



Improving Students' Religious Character in Geography Learning by Using Problem Based Learning Model on Natural Disaster Adaptation and Mitigation in State Senior High Schools in Mandau District

Yeni Andriani

Graduate Student of Geography Education

Faculty of Social Science, Universitas Negeri Padang, INDONESIA

Email: sentosayeni@gmail.com

Abstract

This research was aimed to describe the development of students' religious character in Geography Learning by using Problem Based learning model on the materials of natural disaster adaptation and mitigation in State senior high schools (SMAN) in Mandau District. The data showed students' low religious character in Geography learning. One of the causes is inappropriate learning model implemented by the teacher. In Geography learning, a teacher should be able to develop students' religious character in the learning process so that the purpose of character based education can be achieved. To solve this problem, the teacher implemented problem based learning model because this model was able to improve students' religious character in Geography learning. This research employed mixed method research (Sugiyono, 2012). The participants of this research were Geography teachers, students, Education Office and Principals. Techniques of data collection were observation and interview. The data was then analyzed by calculating its percentage, scoring and followed by data reduction, data interpretation, data presentation and conclusion. All of the process was conducted to obtain information related to Problem Based learning model implementation on Geography subject in SMAN of Mandau District. The result of the research concluded that students' religious character could be improved through the implementation of Problem Based Learning model in Geography classroom in SMAN of Mandau District.

Keywords: Problem Based Learning Model, Natural Disaster Adaptation, Mitigation

Introduction

Students Policy about Curriculum 2013 which has been implemented since 2013/2014, implement a activity based learning for the sake of developing productive, creative, inovative and effective society of Indonesia though emphasizing attitude, knowledge and integrated skills. This has implications on the implementation of assessments including assessing attitudes, knowledge, and skills, which are conducted in various ways including observation, project appraisal and portfolio (Kemendikbud, 2016). Religious character (religiosity) relates to one's religious life, not only in ritual worship but also in various other worship activities. Pargament (1992) in Paloutzian stated that religion is found in various dimension of individual and social life. Talking about religion means talking about how to feel, how to think, how to act, and how to socialize with others. Because basically religion aims to regulate all aspects of human life on earth.

To support the smoothness and benefit of learning activities, in this case geography learning, teachers are required to be able to arrange and develop their own appropriate learning model. The model can encourage learners to find the knowledge related to the subject matter through various activities, thus learners are directed to find their own facts, build concepts and new values necessary for their lives. The focus of learning process is directed to the development of the students' skills in processing knowledge, finding and



developing their own facts, concepts, and necessary values starting from preparing the Lesson Plan, teaching materials, students' worksheets and conducting integrated evaluation (Kemendikbud 2013). Paying attention on the purpose of mentioned Geography learning is very important for the development of learners' thinking pattern. In order to realize the purpose, the teacher should consider the learning model to be used. So, material explanation can be useful for the students and can be implemented into everyday life and can also support the success in learning other subjects. As a strategic way to increase the creativity and competence achievement in the process of geography learning activities, the Lesson Plan should be effectively designed and implemented in order to obtain maximum results.

A good learning model model is a learning model that involve the students to actively participate in the classroom and improve their creativity. Teacher's role is only as facilitator, coordinator, mediator, and motivator in the learning process. The data showed that the decision of learning model is often ignored by the teacher, as found in SMAN in Mandau District. From the preliminary observation of Learning Process and interview with geography teachers, for example in XI grade classroom of Social Science in SMAN 3 of Mandau District, it was found that the teacher only employed conventional learning model or lecturing method. Based on the explanation above, generally, it can be said that Geography learning process has not been done in accordance with expected learning. Thus, there was an essential need to improve the implementation of learning model in order to be able to improve students' religious characters and students' learning competence achievement. Students' low religious character and learning competence achievement were caused by teacher's learning approach and model that were not suitable with the characteristics of learning materials and students' condition. Therefore, it was important to conduct further study on how to improve students' religious characters and competence achievement by using Problem Based Learning Model on Natural Disaster Adaptation and Mitigation materials in SMAN of Mandau District. The advantages of this research are 1) for teachers, it is one of alternative learning approach and model and a learning media which is aimed to improve the quality of a learning process. 2) for the principal, the result of this research can be a suggestion for making and implementing an educational development policy, especially related to the procurement of educational and learning facilities, and as a motivation, inspiration and new idea in developing learning approach, model and media in school.

Method

The researcher employed a mixed method research. The informants were Geography teachers, students, Education Office, and Principal. The data was collected through observation and interview. The data was analyzed by calculating its percentage, scoring followed by data reduction, interpretation, presentation and conclusion. This research was aimed to collect information regarding the implementation of Problem Based learning model on the materials of Natural Disaster Adaptation and Mitigation in SMAN 3 in Mandau District.

Result and Discussion

Administratively, Mandau District is divided into 8 subdistricts with 102 villages and has an area of 7.793,93 km². Most of its community are muslim. Moreover, other than Melayunese there are also Minangnese, Javanese who are living in Pedekik and Wonosari, Bugisnese, Bataknese, Tionghoa Community, and others. The total of teachers and teaching hours in 10 SMAN in Mandau District are displayed in the following table:

Table 1. The Total of geography teacher and teaching hours in SMAN of Mandau district

No	Name of School	Study Group	Geography Teacher	Teaching Hours
1	SMAN 1 Mandau	30	2	65
2	SMAN 2Mandau	35	3	54
3	SMAN 3 Mandau	31	3	68
4	SMAN 4 Mandau	30	3	72
5	SMAN 5 Mandau	13	2	38
6	SMAN 6 Mandau	14	1	26
7	SMAN 7 Mandau	12	1	46
8	SMAN 8 Mandau	35	3	54
9	SMAN 9 Mandau	30	2	60
10	SMAN 10 Mandau	6	1	12
	Total	236	21	433

Source: MGMP Mandau District (2017)

SMA Negeri 1 Mandau

SMAN 1 Mandau the first senior high school in Duri which is located in Duri's Chevron Complex. the vision of this school.

Table 2. Data of geography teacher in SMAN 1 Mandau

No	Name	Rank	Class	Education	Major	Graduated on
1	Rita Yanti Kusuman,Spd	Penata	III/c	S.1	Geography Educationi	1998
2	Afriza Nora, S.Pd	Penata	III/c	S.1	Geography Education	2005

Source: Primary Data of SMA Negeri 1 Mandau 2017

Based on the result of observation on the implemetation of learning model in Geography classroom in SMAN 1 Mandau is displayed in Table 6. In observing the learning activity, the researcher ask other teachers' assistance as collaborators . Based on the table above, problem based learning model in SMAN 1 was implemented, written in the Lesson Plan and arranged systematically.

Table 3. The implementation of problem based learning model

No	Learning Model Implementation in Geography Learning	Score				note
		1	2	3	4	
1	Written on Lesson Plan			√		
2	Learning Model Selection			√		
3	Imcompatibility with learning materials				√	
4	Success in learning			√		
5	The Implementation of Problem Based Learning				√	

Source: Primary Data of SMA Negeri 1 Mandau 2017

Note:

- 4 = Very Good
- 3 = Good
- 2 = Fair
- 1 = Poor

SMA Negeri 3 Mandau

SMA Negeri 3 Mandau has a vision of creating a school that excels in science, art and sport on a discipline based on religious moral and values.

Table 4. Data of geography teacher SMAN 3 Mandau

No	Name	Rank	Class	Education	Major	Graduated
1	Yeni Andriani,S.Pd	Pembina TK I	IV/b	S.1	Geography Education	1995
2	Zulfahmi, S.Pd	Penata	III/ b	S.1	Geography Education	2005
3	Eliza, S.Pd	Penata	III/b	S.1	Geography Education	1994

Source: primary data SMA Negeri 3 Mandau 2017

The result of observation on the implementation of problem based learning at Geography learning in X MIPA 3 in SMAN 3 Mandau is presented in the following the table. The collaborator was a Geography teacher, Eliza, S.Pd:

Table 5. The implementation of problem based learning model

No	Learning Model Implementation in Geography Learning	Score				Note
		1	2	3	4	
1	Written on Lesson Plan			√		
2	Learning Model Selection				√	
3	Imcompatibility with learning materials			√		
4	Success in learning			√		
6	The Implementation of Problem Based Learning				√	

Source: Primary Data of SMA N 3 Mandau 2017

Note:

4 = Very Good

3 = Good

2 = Fair

1 = Poor

SMA Negeri 5 Mandau

SMA Negeri 5 Mandau has a vision of creating a school that excels in science, art and sport a discipline based on religious moral and values.

Table 6. Data of geography teacher SMAN 5 Mandau

No	Name	Rank	Class	Education	Major	Graduated
1	Drs. Delfi	Pembina	IV/ a	S.1	Geography Education	1987
2	Eli ZamI,S.Pd	Penata	III/ b	S.1	Geography Education	2005

Source: Primary Data SMA Negeri 5 Mandau 2017

Table 7. The result of the implementation of geography learning model in SMAN 5 Mandau

No	The Result of Problem Based Learning Implementation	Score				Note
		1	2	3	4	
1	Students' Religious character improved				√	
2	Students' learning competence achievement			√		
3	Learning motivation				√	

Source: Primary Data of SMA N 5Mandau 2017

Note:

4 = Very Good

3 = Good

2 = Fair

1 = Poor

Based on the tables above, it can be concluded that the implementation of problem based learning model in Geography can improve students' religious characters and learning competence achievement. It was shown by students attitude and behavior, daily test result, Semester Exams and students' tasks.

Conclusion

Based on the mentioned results, problem based learning model could be implemented in SMAN in Mandau Districts because the implementation of the model could improve students' religious characters and learning competence achievement. It also help students to understand and be focus on the learning process which will improve their intelligence, skillsm and attitude towards environment. Therefore, The model is recommended for teacher as an alternative learning model and media for the sake of improving the quality of learning activity. For the principal, This research result could be a suggestion or input in making and implementing the policy of educational development, especially in the procurement of learning and



educational facilities. For other researchers, this study can be reference to support new ideas related to the implementation of learning model and learning media in the school.

References

- Afifurrahman. (2014). Penerapan Pembelajaran Melalui Pemecahan Masalah Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Spldv. *Jurnal Ilmu Pendidikan dan pengajaran Edusentris* Vol.1, No. 2 Universitas Pendidikan Indonesia.
- Brassler, M., & Dettmers, J. (2017). How to Enhance Interdisciplinary Competence—Interdisciplinary Problem-Based Learning versus Interdisciplinary Project-Based Learning, *Interdisciplinary Journal of Problem-Based Learning*. IJPBL 2017. Vol 11/ 2
- Dole, S. , Bloom, L. , & Doss, K. K. (2017). Engaged Learning: Impact of PBL and PjBL with Elementary and Middle Grade Students., *Interdisciplinary Journal of Problem-Based Learning*. IJPBL 2017. Vol 11/ 2
- Feras, Mohammed Al-Madani, Northern Border. (2015). The Effect Of Blended Learning Approach On Fifth Grade Students' Academic Achievement In My Beautiful Language Textbook And The Development Of Their Verbal Creative Thinking In Saudi Arabia. *Journal of International Education Research – First Quarter 2015 Volume 11, Number 4*. University, Saudi Arabia
- Glock and Stark. (2011). *Religion and Society*, hh. 20-37
- Hosnan. (2014). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran abad 21*, Bogor: Ghalia Indonesia.
- Jalaluddin. (2000). *Psikologi Agama* (Jakarta: PT. Raja Grafindo Persada
- Kemendikbud. (2016). *Materi Pelatihan Guru Implementasi Kurikulum 2013*. Jakarta. Kemendikbud.
- Neldison. (2013). Penerapan Pembelajaran Model Problem Based Learning dalam meningkatkan kemampuan Memecahkan Masalah HAM dalam Mata Pelajaran PKn. *Jurnal Tingkap* Vol. X, No.1 PKSBE, Universitas Nederi Padang
- Riyanto, Yatim. (2012). *Paradigma Baru Pembelajaran*. Jakarta: Kencana Prenada Media Group.
- Sumantri, Lili dan Huda, Nurul. (2013). *Advenced Learning Geograhly 2*.Bandung. Grafindo.
- Sugiyono. (2013). *Metode Penelitian Kuantitaif kualitatif dan R & D*. Bandung: Alfabeta.
- Pelser, AMW, C. van Wyk. (2016). Teacher Participation In Stress Management Through Different Theoretical Lenses: A Study Conducted In The Mahikeng Area, *Journal of International Education Research – First Quarter 2016 Volume 12, Number 1*
- Wena, Made. (2012). *Statregi Pembelajaran Inovatif Kontemporer*.Jakarta: Bumi Aksara.
- Wijnen, M. , Loyens, S. M. , Smeets, G. , Kroeze, M. J. , & Van der Molen, H. T. (2017). Students' and Teachers' Experiences With the Implementation of Problem-Based Learning at a University Law School. *Interdisciplinary Journal of Problem-Based Learning*, Vol 11/ 1