

Learning Outcomes of Pancasila and Citizenship Education Through the Problem Based Learning Model

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Abstract

This research is a qualitative research with a classroom action research (CAR) approach, which aims to improve civic education learning outcomes in the subject of ethnic, religious, racial and inter-group diversity within the framework of Bhinneka Tunggal Ika through the PBL model. The research location took place in class VII SMPIT Insan Mandiri Kalisari, East Jakarta. This research was conducted in three cycles, each action consisting of four stages, namely planning, implementing, observing, and reflecting. The results of this reflection will be used as a basis for preparing further action plans. Data collection through interviews, observations, field notes, documentation, and the results of student worksheets. The results showed that there was an increase in the learning outcomes of the participants as seen from the class average score known in cycle I, which was 71, which then increased in cycle II to 85 and cycle III to 89, which exceeded the KKM by 76. Based on the interview results, all students gave a good response. Teaching and learning activities through the Problem Based Learning (PBL) model can motivate students to dare to express their opinions from the results of discussions with friends which are presented in front of the class and can improve student learning outcomes. Therefore, through the application of the Problem Based Learning (PBL) model, it can improve Civic Education learning outcomes in class VII Even Semester, especially in the subject of ethnic, religious, racial and intergroup diversity within the framework of Bhinneka Tunggal Ika at SMPIT Insan Mandiri Kalisari, East Jakarta.

Keywords: citizenship, education, learning outcomes, pancasila, problem based learning.

1 INTRODUCTION

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Education is a learning experience that takes place in the environment and is acquired throughout life. With regard to education, it is necessary to have an understanding of the learning received by students in the teaching and learning process.

Education is a major factor in creating potential next generations of the nation. Education also has a role to shape the good and bad of the human person according to normative standards. Not only that, education is also a must and important thing in everyone's life. Learning is a need that adds to the level of intelligence of a person. The purpose of education is basically to lead a person towards changes in behavior both intellectual, moral and social in order to live independently as individuals and social beings so as to produce quality human resources (Saryono et al., 2022). In the junior high school environment there are actually many students who are active in teaching and learning

activities, but there are still many students who are not active and only race on what the teacher explains. This is due to several factors including different student actors, student abilities, interest in lessons and the basics of discipline that have not been embedded so that they have an impact on learning outcomes.

Civics subjects can train students' skills both in physical skills and skills in thinking, studying and finding solutions to the problems they experience. Existing problems can occur to oneself, other people and the surrounding environment. PPKn subjects are subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become good citizens, who are smart, skilled, and have character mandated by Pancasila and the 1945 Constitution and the formation of diverse self in terms of religion, socio-culture, language, age, and ethnicity.(Meri, 2018)

At SMPIT Insan Mandiri Kalisari school, the average PPKn learning outcomes for students are still below the KKM score of 76. Based on pre-research activities, the learning process that has been carried out so far at SMPIT Insan Mandiri Kalisari, especially Class VII, tends to achieve curriculum material targets and places more importance on memorizing concepts not on understanding. The teacher delivers material using a lecture model, where students only take notes and listen to what will be conveyed, so that when the teacher asks, many students cannot answer. Students are less active in expressing their opinions, ideas, questions, and difficulties as well as things that have not been understood during learning activities. The results of the mid-semester assessment conducted at the beginning of the semester showed that around 70% of students did not complete their studies and the average score was below the KKM (76). These conditions make teachers carry out self-evaluations through reflection and discussion with colleagues, the results of these discussions are of the opinion that learning should be carried out using learning strategies that invite students to be active in discovering facts, concepts, principles through a process so that participants Students will gain in-depth learning experiences.

Based on the results of research that occurs in the field, students find it difficult to understand this material because in learning they are only fixated on textbooks, students who are less active in teaching and learning activities make the learning atmosphere inefficient and boring. One way that can be done by the teacher is that the teacher should have the ability to develop his teaching model. The teaching model is defined as a method or technique used by the teacher in presenting teaching materials to students to achieve teaching goals (Pudjiastuti et al., 2021). Particularly in this case is a model to support the teaching and learning process of Civics so that it can produce good student learning outcomes.

The selection of this teaching model also needs to be considered because not all material can be taught with only one teaching model. Teachers should be able to choose a teaching model that is considered appropriate to the material to be taught. It is intended that in teaching and learning activities especially Civics subjects can take place effectively, efficiently and not boring. Learning should be made in a pleasant, effective and meaningful condition so that it is hoped that student learning outcomes can increase. In this case learning with the Problem Based Learning (PBL) model is one of the solutions that teachers can use to improve student learning outcomes.

Problem-based learning (PBL) has special characteristics that are different from other learning models. Many learning models have been developed to help facilitate students' mastery of the material to be studied and organize students so that there is a process of collaboration in learning. However, in problem-based learning it is not just how easy it is for students to learn, but further than that, is how students understand a real problem, know the right solution, and can apply the solution to solve the problem. Sanjaya mentions several characteristics of problem-based learning, namely: 1) as a series of learning activities; 2) learning activities are directed at solving problems; 3) problem solving is done by using a scientific thinking approach.(Sutrisman, 2013)

Thus a model is expected to be able to assist student learning activities in connection with teacher teaching activities. In other words, an educative class is created. In this activity

the teacher acts as a receiver or guide. The process of this activity will run well if many students are active compared to the teacher, therefore a good teaching model is a model that can foster interest in learning to achieve good learning outcomes. A good teaching and learning process can use various types of teaching models alternately or hand in hand with each other, each model has its weaknesses and strengths. To know this, the researcher is interested in conducting research.

2 RESEARCH METHODS

The research model used is Classroom Action Research (CAR) (classroom action research), which is intended to overcome a problem that exists in the classroom. Classroom action research is a form of collaborative research conducted by educators to improve the learning process that has been carried out in order to improve student learning outcomes (achievement) through stages known as cycles. (STKIP Kusuma Negara, 2013) The purpose of this Classroom Action Research (PTK) is to solve concrete problems in the classroom that are directly experienced by teachers and students, as well as to encourage the growth of an academic culture and increase teacher professionalism.

This study uses qualitative research conducted in a circular or circular form. Qualitative research begins with determining or choosing a research project, then proceed with research questions that are directly related to the research problem. Furthermore, the researcher collected data by making field notes while analyzing the data. This process is repeated several times so that the research questions get answers and conclusions can be drawn.

The hallmark of classroom action research is the existence of a research cycle. This research was conducted from several cycles. The treatment of the cycle must be clearly different from the previous cycle until there is an increase in student learning outcomes through the Problem Based Learning model. The components in this action research are:

- a. plan
- b. action
- c. observation
- d. reflection. (Kunandar, 2008)

3 RESULT AND DISCUSSION

3.1 Pre Action Description

In the Action Research this class was conducted at SMPIT Insan Mandiri Kalisari, East Jakarta. Researchers took class VII as the subject of the research conducted. The research was conducted in the even semester of the 2021/2022 school year, namely April 20, 2022.

Before the researcher takes action, to find out the conditions at the beginning of the observation during the learning process. The researcher made observations in August 2021. This observation aims to find out the learning outcomes of class VII students at SMPIT Insan Mandiri Kalisari, East Jakarta. During the observation, the researcher saw that the learning outcomes of class VII students were still below the KKM, namely 76. This was indicated by the attitude of students who did not pay attention to the teacher during the teaching and learning process. In fact, not a few students looked bored when the researcher was delivering learning material using the lecture model. Students look bored with the lecture model carried out by researchers.

In addition, based on the initial observation that the learning outcomes of students were obtained from class VII teachers who stated that the scores obtained by students were still below the KKM in PPKn subjects, especially material on ethnic, religious, racial and inter-group diversity within the framework of *Bhinneka Tunggal Ika*. The researcher measured the students before the research started. The instrument used is a test of student learning outcomes. From the learning outcomes, only 5 students whose grades met the material

completeness criteria (KKM). This proves that only 5 students completed and 4 students did not complete. The completeness recapitulation can be seen in the table below.

No.	Student's name	Score Pre Cycle	Explanation
1.	Ahmad Mardani Sanusi A.	65	Not pass
2.	Azzam Faqih Rasyady	76	Passed
3.	Hafidz Rafi Rabbani	65	Not pass
4.	Intan Suci Ramadhani	68	Not pass
5.	Muhammad Ghaza Bassama	70	Not pass
6.	Muhammad Raihan P.	70	Not pass
7.	Muhammad Reiza Aulia	80	Passed
8.	Qorirah Annisa Al Ikhsan	78	Passed
9.	Zenith El Farizy Idris	70	Not pass
		Amount : 642	
		Average : 71	

From the results obtained on the list of student learning outcomes after learning, it shows that the average score is still below the KKM, namely 76. Meanwhile, only 3 students achieve the KKM. From these data it can be seen in general, each aspect observed in the pre-cycle has not shown satisfactory results or is still far from expectations, with evidence that there are still many low values found.

Based on the results of observations made on PPKn subjects before the research was carried out, it showed that the learning outcomes of students were still low. Researchers in carrying out learning only use the lecture model and have not used a media learning model that attracts attention and can support the achievement of learning objectives. When the researcher's actions only used the lecture model and took notes so that students' understanding did not increase, the researcher gave the task of recording the subject matter while the researcher did not supervise or let students who were learning joke, play, and chat.

During the teaching and learning activities, the researcher accepts that there are circumstances where they feel that a lot of experience is gained from their surroundings, which can be used as an afterthought and also as a valuable guide for the researcher himself. Researchers feel that during the learning process with the lecture model it is not fun, so that it makes students feel bored, bored and seem monotonous.

3.2 Action Description

a. Cycle I

When the researcher conducts class action, the time must be adjusted to teaching and learning activities in class VII even semester, especially the Pancasila and Citizenship Education subject on Ethnic, Religious, Racial and Intergroup Diversity in the Unity in Diversity Frame. With a note that class action research is carried out to improve Civics learning outcomes from the actions of researchers in carrying out their duties, as well as improving the conditions in which the learning activities are carried out. To realize

these goals, classroom action research is carried out in the form of an assessment which consists of 4 stages, namely planning, implementing, observing, and reflecting.

1) Planning

In this study, the researcher acted as a teacher who taught Civics subjects and it was mutually agreed that the researcher's schedule for conducting research would be assisted by a Civics teacher who acted as a collaborator during this research who acted as an observer observing the activities of students and researchers during the learning activities. Cycle I planning carried out the following activities:

- a. Develop a Learning Implementation Plan (RPP) that is implemented in Civics learning.
- b. Prepare observation sheets to be given to collaborating teachers.
- c. Arrange observation instruments and civics learning outcomes tests by giving students worksheets that are given during learning activities.
- d. Arrange learning material points to be studied.

2) Implementation

The actions taken must be in accordance with the learning that has been planned, the actions are also adjusted to the subject matter that has been prepared in the RPP and a predetermined schedule. The researcher opened the class by saying greetings and was greeted with answers from the students. After the students were in their respective seats, the researcher ordered the class leader to lead the prayer together. The prayer reading was finished, the researcher took attendance to find out the presence of students, the result was that on that day all students were present. Then the researcher explained briefly the material about the meaning of Bhinneka Tunggal Ika.

After that, the researcher guided the students to understand the material meaning of Bhinneka Tunggal Ika by using the Problem Based Learning (PBL) model by asking students what they knew about it. Furthermore, students work on the questions that have been given by researchers in the form of post-tests and students do the assignments well. On the sidelines of other students working on questions the researcher guides students who have difficulty understanding the questions. After the allotted time ends, the researcher and students discuss the problem together.

3) Observation

At this stage, the teacher collaborator or observer observes researchers and students during teaching and learning activities taking place on Civics content on ethnic, religious, racial and intergroup diversity within the framework of Bhinneka Tunggal Ika through the Problem Based Learning model. This observation was carried out when the learning took place by the observer with the observation instrument guide which contained 13 point statements.

Assessment of student worksheets is used to determine the extent to which students understand the material, and to see the extent to which researchers take action, and the problems that arise during the learning process. This observation was made to determine the suitability of the implementation of the action with the action plan that had been prepared previously, as well as to find out how far the ongoing implementation can produce the expected changes, namely increasing Civics learning outcomes in the subject of ethnic, religious, racial and inter-group diversity within the Bhinneka framework. Single Ika.

The learning process that has been implemented has an impact on student learning outcomes. After conducting research in cycle I, the researcher conducted an evaluation. This evaluation is carried out to determine the extent to which the learning process carried out has been mastered by students. The results of the post study evaluation test are attached. Judging from the table attached, it shows that the target achievement with the number of students 9 individually has not been fulfilled or the average score of students has not reached the KKM, which is 76. There are 6 students whose scores have not reached the KKM. Therefore, the

research was continued in cycle II to see if there was an increase in Civics learning outcomes and correcting the deficiencies in cycle I.

4) Reflection

After the implementation activities were carried out, the researcher and observer reflected. This activity aims to reflect and find out the mistakes that have been made by researchers when carrying out actions or to find out the problems encountered during the PPKn teaching and learning process using the Problem Based Learning learning model.

b. Cycle II

1) Planning

Planning the implementation of learning cycle II with a time allocation of 2x30 minutes. The planning in cycle II is as follows:

- a. Develop a Learning Implementation Plan (RPP) that is implemented in Civics learning.
- b. Prepare observation sheets to be given to collaborating teachers.
- c. Arrange observation instruments and civics learning outcomes tests by giving students worksheets that are given during learning activities.
- d. Arrange points of learning material to be studied.

2) Implementation

The researcher opened the class by saying greetings and was greeted with answers from the students. After the students were in their respective seats, the researcher ordered the class leader to lead the prayer together. The prayer reading was finished, the researcher took attendance to find out the presence of students, the result was that on that day all students were present. The researcher briefly explained the scope of the material to be discussed. Then the researcher formed students into 2 groups and in each group consisted of 4-5 students. Selection of groups divided randomly. Each group has a group leader as their leader so that students can work well together if led by a group leader.

After all students got their respective groups, the researcher gave assignments to each group for 10 minutes to record the essence of the material which would later be discussed together. At this stage students gather according to their groups to study the material to be discussed. After all students are ready with the summary that has been made before, the teacher guides students to study diversity material in Indonesian society. Then the researcher gave the opportunity to take turns between groups for students to convey the results of the task.

Furthermore, when all groups have completed their tasks as a whole, each group presents the results of the discussion in front of the class. And to obtain the extent to which the learning outcomes of all students and to find out the success of the learning that has been implemented the researcher gives questions in the form of student worksheets. After the allotted time ended, the researcher and the students discussed the problem together.

3) Observation

At this stage, the teacher collaborator or observer observes researchers and students during teaching and learning activities taking place on Civics content on ethnic, religious, racial and intergroup diversity within the framework of Bhinneka Tunggal Ika through the Problem Based Learning model.

In making observations, researchers used teacher observation sheets. Observations were made to find out whether all the components carried out by the researcher were in accordance with the Problem Based Learning learning model.

The learning process that has been implemented has an impact on student learning outcomes. After conducting research in cycle II, the researcher conducted an evaluation. This evaluation is carried out to determine the extent to which the learning process carried out has been mastered by students. The results of the post study evaluation test are attached.

The learning outcomes test that was carried out in cycle II stated that the value of student learning outcomes had increased slightly. If in cycle I there were 6 students whose grades had not reached the KKM, then in cycle II there were 4 participants whose grades had not reached the KKM. In this case the application of the Problem Based Learning learning model used in the learning process can improve the learning outcomes of Class VII students at SMPIT Insan Mandiri Kalisari.

4) Reflection

In cycle II, the researchers made improvements to the deficiencies that appeared in cycle I. In cycle II, students appeared to be more active in civic education learning activities using the Problem Based Learning learning model. This is what can improve the learning outcomes of Civics, especially in the subject of ethnic, religious, racial and inter-group diversity within the framework of *Bhinneka Tunggal Ika*.

c. Cycle III

1) Planning

Planning the implementation of cycle III learning with a time allocation of 2x30 minutes. The planning in cycle III is as follows:

- a. Develop a Learning Implementation Plan (RPP) that is implemented in Civics learning.
- b. Prepare observation sheets to be given to collaborating teachers.
- c. Arrange observation instruments and civics learning outcomes tests by giving students worksheets that are given during learning activities.
- d. Arrange points of learning material to be studied.

2) Implementation

The researcher opened the class by saying greetings and was greeted with answers from the students. After the students were in their respective seats, the researcher ordered the class leader to lead the prayer together. The prayer reading was finished, the researcher took attendance to determine the presence of students, the result was that on that day all students were present. The researcher briefly explained the scope of the material to be discussed. Then the researcher formed the students into small groups, namely 4 groups and in each group consisted of 2-3 students.

Selection of groups divided randomly. Each group has a group leader as their leader so that students can work well together if led by a group leader.

After all students got their respective groups, the researcher gave assignments to each group for 10 minutes to record the essence of the material which would later be discussed together. At this stage students gather according to their groups to study the material to be discussed. After all students are ready with the summary that has been made before, the teacher guides students to study the material The importance of understanding diversity in Indonesian society.

Then the researcher gave the opportunity to take turns between groups for students to convey the results of the task. Furthermore, when all groups have completed their tasks as a whole, each group presents the results of the discussion in front of the class. And to obtain the extent to which the learning outcomes of all students and to find out the success of the learning that has been implemented the researcher gives questions in the form of student worksheets. After the allotted time ended, the researcher and the students discussed the problem together.

3) Observation

At this stage, the teacher collaborator or observer observes researchers and students during teaching and learning activities taking place on Civics content on ethnic, religious, racial and intergroup diversity within the framework of *Bhinneka Tunggal Ika* through the Problem Based Learning model.

In making observations, researchers used teacher observation sheets. Observations were made to find out whether all the components carried out by

the researcher were in accordance with the Problem Based Learning learning model.

The learning process that has been implemented has an impact on student learning outcomes. After conducting research in cycle III, the researcher conducted an evaluation. This evaluation is carried out to determine the extent to which the learning process carried out has been mastered by students. The results of the post study evaluation test are attached.

The learning outcomes test that was carried out in cycle III stated that the value of student learning outcomes increased. If in cycle I there were 6 students whose grades had not reached the KKM, in cycle II there were 4 participants whose grades had not reached the KKM, and in cycle III only 1 student whose score was still below the KKM. In this case the application of the Problem Based Learning learning model used in the learning process can improve the learning outcomes of Class VII students at SMPIT Insan Mandiri Kalisari.

4) Reflection

In cycle III the researcher has made improvements to the deficiencies that appeared during cycle I and cycle II. In cycle III the students seemed much more active in Civics learning activities by using the Problem Based Learning learning model, it was already seen that the students were active and capable in learning and discussing. This states that research in cycle III improves Civic Education learning outcomes, especially in the material on ethnic, religious, racial and inter-group diversity within the framework of Bhinneka Tunggal Ika.

3.2 Results and Discussion

Based on the results of research that has been carried out with the aim of improving the learning outcomes of Pancasila and Citizenship Education (PPKn) of students in the subject of Ethnic, Religious, Racial and Intergroup Diversity within the framework of Bhinneka Tunggal Ika through the Problem Based Learning model which is carried out in class VII even semester carried out as many as three cycles. Then after the researcher finished carrying out the research action, the researcher conducted interviews with several students with the aim of knowing the success of implementing the action. So found the findings are as follows:

1. Cycle I

In cycle I the researcher took action, namely giving short questions to students which were carried out randomly, all students were allowed to answer according to what they knew. However, the results obtained have not met expectations. There are still many students who are less focused when teaching and learning activities take place, many of them are still cool joking and chatting. If seen, this is still very far from what the researchers expected in their research. So for the next cycle the researcher will reflect, namely grouping students.

The results of observations in the first cycle, the average value of students is still below the KKM. If seen with a percentage value of 33% which has reached the KKM value. Or only consisting of 3 students whose grades have reached the KKM. After that the researcher conducted interviews with students and the results of the interviews were very diverse, some answered they were happy, some answered mediocre.

2. Cycle II

In cycle II, the researcher takes action by making a new plan which is a reflection of cycle I, namely dividing students into small groups randomly, and each group must have a group leader. Groups are divided into 2, group 1 consists of 4 people and group 2 consists of 5 people. Because in class VII the total number of students is only 9 people. Furthermore, the researcher gave a group of subject matter that was in accordance with the material that they would later convey according to what the

students discussed with their respective group mates. After that the researcher gave the students worksheets to work on.

The results obtained from cycle II have increased, although not as optimal as expected. Judging from the percentage of 55% of students whose grades have reached the KKM. The results of the interviews in cycle II, the answers given by the students were quite good, the students looked more active than before, starting to dare to give their opinions.

3. Cycle III

In carrying out the actions in cycle III, students look excited for learning activities. Researchers divide students into groups, but there are differences, if in cycle II two groups are made with 4 students in it. In cycle III the researcher made 4 groups. Based on reflections on cycle II began to experience an increase in student learning outcomes. So in cycle III the researcher made a group with fewer people in it expected to better understand what was discussed. After the group learning series was completed, the researcher then divided the student worksheets at the end of the lesson to be worked on by the students. And judging by the percentage results in cycle III, the learning outcomes of Pancasila and Citizenship Education (PPKn) in class VII have increased a lot, namely as much as 88% of the scores of students who achieved KKM scores. That being said the research was a success. And assisted by the results of interviews in cycle III students feel happy with the Problem Based Learning learning model.

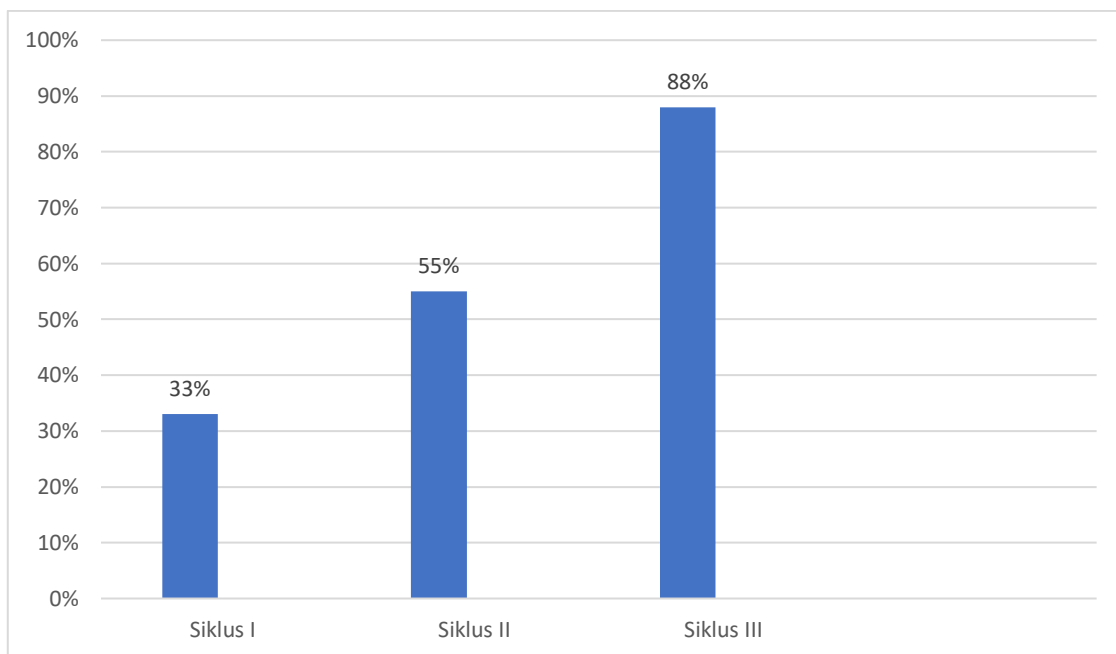


Figure Diagram of Cycle I, Cycle II, Cycle III Recapitulation Results

From the bar chart above, it can be seen that the learning outcomes of students in each cycle have increased quite well. Thus this research proves that there is an increase in the material on Ethnic, Religious, Racial and Intergroup Diversity within the framework of *Bhinneka Tunggal Ika* in class VII even semester of SMPIT Insan Mandiri Kalisari, East Jakarta.

4 CONCLUSION

Based on the results of the research in the discussion of Chapter IV, it can be concluded that by applying the Problem Based Learning (PBL) learning model in Pancasila and Citizenship Education (PPKn) subjects, especially in the material on Ethnic, Religious, Racial and Intergroup Diversity within the Unity in Diversity Frame, it can improve learning outcomes of Class VII students of Even Semester SMPIT Insan Mandiri Kalisari.

The positive impacts of the results of this study are 1) Each action in the cycle has increased, so students have more control over the material on Ethnic, Religious, Racial and Intergroup Diversity within the framework of Bhinneka Tunggal Ika, 2) Students' enthusiasm for learning increases, 3) Students are more confident in expressing opinions. It can be concluded that the learning outcomes of Pancasila and civic education (PPKn) on ethnic, religious, racial and intergroup diversity within the framework of Unity in Diversity through the Problem Based Learning (PBL) model is a good effort, because in addition to increasing learning outcomes this effort can create the classroom atmosphere is conducive, cool, and attracts the attention of students to participate actively in learning activities and increases the creativity of students.

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