

Problem Based Learning (PBL) Learning Model to Improve Understanding of Pancasila Values of Grade 3 Students of SD N 2 Bantarwuni

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ABSTRACT

This study aims to examine the extent to which students' understanding and attitudes towards Pancasila values are improved through the application of the Problem Based Learning (PBL) learning model in class II of SD N 2 Bantarwuni. The method used is Classroom Action Research (CAR) which is implemented in two cycles. The research subjects were 17 students. Data collection techniques include observation, tests, and documentation. The results of the study showed an increase in the average score of students from 75 in the pre-cycle to 82 in cycle I and 89 in cycle II. Based on these results, it can be concluded that the application of the Problem Based Learning (PBL) model has proven effective in improving the understanding of Pancasila values among elementary school students.

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1. INTRODUCTION

Pancasila as the foundation of the Indonesian state contains fundamental values that are used as a reference in living the life of the nation and state. (Utami, 2023). Therefore, practicing the values of Pancasila from an early age is very important to form a young generation who have moral integrity, social concern, and high national spirit. Elementary schools can be the first formal educational environment for children to have a strategic role in shaping character and instilling the noble values of the nation (Kusumawardani, 2021).

Learning at the elementary education level is important to use special media to attract student motivation, because they tend to get bored quickly if the learning process only goes through material lessons from the teacher. So it would be better for Pancasila Education in its learning process to use the PBL (Problem Based Learning) learning model.

Problem Based Learning (PBL) is a very effective use of models to improve learning outcomes. Because the model is based on the principle of using problems as the beginning of the acquisition and integration of new knowledge, so that students can develop skills in solving problems and building new knowledge (Astusi, 2023).

In SD Negeri 2 Bantarwuni, especially grade 3, it was found that many students have not been able to internalize and apply the values of Pancasila optimally. Many students still have difficulty in internalizing and applying the values of Pancasila optimally. Although the material has been taught in the Pancasila and Citizenship Education subject, the delivery that tends to be theoretical often fails to make students truly understand or feel the important meaning of these values. This can be seen from the minimal involvement of students in activities that foster Pancasila values and their low awareness in applying these values in everyday life, both in the school environment and outside of school. There are 35% of students who do not meet the KKM need to improve their learning outcomes in the Pancasila Education subject. Another problem found is that there are still many students who are not active and do not think critically in the learning process and some students are afraid to ask questions or express opinions.

Based on the problems above, the solution that can be done to overcome these problems is to use the Problem Based Learning (PBL) learning model. Focusing on solving real-world problems. PBL not only emphasizes mastery of knowledge, but also critical thinking skills, collaboration, and communication, which are in line with the goals of character education (Windy Cahyati, 2024).

The research conducted using the Classroom Action Research (CAR) type, namely research applied to solve problems in learning or improve the quality of learning in the classroom (Rusman, 2020). The research subjects were students in class III of SDN 2 Bantarwuni. The methods and data collection tools needed in this classroom action research are in the form of observation, documentation and tests. The data analysis technique in this study is in the form of evaluation questions to determine student learning outcomes during the action process.

2. RESULTS AND DISCUSSION

2.1 Results of Cycle I

Implementation of Learning Actions in Cycle I was carried out on April 14, 2025, learning was carried out by applying the Problem Based Learning (PBL) model. Learning activities took place from 07.30 to 08.40 In this first cycle, learning focused on introducing and understanding Pancasila values, as well as the application of PBL in learning activities.

2.2 Cycle II Results

The implementation of learning actions in Cycle II was carried out on April 21, 2025, with learning starting at 07.30 to 08.40. In this cycle, the application of the PBL model was still used, but with several improvements based on the results of reflection from Cycle I. In this second cycle, the steps of the PBL model were improved with a greater emphasis on the analysis and evaluation of the student learning process. The researcher provided a deeper and more relevant problem orientation with the Culturally Responsive Teaching (CRT) approach to be closer to students' lives, and to provide more time for group investigations.

The first activity in this study is called pre-cycle. In this case, the researcher also conducted observations. Based on the results of the observations, it is known that the learning outcomes of students are still low, this problem arises because there is a lack of student activity in learning, students who are still passive. This affects the learning outcomes of students which are still low. In line with the interview conducted with Mrs. Yuli who is the homeroom teacher of class III SDN II Bantarwuni also showed that students still have difficulty focusing during learning hours and this causes low learning outcomes. At the pre-cycle stage, the researcher has not used the Problem Based Learning (PBL) model so that learning outcomes are still relatively low. In each cycle, the learning outcomes of students at the end of the cycle. When the data taken is carried out in the pre-cycle learning or data taken from pre-cycle activities, the learning outcomes of students are seen in the following table.

Table 1. Pre-cycle, Cycle I, and Cycle II Values

ASPECT	PRE CYCLE	CYCLE 1	CYCLE 2
Number of students	17	17	17
Total value	1281	1395	1515
The highest score	85	90	98
Lowest value	60	72	82
Average value	75,35294118	82,058824	89,1176
Learning completion percentage	65%	82%	100%
Presentation of unfinished learning	35%	18%	0%

The number of third grade students at SD Negeri 2 Bantarwuni is 17 students, with an average score in the pre-cycle of 75, an average score in cycle I of 82, and an average score in cycle II of 89. The percentage of students who have not completed their studies in the pre-cycle is 35%, in cycle I 18%, and in cycle II all have completed their studies.

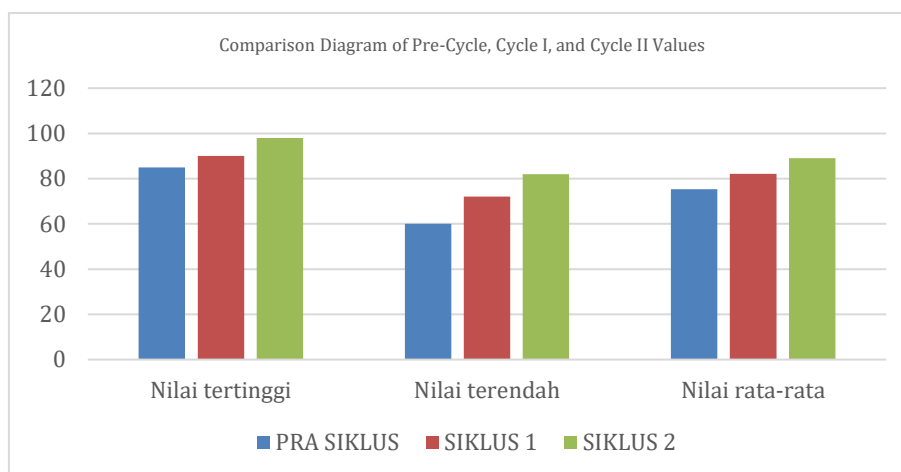


Figure 1. Comparison Diagram of Pre-Cycle, Cycle I, and Cycle II Values

The results of the research that has been carried out, indicate that the Problem Based Learning (PBL) learning model can improve understanding in the concept of Pancasila values of grade III students at SDN 2 Bantarwuni. The presentation of the average value of the assessment results for each cycle shows an increase. The average value of students in cycle I is 82. The average value of cycle II is 89. The percentage of student learning completion in cycle I is 82%. The percentage of student learning completion in cycle II is 100%.

3. CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the Problem Based Learning (PBL) learning model is effective in improving the understanding of the concept of Pancasila values in grade III students of SDN 2 Bantarwuni. There was an increase in the average value of students from cycle I to cycle II, and students showed an increase in activeness, critical thinking, and appreciation of the values learned. Thus, PBL is recommended to be applied as an alternative learning strategy for Pancasila Education, especially in fostering students' awareness of the importance of Pancasila values in everyday life.

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