STRENGTHENING STUDENT CITIZENSHIP CHARACTER USING PROBLEM-BASED LEARNING MODELS IN THE COVID-19 ERA

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ABSTRACT. Education is one of the sectors that has felt the most impact in the Covid 19 pandemic. The policy of prohibiting face-to-face learning is a challenge in the education system in Indonesia. Learning that includes cognitive, affective, and psychomotor aspects is not optimal and efficient when carrying out distance learning. This is certainly a challenge in itself to remain able to pass and carry out various aspects of online learning optimally. One of the successes in the learning process lies in the use of strategies, methods, and learning models. Problem-based learning is one of the learning models that are proven to improve students' critical thinking skills in solving a problem as strengthening citizenship character. This study uses a Classroom Action Research method involving 36 students of Electronic Engineering, Yogyakarta State University, assisted by a lecturer who acts as an observer. Data was collected using observation and interview techniques. Data were analyzed using Miles & Hubberman analysis techniques including data reduction, descriptive presentation, and drawing conclusions. The results of this study indicate that the Problem-Based Learning Model in strengthening civic character can create students with good character from the data obtained in the field during the learning process which is categorized as quite good although it does not always run smoothly in every meeting. This is caused by problem-based learning is a learning model that moves students' critical thinking character varies greatly in the implementation of online learning.

Key words: problem based learning models; citizenship character; Covid-19

PENGUATAN WATAK KEWARGANEGARAAN MAHASISWA MENGGUNAKAN MODEL PEMBELAJARAN BERBASIS MASALAH DI ERA COVID-19

ABSTRAK. Pendidikan menjadi salah satu sektor yang sangat merasakan dampak dalam pandemi Covid 19. Kebijakan larangan pembelajaran tatap muka menjadi tantangan dalam sistem pendidikan di Indonesia. Pembelajaran yang mencakup aspek kognitif, afektif, dan psikomotorik menjadi tidak maksimal dan efesien ketika melaksanakan pembelajaran dengan jarak jauh. Hal ini tentu menjadi tantangan tersendiri untuk tetap mampu melewati dan melaksanakan berbagai aspek pembelajaran daring secara optimal. Keberhasilan dalam proses pembelajaran salah satunya terletak pada penggunaan strategi, metode, dan model pembelajaran. Pembelajaran berbasis masalah merupakan salah satu model pembelajaran yang terbukti dapat meningkatkan kemampuan berpikir kritis mahasiswa dalam memecahkan suatu masalah sebagai bentuk penguatan karakter kewarganegaraan. Penelitian ini menggunakan metode Penelitian Tindakan Kelas yang melibatkan 36 mahasiswa Teknik Elektronika Universitas Negeri Yogyakarta dengan dibantu oleh dosen yang bertindak sebagai observer. Pengumpulan data dilakukan menggunakan teknik observasi dan wawancara. Data dianalisis menggunakan teknik analisis Miles & Hubberman meliputi reduksi data, sajian deskriptif, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa Model Pembelajaran Berbasis Masalah dalam peguatan watak kewarganegaraan dapat mewujudkan mahasiswa berwatak baik dari data hasil yang diperoleh di lapangan selama pembelajaran berlangsung yang dikategorikan cukup baik walaupun tidak selalu berjalan dengan mulus disetiap pertemuan. Hal ini disebabkan oleh pembelajaran berbasis masalah merupakan suatu model pembelajaran yang menggerakkan watak berpikir kritis mahasiswa sangat bervariasi pada pelaksanaan pembelajaran secara online.

Kata kunci: model pembelajaran berbasis masalah; karakter kewarganegaraan; Covid-19

INTRODUCTION

At this time, at the end of the year, in November 2021, it was reported that there was one new variant of the virus, namely the Omicron variant, which is still an interesting topic and is of concern to people throughout the country. The omicron variant virus spreads very quickly until now in early December it has entered Indonesia, which often results in increasing number of victims every day. With the impact experienced by citizens, it is quite felt in various sectors of life, especially the education sector. Students' critical thinking attitudes and behaviors can be affected by the Covid-19 pandemic.

As time goes by, the government is required to continue to make policies that are able to protect the safety of its citizens. Rules for getting used to, washing hands, maintaining distance, and wearing masks. Of course, this policy is controversial, especially in terms of social distancing. It is hoped that every component of the community is aware and responsive to the efforts that must be carried out

immediately. To anticipate and prevent effectively related to the spread of this virus in all circles must help each other in handling it.

Education is one of the sectors that has been most affected by this pandemic. The policy of prohibiting face-to-face learning is a challenge in the education system in Indonesia. Learning that includes cognitive, affective, and psychomotor aspects is not optimal and efficient when carrying out distance learning. Currently, education in Indonesia is facing a tough challenge to remain able to pass and implement various aspects of online learning optimally.

Citizenship education, which has been a priority for citizens, automatically feels the impact of distance learning. The attitude and behavior of this citizen requires three aspects, namely citizenship character, private character, and public character. If civic education is taught and implemented properly, then the critical character of citizen behavior can be formed to be maximally strong (Miller, 2016) . This has become a reinforcement to continue to improve the values as the basis for thinking in building the nation by adhering to the superior basic values of Pancasila. Although in student learning not face-to-face but through various learning models, it is necessary to foster and strengthen mindsets in dealing with the degradation of social values.

Considering that civic education is an important aspect in a country that helps sustain the growth and development of a country in order to achieve the ideals of the nation's view of life. Problems with the degradation of character values arise from the lack of internalization of values of tolerance, and humanity in the era of the Covid-19 pandemic through online teaching and learning activities. Minawati & Suryana, (2019) character values can be interpreted as ways of thinking and behaving that are characteristic of citizens who live in cooperation both within the family, community, nation and state.

To build a nation, the character of citizenship is interpreted as the virtue values inherent in every citizen and can then be used as a collective identity. Strengthening the behavior of good citizens must be based on the nation's philosophy. Indonesian citizens have arranged the way of life of the nation and state on the basis of the state philosophy, namely Pancasila. Putu et al (2021) Pancasila has values that are the basis for a view of life in acting. During the Covid-19 pandemic, learning was faced with problems in which the character and morality of citizens declined, even the implementation of civic character values was minimal, seen in the practice of fair and civilized values of tolerance and human values.

Keeping a distance can affect the mentality and attitude of citizens and become a problem in learning. Therefore, it is necessary to strengthen the character and behavior of critical thinking in solving problems, because recently there are some students who have lost respect and respect for both lecturers and fellow students, as well as a reduced culture of mutual cooperation. Related to this problem, the strengthening of the problem-based learning model is able to solve problems through civic values that are related to the critical thinking character of students with the level of competence of civic character which can affect the strengthening of students' abilities and be able to compete in community life (Damhuri, 2018) . Students should be able to apply the principle of being kind, and think critically and even shape morality and character in learning and in social life so that they become citizens who are critical of their relationship with the character of society and are able to apply human values in it (Dewantara et al., 2019) .

One of the successes in the learning process lies in the use, method, strategy or learning model. Problem based learning is a learning model that focuses students to be active and think critically in solving a problem. Rahmayanti, (2017) The problem-based learning model is one of the learning models that can help students solve problems in themselves or social problems that exist in a formal environment and are carried out through teaching and learning activities.

Learning models in the form of lecture models, question and answer, and *cooperative learning* in learning to form ideas, critical thinking, especially for electrical students, have not been effective, especially in the era of the Covid-19 pandemic. Lecturers as motivators and facilitators have not been able to invite students to solve problems around them, therefore, it is expected that lecturers and students collaborate to create learning media that attracts attention and helps students so that they solve problems, students can absorb and understand the learning environment, both at school and in the community. and it is hoped that students will play a more active role in solving problems that are around them (Mathilda, 2019).

Problem-based learning models are considered important so that students have the skills of civic character to think critically, in dealing with and overcoming problems in the midst of the Covid-19 pandemic. Various studies have been conducted by researchers regarding problem solving as a creative process in learning activities. Problem-based learning model which includes finding facts and identifying problems, as well as collecting facts in the field. Then find the idea or character of solving the problem and

find solutions including evaluating and implementing attitudes and ideas (Lerner et al., 2014) .

As strengthening the character of citizenship (*civic disposition*), students' critical thinking can form tolerance values based on human values and social care, it is very important to form quality and responsible active participatory skills in community life, make students good for society, able to maintain unity and national integrity, and produce students who think universally, critically, creatively, and act democratically, as well as strengthen the character of equality, freedom, tolerance, self-restraint, participate in making decisions so that students are able to form good citizens, through problem-based learning models students are able to solve actual citizenship problems such as character and awareness of living together, caring socially (Musdiani, & Muslisa 2020).

From strengthening the character of citizenship in students, it is not only one meeting but six meetings so that the most dominant strengthening of civic character is the character of critical thinking and private character. Hidayati (2019) Strengthening the character of citizens is based on the implementation of problem-based learning models encouraging mutual cooperation and human values. It is hoped that problem-based learning can help students solve various problems. Students are faced with problems that must be solved either individually or in groups. This problem-based learning model which is carried out individually or in groups will encourage students to think critically and creatively in solving problems.

If learning is carried out in groups, it will encourage students to keep working together so that learning activities run well and provide effective and efficient reinforcement for lecturers and students. Based on the current learning phenomena described above, researchers are interested in analyzing and studying problem-based learning models for strengthening citizenship character in the Covid-19 era.

METHOD

The method used in this research is Classroom Action Research (CAR). Based on the opinion of Arikunto (2019), classroom action research is a type of research that describes the causes and conditions that occur after being given treatment. In general, the purpose of CAR is to change the teaching methods of lecturers, student behavior during lectures, there is an increase in lecturer professionalism in solving all kinds of problems in lecture activities.

This research was conducted in a participatory manner with the assistance of a lecturer (as observer).

The aim is to obtain information about strengthening the citizenship character of students using a problem-based learning model in the Covid-19 era. Therefore, this study focuses on actions as an effort to improve critical thinking skills as an effort to strengthen the civic character of students. This research was carried out in two cycles, each cycle carried out in six meetings, including planning, observing, implementing actions, and reflecting.

This research activity was carried out at the Faculty of Engineering, Yogyakarta State University. The subjects in this study were students of the Department of Electronics Engineering, totaling 36 students with details of 20 female students and 16 male students. The thing that underlies the researcher choosing this subject is because based on the results of observations and interviews with lecturers in general courses on Pancasila and Citizenship Education, this class has low critical thinking skills. Therefore, researchers are trying to find a solution to overcome this by applying a problem-based learning model to improve students' critical thinking skills as a form of strengthening civic character in the Covid-19 era.

Data collection in this study was carried out using two techniques, namely observation techniques and interview techniques (Creswell, 2018). Then, the data obtained were analyzed using the analysis technique of Miles & Hubberman (1992) namely doing data reduction, descriptive presentation, conclusions from the results presented in the form of the impact of CAR and its effectiveness. Data reduction is done by sorting out important, relevant, and meaningful data from data that is not needed in the study. Then, the descriptive presentation is in the form of narration, visuals, pictures, and tables with a systematic and logical presentation flow. Finally, the researcher concludes the data from the results that have been presented. Miles & Hubberman's (1992) analysis model can be seen in the figure below.
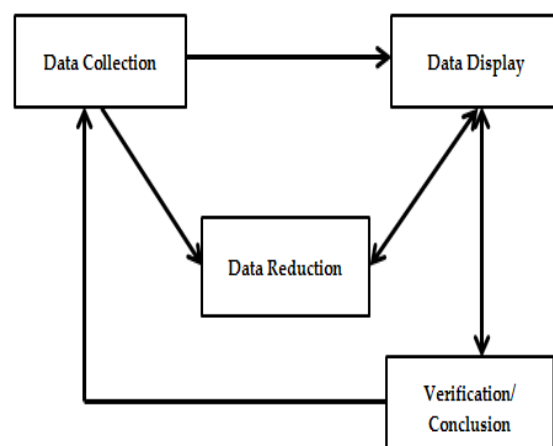

Figure 1. Miles & Hubberman Data Analysis Model

Data analysis in this study used qualitative data and quantitative data. Qualitative data were analyzed using critical analysis by identifying the strengths and weaknesses of students' critical thinking skills during the process of implementing the action. Meanwhile, quantitative data were analyzed in a comparative descriptive manner by comparing the results of calculations and descriptive statistics, such as the percentage results in one cycle with the next cycle.

Assessment of students' critical thinking skills as a form of strengthening civic character uses a problem-based learning model using an assessment rubric provided that each indicator gets a maximum score of 4 points. The maximum total score is 56 points in each cycle. The indicators of the activeness of students in learning that were observed were: (1) students paid attention to the explanations of the lecturers; (2) students dare to ask questions; (3) students respond to questions; (4) student engagement in problem solving; (5) students take notes on lecture material summaries; (6) students convey ideas/ideas, and; (7) students in presenting the results of group work, both in conveying, asking questions, and answering questions posed by other students.

Table 1. Indicators of Achievement of Students' Critical Thinking Ability

No.	Achievements	Criteria
1.	75%-100%	Tall
2.	51%-74%	Currently
3.	25%-50%	Low
4.	0%-24%	Very low

The indicator of success in this research is if there is an increase in critical thinking skills students in lectures using a problem-based learning model. Indicators of the learning process in this study were seen from the percentage of successful actions based on score data obtained from observations in class. The calculation of the observation results is carried out using the percentage formula by Djamarah & Aswan (2016) as follows.

$$\text{Action Success Percentage} = \frac{\Sigma \text{Total Score}}{\Sigma \text{ Maximal Score}} \times 100\%$$

RESULTS AND DISCUSSION

Strengthening Citizenship Character Through Pancasila Values in the Covid-19 Era

Value is a self-reinforcing process. However, the process of strengthening the value of oneself can be done through existing institutional institutions, namely, schools, colleges, families, and the scope of society (Miller, 2016) . Lecturers are one of the teaching staff, educators, and supervisors who can help students in the process of internalizing the values associated with students. There are three forms of reinforcement. First, the stage of value transformation which is a process carried out by educators in informing good and bad values.

Second, the stages of value education transactions by conducting two-way communication between educators and students are reciprocal inter-actions. Third, the stage of transinternalization that is carried out is not only verbal communication but also mental attitude and personality. The results of interviews with informants can be stated that in the learning process in the classroom the values of civic character are strengthened by the character of Pancasila, for example students are given the spirit of tolerance, social care, and being active, critical in the learning process and discussing solving problems.

Students' critical thinking in seeing problems that exist in the midst of society is an example of real attitudes and behavior. A lecturer gives an example of how to think critically, logically, and systematically in solving effective problems in student life. This critical thinking attitude is carried out by following the rules issued by the campus such as social care, tolerance, strengthening human relations, maintaining distance, washing hands, and using masks, as well as discipline in acting. Strengthening character education through Pancasila values can be done in the learning process, namely by providing awareness of the rights of protected citizens such as the introduction of campus ethics (Liam, 2003).

Based on the lecture activities that have been carried out from pre-cycle, cycle I, and cycle II, students' critical thinking skills as a form of strengthening civic character using problem-based learning models have experienced a significant increase. The results of each cycle that have been carried out can be seen in the table below.

Table 2. Comparison of Students' Critical Thinking Ability

No.	Category of Student's Critical Thinking Ability	Pre Cycle		Cycle 1		Cycle 2	
		F	%	F	%	F	%
1.	Tall	4	11.11	12	33.33	25	69.44
2.	Currently	6	16.66	16	44.44	10	27.77
3.	Low	18	50.00	8	22.22	1	2.77
4.	Very low	8	22.22	0	0	0	0

Information:

F = Frequency/number of students

% = Percentage

The results of the study show that the results of student discussions are able to practice the values of Pancasila, for example being social, caring for fellow friends, being responsible, mutual cooperation, and admonishing each other is still minimal in

understanding public character. Students must further strengthen their understanding of Pancasila values in learning such as respecting and respecting differences. According to Macmullen (2018), Pancasila and Citizenship education are subjects that focus on strengthening self that is diverse in terms of religion, socio-culture, language and ethnicity to become good, intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila.

In testing the existence of a student's critical thinking, the author creates a contextual concept that is compatible with the problem-based learning model in learning that has a very close relationship with the values of Pancasila. For example, the concept of national integration in the midst of the Covid-19 pandemic and civil society in the midst of Covid-19, from these two concepts, there are problems in the gaps in the values of unity, human values, and the value of justice in real life in the midst of the Covid-19 pandemic. 19. The researcher gives a brief appreciation in providing early motivation to be able to study the material and then solve the problem.

Providing opportunities for students to discuss issues that are close to their lives so that students think critically depart from personal self-awareness (Casmana et al., 2021) . This will affect attitudes and behavior in the middle of learning. The percentage of results from these problems is the result of ideas that will later become a solution to be used for the benefit of the people of the nation and state. The results show that there is a strengthening of critical thinking because it is driven by positive awareness values that exist in the values of Pancasila in the midst of Covid-19 through the implementation of the Problem Based Learning (PBL) learning model.

Problem Based Learning Model in the Covid-19 Era

The Problem-Based Learning Model was first discovered and developed by Howard Barrows since the late 1960s in the teaching of Medical Education Sciences at Southern Illinois University School (Barrows). This research is focused on strengthening the attitudes and behavior of critical thinking citizenship, private and public character in students. Based on the research results, problem-based learning models are very important to be applied in civic education learning because they can strengthen the character of citizenship (Musdiani & Muslia, 2020: 73-78).

Problem Based Learning (PBL) model can provide reinforcement of critical thinking skills, be kind, tolerant, socially caring, and polite skills as *good citizenship* seen from the learning process can help hone critical thinking character skills to be active in problems being solved. Responsible attitude and critical thinking are seen in students of Yogyakarta State University, Faculty of Engineering, Department of Electronics. First, formulating problems in the learning process then asking questions and then second, answering and issuing logical and critical abilities to convey problems based on existing global phenomena (Murdiono et al., 2014).

The problem-based learning model is carried out by giving full encouragement to students to find relevant information in the midst of covid 19 then concluding the results of presentations on learning activities so that the character of a student is visible (Mathilda, 2019) . Pancasila values contained in problem-based learning are in character, tolerance, responsibility and respect for the opinions of others and togetherness in solving problems. Problem Based Learning assessment must be an integrated part of the process of facilitating the group learning process. Students need to be more active, critical in facing the pandemic period by upholding the values of the nation's integration.

Problem Based Learning is an instructional method that can invite students to challenge problems so that they can live in groups to find solutions to real problems such as the Covid-19 problem that has hit the world of education (Musdiani & Muslia, 2020: 78). Therefore, it can be stated the need for a student's critical thinking attitude to help himself avoid problems in distance learning. Problems that arise in the real world, students are actively able to identify gaps related to learning materials related to these problems and get solutions from their critical thinking.

In connection with the concept of problem-based learning requires a fundamental change in learning activities in the classroom. The error that occurred in learning Pancasila and Citizenship Education during the Covid-19 pandemic was that learning activities were only centered on lecturers. Learning activities should be more student-centered even though learning is carried out remotely (Mathilda, 2019). In addition, the problem encountered is that lecturers do not refer to the context of problems that are close to everyday life, so students rarely have the opportunity to develop their critical thinking skills.

Character in the Covid-19 Era

The character in Greek " *charassein* " which means to draw, carve, or paint. In a simple sense, it can be interpreted and understood as something that has been formed either naturally or supported by environmental factors. Lickona, (2013) character

education experts interpret character education as a form of moral education oriented to the process of forming the personality character of each individual whose results can be known based on the real behavior shown by a person in everyday life. The character of Pancasila is the values of goodness that are placed on the basis of behavior and become cultural values in everyday life.

From the results of the study, it can be stated that Electronics students have a strengthening of civic character which is obtained from someone who is realized and obtained through the internalization process from the surrounding environment. Produce a person's character that is created both from the process that is formed based on aspects that have positive values, such as morals, ethics, which have been mutually agreed upon by the community (Murdiono et al., 2017). The character of critical thinking is the ability to think by strengthening students' self-confidence. Critical thinking in electrical students becomes a civic character that can encourage the improvement of the quality of thinking in a structured and skilled manner to achieve the right and reasonable decision results by carrying out the thought process carefully.

The character of citizenship actually has several functions including: As a strengthening of one's potential development. The basic value of Pancasila is to strengthen and improve the quality of students and as a self-filter so that they are able to get used to doing and implementing positive values and norms so that they can feel togetherness and diversity in the community. Besides that, the results of the study show that students' critical thinking character aims to build one's personal personality so that it is part of good behavior, honesty, tolerance, having an attitude of responsibility, mutual respect, respect for others, fair personality, and not being discriminatory with others. around others.
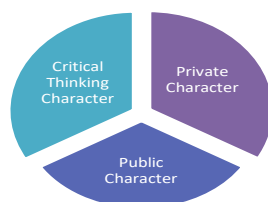

Figure 2. Results of Strengthening Citizenship Characters

Based on the results of research that has been carried out by researchers, it is stated that students do not yet fully understand the concept of public character in seeing the problems they are studying. The majority of them have started, trying to think but do not fully know how to find the right solution in overcoming every problem experienced.

Therefore, from these results, a strong understanding of attitudes and critical thinking skills is needed in overcoming social intolerance and ignorance, on learning problems in the midst of the Covid-19 pandemic. The more often students are trained to think critically during the learning process in class, the more students' understanding, knowledge, and experience in solving problems inside and outside the classroom will increase. Citizenship education continues to be implemented to provide strengthening the behavior of citizens who have personalities in accordance with the values of the Indonesian nation's cultural character (Hidayati, 2019).

Strengthening Student Citizenship Character Using Problem-Based Learning Models in the Covid-19 Era

The political aspect but most importantly leads to education making a better learning life in the midst of Covid-19. The character of critical thinking is closely related to the values of Pancasila. Pancasila has a close relationship with civic education seen in the philosophy of national education which is from the value system contained in Pancasila. Socio-politically the results of the education of citizens who have good morals according to Pancasila. Pancasila is generally stated as the ultimate goal of realizing a critical and responsible conception of Indonesian citizenship.

Civic education learning is a subject that focuses on collaborative learning and training, students can participate actively, produce critical thinking characters so that problem-based learning models are able to create and carry out the settlement of social rights and obligations to become citizens of good character, social care, tolerance and to shape human character based on character values mandated by Pancasila. These results are in line with Siswoyo's opinion, it can be stated that the contextual strengthening of civic character in civic education is strongly influenced by basic values and Pancasila (Siswoyo, 2017). Pancasila positions itself as the foundation of the values and ideals of civic education providers in Indonesia.

Pancasila values in strengthening citizenship character are showing public character, being critical, and being able to solve social problems that exist in people's lives based on Pancasila (Febriyandy & Landrawan, 2021). The *problem-based learning* model is obtained from the interview results that learning Pancasila values should be an activity that can provide reinforcement and the basis for developing student potential to become citizens who are critical, honest, caring, moral, and have Pancasila

character. Substantially, the content of the Pancasila learning process must be understood and practiced in its entirety and in the end it can strengthen the identity of citizens in social life.

In a comprehensive and complex manner, the strengthening of the Pancasila character has been strengthened in the scope of targets, namely, the family scope, the education sphere, and the civil society sphere. (Rinenggo & Kusdarini, 2021). First, the family is a vehicle for learning and strengthening the moral character of Pancasila carried out by parents so that it is hoped that noble character can be realized which is reflected in daily behavior. Second, the scope of education is a vehicle for character building and development which is carried out with an approach to habituation of behavior in life in the educational environment from early childhood to higher education. Third, the scope of civil society which is a vehicle for fostering and developing the character of various community groups who are members of social organizations so that character values can be internalized into behavior and culture in everyday life.

Pancasila is the philosophical basis and as a life behavior which is the philosophy of the state and a good way of life for the community, especially for students in carrying out their lives to achieve national goals. Pancasila contains noble values that must be guided by all Indonesian citizens in life and community life, so that in building the character of citizens through citizenship education has the meaning of building Indonesian people with Pancasila character (Danang, 2019).

The demand for attitude in the values of Pancasila is the type of attitude that is conceptually contained in the precepts of Pancasila. To realize the values of Pancasila, everyone needs to have logical knowledge about the value content of each Pancasila principle (Murdiono et al., 2014). Pancasila and Citizenship Education provides an effort to approach contextual learning models to develop and improve the intelligence, skills, and character of Indonesian citizens.

CONCLUSION

The results of the study prove that the Problem-Based Learning Model in strengthening civic character can create students with good character from the data obtained in the field during the learning process which is categorized as quite good although it does not always run smoothly in every meeting. This is caused by problem-based learning is a learning model that moves students' critical thinking character varies

greatly in the implementation of online learning. The implementation of learning in the covid -19 era provides the opportunity for lecturers and students to continue to strive to develop the ability of civic character, discussion, active participation, tolerance, social care, responsibility and discipline through solving complex problems in small discussion groups so that effective learning can be achieved. and can be a strengthening of the character of citizenship with Pancasila character and produce students' critical thinking.

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