Implementing Problem Based Learning Model in Improve Pancasila Education Learning Outcomes of Grade IV Students at SD Negeri Golo Yogyakarta

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Abstract: The low learning outcomes of students in the Pancasila Education subject, Pancasila as a value of life in class IV at SD Negeri Golo Yogyakarta is because many students still do not meet the KKM. This research aims to describe improving student learning outcomes by using the Problem Based Learning learning model on Pancasila material as a life value. This research uses a type of classroom action research (CAR) which consists of 2 cycles. This research uses the Kemmis and Mc Taggart model research design. There are four stages in this model, namely the planning, action, observation and reflection stages. The subjects of this study was class IV students at SD Negeri Golo Yogyakarta. The learning process in this research uses the Problem Based Learning model which is applied to Pancasila material as a life value. Data collection techniques in this research are pretest and posttest, observation and documentation. The results of research on Pancasila education learning on Pancasila material as a life value using the Problem Based Learning model can improve student learning outcomes. The increase in the percentage of completeness of students' learning outcomes can be seen from the initial pre-action conditions of 18%, in the pretest cycle I it was 41%, in the posttest cycle I it was 64%, in the pretest cycle II it was 77%, in the posttest cycle II it was 86%. Research using the PBL learning model shows an increase in learning activities from the cognitive aspect. Not only the PBL learning model, it is hoped that the results of this research can provide learning innovations in the classroom.

Keywords: Problem Based Learning model, learning outcomes, Pancasila Education, students, Elementary School.

INTRODUCTION

The issue of sustainable development has become an important issue that must continue to be socialized in today's society. According to Rahadian (2016), sustainable development or Sustainable Development Goals (SDGs) is a human effort to improve the quality of life without going beyond the ecosystem that supports life. One of the goals of the SDGs is quality education. Not only providing education, but also the quality of education, curriculum, infrastructure, teaching staff, and other elements that support educational success (Pribadi, 2017). The curriculum in Indonesia has been improved to improve the quality of education. According to Gumilar, replacing the 2013 Curriculum with the Independent Curriculum is an effort to strengthen educational autonomy at the school level (Gumilar et al., 2023). Civics learning objectives in the current modern era need to accommodate the formation of students' digital literacy, creativity, innovation and critical nature. By encouraging the spirit of nationalism, PPKn learning functions to create community unity by implementing a regeneration platform to implement and be responsible for carrying it out, so that it can cultivate the regeneration of young minds to face a challenging future (Sumaryati et al., 2020). In line with the existence of the independent curriculum, the

name of PPKn lessons has changed its name to Pancasila Education. This change will officially replace PPKn starting July 2022 or will be implemented starting in the 2022/2023 academic year along with the implementation of the independent curriculum (Yuniarto et al., 2022). To improve learning outcomes and student activities in the Pancasila Education learning process is to replace learning methods/methods that are no longer of interest to students.

Based on the results of interviews with teachers and observations of class IV students at SD Negeri Golo Yogyakarta on August 21 2023, the average class IV learning outcomes for Pancasila education subjects were still relatively low in chapter 1 regarding Pancasila as a life value. From the daily test results data for grade IV Golo Yogyakarta State Elementary School students, 18 out of 22 students have not achieved a KKM score of 75 in the Pancasila education lesson with the highest score being 85 and the lowest score being 30. Based on the results of interviews with teachers and observations of class IV students at Golo Yogyakarta State Elementary School that the average learning outcomes for class IV are still relatively low because the learning model used is less innovative, the teacher has not used the learning model optimally, the students lack understanding in understanding the questions, the lack of active participation of students in learning, the students' motivation in learning is low, and the majority of participants students do not yet have the courage to convey or present ideas about problems. Based on this phenomenon, teachers can use the Problem Based Learning (PBL) learning model. According to Hotimah (2020), PBL is a learning method that is triggered by problems, which encourages students to think critically and analytically, work together in groups, and find solutions to problems. As students in a class or group, students may not have the same abilities and traits. Therefore, teachers' belief in human potential and the ability of each student to learn and achieve is very important (Qiptiyyah, 2020). Research using the PBL learning model shows an increase in learning activities from the cognitive aspect. This learning involves all students to be active in participating in the learning process.

Several previous studies regarding efforts to improve student learning outcomes include: 1) Sayuti's (2017) research on regarding efforts to improve Civics learning outcomes through the PBL model resulted in PBL being able to improve Civics learning outcomes for students with an average of 66.58 cycles before action was taken. I 74.05 and in cycle II 79.63. 2) Prasetyo's (2019) research on efforts to improve Civics learning outcomes through the PBL model resulted that in the initial conditions when compared with learning outcomes in cycle-1 there was an increase of 9.88, while learning outcomes in cycle-1 when compared with cycle-1 learning outcomes -2 there is an increase of 10%. 3) Wijayanti's (2016) research on improving Civics learning achievement through the application of the PBL model resulted in 16 students or all class IV students having completed or reached the KKM with an average class score in cycle II of 94.37. 4) Khiyarusoleh Ujang's (2016) research on efforts to improve learning outcomes on the subject matter of laws and regulations in force in Indonesia using the Problem Based Learning model resulted in an increase in student learning outcomes shown in cycle-1 by 73.1%, while learning outcomes in cycle-2 it was 78.1%. 5) Sukaptiyah's (2015) research on improving Civics learning outcomes through the Problem Based Learning model for class VI students at SD Negeri 1 Mongkrong showed that learning in the first cycle increased, students whose score was 65 and above became 16 or 84.2% of the total of 19 students and were improving. cycle II to 19 students or 100%. In this way, the PBL learning model can improve student learning outcomes.

Previous research regarding efforts to improve student learning outcomes has been maximal. In some of these studies, the PBL learning model can improve student learning outcomes as proven in the results of cycle I and cycle II. The difference between previous research and the research to be conducted is that it uses presentations via Power Point with pictures of the practice of Pancasila principles so that students are enthusiastic to pay attention. The LKPD is made in an interesting way so that students are enthusiastic about doing it. Research using the PBL learning model shows an increase in learning activities from the cognitive aspect.

It is hoped that the results of this research can provide learning innovations in the classroom. By carrying out learning innovations, teachers will be able to provide updates to the models and methods that will be used according to the characteristics of each class. Research using the PBL learning model shows an increase in learning activities from the cognitive aspect. This learning involves all students to be active in participating in the learning process. In this case, class action is carried out by conducting surveys and observations first, then making an action plan (Sayuti, 2017).

METHOD

This research is a type of Classroom Action Research (CAR). According to Paizaluddin & Ermalinda in (Haryati et al., 2022) explain that Classroom Action Research (CAR) comes from the English language Classroom Action Research, which means research conducted in a class to find out the

consequences of actions applied to a research object in that class. This research uses the Kemmis and Mc Taggart model research design. This model divides one cycle of classroom action research procedures into four stages, namely the planning, action, observation and reflection stages (Maliasih et al., 2017). The research was conducted at SD Negeri Golo Yogyakarta starting from January to February 2024 in class IV. This research was carried out in 2 cycles and each cycle was carried out in 2 meetings. In this study, the research subjects were class IV students at SD Negeri Golo Yogyakarta, consisting of 22 students. Apart from that, teachers are also research subjects to determine the implementation of Pancasila education learning using the PBL model. The reason for taking research subjects in class IV at SD Negeri Golo Yogyakarta was because students still experienced low learning outcomes in Pancasila education subjects.

Research data was collected using observation, tests and documentation. The instruments used in this research include: teacher and student research observation sheets, pretest and posttest sheets along with answer keys, and teaching modules. The data obtained in this research was analyzed using qualitative and quantitative data analysis models. This quantitative data analysis is calculated using the statistical formula as follows.

$$M = \frac{\sum X}{N}$$

M is the average class score, $\sum X$ is the total final score, N is the number of students. This formula is used to calculate the class average score.

$$P = \frac{f}{N} \text{ x } 100\%$$

P is the percentage figure, f is the number of students who achieve a score $\geq$ KKM, and N is the number of students. This formula is used to calculate the percentage of student success in learning.

The results of these observations were analyzed descriptively qualitatively and quantitatively. Qualitative descriptive analysis using words or sentences to describe the activities carried out by teachers and students during the learning process.

$$P = \frac{total\ score\ obtained}{maximum\ score} \text{ x } 100$$

The quantitative data is interpreted with qualitative sentences. The results are interpreted in the categories 85% – 100% (Very Good), 70% – 84% (Good), 55% – 69% (Fair), 26% – 54% (Poor), 0% – 25% (Very Poor).

RESULT
1. Cycle 1

   a) Planning

   The activities carried out at the action planning stage I were preparing an open module that had been approved by the class IV teacher; prepare Pancasila educational material that will be delivered to students in cycle I regarding Pancasila as a life value, prepare Student Worksheets as material for solving student problems; and compiling the cycle I pretest and posttest accompanied by an answer key.

   b) Implementation

   In implementing the actions in cycle I and 2 meetings were held. The first meeting was to carry out the pretest and learning, the second meeting was to carry out the learning and posttest. The first meeting was held on Monday 4 March 2024 and the second meeting was held on Tuesday 5 March 2024. The material in cycle I was Pancasila as a life value regarding the symbols in Pancasila. The series of learning implementation starts with preliminary activities, core activities using the steps of the Problem Based Learning (PBL) learning model and ends with closing activities.

c)   Observation

Observations are carried out during the learning process by observers or observers. Observations were carried out using the observation sheet that had been made. The results of the cycle 1 pretest at meeting 1 were that there were 10 students who achieved the KKM score (41%) and the number of students who had not reached the KKM score was 12 students (59%). Meanwhile, the results of the posttest at meeting 2 were that the number of students who achieved the KKM score was 14 students (64%) and the number of students who had not reached the KKM score was 9 students (36%). For a more detailed comparison between pretest and posttest cycle I, see the following diagram.
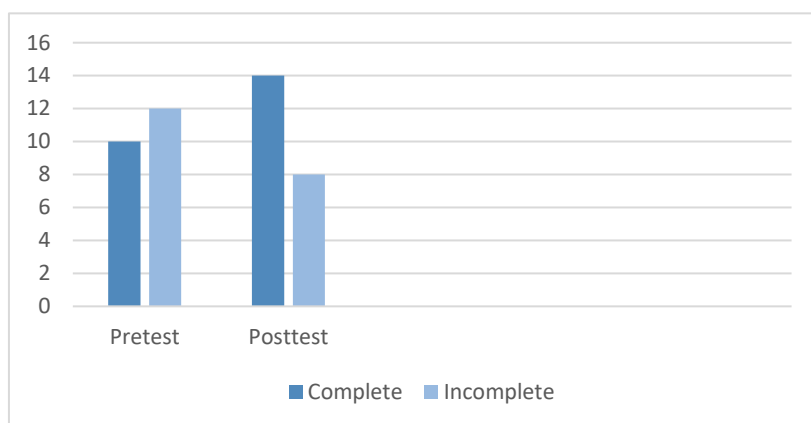

Figure 1. Graph of Pretest and Posttest Results for Cycle 1

From the graph above, it can be seen that there was an increase in pretest and posttest activities in cycle I. In the pretest cycle I, the number of students who completed it was 10 students and the number of students who did not complete it was 12 students. Posttest in cycle I, the number of students who completed it was 14 students and the number of students who had not yet completed it was 9 students.

d)   Reflection

In the first cycle, Pancasila Education learning using the PBL learning model which was implemented in class IV at SD Negeri Golo Yogyakarta went smoothly according to plan. In principle, students can receive learning even though it is not optimal, there are still many shortcomings so improvements are needed in the next cycle. Based on the implementation of actions at meeting 1 and meeting 2 of cycle I in following the learning process, students have not actively participated in learning. Students' learning motivation is still low. Based on this, the student activity obtained in increasing student activity in learning Pancasila Education with the PBL model in class IV cycle I was not in line with expectations, so improvements were needed in the next cycle, namely cycle II.

2.   Cycle 1

a)   Planning

In this cycle, the results of reflection in cycle I are used as a reference for designing learning in cycle II. In cycle II, this design and improvement was carried out in several parts, including preparing an open module that had been approved by the class IV teacher; prepare Pancasila educational material that will be delivered to students in cycle I regarding Pancasila as a life value, prepare Student Worksheets (LKPD) as material for solving student problems; and compiling the cycle I pretest and posttest accompanied by an answer key.

b)   Implementation

In implementing the actions in cycle II, 2 meetings were held. The first meeting was to carry out the pretest and learning, the second meeting was to carry out the learning and posttest. The first meeting was held on Monday 18 March 2024 and the second meeting was held on Tuesday 19 March 2024. The material in cycle I was Pancasila as a life value regarding the application of Pancasila. The series of learning implementation starts with preliminary activities, core activities using the steps of the Problem Based Learning (PBL) learning model and ends with closing activities.

c) Observation

Observations are carried out during the learning process by observers or observers. Observations were carried out using the observation sheet that had been made. The results of the pretest cycle II at meeting 1 were that there were 17 students who achieved the KKM score (77%) and the number of students who had not reached the KKM score was 5 students (23%). Meanwhile, the results of the posttest at meeting 2 were that the number of students who achieved the KKM score was 19 students (86%) and the number of students who had not yet reached the KKM score was 3 students (14%). For a more detailed comparison between pretest and posttest cycle II, see the following diagram.
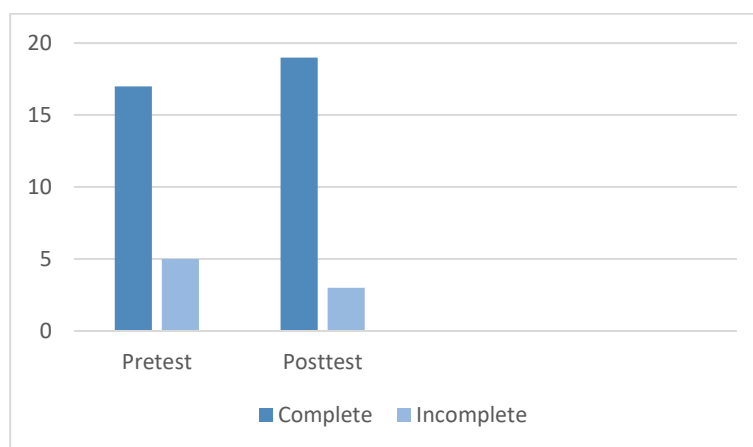

Figure 2. Graph of Pretest and Posttest Results for Cycle II of Class IV Students at SD Negeri Golo Yogyakarta

From the graph above, it can be seen that there was an increase in the pretest and posttest activities of cycle II. In the pretest cycle II, the number of students who completed it was 17 students and the number of students who did not complete it was 5 students. Posttest in cycle II the number of students who completed it was 19 students and the number of students who had not yet completed it was 3 students.

d) Reflection

After completing cycle II, what is done is reflection on the data that has been obtained from implementing the action. From these data, students are able to understand Pancasila education learning on Pancasila material as a good life value which can be seen from their completeness in working on all the questions, so that students' understanding of the concept falls into the very good criteria. Based on the results of the posttest in cycle II, it can be seen that 86% of students have fulfilled the KKM so that class IV students at SD Negeri Golo Yogyakarta can be said to have achieved very good criteria. This can be said if the PBL learning model can improve Pancasila Education learning outcomes. Students can understand and solve problems from the material provided. From the results of this reflection, it can be concluded that this research has met the targeted success indicators. Therefore, this classroom action research is sufficient to reach cycle II.

DISCUSSION

There are still many teachers who have not yet mastered teaching skills. According to Somayana (2020), basic teaching skills for teachers are needed so that teachers can carry out their role in managing the learning process, so that learning can run effectively and efficiently. In learning, teaching only using

the lecture method makes students bored and has difficulty understanding the material, resulting in low learning outcomes. Learning is a process of student interaction with the teacher and learning resources in the learning environment (Qiptiyyah, 2020). According to Nurul Audie (2019), types of learning outcomes include cognitive, affective and psychomotor aspects. Cognitive aspects include knowledge, understanding, application, analysis, synthesis and assessment. The affective aspect includes attitudes and values, which consist of five levels of abilities: receiving, responding or acting, assessing, organizing, and characterizing with values or complex values. Psychomotor aspects include skills and abilities to act based on learning results.

To improve learning outcomes and student activities in the learning process is to replace learning methods/methods that are no longer of interest to students. The expected teaching and learning atmosphere is to make students as subjects who try to explore themselves, solve their own problems from a concept being studied, while the teacher acts more as a motivator and facilitator (Qiptiyyah, 2020). The expected learning situation here is that students play a more active role in learning (Sukaptiyah, 2015).

Based on this phenomenon, teachers can use the Problem Based Learning (PBL) learning model. According to Hotimah (2020), PBL is a learning method that is triggered by problems, which encourages students to think critically and analytically, work together in groups, and find solutions to problems. As students in a class or group, students may not have the same abilities and traits. Therefore, teachers' belief in human potential and the ability of each student to learn and achieve is very important (Qiptiyyah, 2020).

The implementation of learning using the PBL learning model in this classroom action research aims to improve student learning outcomes. According to Wati (Wati, 2019), the use of appropriate and varied learning models is expected to increase student learning activities, and by increasing student activity during learning, it is hoped that it can improve learning outcomes. Before implementing learning using the PBL learning model in class IV at SD Negeri Golo Yogyakarta, the teacher first conveys the learning objectives and learning activities that will be carried out. This is done so that students can clearly know what will be learned and done during the learning process using the PBL learning model (Nurhidayati, 2016).

The results of this research consist of 2 cycles regarding Pancasila education learning on Pancasila material as a life value using the PBL learning model in class IV of SD Negeri Golo Yogyakarta showing an increase in student learning outcomes. This can be seen based on the results of the students' posttest tests which show an increase from before the action and after the research action. This increase can be seen in the increase in the percentage of students who have reached the specified criteria (KKM 75).

Learning in cycle I and cycle II studied Pancasila material as a life value that focused on the principles of Pancasila. Learning using the PBL model was carried out in this research to encourage students to solve problems and discover basic concepts. With problems, students are trained to get used to solving problems related to everyday life (Marantika, 2023). Of course, so that students can apply the principles of Pancasila in their daily lives. This activity can make it easier for students to understand learning material and can improve student learning outcomes (Nurrohim et al., 2022). For greater clarity, the increase in students' pretest and posttest results in cycles I and II is presented in the following graphic image.
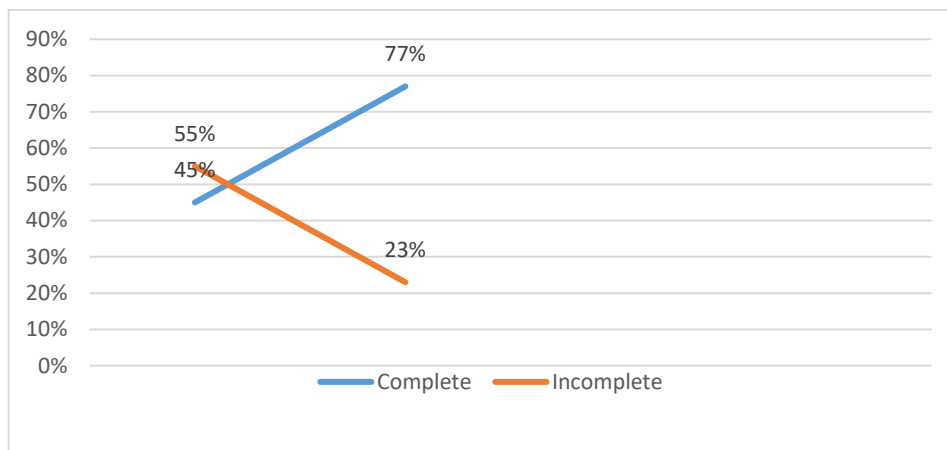
Figure 1. Graph of Pretest Improvement for Cycles I and II

From the graph above, it can be seen that there are percentages of cycle I and II pretest activities. The percentage of students who completed increased from 45% to 77%. Meanwhile, the percentage of students who did not complete decreased from 55% to 23%.
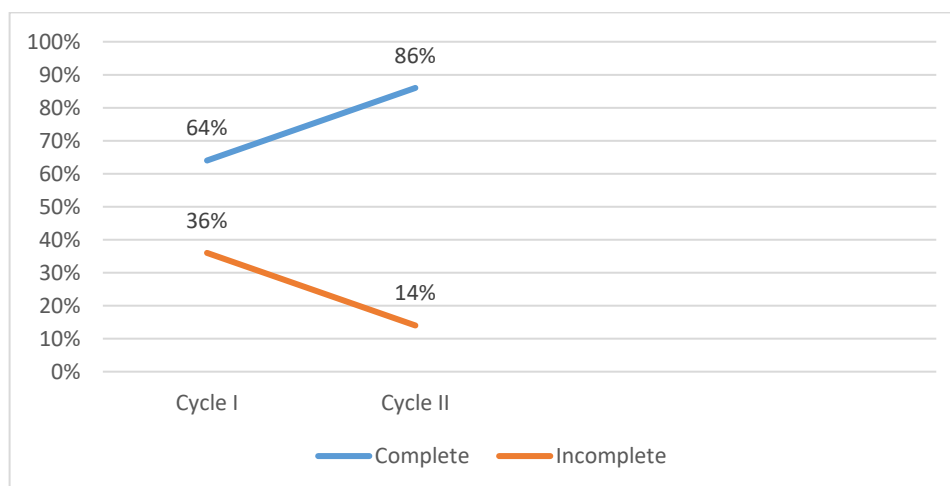

Figure 2. Graph of Posttest Improvement for Cycles I and II

From the graph above, it can be seen that there are percentages of cycle I and II posttest activities. The percentage of students who completed increased from 64% to 86%. Meanwhile, the percentage of students who did not complete decreased from 36% to 14%.

It can be concluded that the increase in student learning outcomes after taking action in cycle I to cycle II of the posttest assessment increased by 22%. Based on the results described above, it can be concluded that learning using the PBL learning model can improve learning outcomes for class IV of SD Negeri Golo Yogyakarta in the even semester of the 2023/2024 academic year, so this research is said to be successful and the research cycle is stopped.

CONCLUSION

The conclusion from the research results of the application of the Problem Based Learning model in improving Pancasila Education learning outcomes for class IV students at SD Negeri Golo Yogyakarta is that the Problem Based Learning (PBL) learning model in Pancasila Education learning can improve the learning outcomes of class IV students from pre-action conditions by 18% in the "poor" category, experienced an increase in cycle I of 64% in the "sufficient" category and experienced an increase in cycle II with a percentage of learning Pancasila Education of 86% in the "very good" category.

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