International Journal of
Students Education

BERPUSI PUBLISHING

IMPLEMENTATION OF CHARACTER EDUCATION IN BASIC SOCIAL SCIENCES AND CULTURE SUBJECTS FOR STATE 106825 PRIMARY SCHOOL STUDENTS USING A PROBLEM SOLVING APPROACH

Maysarah Nasution[1], Nurindah Syahyanna Putri Harahap[2]
[1, 2]Elementary School Teacher Eduaction, Universitas Muhammadiyah Sumatera Utara
Email: [1] maysarahnasution2811@gmail.com, [2] harahapnurindahsyahyannaputri@gmail.com

Abstract
By using a problem-solving -based approach , students tend to be more active because the learning atmosphere leads to students finding the results of their understanding through interaction, making it easier to understand teaching material, because it is assisted through concrete learning media. This research aims to describe teacher teaching activities, student learning activities and student learning outcomes at SD Negeri 106825 Batangkuis, Deli Serdang Regency through a problem-based approach model . This type of research is included in classroom action research (PTK). This research consists of two cycles consisting of 4 stages, namely planning *(planning)* , implementation *(acting)* , observation (*observing)* , and reflection (*reflecting)* . The subjects of this research were teachers and students of SDN 1 06825 Batangkuis for the 202 3 /202 4 academic year . The instruments used were observation and written test sheets. The data analysis technique uses averages and score categories. After carrying out the actions in this research, student learning outcomes experienced a significant increase from the initial completion results in cycle I, again increasing in cycle II. Student cognitive learning outcomes In cycle I, students who completed their studies had a completion percentage of only 6.3 , 4.0 % , while students who had not completed it were 35.50%. In cycle II, learning mastery increased to 8.50 %. The conclusion from the research results proves that the application of learning using a problem -based approach model can improve student learning outcomes in ISBD subjects SDN 10 6825 Batangkuis Deli Serdang Regency.

Keywords : Problem -based approach model , learning outcomes, ISBD , teacher and student activities

Introduction

The Indonesian nation is currently faced with a character crisis that is quite worrying. Demoralization is starting to spread to the world of education which never provides the mainstream for honest behavior, because the learning process tends to teach moral and character education limited to text and students are not prepared enough to respond and face contradictory life. In fact, the phenomenon of the birth of corrupt practices also originates from the failure of the world of education in carrying out its functions, marked by symptoms of reduced morality and conscience in some academic circles. There is a lot of evidence showing that there is still a high rate of leaks in related institutions, the shifting of grades by teachers, plagiarism of theses and thesis papers, the proliferation of a culture of cheating among students, corruption in teaching time, and so on. On the other hand , Indonesian educational practices tend to focus on developing cognitive aspects, while soft skills or non-academic aspects as the main elements of character education have not been given optimal attention and even tend to be ignored. Currently there is a tendency that academic targets are still the main goal of educational outcomes, such as the National Examination (UN), so that the character education process is still difficult to carry out (Raka , 2006). In terms of people's lives, corruption as a form of national character assassination continues to occur in Indonesia. Corruption is a form of character crisis which has a very bad impact on the Indonesian nation. Corruption is the main obstacle

to this nation's economic progress, and in turn is the source of the development of poverty in Indonesia. Corruption occurs because people lose several good characters, especially honesty, self-regulation and social responsibility (Raka, 2007:2). Apart from corruption, the waning of human character in Indonesia is shown by the increasing 'pleasure' of some of its citizens to be involved in activities or actions that have the effect of damaging or destroying our own nation (acts of self-destruction). When other nations work hard to mobilize the potential of their people to increase their country's competitiveness, some citizens in Indonesia are eager to use the energy of society to tear themselves apart, and most of the others seem to let it happen.

Resolving differences of opinion or views by using violence, systematically inciting hatred to trigger horizontal conflict on the basis of SARA, and terrorizing one's own nation are two forms of self-destructive activities, such as; Trisakti case, "Koja Priok" case. This happens because of the increasingly waning human values which include enthusiasm and willingness to grow and develop together, peacefully in diversity (Raka, 2007:2). It is time for the character crisis to be overcome structurally by the Indonesian people. Therefore, handling a character crisis must start from understanding the causes of the crisis in Indonesia so that the solution to the character crisis problem is based on the source of the problem. Apart from that, the role of educational institutions is expected to be more proactive, creative and innovative in designing learning processes that are truly able to contribute to the development of character education. In this context, the character education process needs to be designed from a holistic and contextual perspective so that it is able to build dialogic-critical thinking in forming people with character, at all levels of society, namely family, school, community and state. More specifically, for students at SD Negeri 106825 Batangkuis, character education efforts must be immediately implemented to become a culture and color the academic climate and cannot be postponed any longer, because the issue of the character crisis is of great concern. As an educational institution, SD Negeri 106825 Batangkuis school must be able to contribute to the formation of a young generation with 4 characters. The problem is, the implementation of character education still requires studies whose empirical results can be implemented appropriately, correctly, creatively and proactively by all elements at SD Negeri 106825 Batangkuis. That's why this research is interesting to do. Based on the description above, the problem in this research is: Can a problem-solving approach develop values that are integrated into ISBD subjects for students at SD Negeri 106825?

Research Methodology

This research uses a classroom action research design which seeks to examine and reflect in depth on several aspects of teaching and learning activities. These aspects include student participation, lecturer-student interaction, interaction between students. The type of classroom action research used in this research is collaborative, that is, the person who will carry out the action must also be involved in the initial research process (Suwarsih Madya, 1994:27). This research will create collaboration between researchers and colleagues. Researchers must be at the school from the start of their research, namely when diagnosing/analyzing the situation and observing the gap between the real situation and the desired situation, formulating an action plan, then participating in implementing the plan and monitoring it, and then reporting the results.

Result & Discussion

Based on the initial conditions above, it can be concluded that not all students have character values. There is a tendency that students do not have character values that are firmly part of their personality. Even from some open-ended questions, there is a tendency that students in general still have weaknesses in themselves, namely, they tend to get bored quickly, get bored, get emotional, cannot manage their time well, lack self-control, lack self-confidence. This reality is almost found in several classes where researchers happen to teach Basic Social Sciences and Culture subjects. In fact, at the opening of the initial lecture, namely when carrying out a learning contract which begins with strengthening "WHO AM I", some students still find it difficult to express what they want in the short term and long term. By strengthening self-concept, awareness is built about the importance of having a clear self-concept for today and the future. In the opening event of this lecture, students were invited to build awareness of themselves, and at the same time a discourse was built about the concept of the human self with character. This is intended so that students are actively involved from the start so that in the ISBD learning process there is character education content. During pre- learning, the number of students who did not complete the learning process was very high. After implementing learning improvements in cycle l, the percentage of student learning completion increased by 63.40 %. In cycle II, student learning proficiency experienced a very significant increase, namely 88.50%. The teacher's teaching activities and student learning activities in cycle I and cycle II are classified as good criteria. At the stimulation stage, the teacher strengthens students' character education by

providing pictures and videos, as well as conveying learning objectives. Meanwhile, student activities include paying attention to the teacher and students recording the learning objectives conveyed by the teacher.

This is in line with the opinion of Hamdu and Agustina (2011), who state that one of the factors that influences student achievement is the student's character and learning motivation. With good student character and motivation, students will study more diligently, hard, and have full concentration in the learning process. Encouraging motivation in learning is one of the things that needs to be raised in learning efforts at school. After carrying out this classroom action research , several strengths and weaknesses were discovered in the researcher as a teacher where the research took place. After making learning improvements found through the reflection stages in each cycle, the researcher looked in more detail at the problems that often arise in learning in general. These results indicate feedback for the researcher as a teacher to immediately create an improvement plan that can minimize existing problems At the problem statement stage (problem statement or identification), the teacher's teaching activities in cycle I and cycle II are included in the good criteria. This is proven by asking questions for the process of identifying problems that have been presented by the teacher which are answered well by the students. As a reflection of the second cycle, the teacher only maintains activities that have been carried out well. This problem identification stage is the most important stage for students to carry out. Students who have no experience will be confused if asked to identify problems even though they have been helped by the teacher. This is supported by Nasution's statement (2005) which says that the problems that are usually used are problems that have been discovered previously, not based on individual interests. The conclusion is quite important that character education through ISBD with actions in cycle I and cycle II can strengthen student character, namely increasing the character values possessed by students. Strengthening character values in students can be done using a group approach or an individual approach. The group approach as carried out in cycle I can improve social character values such as the ability to collaborate, communicate, be responsible, etc. Meanwhile, an individual approach is also very necessary to strengthen personal abilities such as honesty, self-confidence, enthusiasm for learning and working.

Conclusion

Character education can improve ISBD learning outcomes for students at SDN 101865 Batangkuis. Based on the student test results above, it can be seen that student learning outcomes increase by using the problem solving approach model.

Refrences

Koesoma, Dony (2004), Character Education, Jakarta :Grasindo

Raka, Gede (2006). Transformational Teachers in Character Building and Nation Building, Papers, Lecturer Orations with Performances at the Polytechnic Level and National Level, Jakarta: 10 November 2006.

Ratih Megawati (2005), Character Education: An Agenda for Improving the Nation's Morals. EDUCATION: Jakarta, September 2005

Slavin, Robert. (2009) "Cooperative Learning. Theory, research and practice". Translation. Bandung: Nusa Media

Suciati , (2010). Learning and Learning 2. Jakarta: Open University

Sudjana , (2011). Learning outcomes. Jakarta: Rineka Cipta

Sugiyono, (2012). " quantitative qualitative research methods and R&D". Bandung: Alphabeta

Sukmana (2009), http://id.shvoong.com/humanities/1833122-menumbuhkan-semangatbelajar-anak/, downloaded 20 March 2010

Widoyoko, Eko Putra (2009), Strategies for Building Self-Confidence, source: www.esikologi.com, Thursday 15 January 2009 13:2

Zuchdi, Darmiyati (2008). Humanization of Education, Yogyakarta; Literary Earth