Development of the *Bahtsul Masail* learning model in the Pancasila and Civic Education subject

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ABSTRACT: This study aimed to develop learning models in the subjects of Pancasila and Civic Education centered on learners. Validation and trial results were analyzed using descriptive analysis both qualitatively and quantitatively. Validity test results by material experts obtained a percentage of 93%, model experts by 68%, and learning experts by 88%. The results showed that *Bahtsul Masail's* learning model proved feasible and practical to apply. The response of learners after being the subject of the trial, on average, was 91.3%. That was *Bahtsul Masail* learning model was very attractive learning model. The effectiveness test of the learning model was conducted using *Wilcoxon Signed Rank Test* against *pre-test* and *post-test* values. The test results showed a significance level of 0.000 so it could be concluded that *Bahtsul Masail* learning model was effective to be applied. *Bahtsul Masail's* learning model in the subjects of Pancasila and Civic Education was able to accommodate student-centered learning.

Keywords: learning model, *Bahtsul Masail*, Pancasila and Civic Education

1 INTRODUCTION

Learner-centered learning was proven to improve learning outcomes (Sugiyono et al. 2009, Antika, 2014; Heni et al. 2019). However, not all subjects were able to realize such learning, including learning Pancasila and Civic Education (Widiatmaka, 2016; Nurhasanuddin, 2016). Similarly, in Madrasah Aliyah Negeri (MAN) 3 Jombang, the learning of Pancasila and Civic Education (PPKn) has not been centered on students. This could be seen from the tendency of students in grade third science of Madrasah Aliyah Negeri 3 Jombang who were lazy to give reciprocity when learning takes place. Therefore, there needed to be innovation in Pancasila and Civic Education learning (Ikhsan, 2019) by paying attention to the characteristics of learners.

Students of Madrasah Aliyah Negeri 3 Jombang were dominated by *Pondok Pesantren Bahrul Ulum's* students. In line with the orientation of Pancasila and Civic Education as subjects in school that focused on obtaining the character of the nation as a united, religious, and humanist country (Nurdin, 2015), Islamic Boarding School was very effective educational institution in developing the character of students, especially on humanitarian values that guarantee national unity (Anam et al. 2019). As an educational institution born from local Indonesian wisdom, *pesantren* had typical learning methods such as *halaqah*, *bandongan*, *wetonan*, and *sorongan* (Rizal, 2011; Anam, 2017). In addition, there was student's tradition in *pesantren* called *Bahtsul Masail*.

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Bahtsul Masail was commonly referred to be part of deliberative decision on religious issues (Nasih, 2009). In the process of implementation there was an argumentative debate using systematic logic and proficient rhetoric. The argument would be used as the basis for decision making by *musahhih* (director). The brief showed that in the implementation of *Bahtsul Masail* there was an active role of various parties in solving problems, freedom of speech and refuting each other's opinions, and also participants were required to think critically and argumentatively. In addition, *Bahtsul Masail* also prioritized mutual respect and non-authoritarian behavior (Nasih, 2009).

Based on the study conducted, the activities in the implementation of *Bahtsul Masail* were in line with the characteristics of problem-based learning model which was one form of learning model centered on learners (Chen, et al. 2009; Westwood, 2013). In addition, *Bahtsul Masail* was also a tradition that close to the characteristics of learners as boarding school students. Based on the results of the study, developing *Bahtsul Masail* tradition into a learning model of Pancasila and Civic Education was interesting study to be done. Therefore, this study aimed to develop a model of learning *Bahtsul Masail* was made to be flexibel, interesting, practical, and effective to be applied in Pancasila and Civic Education.

2 METHODS

This research was developmental research using *four-D model modification* developed by Thiagarajan (1974). The research stage included three main things, namely *define*, *design*, and *develop*. At the definition stage, curriculum analysis, needs analysis, student analysis, model analysis, and learning objectives analysis were carried out. At the design stage began with the preparation of tests, model selection, format selection, and initial design. At the development stage, expert validation and product trials were carried out. The test subjects of *Bahtsul Masail* learning model products were students of third science class of MAN 3 Jombang located in the Pondok Pesantren Bahrul Ulum Tambakberas Jombang.

The test results were analyzed using descriptive analysis both qualitatively and quantitatively. Qualitative descriptive analysis was used to analyze the process of research on the development of *Bahtsul Masail* learning model in the subjects of Pancasila and Civic Education in MAN 3 Jombang, the quality of the learning model obtained from validator inputs, as well as the response of learners during the research implementation process. Descriptive quantitative analysis included data analysis of feasibility, practicality, and effectiveness of learning models using percentage analysis (Arikunto, 2013). Analysing the effectiveness of learning models using *Wilcoxon Test* with the help of SPSS 17.0 software for windows.

3 RESULTS AND DISCUSSION

The products produced in this development research were the *Bahtsul Masail* learning models poured into the typical learning syntax. The learning model was part of a conceptual framework designed systemically to organize a learning pattern, reflecting an educator's methods, techniques, and guidelines in conducting learning activities (Ibrahim, 2017). To measure product feasibility and practicality, *Bahtsul Masail's* learning model was validated by a validator consisting of material expert validator, model expert, and learning expert. Validation results were used as the basis for performing product improvements.

Based on the validation has been done, the material expert concluded the material used in the development of *Bahtsul Masail* learning model was very feasible to use. The assessment of material expert validators covering aspects of content, construction, and language achieved a total score with an average of 93%. Material expert validators recommended expanding the material to suit the scope of problem-solving-based materials. This suggestion was in line with Maryani & Syamsudin's (2009) thinking that learning departed from material scope in the form of contemporary issues, cooperative learning style, and good evaluation, was very effective against the learning outcomes

of learners, so that the learning process using the *Bahtsul Masail* learning model was believed to be able to form an interesting learning pattern, especially for students in boarding schools who were studying in formal schools.

Validator model experts assessed that the learning model was feasible and practical to use. This assessment was based on validation results covering aspects of content, construction, and language with an average total score of 68% (Arikunto, 2013). Advice from model experts related to learning steps that must be improved to be more specific. The model implementation steps are in line with three important steps, namely the presentation of the outline of learning materials, group formation, and providing opportunities for learners to explain the material to others (Kurniasih & Sani, 2015).

Validation results from learning expert validators also showed that the learning model was very feasible and very practical to use because the average total score reaches 86% (Arikunto, 2013). Validation from learning experts included assessment of the practicality of the learning model to use, clarity of learning model in supporting the material, suitability of the material in the learning model, suitability of the material to be displayed with the objectives of learning to be achieved, presentation of the manual in accordance with the steps of the learning model, the ability of the learning model in improving student activity, the ease of learning model to understand the material presented, the ease of learning model to increase student knowledge, and flexibility in the learning process.

Since the assessment of the validators showed that *Bahtsul Masail's* learning model was feasible and practical to use, the next step was to test the model in test subject of third science class of MAN 3 Jombang. This was done to determine the level of interest and effectiveness of the learning model. *Bahtsul Masail* learning model in the subjects of Pancasila and Civic Education was carried out through two meetings because the learning model consisted of two activities, namely pre-*Bahtsul Masail* activities and the core activities of the implementation of *Bahtsul Masail*. Pre *Bahtsul Masail* activities consisted of three main activities. First, the division of learners into components *Bahtsul Masail*, namely one moderator, one *muharrir*, one *mushohhih*, and three groups of participants. With this division, *Bahtsul Masail's* learning model accommodated self-learning because the learning experience was organized and controlled by learners (Harsono, 2008). These components had their own duties and some prohibitions. This division of tasks realized good social interaction between learners so that learning became interactive (Harsono, 2008).

Moderators were tasked with leading, maintaining order, arranging and dividing time, discussing the conclusions of the answers agreed by the formulation team, then be offered again to the participants, tapping three times when the problem was considered resolved, and in a state of *dlorurot* moderators can appoint one of the participants to replace it. Moderators were prohibited from participating in opinions, impartial or unobjective, and intimidating participants. The formulation (*muharrir*) was tasked with following the course of the *Bahtsul Masail* event, researching the answers and *ta'bir* submitted, straightening out the answers that were considered deviant, and providing the formulation of answers and *ta'bir-ta'bir* supporters. Formulations were prohibited from imposing answers without any *ta'bir* from participants, speaking before being appointed moderators, speaking out of discussion materials, and disrupting the concentration of participants, such as sleeping, jokes or being emotional. *Mushohhih* was tasked with providing direction and advice to participants and the formulation team and considering and *tashihiing bahtsul masail's* decision. *Mushohhih* was prohibited from validating the results of *Bahtsul Masail* before decision was made. Participants were tasked with answering the problem and delivering their *ta'bir* after being given time by the moderator and conveying the text or *ta'bir* to the formulation team. Participants were prohibited from making noises in *bahtsul masail* forums, disagreeing with delegates, and speaking without going through moderators or debates.

Once each component was formed, the educator provided question (*masa'il*) that would be discussed. After that, the students carried out the third activity in pre *Bahtsul Masail*, namely students (groups) conducting research on *masa'il* by looking for answers from references that correspond to the problem. Analysis of the problem might be seen from various factors taking into account the positive and negative impacts (Harist, 2010). This was done with the aim of learners (each component) able to prepare argumentative answers and have clear references. In pre-*Bahtsul*

Masail activities, students were required to actively develop knowledge by conducting research, not only obtaining information from educators (Harsono, 2008).

After the pre-Bahtsul Masail activities were completed, at the next meeting was carried out the core activities of Bahtsul Masail. The implementation of Bahtsul Masail consisted of: (1) opening (*mukaddimah*), (2) visualization of problem exposure by moderators, (3) presentation of answers by participants, (4) categorization/grouping of answers, (5) argumentative debates, (6) enlightenment references by *muharrir*, (7) verification of problems, (8) formulation of answers, (9) ratification by *mushohih*, (10) thanks and apologies from moderators, and (11) evaluation. During this activity, students were required to actively engage both individually and in groups. For example, in argumentative debate activities, each group of participants might work well together (no disagreements). This showed that collaborative and cooperative learning was always invited students to actively discuss (debate) and create in terms of working together to improve critical thinking skills (Harsono, 2008, Yanti, 2014).

After the Bahtsul Masail learning model was implemented, the students responded to the learning model's effective use through a questionnaire. Based on the response of learners, it was known that the learning model of Bahtsul Masail belongs to very attractive category because the average response of learners is 91.3% (Arikunto, 2013). Related to the effectiveness of bahtsul masail learning model, measurements were taken using Wilcoxon Signed Rank Test. Wilcoxon test was done by testing different results of pre-test and post-test of learners. The average pre-test score of 23 learners was 80.87% while the post-test result was 92.39%. Wilcoxon Signed Rank Test results could be seen in table 1.

Table 1. Result of Wilcoxon signed rank test

	Posttest – Pretest
Z	−4.148b
Asymp. Sig. (2-tailed)	0.000

Wilcoxon Signed Rank Test results in table 1 showed a significance value of 0.000. Since the significance value was less than 0.05, there was a significant difference between pre-test and post-test. In other words, Bahtsul Masail learning model could be used effectively in learning Pancasila and Civic Education. Bahtsul Masail's learning model was able to accommodate learner-centered learning activities because each activity reflected active, interactive, independent, collaborative and cooperative learning (Harsono, 2008).

4 CONCLUSIONS

Bahtsul Masail learning model was adapted from the tradition of boarding schools in solving scientific problems. Bahtsul Masail's learning model developed in the subjects of Pancasila and Civic Education proved feasible and practical to use. In addition, Bahtsul Masail's learning model on Pancasila and Civic Education was attractive and effective to improve learning outcomes because it accommodated student-centered learning activities.

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