

Pancasila Education: Learning Outcomes on Home and School Features through Problem Based Learning (PBL)

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Abstract

The purpose of this research is to improve the learning outcomes of Pancasila Education, specifically on the topic of Understanding the Characteristics of Physical Features of Home and School environments, through the Problem Based Learning (PBL) model using Crossword Puzzles in the second grade, second semester of the 2023/2024 academic year. This research employs a classroom action research method following the Kemmis and Taggart model. It consists of two cycles, with each cycle encompassing four stages: Planning, Implementation, Observation, and Reflection. The research period lasts for one month, specifically January 2024, with 30 students as the subjects of the study. The results indicate a significant improvement in Pancasila Education learning outcomes in the second grade. This is evidenced by the average test scores in Pancasila Education for each cycle, which increased from 83% in Cycle I to 94% in Cycle II. The test results conclude that learning Pancasila Education through the Problem Based Learning model can enhance students' learning outcomes in Pancasila Education.

Keywords: Home and School Environment Material, Pancasila Education, Problem Based Learning (PBL) Model

1 INTRODUCTION

The national education system is an integrated whole of all educational units and activities that are interconnected to achieve the goals of national education. Education is a conscious effort to prepare students through guidance, teaching, and training activities so that they can actively and positively engage in their lives both now and in the future.

National education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in the values of religion, Indonesian national culture, and responsive to the demands of changing times. Pancasila Education and Citizenship Education are provided from elementary school to high school. Through Pancasila education, individuals will develop the ability to understand and appreciate the cultural character of the nation. Learning outcomes refer to the skills or cognitive, affective, and psychomotor abilities that students acquire or master through their participation in the teaching and learning process. Learning outcomes represent changes in students' behavior that result from learning. These changes are sought in the teaching and learning process to achieve educational goals. The changes in individual behavior resulting from the learning process do not occur in isolation; rather, each learning process influences behavioral changes. Certain domains in students depend on which changes are expected in line with educational goals.

Pancasila is the fundamental ideology of Indonesia. The term Pancasila consists of two Sanskrit words: "Panca," meaning five, and "Sila," meaning principles or foundations. Pancasila serves as a formulation and guideline for the life of the nation and state for all Indonesian people. According to Notonegoro, Pancasila is the philosophical foundation of the Indonesian state. Therefore, it can be concluded that Pancasila is the philosophical

foundation and ideology of the state, intended to be the worldview of the Indonesian nation as a unifying force. It symbolizes the unity and integrity of the Indonesian nation and serves as a defense of the country. Pancasila embodies the principles and rules concerning important and good conduct.

Based on observations conducted by the researcher during student observations in December 2023, with subjects being second-grade students at SDN 03 Pagi Cijantung, totaling 30 students (17 boys and 13 girls), the researcher found that 6 students met expectations while 24 did not. Several key issues arose in the teaching and learning process. The problems identified include a lack of creativity from teachers in designing engaging and interactive lessons. Teachers predominantly used conventional methods such as lectures, question-and-answer sessions, and assignments.

Interviews with the class teacher revealed that more than half of the students struggled with understanding the material when the teacher explained or provided exercises. The lack of interactive learning led to students quickly becoming bored. Most students paid little attention to the lessons and tended to chat with friends or play on their own. They appeared unenthusiastic about Pancasila Education. The low enthusiasm for learning Pancasila Education in the second grade at SDN 03 Pagi Cijantung indicates that the teaching and learning activities have not been effective and are monotonous, resulting in student boredom.

Less interactive learning leads to students quickly becoming bored. Most students pay little attention to their lessons, tending to chat with friends or play on their own. They appear unenthusiastic about Pancasila Education. The low enthusiasm for learning Pancasila in the second grade at SDN 03 Pagi Cijantung indicates that the teaching and learning activities are ineffective and monotonous, resulting in student boredom.

One of the efforts the researcher will develop to enhance student enthusiasm and learning outcomes in Pancasila Education for the second grade at SDN 03 Pagi Cijantung is by implementing the Problem Based Learning (PBL) model using crossword puzzles. It is hoped that this approach will improve enthusiasm, understanding, and learning outcomes among students. The problems presented to students in the form of crossword puzzle games are expected to encourage critical thinking and motivate them to engage more actively with the material.

The efforts that the researcher will develop to enhance student enthusiasm and learning outcomes in Pancasila Education for the second grade at SDN 03 Pagi Cijantung include implementing the Problem Based Learning (PBL) model using crossword puzzles. It is hoped that this approach will improve enthusiasm, understanding, and learning outcomes among students. The Problem Based Learning model encourages critical thinking, enhances students' problem-solving skills independently, and boosts learners' motivation in their studies.

2 RESEARCH METHODS

This section discusses the research methodology aimed at improving the learning outcomes of second-grade students at SDN 03 Pagi Cijantung through the implementation of the Problem Based Learning (PBL) model with crossword puzzle games in Pancasila Education subjects. This research is a Classroom Action Research (CAR) using the self-reflective spiral approach by Kemmis & Mc Taggart, which consists of planning, action, observation, and reflection in each cycle.

The chosen model is Classroom Action Research (CAR), which aims to address real problems occurring within the classroom. This model involves solving or answering the issues currently faced in the situation. It is carried out through data collection and data analysis steps, creating an objective depiction of a state within a descriptive situation. In this research, the design follows Kemmis & McTaggart, which is an extension of the basic concept introduced by Kurt Lewin, where the action (acting) and observation (observing)

components are integrated into a single unit. Data collection techniques and instruments are conducted through four stages: observation, interviews, tests, and documentation. Tests are administered to students after the implementation of actions during the second meeting of each cycle. The tests consist of individual assessments in the form of 10 multiple-choice questions.

Data analysis in this Classroom Action Research is carried out through three stages: data reduction, data description, and data verification. The indicators for assessing the success of student learning use the Minimum Completeness Criteria (KKM), which is above 75, or a minimum classical completeness achievement of 90%. This research methodology is designed to address the issue of low learning outcomes among second-grade students in Pancasila Education through Classroom Action Research (CAR). The study is conducted at SDN 03 Pagi Cijantung, East Jakarta, during the even semester of the 2023/2024 academic year, using the PBL Model and crossword puzzle games. The research follows Kemmis & Mc Taggart's cycle, involving four main steps: planning, action, observation, and reflection. Data is collected through tests, observations, interviews, and documentation to evaluate success. The success indicator is set if 90% of students achieve a minimum score of 75.

3 RESULT AND DISCUSSION

This chapter discusses the findings from the Classroom Action Research (CAR) conducted at SDN 03 Pagi Cijantung to improve the Pancasila Education learning outcomes of second-grade students by implementing the Problem Based Learning (PBL) model and crossword puzzle games. These findings include a description of the pre-action stage, the implementation of cycles, observations, and reflections for each cycle carried out. The research conducted yielded results on the learning of Pancasila Education, specifically the topic of Understanding the Characteristics of Physical Features of Home and School environments, for second-grade students in the second semester of the 2023/2024 academic year at SDN Cijantung 03.

3.1 Sub Results

This research shows that the implementation of the Problem Based Learning (PBL) model and the use of crossword puzzle games significantly improved the learning outcomes of students in Pancasila Education in the second grade at SDN 03 Pagi Cijantung. In the pre-cycle stage, only 20% of students achieved mastery, with an average score of 45. After the first cycle, the mastery level increased to 53%, with an average score of 65. In the second cycle, mastery reached 93%, with an average score of 76.

Reflections and observations during the two cycles showed significant improvements in student participation, attention, and understanding of the material following the implementation of this learning model.

3.2 Sub Discussion

This research presents findings and discussions related to the implementation of the Problem Based Learning (PBL) model, complemented by crossword puzzle games, on second-grade students at SDN 03 Pagi Cijantung to improve learning outcomes in Pancasila Education. Before the action, student learning outcomes were low, with only 20% of students achieving mastery and an average score of 45. The use of conventional teaching methods, such as lectures, led to student boredom and lack of motivation, resulting in suboptimal learning outcomes (Utami & Vioreza, 2021).

After applying the PBL model in the first cycle, an improvement was observed. Student mastery increased to 53% with an average score of 65. However, some issues persisted, such as a lack of student interaction and motivation to actively participate in learning. Reflections on the first cycle indicated that teachers needed to better motivate students and enhance interaction during the learning process.

Table 1. Outcame Learning and Percentage from Cycle I and II

Catagories	Cycle I	Cycle II
Outcame Learning	65	76
Percentage	53%	93%

In the second cycle, learning outcomes improved more significantly. The mastery level reached 93% with an average score of 76, exceeding the minimum mastery criteria (KKM) of 75. The use of crossword puzzle games as part of the PBL model proved effective in increasing student engagement, making them more focused and motivated. Students showed improved learning activity, with 94% actively participating.

Reflection results showed that the PBL model was more effectively implemented in the second cycle. The teacher was able to utilize learning time more optimally and involved students in discussions and group work. Student learning activities also increased, with mastery rising from 20% (pre-action) to 93% in the second cycle. This improvement indicates that the implementation of PBL and the use of crossword puzzle games can significantly enhance student learning outcomes in Pancasila Education.

4 CONCLUSION

Based on the data analysis in the Classroom Action Research (CAR) conducted on second-grade students at SDN 03 Pagi Cijantung, the use of the Problem Based Learning (PBL) model has proven effective in improving student learning outcomes in the subject of Pancasila Education. In the pre-cycle stage, the students' average score was only 58, with a mastery rate of 20%. After the implementation of PBL in the first cycle, the students' average score increased to 65, with a mastery rate of 53%. In the second cycle, student learning outcomes further improved, with the average score reaching 76 and a mastery rate of 93%, exceeding the Minimum Mastery Criteria (MMC) of 75.

The improvement in student learning outcomes is evident from the pre-cycle to the second cycle. Before using PBL, only 20% of students achieved mastery, but after the implementation of PBL, the percentage of learning mastery increased significantly to 93% in the second cycle. This demonstrates that the Problem Based Learning (PBL) model successfully enhanced student engagement and understanding in Pancasila Education, making this method effective for achieving learning objectives.

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