

# Problem-Based Civic Education Textbook

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**Abstract—** This study was aimed at developing the valid and practical civic education textbook with problem-based approach of civic education course at Sriwijaya University and at finding out the potential effect of the textbook use with problem-based approach towards students' problem solving skill. Thus, that skill can be used by the students in the life of nation, state, and society. The subjects of this study were the students taking civic education course in odd semester of 2019-2020 academic year selected through random sampling technique. This study was a research and development research. The processes of this study were done by testing the product validity through material and language testing indicating that this textbook was valid to use. Then to maximize the study, the product was also tested through some stages, i.e. one to one, small group, and field evaluation in which the results would show that this textbook was practical to use.

**Keywords:** *textbook, civic education, problem-based*

## I. INTRODUCTION

Based on the understanding, purpose and function of the Indonesian national education as stipulated in the Law on National Education System No. 20 Year 2003, it emphasizes that the Indonesian national education is very concerned about three aspects of ability, namely cognitive, affective, and psychomotor. One proof is on Article 3 as mentioned in the editorial team of Sinar Grafika [1] that, "National education functions to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, and is aimed at developing students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens and responsible."

These three aspects are to be developed with a problem-based approach known as problem-based learning (PBL). PBL is a teaching model that uses a set of issues as a focus to develop problem solving skills, materials, and self-regulation.

The integration of problem-based learning approach into citizenship education materials can be done by digging the concerns expressed in civic education materials. However, the problem now is the textbook used by the student in the learning process just focuses on scientific development alone and is not directed at the development of problem-solving skills.

Based on the explanation above, it can be understood that textbook which is able to develop the ability to solve the problem is needed in the learning process so that the cognitive, affective and psychomotor can fully be developed. Therefore, the researchers were interested in developing a problem-based civic education textbook.

[2] says that the textbook is the handbook for a course that is written and compiled by experts in related fields and meet the rules of textbooks and officially published and disseminated. Through the use of the textbook, the teaching and learning process in the classroom can run more smoothly and effectively. With the use of textbooks, students' basic skills and knowledge have been obtained before they get into the class so long as the process in the classroom can focus on memory consolidation, concepts understanding, critical thinking and knowledge development.

Furthermore, problem-based learning approach often called PBL (Problem Based Learning). PBL is an effective approach to teach thinking processes of HOTS (Higher Order Thinking Skill) with a problem-oriented situation, including learning how to learn. According to the Ministry of [1], PBL is a strategy of information gathering related to the questioning, synthesizing, and presenting findings to others. Then [3] suggests that PBL is a learning strategy that involves students in problem solving by integrating a variety of concepts and skills from different disciplines. Furthermore [4] points out that PBL is a learning strategy using real life issues as the context for the students to drill their critical thinking and problem solving skill and to have them gain an essential knowledge and concept of certain courses.

It can be concluded that PBL is a learning curriculum plan to achieve a goal in which there are a set of instructional teaching model using the focus on developing problem solving skills, materials, and self-regulation.

Thus there are five phases in implementing PBL, they are:

- Orient students to the issues / problems
- Organizing students to research
- Assisting students on individual and group investigation
- Developing and presenting works
- Analyzing and evaluating the problem solving process

By digging a problem from civic education material, it is expected that the learning carried out can be more meaningful to the learners' life so that they can optimally develop all the potential they have, either the cognitive, affective, or psychomotor potential.

## II. RESEARCH METHODS

This study was type of research and development research referring to the R & D Cycle Borg and Gall. The subjects of this study were the students taking civic education course in the first odd semester academic year of 2019/2020 selected by using random sampling technique and aligned to the research objectives that have been established, as described below:

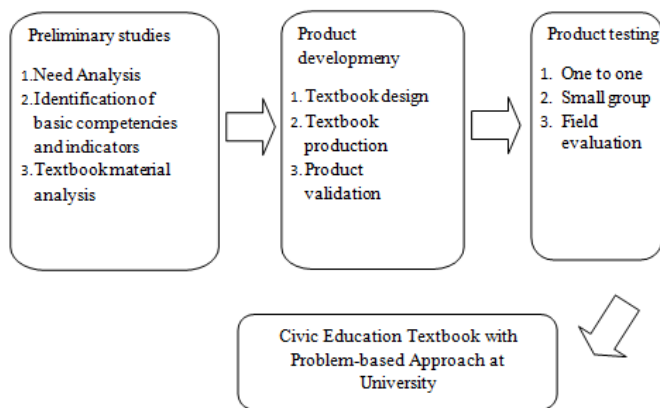


Fig. 1. Procedures of Developing Civic Education Textbook with Problem-based Approach at University [5].

Specifically the study involved three lecturers of civic education. This research method used in this study through observation with various stages of product testing, namely: one to one, small group and field evaluation. One to one was done by taking three students taking civic education courses who had different capabilities to the category of high, moderate and low. The small group was done by taking 10 students taking civic education courses who had different capabilities to the category of high, civic education course and low. The last testing was field evaluation which used observation, test and questionnaires as the instruments in order to see the potential effects and practicality of the teaching materials prepared.

Data analysis techniques used in this research was quantitative descriptive data analysis. Descriptive analysis was used to analyze data obtained through a preliminary study.

### A. One to One

Based on the results of questionnaires, the response obtained was 75% showing that the textbook was practical to use in teaching civic education course.

At this stage, observations of classroom learning activities of students were also conducted at this stage with the percentage of 70%, it could be concluded that the students were categorized as active in this trial.

### B. Small Group

This stage was conducted by taking 10 students of the first semester taking civic education course and had different capabilities categorized as low, moderate, and high. The results of the questionnaire on the small group could be seen by the results of the questionnaire, the response obtained was 80%, it showed that the response of students was categorized as excellent.

### C. Field Evaluation

At this stage, the researcher used observation, tests and questionnaires in order to see the potential effects and practicality of teaching materials that had been prepared.

#### 1) Observation

This stage was performed by using observers' sheets served as guidelines in filling any indicators that appeared during the learning process. The percentage obtained was 68% which indicated the students' activities.

#### 2) Test

At this stage, there was a pre-test before the learning began; it was intended to measure the initial ability of students on the matter of national identity. Furthermore, post-test was also conducted at the end of the learning with ten multiple choice questions as in pre-test.

Based on the results, it appeared that the average of pre-test score was 6.7 and 8 for post-test. Hence, it can be concluded that there was an increase of 1.3 and was obtained the N-Gain of 0.3 with moderate category. It showed that this textbook had the potential effects on student comprehension in learning criminal law.

#### 3) Questionnaire

Based on questionnaires given, the average response of the students who used this textbook was categorized as very good with the percentage of 87%. Based on the results of questionnaire responses and comments written by students, this problem-based civic education textbook was very helpful for students to improve their thinking ability and contained values that can be used as guidance in everyday life. In addition, this textbook was equipped with pictures which made it more interesting to read.

### III. RESEARCH RESULT

#### A. *Product Validation*

Product validation test conducted by two experts, namely linguists and material matter experts. The language validators were Dr. Zahra A, M.Pd. and material matter validator was Sulkipani, S.Pd., M.Pd. From results of the validation of the language, it was obtained the average score of 83%. Furthermore, the material validation of civic education materials experts, namely Sulkipani, S.Pd., M Ed., it was obtained the average of 82%.

#### B. *Trial Product*

Researchers provided learning using textbooks that had been prepared. At the end of the learning process, the three questionnaires about civic education textbook they had read and researchers explained was given.

Based on the research results, it can be concluded that the textbook compiled were determined as valid by all validators. Having been tested in three stages, namely one to one, small group and field evaluation, this textbook was also considered as practical. Furthermore, this textbook also had potential effects; it can be seen from the results of student learning after being given the test at the stage of field evaluation. At first,

the use of textbook from the initial test gained the average of 6.7, then from the post-test, the score obtained was 8. On this basis, it was obviously seen that here was an increase of 1.3 point. As the result, this problem-based civic education textbook was feasible to use in the learning process.

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