

## The Implementation of Project Based Learning To Improve Students Responsibility in Social Studies Learning

Novitasari<sup>1</sup>, Erlina Wiyanarti<sup>2</sup>, Jupri<sup>3</sup>

Social Science Education  
Faculty of Social Science Education  
Indonesia University of Education

**ABSTRACT.** This research was motivated by the results of preliminary research on social studies learning activities conducted by one of teachers in AI Musyawarah Lembang MTs which indicated that the implementation of project based learning (PBL) model could increase the responsibility of students in social studies learning. The PBL model needed to be developed by teachers during the process of learning activities so that students have a sense of responsibility towards themselves, society, environment, and nation that students are able to bear the risk of decisions and have the provision to face challenges in future. The method used in this study was a descriptive method and the participants was social studies teachers and students of class VIII-AB MTs AI Musyawarah Lembang, consisted of 42 students divided into 21 female students and 21 male students. Data collection techniques used were observation, interviews and documentation. The results of the study showed that the implementation of PBL model could enhance students' sense of responsibility. This could be supported by observational data on students' sense of responsibility in participating learning activities in class and completing project assignments that could be developed through PBL learning models that showed the increase of responsibility such as diligent, active and enthusiastic in participating learning process.

**Keywords :** Project Based Learning Model (PBL), Responsibility.

### Correspondence.

**Article History.** Received July 2018, Received in revised September 2018, Accepted December 2018

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### A. INTRODUCTION

Education is very important in social life and of the nation to improve human resources. Success can be achieved through education by developing the potential of each individual, not only the potential in the academic field but also other potentials that exist within humans. Because education is very important, the government has declared compulsory system for school or 12-year compulsory education. In Law No. 20 of 2003 states that the National Education System is a minimum education program that must be followed by Indonesian citizens on the responsibility of the central government and regional government, namely the 12-year compulsory education program for every citizen who has graduated from junior high school or equivalent to the age limit of 16 to 18 to attend education up to high school level or equivalent until graduation. A person's success can be achieved through oriented education not

only succeed in academic intelligence but also emotional intelligence or character intelligence. As Martin Luther King (in Asmani 2012, pp. 29) confirms that "intelligence plus character, that is the goal of true education" can be interpreted that character intelligence is the ultimate goal of real education.

According to Donie (in Pratama, Dia W. 2018, pp. 99-108) character education consists of several elements, including the planting of characters with an understanding of the instructor provided by the teacher and the environment. It can be perceived that character education consists of several elements, including the cultivation of character with students' understanding of value and model provided by teachers and environment. In the era of globalization, the development of technology that is so fast makes people so easy to obtain information. The information obtained is not only have positive but also negative impact information that has the potential

to cause social problems, such as student brawls, drugs, free sex, alcoholism, loss of manners, lower sense of individual responsibility, dishonesty and so forth. The government is anxious about the younger generation who are lack of moral value due to the development of the era. The young generation is prepared as the next leaders, so if they are morally damaged, the nation and state will collapse together with the loss of moral values that characterize the nation. Character education is echoed by the government because there are so many social problems related to moral deviations, national cultural values and ethics, which are carried out by the younger generation and the first generation, so that the government considers that character education is essential.

Character education aims to form and build students' mindsets, attitudes, and behaviors in order to be positive, moral, noble, and responsible (Fitri, 2012). This is in line with Rukiyati & L. Andriani (in Mustoip, Sofyan. 2018, pp. 51-56) Character education is an effort to guide human behavior toward life values. Character education is taken from the noble values of the nation that have ingrained in the habits of everyday life and become the identity of a nation. The national identity has now been eroded by the globalization so that the government began echoing about character education. In the Curriculum Research and Development Agency (2010) there are 18 values included in character education. One of the values is the values responsibility. Responsibility is very important to be developed and familiarized earlier in students' life, so that someday students are accustomed to be responsible either when carrying out their duties or when making mistakes.

Responsibility is an attitude and behavior of a person to carry out their duties and obligations, which he should do, towards oneself, society, environment (nature, social, and culture), nation and

God Almighty (Narwati, 2011, pp. 30). It can be perceived that responsibility is an act of someone to carry out a duty and obligation to themselves, society and God Almighty. The responsibility of students at school is to comply with school discipline, attend teaching activities in the classroom, work on assignments and be independent.

Responsibility includes caring for oneself, fulfilling obligations, contributing to society, alleviating others suffering, and creating a better world. Indicators of responsibility are assigning assignments on time, independent (not cheating), and doing homework (Lickona, 2013, pp. 95). Responsibility is one of the most important moral attitudes to be developed because it will be very useful in carrying out obligations for a brighter future. Most of the indicators mentioned can be developed through various types of learning models.

In the MTs Al Musyawarah, there were problems related to the responsibility of students. This could be proven that some students did not collect assignments on time, neglected homework (PR) either individuals or groups and some students were unfair on doing group task. These phenomena occurred in social studies subject. Social studies teachers in the MTs Al Musyawarah had used a variety of methods and learning models to handle problems related to students' responsibility, one of the models applied was namely project based learning.

According to the Ministry of National Education (in Komalasari. 2010, pp. 70) project-based learning requires a comprehensive learning that students can investigate authentic problems including understand the subject deeply and carry out other meaningful tasks. This approach allows students to work independently in constructing (making learning and quantifying it in real products). Adha, et al (2018, pp. 39-50) argue that "*The use*

*of citizen project learning models can improve the quality of citizens in general and students specificatory, potential and responsible individuals*". It can be perceived that this project-based learning can develop character especially in responsibility. By giving meaningful assignments to students both groups and individuals, this learning model requires students to be independent. Furthermore, project-based learning is comprehensive method that can apply material into a real project so that students have full responsibility to the tasks or projects provided by teachers.

Character education can be learned through various fields of study or subjects contained in the curriculum, one of the subjects that can develop character education namely social studies subjects. According to Somantri (2001, pp. 74) social science education (IPS) is a simplification of social sciences discipline, state ideology and social problems, which are organized and presented scientifically and psychologically for the purpose of education at the primary and secondary education level. From this definition, it can be perceived that social studies is a study originated from the social sciences and humanities which not only learns the material but also must be able to solve problems around it.

Social studies as an education program and field of knowledge, not only presents social knowledge but also fosters and guides students to become citizen who have responsibility for society and nation. This is in line with the objectives of social studies education developed by the Ministry of National Education (in Sapriya, 2015, pp. 201) as follows:

1. *Recognizing concepts related to lives of people and their environment,*
2. *Having basic ability to think logically and critically, curiosity,*

*inquiry, problem solving, and skills in social life,*

3. *Having commitment and awareness of social and humanitarian values,*
4. *Having communication skills, cooperation and competence in a pluralistic society, at local, national and international levels.*

It can be concluded that the main goal achieved in IPS education is to direct students to become good citizens and have competences of knowledge, attitudes and skills to solve social problems experienced by students in real life that are increasingly globalized. In Zubaedi's book (2011, pp. 287) IPS has a noble task and becomes an important foundation for the intellectual, emotional, cultural, and social development of students, in order to develop ways of thinking, behaving, and responsible as individuals, citizens of the country and world citizens. Based on the statement contained in Zubaedi's book, it can be perceived that social studies learning is an appropriate field of study to develop character, especially responsibility. Social studies learning is not only to achieve curriculum and academic goal but also demand students to have noble character in accordance with values of Indonesian. According to the background above, the research questions of the study are: first, how is planning of Project-Based Learning implementation can increase the responsibility of students in social studies learning at MTS Al Musyawarah Lembang; second, how to implement Project-Based Learning to increase student responsibility in social studies learning at MTS Al Musyawarah Lembang; and third, what are the obstacles and solutions in implementing Project-Based Learning to increase the responsibility of students in social studies learning at MTS Al Musyawarah Lembang.

## **B. METHOD**

This study used a qualitative approach with descriptive methods. Qualitative approach was used to describe

a situation or social phenomenon within a certain scope, that the results were in the form of descriptions and narrative descriptions as well as used to analyze natural objects. Descriptive methods were chosen in this study to describe various facts found in the field regarding the implementation of PBL to increase students responsibility in social studies learning. The participants in this study were social studies teachers in class VIII and students of class VIII AB (combined classes) with 42 people. Data collection techniques in this study used observation, interviews, and documentation studies. The research instrument is an important instrument in research activities in order to obtain and collect the data needed. Some instruments used in this study were observation guidelines, interview guidelines and documents. According to Miles and Huberman (in Sugiyono. 2015, p. 337) suggested that the activities in qualitative data analysis were carried out interactively and take place continuously until complete, so that the data was saturated. The activities carried out in this study were the data analysis techniques of the Miles and Huberman model which consisted of data reduction, data display, and verification. In addition, there were several data validity strategies used in this study, namely triangulation, member check, and external auditor.

### C. RESULTS AND DISCUSSIONS

#### 1. Discussion of PBL Model Learning Planning to Improve Student Responsibilities

Lesson plan or often referred to as RPP are important documents and must be prepared by teachers before conducting learning activities. It helps teachers as a guidance and helps them in achieving learning goals that have been formulated and determined in the lesson plan. In making the RPP, the teacher used MGMP as references. Based on the results of the data collected through observation, documentation and interview techniques, it could be described that PBL learning planning activities was poor. This could

be seen from the documentation, where in some points there was a discrepancy with the MGMP that was used as a reference for teachers in formulating the RPP.

*First*, in the identity points viewed in the MGMP RPP there were sub-material in social studies learning. However, the RPP used by the teachers in implementing PBL learning models did not include sub-material. Incorporating sub-material is one of the identities in the lesson plan that is useful for making it easier in order to see the material to be discussed at a meeting or several meetings to be more specific when looking at lesson plans. In fact, RPP prepared by teachers only included the main material and other identities such as school identity, subjects, class/semester and time allocation.

*Second*, core competencies used by teachers in preparing lesson plans had several aspect distinction that had the same meaning but written in different words in core competencies to be achieved, referring to various aspects such as attitude to God, social attitude, knowledge and skills. Each core competency to be achieved in social studies learning must combine these aspects, especially social aspects, knowledge and skills.

*Third*, basic competencies (KD) used in the preparation of RPP that had been made by teachers were in accordance with the syllabus or MGMP guidelines and each indicator that wanted to be achieved had integrated to the operational words. However, the objectives described in the achievement indicators were then rewritten to the learning objectives. The actual learning objectives were included in the indicators that had been set and referred to each KI. If the goal is presented again by repeating the same sentence, it is considered wasteful. However, the learning purpose written about the character to be achieved by teachers, that was honesty, discipline, cooperation, confidence and responsibility.

*Fourth*, the learning material applied in the MGMP consisted of several parts, namely regular, remedial and

enrichment material. Thus, the teacher had already referred to MGMP. However, in the part of approach and learning model the teacher only included a learning model and did not include the approach that would be used. Referred to MGMP, the teacher should provide the title of the learning method instead of the approach and learning model. In lesson plan carried out by teachers, learning media was prepared. Learning media is very useful in conveying messages of learning material, so learning would be more meaningful. According to Sumaatmadja (in Sudari, 2008):

*"The teaching media as a whole are all objects and tools used to help the teaching and learning process such as slides, projectors, maps, globe, charts, diagrams, pots, images, models, dioramas, films, tape recorders, video tape recorders and others"*

Media that had been designed by teachers was Power point media, Indonesian maps, world maps, computers, projectors, and LCDs. The media that had been prepared by teachers adjusted to the learning material that would be delivered by teachers. However, teachers had not been able to distinguish between media and tools so that the placement of media and tools was still not suitable for instance, PPT points included in the tool and not on the media. Whereas, PPT is one of the medias used to support the learning process with computers, projectors and so on.

*Fifth*, learning resources used by teachers were social studies books VIII, learning videos, worksheets (sheets of teaching materials) and other relevant sources. However, refers to MGMP, book and the internet source (Website) are the only sources. In the lesson plan or RPP, teacher did not include the author of the book. Moreover, videos included in learning resources should be written in the learning media section.

*Sixth*, in step of activities section starting from meetings one to four there

were not much different steps made by teachers. According to indicators or steps developed by The George Luca Educational Foundation (Fitriani, 2014, pp. 26) it consists of six steps or stages;

1. *Start with the essential question,*
2. *Design A Plan Of The Project,*
3. *Create A Schedule,*
4. *Monitor The Students And The Progress Of The Project,*
5. *Asses The Outcome,*
6. *Evaluate The Experience*

However, not all steps of The George Luca Educational Foundation were listed in the RPP made by teachers. At meeting 1 and meeting 3 teachers had included 4 stages of project steps such as Start with the essential question, Design A Plan of the Project, Create A Schedule, Monitor Students And The Progress Of The Project. In stage 1 (Start with the essential question) was in the core activity that was in the question part, while in stage 2 (Design A Plan of the Project) and 4 (Monitor Students and Progress Of The Project) were in the core activity that was collecting information, and in stage 3 (Create A Schedule) were in core activity that was communicating. As for meetings 2 and 4, teachers only included one project step in the core activity, namely questioning section and the steps included in the steps of the 6th PBL of The George Luca Educational Foundation, namely (Evaluate The Experience). As for the 5th stage (Asses The Outcome) developed by The George Luca Educational Foundation, there had not been seen any RPP steps made by teachers.

*Seventh*, the assessment section listed in the teacher's RPP consisted of four aspects including knowledge assessment, skills assessment, attitude assessment and follow-up programs. The assessment of knowledge was related to written tests containing descriptions, while skills assessment was seen from the results of mindmap-making performance and for the assessment of attitudes focusing on students' responsibility. The attachments listed in the RPP were not explained in more detail regarding

including appraisal attachments, teachers only mentioned the points in broad outline. For appendix appraisal, researchers only got the results of students participation notes and students performance sheets given from teachers in the form of sheets of tables that showed the activity of asking and answering and the performance of students.

Based on the results of the findings above, it can be perceived that planning is very important thing before the process of teaching and learning activities takes place. From the planning process there were many differences between RPP which teachers formulated with MGMP RPP which were used as guidelines. In the core activities the teacher included the PBL steps even though only five stages were from the steps developed by The George Luca Educational Foundation. From the planning formulated by teachers it had been seen that one of character focus that would be developed by teachers was responsibility.

## **2. Discussion of PBL Model Learning Implementation to Improve Student Responsibilities**

The implementation of PBL model learning was a core activity of learning that would be applied by teachers. The implementation process was a series of learning processes to achieve the goals set by the teacher. According to Corey (in Priatna, 2012):

*“Learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors in special conditions or produce responses to certain situations”.*

From the statement above, it could be perceived that in achieving learning goals, teachers must be clever in creating an interesting learning condition for students so that it would achieve a learning goal. From the results of data collection through observation, documentation and interviews regarding the application of PBL learning models to

increase students responsibility, the researchers found several things as follows:

*First*, teachers used learning media in applying PBL model learning. The media used by teachers was atlas so learning was more interesting. Using more interesting learning media would support students' understanding of the material delivered by teachers and could convey material messages more clearly and made students less bored during learning process. As expressed by Wiroatmodjo and Saonoharjo (in Komalasari, 2011, p. 52) learning media is beneficial in clarifying the presentation of messages so as not to be too verbalistic and lead to motivation and passion for learning. Students' motivation and learning passion could be seen when teachers explained the material using an atlas, students enthusiastically paid attention to the teachers.

*Second*, learning resources were only from the teacher. The learning process that occurred in schools still used conventional learning models that teachers held a central position as a learning resource which provided students with knowledge and skills. Conventional learning models created students as objects and not as subjects. As explained by Bernaib (in Murtiningsih, 2004) Teachers as subjects of cultural values and norms occupied a central position in the learning process. Conventional learning would limit the movement of students in finding learning sources. Students only received information and knowledge only from teachers because teachers were the only learning source when teaching and learning activities took place. The conventional learning approach where the teacher is an expert in delivering knowledge to his students, this is commonly referred to as Teacher Centered Learning (Chrosby in Antika, 2014: 252).

This obstacle was important to be solved by providing reading sources as a guide for students, online media, and experiences of students outside the school, such as experiences, projects and tutor-

based learning. When learning sources were only from teachers, students must be able to understand more and efficiently to digest the teacher's explanation. This made students lose direction in terms of obtaining more information, as explained by Zain and Bahri (in Jailani & Hamid, 2016) learning resources are anything that can be used as a place where teaching materials are present or originating for one's learning. Thus, everything that is intentionally designed or already available that can be utilized individually or group to help learners and to obtain further information.

*Third*, the next obstacle was a mismatch between the RPP and its implementation. The plan was the first step that must be done in each activity. Likewise in teaching and learning activities, planning could usually make the implementation of learning run well. One of the plans in learning should be outlined in the Learning Implementation Plan (RPP). According to Sanjaya (2009, pp. 59) that:

*"RPP is a planning program that is prepared as a guideline for implementing learning for each learning process activity, RPP is developed based on the syllabus."*

It means that RPP is a reference for teachers in teaching and as accountability between plans and results. Every teacher must prepare a lesson plan which is implemented in learning process. Ideally, the activities in the implementation must be in accordance with the RPP that has been arranged because in the RPP there are all the activities to be carried out. However, in reality teachers only made RPP as an administrative material so that the preparation of lesson plans was not serious and many points were not implemented.

*Fourth*, teachers did not guide intentionally in the learning process and finishing project tasks. Teachers had a major role in the development of education, especially those that were formally held in schools and had a large

influence on the learning process. To achieve the success of learning students need the role of the teacher as a facilitator. Teachers as facilitators need to provide services to facilitate students in the learning process activities. As explained by Mulyasa (2013) teachers as facilitators must have good attitudes, understanding of students through activities in learning, and have competence in addressing individual differences in students. The teachers' duty is not only to teach, but also to guide students to increase understanding, both guidance outside the classroom and in personally. One of the tasks of teachers is to provide students with the main understanding. Teacher ILS understood that a teacher not only taught material but a teacher must also educate and guide their students to have a noble character. It could be seen from the results of interviews with teachers, who stated that:

*"In my opinion, because of the demands of the 2013 curriculum and also jobs as teachers. Not only that, we are teachers, our job is not only to teach but also to educate students so that they have noble character in accordance with the prevailing norms "(Interview August 30 2018).*

However, when applying the PBL model, teachers did not guide students in the finishing of the project or in the learning process when group presentations.

*Fifth*, in the implementation of PBL model learning to increase student responsibility during observations there were students who were diligent, submitted assignments on time, independently, completed all tasks and exercises, and carried out instruction as well as possible during learning.

From the statement above, it could be proven when implementing the PBL model, most students were active in participating in learning, active in asking and answering questions. Students followed learning carefully and students

felt very enthusiastic in working on projects given by teachers. There were only a few who paid little attention to learning and did not do project assignments with their group friends. From the results of during data collection, it indicated that students had a sense of responsibility, as stated by Lickona (2013, pp. 95), attitude indicators of responsibility are:

1. *Submit assignments on time*
2. *Independent (do not cheat)*
3. *Do homework or homework*

This, can be supported by the Directorate of Education Personnel (in Pasani, et al. 2016) individual responsibility means someone who dares to do, dare to be responsible for all the risks of his actions which include:

1. *Complete all tasks and exercises that are his responsibility;*
2. *Carry out instructions as well as possible during the learning process takes place;*
3. *Can set a predetermined time;*
4. *Serious in doing something;*
5. *Focus and consistent;*
6. *Do not cheat;*
7. *Diligent and active during the learning process takes place.*

Students were enthusiastic in carrying out instructions from teachers to clean the class by taking rubbish scattered on the floor. By giving instructions that were considered trivial, it could increase the responsibility of students, as stated by Aziz (2012) that giving tasks that are considered trivial such as disposing of garbage before learning begins, bringing friends books and giving homework can create students as responsible person.

### **3. Discussion of Constraints and Solutions When Implementing PBL Model Learning to Improve Student Responsibilities**

The implementation of PBL learning model was one of the efforts of teachers in increasing the responsibility of students. In applying the PBL model,

there were several obstacles that teachers faced. Based on the results of observations, documentation and interviews the constraints faced by teachers in applying the PBL model to increase student responsibility were as follows:

*First*, teachers experienced obstacles regarding the lack of conducive atmosphere and paying attention to students carefully was considered difficult, this obstacle was due to the excessive number of students who did not meet the standards. This could be seen from the results of interviews with teachers stating that:

*"Conditions that are often faced are not conducive during presentation and difficult to control because there are too many students in the class, so not all students can be seen intentionally" (Interview Section: August 30, 2018)".*

According to Minister of Education and Culture No. 17 of 2017 concerning New Student Admission in Kindergarten, Elementary School, Middle School, High School, Vocational High School, or Other Similar Forms, Article 24 explains that the number of junior high school students in one class is at least 20 students and at most 32 students (copy of PPDB Permendikbud, 2017). In class VIII AB in MTs Al Musyawarah there were 42 students in one class. So that the teachers experienced overwhelmed in controlling the overall students thoroughly and could not pay attention to the students as a whole.

*Second*, teachers experienced obstacles regarding learning facilities and learning sources that were less supportive for learning activities. It could be seen from the results of interviews with teachers and students, stating that:

*In addition, school facilities and infrastructure do not support learning" (Teachers (ILS), 30 August 2018).*

Furthermore, five students stated that:



*"There is no book, ma'am, so I am confused, it is difficult to study" (NSE, 30 August 2018).*

*"There's no book, ma'am, it's hard for getting sources. I find it difficult to summarize the paper and we were not guided. The paper is immediately scored without being corrected" (AFP, 30 August 2018). "It is hard to find material, ma'am, there is nothing" (NNR, interview 30 August 2018).*

*"There is no book, ma'am, so we are confused to find others materials" (HT, August 30, 2018). "There is no book, Ma'am" (DF, 30 August 2018).*

From the statement above, students were only supported by facilities and infrastructure using a blackboard and markers while the learning resources of students were not provided by student handbooks that were in accordance with the applicable curriculum, so that students only got sources from teachers and the internet, and even they were allowed to search or use cellphones outside the school environment. As stated by Bahri and Aswan (in Sundari. 2016, pp. 19):

*That the lack of PBL learning model implementation is not included and supported in the applicable curriculum in Indonesia, the facilities and learning resources needed are not easy and the teaching material becomes very broad.*

From several constraints faced by teachers in implementing PBL learning models, teachers offered solutions to deal with these obstacles by giving a warning when the classroom conditions were not conducive, appointing noisy students to answer questions that teachers provided and expelling students from class. As revealed by teachers that:

*"The solution that I took to deal with these obstacles was trying to give a warning to be quiet and listen to his friend, giving a warning by appointing noisy students to answer the question, but if the students still making a fuss, I took it out of class" (August 30 2018).*

From the description of the discussion and findings above regarding the constraints and solutions faced by teachers when implementing PBL learning models to increase the students responsibility was due to the excessive number of students in one class and the lack of facilities and infrastructure facilities so that teachers lack of abilities in applying PBL model learning. Social studies learning is one of the subjects that is suitable as a vehicle for the development of character values, especially responsibility. Based on the results of interviews, teachers said that:

*"In my opinion, because of the demands of the 2013 curriculum and also teachers' duty. We are teachers, our job is not only to teach but also to educate students to have noble character in accordance with the prevailing norms. IPS is a combined subject of various social sciences so that it does not only teach about material but also learns about the social environment and problems as well as how to solve them. Social Studies also teaches about interaction, norms, values, and including responsibilities so that social studies learning requires developing character education" (August 30 2018).*

Social Studies learning was a combination of various social science disciplines so that it did not only teach about material but rather learned about the social environment, problem solving, and educating the character of students. Social studies also taught about social relations,

norms, values and including responsibilities. This is in line with what was stated by Sapriya (2009, pp. 12):

*That social studies learning at the school level aims to prepare students as citizens who master the knowledge, skills, attitudes, and values used as the ability to solve personal problems or social problems as well as the ability to make decisions and participate in various community activities in order to become good citizens.*

Perceived from the statement of teachers that supported by expert opinions proved that through social studies learning students not only learned about theories which were then memorized but also learned to take a wise decision on the problems faced and could also apply it in daily life in the society.

Social studies learning taught about the ability to communicate well. Communication skills could be practiced through collaborative learning, collaborative learning was obtained through project-based learning. The development of collaborative and project-based learning in social studies learning was one way to develop student responsibility. Celikkaya and Filoglu (2014, pp. 1552) states that:

*IPS is one of the subjects that has an effective character education. This method is very important to teach and actualize value education because IPS content has diverse views, different perspectives that can provide information about cultural differences, live stories and have an interdisciplinary and multidisciplinary structure of knowledge.*

It could be perceived that the source of social studies learning was not only focused on books but also could possibly come from students' real lives so that students could apply them in their daily

lives. According to Moursund (in Wena, 2009, pp. 147):

*Project-based learning has advantages such as, increasing motivation, improving problem solving, improving skills in research, increasing collaboration and improving organization.*

Considering the advantages of project-based learning with social studies learning objectives, it is common that students are expected to be able to master the knowledge, skills, attitudes and values in order to find solutions to problems they face, able to improve problem solving skills, and make wise decisions and become citizens who is able to be responsible for every decision. In project-based learning, students complete tasks with various activities so that students can strive to complete projects, successfully solve problems, can develop communication skills, organize project making, manage time, diligently and actively. Basically project-based learning focuses on independent and collaborative work so that it can foster awareness of students to be responsible. It could be concluded that the implementation of project based learning increased students responsibility in social studies learning.

#### **D. CONCLUSION**

Based on the results of research on the implementation of project-based learning to increase student responsibility it can be concluded as follows:

1. Planning compiled by teachers in implementing PBL model learning to increase student responsibility had been designed by arranging plans that include lesson plans, learning media, material to be delivered and assessment. RPP prepared by teachers referred to the MGMP RPP. However, the learning activities listed in the teacher's RPP use a scientific approach that was in the 2013 curriculum which includes 5M

namely observing, asking, gathering information, associating, and communicating. The RPP used by teachers at each meeting was not much different and focused on aspects of responsibility by applying PBL model learning.

2. The implementation of the study was conducted in four meetings, where each meeting was a series of activities in PBL model learning. In the application of PBL model learning activities, there was a discrepancy between the plans listed in the RPP that had been prepared by teachers with the implementation of learning that took place in the class. The attitude of students' responsibility increased when teachers explained learning material or when group presentations which could be seen from enthusiastic showed by the students by asking questions and answering questions. In applying the PBL learning model teachers used the atlas media to convey the message of learning material.
3. In carrying out the application of learning PBL models the teacher had problems. The obstacles faced by teachers were the lack of conducive atmosphere of the class and lack of control of students because the number of students were too much exceeded the standard limits and lack of facilities and infrastructure that could support teaching and learning activities. In dealing with these obstacles teachers provided solutions by giving warnings, pointing out and expelling students from the class when they ignored warnings from teachers.

#### **E. ACKNOWLEDGEMENT**

Praise to the Almighty, Allah SWT who gave His grace and blessings so that the writer could complete this scientific paper. The author realizes that without

help and encouragement from various parties in the preparation, the paper probably would not be finished well. Therefore, with sincerity the author would like to thank:

1. Mr. Dr. Dadang Sundawa, M.Pd. as chairman of the Social Sciences Education Study Program who has provided direction and motivation for the author.
2. Ms. Dr. Erlina Wiyanarti, M.Pd. as the first supervisor and to Mr. Drs. Jupri, M.T. as the second supervisor who always guides, gives direction and be patient while motivating the author in completing the thesis in the Social Sciences Education Study Program.
3. Mr. Muhamad Iqbal, S.Pd., M.Sc. as the supervisor of the preparation of this scientific paper which has provided a lot of direction and motivation.
4. Mrs. Indah Laras Sati, S.Pd. as a social studies subject teacher at Al Musyawarah Lembang MTs which has helped many writers in research activities.
5. Teja Komara, S.S. who have provided motivation, enthusiasm, prayer, advice and support in completing and translating in this paper.

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