

Development of Civics Learning Materials in the Form of Module Based on Problem Base Learning in the Points of Bhinneka Tunggal IKA

Heri Yanto, Hasrul, Maria Montessori

Study Program for Pancasila and Citizenship Education, Faculty of Social Sciences
Padang State University, Indonesia



Abstract - Teaching materials are one of the important things in learning activities. Without teaching materials, learning activities become ineffective for both teachers and students. Especially with the 2013 curriculum which implies the existence of teaching materials as a source of learning. There are still many schools that have not used teaching materials in accordance with the 2013 curriculum which causes students to not be able to study effectively. The purpose of this study is to produce PPKn learning modules based on problem base learning in the subject of Bhineka Tunggal Ika which is valid, practical, and effective. This type of research uses research and development (R & D) methods to produce certain products and test the effectiveness of these products. This research begins by using an assessment of PPKn teaching materials. The development model follows the product development procedure of 4D (Four D), namely: Define Design, Development, and Disseminate. The technique of data collection is done with instruments of validation, and pratikalitas. While the data analysis technique that uses is descriptive statistics.

This research produces PPKn teaching material that does not only explain the concepts of citizenship but also provides knowledge and understanding to students about the values of Bhineka Tunggal Ika in everyday life.

Keywords - Research and Development, PPKn, teaching materials, Bhineka Tunggal Ika.

I. INTRODUCTION

The Indonesian nation is a nation born in pluralism. In its history it cannot be denied that the Indonesian nation is a great nation, which has tribes, religions, races, and has various types of languages that are different from one another. Differences and pluralism make the Indonesian people become big and strong. Since the founding of the Unitary State of the Republic of Indonesia, diversity is an Indonesian State wealth that must be recognized, accepted and respected. Pluralism as a gift must also be maintained, maintained, and developed which is then manifested in the motto of Unity in Diversity. This diversity has been accommodated in the 1945 Constitution of the Republic of Indonesia (Siregar, 2012). In essence, this difference will certainly lead to a harmonious characteristic of national and

state life, mutual respect for one another and being able to protect this nation from other nations.

However, if the diversity is not able to be managed properly by the community, it will lead to various conflicts. The research conducted by Fitria Khairo (2017) found that the inability to manage plurality and unpreparedness of some people to accept such pluralism and the continuing influence of colonial politics *divide et impera* has resulted in various turmoil that endangers national unity and unity. This has the potential to give rise to injustice, vertical conflict between the center and the region and horizontal conflict between various elements of society .

Instill diversity values; in this case PPKn material is needed that is relevant to Indonesia's current conditions. In

addition, based on Minister of Education Regulation No. 22 of 2006 Citizenship Education aims for students to have the following abilities:

1. Think critically, rationally and creatively in responding to the issue of citizenship.
2. Actively and responsibly participate and act intelligently in community, national, state and anti-corruption activities.
3. Developing positively to shape themselves based on the characteristics of Indonesian society in order to live together with other nations.
4. Interacting with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Based on the explanation above, PPKn learning material in schools should require students to be able to respond to issues that are developing at this time and be able to interact with other nations. Thus the understanding of the importance of diversity values needs to be given to students well and adjust the content of the material to the current state of the nation, thus the PPKn material in the 2013 curriculum includes Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia and Bhinneka Tunggal Ika.

PPKn learning is said to be successful if students have been able to master various planting attitudes and democratic characters, positive, critical, and rational in responding to the diversity problems that occur today. This can be seen from the development of cognitive, affective and psychomotor students. Based on the cognitive level of students, then a learning is said to have succeeded if 80% of students have been able to achieve the Minimum Completion Criteria (KKM) value of 75.

But based on the results of observations at SMAN 4 Kerinci, in classroom learning teachers rely more on textbooks. The frequent *textbook center* teaching materials (centered on textbooks) are always applied by teachers in social learning such as in Citizenship Education subjects, especially Bhineka Tunggal Ika material. This statement is supported by the teacher's activities in teaching still applying conventional learning models and lecture methods that are often applied. The teacher explains then students record things that are considered important. Students only passively listen to the material description, accept, and swallow just science or information from the teacher.

In addition, the use of teaching materials that do not change from year to year, the use of ineffective textbooks, where teachers only see examples of questions without developing the textbook itself during the process of learning activities. These problems can affect the low competency of students in understanding the material contained in the PPKn lessons such as National Integration in the Frame of Unity in Diversity and Threats to National Integration in the Frame of Unity in Diversity. This has a negative impact on students, for example student learning outcomes for learning Civics.

Based on interviews that the researchers did with PPKn teachers in Kerinci Public High School, namely Mr. Syukra Hanif, S.Pd, M.Pd was informed that PPKn learning outcomes were still low. This is caused by the attitude of students who are still passive, students are less active in learning and learning are still dominated by teachers, lack of willingness of teaching materials and variations in learning make students less interested in participating in learning.

Addressing these problems, it is necessary to do an innovation in the learning process in the classroom such as the use of teaching materials that attract students' interest in learning so as to improve student learning outcomes themselves. Teaching materials in the form of modules are one of the means to achieve learning objectives that have been formulated and can help students learn independently or individually.

II. RESEARCH METHODS

The development model used in this study is a 4-D model. Thiagarajan, et al. (in Trianto, 2012:93), states that the 4-D model consists of four stages of development, namely defining, designing, developing and disseminating. Problem-based module development procedures follow the 4-D (four D models) development model which consists of four stages, namely defining (define), designing (developing), developing (disseminating) and disseminating (disseminate). This research will only be carried out until the develop stage.

Location and time of research, This research was conducted in 4 Kerinci Public High Schools. The time for conducting data retrieval is done in the even semester of 2018/2019 which is when Bhineka Tunggal Ika material is being taught at school. The research subjects for product validation were three experts, namely linguists, material experts, and instructional media experts, while the research subjects were product user targets, in this case the 2 people PPKn teachers and Kerinci 4 High School students who

were 30 people. Data collection techniques through (1) observations were made to observe the development of student attitudes, student creativity and students' interest in responding to subject matter, (2) interviews aimed at obtaining information about the learning needs of PPKn. (3) questionnaires in the form of expert validity questionnaires, student responses, and teacher responses. The questionnaire used in this research is the check list, (4) the test aims to determine the improvement in student learning outcomes using the PPKn module based on *problem base learning*. The type of data obtained is in the form of quantitative and qualitative data. Quantitative data is obtained from student, validation, practicality and effectiveness tests.

III. RESULTS AND DISCUSSION

A. Product Development Results

This development research produced a teaching material in the form of a learning module for Bhinneka Tunggal Ika material based on problem class X Semester 2. It is expected that by using this learning module students think critically, rationally and creatively in responding to the issue of citizenship. In line with the opinion of Prastowo (2012: 107) who said that the module has the following functions. (a) independent teaching material, meaning that the use of modules in the learning process functions to increase the ability of students to learn on their own without depending on the presence of educators; (b) substitute for educator functions, meaning modules as teaching materials that must be able to explain learning material well and be easily understood by students according to their level of knowledge and age; (c) as an evaluation tool for students to be able to measure and assess their level of mastery of the material they have learned; (d) as a reference material for students, because the module contains various materials that must be learned. In addition, students can also learn independently with or without the help of the teacher so that learning is no longer teacher-centered but is student-centered.

To get a valid, practical and effective product, the validity, practicality and effectiveness tests are carried out. Validation is very important to know the validity of products that are tested in learning. In addition, validation is very important to get an assessment of the product.

B. Module Validation

The aspects assessed for module validity are aspects of content, presentation and language feasibility. On the feasibility aspect the content of the score obtained is 68 with

the value of validity obtained is 94,44 with a very valid category. This shows that the material in the module has referred to the 2013 curriculum and has fulfilled the material in accordance with KI and KD and is sufficient to achieve learning indicators and objectives.

On the presentation aspect the value of module validity is 92,4 % with a score of 74 categories very valid. This means that the way the material is presented is in accordance with PBL steps. Whereas in the language aspect the score obtained is 45 with the value of the validity obtained is 93,75 % with a very valid category. This means that the sentence used is in accordance with EYD and the term used is easy to understand. The overall score of the module is 187 with a validity value of 93,5 % with a very valid category. This shows that the module designed for its characteristics meets valid criteria. In line with the opinion of Arikunto (1988:278) states that validation is a series of activities that aim to try something to be valid, or valid, and can be trusted.

C. Module Practicality

The practicality of the Unity in Diversity Module material is known after field trials. The trial was conducted on students and teachers of SMA N 4 Kerinci. This trial of practicum was conducted after students and teachers used this module, teachers and students were asked to fill out the practicality questionnaire provided by the author. Practical results are described as follows.

a. Practicality Module O Teacher

Seeing the results of the analysis of the practical questionnaire by the teacher, it can be concluded that the module is easy to use in studying the material of Unity in Diversity. The time set in the curriculum according to what is specified in the module, this can be seen from the results of module practicalities of 86.84% thus, it can be concluded that the problem-based Bhinneka Tunggal Ika learning module is easily used by the teacher in learning, and adds student motivation in learning. Hosnan (2014: 298) explains that the purpose of problem-based learning is not the delivery of a large amount of knowledge to students, but on the development of critical thinking skills and problem-solving abilities and at the same time developing the ability of students to actively build their own knowledge. Thus learning with this problem-based module must be more effective and efficient so that it can help teachers deliver lessons while making time effective.

b. Practicality of LKS and Modules by Students

The practical results of students on the categories are very practical, this is based on the analysis carried out on the answers in the practicality questionnaire obtained an average of 3.30 for the facilitation aspect of achieving a practical level of 82.39% with a very practical category, 3.22 for the time aspect reaching the level practicality of 80.58% with a very practical category, and 3.13 for aspects of benefits reaching a practical level of 78.19% in the practical category.

The above statement is supported by Riduwan statement (2012: 15) which states that intervals of 81-100 are included in a very practical category, if associated with practicality indicators, it can be interpreted that The problem-based module that has been developed categorically is very practical. In other words, problem-based modules are easy to use by teachers and students in learning.

IV. CONCLUSION

Based on the results of research and discussion in this study, the development process can be summarized as follows.

1. Problem-based modules for learning Bhinneka Tunggal Ika class X semester 2 are very valid. The validity of LKS and modules is seen from three aspects, namely aspects of feasibility of content, language, and presentation. Aspects of content eligibility can be seen from the modules made in accordance with the 2013 curriculum KI and KD in Bhinneka Tunggal Ika material. The aspect of language feasibility can be seen from the modules that are made in accordance with Indonesian spelling, easy to understand and stimulate students' enthusiasm in learning. The presentation aspect can be seen from the modules that have been made using a problem-based learning approach.
2. Problem-based modules for learning Bhinneka Tunggal Ika class X semester 2 are very practical. The practicality of the module can be seen from two aspects, namely ease of use and conformity with time. Facilitation aspects can be seen from modules that have been made easy to use by teachers and students. The material contained in the module is clear and easily understood by students. Students can study independently without help from teachers and students can study anywhere. The aspect of time suitability can be seen from the

modules that have been made according to the set time.

Problem-based learning module for class X Unity 2nd half as very effective. The effectiveness of the module can be seen from the results of increasing student knowledge tests from the test results before using problem-based LKS and Modules.

REFERENCES

- [1] Arikunto, S. (1988). Educational Program Assessment. Jakarta: PT Bina Aksara.
- [2] Fatria Khairo. 2017. The Urgency of Four Pillar Socialization for National and State Life . Lex Publica , III (2), p. 583 .
- [3] Hosnan. (2014). Scientific and Contextual Approach in 21st century learning: The key to successful 2013 Curriculum Implementation. Bogor: Ghalia Indonesia .
- [4] Prastowo, A. (2012). Creative Guide to Making Innovative Teaching Materials . Yogyakarta: Diva Press
- [5] Riduwan. (2012). Research Variable Measurement Scale . Bandung: Alfabeta
- [6] Trianto. (2012) . Integrated Learning Models . Jakarta: Bumi Aksara