Implementing Problem-Based Learning Models In Social Studies To Improving Students Moral Character

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Abstract	This article discusses one of the learning models that can be used in schools: Problem-Based Learning (PBL) in social studies learning to foster moral character. Prosocial actions and good and beneficial attitudes can characterize a person's moral character. A vital prerequisite for a country is to have quality and human moral resources (HR) because by doing so, a country will be able to adapt to global problems and increase the nation's competitiveness. The purpose of this research is to determine whether problem-Based Learning (PBL) in social studies learning fosters students' moral character. The method used in this research is a literature study(library research). The data analysis used in this research is content analysis (Content Analysis). Findings from research can be known by using a learning approach Problem-Based Learning (PBL) in social studies learning can help students grow their moral character. Because character building, which seeks to create good and useful citizens, has the same goal as the main goal of social studies learning. ApproachProblem-Based Learning (PBL) in social studies teaching can help students develop moral character, which is indicated by the ability of students to recognize, understand, and work to overcome problems faced by countries that are increasingly complex in a global environment.
Keywords	Learning Model; Social Studies; Moral Character

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1. INTRODUCTION

Based on the quality of human resources in a country, one can judge whether it is good or bad by using one of the assessment elements, namely by looking at the condition of the young generation of a nation. Simply put, when the younger generation has positive attitudes and behaviors, it will support the previous generation in making a county even better. The young generation of a nation holds the key to success in the future because the younger generation will continue the struggle that has previously started, and they also bear an enormous responsibility. That way, one of the best ways to motivate future generations to respond to the challenges of globalization and modernization is through formal and non-formal educational institutions to create generations that can fulfill the nation's mandate, according to Rajab (Sinulingga, 2016). Quality human resources can face global competition so fast, and becoming a more advanced nation requires revitalization and strengthening character and morals. One aspect that can be done to prepare human resources with a strong character is education (Inanna, 2018).

Education is one of the main pillars in life to improve the quality of human life. With the existence of the 1945 Constitution article 31, paragraph 3, "The government seeks and organizes a national education system, which increases faith and piety and noble character in the context of educating the nation's life, which is regulated by law," then Law No. 20 of 2003 concerning the National Education System (Ilham, 2019). Law Number 20 of 2003 concerning the National Education System is the process of developing a learning environment and learning strategy to positively foster religious spirituality, self-control, character, intelligence, and student character. This is a conscious and planned effort to create the skills needed by students in society, nation, and state. Education aims to increase understanding of every citizen's obligation to survive, not only for society, the country, and the environment but also for their well-being. One of the foundations of global awareness that can encourage global accountability is character education (Ilham, 2019).

Looking at the current and future conditions, having human resources with strong moral character is necessary. But the problem is that Indonesia's human resources are not the expected value of education. Currently, human resources in Indonesia, especially among students, show an extraordinary moral decline, as evidenced by several negative actions and attitudes both at school and in the environment, such as there are still many students who cheat, fight at school, and have promiscuity. In addition, several media reports have claimed morality-related accusations, such as KKN (corruption, collusion, and nepotism) cases, which are common in Indonesia. These cases were followed by social issues such as pornography, narcotics, human rights violations, and theft. Sexual harassment and artistic creations. This incident is still happening and getting worse. (Zaenuri & Siti Fatonah, 2022) Regarding the increase in anti-social behavior among young people in the country, some of which are

caused by a moral crisis and manifest in the outside world. The child ignores the teacher's directions about unacceptable behavior due to this situation.

The real case of moral decline among students is that there are still cases of brawls. For example, the brawl that occurred in Tangerang on Sunday, March 6, 2022. This brawl involved six students from the same junior high school but in different groups. In this brawl, two groups were involved. One group consisted of 3 victims who suffered stab wounds to their back, stomach, and waist (Ma'arif, 2022). The second case relates to the prevalence of pregnancies out of wedlock and early marriages. This happened in Ponorogo, East Java. This news began when there were widespread requests for dispensation from marriage among adolescents to the school because many female students became pregnant out of wedlock as a result of free sex (Damayanty, 2023). The third case is related to drugs involving four students in Mataram, West Nusa Tenggara (NTB) since January 2022. This case involved junior and senior high school students who ultimately had to be investigated by the police. In this case, 11 children were secured, and their involvement was checked by the police (Viqi, 2022).

Seeing this problem, it is clear that the character of the younger generation is currently experiencing a moral decline. Thus, it is very important to build and teach principles that can foster a good mindset that can overcome all the problems that occur in the current generation to overcome these problems. According to Pancasila ideology, moral cultivation aims to improve behavior and attitudes and change one's character and personality based on existing values, norms, or principles of truth. Moral cultivation is very important for every citizen because morality is something that can be invested by the state in the current generation for the future (Hakim et al., 2021). Therefore, according to the phenomenon of moral decline in students, as explained by Tilaar (Dewi et al., 2022), it is an approach from the state of society that is at the stage of social transformation in the face of the globalization era. Based on this, the cultivation of morals and character through education is needed to deal with various problems. It must be started immediately to achieve future prosperity. Here the teacher's role in character building is very important, as well as the morale of students, who are also very difficult because they face various challenges.

Improving and fostering students' moral character can be done through Social Science (IPS) education. Through social studies education, the moral character of students can be taught so that they experience an increase which will have an impact on life. The purpose of IPS is to teach students to make good citizens and be able to adapt to their environment. It is one of the important lessons to increase morale. In addition, through social studies learning, students will have social sensitivity and be ready to face any environmental issues that might occur (Sulfemi, 2019). Students can actively participate in learning activities to increase knowledge, beliefs, attitudes, morals, and social skills thanks

to the conditioning that makes social studies education possible (Kanji et al., 2019). This is important to examine the use of relevant learning models when studying social studies to ensure that learning objectives can be implemented. Using a learning model that is urgent to use learning model that involves two-way interaction, namely involving students physically and their thoughts, is a teacher's effort to foster students' moral character. Habituation and application of appropriate learning models can help people develop good character and morals (Yunianto et al., 2020). One of the learning models that the teacher can choose is Problem-Based Learning (PBL), which aims to carry out student-centered learning activities (student-centered). This model also shapes students to be able to find solutions to a problem and provides real-world teaching and learning that occurs in the student's environment. Teachers must find strategies and models that are suitable for their subjects so that their knowledge can be channeled in a systematic and fun way. This PBL is a learning model where students learn material based on problems in the surrounding environment. By identifying and finding solutions to these problems, students' moral character will be formed and can be improved. Based on the preliminary description that has been explained, there is one formulation of the problem, namely how to implement the model problem-based learning (PBL) in social studies learning to improve moral character in students. This study aims to determine the application of the model problem-based learning (PBL) in social studies learning to improve moral character in students.

2. METHODS

This study used a qualitative approach with a literature study research method (library research). This literature study is an approach used using information and data collection techniques through several books, articles, notes, journals, and previous relevant research results (Melinda & Zainil, 2020). This literature study is used to develop the concept of the model problem-Based Learning (PBL) in social studies learning to grow students' moral character. Sources of data that become material in this study are articles, journals, theses, books, and other relevant sources. The data collection technique in this research is the literature review, namely by collecting various relevant reference sources such as books, journals, articles, and others (Sari & Asmendri, 2018). This study used data analysis techniques, namely the method of content analysis (Content Analysis). Content analysis is a research medium that focuses on content in a study so that we can find out the positive content and characteristics of the data information source. Content analysis techniques can be used to indirectly know an object of research through data sources such as books, texts, essays, articles, and all types of discourse that can be analyzed (Sari & Asmendri, 2018).

3. FINDING AND DISCUSSION

Implementation Of The Model Problem-Based Learning in Social Studies Learning

The so-called learning approach, Problem-Based Learning (PBL), assists students in improving the competencies needed in the contemporary globalization period. Problem-Based Learning (PBL) was developed by Prof. Howard Barrows in 1970 in medical science education at McMaster (Amir, 2013) in (Wijaya et al., 2019). This learning model provides problems that occur to students. This learning model then requires students to complete through investigation and apply using a problem-solving approach. This learning paradigm presents a significant challenge for students. According to Hamruni (Hasanah et al., 2021), Problem-Based Learning (PBL) is a teaching method that begins with students solving problems that require new information. The most important element of Problem-Based Learning (PBL) is that learning begins in groups. The problem is a foundation in learning where students are motivated to find the information needed to solve the problem.

The following is a procedure for practicing the learning paradigm Problem-Based Learning (PBL) suggested by Muhammad Nur and concluded by (Wijaya et al., 2019), namely as follows: 1) provide or explain a problem to students that is relevant to the learning material, 2) The teacher then discusses learning objectives and motivates students to be actively involved in these learning activities, 3) students are divided into several groups to discuss solutions to the current problems that have been given, 4) the teacher's role is to guide and observe both individual and group students, here the teacher helps students to collect data related to problems and carry out a test try to find out about the problem-solving process, 5) after that, students present the results of the discussion in front of the class, 6) The teacher guides students to carry out an evaluation and reflection on the results of the discussions carried out by students.

As a character and culture-based learning innovation, the approach Problem-Based Learning (PBL) can be used in social studies learning. Social studies learning aims to develop national character, socio-cultural values, and norms in students. Models Problem-Based Learning (PBL) explains that role play, simulation, and discipline are used to help students learn how to solve problems. Learning about cultural norms and national characteristics influences students' internalization and practical application in everyday life besides cognitive learning (UNP & 2015, n.d.). In social studies learning, it is at the problem analysis stage that a student's character can be formed and its strength can be increased according to solving the problem at hand, with a problem and the solution being faced can improve the construction of student character (Anatasya & Dewi, 2021).

Students naturally come face-to-face with a problem and learn more about it as a result of identifying and solving it. Because of analyzing and finding solutions to existing problems, students will dig deeper into a problem. It should not just know the problems that occur, but students are directed to solve these problems so that it will shape the character of students and know which things are good and which are bad. as well as things to do or not to do in the environment. In the long term, of course, Problem-Based Learning (PBL) continues to be implemented will be meaningful learning meaningful. Also, students will be able to compete globally and improve the moral character of students in Indonesia. However, in the learning step Problem-Based Learning (PBL), there is a drawback that needs to be given reward or punishment so that students will feel more challenged in the learning process.

Moral Character

There are various perspectives on character or character, but "character" comes from the Greek word "harassing," which originally meant "an object or tool to scrape off" and was later translated as "stamp." Therefore, in simple terms, a character is a seal or stamp that represents a person's character (Mukino et al., 2016). Discussing character will refer to something that has become part of the individual. It can be said that this character is a personality or character possessed by humans, depending on how the character is developed and formed. It can be positive or even negative. Character is defined by Hornby & Parnwell (Nurohmah & Dewi, 2021)as mental or moral characteristics, moral fortitude, name, or reputation. Moral comes from the Latin term vizmores, which means the order of life or customs. Prohibitions and conduct that express right and wrong are also referred to as morals. The field of morals includes human life concerning its goodness as a human because morality is related to the good and bad of humans. Morality is the term for the actual moral mindset. Morality is a person's inner attitude, manifested in behavior, that occurs when a person decides on good behavior because the individual is aware of his obligations and responsibilities and not only aims to take advantage. Therefore, moral ideals are very important because good moral principles are necessary and should be applied in social life. Individuals tend to avoid everything that can cause them to act immorally if they have strong moral principles (Mukino et al., 2016)

Thomas Lickona (1992: 53) in (RASYID, 2016) describes three elements in forming good moral character and having a relationship between one and the other, namely, moral knowing, moral feeling, dan moral actions. In order to understand what motivates a person to act morally, three other aspects of character must be seen, namely, competence, will, and habits. From the discussion above, a conclusion can be drawn. It can be concluded that character development is not limited to knowledge but through the stages of competence, will, and habits. Moral character can be built through an

education in which there is a process to form, develop, and grow an individual's personality so that he can become responsible in his environment.

Model Deployment Problem-Based Learning (PBL) in Social Studies Learning To Improve The Character Moral of Students

Strategically building student character in schools can be assisted through social studies learning. Character education or also known as value education, moral education, or character education (Darmiyati Zuchdi, 2008: 5) in (IPS & 2013, n.d.). Character education and social studies learning have an aligned goal, which is to make students become good citizens. Gross (Agustin & Hamid, 2017) explicitly states that Social Sciences must facilitate students to become effective citizens in a democratic society as one of the core values of education. IPS learning is designed for the process of cultural exchange in developing character. To realize national character education, which is a process of fostering the intelligence, character, and personality of students in line with national education goals, social studies learning must be positioned as a vehicle for this development. Social studies learning needs to adapt to societal developments because of its integrated paradigm, which emphasizes interdisciplinary, contextual, and transformative learning in societal values. In carrying out students' lives in society, social studies learning must also emphasize its role in efforts to improve student character. Values such as morality, accountability, and self-confidence are also internalized through character education in social studies learning (Aprianti et al., 2022)

The teacher's role is very important in ensuring that social studies teaching is carried out optimally in developing moral character. The ability to communicate, adapt, have character, collaborate, and even compete with prevailing customs and norms is a skill that must be taught by teachers to students. The need for a learning model that can facilitate the implementation of the ideal learning objectives. One learning model that can be used to grow student character Problem-Based Learning (PBL). Students are also required to be proud of creating and adopting high moral standards, principles of heroism, and the struggles of heroes, community leaders, and emulating national leaders, and in respecting the nation's cultural and historical heritage and can participate in maintaining their identity, their country, and moral integrity. The role of the teacher in social studies learning is very important for this reason because in social studies learning studies about society. Therefore, the learning model used must be able to provide meaningful learning that can be applied in life. Several studies show that the model Problem-Based Learning (PBL) in social studies learning can foster students' moral character.

The research findings are relevant to the results of the research (Marhayani, 2017), which reviews a journal that is still relevant. In this study, it can be concluded that social studies learning has a significant role in shaping the nation's character. Because social studies learning has similarities with

values education or character education, It's essential to emphasize making students become good citizens and have a high sense of nationality. In this study, it was explained that instilling the character of students needed four main elements, namely curriculum, materials, teachers, and the learning process. It is in the learning process that a PBL learning model can be used.

Research conducted by (Kanji et al., 2019) used a qualitative descriptive method. The findings of this study show many models of character education at the elementary school; knowing, moral feeling, moral action, moral verbal, moral habitus, and moral culture can be used as an integration of national character education in social studies learning.

Research conducted by (UNP & 2015 n.d.) states that if implemented correctly, the model problem-Based Learning in social studies learning will improve cultural education and national character. This relates to character development so that students are expected to have the ability to compete globally and be ethical, moral, polite, and courteous in their environment. By using this PBL model, teachers can design students' thinking patterns and motivate them to have the ability to solve problems.

Based on research (Rahayu, 2018), this research examines the "Effectiveness of the Kalathida Fiber Learning Model Through Problem-Based Learning and value Clarification Technique in History Subjects." It can be measured through the learning outcomes of students in the experimental class (the class given treatment with the developed learning model) had better results compared to the control class. This is shown by the T-test = 6.843 with a significance level of 0.00 <0.025, which means that there is a significant influence on the developed model. This means that the learning model developed, namely Problem-Based Learning. At the same time, the value Clarification Technique is effective in increasing moral awareness among SMA Negeri 5 Surakarta students.

Students must learn and develop knowledge, values, and skills in social studies learning that enable them to become capable, morally responsible, and active citizens, participate in politics, and practice civil justice. The concept to be realized will be reflected in a curriculum that supports character education. Teachers will strongly emphasize character education during the learning process to ensure that student scores at the end of their education meet predetermined standards. Because apart from affecting final grades, an emphasis on character education, this will also have an effect on his life in the present or the future (Rosyad & Zuchdi, 2018).

Thus, it can be concluded based on several previous research findings that have been carried out, described earlier, and related to the title, the implementation of the model Problem-Based Learning (PBL) in learning can foster the character of moral students.

4. CONCLUSION

Learning model Problem-Based Learning (PBL) is a problem-based learning model that is relevant to current learning because it can encourage students to actively participate in the learning process and activities to solve problems in their groups. Model Problem-Based Learning (PBL) is implemented effectively in teaching and learning, especially in social studies learning. It is proven to be able to contribute to improving the moral character of students. Talking about the character, of course, expect students to be able to compete and be moral and ethical, such as polite and sociable. Careful planning in using Problem-Based Learning (PBL) in social studies learning can motivate students in the learning process. It can improve students' moral character by emphasizing meaningful and beneficial learning for their social life. Supported by several studies related to this article, the authors conclude that implementing Problem-Based Learning (PBL) in social studies learning improves students' moral character. That is marked by the development of the moral character that is owned determines students in making decisions in acting between right or wrong. That way, students have their policies in acting and can solve challenges in social life.

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