

## ABSTRAK

Pendidikan PPKn di sekolah dapat berperan dalam memberantas korupsi secara tidak langsung melalui penyatuan materi pembelajaran di kelas, tujuan penelitian ini adalah untuk mengetahui sejauh mana pengaruh model pembelajaran *Problem Based Learning* dalam upaya menanamkan nilai-nilai anti korupsi pada mata pelajaran PPKn. *Problem Based Learning* dan variabel dependen adalah Penguatan nilai-nilai anti korupsi. Sampel yang digunakan dalam penelitian ini adalah kelas XI IPA 4 sebagai kelas eksperimen dan kelas XI IPA 6 sebagai kelas kontrol, data analisis yang digunakan adalah melalui *pretest* dan *posttest* serta kuesioner. Data analisis yang telah digunakan menunjukkan hasil bahwa nilai rata-rata antara *posttest* kelas eksperimen adalah 85,17. Dan nilai t yang dihitung dalam *posttest* kelas eksperimen adalah 3.455 kelas dengan tingkat signifikan  $<0,005$  kemudian  $H_0$  dinyatakan ditolak dan  $H_a$  diterima, bahwa terdapat pengaruh model pembelajaran *Problem Based Learning* terhadap proses menanamkan nilai-nilai anti korupsi pada mata pelajaran PPKn dalam materi HAM lalu pada tabel 4.13 diketahui bahwa dari pernyataan “ Model pembelajaran yang digunakan membuat saya paham nilai – nilai anti korupsi dan bagaimana penerapannya dalam kehidupan sehari – hari” hasil reponden yaitu (SS) 15%, (S) 18%, (KS) 16% DAN (TS) 11%, maka disimpulkan bahwa dari penelitian test dan angket ini dapat disimpulkan bahwa model pembelajaran *Problem Based Learning* dapat membantu peserta didik dalam proses pembelajaran mengenai pemahaman mengenai konsep materi Penguatan nilai – nilai anti korupsi pada mata pelajaran PPKn, sehingga mampu turut membentuk karakter peserta didik yang mempunyai jiwa anti korupsi dalam dirinya.

**Kata kunci: Model Pembelajaran, Nilai-nilai anti korupsi, dan Pendidikan dan Kewarganegaraan Pancasila.**

## ABSTRACT

*Civic education in schools can play a role in eradicating corruption indirectly through the unification of learning materials in the classroom, the purpose of this study is to find out the extent of the influence of the Problem Based Learning learning model in an effort to instill anti-corruption values in Civic Education subjects. Problem Based Learning and dependent variables are the cultivation of anti-corruption values. The samples used in this study were class XI IPA 4 as an experimental class and class XI IPA 6 as a control class, the analysis data used was through pretest and posttest and questionnaires. The analysis data that has been used shows the results that the average value between the posttests of the experimental class is 85.17. And the t grade calculated in the experimental class posttest was 3,455 classes with a significant rate of  $<0.005$  then  $H_0$  was declared rejected and  $H_a$  was accepted. So it can be concluded that there is an influence of the Problem Based Learning learning model on the process of instilling anti-corruption values in Civic Education subjects in human rights material and then in table 4.13 it is known that from the statement "The learning method used makes me understand the values of anti-corruption and its application in everyday life" the results of the response are (SS) 15%, (S) 18%, (KS) 16% AND (TS) 11%, then with the data above it can be concluded that the Problem Based Learning model can help students in the learning process regarding understanding of the concept of material for the cultivation of anti-corruption values in Civic Education subjects. From this research, it can be concluded that the Problem Based Learning learning model can help students in the learning process regarding understanding of the concept of planting material anticorruption values in the eyes Civic Education lessons, so as to be able to help shape the character of students who have an antikorruption spirit in themselves.*

**Keywords: The Model of Disengagement, Anti-corruption values, and Pacasila education and citizenship.**