Implementation of Problem-Based Learning Model in the Integration of Anti-Corruption Education Values in Pancasila Education Learning in Elementary School 1 Jatiroto

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ABSTRACT: The importance of integrating anti-corruption education values in Pancasila Education learning. The purpose of this study is to describe the form of integrating anti-corruption education values in Pancasila Education learning through the Problem Based Learning (PBL) model. This type of research uses a qualitative approach, data collection techniques with document analysis and interviews. The research subjects were teachers, students and principals. The results of the study are the integration of anti-corruption education values and character values in Pancasila Education Learning and based on the similarity of character values with the assimilation model. Meanwhile, the application of PBL in Pancasila Education learning is carried out through giving problems that are solved through six stages, namely: orientation; discussion with other teachers; discussion with parents; discussion with group mates; presenting results; analyzing, synthesizing, and evaluating. The conclusion of the research is that the implementation of PBL in integrating anti-corruption education values in Pancasila Education learning is done through giving problems that are contextual in nature and carried out by students with six stages. Integration of character values from Pancasila Education and anticorruption education through assimilation.

KEYWORDS: Problem Based Learning, Anti-corruption education, Pancasila Education

INTRODUCTION

One of the most important values to be implemented in education in Indonesia is anti-corruption values. Anti-corruption education is an action to control and reduce corruption in the form of an overall effort to encourage future generations to develop a firmly rejecting attitude towards every form of corruption (Shobirin, 2014). According to Kristiono et al. (2020), anti-corruption education is a cultural correction education that aims to introduce new ways of thinking and values to students. Anti-corruption education can be said to be the introduction and provision of information on anti-corruption values with the hope of helping learners to become moral, moral, and responsible human beings in order to build social and national life (Aziz et al., 2021). Anti-corruption education is also defined as a process to strengthen anti-corruption attitudes in learners as early as possible (Jarwandi et al., 2022). Anti-corruption education aims to increase public awareness about the dangers of corruption and also to form a young generation that has honesty, transparency and integrity values (Putri, 2024).

Anti-corruption values are the basis for individuals not to commit criminal acts of corruption. Anti-corruption values that need to be instilled in students according to (Sakinah and Bakhtiar 2019) are, (1) honesty or always speaking and doing according to the facts, (2) discipline such as committing to always behaving consistently and sticking to the rules, (3) responsibility in completing or completing tasks with the best results, (4) hard work to get the job done, (5) modesty or appearing as it is, (6) independence or not relying on help from others, (7) fairness or not showing favoritism, (8) courage to reject invitations to cheat, and (9) caring to keep oneself and the environment consistent with the applicable rules. The implementation of anti-corruption values must be carried out from an early age in order to form honest, fair and responsible attitudes in the nation's next generation (Maruduri et al., 2022).

The strategy for implementing anti-corruption education can be done by integrating anti-corruption values into learning through appropriate subjects, local content, and self-development (Sari et al., 2021). Anti-corruption education can be applied through habituation and Pancasila Education, which is effective for developing student character (Rahmatiani, 2020). The development of anticorruption education is integrated into subjects, self-development, and school culture. So that the reference values of anti-corruption education must be integrated into the Learning Implementation Plan (Hafni et al. 2022). The form of integrating anti-corruption education values in the implementation of learning activities is through learning Pancasila Education using the Problem Based Learning model (Angelia, 2022).

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Problem Based Learning (PBL) is problem-based learning that allows students to explore the causes and impacts and solutions of problems by being actively involved in real problems (Rahmayanti, 2017). Meanwhile, according to Maryati (2018), PBL is a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve problems. Another definition according to Darwati et al., (2021) explains that PBL is a learning model that presents contextual problems that stimulate students to work in groups to solve real-world problems, stimulate students' curiosity about learning, and encourage students to develop their own uniqueness. Based on the description above, it can be concluded that the Problem Based Learning model is a learning model that presents authentic and meaningful problems where students can deepen knowledge through the stages of the scientific method. In addition, this learning model also stimulates students to solve real-world problems and find solutions.

According to Fathurrohman (2015), PBL steps consist of 5 (five stages), among others: Stage 1, organizing students towards the problem. At this stage the teacher explains the learning objectives and means for the logistics needed. The teacher motivates students to engage in selected or determined real problem solving activities. Stage 2, organizing students to learn. At this stage the teacher helps students define and organize learning tasks related to the problem that has been oriented in the previous stage. Stage 3, guiding individual and group investigations. At this stage the teacher encourages students to gather appropriate information and carry out experiments to obtain the clarity needed to solve the problem. Stage 4, developing and presenting work. At this stage the teacher helps students to share tasks and plan or save appropriate work as a result of problem solving in the form of reports, videos, or models. Stage 5, analyze and evaluate the problem-solving process. At this stage the teacher helps students to reflect or evaluate the problem solving process.

Based on the description above, this research can formulate the problem formulation, namely: how is the implementation of the Problem Based Learning model in integrating anti-corruption education values in Pancasila Education learning at SD negeri 1 Jatiroto. The purpose of this study is to describe the form of integrating anti-corruption education values in Pancasila Education through the Problem Based Learning (PBL) model.

METHODOLOGY

This evaluation research used a qualitative approach. The choice of a qualitative evaluation approach was taken into consideration as an effort to develop the program, especially in terms of the planning and implementation process and to keep it naturalistic, which is useful for studying program implementation (Patton, 2009: 13). With evaluative research, it can be known, evaluated, and assessed based on its actual impact and results, not merely the desired goals beforehand (Denzin and Lincoln, 2009: 702). What happens in the program often varies as well as changes in conditions, differences in location, implementers in the field, or other things that cannot be fully predicted or anticipated. The data collection techniques in this study are through observation, interviews and documentation studies. The data analysis technique in this study was carried out through three stages by classifying, reducing and eliminating data that was not in accordance with the research objectives, then presented descriptively. The next stage is the process of making conclusions in accordance with the research objectives.

RESULTS AND DISCUSSION Research Results

The integration of anti-corruption education values into Pancasila Education Learning can be implemented because of the similarity in the understanding of character values and learning procedures. The form of integrating the concept between knowledge is through the assimilation model. The definition of assimilation is a form of blending the understanding of the concepts of Pancasila education and anti-corruption education with the loss of the characteristics of the two original concepts. The similarity of understanding that can be assimilated, for example: the character value of honesty is defined as a form of attitude and behavior to act truly and as it is, not lying, not making up, not adding and not subtracting, and not hiding something that harms all parties.

The similarity of this understanding is integrated through the assimilation model, as a basis for developing learning objectives, determining learning models, and determining learning media. The integration of the two concepts of knowledge is in accordance with the basis of philosophy, namely: ontological, epistemological, and axiological. Ontologically, the definition of character values from Pancasila Education and anti-corruption education have the same meaning, for example, the value of honesty in Pancasila Education will have the same definition as the definition in anti-corruption education. Epistemologically, the integration of anticorruption education values into Pancasila Education is done by assimilation. While axiologically, the results of the integration of character values have the same goal of making Indonesian citizens who have the character of Pancasila.

The determination of learning objectives in Pancasila Education, which includes the value of anti-corruption education, is a combination of the learning objectives of both knowledge. The goal of Pancasila Education is to form good citizens who understand their rights and obligations as citizens and have a sense of love and nationalism towards the Indonesian state. Meanwhile, the goal of anticorruption education is to provide information, knowledge and an overview of the dangers of corrupt behavior and its impact

on the nation and state. Based on these two definitions, learning Pancasila Education that integrates with anti-corruption education can be arranged as learning objectives, namely

The form of epistemological implication is how to build character value knowledge. The form of implication is carried out using the inductive method. The definition of inductive method is to build knowledge based on empirical experience owned by learners before the occurrence of new knowledge concepts. Learners in building knowledge about the meaning, causes, and effects that occur, from the values of honesty, fairness, courage, responsibility, independence, care, discipline, hard work, and simplicity, through interactions with fifth grade teachers, other teachers at school, and parents of learners. This can be described as follows:
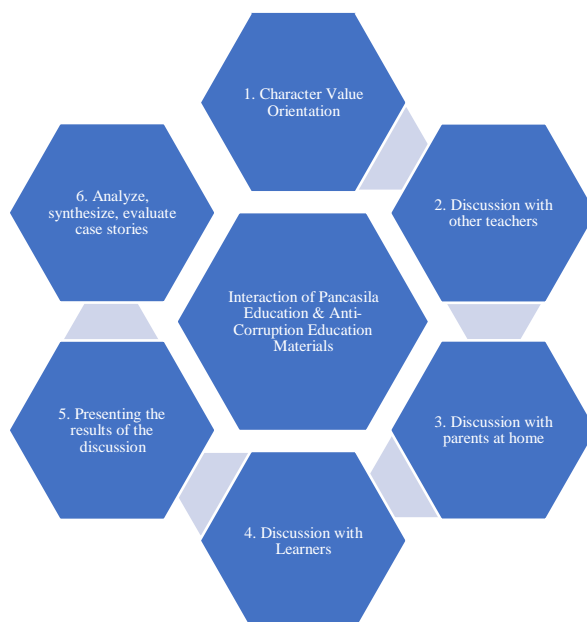

Image 1. Application of PBL in Pancasila Education

The application of PBL in learning Pancasila Education is passed through six stages, namely: orientation is a stage to equalize the perception of students to focus on the character values to be learned; holding discussions with other teachers and parents of students, as a form of guidance and in order to build knowledge, provide examples, and early stage effects; discussion with group mates and presenting results is a manifestation of developing concepts and presenting the results of building these concepts; analyzing, synthesizing, and evaluating is a manifestation of problem solving.

The results of integration make the form of learning more focused because teachers can provide trigger questions that can be reviewed from Pancasila Education subjects and the content of anti-corruption education values, so that the content of the integration results can build discussions between students or with other teachers or with students' parents.

DISCUSSION

Pancasila education has a crucial role in shaping students' character as good citizens. One of the important values that must be instilled is anti-corruption values. The relationship between anti-corruption education and Pancasila Education learning is very close. Both complement each other in an effort to form a young generation with integrity, honesty, and responsibility. This is evidenced by the results of an interview with the fifth grade teacher of SD Negeri 1 Jatiroto who explained that Pancasila Education is a subject that teaches about the importance of Pancasila education values, one of which is the value of anti-corruption education. In addition, anti-corruption education values and Pancasila Education subjects have the same focus, namely developing civic knowledge, civic skills, and civic attitudes; anti-corruption education values and Pancasila Education subjects both have the task of instilling a sense of nationalism and love for the country. Learning Pancasila Education that integrates anti-corruption education can be done in various ways, one of which is the Problem Based Learning (PBL) learning model.

The implementation of PBL implementation in helping to integrate anticorruption education begins with choosing and determining the story of the story of religion. This determination aims to provide orientation to students about the material that is discussed in learning Pancasila Education (Pamungkas and Wantoro, 2024). According to Khakim et al. (2022), using stories as orientation material for students can encourage students to build self-confidence. This is evidenced by the courage to ask questions and discuss with other than the teacher. Building this confidence is actually a motivation for learners to build knowledge about character values and the value of anti-corruption education. In addition, stories can also help students to learn stage by stage, namely: the stage of building understanding, the stage of building examples, and the stage of building effects if character values are violated

or implemented (Setiyaningrum, 2018). So that the ability of storytelling can be interpreted to have been able to increase the productivity of students in learning.

The next stage is to build a learning concept based on the story. The construction of learning concepts is not only done by teachers, but also by parents and other students. It aims to provide different perspectives on a problem or topic. This helps learners to see a problem from various perspectives and enriches learners' understanding (Mutiara, et al., 2017). Concept-building learning conducted by the teacher, using the concept of inductive method. Introduction to the problem from the learning content from the teacher produces the first empirical experience. Proving the first stage through discussions with other teachers in the same school, becomes the second empirical experience. Discussing with students' parents at home becomes the third empirical experience. Discussing with group mates in the classroom becomes the fourth empirical experience.

The next step is the presentation of the results of discussions by students related to the problems in the story given. The results of the discussion carried out by students are a process of collecting data to be drawn into conclusions from the concept of knowledge. This skill requires experience in combining several opinions from the previous stage (Nur and Agusrini, 2022). The steps taken by the teacher in presenting the results of students' discussions are by grouping students after discussing with students' parents at home, asking each student to explain, taking the same thing from the results of the explanation between students in the group, formulating concepts that have theory as the basis for argumentation.

The next stages in the PBL model learning process are analysis, synthesis and evaluation. The stages of analyzing, synthesizing and evaluating are carried out by the teacher. This is done to see how far students understand the character value material and the value of anti-corruption education. According to Fajarwati (2020), through analysis, synthesis, and evaluation, Problem Based Learning aims to facilitate an active learning process, where students independently construct their understanding of a concept or topic. Giving story problems that need to be analyzed, synthesized and evaluated directs students to build concepts through inductive learning. This is done because inductive learning is able to develop critical thinking skills and develop higher order thinking skills.

The description above confirms that the implementation of the Problem Based Learning (PBL) model in the integration of Anti-Corruption Education values in Pancasila Education learning at SD Negeri 1 Jatiroto, has stages that include: formulating story stories as a medium for orienting students; using an inductive approach to build knowledge concepts by conducting discussions with teachers, discussions with parents at home, and discussions with students; presenting discussion results, analyzing, synthesizing, evaluating story problems in cases.

CONCLUSIONS

The implementation of Problem Based Learning in integrating anticorruption education values in Pancasila Education learning is carried out through providing problems that are contextual in nature and carried out by students with six stages. Integration of character values from Pancasila Education and anticorruption education through assimilation.

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