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APPLICATION OF PROBLEM-BASED LEARNING MODEL AS AN EFFORT TO STRENGTHEN STUDENTS' DEMOCRATIC CHARACTER

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Abstract
The purpose of this study was to analyze the application of problem-based learning models in order to strengthen students' democratic character. Through the literature review method, various published studies related to problem-based learning and strengthening democratic character were reviewed to find the relationship and effectiveness of this model in building this character in students. The results of the literature review indicate that problem-based learning can improve critical thinking skills, cooperation, and social responsibility, which are important values in democratic character. This model encourages students to actively participate, respect the opinions of others, and build an open attitude in solving problems. Thus, the application of problem-based learning models has the potential to be an effective approach in developing democratic character in students. This study recommends further application of this model in higher education environments to strengthen the formation of democratic character.

Keywords : Civic education; problem-based learning; character development

Introduction

Education is a conscious effort to realize a cultural inheritance from one generation to another. Education is realized with a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Rahman et al., 2022 in Kenmandola Dini 2022). In a simple and general sense, the meaning of education is a human effort to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture. Education and culture together and advance each other. Education has become very important in the life of this nation so that many experts try to reason and convey what education really means in this life. The education system is not always identical to schools or educational paths outside of formal education that can be implemented in a structured and tiered manner. Education alternatively functions to develop the potential of students with an emphasis on and mastery of functional knowledge and skills and the development of functional attitudes and personalities. (Rahman et al., 2022 in Kenmandola Dini 2022). The rapid development of science and technology today forces educational people to change their way of thinking, acting, habits, appearance, success, values and beliefs, interactions and communications. The implementation of learning must be able to form a whole person to form a person who learns throughout life (lifelong learners). The education provided does not only emphasize the "academic aspect" but must develop character education that concerns social, emotional, and creativity aspects. Character education has long been a major focus in the world of education, but the new challenge is in this digital era where teachers do not meet their students directly. Education demands to produce quality students in order to raise awareness in all communities that education is important in this digital era. The online learning process is the path taken by lecturers and students in carrying out learning. The method of changing the learning method certainly causes adjustments to student behavior, so character education

also needs to be adjusted. This era allows for the rapid spread of information which raises many concerns about the future of student character. The focus of the challenge is how to provide students with provisions to face drastic changes (Asra JA Pakai 2022).

Research Methodology

The researcher used the literature review method, the results of the study using the literature review method regarding the application of the problem-based learning (PBL) model as an effort to strengthen students' democratic character showed that PBL is effective in developing important aspects of democratic character. Students involved in PBL showed an increase in critical thinking skills, working together, respecting differences, and the ability to express opinions. The PBL process, which requires students to discuss, solve problems together, and make decisions collectively, supports the formation of democratic attitudes. However, there are challenges in the implementation of PBL, including the need for lecturers to play an active role as facilitators, time constraints in the curriculum, and differences in students' readiness and basic skills. Recommendations resulting from this literature review include the need for training for lecturers in PBL facilitation and adjustment of the PBL method to be effective in various cultural and institutional contexts, so that it can optimize the strengthening of students' democratic character.

Result & Discussion

Problem Based Learning Description

Civic Education lectures in elementary schools in this study were conducted in 2 (two) stages. The first stage used 5 (five) meetings with the aim that students better understand the basic concepts in the Civic Education course in elementary schools as capital to follow lectures with a problem-based approach. In the second stage, students were divided into 6 discussion groups and given 6 (six) environmental problems presented in the form of videos, photos, news/writings, policies and data related to environmental problems accompanied by problems or tasks to be discussed both in class and continued outside the class according to the group's agreement. Group discussions were conducted for 3 (three) meetings, and each group had to report the results of the group discussion in the form of papers and power points as presentation materials at the plenary discussion. Education alternatively functions to develop the potential of students with an emphasis on and mastery of functional knowledge and skills and the development of functional attitudes and personalities. (Rahman et al., 2022 in Kenmandola Dini 2022). The rapid development of science and technology today forces educational people to change their way of thinking, acting, habits, appearance, success, values and beliefs, interactions and communications. The implementation of learning must be able to form a whole person to form a person who learns throughout life (lifelong learners). The education provided does not only emphasize the "academic aspect" but must develop character education that concerns social, emotional, and creativity aspects.

Conclusion

Civic Education lectures in elementary schools in this study were implemented in two structured stages. In the first stage, students attended five meetings aimed at providing a deep understanding of the basic concepts in the Civic Education course. This understanding is expected to be a strong capital for students to follow lectures with a problem-based approach. The second stage involves dividing students into six discussion groups, where each group is given six environmental issues presented through various media, such as videos, photos, news, writing, policies, and relevant data. Each group is tasked with discussing the issues, both in class and outside of class as agreed by the group. The group discussion process lasts for three meetings, and each group is required to prepare a report of the discussion results in the form of a paper and a PowerPoint presentation. This presentation will be used as material for the plenary discussion, which is an important part of this collaborative learning process.

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