

Development of Problem-Based Learning Models in Strengthening Positive Character and Behavior of Early Childhood Students

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Abstract: The research aims to find out whether the Problem-Based Learning learning model can strengthen the positive character and behavior of students in early childhood education. The method used is Research and Development through observation, questionnaires, interviews, and documentation in the form of photos and videos. The results of the research show that using the Problem-Based Learning learning model in Early Childhood Education can strengthen the character of students in having faith and devotion to God Almighty and having noble, creative, cooperative, and independent morals. Apart from that, students can behave positively by tidying up the place, after carrying out activities, saying thank you for the help received, saying sorry if they make a mistake, and being able to clean the school environment with the result that 1.23% of students have not developed, 17.28% are starting to develop, 41.98% developed as expected, and 39.51% developed very well.

Keywords: Early Childhood Education, Positive Character and Behavior, Problem-Based Learning

A. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO), describes the position of PAUD implementation in Indonesia among other countries in the world. The quality of PAUD in India is one level above India, namely in 44th place out of 45 countries. The low level of PAUD services in Indonesia makes a major contribution to the position of learning outcomes at the next level of education. One of the reasons is that the learning process in Indonesia has largely not implemented an education system that is equivalent to the countries participating in the PISA survey, which are Higher-Order Thinking Skills (HOTS) oriented. However, it is still based on memorization, even though according to Bloom, in the learning handbook the focus is on high-level thinking skills, memorization or remember is the lowest level skill in thinking abilities, and the abilities of students in Indonesia are mostly still in this category. To be able to implement HOTS-oriented learning,

quality Human Resources (HR) is needed, where HR plays a very important role in the learning process.

Based on the results of a preliminary study conducted by researchers at 3 (three) PAUD institutions in the city of Palembang, namely at TK Marfu'ah, TKIT Muhsin Al Fatah, and PAUD Kasih Bunda I, several problems were found, 1) there are no teachers yet who apply the learning models contained in Minister of Education and Culture Regulation number 22 of 2016 regarding Disclosure/Discovery Learning Models, Problem-Based Learning Models, or Project Based Learning Models; 2) only 33.34% of teachers know and understand Strengthening Character Education, especially about Faith and Piety, Communication, Independence, and Cooperation; 3) only 41.67% of teachers use center, corner, area, and group learning models that relate them to the character of faith and piety, communication, independence, and cooperation; 4) only 33.34% of teachers use Loose Part media in learning activities

Based on the various problems above, it is necessary to assist PAUD unit teachers in studying and understanding the Early Childhood Education class management manual regarding center, corner, area, and group learning models, so that teachers can apply them to learning activities. Apart from that, there is a need for a learning model that is connected to strengthening character education in the Early Childhood Education unit. One of the learning models contained in Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards, is to use a Problem-Based Learning (PBL) model.

One example of a scientific approach is the Problem-Based Learning (PBL) model. The Problem-Based Learning model is a contextual learning approach that trains students' critical thinking abilities through active engagement with real-world challenges. Kusumaningtias in (Rafsanjani et al., 2020). When addressing challenges, a cooperative approach is used that employs advanced cognitive abilities with indications of analysis, synthesis, assessment, and use/discovery (Handayani & Muhammadi, 2020). Higher Order Thinking Skills or what we know as HOTS are abilities that can accommodate students to meet the demands of the times and compete globally where students learn to channel, transmit and create Amni & Oktarisma (Rindiana et al., 2022)

The advantages of the Problem-Based Learning model, which is one of the HOTS oriented learning models according to (Akinoglu, O., & Tandogan, 2006) in the handbook of learning-oriented towards higher level thinking skills are: a) Learning is not teacher-centered but student-centered; b) Students' self-control can be developed, c) Students are expected to be able to study events with various dimensions and depth; d) Students' skills in solving problems can be developed; e) Students are encouraged to be able to learn new material and concepts when solving. From the explanation and problems above, this research was carried out with the

title Developing a Problem-Based Learning Model in Strengthening the Character and Positive Behavior of Early Childhood Students.

B. Methods

Research and development methods, Trianto (2010) says that data collection methods are essential "data collection techniques used by researchers to collect data" including observation, surveys, interviews, and picture and video documentation, are employed. According to Arikunto (2006), documentation is investigating written objects such as books, documents, regulations, diaries, and so on. Qualitative descriptive data analysis is the data processing method that researchers use to gather qualitative information from the instrument's responses to support their research and development efforts related to the Problem-Based Learning (PBL) Learning Model for Strengthening the Character and Positive Behavior of Students in Early Childhood Education Units. According to Arikunto (2013), a quantitative approach is a method used by researchers to measure variable indicators and draw conclusions about research subjects. Meanwhile, according to Iskandar (2008), qualitative research is guided by a naturalistic or phenomenological paradigm regarding how to understand research subjects. the findings of teacher-performed learning activities concerning Learning Implementation and the phases of the Problem-Based Learning Model, as well as the findings of researcher observations or observations of PAUD teachers.

Additionally, the information gathered is acquired before the researcher performs the research, specifically in determining the possibilities and issues present in the educational setting in which the researcher is working. The population of PAUD units in the Kalidoni District was then used by the researchers. There were 55 PAUD units total, comprising 29 TK, 25 playgroups, and 1 comparable PAUD unit. To perform research and development, researchers analyzed 81 (eighty-one) pupils at Aliyati TK, Dita Wijaya TK, Khoiru Ummah KB, Dita Wijaya KB, Paramount TK, and Paramount KB. Four different types of data were gathered for this study: understanding data, agreement data for comprehending the Problem-Based Learning (PBL) model, data on the PBL model's implementation, and assessment data on students' positive conduct and character development. To further analyze the validation questionnaire data, researchers employed a Likert scale with three categories: minimum, medium, and maximum scores.

C. Results and Discussion

Strengthening Student Character

From the results of observations of 81 students, after participating in play activities making banana godo-godo and banana milk drinks, using the Problem-Based

Learning model in Early Childhood Education, it was obtained that 3.70% of students were able to strengthen their character. Students' faith and devotion to God Almighty and noble morals have not yet developed, 22.53% are starting to develop, 37.04% are developing according to expectations, and 36.73% are developing very well. Then, to strengthen creative character, the results obtained were that 4.32% of students had not yet developed, 11.11% were starting to develop, 26.54% were developing according to expectations, and 18.52% were developing very well. Then, to strengthen the character of cooperation, the results obtained were that 4.94% of students had not yet developed, 18.93% were starting to develop, 37.86% were developing according to expectations, and 38.27% were developing very well. Meanwhile, for strengthening independent character, the results obtained were 0.92% of students who had not yet developed, 10.43% were starting to develop, 35.28% were developing according to expectations, and 53.37% were developing very well, which can be seen in the graph below:



Graph 1. Strengthening Creative Character



Graph 2. Strengthening the Character of Collaboration



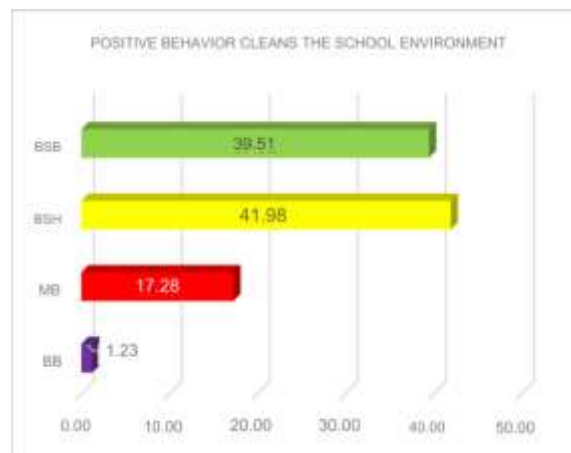
Graph 3. Strengthening Independent Character for Students

This is in line with the research results of Wulandari & Suparno (2020), that there is a very clear influence on students' collaboration abilities in PAUD through the Problem-Based Learning learning model. Then it was also explained by Suryadi (2019), in classroom action research entitled *Increasing Children's Independence Through Problem-Based Learning Methods*, that there was an increase in students' independence after using problem-based learning methods. Meanwhile, according to Salsabila (2021), in her research entitled *Increasing Environmentally Based Character Values in Schools Through the Implementation of the Problem-Based Learning Model in the Aisyah Way Huwi IT TK in South Lampung*, it was explained that using the Problem-Based Learning learning model can improve the environmentally caring character of young children. In further research, the project-based learning model can improve students' character values. The research results show that the application of Project Based Learning shows an increase in independent character (Andy & Sutarna, 2022).

Positive Student Behavior

From the results of observations of 81 students, after participating in playing activities making banana godo-godo, drinking banana milk, and playing construction using the Problem-Based Learning model in Early Childhood Education, results were obtained from 1.23% of participants Students who behave positively in cleaning the school environment are not yet developing, 17.28% are starting to develop, 41.98% are developing according to expectations, and 39.51% are developing very well. Then, students who behaved positively tidied up the place after carrying out the activity, and the results were that 1.23% of students were not yet developing, 16.05% were starting to develop, 46.91% were developing according to expectations, and 35.80% were developing very well. Furthermore, students who behaved positively expressed their gratitude for the assistance they received. The results showed that 3.70% of students had not yet developed, 13.58% were starting to develop, 40.74% were developing according to expectations, and 41.98% were

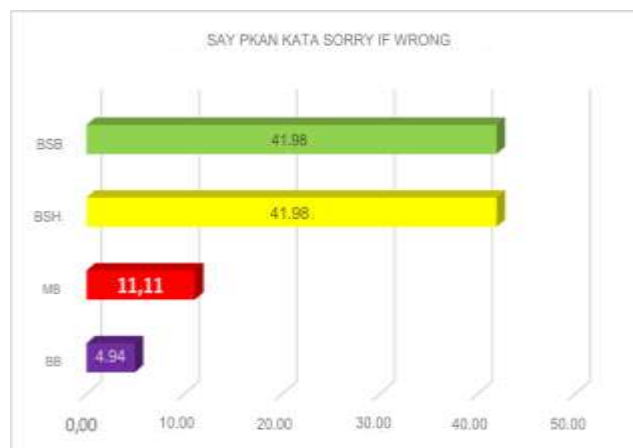
developing very well. Next, students who behave positively say sorry if they make a mistake. The results obtained are 64.94% of students have not yet developed, 11.11% are starting to develop, 41.98% are developing according to expectations, and 30.61% are developing very well, which can be seen in the graph below:



Graph 4. Positive Behavior in Cleaning the School Environment



Graph 5. Positive behavior of tidying up the place after carrying out activities



Graph 6. Positive behavior of saying sorry when you are wrong

This is in line with the research results of Adawiyah (2018), explaining that students' social care attitudes were better after implementing the problem-based learning method in Al-Quran and Hadith subjects at MTS Negeri 1 Sidoarjo. Further research by (N.P.L.S. Devi et al., 2023) There was an influence of the Tri Hita Karana-oriented PBL learning model on students' environmental caring attitudes (Fcount = 17.072, sig 0.000 <0.05), 2) There was an influence of the Tri Hita Karana-oriented PBL learning model on science learning outcomes (Fcount = 8.828, sig 0.004 <0.05) and 3) there is a simultaneous influence of the tri hita karana oriented PBL learning model on environmental care attitudes and science learning outcomes. It can be concluded that the Tri Hita Karana-oriented Problem Based Learning model can improve environmental care attitudes and science learning outcomes. This is also confirmed by subsequent research. Students' environmental care attitudes after following contextual learning based on the Problem-Based Learning Model were classified in the high category (Selamat et al., 2023). Other research explains that the use of the project-based learning model can also increase environmental care attitudes significantly with the average of the experimental group being higher (76.13) than the control group (69.30) so that the experimental group gets good criteria while the control group gets sufficient criteria (Rafsanzani et al., 2020).

D. Conclusion

The Problem-Based Learning learning approach can improve the positive conduct and character of Early Childhood Education (PAUD) students. However, a significant percentage of students have not progressed in faith, loyalty, moral character, creative character, cooperative nature, autonomous character, and helping with school cleaning. The majority of students have not developed these skills, and a significant percentage have not expressed gratitude for help. Additionally, a significant percentage of students have not developed autonomous character. The study suggests that the Problem-Based Learning learning paradigm, which uses

Loose Part media, is still needed to enhance the character development and good conduct of PAUD students.

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