

Enhancing Tolerance Character through Problem Based Learning Model (Pbl) based on Simulation of Social Studies Subject with the of Themes of Diversity in My Country

Rifania Manurung*, Mohamad Syarif Sumantri and Erry Utomo

Jakarta State University, Indonesia

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Abstract

Character issue became a serious aspects through out the world, it plays a big role for most of the the country. The Government of Indonesia through education seeks to strengthen the character that built identity of the Indonesian nation. However, in reality there is a need for maximum effort and not just in theoretical way in instilling this character education. One of them is by using a variety of learning methods that directly instill a character of once. One of the appropriate learning methods is Problem Based Learning (PBL). This study aims to instill the character of tolerance in Primary School PisanganBaru 01 with Classroom Action method. Based on observations made by the researchers, results shown that the character of the students tolerance is in a low state. After the research was developed using PBL method, it was found that there was an increase in the aspects of tolerance character and student learning activity. In first cycle mean of character of tolerance and learning activity is in moderate category whereas in second cycle mean of character of tolerance and student learning activity is in high category.

Keywords: Tolerance character, Problem based learning and simulation

1. Introduction

Education is a tool used to train, build, and modify the attitude and behavior of a person or group of people. Education is done in an effort to empower people through learning and training. Education can be implemented in schools, communities and families.

One form of the educational process system is elementary school education. Primary school education in formal education has a very important role for the sustainability of the process for further education. This is in accordance with the Law of the Republic of Indonesia Number 20 Year 2003 article 17 paragraph 1 which states that, "Basic education is the level of education that underlies the level of secondary education."

But the results obtained are not as easy as what is desired. In learning many students find it difficult and also find it hard to apply it to the real world, the absence of real examples leads to elusive learning. This happens because the activities of students only record, listen to lectures, and memorize, making it difficult for children to receive lessons. In addition, throughout learning were often dominated by teachers, so the development of learning that allows students to engage actively and

creatively is very minimal, as a results student understanding in the subjects does not run in accordance with what is learned is not firmly embedded in students.

Based on preliminary data of observation result, it is known that student tolerance character in SDN Pisangan Baru 01 is still low. Attitudes and behaviors shown are still far from what is expected, especially on the character of tolerance.

In enhancing a good character education in line with the ideals with the nation of Indonesia, teachers as the spearhead of education must be clever in managing learning. The ability of a teacher in the process of learning will have a great impact on the enthusiasm of the classroom. That is why the process of learning must be packed into something interesting so that the process of building children's character will run smoothly and the values that will be embedded can be conveyed into the student himself.

One of the suitable learning models applied to the characteristics of social studies learning in instilling the value of loving your country and tolerance is a learning model characterized by the improvement of creative and critical thinking skills as well as the learning process that should provide opportunities for all students to develop the potential so that the learning process will lead students become active with the student's own experience. One of the learning model that can be used in

*Corresponding author's ORCID ID: 0000-0002-0871-7976

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improving the character of tolerance is that with problem-based learning model. According to Suyatno (2009) that: "problem based learning is a learning process that the starting point of learning begins on the basis of problems in the real life of students stimulated to learn the problems based on prior knowledge and experience to form new knowledge and experience.

In addition to the above opinion, according to Arends (in Trianto, 2007) states that "problem-based learning is a learning approach where students do authentic problems with the intent to compose their own knowledge, develop inquiry and higher-order thinking skills, develop independence and trust self".

So, from the exposure according to the experts above, PBL is concluded as a model of learning that refers to the problems residing in the community environment associated with experience that has been owned before by providing stimulus / direction so that students can think critically. However, character enhancement is not enough just a theoretical lesson to be discussed. Character learning should be real taught with real examples like role playing. Playing this role is done repeatedly so that it will be stick to the students personal character.

2. Research Models

The Class Action Research used in this study is the spiral model of Kemmis and Taggart. The research using the model has the following characteristics as the following.

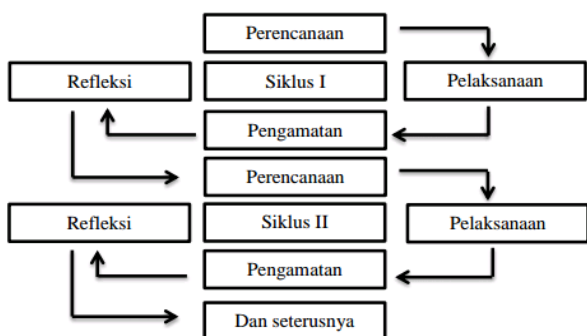


Table 1 Classroom action research Spiral Model from Kemmis dan Taggart (Arikunto, etc, 2015)

Data and Data Collection Techniques

The discussion of the steps undertaken in the research process of this action is as follows.

- 1) Planning
- 2) Action
- 3) Observation
- 4) Reflection

The main subjects in this study are the fourth grade students of SDN Pisangan Baru 01 with a total of 30

people consisting of 18 male students and 12 female students.

3. Instrument of Collecting Research Data

The instrument used in this research is in the form of observation sheet, documentation (photo), technique used to get research data is observation and questionnaire.

Details and data collection techniques used in this study, shown in the table as follows.

Table 2

Resources	Data Type	Data Collection Techniques	Data Collection Instrument
Student	Improved tolerance character	Questionnaire	LAKS
	Improved tolerance character	Observation	LOKS
	Learning activity	Observation	LOAS
Teacher	Learning activity	Observation	LOAG

4. Results and Discussion

Social Studies learning process about the beauty of diversity in my country in IV SDN Pisangan Baru 01, Jakarta by applying simulation-based PBL method reveals an increase in character aspect compared to baseline data. The observation result obtained from the observation of the implementation of the learning process shows the result of increasing tolerance character as follows.

Table 3 Observation Data of Student Tolerance Character Cycle I

Indicator	Assessment Aspect																			
	Students make friends and form study groups regardless of differences				Students get along with everyone, without mocking others				Students listen to others opinion while discussing and respect others thought.				Students help others who has difficulties				Student use proper words.			
Score	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Total no of students	7	21	2	0	13	17	0	0	12	11	7	0	20	10	0	0	11	10	9	0
Percent Base	23,3	70,0	6,7	0,0	43,3	56,7	0,0	0,0	40,0	36,7	23,3	0,0	66,7	33,3	0,0	0,0	36,7	33,3	30,0	0,0

Table 3 above is a description of the data on the five indicators used as an observation instrument. In the indicator of students making friends and forming groups of study regardless of the difference has already begun there is a change where as many as 7 students or 23.3%

are in the category has not appeared, 21 students or 70.0% are in the category emerged with a stimulus, then the number of 2 students or 6.7% are in the category appearing as expected, and no single student or 0.0% in the category appears to exceed expectations. In the aspect of Students get along with everyone, without mocking others also began to change as many as 13 students or 43.3% are in the category has not emerged, 17 students or 56.7% are in the category emerged with a stimulus, then the number of 0 students or 0.0% are in the category appearing as expected, and neither the 0 students or 0.0% in the category appears to exceed expectations. While on the aspect of Students listen to others opinion while discussing and respect others thought is as many as 12 students or 40.0% are in the category has not appeared, 11 students or 36.7% are in the category emerged with a stimulus, then the number 7 students or 23.3% are in the category appearing as expected, and neither the 0 students or 0.0% in the category appears to exceed expectations. Furthermore, on the fourth aspect of the students helping a friend who is having difficulty increased, although it does not goes to the maximum where as many as 20 students or 66.7% are in the category has not emerged, 10 students or 33.3% are in the category appear with a given stimulus, but no increase in the other two aspects where the number of 0 students or 0.0% are in the category appears as expected, and so also at 0 students or 0.0% in the category appears to exceed expectations. In the last or fifth aspect there is also a slight increase where as many as 11 students or 36.7% are in the category yet to appear, 10 students or 33.3% are in the category appearing with a stimulus, then the number of 9 students or 30.0% categories appear as expected, and so are at 0 students or 0.0% in categories appearing beyond expectation.

5. Result of Learning Activity Observation

Improvement was also seen in learning activities during the learning process when compared with baseline data. From learning activities that have been done on the action of cycle 1 obtained the results of observations on student learning activities as follows.

Based on research results, students who paying attention to the teacher's explanation there are 14 students or 46,7% got score 3, on active aspect with the indicator of learning activity during learning there are 7 students (23, 3%) who got a score of 3, whereas in the teamwork aspect when learning to write the observation report there are 4 students (13.3%) who got the score 3. Thus, students whose learning activities are quite good there are 16 people or reach 53.3 %.

Observation Results of Student Character of Cycle II

Student character appears to have significant improvement in cycle II. The application of the PBL model and the implementation of reflection became the key to

increasing the character. The result of observation on the implementation of learning process shows the data as follows:

Table 4 Data from Observation Results of Student Character of Cycle II

		Assessment Aspect																			
Indicator	Score	Students make friends and form study groups regardless of differences				Students get along with everyone, without mocking others downside				Students listen to others opinion while discussing and respect others thought.				Students help others who has difficulties				Students use proper words.			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Total Students		0	3	3	24	1	3	2	24	1	3	5	21	0	4	4	22	0	3	4	23
Percentage		0.0	10	10	80	3.33	10	6.67	80	3.33	10	16.67	70	0.0	13.33	13.33	73.33	0.0	10	13.33	76.67

In Table 4 above, the students have started to have good character. In the first indicator where the students make friends and form the study group regardless of the difference, none of the 0.00% students in the category have not appeared as expected, and each 10% in categories appearing with stimulus and emerging as expected, and 80% being in the category appears to exceed expectations, Behaviour of not mocking others downside also began to change, only as much as one student alone or 3.33% which still has not appeared as expected. 10% are in categories appearing with a stimulus, then 3 students or 6.67% in the category appear as expected, and the category appears to exceed expectations by a percentage of 80%. While on the aspect of Students listen to others opinion while discussing and respect others thought as much as 1 student or 3.33% are in the category has not appeared, 3 students or 10% are in the category appear with a stimulus, then the number of 5 students or 16.67% are in the category appearing as expected, and so also at 21 students or 70% in the category appear to exceed expectations.

The fourth aspect is the students helping a friend who is having difficulties there is no single student in the category has not appeared 0.00%, then 4 students ie 13.33% are in the category appear with a given stimulus and 73.33% or 22 people or most students in the category appear beyond expectations. In the last aspect the improvement of the character of the students is seen from the absence of students who are in the category not yet appeared, 3 students or 10% are in the category appearing with the stimulus, then the number of 4 students or 13.33% in the category appears as expected, categories appear to exceed expectations which experienced a considerable increase to 76.67%

Result of Learning Activity Observation

Observation of student activity in cycle II showed a good improvement as compared to cycle I. Here is data of

observation result of student activity of Cycle II which is depicted in table 4.9 below

Based on research cycle 2 can be explained that in the attention aspect with the indicator paying attention to the teacher's explanation there are really 21 students or 70% who got score 3, on the active aspect with the indicator doing the learning activity during the learning there is a significant increase to 19 students (63.3%) who scored 3, while in the teamwork aspect also experienced a significant improvement, while learning to write the observation report there were 18 students (60%) got a score of 3. Thus, almost the majority of students a number of 27 people (90%) of students have learning activities are quite good.

Discussion of Research Results

A. Students Tolerance Character

Based on the results of preliminary research data, obtained data that the character and activity of student learning is still relatively low. After the implementation of cycle 1, the condition is experiencing a pretty good change that is with the increase of tolerance character and student learning activities on Social Studies subjects with the theme of the beautiful diversity in my country.

Based on the above description, it can be stated that the fourth grade students of SDN Pisang Baru 01, Jakarta in the academic year 2017/2018 feel the new atmosphere with the implementation of PBL method based on simulation in Social Studies learning. Previously the students learned only received the transfer of knowledge from the teacher, but by applying the learning method students can play more active role in learning activities.

Simulation-based PBL methods can increase students' sense of responsibility to solve the problems faced and provide opportunities for students to take an active role in group discussions, share ideas and consider the most appropriate answers and encourage students to improve cooperation. On the other hand, it is clear that there is a big role of group composition, where simulation-based PBL method has an effect on student's learning activity. The above opinion is in accordance with Arends (2008) which suggests that,

Problem Based Learning aims to help students develop problem-solving, thinking skills and learn the role of adults authentically, enabling students to gain confidence in their own ability, to think and become independent learners.

In line with that opinion, it can be said that basically learning by applying simulation-based PBL method can improve the character of student's tolerance in learning to understand the difference around in class IV SDN Pisang Baru 01, Jakarta year 2017/2018 lesson. Thus, "Tolerance Character Planting Using Problem Based Learning Model (PBL) Based on Simulation on IPS Learning The Beautiful Theme of Diversity in my country" runs very well.

B. Students learning activities

Based on the results of preliminary research, cycles 1, and cycle 2 on student activity in Social Studies subjects learning by applying simulation-based PBL method in fourth grade students of SDN Pisang Baru 01, Jakarta in the 2017/2018 school year, the data are as follows.

a. In the initial data in general the students' learning activities that include aspects of attention, active, and teamwork. The 30 students of grade IV, only 4 students (13.3%) showed good activity, 8 students (26.7%) were in enough category, the remaining 18 students (60.0%) were in the less category. Overall learning activities of students are in a less criteria.

b. In the first cycle of learning activities of students covering the aspects of attention to the indicators to pay attention to the explanation of the teacher with 14 students or 46.7% who got score 3, on the aspect of active with the indicators of learning activities during learning there are 7 people students (23,3%) who got score 3, while in teamwork aspect when studying writing report of result of observation there are 4 student (13,3%) got score 3. Thus, student whose learning activity is classified either there are 16 people or reached 53.3%.

c. In the 2nd cycle in general learning activities of students that on the aspects of attention to the indicators pay attention to the explanation of the teacher with 21 students or 70% of the score who got score of 3, on the aspect of active with the indicators of learning activities during learning there was a significant increase to 19 (63.3%) who scored 3, while in the teamwork aspect also experienced a significant improvement, while learning to write the observation report there were 18 students (60%) who got a score of 3. Thus, almost the majority of students 27 people (90%) of students have good learning activities.

Based on the above description, it can be argued that the fourth grade students of SDN Pisang Baru 01, Jakarta in the academic year 2017/2018 feel the new atmosphere with the implementation of PBL method based on Social Studies learning simulation. Previously the students learned only received the transfer of knowledge from the teacher, but by applying the learning strategy the students could play an active role in learning activities.

Conclusions and recommendations

Based on the results of research actions taken can be drawn conclusion as follows.

- The implementation of simulation-based PBL method can increase the tolerance character of fourth grade students of SDN Pisang Baru 01, Jakarta in the 2017/2018 school year on Social Studies subject with the theme of the beautiful diversity of my country. It can be seen from the increase of the students

'character that covers the students' aspect of making friends and forming the study group regardless of the difference, Students get along with everyone, without mocking others downside, Students listen to others opinion while discussing and respect others thought, Students help others who has difficulties. Students use proper words are high in category.

- Implementation of simulation-based PBL model begins with the teacher to make the lesson prepared by the syntax of simulated PBL-based learning method. Furthermore, teachers carry out learning in accordance with the draft of syllabus that has been prepared. This simulation-based PBL learning emphasizes the role of students to actively participate in learning in the form of discussion and question and answer. Simulation activities are carried out at the end of the core activities where each group practices the knowledge gained from the discussion. In the final activity the students are given reinforcement so that information has been absorbed can be longer recorded.

Based on the above conclusions, suggestions that can be expressed by the authors in order to improve the quality of Social Studies learning in particular improve the character by applying simulation-based PBL method in the fourth grade students of SDN Pisang Baru 01, Jakarta 2017/2018 should pay attention to the advantages and disadvantages of learning strategies used, such as simulation-based PBL method. This is done so that student crews can be implemented optimally.

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