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## APPLICATION OF REFORM HISTORY WITH PROBLEM-BASED LEARNING MODEL TO IMPROVE DEMOCRATIC ATTITUDE OF SABILILLAH HIGH SCHOOL STUDENTS

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### ABSTRACT

This study aims to: (1) Analyze the implementation of the reform history learning model at Sablillah High School before using Digital Book, and (2) Analyze the effectiveness of using Media learning media with Problem Based Learning Digital Book in improving the democratic attitude of Sabilillah High School students in reform history subjects. Research conducted by researchers is a type of development research or Research and Development (R & D) involving 5 main steps, namely: (1) Conducting product analysis to be developed; (2) Develop initial products; (3) Expert validation and revision; (4) Small-scale field trials and product revisions; (5) Large-scale field trials and final products. The development model used in implementing digital books in schools uses Problem Based Learning or problem-based learning. The results can be concluded (1) The need for a democratic attitude and understanding of the history of reform is lacking. The lessons of the history of reform are only explained textually without any understanding of the meaning of cause and effect. In addition, learning media only use manuals that only explain briefly; (2) Development of digital book products with expert validation, as well as product trials with digital books worthy of use in learning the history of reform. (3) Testing the effectiveness of problem-based learning-based digital books with the theme of the history of reform towards democratic attitudes using the Mann Whitney test to see differences in experimental and control classes through post-test democratic attitude questionnaires. The significance of the effectiveness test of SMA Sabilillah was  $0.00 < 0.05$ . It can be concluded that there is an influence from the use of digital books with problem-based learning with the theme of reform history on students' democratic attitudes.

**KEYWORDS:** Democracy awareness, Digital books, Teaching materials, History of reform, and Problem-based learning.

### INTRODUCTION

Reform education for students is very useful, especially in fostering democratic attitudes and actively participating in the implementation of education as a nation-building process is still very concerning. Based on the results of a survey conducted by the author at SMA Negeri Sabilillah, shows that there is a more dominant apathy of students and less participation in extracurricular activities, less interest

in learning history, and passivity when learning. Furthermore, the results of the pre-research by the author, only 35% of students have awareness regarding the importance of democracy, and 65% are indifferent and reluctant to engage in democratic activities, so the routine carried out is only to go to school and then go home (Joyce et al., 2002). Based on the problem, it takes the effective role of a teacher as an educator to participate in providing guidance on the importance of implementing democratic values in everyday life.

This study refers to the results of previous research conducted explaining the role of learning the history of reform in increasing democratic awareness in students is closely related to the importance of political identity in everyday life. In the book *Social Science Approaches in Historical Methodology*, Kartodirdjo (1993) wrote "Politics is the history of the present and history is the politics of the past". The results of a study conducted by Printina (2019) say that history and politics show a process that involves the involvement, interaction, and role of the actors in the effort to obtain what is desired, at the desired time, and in a desired way. Printina & Intan (2017) state the presence of democratic education, teachers can invite students to participate actively in interactive activities and introduce the culture of elections as one of the best forms of forcing democratic attitudes in Indonesia. Further research written by Utami (2019), resulted that democratic attitudes can be implemented to students on historical subjects. The innovation in this research is the use of a problem-based learning model with historical material of reformation.

By using the problem-based learning model in this Reformation historical material, students are expected to better understand democracy comprehensively. Not only that, using problem-based learning regarding democracy is also very important so that the ideal of reform for the implementation of free democracy can be fully achieved. So, the research have two questions, as follows: 1) How is the implementation of a problem-based learning model of historical reforms worthy to improve the democratic attitude of students at Sabillah High School? and 2) Is the historical reform-based learning model effective in improving the democratic attitude of Sabillah high school students?

## **METHOD**

Research and Development or R&D is a process or steps to develop a new product or to improve an existing product, which can be held accountable. R & D in education is the process used to develop and know the validity of a product (Sugiyono, 2010). R& D research is the basic research activity to get user needs information (needs assessment), then continued development activities (development) to produce a product and test the effectiveness of such a product.

In the research by Utami (2019), clarified from the Borg and Gall studies eleventh, steps in the R&D process, but in the R&D procedure according to Borg and gall can be done more simply involves 5 main steps, namely: (1) carrying out the analysis of the product to be developed; (2) Developing the initial product; (3) Expert validation and revision; (4) Small scale field trial and reproduce; (5) Large

scale test field and final product. So, the developmental research that the researchers are going to do is to develop a historical learning model to enhance democratic values within students, through a problem-based learning model.

## **DISCUSSION OF FINDINGS**

### **The Implementation of The Reform History Learning Before Using the Digital Book**

Based on observations made by researchers, on the first day of research at High School Sabillah, researchers found many facts about the situation and learning conditions experienced by students, including:

- a. As many as 35% of grade X students at SMA Sabillah have not been able to understand the importance of maintaining differences in culture, language, and customs so that students are unable to respect and appreciate these differences, so the process of learning history does not run effectively in the overall students at SMA Sabillah have not implemented a democratic learning system.
- b. Students have not been able to think critically, rationally, and creatively in responding to citizenship issues that occur today in Indonesia.
- c. Class X students at SMA Sabillah have not all participated actively and responsibly, and act intelligently in social, nation, and state activities, as well as anti-corruption. The democratic attitude of students has not been able to develop positively so that the character of students has not been formed that is able to inspire the importance of national and state life.
- d. Students are not yet proficient in establishing more communicative interpersonal interactions between friends, one of the main causes is due to the development of increasingly advanced information and communication technology media.
- e. History teachers have not been able to implement effective measures to start effective learning and reform, so the democratic attitude of students has not been well realized.
- f. History learning still seems boring, so the learning atmosphere feels chaotic, this is what triggers the implementation of the development of a reform history learning model using media at Sabillah High School to be an effective solution.

Teachers in this school in delivering material in class are still very simple, namely only using visual media in the form of handouts, Jobsheets, and power points.

In addition, the condition of the history learning process used by teachers in high school has actually used media that is more creative and not monotonous, including inviting students to watch historical films, documentaries, games, and using power points. But in fact, technological changes that are increasingly advanced and rapid actually cause a boring learning atmosphere for Shiva, because

students are required to continue to be fixated with material reviews delivered by teachers in front of the class, causing students to be passive and uncommunicative.

### **The Effectiveness of The Use of Media Learning Media with Prolem Based Learning Digital Books**

Problem-based learning is a teaching method with a real problem-solving focus, the process by which learners carry out group work, feedback, discussion that can serve as a springboard for investigation and investigation and the final report. In another definition, Problem-based learning is the development of curriculum and teaching systems that develop stimulantly problem-solving strategies and basic knowledge and skills by placing students in an active role as everyday problem solvers. Understanding the government of the people, a legitimate government is a government that gets the recognition and support of the majority of the people through democracy, general elections The following is the implementation of democratic values that are closely related to this study, namely.

#### **A. Participation**

Participation emphasizes that in a democratic society, every individual must participate in decision-making. Everyone has the right and obligation to vote as a manifestation of participation in determining policies. Participation reflects the individual's awareness to carry out the obligations of their rights.

#### **b. Tolerance**

Tolerance is an attitude and action that respects differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

#### **c. Mutual respect**

Mutual respect is the attitude and behavior to respect in relationships between individuals and groups based on applicable norms and procedures. Everyone should have mutual respect for each other regardless of their social background.

Democracy education is needed to help support the implementation of democratic government, because the success of a country in running a democracy is determined by a democratic government and people who develop democratic values in their lives. To improve students' democratic attitudes, Media learning media with Problem-Based Learning Digital Books are applied in improving the democratic attitude of Sabilillah High School students in reform history subjects. After the application of the study, students were given questionnaires to see the effectiveness of learning and obtained several analyses as follows:

**Table 1: Pre-test test Questionnaire Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
952	39

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Based on the data of the post test analysis Table 1, conclusions can be drawn if from the number of student population who are respondents, namely 39 people, obtained a combach alpha value of  $>0.05$ , which is 0.952. That is, there is relevance that occurs between variable X and variable Y, with the results of analysis data being reliable.

**Table 2: Post Test Data Validity Test  
Item-Total Statistics**

	Scale Mean if Deleted	Item Scale Variance if Deleted	if Corrected Correlation	Item-Total Cronbach's Alpha if Item Deleted
P1	123.3000	238.148	.399	.728
P2	123.4333	235.564	.484	.723
P3	123.0333	228.102	.573	.714
P4	123.0000	231.655	.323	.717
P5	123.1333	241.016	.459	.729
P6	123.4333	234.323	.504	.722
P7	123.4667	225.430	.438	.710
P8	123.2667	222.685	.443	.708
P40	123.2667	222.685	.443	.708
P9	123.3667	245.275	.557	.737
P10	123.5000	249.155	.646	.740
P11	122.9000	233.266	.768	.719
P12	122.9333	249.306	.559	.738
P13	123.2000	236.028	.702	.722
P14	123.5333	232.602	.750	.720
P15	123.1000	231.197	.831	.716
P16	123.1667	224.626	.391	.711
P17	123.3000	238.148	.499	.728
P18	123.4333	235.564	.184	.723
P19	123.0333	228.102	.373	.714
P20	123.0000	231.655	.323	.717
P21	123.1333	241.016	.459	.729
P22	123.4333	234.323	.504	.722
P23	123.4667	225.430	.438	.710
P24	123.2667	222.685	.443	.708
P25	123.3667	245.275	.657	.737
P26	123.5000	249.155	.546	.740
P27	122.9000	233.266	.768	.719
P28	122.9333	249.306	.859	.738

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P29	123.2000	236.028	.702	.722
P30	123.5333	232.602	.750	.720
P31	123.1000	231.197	.331	.716
P32	123.1667	224.626	.391	.711
P33	123.3000	238.148	.499	.728
P34	123.4333	235.564	.484	.723
P35	123.0333	228.102	.373	.714
P36	123.0000	231.655	.323	.717
P37	123.1333	241.016	.359	.729
P38	123.4333	234.323	.404	.722
P39	123.4667	225.430	.438	.710

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From the results of the analysis of table 2 above, it can be concluded that the table obtained in the results of data verification is data 0.3 which means that the results of the student questionnaire are valid. The results of the comparison of experimental class data, namely classes that use digital books with normal classes, namely classes that do not use digital book learning media, show that there is a difference between experimental classes and normal classes with Mann Whitney Asymp sig 2 tailed Test values =  $0.000 < 0.005$  which means there is a difference between the two classes. The magnitude of the democratic attitude of the experimental students was higher, with a total score of 45.50 where if the perfect attitude was 50 based on Likert scale answers. Here's the output of the mann whitney test.

**Table 3: Whitney Mann Test Output  
Test Statistics a**

	Attitude
Mann-Whitney U	.000
Wilcoxon W	465.000
With	-6.675
Asymp. Sig. (2-tailed)	.000

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The research and development-based learning media developed is a digital book that will be published in the form of an application. The content of the material for making a digital book has a picture of the working steps of the digital book making process which has an image caption listed on the image if the cursor is hovered over the desired image, the video of the process of making a digital book, there is a narration sound on the video of making a digital book.

The research and development-based learning media developed is declared valid and feasible according to the assessment of experts or media experts. Research and development-based learning media that are developed effectively can improve student learning outcomes, competencies, basic skills, sewing technology, digital book subjects.

Learning research and development-based learning media that is developed has practical value with good categories, because the media can help students understand concepts independently. The learning process of reform history at SMA Sabillah after the implementation of the learning process using problem-based learning based on internal factors, in detail there were 3 students (7.69%) in the very good category, 10 students (25.64%) in the good category, 15 students (38.46%) in the good enough category, 10 students (25.64%) in the not good category, 1 student (2.56%) in the very not good category. The highest frequency in the category is sufficient, so it can be concluded that the response of upper-class students to the process of learning reform history at SMA Sabillah.

## CONCLUSION

The conclusion of data verification is data 0.3 which means that the results of the student questionnaire are valid. The results of the comparison of experimental class data, namely classes that use digital books with normal classes, namely classes that do not use digital book learning media, show that there is a difference between experimental classes and normal classes with Mann Whitney Asymp sig 2 tailed Test values =  $0.000 < 0.005$  which means there is a difference between the two classes. The magnitude of the democratic attitude of the experimental students was higher, with a total score of 45.50 where if the perfect attitude was 50 based on Likert scale answers.

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## RECOMMENDATIONS

Based on the findings of this study, the researcher recommends that:

1. For teachers of history is also expected to provide a comprehensive material especially in the study of the history of reformation so that the knowledge of the students about the historical material of the reformation is wider.



2. For students of State high school, it is expected that in following the learning of history in particular in the material of history of Reformation with seriousness and seriousness even though they do not like the subject.
3. For schools, to be able to provide or supplement the means and facilities that correspond to the needs of the learning activities especially the history and reformation.

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