

Development Of Pancasila Education Learning Module Based On Problem Based Learning (PBL) In Forming Religious Character

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Abstract

Learning is considered successful when there is a change in the individual, influenced by the students' abilities and the quality of teaching, especially the professionalism of teachers in cognitive, affective, and motor aspects. Improving the quality of teaching is an achievement of national educational goals, encompassing academic, social, and moral competencies in students. Education in the Islamic perspective emphasizes its crucial role in the development of individuals, the nation, and the country. Despite the government's efforts to improve the quality of national education, the results have not been optimal. The research focuses on middle schools, highlighting the need for improving students' religious character through the Pancasila Education module and innovative approaches such as Problem-Based Learning (PBL). It is expected that the development of this module will help students understand the values of Pancasila, enhance critical and creative thinking skills, problem-solving abilities, and shape a strong religious character.

Kata kunci: Development, Pancasila, Problem Based Learning.

1 INTRODUCTION

In an effort to enhance the quality of national education, the government has prioritized various initiatives, such as curriculum development and refinement, the creation of learning materials, improvement of evaluation systems, procurement of books and learning tools, enhancement of educational facilities, the elevation of teacher competencies, and the improvement of school leadership quality. However, these efforts have not yet fully yielded the expected results. Misrawi (2010) asserts that a crisis of faith and reasoning occurs when belief is not supported by robust analysis and methodology. Therefore, education plays an extremely crucial role for humanity, serving not only as personal development for individuals but also as the foundation for the development of a nation and its people. Education significantly contributes to the progress of a nation and serves as a means to shape the character of its people. With the demand for a new educational system, new factors and conditions are also required, encompassing both physical and non-physical aspects.

The development of the times demands the education world to constantly strive to improve the quality of education. As it is known, achieving educational quality should be oriented towards the goals of national education. This aligns with the function of national education UU NO 20 Tahun 2003 (2003), Article 3 regarding the National Education System, The purpose is to develop the potential of learners so that they become individuals who are faithful and devoted to the One Almighty God, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Pancasila Education is one of the compulsory subjects taught in schools. This subject is crucial as it allows students to comprehend the values of Pancasila (Dharma & Siregar,

2015). However, a common issue is that students often have a limited understanding of Pancasila values, resulting in a lack of strong religious character. One significant reason for instilling religious character in schools, according to AhsanulKhaq, is to ensure that the learning process can proceed optimally (AhsanulKhaq, 2019). This aligns with Samani and Haryanto (Maunah, 2016) who state that character education aims to enhance the quality of education delivery and outcomes in schools, leading to the achievement of holistic, integrated, and balanced character and noble morals formation of students in accordance with the graduate competency standards (SKL).

One thing that must always be acknowledged is that a learning process that is not systematically designed cannot achieve optimal results. Conversely, the success of the learning implementation depends on how well it is designed or planned. However, not everyone does this, perhaps due to numerous side tasks performed besides the duties as a teacher. Another possibility is a lack of adequate knowledge to systematically design the learning process. Some may even assume that the upcoming learning has been mastered, feeling it might not need to be designed or planned. Therefore, a learning design is crucial. For effective teaching, thorough planning with the principles of learning is essential, aiming for quality education for teachers as facilitators and students as subjects where the teaching and learning process takes place (Rohman & Amri, 2013). Thus, teaching must be designed according to the students' conditions and their environment, resulting in an engaging, innovative design that is enjoyable for anyone learning. There are many learning designs that have been theorized, so teachers must skillfully implement designs according to the conditions and circumstances of each student and the existing environment.

One product design is problem-based learning (PBL). The implementation of the PBL learning method is crucial because of the high involvement of students in the learning activities, ensuring that this design emphasizes critical and analytical thinking processes (Alifah, 2019). By utilizing the PBL design, it is expected that students will be able to think critically, develop discipline, communicate within a group, practice tolerance, take responsibility, enhance motivation for learning, and promote student participation (Saryono et al., 2022).

According to Saryono et al. (2022), Problem-Based Learning (PBL) is a learning strategy in the context of real-life situations that focuses on problem-solving by utilizing critical, synthetic, and practical thinking through the utilization of multiple intelligences while cultivating a "how to learn" approach. It is evident that PBL (Problem-Based Learning) is a learning strategy that utilizes real-life problems relevant to its field, integrated through the utilization of human intelligences, including intellectual intelligence (Intellectual Quotient/IQ), emotional intelligence (Emotional Quotient/EQ), and spiritual intelligence (Spiritual Quotient/SQ), to develop critical and creative thinking in learners. Therefore, PBL is expected to produce students capable of solving problems.

In both the 2013 Curriculum and the Merdeka Curriculum, the use of Problem-Based Learning (PBL) has been recommended. However, in practice, teachers often still employ traditional methods in teaching, even though the modules include inquiry methods, including PBL (Problem-Based Learning) (Handayani & Koeswanti, 2021). Therefore, it is important for researchers to develop Pancasila Education learning modules to make it easier for teachers to implement PBL (Problem-Based Learning) designs without facing difficulties. Additionally, due to students' readiness to accept the new method of PBL in the learning process, there should be guidance in the form of a facilitator. That is why an innovative approach to students is needed by employing the PBL (Problem-Based Learning) design.

One effective learning media is the use of learning modules. A module is a learning tool consisting of a package of materials organized in such a way that students can achieve learning objectives in the classroom. The Pancasila Education learning module, as a learning medium, is expected to instill character in students in line with the Merdeka Curriculum. If the module is well-structured and effective, it can actively engage students in the learning process, especially when combined with the development of the Problem-Based Learning (PBL) model for students. The development of Pancasila Education learning

modules for the formation of religious character in junior high schools is a crucial step in character education, particularly religious character. Through the development of this module, it is hoped that students can better understand the values of Pancasila and develop a strong religious character. The module will also enhance students' critical and creative thinking abilities and improve their problem-solving skills. Thus, this module will assist students in becoming morally upright citizens. Based on the presented background, researchers need to develop Pancasila Education learning modules based on Problem-Based Learning (PBL) to shape religious character in junior high schools.

2 RESEARCH METHODS

In this research, the researcher adopts an applied research approach with the Research and Development (R&D) model. The Research and Development model is a research model that involves developing a new product or improving existing products (Hanafi, 2017). The R&D method, in this case, refers to a research method that focuses on the development aspect to bring about changes or improvements in a process to develop a new product or scheme. The R&D research model encompasses development aspects, validation processes, and testing processes (Rumetna et al., 2020). Therefore, the reason for using the Research and Development research model is that this model comprehensively covers all aspects related to development to produce the learning module.

Several models can be used in applied research, and the researcher chooses R&D as the research model because the researcher believes that this research model can support the achievement of the research objectives, which is the development of a Pancasila Education learning module based on PBL (Problem-Based Learning) to shape religious character. In this case, the R&D method utilizes the development model, specifically employing the ADDIE model. The ADDIE model is considered one of the most rational and comprehensive methods compared to other existing models. This makes the ADDIE model more rational and suitable for implementation in creating systems such as modules, books, teaching materials, and school policies (Pramana et al., 2020).

3 RESULT AND DISCUSSION

3.1 The Results of Learning Module Development

3.1.1 *The Feasibility of the Development Product*

The design validation stage is carried out to assess the feasibility of the developed PBL (Problem-Based Learning) learning design based on the evaluations of content experts and design experts. The validation of the PBL learning design is conducted by: (1) a content expert competent in Civic Education; and (2) a design expert competent in problem-based learning (PBL) instructional design. The validated design product is then revised based on the suggestions and feedback provided by experts during the validation process.

Content validation is conducted by Ms. Siti Aminah, M.Pd., Chairperson of the Civic Education Subject Teachers Forum (MGMP PPKn) in Depok City, who has a background relevant to the developed content. The purpose of content validation by the subject matter expert is to gather information, critiques, and suggestions to ensure that the developed PBL-based Pancasila Education learning design becomes a high-quality product in terms of content, instructional methods, and language aspects. The results of the feasibility study on the PBL-based Pancasila Education learning design from the perspective of the content expert then become Product 1.

Before conducting the trial, the developed PBL learning design is also validated by a design expert. The design validation is carried out by Ms. Siti Rohaya, Deputy Head of the Curriculum Department at SMP Negeri 26 Depok, who has a background relevant to the developed design. The validation by the design expert aims to gather information, critiques, and suggestions to ensure that the developed PBL learning design becomes a

high-quality product in terms of instructional methods and learning models. The results of the validation of the media's feasibility, including instructional methods and learning models, from the perspective of the media expert then become the final product.

3.1.2 The Results of Trial for Product 1

The Phase I trial is conducted after the design has undergone the revision and validation stages. The method used is limited testing, with a population of 30 students. Sampling is done using probability sampling with simple random sampling technique. Class 7A is selected as the sample object for the limited research trial, and 10 students are randomly chosen from this class. The observation results will be used to randomly select 5 out of the 10 students for further consideration in the subsequent research trial.

Observations are conducted to gather data on the responses of teachers and students during the use of the PBL learning design in the teaching process. The trial results for the feasibility of the problem-based learning (PBL) instructional design are assessed by product users, consisting of the Pancasila Education learning design (30 students and 1 Civic Education teacher).

Through interviews with teachers, researchers obtain information regarding the teachers' responses to the developed PBL learning design. The interview results with teachers can be summarized as follows: (1) The developed PBL learning design uses communicative language. (2) The text and language of the instructional design are clear, with only a few students finding difficulties in dealing with the moral dilemma cases. (3) The developed PBL learning design can assist teachers in delivering materials, minimizing perception errors about what the teacher conveys. (4) The PBL learning design presents materials clearly and attractively, making them easy to understand. The content is also presented in sentences and terms that are easily comprehensible.

Interviews with students are conducted to gather information about the students' responses to the developed PBL learning design. The interview results with students can be summarized as follows: (1) The materials are presented in a enjoyable, engaging, and easily understandable manner, complemented by evaluations in the form of problem-solving cards. (2) The PBL design presents materials in communicative and understandable language, using terms that are easily comprehensible to students. (3) The use of the PBL learning design creates an enjoyable atmosphere and stimulates students' reasoning about various forms of problems and their solutions. (4) Students find it easier to understand the material presented using the PBL learning design.

3.1.3 Results of Product 1 Revision

Based on the validation results by design experts and content experts, there are several parts of the learning design that need improvement. In addition to improvements based on the assessments of design and content experts, the learning design is also revised based on the trial.

Suggestions from content experts: Firstly, it includes the learning module, with aspects assessed covering the completeness of module components, planning the implementation of learning activities, classroom management planning, planning the use of standard processes in learning activities, and planning student achievement assessment for learning purposes. The validation results from the first validator provided almost no suggestions except for grammar and language use (EYD) because, according to the first validator, the developed module meets the standards. Secondly, aspects assessed in the module include the suitability of the module format, language appropriateness in the module, and the content used in the module. The validator did not provide any suggestions because, according to them, the content of the developed module already meets the competencies.

Suggestions from methods and learning model experts: The assessed aspect is in the job sheet, covering the language used in the job sheet and the content and images used in the job sheet. The validation results from the validator indicated that no suggestions were given, only a suggestion to ensure that the learning objectives align with standard processes.

The final product specifications are a problem-based learning (PBL) Pancasila Education module. Development was carried out on the learning steps and learning resources in the module. For instructional media, additional instructional media using case studies were incorporated.

3.2 Discussion

Based on the results of module design development, accompanied by content and method experts' verification, learning design, and the subsequent trial with data calculation and analysis, there is a significant design, feasibility, and effectiveness towards the development of a Pancasila Education problem-based learning module in shaping the religious character of middle school students. The Pancasila Education problem-based learning module facilitates the learning process, equipped with materials, questions, and assignments.

3.2.1 *Results of the Problem-Based Learning Pancasila Education Module Design in Shaping Religious Character*

Based on the verification results from media and content experts, as well as the trial, the resulting design is the problem-based learning Pancasila Education module design in shaping the religious character. The design of the Pancasila Education problem-based learning module in shaping the religious character is an essential step in education aimed at shaping students with strong characters, including religious character. The product generated in this study is the Pancasila Education learning module.

3.2.2 *Feasibility of the Problem-Based Learning Pancasila Education Module in Shaping Religious Character*

Based on the validation sheet calculation from two experts, content experts, and method and learning model experts, it shows that the feasibility of using the problem-based learning Pancasila Education module design in shaping national character, according to the observation sheet calculation from one practitioner, in this case, the Civic Education teacher, along with the observation sheet from 30 students of SMP Negeri 26 in Depok City. Obtaining a total of 3662 (72.50%) from the expected score of 5010 (100%). According to the feasibility criteria table, it falls into the sufficient category. From these results, both content experts and method and learning model experts stated that it is sufficient and feasible.

3.2.3 *Effectiveness of the Problem-Based Learning Pancasila Education Module in Shaping Religious Character*

The results of the multiple-choice test (MCQ) in problem-based learning Pancasila Education in various aspects show that there is a significant difference in religious character in Pancasila Education problem-based learning among students at SMP Negeri 26 in Depok City before and after using the learning module in shaping their religious character. With the calculated result of t-value being 2.7842, this value is then compared with the t-table value of 1.9996 ($\alpha = 0.05$). This shows that the calculated t-value (2.7842) is greater than the t-table value (1.9996), indicating that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

From these test results, it can be concluded that the null hypothesis (H_0) is rejected, meaning that the development of the Pancasila Education problem-based learning module design is effective in improving the religious character of middle school students.

4 CONCLUSION

Based on the research results, the development of problem-based learning (PBL) instructional design can be concluded as follows. (1) The development of the Pancasila Education problem-based learning (PBL) instructional design was carried out through the Research and Development (R&D) research model, including initial research and information collection, planning, initial product development, initial product testing, validation and trial stages, and final product revision. This independent learning design takes the form of a learning module, steps in Problem Based Learning (PBL), teacher guide, student guide, and instructional content and post-test questions, which include assessments and competencies (materials) to be achieved by students. (2) The learning model with the PBL method is deemed suitable for developing the religious character of middle school students. This conclusion is based on the questionnaire responses from Civics Education teachers who evaluated the problem-based learning (PBL) instructional module. The overall score obtained from the teacher's response to all aspects is 72.50% with a criteria rating of good enough. (3) The development of the Pancasila Education problem-based learning module is considered effective in shaping the religious character of middle school students. This conclusion is established based on the calculation result that the calculated t-value (2.7842) is greater than the t-table value (1.9996). Therefore, it can be concluded that H_0 is rejected, and H_1 is accepted. This means that the development of the instructional module is effective in shaping the religious character of middle school students.

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