



PBL Strategy to Foster Responsibility in Grade VII Social Studies at MTs. Nurus Sholah Pamekasan

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Abstract

This study addresses the ineffective learning process in social studies at MTs. Nurus Sholah Pamekasan, which results in student boredom and a lack of responsibility in completing assignments. Many students do not submit their tasks on time, and their engagement in learning activities remains low. To overcome this issue, the Problem-Based Learning (PBL) model was implemented as an innovative approach to enhance students' sense of responsibility. The research aims to identify pre-learning, learning, and post-learning strategies used by teachers in fostering responsibility among Grade VII students. Using a qualitative descriptive approach, data were collected through observations, interviews, and documentation, with analysis based on the Miles, Huberman, and Saldana model, which involves data collection, condensation, display, and conclusion drawing. The findings show that teachers prepare learning tools aligned with the 2013 curriculum, emphasizing responsibility as an essential aspect of student development. During learning, teachers act as facilitators, encouraging active participation and implementing strategies that promote student accountability in completing tasks. The PBL model helps students analyze real-life problems, engage in discussions, and develop problem-solving skills, which further strengthen their sense of responsibility. In post-learning activities, teachers summarize lessons, provide feedback, and assess understanding through questioning to measure student learning outcomes. The results indicate that the PBL model effectively increases student engagement, critical thinking, and responsibility in completing assignments on time. This study highlights the importance of innovative teaching strategies to enhance student responsibility, which can contribute to better learning outcomes in social studies education.

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Introduction

At this time based on existing facts. In the world of education there are many things that cause conditions in teaching and learning activities carried out by a teacher in the classroom to be less effective, one of which is that students feel bored and uncomfortable and do not even feel at home in the classroom when learning is carried out, because there are several factors that influence students to become bored, such as students who feel bored, learning that feels monotonous, listening to the teacher lecture and even just doing the assignments given by the teacher (Nur Khasanah & Aditia Rigianti, 2023). Some of these problems are caused by the lack of appropriate strategies and learning models of teachers in conducting and implementing learning, as written in the news mantra of education which explains that the strategy and potential of teachers can affect the atmosphere of student learning as has happened in several schools in Indonesia recently (Maimuna, 2022).

Seeing the above problems, of course the teacher's strategy is very important in supporting the smooth running of teaching and learning activities (Haqqy et al., 2021). Because basically the strategy used by the teacher can affect the attitude of students while in the classroom and can be a benchmark in achieving an educational goal (Lamatenggo, 2020). In creating a comfortable classroom and learning atmosphere, of course, a teacher must choose a learning strategy that is suitable and in accordance with the conditions of students in the classroom, so that students are able and easy to accept learning well (Tanjung & Namora, 2022).

One of the things that teachers can do in choosing learning strategies is by looking at the background and conditions of students in the classroom, such as student activeness, student interactions with teachers, student interactions with their friends in one class, student attitudes when facing problems and also student responsibility when teaching and learning activities are taking place (Rikawati & Sitinjak, 2020). So in this case, the learning strategy chosen by the teacher when delivering lessons in the classroom is the main key to helping students achieve

learning objectives and also being able to shape character education that should exist in students (Pitaloka et al., 2021).

This strategy in learning itself is a way and effort made by a teacher or a teacher which is a real action in a learning activity and has the intention and purpose so that students can understand and understand what has been conveyed by a teacher in class, when carrying out learning activities, in order to achieve the objectives of a learning itself (Erwinsyah, 2017). With a good and appropriate learning strategy, a teacher will find it easier to make the classroom atmosphere comfortable and students will be more focused on receiving the lessons being conveyed by a teacher (Majid, 2014).

One of the schools that apply this problem-based learning model is MTs Nurus Sholah Pamekasan, this educational institution applies the Problem Based Learning (PBL) model in social studies subjects and has a positive impact on students, especially in growing and shaping the attitude of a student's sense of responsibility (Beno et al., 2022). Therefore, the study of the application of this model in developing social awareness and a sense of responsibility of students in accordance with social studies subject matter is very interesting to study and raise in research to get an overview of the planning of this problem-based model so that the results and implications for students' sense of responsibility in accepting and carrying out the mandate and tasks that have been given by a teacher are carried out well and well, From the problematics that have been put forward by the researcher above, the objectives and problem formulations raised by the researcher include the following, how the community views educated women and what forms of community discrimination against educated women.

Method

The method used in this research is a descriptive qualitative method (Ruhansih, 2017). The reason researchers use this method is to describe case studies in the field in accordance with the theme of this research. The subject of this research is the community of Ban Badung Pamekasan. The data collection techniques used include observation, interviews. The informant chosen for the

interview is the community of Badung Ban Pamekasan which is the object of this study.

The data sources used are primary data sources or first sources from observations and interviews and secondary sources or second sources obtained from journal articles, literature studies, documentation, newspapers, writing archives. The instrument used in this research is the researcher himself. Data analysis is done by presenting data, drawing conclusions, and the verification process. The results of the data analysis are used as a discussion material in the research, to be arranged in the form of sentences systematically using descriptive qualitative techniques (Sugiyono, 2010).

Result and Discussion

In this discussion, the researcher will discuss or explain the results of research that has been conducted by researchers at MTs. Nurus Sholah Pamekasan, related to the Strategy of Social Studies Teachers Through the Model (Problem Based Learning) To Foster a Sense of Responsibility for Students in Grade VII in Social Studies Subjects at MTs. Nurus Sholah Pamekasan through the process of interviews, observation, and documentation.

Teacher's Strategy in Pre-learning in Fostering a Sense of Responsibility of Class VII Students in Social Studies Subjects through the Model (Problem Based Learning) at MTs. Nurus Sholah Pamekasan

Strategy is a way for a teacher to achieve the desired learning objectives, this teacher strategy is a plan about the ways or steps taken to achieve a goal of a teaching and learning activity. This is in line with what J.R Davi said in Pupu Saeful which is where this strategy in learning has a meaning as a conceptual plan about how decisions will be taken in a teaching and learning activity (Djalal, 2017).

Based on the results of research conducted at Mts Nurus Sholah on the learning strategies that teachers carry out before the learning or core learning activities begin, namely the teacher makes and prepares learning tools before learning begins (Syllabus, Learning Program Plan (RPP,) Annual Program (Prota) and Semeseter Program (promes). several factors related to pre-learning preparation as follows (Sahlan, A. & Prasetyo, 2017).

- a. Teachers need to review the effective day analysis and learning program analysis. This needs to be done to find out the number of effective days and days off each week or each month so as to facilitate the preparation of learning programs for one semester.
- b. Teachers need to make an annual program, semester program. This is done so that the integrity and continuity of the learning program or learning topics that will be implemented in two semesters are maintained.
- c. Teachers need to prepare a syllabus. This is done so that the outline, summary, overview, or main points of content or subject matter are able to lead students to achieve the intended learning standards.
- d. Teachers need to prepare a lesson plan. This is done so that the learning implementation process is directed and can take place as expected.

MTs. Nurus Sholah has shown that there is careful learning planning before the learning process. Especially in social studies subjects, before social studies learning is carried out, social studies teachers compile a syllabus that contains character or attitude in it, compile a Learning Implementation Plan (RPP), teaching materials that refer to the 2013 curriculum. This is in accordance with Government Regulation No. 19 of 2005 Article 20 states that the planning of the learning process includes a syllabus and lesson plans that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Bararah, 2017).

In the syllabus prepared by the social studies teacher MTs. Nurus Sholah on the material of social interaction and social institutions, including Core Competencies (KI), Basic Competencies (KD), Competency Achievement Indicators (IPK), learning materials, learning activities, assessment, time allocation, and learning resources. The development of this syllabus includes character values or attitudes of responsibility in the syllabus. The value of character or attitude of responsibility in the syllabus on the material of social interaction and social institutions can be seen in KI 2, namely appreciating and appreciating honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident

behavior, in interacting effectively with the social and natural environment within the range of association and existence. In addition, it is also contained in IPK 2.1.2, namely collecting assignments on time (responsibility), and one of the assessment aspects compiled is the responsibility aspect.

Learning planning will not be perfect if only using the syllabus alone, good learning planning must be supported by lesson plans (RPP). Lesson plans (RPP) designed by social studies teachers at MTs. Nurus Sholah shows that the lesson plan contains the content of the attitude of responsibility as in the lesson plan (RPP) of social interaction material and social institutions, in the lesson plan (RPP) there are learning activities that contain the attitude of responsibility in it.

First, the preliminary activities in which there is a check on the attendance of students, it is intended to see the presence of students in the class and students' responsibility for the learning that will be carried out. If there are students who skip class or there is no statement of permission from parents or from school, it indicates that the student is not responsible because the true obligation or responsibility of a student is to study, be present in the lesson, and carry out learning properly (Kumala Sari et al., 2019).

Second, the core activities in which there are models and methods used by teachers in learning, during learning the teacher uses discussion and group methods (Suryanita, 2018). Group formation is intended to make them more familiar with the attitude of responsibility, for example in the group there are leaders or leaders and members. As a leader has the responsibility to maintain the group and direct its members, while group members have the responsibility to listen to and carry out directions from the leader. This is also found in social studies class VII where when learning on the material of social interaction and social institutions using Problem Based Learning (PBL) model, social studies teacher divides the group and each group has a leader who is assigned to direct its members.

Third, the closing activities in which there are assignments or homework (homework) is done as a habituation to students to perform their responsibilities as a learner that is to continue to learn and collect assignments on time, social

studies teacher when closing the lesson does not forget to give assignments or homework (homework) related to the material that has been delivered, the homework is in the form of working on 5 description questions taken from social studies textbooks that must be collected at the next meeting (Nurbeda, 2019).

Teachers' Strategies for Learning in Fostering a Sense of Responsibility for Students in Grade VII in Social Studies Subjects through the Model (Problem Based Learning) at MTs. Nurus Sholah Pamekasan

When learning in the classroom took place, the researcher found that before the application of the Problem Based Learning (PBL) learning model based on what the researcher had observed, the researcher saw that the teacher used several approaches and lecture-based learning models, where the application of the lecture method was not always successful, it was not uncommon for teachers who applied the lecture method to create a monotonous and boring impression. Abuddin Nata states: "The lecture method is a way of presenting lessons conducted by the teacher by direct narration or explanation in front of students". This lecture method, if taken from Abuddin Nata's explanation, is a direct explanation by the teacher to students. This method is a model of teacher-centered learning. Where in this method, the teacher is required to master the material in order to convey the material well to students. Not only mastering the material, but also the correct delivery technique is needed so that students can receive the material well, but when Mrs. Waqiah explained and delivered the learning material, the researcher saw that not all students could pay attention properly, there were some of them who were busy chatting and whispering with their neighbors and some were daydreaming and not focused on the teacher's explanation (Kharisma 2023).

During the teaching and learning activities, students were less enthusiastic, more silent, sleepy, chatting alone and some students did not take notes on what the teacher ordered. Even though they were given assignments, only a few students did the work and the others tended to just copy their friends' work. This is one of the causes and factors of learning that seems slow and the lack of a sense of responsibility of students during teaching and learning activities in the classroom. And at the end of the lesson, Mrs. Waqiah reprimanded the students

who were not enthusiastic and did not bring stationery and invited the students to be more enthusiastic and enthusiastic in learning, especially at the next meeting.

Problem Based Learning (PBL) is a set of learning models that use problems as the main focus for developing problem solving skills, materials, and self-regulation. Problem Based Learning (PBL) is a learning model in which it involves students to solve a problem by going through several stages of the scientific method so that students can learn knowledge related to the problem and at the same time students are expected to be able to have skills in solving problems (Yusmaniar et al., 2024).

After feeling sufficient and having adequate preparation for the application of the Problem Based Learning (PBL) learning model, the teacher informs the students for the upcoming meeting so that students are ready to receive orders for the smooth application of the learning. Based on the Learning Implementation Plan (RPP) the teacher applies the learning model to the sub chapter on social interaction and social institutions. So that the teacher instructs students to make some preparations at home before entering the classroom such as reading the learning material that will be studied and preparing other needs when the learning will begin.

When learning begins the teacher shows pictures about social interaction and social institutions, after that the teacher provokes students to discuss and think with the question “what is social interaction and social institutions?” after that the teacher instructs several students to briefly describe the above question with the social situation around or based on the material they find and prepare. As the first step in learning based on the Problem Based Learning (PBL) model is orienting students to the problem. Students are asked to observe problems in the environment and problems that can interest students to find out so that students are more eager to solve these problems.

The second stage in learning with the PBL model is organizing students to learn. The teacher groups the students into groups. The teacher asks the students to change their sitting position into groups with the provisions of 24 people divided into 6 groups with each group of 4 members of the study group, after the

students return to sit quietly the teacher explains what tasks must be done and discussed by the students from several Power Point (PPT) containing pictures and videos that the teacher has prepared and related to the material of social interaction and social institutions. Furthermore, the teacher instructs students to analyze and write down several types of social interactions or social institutions based on the results of what they have learned and understood, with the aim of evaluating student understanding (Yustisiabel et al., 2024).

According to Sudarisman, and Indrowati. Students will feel encouraged by discussions between students and teachers. Students try to give and receive information needed by students to solve problems so that the information needed by students will be well distributed in learning and will result in an increase in students' ability to master the material being studied. This second stage hones students' ability to express original ideas. The grouping in the second stage trains students' ability to think fluently and think flexibly. Both aspects are aspects of creative thinking ability.

In the next step the teacher assists students' independent and group investigations and conducts several questions and answers with students regarding the learning model and some of the material they learned in the previous meeting, with great enthusiasm they can answer. Even students who usually do not listen and chat during learning or are classified as passive during learning, now become active in class. Furthermore, the teacher responded to all the students' answers well and straightened out some of the students' answers that were still not precise and perfect (Boyd & Gallai, 2023).

This is supported by the learning theory put forward by Bruner that to develop students' cognition, the process of transforming correct information gradually. These stages according to him are three, namely (Jumadi, 2018).

- 1) Information acquisition, which is the initial stage, where information is received from outside, information is simply defined as knowledge.
- 2) Information processing, namely the adjustment of information that has been obtained in the form of objective classification.

- 3) checking or conducting an “adequacy test” or the truth of the information that has been processed.

Based on the observations of researchers learning strategies taken by Mrs. Waqi'ah that is by way of groups included in the interactive learning strategy because this strategy is centered on a study such as discussions between students (Dwi Kristanto, 2020), cooperation between students or communication between students in completing the tasks given by the teacher which has the aim of developing a critical attitude of students, it will have an impact on the enthusiasm of students in learning which makes students more responsible for what they face and work during social studies learning takes place.

Teacher's Strategy in After Learning in Fostering the Sense of Responsibility of Students in Grade VII in Social Studies Subjects through the Model (Problem Based Learning) at MTs. Nurus Sholah Pamekasan

Learning and teaching are two concepts that cannot be separated. Learning is what must be done by someone as a subject who receives lessons, while teaching is what must be done by the teacher so that students can understand the teaching material that has been delivered. Teachers are the main component in the teaching process. Teaching is not just about conveying information to students. Teachers must have teaching skills that are based on a number of theoretical knowledge so that teachers can carry out their duties properly (Mulyaningsih, 2023).

Closing skills are activities carried out by the teacher to end the lesson. In addition, closing the lesson is also a teacher activity to end the core activities of the lesson. The purpose is to provide a comprehensive overview of what students have learned, determine the level of student achievement, and the level of teacher success in the teaching-learning process. There are three objectives of closing a lesson according to Saud, which are as follows (Lestari et al., 2021).

- 1) Knowing the level of student success in learning the subject matter
- 2) Knowing the level of teacher success in teaching students
- 3) Help students to know the relationship between the experiences they have mastered and the things they have just learned.

According to Mulyasa, there are four activities carried out by the teacher when closing the lesson, including the followin(Akbar, 2021)a :

1. Draw conclusions about the material that has been learned (conclusions can be made by the teacher, by students at the request of the teacher, or by students together with the teacher).
2. Ask some questions to measure the level of achievement of the objectives and the effectiveness of the learning that has been carried out. In the data exposure in the research findings, the researcher suggests that the teacher's strategy with the problem-based learning model in fostering students' sense of responsibility at the time of post-learning. there are several things that are done by the teacher after post-learning in the classroom, among others, giving students the opportunity to ask some material that students have not been able to understand, as researchers observed when the learning was over. The teacher warns students to ask, if there are several points of material that have not been understood, besides that, the teacher usually motivates and gives advice in the form of words that can arouse and foster a sense of responsibility and enthusiasm for learning, because according to him in teaching and learning activities there must be among students who need special handling to arouse a sense of responsibility and enthusiasm for learning.
3. Delivering deepening materials that must be studied, and tasks that must be done (both individual and group assignments) in accordance with the subject matter that has been studied. Based on the results of observations, in this case the teacher gives students assignments both individually and in groups, as in his interview, the ips subject teacher always gives responsibility to his students to do several assignments after the completion of the learning material is delivered and implemented. To train and foster student responsibility, the teacher gives advice and warnings to students about what consequences will be received if they do not collect or do the assignment on time. In the character of responsibility must include several characteristics including discipline, sportsmanship, obeying rules, commitment to duty. This aims to train and instill a sense of responsibility in students without coercion, besides that, the teacher can evaluate and measure the success of students in

receiving learning material delivered by the teacher. The evaluation usually carried out by Mrs. Waqi'ah herself is a post test.

4. Teachers reflect on the findings of problems during learning. From several other findings that researchers found in post-learning, namely, that researchers saw the figure of Mrs. Waqiah's success in guiding her students in instilling and fostering a sense of student self-responsibility, according to her, it was never separated from the role of a teacher who both took part in carrying out what the teacher ordered to students, as well as several efforts made by the teacher during the interview yesterday about taking part, which means that the teacher also needs to do self-reflection after the lesson is over and needs to make plans and follow-up from several findings or problems inside and outside the classroom, especially during learning.

Conclusion

Based on the results of research that has been done by researchers with the title "Social Studies Teacher Strategy Through Model (Problem Based Learning) To Foster a Sense of Responsibility of Class VII Students in Social Studies Subjects at MTs. Nurus Sholah Pamekasan" researchers can conclude among others as follows:

The teacher's strategy in pre-learning in fostering a sense of responsibility of seventh grade students in social studies subjects through the model (Problem Based Learning) at MTs. Nurus Sholah pamekasan is compiling and preparing Learning Tools such as (syllabus and Learning Implementation Plan). The syllabus is prepared based on the development of the 2013 curriculum and contains aspects of the attitude of responsibility in it.

The teacher's strategy in learning to foster a sense of responsibility of seventh grade students in social studies subjects through the model (Problem Based Learning) at MTs. Nurus Sholah pamekasan is the teacher applies learning methods and models that can foster an attitude of responsibility and in accordance with the material discussed, namely social interaction and social institutions. Social studies teachers use the Problem Based Learning model, where in the stages and steps of the learning model include organizing students to learn in groups with the

aim that they are more familiar with the attitude of responsibility and establish good cooperation.

The teacher's strategy at the end of learning in fostering a sense of responsibility of seventh grade students in social studies subjects through the model (Problem Based Learning) at MTs. Nurus Sholah pamekasan is the teacher draws conclusions about the material that has been learned, asks a few questions to measure the level of achievement of the objectives and the effectiveness of the learning that has been carried out by giving assignments to students related to the material that has been delivered, namely social interactions and social institutions, with the aim of training and developing an attitude of responsibility as a student, namely by continuing to learn and collecting assignments on time. In addition, in this post-learning activity, the teacher reflects on the findings of problems during learning.

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