The Influence of Learning Models Problem-Based Learning on Pancasila Education Learning Outcomes for Grade IV Students SDN 2 Pandanarum, Banjarnegara Regency

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ABSTRACT

The background of this research is because of the many real problems that arise in the life of society, nation and state. This is due to several factors such as the education system, environmental influences and mistakes in the use of technology so quickly. This research aims to improve students' ability to solve problems that arise in real life. This quantitative research uses an experimental approach that aims to determine whether there is an influence of the problem-based learning model on the learning outcomes of students in Pancasila Education learning in grade IV of SD Negeri 2 Pandanarum. The sample in this study is grade IV students of SD Negeri 2 Pandanarum as an experimental class and grade IV students of SD Negeri 1 Pandanarum as a control class. The learning experiment class by applying the problem-based learning model, while the control class by applying conventional learning. The data collection technique uses documentation, questionnaire and test techniques. The hypothesis test in this study used a t-test preceded by a Kolmogorov-Smirnov normality test and a homogeneity test using Levene's test. This data test was carried out using the help of SPSS 23 with a significance level of 5%. Based on the results of inferential statistical analysis, it was obtained that there was a positive influence between the problem based learning model on student learning outcomes with a sig value. 0.000 and 0.001 < 0.05.

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1. INTRODUCTION

The background of this research is because in the era of globalization like today, there have been so many real problems that occur in the lives of people, nations and states. This is due to several factors such as the education system that has not fully run as planned, the influence of the environment is diverse, and there are many mistakes made by the community in using technology so quickly. The problems that occur in this life must of course be solved immediately in various ways through science and the formation of mature human character. One of the ways to build character is through science based on education, especially in elementary school. In education, of course, there is a learning system that is the main key in the formation of character in humans.

Trianto (2010:17) said that learning is a complex aspect of human activities, which cannot be fully explained. Learning can simply be interpreted as the product of continuous interaction between development and

life experience. While learning in a complex sense is a conscious effort by a teacher to teach his students, namely directing student interaction with other learning sources to achieve the expected goals (Shalikhah, 2017). [1]

The learning process is not only to increase knowledge, but must be complemented by the development of creative and critical thinking skills, have a strong character, and be supported by abilities that utilize information and communication(Darwati & Purana, 2021) [2]

Good and effective learning will provide space and opportunities for children to learn more actively and be able to explore their curiosity through their abilities/potentials, and this requires good and appropriate help/guidance from teachers/educators and accompanied by professional wisdom.(Masdul, 2018) [3]. Thus, there is a need for a learning system with a model, one of which is the problem-based learning model.

Problem Based Learning (PBL) is a problem-driven learning method, which encourages students to learn and work cooperatively in groups to get solutions, think critically and analytically, and be able to determine and use appropriate learning resources. This model is a way of learning by exposing students to a problem/problem to be solved or solved conceptually of open problems in learning.(Lismaya, 2019) [4]

Problem Based Learning (PBL) is one of the learning models that can help students improve the skills needed in the current era of globalization. Problem Based Learning (PBL) was first developed by Prof. Howard Barrows around the 1970s in the learning of medical sciences at McMaster University Canada. This learning model presents a real problem for students as the beginning of learning then solved through investigation and applied using a problem-solving approach.(Lismaya, 2019).

Problem Based Learning is problem-based learning where the problems studied are actually close to students' lives. According to Ratumaman, PBL helps students obtain ready-made information in their minds and organize their own knowledge about the social world and its surroundings (Trianto, 2011a). Students engaged in Problem-Based Learning need a single problem to solve and for inexperienced students, problems will be most effective if they are concrete and close to everyday life. The PBL learning model is designed to train students to think critically. According to Bruner, if students make an effort on their own to find problem solving and the knowledge that comes with it, it will produce truly meaningful knowledge.(Asrifah et al., 2020) [5]. Thus iNew innovations in learning will further enliven a real and truly beneficial atmosphere in life in the community through the teaching process.

Based on the results of the analysis that has been carried out by researchers in grade IV of SD Negeri 2 Pandanarum, there is a problem about the low learning outcomes of students, especially in the subject of Pancasila Education. Officially, the Pancasila Education subject will replace PPKn starting June 2022 or will be implemented starting from the 2022/2023 school year along with the implementation of the Merdeka curriculum. The replacement is contained in the Decree of the Minister of Education and Culture, Research and Technology Number 56 of 2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery. PPKn is simply renamed Pancasila Education, the content is still related to Pancasila and Citizenship.(Martati et al., 2023) [6]

Pancasila education instills attitudes and behaviors in daily life based on Pancasila values (Ibda, 2012). The value of Pancasila consists of divine values, human values, unity values, people's values, and justice values. In a pyramidal hierarchy, these Pancasila values animate and are imbued with each other between the precepts, such as the first precept animating the second precept, the second precept animating the third precept and being imbued with the first precept, and so on. Pancasila also contains material causal values, meaning that there is a causal relationship in the application of its values. For example, divine values regulate the relationship between humans and the creator, if the relationship with God is good, then the relationship with fellow humans will also be good, in this case about human values.(Nurgiansah, 2021) [7]

Pancasila education has a positive impact on the character of students. In learning Pancasila, students are taught the noble values of Pancasila and how to be a good citizen. By instilling Pancasila values in students, it is hoped that students will have good character and develop into individuals who have good morals and ethics.(Putri et al., 2023) [8]

Based on observations and interviews that have been conducted, it shows that the learning outcomes of students in Pancasila education subjects have not been maximized. The researcher will test the influence of the problem-based learning model on improving student learning outcomes in Pancasila education learning. The researcher will test the influence of the problem based learning model on learning outcomes both in the control class, namely grade IV SD Negeri 1 Pandanarum and in the experimental class, namely grade IV SD Negeri 2 Pandanarum. The reason the researcher conducted this test was because the researcher wanted to solve the problems that arose in grade IV of SD Negeri 2 Pandanarum so that the learning outcomes of students could improve.

Based on the background of the above problems, the problems identified in this study are: 1) schools have not been optimal in serving students in learning, 2) schools have not maximized the use of learning model innovations, 3) teachers are still focusing on teaching using the one-way lecture method, 4) low student learning

outcomes in pancasila education subjects. Meanwhile, the formulation of the problem in this study is: How does the problem based learning model affect the improvement of learning outcomes of grade IV students in the Pancasila education subject at SD Negeri 2 Pandanarum?

Meanwhile, the purpose of this study is to test the influence of the problem-based learning model on improving the learning outcomes of grade IV students in the subject of Pancasila education at SD Negeri 2 Pandanarum. The benefits of the research results are that the research results can be used as a consideration for the use of the problem based learning model that can improve student learning outcomes in Pancasila education subjects, improve teacher competence in applying the problem based learning model, add value to the credibility of the school in terms of graduate and academic competence of students and as a reference or reference in conducting similar research, especially about the influence of the problem based learning model on student learning outcomes.

The assumption of the influence of the problem-based learning model in this study is that the problem-based learning model can create a fun learning pattern based on real problems around the students' environment so that students can learn concretely by constructing their knowledge and skills in dealing with various situations in their environment. Meanwhile, the scope of the influence of the problem-based learning model is a learning model based on real problems in the community that will be tested for its influence on students' learning outcomes in Pancasila educational learning. The material tested in this study is about building identity in diversity.

Learning outcomes are essentially changes in a person's behavior as a result of the learning process. These changes can be in the form of knowledge, understanding, skills and attitudes which are usually expressed in the form of numbers or letter symbols with predetermined criteria.(Irawati et al., 2021) [9]

Sudijono (2012, p.32) revealed that learning outcomes are an evasive action that can reveal aspects of the thinking process (cognitive domain) as well as other psychological aspects, namely the aspect of values or attitudes (affective domain) and the aspect of skills (psychomotor domain) that are attached to each individual student. This means that through learning outcomes, the description of student achievement can be revealed holistically after learning (Sutrisno & Siswanto, 2016). Furthermore, according to Bloom (1908), the classification of learning outcomes is broadly divided into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain. PPKn is a lesson content that can shape the character of students. This is in line with Permendiknas Number 22 of 2006, it is stated that PPKn can facilitate the cultivation of character education. The materials in PPKn are very practical to make students become good and responsible individuals (Apriliani et al., 2021). [10]

Then according to Syaiful Bahri Djamarah and Aswan Zain in Supardi (2013), to find out the indicators of learning success can be seen from "student absorption and behavior seen in students. The intended learning outcome is the achievement of learning achievements achieved by students with the criteria, or grades that have been set". Meanwhile, according to Nana Sudjana, the cognitive realm is related to intellectual learning outcomes which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation.(Dakhi, 2020) [11]

Meanwhile, the hypothesis in this study is that the problem-based learning model has an effect on improving the learning outcomes of grade IV students in Pancasila education subjects.

2. RESEARCH METHODS

The type of research in this study is quantitative research with an experimental approach. This research was carried out in grade IV of SD Negeri 2 Pandanarum and SD Negeri 1 Pandanarum, Pandanarum District, Banjarnegara Regency, Central Java. Meanwhile, the research time will be carried out in April-June 2024. The subjects of this study are grade IV students of SD Negeri 2 Pandanarum as an experimental class and grade IV students of SD Negeri 1 Pandanarum who have children as a control class. The control class is SD Negeri 1 Pandanarum which consists of 7 students consisting of 5 students and 2 female students. Then the experimental class was SD Negeri 2 Pandanarum which consisted of 7 students consisting of 3 students and 4 female students.

The free variable is the problem-based learning model. Meanwhile, the bound variable is the learning outcomes of students. In this study, the researcher uses 2 types of data, namely qualitative data which is data in the form of information obtained from observations by the researcher and this quantitative data is data obtained by the researcher from the value of the test results of students. Thetechnical method of data collection in this study is to use a learning outcome test instrument with a score range of 0-100. The instrument data collection was tested using validity and reliability tests. In testing the data in this study, normality tests, homogeneity tests, and t-tests were used.

3. RESULTS AND DISCUSSION

Before finding out the influence of the problem-based learning model on student learning outcomes, a requirement test is first carried out to find out whether the data is normal or abnormal and homogeneous or non-

homogeneous. Pretest and post-test data in the experimental class and the control class were analyzed using the Kolmogorov-Smirnov normality test with the help of the IBM Statistics 23 SPSS program. The test results were obtained as follows.

Table 1. A Measure of Students' Learning Outcomes

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretes_Kelas_Eksperimen	.154	7	.200*	.980	7	.958
Postes_Kelas_Ekperimen	.185	7	.200*	.959	7	.811
Pretes_Kelas_Kontrol	.153	7	.200*	.989	7	.991
Postes_Kelas_Kontrol	.243	7	.200*	.880	7	.224

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of the normality test above, the data was declared normal because it had a significance value of > 0.05, namely 0.200, 0.200, 0.200, and 0.200. Next, a homogeneity test was carried out to find out whether the experimental class and the control class had homogeneous variants or not. In this study, the homogeneity test was used using Levene Statistics with the help of the IBM SPSS 22 Statistics analysis program. The results are as follows:

Table 2. Testing the Homogeneity of Student Learning Outcomes

Test of Homogeneity of Variances
Student Learning Outcomes

Living Statistic	df1	df2	Sig.
2.297	1	12	.155

Based on the homogeneity test data above, it is concluded that the data is homogeneous because the significance value is 0.155 which is > value 0.05. After conducting a pre-trial test and the data has been declared normal and homogeneous, then a t-test is carried out and the following data is obtained.

Table 3. Results of the t-test on the effect of the problem based learning model on learning outcomes

Independent Samples Test

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
Student Learning Outcomes	Equal variances assumed	12	.000	18.00000
	Equal variances not assumed	10.983	.001	18.00000

Based on the data above, the significance values are 0.000 and 0.001 at a significance level of 0.05. It can be concluded that H0 **is not accepted/rejected**. The results of this study show that H0 is not accepted if the significance < α (0.05) is based on the table above 0.000 < 0.05 and 0.001 < 0.005 which means that there is a positive influence between the problem-based learning model on student learning outcomes.

A similar study concluded that there is an influence of the problem-based learning model on the learning outcomes of Pancasila education and citizenship of grade V students of SDN Pondok Pinang 05 conducted by Siti Asrifah (2020) Learning by applying the problem-based learning model contributes a moderate influence (with an Effect Size of 0.42) to student learning outcomes in civic education learning in grade V of SDN Pondok Pinang 05.

4. CONCLUSION

Based on the analysis data and discussion of the results of the research that has been carried out, it can be concluded that there is a significant influence of the problem-based learning model on the learning experience of Pancasila education in grade IV students of SD Negeri 2 Pandanarum.

In applying the problem-based learning model, teachers are highly recommended to reflect every time they finish carrying out learning. This aims to find out the weaknesses and make follow-up efforts in order to improve and improve for the next learning. Because in the application of the problem-based learning learning model, there are various ways, innovations, creations and combinations with learning media. Thus, it is hoped that teachers must always try to be creative in applying the problem-based learning model in learning.

Acknowledgments

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