

Transforming Civic Education: Enhancing Learning Outcomes on the Unitary State of the Republic of Indonesia through *Problem Based Learning* (PBL)

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Abstract

Education is a planned effort to actively and comprehensively develop students' potential for the benefit of both themselves and society. This study discusses the improvement of learning outcomes with the aim of enhancing and refining students' performance in the subject of Civic Education (PPKn). *The Classroom Action Research* (CAR) method was employed as an approach used by teachers to practically solve learning problems and to improve students' learning outcomes through collaboration among teachers at school. The research was conducted in class X TKJ 1 at SMK Tinta Emas Indonesia, consisting of 39 students. The instruments used in each cycle included observation sheets, interview guidelines, and post-tests. The pre-cycle applied the lecture method, cycle I implemented the Problem Based Learning (PBL) method with initial treatment, cycle II used PBL followed by a post-test, and cycle III employed PBL concluded with a question-and-answer session and analysis of the post-test results based on each student's opinion. The findings revealed an average score of 63 with 41% mastery in the pre-cycle, an average of 69 with 49% mastery in cycle I, an average of 73 with 77% mastery in cycle II, and an average of 77 with 100% mastery in cycle III. The study concludes that the Problem Based Learning (PBL) method can improve students' learning outcomes and make both teachers and students more active in the learning process.

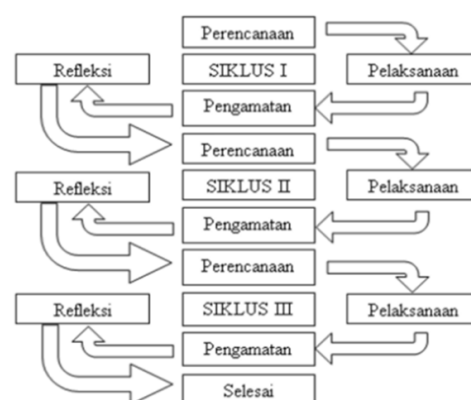
Keywords: Problem Based Learning, Audio-Visual Learning, Classroom Action Research (CAR).

1 INTRODUCTION

Education is a conscious and planned effort to create a learning environment that enables students to actively develop their potential. Learning outcomes indicate students' abilities after experiencing the learning process and serve as an essential measure of educational success. In the subject of Civic Education (PPKn), understanding the concept of the Unitary State of the Republic of Indonesia (NKRI) is crucial, as it relates to national sovereignty and unity amid various internal and external challenges. Observations in class X at SMK Tinta Emas Indonesia showed that students' learning outcomes in PPKn were still low, indicating the need for improvement. The Problem Based Learning (PBL) method offers a solution by engaging students through contextual problems, encouraging active participation, collaboration, and critical thinking to enhance learning outcomes.

2 RESEARCH METHODS

This study employed the Classroom Action Research (CAR) method to address practical problems in teaching and learning while promoting collaboration among teachers. The research used a qualitative approach conducted during the second semester in class X at SMK Tinta Emas Indonesia, Bekasi, West Java. The subject was Civic Education (PPKn) on the topic of the Unitary State of the Republic of Indonesia, implemented through the Problem Based Learning (PBL) model. Data were collected using tests, interviews, and documentation. Tests measured students' learning outcomes, interviews gathered insights from students and collaborators, and documentation included school records, student data, and photos of the research process.



This study was conducted through four stages: pre-cycle, cycle I, cycle II, and cycle III. Each cycle applied the Problem Based Learning (PBL) model using various media such as videos and comics related to the Unitary State of the Republic of Indonesia (NKRI) and its territorial issues, including the Sipadan-Ligitan and Ambalat disputes. The research involved 39 students of class X at SMK Tinta Emas Indonesia, Bekasi, West Java, during the second semester of the 2024/2025 academic year. The Civics (PPKn) teacher acted as the observer. This Classroom Action Research aimed to improve students'

understanding and learning outcomes through contextual and interactive learning activities.

3 RESULT AND DISCUSSION

The study aimed to assess the improvement of Civics (PPKn) learning outcomes in class X at SMK Tinta Emas Indonesia through the Problem Based Learning (PBL) method. Observations, tests, interviews, and documentation showed positive student responses and active participation during learning. The PBL method effectively enhanced students' understanding and engagement, as seen in improved results—49% achievement in cycle I, 77% in cycle II, and 100% in cycle III. These findings indicate that PBL significantly improves both learning outcomes and student activity.

3.1 Sub Result

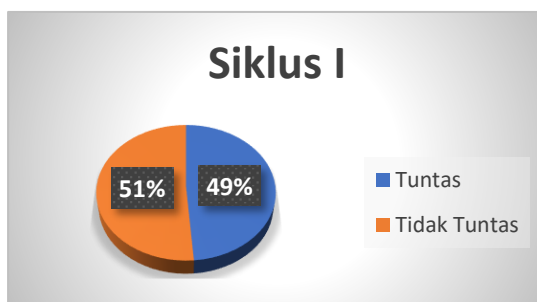
3.1.1 Precycle

Initial observations showed that the Civics (PPKn) learning process in class X at SMK Tinta Emas Indonesia had not met its objectives. Students demonstrated low interest and participation, and the average learning outcome was below the minimum mastery criterion (KKM) of 70. In the pre-cycle, only 44% of the 39 students in class X at SMK Tinta Emas Indonesia achieved mastery, while 56% did not. The learning process at this stage still relied on the lecture method.



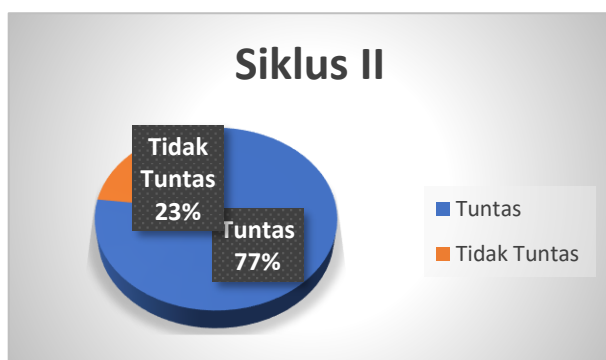
3.1.2 Cycle I

In cycle I, learning activities began with greetings, prayer, attendance, and explanation of learning objectives, followed by discussions and multimedia presentations about the importance of maintaining the unity of NKRI. Students actively responded to questions and shared relevant opinions, showing initial engagement. A post-test was then conducted, and the material was reviewed to reinforce understanding. The results showed that 49% of students achieved mastery, while 51% had not yet met the criteria. Although improvement was observed, the increase in learning outcomes remained modest, indicating the need for further enhancement in the next cycle.



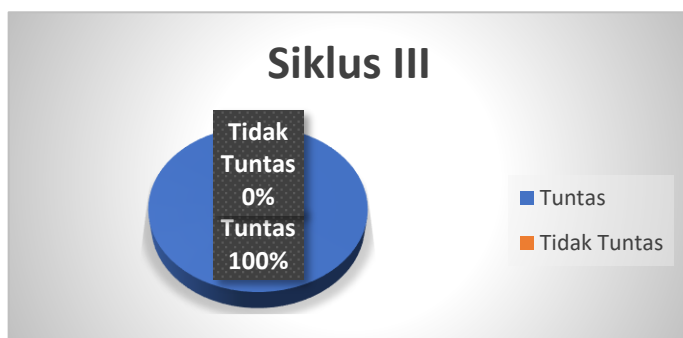
3.1.3 Cycle II

Cycle II began with greetings, prayer, attendance, and a review of the previous material on the Unitary State of the Republic of Indonesia (NKRI). The lesson focused on the Sipadan and Ligitan island dispute between Indonesia and Malaysia, presented through PPT comics and videos to enhance engagement. Students analyzed the case in pairs, discussed possible solutions, and expressed their opinions actively. The teacher provided guidance during the discussion and concluded by reinforcing key concepts. The results showed a significant improvement, with 77% of students achieving mastery and 23% not yet meeting the standard. These findings indicate that the Problem Based Learning (PBL) method effectively enhanced students' understanding and participation, though further optimization was needed in the next cycle.



3.1.4 Cycle III

Cycle III began with greetings, prayer, attendance, and a review of the previous topic on the Sipadan and Ligitan dispute. The lesson then focused on the Ambalat Block and Sebatik Island disputes between Indonesia and Malaysia, delivered through PPT comics, images, and guided discussions. Students actively analyzed the cases, answered questions, and used online references to support their arguments while expressing personal opinions. The researcher clarified misconceptions, reinforced correct answers, and summarized key points to strengthen understanding. The class concluded with motivation and closing remarks. The results showed further improvement, with all students achieving mastery, indicating that the Problem Based Learning (PBL) method effectively enhanced comprehension, participation, and learning outcomes.



Rentang Nilai	Pra Siklus		Siklus I		Siklus II		Siklus III		Keterangan
	(F)	(%)	(F)	(%)	(F)	(%)	(F)	(%)	
70-100	16	41%	19	49%	30	77%	39	100%	Tuntas
50-69	18	59%	19	51%	9	23%	0	0%	Tidak Tuntas
26-49	4		1		0		0		
0-25	1		0		0		0		
Total	39		39		39		39		
Rata-rata	63		69		73		77		
Nilai Tertinggi	85		87		89		90		
Nilai Terendah	25		48		57		70		
KKTP	70		70		70		70		

4 CONCLUSION

The study concludes that applying the Problem Based Learning (PBL) method effectively improved Civics (PPKn) learning outcomes on the topic of the Unitary State of the Republic of Indonesia for class X students at SMK Tinta Emas Indonesia. The average score increased from 63 in the pre-cycle to 69 in cycle I, 73 in cycle II, and 77 in cycle III. Students also became more active, motivated, and better able to understand and engage with the material.

5 ACKNOWLEDGEMENT

Dr. H. Herinto Sidik Iriansyah, M.Si, as the Chairperson of STKIP Kusuma Negara Jakarta and his team. Mr. Ari Purwa Kusuma, M.Pd, as the Vice Chairperson for Academic Affairs at STKIP Kusuma Negara Jakarta. Mr. Nanda Lega Jaya Putra, M.Pd, as the Head of the Pancasila and Civic Education Study Program (PPKn) at STKIP Kusuma Negara. Dr. Purwani Puji Utami, S.E., M.Pd., as the First Supervisor in the preparation of this thesis. Ms. Arbiana Putri, M.Si., as the Second Supervisor in the preparation of this thesis. All staff and lecturers of the Pancasila and Civic Education Study Program (PPKn) at STKIP Kusuma Negara Jakarta who have shared their knowledge and helped facilitate this research. The extended family of SMP-SMK Tinta Emas Indonesia, who have always provided support, motivation, advice, and endless prayers for the researcher in completing this proposal. My first love and role models, my father Supriyanto and my heaven gate, my mother Sumarsih. Thank you for all the sacrifices and sincere love given. Although they never had the opportunity to experience higher education, they have always given their best, tirelessly praying, caring, and supporting me until I was able to complete my studies and earn my bachelor's degree. May my father and mother be healthy, live long, and always be happy. Special thanks to my beloved friends Dina Rizqi Fadilah, Ainun Alfasari Akbariah, Nining Ningrat, and Gigin Ginanjar, who have struggled alongside me until the end. Dewi Yuliani, yes! Myself. My deepest appreciation for taking responsibility and completing what I have started. Thank you for continually trying and never giving up, as well as always enjoying every process, which was not easy. Thank you for persevering. You are strong, you are amazing. Dewi Yuliani.

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