Problem-Based Learning-Art Citizenship: Encourage Students to Think and Act Actively

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Abstract: Learning in schools tends to give appreciation to students who can understand theoretical concepts. This has implications for the disparity between the curriculum in a document and the curriculum in action. Students have difficulty connecting the concepts learned and their application in the real world. This research departs from the assumptions of where Civics learning seeks to facilitate students to apply the concepts learned in real life as citizens who have the knowledge, attitude, and skills in the democratic republic.

Keywords: problem-based learning, art citizenship, social studies

1. INTRODUCTION

Indonesian education needs to respond to changes in society that are increasingly dynamic with demands for quality of life that continue to increase. The government and all policymakers need to reform national education so that the development of education can pursue changes in people's lives. Fitriyanti (2009) said that education develops proactive and anticipatory thinking skills in living life as individuals, members of society, and citizens. This ability needs to be developed in every citizen as an educated person as well as the capital needed to bring Indonesia to the attainment of prosperity.

The development of the quality of Indonesia's human resources has not been able to compete with other countries. This is based on the 2014 human development report released by the United Nations Development Program (UNDP) which shows that Indonesia's position is not better than that of countries in the Southeast Asia (ASEAN) region. From the report, it is known that Indonesia's Human Development Index (HDI) is in position 108 out of 187 countries. Indonesia's position is under countries such as Singapore (9), Brunei (30), Malaysia (62), Citizen, and Thailand (89). Other ASEAN member countries ranked lower, namely; Myanmar (150), Laos (139), Cambodia (136), Vietnam (121), and the Philippines (117). Indonesia only got an HDI score of 0.684 or slightly increased from 0.681 in 2013. Based on the report, Indonesia is still far behind neighboring countries such as Singapore, Brunei Darussalam, Malaysia, and Thailand. Therefore, the government and citizens need a shared commitment with a single goal of improving the quality of public education.

The weakness of the educational paradigm in general in Indonesia is still dominated by the view that knowledge is a set of facts that must be memorized. This paradigm in the learning process in the classroom can be seen from learning that focuses on the teacher as the main source of knowledge through the lecture method as the main choice (teacher center oriented). This is not under the trend of modern education which is more centered on the approach of student independence (student-oriented). In this latest approach, students are considered as the party who knows best about their needs and is responsible for the results of the learning process carried out. Learners are encouraged not only as an object of study but also as a subject of a study conducting life-long learning(lifelong learning). Therefore, teachers need to link the concept of learning both from content and teaching strategies to suit the context of life that will be lived by students in the present and the future. From this, it is understood that the contextual approach is very important to be applied as part of preparing Indonesian people who are intelligent, creative, skilled, and independent as mandated in the goals of national education. This goal is stated in Law Number 20 of 2003 (UU Sisdiknas) Article 3 concerning the purpose of national education which reads, "to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, creative, independent and become a democratic and responsible citizen".

Learning that places students in connecting the content of the material with the context of everyday life to find meaning (Johson, 2002). Elaine (in Rusman, 2014) explains thinking skills as critical and creative as one of the components in contextual learning. This implies that creativity is an ability that can be developed through contextual learning.

The existence of the problem of creativity and activity requires the existence of learning created by teachers in schools that are oriented to human acceleration in building their civilization. This has the consequence of the need for teachers to prepare lessons that are adapted to the changing context of the environment, both locally, regionally, and internationally. Learning that is not juxtaposed with the dynamics of society will only produce humans who are left behind. Changes in teacher teaching styles/strategies that are under the development of student's abilities and potential in the learning process can be achieved through the application of Problem Based Learning through Art of Citizenship

Syahri (2013:3) explains the importance of "Citizenship Education" or "Civic Education" to change the waypoint of view and behavior of humans or citizens in viewing their environment. Dasim Budimansyah (in Syahri, 2013: 3) revealed that Civic Education should be developed across fields of science by accommodating the socio-cultural diversity of the community and held in democratic and interactive learning and collaboratively by schools, parents, and the community. values (value-based) which are then taught formally and non-formally such as community civics. Instilling a very important value in civic education is to shape the character or character of citizens (civic disposition). Character is considered the most fundamental problem that must be resolved as part of the multidimensional crisis in the reform era. In addition to the economic crisis, this nation has also lost its character as an Eastern Nation by rampant corruption, collusion, nepotism, criminality, and westernization. The National Commission for Child Protection (National Commission for Child Protection) conducted a study in 2014 on sexual behavior among middle and high school youth. As a result, of 826 respondents, 97 percent said they had watched pornography and 93.7 percent said they were no longer virgins. And as many as 21.26 percent have had an abortion. (http://www.bkkbn.go.id/ViewBerita.aspx?BeritaID=1761)

Another problem in terms of youth character in this country is brawls and drugs. The National Commission for Child Protection (Komnas Protection of Children) noted that since 2011 number of victims of student brawls had reached 339 cases, with the death toll reaching 82 victims. That number increased sharply from 2010 as many as 128 cases. (http://news.liputan6.com/read/440140/dalam-setahun-82-pelajar-tewas-hasil-tawuran). Meanwhile, according to data from the National Narcotics Agency (BNN), in 2012 there were 3.6 million drug users. Furthermore, in 2013 it increased to 3.8 million people. From the data obtained information that the city of Yogyakarta, for example, one in 28 males in Yogyakarta is a juvenile drug user, and one in 120 female students and students is a drug user

Indonesia in this modern era is trying to develop character education to make changes. Character education has been proclaimed by the government through the Law on the National Education System (UU Sisdiknas) Law Number 20 of 2003. According to Law Number 20 of 2003 Article 1 Paragraph 1 states,

"Education is a conscious and planned effort to create a learning atmosphere and learning process. so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

The National Education System Law is a manifestation of the government's concern for the decline in graduates from educational institutions with strong character. The phenomenon of the dilapidated character of the Indonesian nation is allegedly started from the education obtained at school. The behavior of increasingly free students, such as frequent brawls between students, students caught in drugs, free sex, and crime is like a reflection of the next generation. This law is expected to be the initial instrument that guides Indonesian education so that the issue of national character becomes a problem that must be resolved immediately. Character education (character and national building) is operationalized into eighteen main characters developed through national education. All of them include characters, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care Social responsibility, and responsibility

From the explanation described above, it can be concluded that there are three components in developing civic competence that has been described by Branson (1998:6), namely: 1) Civic Knowledge (Citizenship Knowledge), which is about what should be known by each citizen; 2) Civic Skills, namely the intellectual and participatory skills of a citizen who is relevant and can develop the talents of every citizen; and 3) Civic Disposition, namely making citizens' attitudes democratic, tolerant and characterized.

The focus of this research is to describe the implementation of problem-based Learning-Art Citizenship and to describe the activeness of students in learning. The application of a model problem based learning that uses the art of citizenship is trying to develop citizen skills (civic skills), can provide knowledge about learning citizenship for students so they can see about the development of education in the era of modernization (civic knowledge), all of which will shape the character or personality of citizens (civic disposition) under their ideals. the ideals of the Indonesian state in the opening of the 1945 Constitution. And as a form of scientific development of Citizenship Education in a multidimensional manner.

2. Method

This study used a mixed-method (Creswell, 2009). The research steps were carried out using qualitative and quantitative approaches. The mixed-method in question uses the type of concurrent embedded design.
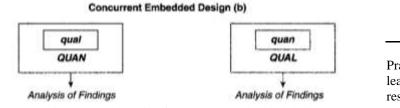
Figure 1. Schematic of concurrent embedded design
Source: Creswell, 2009:210)

The population and sample of the research target were students of class XI IPA 1, XI IPA 2, XI IPA 4, XI IPA 5, XI IPA 6, XI IPS 1, XI IPS 2, and XI Language with each class consisting of 35 children up to 37 children. Data collection techniques and instrument development as well as data analysis techniques are described in Table 1 of the research matrix. The presence of the researcher as a participant-observer as well as a key instrument in analyzing qualitative data.

3. Results and Discussion

In this section, the results of the research will include a description of the implementation of Problem Based Learning-Art Citizen and student learning outcomes. The following is a description of the research results in question.

3.1 Description of the Implementation of Problem Based Learning-Art Citizen

In this section, the researcher will describe the application of the learning model Problem-Based Learning-Art Citizen in Civics subjects at SMA Negeri 1 Karawang. The implementation description includes several things, including the level of validity of the learning tool Problem-Based Learning-Art Citizen, implementation, obstacles, and student responses.

3.2 Validity of Learning Devices

validity of learning tools is obtained from the analysis of expert appraisers or expert appraisal of learning device documents. Validation activities are carried out by competent experts or experts, from Social Studies academics and Social Studies practitioners. Validation is done by asking for consideration of the feasibility of learning tools by providing documents/tools and validation sheets.

First, the first expert assessment was carried out by Prof. Dr. M. Ali Haidar, MA on Social Studies learning tools Problem Based Learning-Art Citizen. The following description of the assessment of the device can be seen in Table 2 below.

Table 2 Expert Assessment Results 1

Observed Components Appropriate to	Results
Material	use
Student Worksheets	Appropriate to use
Syllabus	Appropriate to use
Learning implementation plan	use
Appropriate to pretest and posttest	Appropriate to use

Second, the second expert assessment was carried out by Prasetyo Adi Nugroho, M.Pd., Ed.D. on the Social Studies learning tools Problem Based Learning-Art Citizen. The results of the expert assessment are presented in table 3 below.

Table 3 Expert Assessment Results 2

Observed Components	Results
Material	Score = 95.3%
Student Worksheet	Score = 90.5%
Syllabus	Score = 91.7 %
Learning implementation plan	Can used with revised scoring guidelines
Pretest and Posttest	

Assessment by Prasetyo Adi Nugroho, M.Pd., states that the learning tools are of good quality and can be used with minimal revision.

Third, the third expert assessment was carried out by Supriatin, S.Pd on the Social Studies learning tool Problem-Based learning washable teachers/research,-Art Citizen. The following is an explanation of the results of the expert assessment.

Table 4 Expert Assessment Results 3

Observed Components	Results
Material	Score = 72.2%
Student Worksheet	Score = 75%
Syllabus	Score = 80.8%
Learning implementation plan	Score = 81.7 %
Pretest and posttest	Score = 72.5%

Based on the results of the third expert assessment, the learning device Problem. Based Learning-Art Citizen can be used with many revisions. The results of the student worksheet assessment are valid and can be used with minor revisions. The syllabus assessment is declared valid. The assessment of the learning implementation plan is declared valid. The pretest-posttest assessment was stated to be usable with multiple revisions. Based on expert advice, the researcher made modifications to make the material more precise, effective, useful, and of high quality.

3.3 Level of Implementation

In this section, the researcher describes the level of implementation of Social Studies learning Problem Based Learning-Art Citizen. The data on the level of implementation was obtained from the observations of observers using the

instruments that had been prepared by the researchers. Observing the level of implementation of Civics Learning Problem Based Learning-Art Citizen conducted by Alif Dwi Yoga Widyantoko, M.Pd. The results of the observations are presented in Table 5 using the cumulative calculation of each component of the learning activity, then the researcher calculates the percentage at each meeting. The following are the results of the calculation of the level of implementation in 9 class XI SMA Negeri 1 Karawang presented in table 5.

Table 5 level of implementation above illustrates the percentage of the ability of researchers as model teachers/research implementers to organize classes according to the steps set out in the implementation plan of Social Studies Problem Based Learning-Art Citizen learning. The implementation of learning went well and experienced a few obstacles in the class, A1 (XI IPA 1), A4 (XI IPA 4), A5 (XI IPA5), A6 (XI IPA 6), S1 (XI IPS 1), S2 (XI IPS 2), B (Language). Obstacles or obstacles in learning were met by researchers at the 2nd meeting. Especially in class A2 (XI IPA 2) and A3 (XI IPA 3).

Table 5 Level of Implementation of

Activities	A1	A2	A3	A4	A5	A6	S1	S2	B
1st Meeting	92%	88%	87%	90%	91%	90%	89%	88%	89%
2nd meeting	90%	80%	78%	86%	87%	86%	80%	78%	81%
3rd meeting	92%	90%	90%	92%	92%	90%	90%	90%	92%

3.4 Barriers

In this section, the researcher tries to describe some of the obstacles encountered in the study. Data was obtained from observations during the learning process in the classroom. Researchers obtained data from the process Act and Observe (Kemmis and Taggar, year: page). This model facilitates researchers to take action/learn to as well as make observations. The process of observing these obstacles was carried out by two observers, namely the researcher and Alif Dwi Yoga Widyantoko, M.Pd. The following is a description of the obstacles encountered in each meeting.

The researcher did not encounter any serious obstacles in learning the 1st meeting. According to the learning objectives and steps, learning can be carried out properly. The researcher summarizes several things that can be positioned as obstacles based on the field notes.

Table 6 Barriers to Meeting 1

Activity	Barriers
teacher asks students' opinions regarding the picture of beggars	Occurs in every class. Most students consider the phenomenon of beggars to be normal, something that is caused by low economic factors and physical limitations. Most students lack an attitude of social concern at the local level
Students discuss in groups to determine what types of human rights and obligations are contained in the pictures, and how the violations in the pictures/videos relate to Pancasila values.	Occurred in every class, especially in class XI IPA 2, XI IPA3, Language, XI IPS 1, and XI IPS 2 A small number of students in each group did not show cooperation and responsibility for the tasks given. However, the task can be completed well by other members in each group.
Two groups take turns reporting the results of their group work to be responded to by other groups.	Occurred in every class, especially in class XI IPA 2, XI IPA3, Language, XI IPS 1, and XI IPS 2 The response process was only responded to by a small number of students. However, the response went well.

Table 6 above shows a description of the level of formation schemata which is quite diverse in each class. Each child in each class has a different experience so that it has implications for the response level of each situated cognition presented by the researcher as a teacher. Based on field notes, researchers need to emphasize equating schemata.

Table 7 Barriers to Meeting 2

Activities	Barriers

students responding to the apperceptions conveyed by educators about previous learning materials.	Occurs in every class, especially in class XI IPA 2, XI IPA3, Language, XI IPS 1, and XI IPS 2 Only a small number of students remember the theoretical meaning of Human Rights and Obligations. Most of the students answered the questions using natural reasoning.
The educator describes the case of Marsinah's human rights violations in the newspaper	Only a small number of students pay attention to the case of Marsinah's human rights violations
Educators describe photos of beggars in Karawang and describe begging activities as a form of human rights violations committed by the government according to article 34 of the 1945 Constitution.	At the beginning of the explanation regarding beggars, most of the students lacked interest.
Educators describe the efforts taken by the government in dealing with the phenomenon of beggars.	Some students lack interest.
Educators question the success of the government's efforts in overcoming the phenomenon of beggars in Karawang	Most of the students did not respond, because they did not know.
Educators question the contribution of ideas from students related to solving the problem of beggars.	A small number of students contributed ideas related to solving the problem of beggars, but spontaneously without being based on prior knowledge

3.5 Description of Student Learning Outcomes

Descriptions of student learning outcomes were obtained using pretest and post-test. The description of learning outcomes tries to describe the success rate of Problem-based Learning-Art Citizen learning in Civics subjects. Classical

Based on table 7 above, the researcher found that exposure to textual material had implications for the interest lack of students. Characterized by most students pay less attention to the teacher's explanation. The opposite condition arises when students are exposed to contextual matters. Students show a response to exposure to beggars in Karawang and participate actively in concrete activities rather than thinking activities.

Table 8 Barriers to Meetings 3

Activities	Barriers
Educators describe efforts to uphold human rights in Indonesia related to several cases.	A small number of students pay less attention to the teacher's explanation
Educators describe efforts to promote human rights related to several cases of human rights violations that have occurred in Indonesia	A small number of students interfere with other group friends who are working on making posters.
The teacher asks each group to finish making posters for the promotion of human rights on A3 paper	

At the 3rd meeting, the students still showed a lack of interest in the exposure of textual material. However, the students responded well to the teacher's questions by explaining the efforts to promote human rights-based on cases of human rights violations, the duties of each group. At the 3rd meeting, the researcher concluded that students under certain conditions need to get emphasis so that learning activities lead to learning objectives.

student learning outcomes for nine grade XI SMA Negeri 1 Karawang are presented in table 9 below.

Classroom	Information	Percentage of Classical Completeness	
		Pre-test	Post-test
XI IPA 1	Score 73-100 (≥ KKM)	4	29
	0-75(≥ KKM)	32	7
	Average	61.17	86.14
	Score Highest	84	100
	score Lowest score	44	68
	Classical completeness	11.1%	80.5%
XI IPA 2	Score 73-100 (≥ KKM)	7	32
	0-75(≥ KKM)	29	4
	Average	59.5	79.1
	score Highest	84	94
	score Lowest score	32	70
	Classical completeness	19.4%	88.8%
XI IPA 3	Score 73-100 (≥ KKM)	2	28
	0-75(≥ KKM)	34	8
	Average	59.9	78.5
	score Highest	76	96
	score Lowest score	32	40
	Classical completeness	5.88%	82.3%
XI IPA 4	Score 73-100 (≥ KKM)	20	36
	0-75(≥ KKM)	16	0
	Average	72.2	86.5
	score Highest	92	100
	score Lowest score	44	76
	Classical completeness	55.5%	100%
XI IPA 5	Score 73-100 (≥ KKM)	14	35
	0-75(≥ KKM)	22	1
	Average	70.9	88.11
	score Highest	88	100
	score Lowest score	40	40
	Classical completeness	38.8%	97.2%
XI IPA 6	Score 73-100 (≥ KKM)	4	28
	0-75(≥ KKM)	32	8
	Average	64.6	81.8
	score Highest	76	96
	score Lowest score	32	60
	Classical completeness	11.1	77.7
XI IPS 1	Score 73-100 (≥ KKM)	0	31
	0-75(≥ KKM)	36	5

The data in table 9 above shows an increase in students' classical completeness which can be seen in the results of the pretest and post-test results. However, in-class XI, the language has not yet reached the classical completeness criteria, 75% of the number of students who have achieved an absorption capacity of 75.

The data in table 9 above shows an increase in students' classical completeness which can be seen in the results of the pretest and post-test results. However, in-class XI, the language has not yet reached the classical completeness criteria, 75% of the number of students who have achieved an absorption capacity of 75.

3.6 Student Activity and Creativity

In this section, the researcher tries to explain the activeness and creativity of students in learning Civics based on Art Citizenshipin-class based on direct and structured observations. The results of observations of student activity and creativity are as follows.

Data The level of student activity was obtained from a friend assessment questionnaire filled out by students and an observation sheet filled out by the researcher as a participant when students participated in the learning process. Table 10 describes the percentage of student activity in following and implementing-based Civics learning instructions Art Citizens

Table 10 Percentage of Active Students

Class	Percentage of Activeness
XI IPA 1	91.5%
lXI IPA 2	92.8%
XI IPA 3	87.3%
XI IPA 4	87.1%
XI IPA 5	87.6%
XI IPA 6	88.8%
XI IPS 1	93.1%
XI IPS 2	90.6%
Language Class	86.8%

Based on the data in table 10, shows that the Problem Based learning-Art Citizen that has been implemented has an impact on the level of student activity. The percentage of students who can contribute to group activities is between 87% - 100%.

Next, the researcher will explain the research findings related to student activity. In this section, the researcher found that students showed a tendency to ask questions, listen to presentations of information from friends and/or teachers, solve problems, show interest, contribute to group activities with full awareness when students feel familiar with exposure to information received. This can be seen in Afriyanty (16 years old) and Alika (16 years old) who actively listen to the

teacher's explanation and ask questions to the teacher. "Sir, is it difficult to uphold human rights? (Afriyanty, 16 years old). This question was asked by Afriyanti at the first meeting which discussed the theoretical concept of human rights.

In the core learning activities that emphasize the theoretical aspects, the researcher managed to note that a small number of group members are committed to completing the tasks assigned by students. This is because most students do not have prior knowledge regarding the material presented. The researcher noted in field notes that Latifah (16 years old) coordinated and discussed all group members. Latifah (16 years old) assigns tasks to each group member to find out the relationship between the human rights violations described by the teacher in the picture and the values of Pancasila. The group builds good coordination with each member, this can be seen from the activities of group members who are diligent in doing the task of studying each precept and other members who are quick to record the findings.

Student activity tends to surface when students feel familiar with the information received. At the second meeting, researchers presented photos of beggars operating in Karawang. For some students who have known beggars and the location displayed by the teacher, activeness in the aspect of "paying attention and observing other people" is quite visible in this situation. Researchers recorded several groups in class XI IPA 1, XI IPA 2, XI IPA 4, XI IPA 5, XI IPA 6, XI IPS 1, XI IPS 2, and XI Language. The activeness of students in paying attention to the information presented is supported by students' curiosity regarding these contextual facts. As Akbar Yudha (16 years old) asked, "some are still young, are they (beggars) lazy to work, sir?"

In other activities, students show activeness when working concretely both individually and cooperatively. At the second meeting, the researcher questioned the idea of promoting human rights from the students' point of view. Most of the students put forward the idea of advancing human rights, such as a trial against the most severe of corruptors, or the death penalty like China. Expressed by group 3 social studies 2, group 3 social studies 1, and group 7 social studies 1. In the next stage, students showed increased activity on the criteria, "contributing in the form of writing and/or sketches, using drawing tools, discussing-giving suggestions, do the troubleshooting." This activity can be seen after the teacher invites students to actively speak about human rights violations in the local scope.

At the 3rd meeting, student activity was quite obvious. This means that the researcher has no difficulty in finding which students are active enough because every student is interested in art activities. At this stage, most of the students contributed to the poster-making process. Most of the students showed interest in learning, cooperating, performing analytical and synthetic thinking processes, and were happy in learning activities. Poster-making activities facilitate students to show interest and joy in pouring ideas into paper media.

4. Discussion and Discussion of Research Results

Implementation of Problem Based Learning model with Art Citizenship is the teacher's effort to link resources contextual and textual learning. This is based on the consideration of the findings of Suprijono (2009:6) which explains that there has been a disparity between achievement academic standards and performance standards. Further explanation revealed that many students were able to present a good level of memorization of the teaching material, but students did not understand it. Suprijono's (2009) explanation indicates that there is a distance between the concepts mastered by students and how these students use these concepts to face reality. Ideally, Civics learning is one of the subjects that received this criticism. Because the learning process is not able to touch reality. For this reason, the researchers tried to implement the model Problem-Based Learning.

4.1 The Problem of Beggars as Starting Point

Begging activities open various creative interpretations that develop as human life develops. Because of the long history surrounding begging activities in Indonesia. Various reports in media online, print media, and television are rarely absent from reporting on begging activities from different locations. Likewise, research conducted by social science and humanities scientists is also not uncommon to be interested in the phenomenon of begging. Discussions on these media and the explanations of various scientists regarding their findings certainly describe the state of a region, city, and even country. It can be said that these efforts are creative efforts of individuals or groups that question the welfare and prosperity of a region.

The reporter between Antaranews SA (2015) explained his findings of the changing mode of beggars who originally operated on the streets, and the intersection of traffic lights changed by entering villages, visiting people's homes, and shops. The discovery of reporter Andriansyah (2015) at Lippo Mall, Sidoarjo city explained that a grandfather carried out begging activities by wearing a costume Winnie the Pooh and admitted that he was suffering from a stroke. However, after further investigation, the grandfather had a luxurious house and seven wives. According to the article written, grandfather's income is around 500 thousand every day. The discovery of this unique fact further strengthens that begging is a profession.

The study of the beggar profession is used by researchers as a starting point in Problem Based Learning. Based on the assumption of Wahab (2011) that, "a good citizen is a citizen who ... has sensitivity and social responsibility, can solve problems ... can think critically, creatively and innovatively ... (Wahab and Sapriya, 2011:311)." Researchers try to develop critical, creative thinking skills as the first step to achieve abilities socially sensitive and socially responsible. The study of beggars is a starting point in fostering social sensitivity to reality and encouraging students to express problem-solving ideas.

Maguth's research (2014) describes the necessity of teachers to increase the global perspective in the classroom. By examining reality and studying correspondences with Thai

students, the study succeeded in providing a concrete example of cross-cultural understandings. The implication of Maguth's findings (2014) is an outline regarding student findings to be discussed. Referring to Hinton, Suh, Colon-Brown, and O'Hearn (2014:24) who stated that, "…Historical details build empathy and help students understand why characters in historical novels make certain decisions, thus humanizing historical periods and events…" then the study of beggars is presented as a description history of the present to develop an understanding of reality and foster empathy and social sensitivity.

The study of the problem of beggars is a starting point to encourage students to analyze human rights violations in the perspective of Pancasila in the life of the nation and state, by Basic Competence 3.1 and present the results of the analysis by the Basic Competencies of 2 Civics subjects in class XI SMA (Ministry of Education and Culture, 2017:52). In this situation, students are directed to study the articles of the 1945 Constitution, articles 26 to 34. Most of these articles discuss the provisions of the rights and obligations of citizens. This process seeks to invite students to carry out comparisons or comparative studies based on literature to examine the ideal conditions of the State of Indonesia with the reality on the ground, ideas for solving the problem of beggars, and reviewing social problems by students independently.

4.2 Syntax and Learning AtmosphereLearning Art Citizenship

Syntax has the same principle as the learning structure. Joyce, Weil, and Calhoun (2009:7) describe the learning structure as the stages of learning activities. Learning Problem Based Learning has a syntax, (a) student orientation to the problem; (b) Organizing students to learn; (c) Guiding individual and group investigations; (d) Develop and presenting the work; (e) Analyze and evaluating the problem-solving process.

4.3 Student orientation to problems

The orientation phase in principle has similarities with the concept of Thiagarajan (1974;87), namely the resource-management format. At this stage, the teacher must actively encourage student motivation, convey learning objectives and provide explanations related to teaching materials as objects that students must observe. At this stage, students are exposed to the problems of beggars that occur in several cities. After that, it encourages students to reason critically regarding cause and effect both legally and socially.

4.4 Organizing students for learning

The teacher can perform his role to assist students in defining and organizing learning tasks related to the problem. The teacher's activity in organizing students to learn according to the researcher is identical to the activity questioning in a scientific approach. In Permendikbud No. 59 of 2014, it is

explained that the questioning activity is the activity of students asking questions from factual to hypothetical things on the object of security. These questions are used to dig up information (2014:232). Meanwhile, from the teacher's perspective, it is explained that the questioning activity is the activity of the teacher facilitating students to be brave and able to ask various questions about the focus of learning from various perspectives (2014: 232).

The stage questioning indicates that to train students to dare to ask hypothetical questions to encourage information exploration, it is necessary to have critical abilities in making observations. To practice this ability, the researcher tries to invite students to question something related to the problems described previously. In this case, students are invited to question (1) the reason the beggar is doing begging activities; (2) the ideal conditions of the Indonesian people; (3) the party who is guilty or most responsible for the activity of begging; (4) and what are the solutions for this matter.

By questioning this, the researcher hopes that students will begin to learn not to be ignorant of the phenomena around where students live. Therefore, this ordinary phenomenon cannot be said to be normal for some conditions. This stage is also identical to the step of contextual learning. Suprijono (2013) explained that elicitation of ideas is a phase to help students explore their ideas by providing opportunities for students to discuss or describe their basic knowledge or ideas. Ideally, elicitation of ideas is a concept that supports the activity of asking questions in the standard Civics learning process in SMA.

4.4 Guiding individual and group

investigations The stage of guiding individual and group investigations is identical to the activity of gathering information in a scientific approach. Permendikbud No. 59 of 2014 explains that in information collection activities the teacher designs data collection activities on the object of his observations in the form of objects, documents, books, or conducts trials that can help students during the learning process (2014: 233). Researchers try to facilitate students regarding the availability of sources of information that can be studied. This activity is to help students answer the problems that have been posted in the previous stage.

4.6 Developing and presenting the work ideally

The stage of developing and presenting the work is identical to the stage of the scientific approach, namely reasoning for the realm of Social Sciences, and experimenting for the realm of Natural Sciences. At this stage, students are encouraged to carry out reasoning activities by analyzing various sources to answer problems at the stage questioning. Students need to read or observe information critically and synthesize it creatively. After students answer problems number 1, number 2, and number 3, then students must use critical and creative abilities to propose problem-solving ideas. Critical and creative thought are both achievements of thought.

Creativity masters a process of making or producing, criticality a process of assessing or judging (Paul and Elder 2008:4).

At this stage, researchers pay attention to several components related to the characteristics of good citizens. Researchers based on several opinions including Article 2, Article 3, and Article 37 of Law Number 20 of 2003 concerning the national education system and the explanation of Article 37 "…is intended to shape students into human beings who have a sense of nationality and love for the homeland (Permendikbud, 2014: 217). At the same source, the researcher pays attention to the formulation of the objectives of Civics subjects at the primary and secondary education levels.

namely "... developing the potential of students in all dimensions of citizenship, namely: (1) civic attitudes including constancy, commitment and civic responsibility (civic confidence, civic commitment, and civic responsibility); (2) citizenship knowledge; (3) civic skills including civic competence and civic responsibility (2014:223)."

Based on the explanation above, at this stage, students' activities to create or propose problem-solving ideas are directed as civic commitment and civic responsibility. Paying attention to the concept of democracy in Indonesia, according to Latif (2016) the principle of democracy is illustrated in several explanations in Islamic texts, one of which is QS. Ali Imran Verse 20,

"…And say to those who have been given the Bible and to the Ummi: do you want to surrender? If they surrender, they have indeed got the right leadership, and if they turn away, then you only must convey (the verses of Allah). And Allah is All-Seeing of His servants (Latif, 2016 p. 12)."

The explanation above explains the outline of the principle of democracy, namely "delivering." Researchers try to understand Latif (2016)'s explanation above, this leads to Abraham Lincoln's concept that democracy is the government of the people, by the people, and for the people. Therefore, the researcher made the decision that the task of students to make ideas/ideas to solve the problem of beggars needed to be informed to the public. The rationale for the decision is that the problem-solving ideas from students are a representation of a sense of nationality and love for the homeland (Permendikbud, 2014: 217); civic commitment, civic responsibility, civic competence (Permendikbud, 2014:223); and efforts to "deliver" (Latif, 2016 p. 12).

4.7 Analyzing and evaluating the problem-solving

The process in the previous stage needs to be analyzed and evaluated the problem-solving process. At this stage, it is identical to the stage of the scientific approach, namely communicating. The identical level does not describe the similarity of student activities, namely trying to communicate the results, but at the confirmation and reflection stage. At this stage, the teacher assesses student performance and student work. In the contextual learning stage, this phase is identical to the review action. Where the review activity allows for improvements in student performance results after the confirmation and reflection process is carried out.

4.8 Student Activeness

The activeness of students in participating in learning is one of the researchers' concerns by placing it on the dependent variable. Student activity description data were obtained from attitude assessment instrument sheets filled in by peers and observation sheets in the form of field notes conducted by researchers. In the observation sheet, the researcher focuses on observing students who are less active in learning. Researchers observed changes in student activity in completing learning instructions.

The students' task in this study was to answer the problems posed by the teacher in the learning syntax and propose problem-solving ideas. In the next stage, the teacher organizes students to make independent observations regarding social issues related to human rights. The teacher asks students to analyze as in the previous learning activities. This task leads to decision-making activities or proposing problem-solving ideas/ideas which at a later stage are poured into poster-making activities which are communicated through social media.

The activities of observing, making decisions, and submitting ideas/problem-solving ideas as outlined in the activity of making posters are in line with Purnamaningsih, Alsa, and Kumara (2004) regarding humanistic psychology which is the teacher's effort to accept and develop student potential. This is supported by the National Council for Social Studies (2001:13) regarding Powerful Learning in learning Social Studies, that "Teachers show interest in and respect for students' thinking and demand well-reasoned arguments rather than opinions. voiced without adequate thought or commitment."That is, in the learning process the teacher needs to show interest in the thinking skills and reasoned arguments of students without considering adequate ideas or commitments.

5. Conclusion

This study seeks to facilitate students in developing citizenship competencies as described in the NCSS (2002). Researchers are trying to implement the learning model Problem-Based Learning-Art Citizen to increase student activity and creativity in the context of citizens. Learning tools are considered valid and suitable for use with revisions by several experts with a score range of 72% - 100%. The level of implementation of the learning model implementation is in the range of 78%-92%. The level of implementation is based on several inhibiting factors, including (1) the various schemata student, most of the prior knowledge possessed by each student has not touched the contextual content of human rights material; (2) students are more interested in things that are visual than textual, as expressed by Heryanto (2015); (3) each student has a different level of concentration and responsibility, so the learning process requires reinforcement.

The learning outcomes of students in class XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6, XI IPS 1, XI IPS 2, and XI Language showed an increase in the percentage of pretest and post-test scores. . The classical completeness range of the pre-test scores was at 0%-5.4%, and the post-test scores were 64.8%-100%. From the data above, it can be seen that there is a significant increase in student learning outcomes. However, in-class XI the language has not reached the classical completeness criteria 75% of the number of students who achieve absorption 75. Student activity is described by the percentage of student contributions in group activities. The percentage of student activity is in the range between 87% - 100%. Based on observations, student activity in learning which includes active aspects of observing, expressing opinions, asking questions, giving suggestions, contributing, using tools, and solving problems are influenced by prior knowledge students'. Student activity will come to the surface if learning touches the realm of local knowledge students. Besides contextual learning, concrete learning experiences are an important factor in encouraging students to show interest and joy in learning activities.

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