

Improving Student Learning Outcomes in Pancasila Education Subjects Using Problem-Based Learning Models in Class VII.4 SMP Negeri 33 Palembang

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Abstrak

Penelitian ini menggunakan jenis penelitian tindakan kelas (PTK) kolaboratif dengan model kemmis dan McTanggart yang memiliki tujuan untuk mengetahui pengaruh penerapan model pembelajaran berbasis masalah (*Problem based learning*) pada mata pelajaran Pendidikan Pancasila dan Kewarganeraan untuk materi sejarah lahirnya Pancasila sebagai dasar Negara terhadap hasil belajar peserta didik kelas VII 4 di SMP Negeri 33 Palembang. Selanjutnya analisis data dalam penelitian ini menggunakan analisis kuantitatif berdasarkan data penilaian hasil belajar peserta didik di kelas VII.4 SMP Negeri 33 Palembang. Berdasarkan hasil penelitian yang telah dilakukan di kelas VII.4 dengan menerapkan model pembelajaran berbasis masalah (*Problem Based Learning*) menunjukkan adanya peningkatan hasil belajar peserta didik di kelas VII.4 yaitu 90% dengan predikat sangat baik dengan persentase peserta didik yang mendapat nilai sesuai dengan KKM pada siklus 1 yaitu sebesar 70%. Kemudian dilanjutkan pada siklus 2 peningkatakan hasil belajar peserta didik kelas VII.4 mencapai 90% dan presentasi peserta didik yang mencapai KKM adalah 96%

Kata kunci: hasil belajar, model pembelajaran berbasis masalah, pkn.

Abstract

This research uses collaborative classroom action research (PTK) with the Kemmis and McTanggart model. Through this research, the aim is to determine the effect of implementing the problem-based learning in the subjects of Civic Education for material on the history of the birth of Pancasila as the basis of the State on the learning outcomes of class VII 4 students at SMP Negeri 33 Palembang. Furthermore, data analysis in this research uses quantitative analysis based on data assessing student learning outcomes in class VII.4 of SMP Negeri 33 Palembang. Based on the results of research conducted in class VII.4 by applying a problem-based learning model shows an increase in student learning outcomes in class VII.4, namely 90% with a very good predicate with the percentage of students who received grades according to the passing grade in cycle 1, namely 70%. Then continued in cycle 2, the increase in learning outcomes for class VII.4 students reached 90% and the presentation of students who reached the passing grade was 96%. 8736

Keywords: learning outcomes, problem based learning, pkn.

INTRODUCTION

Education is an effort with the aim of helping the nation's future generations prepare themselves to become human beings who think critically to face developments in this increasingly advanced and rapidly developing era. SAs

is well known, education is very important for humans because it aims to prepare humans to solve life problems now or in the future (Bekti Ariyani, 2021). Therefore, Education as an important thing must be planned and implemented in accordance with the targets and

learning outcomes that have been determined so that it can produce quality education that is in favor of children as students and there is an increase in human knowledge as creatures who always need knowledge. Various events that occur also have an impact on the world of education and the impacts that occur are expected to make the world of education better.

Education today clearly aims to prepare students to solve problems life in the present or in the future (Asniadarni, 2018). Furthermore, the rapid development of science and technology in the current global era requires children to develop into quality humans who have creative and innovative thinking in responding to all existing challenges and problems. Therefore, education plays a very important role and is the main factor in the formation of the human person.

The progress of educational and learning activities implemented in schools will of course not be separated from the learning designs that have been designed which contain learning steps, learning assessments, student worksheets, learning models, learning media, teaching materials used and learning outcomes obtained after implementing them. learning design at school. The learning design here is a complete teaching module with a learning model which can be in the form of learning directions or steps which will be used as a reference in the implementation of learning so that it is in

accordance with the syntax of the learning model chosen and implemented in the class which can accommodate the needs of students. Media can be useful as a means of delivering interesting material prepared by teachers so that it can add to teaching materials and learning outcomes are a measurement of students' achievement and ability to understand learning material.

One indicator of the success of national education is seen from the learning outcomes of students because existing learning results and evaluations can be used to see and then measure students' learning achievements in learning and meeting all learning objectives in class (Sappaile, et al 2021). Student learning outcomes are achievements achieved by students both academically through exams and assignments as well as actively asking and answering questions that support the acquisition of these learning outcomes so that students experience changes in thinking (Agustin Sukses Dakhi 2020). Changes and improvements in learning outcomes can be observed, proven and measured in the abilities or achievements experienced by students as a result of learning experiences built through learning processes carried out in accordance with the learning plans that have been prepared (Rike Andriani, Rasto 2019) Whether they are successful or not a person's learning is caused by several

factors that influence the achievement of learning outcomes (M. Dalyono, 2009) suggests factors that influence learning outcomes, namely internal factors and external factors. Internal factors include health, intelligence and talent, interest and motivation, and how to learn. Meanwhile, external factors include family, school, community and surrounding environment.

As for efforts to improve student learning outcomes, teachers as educators should design changes in the classroom and improve the learning process and activities carried out in the classroom. Changes and improvements that teachers can make in implementing learning are that teachers can implement a learning model where students are the center, namely the learning model student centered learning because by using this learning model, students will become more active in learning activities in class. Basically, a student-centered learning model is one way to improve student learning outcomes, then by applying this learning model it can help and prepare students to face real life and requires students to think critically in solving problems both in learning. and in his life. One learning model that can be applied to help students think critically and improve their achievement and learning outcomes is the learning model Problem Based Learning (PBL).

Learning model Problem Based Learning is a learning model that begins with problems found in a work environment to collect and integrate new knowledge developed by students independently (AlperAslan, 2021). Problem Based Learning is a characteristic learning model problem real as a context for students to learn critical thinking and problem solving skills and gain knowledge that can improve students' understanding and learning outcomes (Harefa 2022). The problem-based learning model is a learning model that is in line with current curriculum developments, namely the independent curriculum. The problem-based learning model is a teaching and learning process that presents contextual problems so that students are stimulated to learn. Problems are faced before the learning process takes place so that it can trigger students to research, describe and find solutions to the problem (Widiasworo 2018 in Resti Ardianti (2021). Students are not only given learning material in one direction as in the application of conventional learning methods. With a learning model Problem Based Learning The learning process is expected to take place naturally in the form of student activities to strengthen problem-solving abilities and increase student independence, so that students are able to formulate, complete and interpret learning, especially Civics subjects in various contexts with Pancasila

and Citizenship education which are subjects that focus on Theoretical aspects regarding citizenship are then also related to character education (Hamid Darmadi, 2020).

Based on the background explained above, the focus of the problem in this research is whether there has been an increase in learning outcomes in Pancasila and Citizenship Education Subjects in class VII.4 of SMP Negeri 33 Palembang through the application of the Learning Model Problem Based Learning?.

METHODS

This research uses a type of Classroom Action Research aimed at improving quality and solving problems, observing the success and consequences of actions in the classroom. The explanation regarding this classroom action research is that this research can be applied to a number of subjects in which students are targeted in this research with the aim of improving the conditions of learning activities in the classroom in order to improve the quality of learning and the quality of students' abilities and understanding (Suhaimi Arikunto, Suhardjono & Supardi 2015). The Classroom Action Research model used is the Stephen Kemmis and Robyn McTaggart model. This model consists of four stages: planning, action, observation, and reflection. Planning consists of all the things that will be implemented at the action stage. This action stage is carried

out simultaneously with observation. The teacher takes action and observes what happens. After carrying out actions and observations, research data was obtained (Agung Prihantoro & Fattah Hidayat, 2019).

Classroom Action Research is an action carried out through an observation that explains a cause and effect event of a behavior and does not stop at identifying the problem, but also plays a role in overcoming and resolving the problem by making changes and improvements. These changes and improvements are based on information or in research terms data that is collected systematically and directionally according to a predetermined model (Anne Burns, 2010).

This Classroom Action Research is carried out by teachers who teach and who carry out observations, either individually or in groups, carried out in the classroom or outside the classroom with the aim of overcoming learning problems that occur. This research was carried out at SMP Negeri 33 Palembang which is located at Jl. Musi Raya Way Hitam, kel. Siring Agung, District. Ilir Barat I, Palembang City, South Sumatra. This classroom action research was carried out in the odd semester 2023/2024 with the timing of the research referring to the school academic calendar, namely starting on July 17 2023. The subjects in this research were class VII students. 4 at SMP Negeri 33 Palembang, totaling 30 people

consisting of 15 men and 15 women. The subjects in this research refer to subjects with *purposive sample*.

Table 1. Research Implementation Schedule

No.	Date and time	Information
1	Tuesday/ 18 July 2023	Pre Cycle
2	Monday/ 24 July 2023	Cycle 1
3	Wednesday/ 2 August 2023	Cycle 2

Data is a research source that still needs to be processed to obtain information or insight regarding the research being carried out, whether quantitative or qualitative research that shows a real event or fact (Akdon & Riduwan 2010). The data contained in this Classroom Action Research includes the type of data used and data sources. The type of data obtained and processed in this research is quantitative data that can be measured with numbers, for example finding final grades, presentations of learning success from learning evaluations that have been carried out and then assessing test results including *pre-test* and *post-test* which has been done.

Tests can be divided into several types, namely learning achievement tests, mastery test, aptitude test, and diagnostic tests (Zainal Arifin, 2011). Quantitative data is data in the form of numbers, or qualitative data in numbers (*scoring*) which starts from a theory to a form of obtaining numerical data in the field

(Sugiyono 2010). Then the quantitative data in this research is assessment data from student learning outcomes obtained from learning achievement tests, class mastery tests, and formative tests carried out in the Pre-Cycle, cycles 1 and 2. Furthermore, the tools used to collect data as a whole in the research This is a written instrument sheet containing questions related to material that has been determined with variables that can be measured with certainty.

The test tool is in the form of formative test questions in the form of multiple choice questions and essays which are carried out in pre-cycle, cycle 1 and cycle 2 with the material Birth. The test tool in this research is used to obtain data on improving student learning outcomes in the subjects of Pancasila and Citizenship Education after learning with model Problem Based Learning (PBL) is applied in class VII. 4 Public Middle School 33 Palembang. Pancasila as the Foundation of the State.

RESULTS AND DISCUSSION

A. Pre-Cycle Research

Pre-Cycle Research was carried out on July 18 2023 by carrying out learning activities as usual using technology-based interactive learning media created with power point via the application canva and displaying material in the form of images or videos related to the material. At the planning stage the teacher prepares

actions in the form of A Lesson planning which in the Merdeka curriculum is called a Teaching Module which uses a contextual learning model that is still Teacher Centered Learning.

The material taught at this implementation stage is material about the early history of the birth of Pancasila as the State Foundation which is explained thoroughly by the teacher. Next, at the planning implementation stage, the teacher distributes worksheets and formative test questions to students and then carries out observations regarding certain conditions that hinder the implementation of learning process activities in the classroom. Learning is divided into three stages according to the teaching module that has been prepared, namely there are initial or introductory activities, core activities and ends with closing activities and final reflection.

The time for implementing learning activities in this Pre-Cycle includes 2 hours of lessons, namely 80 minutes, where the preliminary activities are 10 minutes, with the core activity carrying out learning lasting 55 minutes and the closing activities being carried out for 15 minutes.

Table 2. Data on Pre-Cycle Student Learning Outcomes

No	Aspect	Results
1	The number of students who attended and took part in the written test	30

2	The number of students who get grades according to the passing grade	10 (33.3%)
3	The number of students who got grades that did not match the passing grade	20 (66.7%)
4	Number of values	1970
5	Values that meet the Ministry of Health	90
6	Values that do not meet the Ministry of Health	40
7	Average	65.6

Carrying out this Pre-Cycle research activity, the researcher made direct observations in class to find out what obstacles were hampering learning activities in class VII. 4 is related to learning. Therefore, after carrying out the Pre-Cycle in class VII. 4, it can be seen that an obstacle that is a problem in class VII.4 is as follows: (1) Students tend to have learning outcomes that do not meet the passing grade (2) Many students feel that they are not too interested in implementing learning that is only teacher-centered, (3) Students tend to be enthusiastic in learning that involves them directly, and (4) students need to be trained in improving their ability to think critically so that they are able to analyze and solve problems related to classroom learning. Therefore, researchers will apply a Problem Based Learning in the implementation of learning cycle 1. This is based on the fact that the problem-based learning model is considered capable of helping to train students in thinking critically so that students' learning outcomes and learning achievements can

increase. In implementing this learning model, students will be directed to analyze and explore learning material in depth by utilizing various sources of teaching materials and not just from Civics textbooks. Students will also be directed to think critically so they are able to analyze and then solve a problem. With the aim of changing and improving the learning outcomes of class VII.4 students, researchers conducted research using a Problem Based Learning

B. Cycle 1 Research

In this Cycle 1 research, the teacher has designed an improvement in the form of: *Lesson Planning* (Teaching Module) by applying a Problem based learning in the core activities section according to the syntax of the learning model for material on the birth process of Pancasila as the State Foundation. The teacher has also prepared Pre-test which contains questions used to measure the improvement in learning outcomes of class VII. 4 and Student Worksheets which contain group assignments by analyzing a problem related to the material using learning model syntax Problem Based Learning.

Table 3. Data on Learning Outcomes for Cycle 1 Students

No	Aspect	Results
1	The number of students who attended and took part in the written test	30

2	The number of students who get grades according to the passing grade	21 (70%)
3	The number of students who got grades that did not match the passing grade	9 (30%)
4	Number of values	2360
5	Values that meet the Ministry of Health	100
6	Values that do not meet the Ministry of Health	60
7	Average	78.7

After implementing the problem based learning in cycle 1 in class VII. 4, Students are able to pay attention to learning activities as a whole and then are able to analyze and solve problems that begin to arise related to the material that has been explained. Furthermore, in implementing the core activities, namely discussion activities, students were able to carry out discussion tasks and collaborate well and were able to demonstrate the results of their discussions in front of the class and there was an increase in student learning outcomes. Then there are several obstacles in cycle 1 related to the fact that there are several students who have not been able to pay attention to the lesson as a whole and there are 9 students whose grades are not in accordance with the passing grade at SMP Negeri 33 Palembang as well as students who have not been able to analyze a problem related to the material. taught in cycle 1

C. Research Cycle 2

Based on the obstacles and challenges that occurred in the implementation of learning using the problem-based learning

model in cycle 1, the researcher created a new learning design to increase students' understanding of problems related to the material, namely by training students to understand the problem topic and directing them to focus their attention on the material that has been provided by providing interesting additional teaching materials and worksheets that can train students to think critically. Next, the researcher will focus attention on students by facilitating students with teaching materials and approaching students who are having group discussions and then helping students understand the topic of the problem being discussed.

At the planning stage, the teacher has designed improvements for change in the form of preparing a Teaching Module that uses a learning model Problem based learning (PBL) for material on the Formulation of Pancasila as the Foundation of the State. Next, the teacher prepares a Student Worksheet and creates evaluation questions that are used to measure student learning outcomes. The learning tools created have been adapted to various deficiencies that occurred in the previous cycle.

Table 4. Data on Learning Outcomes for Cycle 2 Students

No	Aspect	Results
1	The number of students who attended and took part in the written test	30
2	The number of students who get grades according to the passing grade	27 (90%)

3	The number of students who got grades that did not match the passing grade	3 (10%)
4	Number of values	2620
5	Values that meet the Ministry of Health	100
6	Values that do not meet the Ministry of Health	70
7	Average	87.3

In implementing cycle 2, students are able to pay attention to learning as a whole, in other words, students are focused on analyzing a problem that begins to arise in learning activities related to the material. When carrying out group discussion activities, students are able to be calm and conducive and have adapted well so that students can eliminate activities that are not related to learning. Then students are able to demonstrate and present the results of their discussions in front of the class by conveying their opinions well and in accordance with the problems that arise. Furthermore, the implementation of cycle 2 resulted in an increase in the learning outcomes of class VII.4 students with a very good title.

Table 5. Presentation of Improved Learning Outcomes for Class VII Students.4

No.	Cycle	Results	IS	Category
1	Pre Cycle	33,3%	-	-
2	Cycle 1	70%	36,7%	Good
3	Cycle 2	90%	20%	Very good

The explanation and research results above are in line with research regarding the influence of implementing the Problem Based Learning on critical

thinking skills and self confidence. Students believe that by implementing a problem-based learning model, it is able to train students' thinking abilities and is related to students' self-confidence so that there is an increase in learning outcomes (Fachri Awami et al., 2022). This finding is strengthened by previous findings which state that the Problem Based Learning has an effect on increasing student activities and learning outcomes in junior high schools (Bejo Aprianto et al., 2017). Next is research regarding the application of the model Problem Based Learning can increase student interest and learning outcomes which tend to experience high increases in changes in students' values and understanding (Saiful Rizal et al., 2018). The application of learning using this problem-based learning model can accommodate the needs of students so that all students want to be actively involved in solving problems and looking for solutions or answers from various sources that have been provided to solve existing problems in accordance with the material on the Birth of Pancasila as the Foundation of the State. The various advantages of this learning model are that it is able to meet the needs for discussion and collaboration between students. This is due to the implementation of activities by applying this problem-based learning model, we can carry out varied learning activities by conducting group discussions, analyzing and solving a problem and

displaying the results they have obtained during group discussions in front of the class. Then, with appropriate steps, the syntax of this problem-based learning model can make learning fun for students and create a learning environment that favors students.

CONCLUSION

Based on the classroom action research that has been carried out, it can be concluded that by implementing a PBL In the Pancasila and Citizenship Education Subject, the material on the history of the birth of Pancasila as the basis of the State can improve the learning outcomes of students in class VII. 4 which shows an increase in student learning outcomes in class VII.4, namely 90% with a very good predicate with the percentage of students who received grades according to the passing grade in cycle 1, namely 70%. Then continued in cycle 2, the increase in learning outcomes for class VII.4 students reached 90% and the presentation of students who reached the passing grade was 96%.

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