

Improvement Of Learning Outcomes In Pancasila On Exemplary Material Through Problem Solving

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Abstract

The purpose of this study is to improve the learning outcomes of Pancasila education subjects on the material of exemplary behavior in Pancasila through the problem-solving model for fifth grade students in the second semester of the 2024/2025 academic year. The research method is Classroom Action Research (CAR). This study includes 2 cycles where each cycle includes 4 stages, namely planning, action, observation, and reflection. The research period lasted for 3 months starting from July - July 2024, with 18 students as research subjects. The results of this study indicate that there has been an increase in learning outcomes for Pancasila education subjects on the material of exemplary behavior in Pancasila through the problem-solving model in fifth grade. This is evidenced by the average test results for each meeting in one cycle increasing, namely in cycle I the average pretest was 57.8 (16%) and the posttest with an average of 74.4 (44.44%). cycle II average pretest 75.28 (50%) and posttest with an average of 84.7 (88.9%). The improvement obtained in this study concluded that the learning outcomes of the Pancasila education subject, the material on role models in Pancasila through the problem-solving model.

Keywords: Learning Outcomes, Pancasila Education, Problem Solving

1 INTRODUCTION

Pancasila Education is a mandatory subject from elementary school to higher education (Bahrudin, 2020, Farid, 2021) It is expected to focus on the development of values, morals, as well as the attitudes and behaviors of students (Lubis, 2022). The goal of Pancasila Education in elementary schools is to equip and strengthen the basic knowledge and skills regarding the good relationship between Indonesian citizens who embrace Pancasila and citizens of other nations, as well as among fellow Indonesian citizens. The importance of Pancasila Education lies in the fact that the values of Pancasila serve as principles for national identity and statehood. These values are derived from the perspectives and cultural values of the Indonesian people. In this regard, it is crucial that Pancasila Education has become a consideration for the heirs of the nation. The aim of Pancasila Education is to produce students who are faithful and devoted to God Almighty in their respective professions. The competencies of Pancasila Education graduates involve a set of responsible intellectual actions as citizens in solving various problems in society, nationhood, and statehood by applying thought based on these values (sulaiman, 2015). The aim is for students not only to grasp the theory but also to apply the values of character in Pancasila learning.

Observations in the fifth-grade class show that students feel indifferent during the learning process. They are not focused during lessons and tend to ignore the teacher's explanations of the material. Additionally, students do not take the opportunity to ask the teacher about unclear concepts and show a lack of enthusiasm in the learning process. As a result, when questioned, students struggle to provide answers. If this continues, it will

lead to a decline in students' critical thinking abilities and hinder their personal development.

The understanding of learning outcomes, according to Beddu, S. (2019) suggests that learning outcomes will be evident in various aspects: knowledge, understanding, habits, skills, appreciation, emotions, social relationships, physical development, ethics or character, and attitudes. Nana Sudjana (Haryanto, 2022) explains that learning outcomes essentially refer to behavioral changes as evidence of learning, encompassing cognitive, affective, and psychomotor domains. Learning outcomes include cognitive, affective, and psychomotor abilities (Ulfah & Arifudin, 2021, Magdalena, et al, 2021). The learning process involves students in problem-solving, expressing opinions (cognitive), making decisions (affective), and engaging in the use of tools for learning (psychomotor). According to Cahyadi et al. (2019), learning outcomes are the abilities acquired by students after engaging in learning activities.

Based on the description above, the author can conclude that learning outcomes are the goal of the learning process. Factors that influence learning outcomes are internal factors (originating from within the student such as physiological conditions, intelligence, talent, interest, motivation, and cognitive abilities.) and external factors (originating from outside the student such as environmental factors and instrumental factors). Learning outcome indicators consist of 3 aspects, namely: cognitive, affective, and psychomotor. In this study, the researcher only used learning outcome indicators with cognitive aspects.

The subject of Pancasila Education is said to have the same essence as the subject of Citizenship Education, which includes four scopes: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Unity in Diversity (Bhinneka Tunggal Ika). For instructional materials, the Pancasila Ideology Agency (BPIP) has prepared 15 Pancasila textbooks for levels from Early Childhood Education (PAUD) to higher education, which have been tested and reviewed by Commission II (DPR RI). These books will contain 70 percent practical content and 30 percent theoretical content about Pancasila.

The strengthening of Pancasila values in their entirety can be applied by us as family members, students, and part of society. Even further than that, when you are already working and have a profession in any field, we must hold the values of Pancasila firmly to live our lives as human beings and citizens of Indonesia. You can do behavior in accordance with Pancasila by developing a religious character, namely carrying out the teachings of each religion and belief, developing a nationalistic character by upholding the values of the Indonesian national spirit. Patriotism, upholding love for the homeland & being able to prioritize common needs above personal interests. Tolerance & behaving respectfully towards others in everyday life amidst the differences that exist in your environment.

A learning model is a conceptual framework that outlines the procedures for organizing learning experiences to achieve learning objectives and serves as a guide for learning designers and instructors in planning learning activities (Vioreza, et.al, 2020; Sari et.al., 2024). The Problem-Solving learning model involves training students to confront various problems, whether individual or group issues, to solve them independently or collaboratively (Siswanti & Indrajit, 2023). The orientation of this learning approach is investigation and discovery, which fundamentally revolves around problem-solving. This model aims to help students learn to think critically, starting from identifying problems, solving them, and drawing conclusions. While this is not an easy task, students must be trained to think creatively.

The Problem-Solving learning model is considered potential to train students to think critically when facing personal problems or group problems in the surrounding environment to be solved alone or together. In the Problem-Solving learning model, students learn independently to identify the causes of problems and solutions to solve them. The teacher's task in the Problem-Solving learning model is to provide cases or problems to be solved by students. Thus, the Problem-Solving learning model is expected to improve student independence and learning achievement.

From the explanation above, it can be concluded that student learning outcomes are one of the objectives of the learning process in schools. Therefore, a teacher needs to

understand and study creativity, have knowledge of several learning methods (Sarah, 2024; Utami et.al, 2024; Utami, et.al., 2021), including Pancasila Education, because the values of Pancasila reflect the principles of national identity and citizenship. The values of Pancasila are derived from the perspectives and cultural values of the Indonesian people. In this regard, it is crucial that Pancasila Education has become a consideration for the nation's heirs

2 RESEARCH METHODS

The research conducted by the researcher uses the Classroom Action Research (CAR) method, commonly referred to as *Penelitian Tindakan Kelas* (PTK). The definition of PTK consists of three words: research, action, and class.

First, research is defined as the activity of examining an object using specific methods and rules or methodologies to find accurate data about aspects that can enhance the quality of the observed object. Second, action refers to deliberate and planned movements taken with specific objectives. Third, class is the setting where a group of students simultaneously receives lessons from the same teacher (Alsaudi, Evayenny, Larasati, 2019). Action research begins with planning (Planning), implementing actions (Action), observing and evaluating the process and results (Observation and Evaluation), reflecting (Reflecting), and continues until the desired improvements or enhancements meet the success criteria (Ramadhan and Nadhira, 2022; Wahyudi et al., 2023; Marzuki, 2021).

Classroom Action Research is a form of reflective practice carried out by the practitioners to enhance their rational capabilities regarding their actions in fulfilling tasks and to deepen their understanding of the conditions in the learning environment (Muawiyah and Busrah, 2021; Effendi, 2019). Classroom Action Research is a reflective form conducted collaboratively regarding specific social situations (including education) to improve the rationality and fairness of a) their social or educational practice activities; b) their understanding of those educational practices; c) the situations that facilitate the conduct of those practices (Fadhli et al., 2020; Rohani and Sumantri, 2020).

This research was conducted in Class V of SDS Islam As'sadah, located at Jalan Swakarsa IB No. 40, Pondok Kelapa, Duren Sawit, East Jakarta. The study was carried out from July to August 2024, during the second semester of the 2024/2025 academic year. The implementation of Cycle I and Cycle II was carried out in four stages: (1) Planning: In this planning phase, the researcher collaborated with the teacher to address problems in the learning activities based on initial observations and to reach a consensus on the emerging issues, specifically improving the learning outcomes of Pancasila Education. Considering the students' conditions and existing challenges, the researcher and the teacher focused on enhancing understanding through the application of the Problem-Solving learning model. (2) Implementation: In this stage, the teacher designed the learning plan, focusing on Pancasila Education related to norms in life, using the Problem-Solving model that had been prepared during the planning phase. (3) Observation: During the observation stage, activities involved monitoring the teaching and learning process according to the established plan. Observations were made throughout the learning activities using the Problem-Solving model in Pancasila Education. (4) Reflection: The results obtained from the observation stage were collected and analyzed to produce reflections on the activities carried out. Reflection is a crucial part of understanding and giving meaning to the learning processes and outcomes that occurred.

This research was conducted in two cycles. If success in learning is achieved by the second cycle, the cycle will be halted. The difference between the cycles lies in the improvements made to the learning process after identifying challenges faced by the students through the results of reflection.

3 RESULT AND DISCUSSION

The results of this research have gone through Cycle I and Cycle II, which were conducted from July to August 2024.

3.1 Results

Based on the results of the research conducted through Cycle I and Cycle II, the findings indicate that in Cycle I, the researcher implemented the steps of the Problem-Solving learning model, focusing on improving student learning outcomes. Additionally, the percentage of completeness for the pretest score reached only 16.67%, while the posttest score increased to 44.44%. There were 8 students who met the criteria, while 10 did not. In Cycle II, the percentage of completeness for the pretest score reached 50%, and the posttest score improved to 88.89%. In this cycle, 16 students met the criteria, while 2 did not.

3.1.1 Cycle Result I

In this pre cycle, the learning model that the researcher designed had not yet been implemented. The learning was conducted conventionally without using any model. From the data, it can be observed that the average score for Cycle I was 74.4. Since this did not meet the success criteria, the researcher proceeded to Cycle I.

3.1.2 Cycle Result II

In this pre cycle, the learning model that the researcher designed was implemented, and reflection on Cycle I had already taken place. From the data, the average score for the pretest was 75.28, with 16 students meeting the criteria and 2 students not meeting them. The posttest results showed an average score of 84.7. Since this achieved the success criteria, the cycle was concluded.

3.2 Discussion

Before implementing Pancasila Education using the Problem-Solving learning model for Class V students at SDS Islam As Sa'adah, students perceived the subject as boring because they were not actively involved in the learning process. As a result, many students had not yet understood the material and had not achieved the desired criteria.

In Cycle I, the researcher implemented the steps of the Problem-Solving learning model, focusing on improving student learning outcomes. Additionally, the percentage of completeness for the pretest score reached only 16.67%, while the posttest score increased to 44.44%. M.G. Al Ghaazy showed improvement from a score of 50 on the pretest to 80 on the posttest, which was due to M.G. Al Ghaazy paying close attention when the teacher explained the material. However, there were some students who did not meet the criteria in both the pretest and posttest, such as Sultan N, who scored 40 on the pretest and 60 on the posttest. This was caused by Sultan N's lack of attention to the material and low motivation to learn.

In Cycle II, the researcher also implemented the steps of the Problem-Solving learning model in the lessons, focusing more on improving student learning outcomes. Additionally, the percentage of completeness for the pretest score reached 50%, while the posttest score increased to 88.89%. Fatimah showed improvement, with her score rising from 65 on the pretest to 85 on the posttest, as she paid close attention when the teacher explained the material. However, there were still some students who did not meet the criteria in both the pretest and posttest, one of whom was Fathir, who scored 70 on the pretest and 75 on the posttest. This was due to Fathir being preoccupied with his own activities and not paying enough attention to the material being presented by the teacher during the lesson.

Based on the research results, several assessments from the pretest, Cycle 1, and Cycle 2 showed that the learning process using the Problem-Solving model resulted in an increase in the percentage of completeness and the average test scores of students. The students in Class V of SDS Islam As Sa'adah achieved a completeness score of 85% in Cycle 2. As a comparison of the improvement in learning outcomes achieved, it can be seen Table 1.

Table 1. Recapitulation Of Learning Outcomes

No	Indicator	Cycle Value I		Cycle Value II	
		<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>
1	Average	57,8	74,4	75,28	84,7
2	Maximum Value	80	90	85	95
3	Minimum Value	40	60	70	75
4	Level Of Completion	16,67%	44,44%	50,00%	88,89%

To clarify the increase in learning outcomes obtained from cycle I to cycle II, this can be seen in the figure 1.

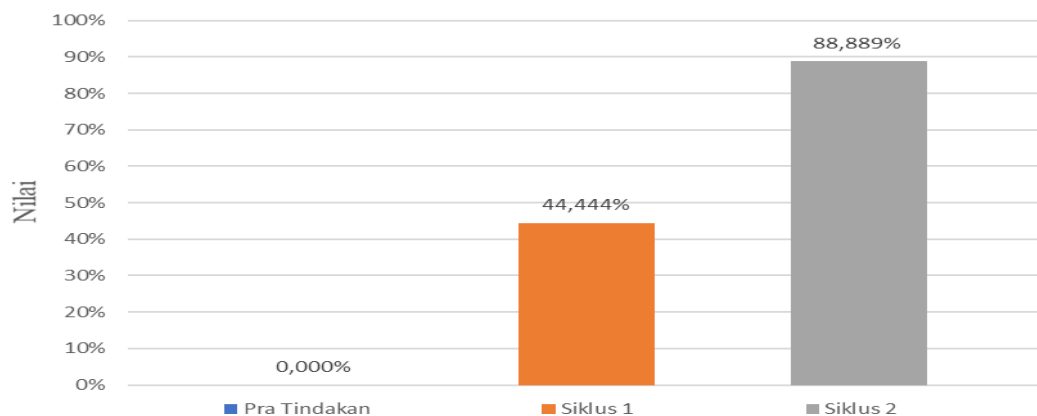


Figure 1. Learning Outcome Graph

This proves that by implementing the problem-solving model, an increase in learning outcomes is obtained which is followed by an increase and development of student learning outcomes during learning. The increase occurred because of the application of the problem-solving model as a learning companion in Pancasila education learning, exemplary learning material in class V.

4 CONCLUSION

Based on the data obtained from the research results and the results of the discussion described previously, it can be concluded that the problem-solving model can improve the learning outcomes of Pancasila education learning on exemplary learning materials in class V of SDS Islam As Sa'adah, East Jakarta.

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