

Implementation of Musyawarah Learning Models to Improve Democracy Learning Culture of PPKn MTs Son of Princess Lamongan

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Abstract

Creating a good democratic culture in a simple school environment must support all school members by cultivating and teaching democratic practices in the school environment. The implementation of deliberation model learning is the first step in implementing democracy that leads to indicators (1) tolerance, (2) openness, (3) smart, (4) responsibility. Students can take moral action from the conversation results in behaviour that can to be done with full responsibility. This research is experimental (Quasi-Experimental). The research data were analyzed using inferential statistical analysis techniques. From the results of inferential statistical analysis that the value of *t hitung* is 8,201 with a significance of 0.02. The significance value which indicates $0.000 < 0.05$ so that H_0 to be rejected. So it can be ignored that there is an influence of the cultural deliberation learning model in MTs. Son of Princess Lamongan

Keywords: *Democracy, Deliberation, Deliberation Model Learning*

Introduction

The culture of democracy in the school environment is very important for the current era of globalization if it is managed with a systematic structure with democratic practices. It can be realized and involves students in discussing life problems and learning orientation. Education's role is very large in realizing a complete and independent human being and being a noble and beneficial human for his environment. With human education, he will understand that he is a creature endowed with advantages compared to other creatures. For the state, education makes a very large contribution to the progress of a nation and is a vehicle for translating constitutional messages and building nation character (nation character building).

Schools are places for students to learn everything they know about what they don't know, including learning democracy. Studying democracy is not only about the theory of democracy. Still, it can

be done by applying/practising in everyday life by participating in deliberations at school by involving students who make choices, decisions and agreements through learning deliberations conducted by researchers at MTs. Son of Princess Lamonganat MTs. the researcher tries to reveal whether there are student behaviours that implement a democratic culture, which is focused on indicators of democratic culture, (1) tolerance, (2) open to accepting opinions, (3) smartly considering in making decisions, (4) carrying out the mandate with full responsibility (Zamroni (2001: 65).

Deliberation in our memories describes a discussion space and forms groups to study certain problems. The fact is that it indicates a contradiction between groups/camps, which impacts conflicting ideas so that the implementation of the deliberation is coloured with a great win and loss. As a complement to consideration, the teacher should have prepared materials and indicators - production, which have been determined to avoid misconceptions about the continuity of learning, one of them. (1) Respect for each other. (2) Respect the Opinions of Others. (3) Receiving Deliberative Decisions. (4) Carry out decisions responsibly in the democratic principles of Pancasila. (Islamey (2011: 4).

Learning the deliberation model to improve a democratic culture is a lesson that fosters student orientation in cultivating and cultivating democratic practices that incorporate Pancasila values. It is regrettable if the exercise of democracy in Indonesia has been regressed by a change of time. But we as teachers/educators should be able to answer whether there is an increase in democratic culture. Include data that can to be used as a reference that the culture in schools is very cultural.

Research methods

The research used is descriptive quantitative research, which is research aimed at empirical studies to collect, analyze, and display data in numerical form rather than narrative (Given, 2008: 713). So that in quantitative research, it not only presents numbers/numerics but also tries to provide systematic data, the format of facts and the nature of specific populations to obtain facts or events that occur, especially in learning the deliberation enhancement model intended for class VIII MTs students. Son and daughter of Lamongan

This research method uses the Quasi Experiment method. Experimental research is the fullest quantitative research approach, meaning that it meets all the requirements for testing causal relationships. The research design used pretest-posttest activities by dividing the research group into two, namely the experimental group and the control group was not randomly selected. The experimental and control groups underwent a preliminary test. The two groups received different treatment, where the experimental group used the learning model to improve negotiation skills and the control group used the lecture learning model. They ended with a final test for each group.

In this study, the authors used two class groups: the experimental and control class groups. In the experimental class, they will be treated using a learning model to increase deliberation with the material "The essence of democracy". Meanwhile, the control class uses the material "The essence of democracy" in the lecture model. That before being given the treatment, both the experimental group and the control group were assigned a test, namely a pretest, to know the situation. group before treatment to what extent the knowledge that students have regarding the implementation of democratic culture. After being given the initial test, the authors experimented by providing treatment in a learning model to increase deliberation skills. The authors offer student worksheets that are carried out in groups to get an overview of the learning that is taking place. The final action taken by the author is to provide a final test (posttest), the goal is to obtain a comparison of data from the initial test (pretest) to the final examination (posttest).

Discussion

Various dynamics of deliberation must contain democratic values. In the ability of children when given democratic material, all can understand because democracy is identical with freedom to voice opinions, freedom to criticize but forget about their responsibilities after making decisions, Subjectively the child is still egocentric in his opinion to strengthen his argument and seek victory in the discussion so that democracy in Mts Putra daughter gave birth to an authoritarian and tyrant. In contrast, children who understand other people's opinions with answers do not corner other friends. Referring to the research data, the researcher observes the practice of democratic culture by paying attention to specific indicators (1) the tolerance indicator is 39%, (2) the responsibility indicator is 29%, (3) the open indicator is 18%, (4) the smart indicator is 8%, and (5) the hand appreciates at 6%. Overall, the democratic culture can be applied to pandemic conditions, although not all of the categories in these indicators are carried out by students.

After observing the democratic culture that is generally / globally applicable in the school environment, the researcher provides data aimed at tests that are one of the data collections, namely the pretest and posttest tests. The class was divided into two groups, namely the experimental group and the control group, both of which applied different lessons, with the same material. The pretest in this practical class shows relatively high data. The experimental study's deliberation learning data explained a difference between the percentage of democratic culture and the percentage of deliberation ability. The average value of the rate of democratic culture before the treatment was 5.65. This becomes the initial observation parameter that has increased, and the observation of deliberation learning has increased significantly. PPKn learning for students of class VIII A and class VIII B of MTS Putra Putri Lamongan who use deliberation learning by learning lectures. Based on the posttest t-test, it is known that the average learning outcomes of the experimental class are 16.90, and the intermediate learning outcomes of the control class are 8.90. It can be concluded that the experimental class's average learning outcomes are more significant than the control class.

It is known that the results of the descriptive statistics of the two samples studied are the posttest scores of the experimental group and the posttest scores of the control class. For the posttest scores of the experimental class, the average or mean value is 16.90. Meanwhile, the posttest score for the control class obtained an average value of 8.90. The number of respondents or students used as the research sample was 20 students. for the value of Std (standard deviation) in the posttest experimental class of 2.292. while Std. (standard deviation) in and posttest control class is 3,712. Lastly is the value of Std. The mean error for the posttest in the experimental class is 512 and for the posttest for the control class is 830. This shows that the posttest average value for the control class is 8.90 <post test for the experimental class is 16.90. So it can be concluded that there are significant differences in student learning outcomes in the experimental and control classes.

Hypothesis testing using the independent sample t-test calculation shows that the average of the experimental group is 16.9 while the control class is 8.9. It is known that the increase in the learning outcomes of the experimental class is greater than 16.9 compared to the control class. It is also known that the t value is 8,201 with a significance of 0.02. The t table value is 1.998. So it can be seen the results of the t-test analysis (t-test) on deliberation learning. From the table it is known that the *thitung* value is 8,201 with a significance of 0.02. The significance value indicates $0.002 < 0.05$ so that H_0 is rejected. This is also supported by the mean value of the experimental class, which is 16.9, which is greater than the control class, which is 8.9. Based on the above Taber, it can be concluded that there is an influence of democratic culture on implementing deliberation model learning in MTs. Lamongan son and daughter

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Based on the above analysis, it has been proven that there is a significant difference between deliberation learning and lecture learning in enhancing the democratic culture of learning PPKN class VIII MTs. Turn Putri Lamongan. The thing that causes deliberation learning to have an average and higher increase than lecture learning is that deliberation learning brings more active students. Although given the same material at the same time, in deliberation learning students are given case examples, where students are trained to understand other people's point of view and their point of view and implement a democratic culture. in the lecture method, students only focus on the teacher's explanation and students are less active in learning.

In addition to requiring intellectual knowledge and abilities, deliberation learning must be focused on implementing democracy, namely the cultivation of democracy in students. This is important to suppress the obstacles in implementing a democratic culture. A democratic culture does not come and grow by itself but is instilled and implemented in everyday life. The educational process is one way of developing student demonstration skills (Azra, Azyumardi, 2008, Suryanto at.,all). Democratic education is a process of developing among students in the form of knowledge, awareness, attitudes, skills and willingness, and the ability to participate in the political process. (Zamroni, 2013). Democratic community life must be based on the awareness of the nation's citizens of the ideas and ideals of democracy that give birth to understanding and the belief that only in a democratic society is it possible for citizens to maximize welfare and freedom (Zamroni, 2011: 39).

Conclusion

There is an influence of the deliberation learning model on the democratic culture in MTs. Son of Princess Lamongan. Deliberative learning provides democratic values to students. Learning the deliberation model leads to tolerance, openness, intelligence, and responsibility, which are the first steps in implementing democracy. The importance of democratic skills is significant for students because they are amoral formation process and become the primary foundation for increasing love. Deliberative learning has taught the meaning of democracy in the classroom. In line with the spirit of democracy, education is carried out with students' motto, by students and for students. So that student-centred learning.

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