
IMPLEMENTING PROBLEM-BASED LEARNING MODEL THROUGH EDUCATIONAL GAMES TO IMPROVE CIVICS LEARNING OUTCOME

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Abstract: This study aims to improve learning outcomes in the field of PPKn attitudes, knowledge and skills through the Implementation of the Problem Based Learning Model with Educational Games at SMP Negeri 8 Gresik. This research took place in June and July 2022 and was carried out at SMP Negeri 8 Gresik. This research uses quantitative research methods with descriptive types of data collection techniques using observation techniques and test methods whose results will later be described through numbers. This research focuses on grade 8 of SMP Negeri 8 Gresik. The results of this study are the realm of attitude assessment during the learning process taking place from the data obtained and analyzed from observations showing that the Implementation of Problem Based Learning Models with Educational Games can improve learning outcomes in aspects of student attitude assessment. the results of the analysis of research data on the learning outcomes of basic competency knowledge of students. Individually, data on student knowledge learning outcomes were obtained through written tests. After the end of the learning process, there were 29 students who had completed, and 3 students who had not yet completed. The results of the analysis of research data on the results of learning the skills of students in discussion/presentation/class activity.

Keywords: problem-based learning, educational games, civics learning outcomes

INTRODUCTION

The development of the times always raises new problems that have never been thought of before. Problems that occur in everyday life both within oneself, small environment and global environment. Globalization is a process that can affect all people in a region or around the world. Globalization according to the Big Indonesian Dictionary is the process of entering the scope of the world or something that is global, which can be in the form of information, thoughts, lifestyles and technology.

Globalization can have both negative and positive impacts. According to Asmaroini (2016), the negative impacts of globalization are (1) there is a shift in values due to the influence of foreign culture. (2) Changes in consumptive, individualistic lifestyles (3) The emergence of social, economic/educational inequalities. (4) Appreciation of local culture fades/decreases. The negative impact of globalization, the easier it is for a country's conditions to affect other countries, problems in one country can create a domino effect in other parts of the world, for example the 2008 financial crisis and the Covid-19 pandemic.

The positive impacts of globalization according to Musa (2015) are (1) There are changes in values and attitudes. (2) The development of technological science. (3) Increasing the standard of living of the people changes the work ethic and thinking of the people. The positive impact of the negative impact caused requires humans to innovate in information technology enabling direct communication and rapid transfer of financial assets across national borders.

The positive impact that is felt by the community in the development of education is the development of science, technology which is very fast at the present time and is influential in the world of education. Advances in science and technology today are the result of a process of progress in the world of education that supports one another. The progress of the world of education further accelerates the development of science and technology. Education is currently a primary need to

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support a much better life. Education according to the Law on the National Education System Number 20 of 2003, "(1) Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. (2) Education is organized as a systemic unit with an open and multi-meaning system. In this regulation it means that education is a planned conscious effort in creating an atmosphere and learning process to become a place for students to actively develop their potential so that they have the ability and spiritual strength, religion, self-control, personality, intelligence, noble character and skills needed by the nation and state. The positive and negative impacts of globalization have had a major impact on the world of education. One of the negative impacts of the development of globalization is the pandemic Covid 19 which has become an obstacle in the process of education and learning in Indonesia.

The government issued a policy in the form of a regulation and applies in several provinces in Indonesia with a Covid 19 emergency status on Monday 16 March 2020 followed by other regions. The policy issued by the government through the Ministry of Education and Culture Research Higher Education Nadiem Anwar Makarim in the form of a circular letter regarding Implementation of Education during the Covid emergency period number 4 of 2020 the policy stipulates that the learning process is temporarily carried out online/online at each other's homes, the learning process cannot be done face to face. Learning carried out online requires learning media such as cellphones, laptops, computers and internet connections according to the abilities of students. The conditions of support and readiness of various parties in dealing with online learning vary widely according to the abilities of students and parents of students. Difficult situations are experienced by the community but students must continue to study with various problems and limitations. Learning must continue, various solutions so that the learning process can be fulfilled. Therefore, all parties are required to work and innovate and work together.

The government is trying to implement education to continue and safety is maintained during the Covid 19 pandemic which refers to the contents of a government circular, namely the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia, successively No. 03/Kb/2021, No. 384 of 2021, no. Hk.0108/Menkes/4242/2021, No. 440-717 of 2021. The decree regarding the implementation of learning during a pandemic encourages limited face-to-face learning with procedures for consideration from the Covid 19 task force. This regulation is also implemented by the Gresik district government, East Java in organizing learning at the junior high school level. Based on the regulation of the Regent of Gresik Number 50 of 2020 concerning Guidelines for Face-to-Face Learning in the Transition Period Towards a New Normal in the Conditions of the Covid 19 Pandemic, which refers to a government circular letter, namely the Joint Decree of the 4 ministries mentioned above. Teacher meeting, students are limited to 1 lesson hour for each subject, two sessions per class with strict health protocols.

Education and the learning process encounter many obstacles, teachers and students are required to be able to adjust to uncertain situations and conditions. Communities must receive quality education services according to the times. The quality of education is the main focus to be addressed in the implementation of education compliance policies. Quality education will produce qualified graduates who are able to develop themselves, society and the country. The implementation of education written in Law Number 20 of 2003 concerning the National Education System is expected to realize the process of developing the personal qualities of students as the next generation of the nation in the future, it is believed that they will be a big influence for the development of the nation and state in Indonesia throughout the ages. The learning process in schools is one of the efforts to carry out national development and is a heavy responsibility, especially for implementers in the field of education, namely teachers. Teachers as implementers of education are required to be able to absorb

and utilize developments in science and technology in achieving educational goals.

Teachers as pillars of education are required to be creative in dealing with globalization problems, namely the Covid 19 pandemic. This pandemic has hit all nations in the world and brought changes in various social arrangements, including education. The teacher's role in learning is to utilize technology, this is necessary because their role cannot be replaced by technology and robots. The main task of the teacher in Law no. 14 years. 2005 About Teachers and Lecturers. CHAPTER I Article 1 that the teacher's duties include educating teaching guiding directing training assessing and evaluating students in early childhood education through formal education, primary and secondary education. Teachers are required to carry out self-development to face the challenges of the times.

The main component in education is the curriculum because it is important for success in the learning process with the right curriculum expected to achieve success and be on target so that it is maximally achieved Mulyasa (2013). The main essence of the curriculum is an attempt to find out how to plan in setting goals, content and learning materials that will be used as guidelines for the implementation of learning activities that must be in accordance with developments and needs in achieving educational goals. The curriculum that applies is the 2013 curriculum, in this curriculum it is forced to adapt to the current pandemic conditions in Indonesia. To support the learning process modifications are made in ongoing learning. This modification process is not only carried out to fulfill obligations in one educational institution, but is a real effort in maintaining quality in achieving shared goals and aspirations in educating the life of the nation. The curriculum in the education unit at school has several learning models and approaches for referrals along with appropriate media for maximum results.

In learning there are several approaches, one of which is a scientific approach. This scientific approach is a way of learning that facilitates students to gain knowledge or skills with procedures based on a scientific method (Ministry of Education and Culture, 2013). This scientific approach is one of the characteristics of Curriculum 13, because this approach stimulates students to be active in constructing their knowledge and skills. This approach also encourages students to carry out investigations and uncover facts from a phenomenon or event. Through the scientific development of the 2013 curriculum, it is hoped that students will become the next generation of a nation who are productive, active, creative, innovative, affective, through strengthening attitudes in the knowledge and skills of Mulyasa (2013) A scientific approach is developed for all subjects, including subjects Pancasila and civic education.

In the scientific approach, there are various learning models, one of which is Problem-Based Learning (PBL). This method is an innovative learning model that can provide active learning experiences to students in the learning process, developing critical skills. This method is designed to make learning more meaningful and memorable and directs students to solve real-life problems. According to Arends (2010) PBL is designed to be able to describe real problem situations, can function as a way of investigation and inquiry and is meaningful to students. PBL is designed to help students develop thinking skills and problem solving. Provide experience for students to learn village roles so that they become independent learners. The Problem-Based Learning Model with educational game media is expected to provide learning motivation in limited face-to-face learning processes. The implementation of this PBL model is adapted to conditions in schools where face-to-face meetings are limited.

Conditions at SMPN 8 Gresik, East Java, based on the results of the odd mid-semester study report for the 2021/2022 academic year, problems were found including: in class VIII A as many as 9 (28%) students out of 32 (100%) students did not complete classical, meaning that there are only 23 (72%) students who have completed the KKM. Findings: Class VIIIA PPKn learning outcomes, the attitude value of students did not complete 4 (12%, 5) complete 28 (87.5%), knowledge incomplete 13

(41%) complete 19 (59%) and skills incomplete 12 (37, 5%) Completed 20 (62.5%). This means that the completeness of learning in class VIII has not yet fulfilled the KKM of 75%. In the teacher's book notes, problems were also found with limited online and face-to-face learning: 1) It was late to collect study results, 2) Not collecting study results, 3) Sending friends' study results, 4) Not prioritizing study assignments, 5) Prioritizing games/playing, 6) Less interest in learning. 7) Changes in learning interest and records of changes/decreases in average knowledge learning outcomes for class 8A semester 1 of 2019/2020 academic year of 85.90 semester 2 of 83.75 semester 1 of academic year 2020-2021 of 89.06 semester 2 of 2021/2022 academic year the results of the mid-semester report 2 amounted to 84.37. This situation is also different from the school rules before and after the pandemic, namely students are allowed to bring cellphones and laptops in the learning process.

Based on the above background, it is possible to formulate the problem as follows. Is the Implementation of the Problem Based Learning Model with Educational Games able to improve Civics learning outcomes in the realm of attitudes, knowledge and skills learning outcomes at SMPN 8 Gresik.

MATERIALS AND METHODS

This research uses a quantitative approach with a descriptive research type. The descriptive quantitative method aims to make a systematic, factual and accurate description of the facts and characteristics of a particular population or area, a descriptive research method based on the characteristics and problems. Descriptive research studies problems in society, as well as procedures that apply in society and certain situations including relationships, activities, attitudes, views, and ongoing processes.

The population and sample of this research are class VIIIA students at SMPN 8 Gresik for the 2021/2022 academic year, with a total of 32 students. The sample or subject of this study were students in the even semester of the 2021/2022 academic year Class IIA because they had not yet had the opportunity to implement Problem-Based Learning with educational game media and there were 13 students who did not meet the minimum completeness achievement (KKM) score of 75 for the appropriate knowledge value. the class or classical mastery criteria of 72% have also not been met, namely there are only 59% who achieve classical mastery (2) there are 12 students who do not achieve the skills score with KKM 75, this shows that they are still under the minimum requirements, namely 72% only achieve 61% completeness classical (3) There are 4 students who get an attitude score of C (enough) which should have a minimum value of B (good).

This study uses participatory observation because it is used to observe spiritual/social attitudes and observation of skills assessment in the learning process. Observations were made by 2 research observers and PPKn teachers at SMPN 8 Gresik. The attitude aspects that will be observed are 1) Praying before starting and ending learning/discussion 2) Greeting before and after delivering opinions/presentations 3) Listening to presentations/discussions in learning 4) Conveying polite language when expressing opinions 5) Dare argue, ask/answer questions 6) Dare to appear in front of the class without hesitation 7) Complete assignments on time 8) Bring Civics learning equipment 9) Accept division of tasks and complete them 10) Provide solutions in doing group assignments. The aspects of the skills assessment that will be observed are 1) Ability to ask questions 2) Ability to answer/argument 3) Provide input/suggestions and 4) Present.

The next technique using the Test Method in this study is equipped with a score that is used to determine the results of learning knowledge. The test is arranged in the form of a knowledge test which consists of 5 questions, answer keys and their scores. Collecting data using tests according to the variables of knowledge/cognitive learning outcomes and guidelines for scoring learning outcomes skills to make products in the form of posters.

RESULTS AND DISCUSSION

Implementation of Problem-Based Learning Models with educational games to improve Civics learning outcomes. Educational games are adapted to the functions and benefits of learning media to increase motivation, interest, provide direct experience in the learning process. This educational game media is designed to provide experience to increase knowledge whose use aims to increase students' interest in learning. Educational game media is designed to show a real event that builds conditions to enable students to acquire knowledge, skills and attitudes.

Attitude Assessment Results

The results of the research on student attitudes during the learning process from the data obtained and analyzed from observations, namely that all students were declared complete. Analysis per aspect of each student who has obtained a score and is calculated using the formula and the criteria for the total score of the aspects. The results of the analysis of all aspects of the criteria in the attitude assessment. the results of the final student scores were obtained by calculating the final score and the provisions of the attitude criteria that had been determined from the observation data, there were each student who was categorized in the criteria for obtaining a minimum score of B (Good).

Based on the results of the analysis obtained above, it shows that learning Civics through the Implementation of the Problem Based Learning Model with Educational Games in class VIII A of SMPN 8 Gresik can bring positive results to learning outcomes in the realm of student attitudes in the learning process. this is in accordance with the purpose of learning media, namely to provide enthusiasm for learning students.

Knowledge Assessment Results

The results of the research on the aspect of knowledge assessment carried out at the third meeting showed that the value data on knowledge abilities/knowledge assessment with incomplete information was 3 (9.37%) students and 29 students (90.63%) completed. This shows that Civics learning through the implementation of the Problem Based Learning Model with Educational Games can show complete individual knowledge learning outcomes even though there are still students who obtain incomplete knowledge learning outcomes. Classically, the results of data analysis on student knowledge written test results after the learning process through the implementation of the Problem Based Learning Model with Educational Games, the KKM/individual complete score of 75 on knowledge ability, with incomplete information 3 (9.37%) Students and complete as many as 29 (90.63%) students. So the knowledge learning outcomes meet class/classical mastery if as many as 23 (72%) students who enter the complete criteria are exceeded by 29 (90.63%) students can meet the minimum mastery criteria (KKM). Based on the average data analysis of knowledge learning outcomes of 86.09, an increase of 1.72 from the average value of 84.37.

Based on the results above, the analysis shows that the Problem Based Learning Model with Educational Games can produce good results so that it meets the minimum completeness criteria both individually and classically, although there are still students who have not met (KKM). Analysis of student learning outcomes can be seen that 3 are not complete and 29 are complete, then the average knowledge value increases by 1.72, this is Civics learning through the implementation of the Problem Based Learning Model with Educational Games can improve student learning outcomes.

Skills Assessment Results

The results of learning student skills after the learning process through the implementation of the Problem Based Learning Model with Educational Games which was carried out at the fourth meeting showed that the value data on skill abilities/skills assessment results averaged with

incomplete information 5 (15.63%) students and completed as many as 27 (84.37%) students. This shows that Civics learning through the implementation of the Problem Based Learning Model with Educational Games can show complete individual skill learning outcomes

Based on the data obtained, the results of the analysis above show that Civics learning through the implementation of the Problem Based Learning Model with Educational Games, can bring positive results to student skills learning outcomes after the learning process so that it meets the minimum completeness criteria (KKM) both individually and classically. although there are still students who do not meet (KKM). Analysis of student learning outcomes can be seen that 5 are not complete and 27 are complete, this is Civics learning through the implementation of the Problem Based Learning Model with Educational Games can improve student skills learning outcomes.

Knowledge Assessment Results

The learning outcomes of the knowledge written test were able to fulfill the KKM as many as 29 students, 3 of which had not been completed. Compared to data that does not meet the minimum completeness criteria for PPKn subjects that have been set, namely 75, there are 13 students in class VIII A who do not meet the KKM value, the source of the Middle Semester 1 Learning Outcomes Report for the 2021/2022 Academic Year class VIII A SMPN 8 Gresik, so the results of learning knowledge after the Implementation of the Problem Based Learning Model with Educational Games has increased compared to previous learning outcomes, has increased from 19 students increased to 29 students, meaning that there has been an increase of 10 students and students who have not completed as many as 13 to 3 students. meaning that it has decreased by 10 students.

It can be concluded that all aspects show a warning from before. The results of this study are in accordance with the ideas of Vygotsky's learning theory, having two different levels of development a) actual development defines a person's current intellectual function and the ability to learn things independently and b) potential development defines as the level that a person can function or achieve with help others such as teachers, parents, friends who are more advanced.

What is said from Vygotsky's theory is scaffolding which means giving a large number of direct roles to a child during the stages of learning then the child takes on greater and greater responsibility after he gets help which includes instructions, warnings, encouragement, breaking down the problem into steps problem-solving steps, giving examples or others so as to enable students to grow independently (Trianto, 2010).

It can be concluded that through the implementation of the Problem Based Learning Model with Educational Games, Civics learning in class VIII A of SMPN 8 Gresik has increased learning outcomes when compared to before. The point is that teachers use the Implementation of Problem Based Learning Models with Educational Games emphasizing active student involvement, inductive orientation and student discovery or building their knowledge, teachers who use inquiry or problem-based learning ask questions to students and let students arrive at their own ideas and theories, Vygotsky's learning theory of intellectual development, which is also called the learning theory of knowledge, is in accordance with the results of research on increasing student knowledge/knowledge learning outcomes from 19 students to 27 students, meaning that there has been an increase of 10 students and students who have not completed as many as 13 to 3 students. meaning that it has decreased by 10 students.

CONCLUSION

Civics Learning through the Implementation of Problem Based Learning Models with Educational Games can improve student learning outcomes in the realm of attitudes. This is evidenced by an increase in student learning outcomes in the realm of attitudes in learning, 27 students obtained a

good attitude score (B) and 5 students obtained a very good attitude value (A) or all students completed having a minimum good attitude value (B).

Civics Learning through the Implementation of Problem Based Learning Models with Educational Games can improve students' knowledge learning outcomes. This is proven by 29 complete and 3 incomplete, although there are still students who do not complete.

Civics Learning through the Implementation of Problem Based Learning Models with Educational Games can improve students' skills learning outcomes. This is evidenced by 27 complete and 5 incomplete, although there are still incomplete students.

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