani, Z. (2022). *Peran Mahasiswa Sebagai Generasi Muda Dalam Menghadapi Era Society 5.0*. Jurnal Kewarganegaraan, 6(4), 6763–6774. <https://journal.upi.ac.id/index.php/pkn/article/view/3793/2676>
- Huda, M. (2013). *Model-Model Pengajaran Dan Pembelajaran*. Yogyakarta : Pustaka Pelajar. Indonesia, R. (N.D.). Sistem Pendidikan Nasional. <https://doi.org/10.24967/ekombis.v2i1.48>
- Indonesia. *Undang-Undang (Uu) Nomor 20 Tahun 2003 Bab Ii Pasal 3 Tentang Sistem Pendidikan Nasional*. Tambahan Lembaran Negara Republik Indonesia Tahun 2003 Nomor 4301. Jakarta
- Jamalong, A., Sukino, & Sulha. (2019). *Pendidikan Pancasila Dan Kewarganegaraan Di Perguruan Tinggi*. Depok: Rajawali Pers.
- Mustadi, A., Fauzani, R. A., & Rochmah, K. (2018). *Teori Landasan Pendidikan Sekolah Dasar*. Uny Press. <https://books.google.com/books?hl=en&lr=&id=Jyrgeaaqbaj&oi=fnd&pg=Pa111&dq=Landasan+Pendidikan&ots=O881tzqrzc&sig=Suep17iitmnrmg zxhgpsqatjqnu>
- Pangestuti, G. S. (2017). *Peningkatan Kecakapan Kewarganegaraan (Civic Skill) Siswa Melalui Metode Problem Solving Kompetensi Dasar Hakekat Kemerdekaan Mengemukakan Pendapat Di Kelas Vii D Smp N 2 Rakit Semester Genap Tahun 2015/2016*. Skripsi.
- Rejeki, S., & Pagasan, A. S. (2019). *Civic Participation Siswa Dan Permasalahannya*. Civicus : Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan, 7(2), 10–18. <https://doi.org/10.31764/civicus.v7i2.1096>
- Setiawan, W., Sa'ud, U. S., Sujana, A., & Sopandi, W. (2020). *Application Of Problem Based Learning Models To Improve The Innovative Ability Of Basic School Students*. International Conference On Elementary Education, 2(1), 1862–1867. <http://proceedings.upi.edu/index.php/icee/article/view/816%0ahttp://proceedings.upi.edu/index.php/icee/article/download/816/733>
- Simaremare, T. P., & Muchtar, S. Al. (2019). *Strengthening Religious Character Through*

- Devotional Programs In Civic Education*. International Conference On Advances In Education, Humanities, And Language, 735–742.
- Sofyan, H., Wagiran, Komariah, K., & Triwiyono, E. (2017). *Problem Based Learning Dalam Kurikulum 2013*. In UNY Press (Vol. 4, Issue 1). UNY Press.
- Sugiyono. (2017). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung : Alfabeta.
- Suprianto, O., & Affandi, I. (2019). *The Contribution of E-voting Method as Media for Political Participation in Increasing Students' Civic Participation in the Digital Era*. International Conference on Advances in Education, Humanities, and Language, 495–503.
- Suprihatiningrum, J. (2017). *Strategi Pembelajaran*. Yogyakarta : AR-Ruzz Media.
- Susilawati, D. R., & Budimansyah, D. (2019). *Digital Based Learning in Form Civic Skills 21st Century*. International Conference on Advances in Education, Humanities, and Language, 139–146.
- Syamsidah, & Suryani, H. (2018). *Buku Model Problem Based Learning (PBL) Mata Kuliah Pengetahuan Bahan Makanan*. Yogyakarta : Deepublish.
- Tirtoni, F. (2016). *BelajarPkn Di Sekolah Dasar Inovasi Melalui strategi Habitiasi Dan Program Kegiatan Sekolah Berkarakter*. In buku baik (Vol. 4, Issue 1). Buku Baik.
- Tsauri, S. (2015). *Pendidikan Karakter: Peluang Dalam Membangun Karakter Bangsa*. In IAIN Jember Press. IAIN Jember Press.
- Winarno, B. (2012). *Kebijakan Publik, Teori, Proses dan Studi Kasus*. CAPS (Center for Academic Publishing Service).