Development of Rationale Building Model to Improve Quality of Lecture and Value Patriotism Internalization

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DEVELOPMENT OF RATIONALE BUILDING MODEL TO IMPROVE QUALITY OF LECTURE AND VALUE PATRIOTISM INTERNALIZATION

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ABSTRACT

The lecture on Basic Concepts of Politics and State Defending so far has not yet reached maximum quality. Lectures have not utilized the value education approach, in this case, lectures should be able to foster intelligence of thinking as well as internalize values. "Character building" in the next generation is an important issue. Currently, political life and a sense of nationalism and patriotism in the attitudes and behavior of citizens is very alarming. The object of this research study is; the quality of lectures, the development of models and the internalization of the value of patriotism.

This research was designed using a research development approach. Data collection techniques are observation and interview. Data analysis uses qualitative data analysis techniques. The results of the study were obtained; (a) Rational Building Model which originally consisted of five syntaxes, after being developed into nine syntaxes, (b) The developed model can improve students' rational abilities when faced with a situation of conflicting values that are taking place in the life of the nation and state, (c) This Rational Building Model can also improve the quality of lectures. Conclusions The Rational Building Model has been developed from five steps to nine steps. The use of this model makes students demonstrate analytical skills and rational thinking skills in small group and class discussions.

Keywords; rational building, quality, patriotism

PREFACE

Improving the quality of learning or lectures is something that must be endeavored continuously, especially in Indonesia to achieve golden Indonesia. This problem has long been a concern of the government with various policies that have been pursued but the results have not been optimal. The quality of education in Indonesia is said to be still low, including learning activities/lectures. (Kadek Suartama; 253; 2010). Overcoming the problem of not yet the optimal quality is an effort to improve the quality of education in educational institutions continuously because quality education will produce quality Human Resources as well and determine the progress of the nation concerned. Likewise, in the Primary School Teacher Education (PSTE) Study Program of the Teaching and Education Faculty of Bengkulu University.

Successful lecture/learning activities in universities will be seen from the learning outcomes achieved by students. On the other hand evaluation of lectures requires data from the lecture implementation and the level of achievement of its objectives. Based on the experience of researchers while devoting themselves to the PSTE study program, it is known that the level of achievement of learning objectives is still relatively low. Indicators of this phenomenon include complaints from several lecturers supporting lectures, regarding the low absorptive capacity of students in attending lectures, namely the student's final grade on several courses has not been evenly satisfying.

The low quality of lectures can be interpreted as ineffective lecture processes. The cause can come from students, lecturers, approaches, models and methods of lectures, interests, and motivation, as well as inadequate facilities and infrastructure that will make learning less effective. (Kristin. Firosalia and Rahayu Dwi; 85; 2016). Reflecting the implementation of lectures Basic Concepts of Politics and State Defending (BCPASD) so far not yet maximally achieving the objectives of lectures, the effectiveness of their implementation needs to be improved.

Problems in research are the implementation of Basic Political Concepts and State Defending lectures so far has not been maximized in utilizing variations of learning models by utilizing information technology that is programmed and directed at broadening the knowledge horizons of Basic Political Concepts and Defending the State. Likewise, the internalization of values is inadequate because it does not use the value education approach. For this reason, the lecture process must be further improved in the quality of its lecturers, to increase student knowledge of the concept of politics and national defense, through the development of rational building models and to improve students' ability to internalize values. especially the values contained in lecture material, namely the value of patriotism so that students as citizens become politically literate and attitude of patriotism can be reflected in their behavior. For this reason, an appropriate learning model is needed. Several factors must be considered by educators/lecturers in lectures, namely; (a) develop intelligence, (b) foster responsibility, and encourage participation as citizens. This means that the activity of educating both in schools and other educational environments, in essence, requires the internalization of values in students themselves. (Djuwita, 478: 2017).

The Rational building model is based on the belief that the main purpose of education and learning is to develop analytical skills and attitudes (N.asution; 1989; Hakam; 2003) as well as fostering student behavior so that they can be responsible functionally and effectively in the environment in their community. This model has characteristics that emphasize cognitive aspects and their development.

Through the use of this model will encourage students to think actively about political issues and defending the country and train them to be able to make moral decisions, on political issues that arise in life. According to Elias 1989, the moral development in this approach was seen as the development of the level of thinking in making considerations from the lower level towards the higher level (Zakaria, T.R; 2004: 4).

Lectures utilize this model based on the life dilemmas experienced, through discussion and dialogue activities. Dialogue is carried out by paying attention to three conditions. First, it encourages students towards a higher level of moral reasoning in responding to political issues and the conditions of the nation and state. Second, there are dilemmas, both hypothetical dilemmas and factual dilemmas related to political life and the condition of the nation in today's life. Third, create an atmosphere that supports dialogue well. (Adisusilo, JR, Sutarjo; 135; 2012)

The Rationale building model aims to develop intellectual knowledge and skills. It also internalizes the values that should be possessed by good citizens, and which moral values can be used to support the life of the nation and state. This model is based on the assumption that values are concepts not just feelings, for which they are subject to be explored rationally (Hakam; 2003; 109). Through the use of the rationale building model students are trained and practice making decisions about procedures, technicalities, and analyzing emerging issues based on valid and reliable information about politics and the conditions and safety of the nation and state. Decision making is seen as a scientific process in which alternatives are critically analyzed in the form of social variables that affect the citizens of a society and this influence has an impact on society nationally. From this ability, in the future, they are expected to become democratic citizens, such as justice, freedom, and equality.

In implementing this model lecturers have a moral obligation to convey the basic values of a democratic society so that students as the next generation are not apathetic, inattentive and less responsive to the problems of developing nations and countries. (Iqbal Muhammad; 430; 2016). Teach students to think rationally in understanding and accepting these values. For this reason, lecturers are required to guide students to develop critical

thinking so that they are skilled at reasoning, measuring, and assessing situations involving conflicts of moral values and rules in the life of the nation and state.

The lecture process using this model involves five main steps, namely; (a) identifying situations in which there is a conflict of values or misdoing or being out of harmony with values in the social context of Indonesian society; (b) collect additional information using the Internet network in connection with the situation; (c) analyze the situation from the standpoint of the moral rules of society or the social context in which misdoing occurs; (d) identify alternatives and examine the implications and consequences of each alternative; (e) make decisions to be made based on the principles of democracy with full awareness of every consequence, both positive and negative.

The purpose of developing a rational building model, (a) developing a Rationale building model that is suitable for lectures Basic Concepts of Politics and National Defense that can develop student analysis and reasoning while internalizing the value of patriotism, (b) improve the quality of lectures and strengthen the love of the motherland and defending the country through the use of the Rationale building model that has been developed.

Research Methods

This research was designed using a research and development approach (Research and Development). (Borg, W. R., Gall, M.D., Joyce, P; 2003. Creswell, J. W. 1998). (a) design the development of the model, (b) validate the model by experts, (c) revise and evaluate the development of the model based on the results of validation, (d) test the model, (e) revise the model based on the trial, and (f) experimental research. The steps taken in the study are as in the chart below.
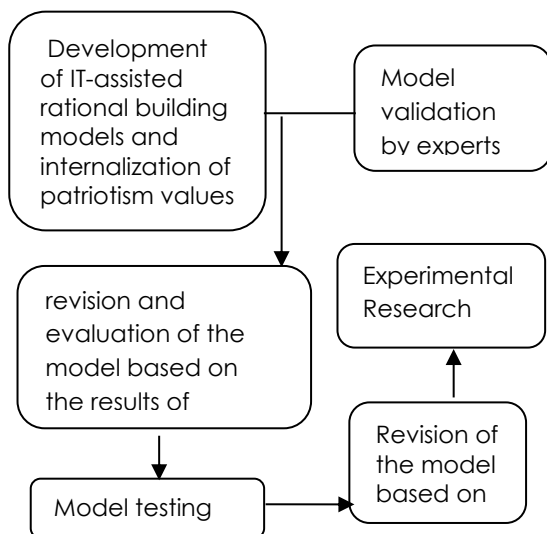
Chart: research activities

The location of the study was at the Primary School Teacher Education campus, on Jalan Cimanuk Bengkulu City, in the third semester of the academic year 2018/2019. The object of the research was the lecture activities of the Basic Concepts of Politics and State Defending which took place in class. The research subjects are students and lecturers who support the Basic Concepts of Politics and Defense in Bengkulu City who conduct lectures.

Results and Discussion

Before making a design development model, the team first interviewed students about the lectures they had been taking. The results of the interview, students are more interested in lecturing activities that challenge the activity but not too heavy. Based on this information, the team studied the syntax of the rational formation model and will use the

model in lectures. The stages of lecturing in this model are; (a) identify situations in which there is a conflict of values or misdoing or being out of harmony with values in the social context of Indonesian society; (b) gather additional information relating to the situation; (c) analyze the situation from the perspective of the moral rules of society or the social context in which misdoing occurs; (d) identify alternatives and examine the implications and consequences of each alternative; (e) make decisions to be made based on the principles of democracy with full awareness of every consequence, both positive and negative. (Hakam; 2003, Adisusilo, JR, Sutarjo; 2012).

After several meetings, it turns out before students are asked to identify situations in which there is a conflict of values, students need a reference in the form of lecture material information related to situations of conflict in society and value conflicts, from the lecturer. It will only be continued by identifying situations where there is a conflict of values in warm political life. The identification results are then written on the board so that all students can know together with the identification that has been done. Students want to choose one conflict of values that they will analyze in small groups, so a small group is formed consisting of three students. In this group, each sought additional information about value conflicts through the internet either through WA, Instagrams, online newspapers, statements of figures and or political elites about the events of value conflicts.

In the next activity, students analyze the situation from the point of the moral rules of society or the social context that occurs. Continue to look for and determine various alternatives and test the implications and consequences of each alternative in small group discussions. Then this small group makes the appropriate decision to make, because it is based on democratic and moral principles, with full awareness of every consequence, both positive and negative. Then the results of this discussion are outlined in the form of scientific papers to be presented in class. This activity ended with a class discussion from the results of the group discussion presented, from this class discussion it was obtained a shared decision about moral values that were appropriate to be followed by every citizen when dealing with situations of conflict of values in the life of the nation and state.

Closing

Rational Building Model which initially consists of five steps, namely; (a) identifying situations in which there is a conflict of values or misdoing or being out of harmony with values in the social context of Indonesian society; (b) gather additional information relating to the situation; (c) analyze the situation from the standpoint of the moral rules of society or the social context in which misdoing occurs; (d) identify alternatives and examine the implications and consequences of each alternative; (e) make decisions to be made based on the principles of democracy with full awareness of every consequence, both positive and negative.

The Rational Building Model consists of five steps, after being developed into nine steps consisting of; (a) Information about course material is related to implementation in society and value conflicts occur; (b) identify situations where there is a conflict of values, (c) Assignment to seek additional information from various sources of information available about value conflicts that occur, (d) Inform the results of the identification of value conflicts found by each student for them to be selected, (e) Create groups small and choose one of the values conflict situations that have been identified by the interests of the group, (f) analyze the situation from the point of the moral rules of society or social context that occurs, (g) identify various alternatives and test the implications and consequences of each alternative, (h) make decisions to be made based on democratic principles with full awareness of every consequence, both positive and negative. Then pour it in the form of scientific papers to be presented, (i) Present the results of group discussions followed by class discussions under the guidance of lecturers and shared decisions about moral values that are appropriate to be followed by every citizen when dealing with situations of conflict in values in the life of the nation and state.

The use of the Rational Building Model that has been developed, makes students show their analytical skills and rational and logical thinking skills in small group and class discussions when discussing problems that occur in the political life of the nation and state.

Every lecture meeting goes beyond the face-to-face schedule. Students feel less time because lectures take place sweetly, not monotone, learning interactions take place in many directions. Learning that activates group learning with multi-directional interaction is one of the criteria that lectures are effective.

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