Implementation of Problem-Based Learning Strategies in instilling Disciplined Attitudes of Students in Class V of Ogotulo Small Remote Elementary School, Sidoan District Parigi Moutong Regency

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ABSTRACT

Discipline that is applied should be socialized consistently by teachers to students by providing an understanding of the importance of discipline in learning to be able to achieve optimal results, through coaching. In this regard, the description in this study departs from problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong.

The purpose of this study was to find out the form of implementation of problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Remote Small Elementary School, the constraints of problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Remote Small Elementary School, and strategic solutions problem-based learning in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong.

This research uses descriptive research with a qualitative approach, data collection techniques through interviews, observation, and documentation studies, data analysis techniques used are data reduction, data presentation, and conclusion drawing, so that the data analysis techniques are inductive, deductive, and comparative.

The results showed that the implementation of problem-based learning strategies in instilling discipline in students in Class V of Ogotulo Small Remote Elementary School included: (a) the teacher raised problems, (b) students chose problems to be discussed, (c) stages of the process of scientific thinking, (d) collect data, (e) students read, study, and discuss data, (f) solve problems, (g) prepare reports, and (h) analyze and evaluate.

Obstacles to problem-based learning strategies in instilling student discipline in Class V of Ogotulo Small Remote Elementary School include: (a) students do not have interest, (b) it takes quite a long time, (c) lack of time, (d) the teacher has not accustomed, (e) students tend to be passive, and (f) conventional learning.

Solutions to overcome the obstacles to problem-based learning strategies in instilling student discipline in Class V of Ogotulo Small Remote Elementary School, namely: (a) the teacher becomes a facilitator, (b) students learn in depth, (c) students understand violations of regulations, and (d) the teacher guides students.

Keywords: Problem-Based Learning Strategies and Discipline Attitudes

INTRODUCTION

The learning process in Class V of Ogotulo Small Remote Elementary School is an activity that has educational value. Educative because teaching and learning activities in Class V of Ogotulo Small Remote Elementary School are carried out, directed to achieve certain goals that have been formulated before teaching is carried out. However, in reality, it is realized that so far it is not easy for teachers in Class V of Ogotulo Small Remote Elementary School to make students active in developing their potential so that they have religious spiritual strength, personality, intelligence and noble character and the skills needed by themselves, society, nation and society. country. One reason
is that students in Class V of Ogotulo Small Remote Elementary School are able to solve problems that are not paid enough attention to by every teacher. As a result, students in Class V of Ogotulo Small Remote Elementary School face problems. Even though these problems are considered trivial, many students cannot solve them properly.

One way to overcome this problem is to apply a Problem Based Learning Strategy (SPMB) in Class V of Ogotulo Small Remote Elementary School, problem based learning is an approach to teach students to develop thinking skills and problem solving skills, learn authentic adult roles and be self-learning.

In implementing the Problem Based Learning Strategy in Class V of Ogotulo Small Remote Elementary School, the teacher provides opportunities for students to determine the topic of the problem, even though the teacher has actually prepared what to discuss in class. The learning process is directed so that students are able to solve problems systematically and logically.

Problem Based Learning Strategy is a possible and very important strategy to be developed in Class V of Ogotulo Small Remote Elementary School. This is due to the fact that every human being will always be faced with problems, from simple problems to complex problems. Viewed from the context of improving the quality of education, SPBM is a learning strategy that can be used to improve the learning system, one of which is instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School.

METHOD

The method used in this research is seen from the type of research used, namely the type of research with a qualitative descriptive approach. This research approach emphasizes the actual state of an object that is directly related to the context that is of concern to the researcher. The researcher uses this approach because the focus of this research is descriptive, that is, the existing data is realized by interpreting one data with another and then connecting the data in the form of words or narrative sentences. Thus, the researcher will describe problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School.

RESULT AND DISCUSSION

Forms of Implementation of Problem-Based Learning Strategies in Instilling Disciplined Attitudes of Students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong, are:

1. The teacher raises a problem. In this case, the teacher raises a problem, as explained by the informant: The teacher gives an explanation in a motivating way, proposes phenomena to raise problems, or also gives students the opportunity to choose problems, for example: problems as a negative impact of schools not having rules. Thus, students choose problems that are felt to be meaningful, for example students choose a violation of school rules and regulations.

2. Students choose the problem to be discussed. In this regard, students are guided to formulate a problem regarding the disciplinary attitude of students to be solved. As explained by the informant: “The formulation of the problem regarding students’ disciplinary attitudes must be clear, specific, and solvable’. Therefore, the formulation of the problem for school rules and regulations, for example: how to deal with students talking or pacing in class when learning is in progress.

3. Stages of scientific thinking process. Students provide temporary answers to the problems posed. As explained by the informant: In this process students are required to determine the cause and effect of the problem to be solved so that they can make various possible solutions to the problem. From the examples of problems posed by students looking for answers regarding how to solve problems students converse or walk back and forth in class while learning is in progress. This can be done with a deductive or inductive mindset according to the knowledge they have. In this stage students are required to think critically and express opinions and arguments about actions and efforts that can be taken.
4. Collect data. The process of critical thinking is not imagination but based on experience, so students must sort out the discipline attitude of students. As explained by the informant: "Mapping and presenting relevant student discipline attitudes about pacing in class when learning is in progress". Therefore, information and data on how to overcome the problem of student discipline can be sought from reference books, the internet or it can also be from the testimonies of students.

5. Students read, study, and discuss the data obtained. In this stage students are expected to be able to see the relationship with the problem under study so that they can make decisions and conclusions. The practice of the learning examples is that the data obtained by students about ways to overcome the problem of students' undisciplined attitudes are examined and discussed from various points of view.

6. Solving the problem that will be proposed. The most appropriate solution to the problem of the student's undisciplined attitude can be done, including taking into account the consequences of each of these alternative choices.

7. Prepare reports. After the problem has been resolved, students are then assisted to prepare works that are in accordance with the problem of students' undisciplined attitudes submitted for example reports, videos, multimedia works and so on which are intended to help share assignments with friends.

8. Analysis and evaluation of the problem solving process. In this stage the teacher assists students in analyzing and evaluating students' undisciplined attitudes in the investigations they carry out. As stated by an informant: "The learning process requires evaluation". In this case, problem-based learning does not require declarative knowledge but procedural knowledge, so that the assessment is not limited to a written assessment.

By implementing a problem-based learning strategy in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, it is not designed to help teachers provide as much information as possible to students.

Problem-based learning aims to help students develop thinking skills and problem-solving skills about students' disciplinary attitudes. As for the assessment can be done by assessing the process of discipline attitude of students in class. Process assessment aims to allow teachers to see how students plan to solve problems, students' disciplinary attitudes see and how students demonstrate knowledge and sk

CONCLUSION

From research conducted on problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong, it can be concluded as follows:

a. The form of implementing problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong includes: (a) the teacher poses a problem, (b) students choose the problem to be discussed, (c) the stages of the scientific thinking process, (d) collect data, (e) students read, study, and discuss the data obtained, (f) solving problems that will be proposed, (g) preparing reports, and (h) analyzing and evaluating the process of solving problems.

b. Obstacles to problem-based learning strategies in instilling discipline in students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong includes: (a) students do not have interest or do not have confidence that the problems studied are difficult to solve, (b) it takes a long time to adjust, (c) lack of time, (d) the teacher is not used to it, (e) students with low abilities tend to be passive, and (f) learning still often uses conventional learning.

c. The solution to overcome the obstacles of problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong, namely: (a) the teacher becomes a learning facilitator by connecting
the problem of disciplinary attitudes discussed with the existing curriculum, (b) students learn in depth about forms of disciplinary violations in schools, (c) students understand more violations of school rules that may not be carried out, and (d) the teacher guides students to an awareness of the importance of discipline in themselves as students.

SUGGESTIONS
From the conclusions described above, the author contributes ideas in the form of suggestions for all parties regarding problem-based learning strategies in instilling a disciplined attitude of students in Class V of Ogotulo Small Remote Elementary School, Kec. Sidoan Kab. Parigi Moutong. These suggestions include:

1. Striving for and maximizing disciplinary issues raised to students must be able to evoke students' understanding of the problem.
2. The teacher strives to encourage students to engage in disciplinary problem-oriented tasks and help them investigate problems of violations that have occurred in class and outside the classroom.
3. It needs to be done dynamically so that it spurs students to be more skilled in observing the surrounding environment which has a disciplinary attitude.

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