

Application of the Problem Based Learning Model with Pancasila Behavior Pocket Media to Improve Student Learning Outcomes

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Abstract

This research is motivated by the low student learning outcomes observed during preliminary activities in the classroom. Several factors contribute to this issue, including the use of less effective learning models and media, which result in limited student participation and overall low achievement. The purpose of this study is to improve student learning outcomes in Pancasila Education for grade III students by applying the Problem Based Learning (PBL) model supported by Pancasila Behavior Pocket media. This study employed Classroom Action Research (CAR) conducted in two cycles, each consisting of two meetings and involving four stages: planning, implementation, observation, and reflection. Data collection techniques included observation, documentation, and learning outcome tests. The research findings in Cycle I showed that students' mastery of the material increased from 57% in the pre-test to 71% in the post-test. In Cycle II, the pre-test score rose to 71%, and the post-test score reached 81%. This steady improvement indicates that the implementation of the PBL model combined with contextual media can effectively enhance student learning outcomes. The integration of the Pancasila Behavior Pocket media provided engaging, relevant, and practical learning experiences, increasing student participation and understanding. These findings suggest that Problem Based Learning supported by appropriate media can serve as an effective strategy to improve learning outcomes in Pancasila Education at the elementary school level.

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Introduction

Today's social, cultural, and global developments require Indonesia's young generation not only to have academic competence, but also the ability to be literate in national values to maintain unity in a multicultural society. In this context, strengthening the Pancasila Student Profile is a priority for national education to form the character of students who are able to think critically, collaborate, and behave according to the noble values of the nation. Pancasila education has a strategic role to maintain harmony in the midst of ethnic, cultural, and religious plurality in Indonesia (Alzana & Harmawati, 2021).

However, facts in the field show that learning Pancasila Education in elementary schools still faces various obstacles. Based on the results of initial observations in grade III of Bandungrejosari 4 State Elementary School, Malang City, the majority of students have not reached the Minimum Completeness Criteria (KKM). The lecture method is still dominant, so students are less actively involved in the learning process. This condition has an impact on students' low understanding of Pancasila values and the lack of ability to apply these values in daily social interactions, in line with the findings of Hannun et al. (2023).

In the context of basic education, learning outcomes are one of the main indicators of the effectiveness of the learning process, including aspects of knowledge, attitudes, and skills. According to Hamalik in Fernando et al. (2024), learning outcomes are changes in student behavior that can be observed and measured through tests and observations. Good learning outcomes are expected not only to increase mastery of concepts, but also to form real behaviors that reflect Pancasila values in the school environment, especially in children aged 8-9 years in grade III of elementary school.

One relevant approach to support this achievement is the Problem Based Learning (PBL) model. This model is designed to develop learners' ability to solve real problems relevant to daily life through the stages of problem identification, group discussion, information gathering, and solution presentation. PBL effectively encourages critical thinking, collaboration, and decision-making skills in the context of value learning (Afandi et al., 2024; Widyasari et al., 2024).

Various studies have proven the effectiveness of PBL in improving student learning outcomes in Pancasila Education subjects at the elementary school level. For example, the studies of Bayu et al. (2025) and Kurniati (2024) showed a significant increase in learning completeness and student involvement in discussions. However, most of these studies were conducted in classes V and VI, while studies in class III were still very limited. Meta-findings show that PBL has a positive impact on active participation, understanding of value concepts, and students' national attitudes.

To support the effectiveness of the implementation of PBL in grade III, concrete media that is in accordance with the characteristics of children aged 8-9 years is needed. One of them is the Pancasila Behavioral Pocket media, in the form of pockets containing behavior cards that represent Pancasila values. This media facilitates students in visualizing, choosing, and practicing behavior according to the precepts of Pancasila in certain situations. Based on Bruner's theory of learning, concrete media is very effective for elementary school-age children in understanding abstract concepts through direct experience.

Although a number of studies have discussed PBL and value-based media, no studies have been found that specifically integrate Problem Based Learning with the Pancasila Behavior Pocket media in grade III of elementary school. In fact, this integration has the potential to be a contextual, fun, and effective value learning innovation to instill Pancasila values in a meaningful way. This gap is an important basis for this research.

Based on this background, this study aims to apply a Problem Based Learning model assisted by the Pancasila Behavior Pocket media to improve the learning outcomes of grade III students in the subject of Pancasila Education. Theoretically, this research is expected to enrich the study of PBL implementation in the domain of value education, while practically providing contextual learning guidance for elementary school teachers in strengthening Pancasila values, while supporting the implementation of the Independent Curriculum. This research is also expected to be a reference for further research related to problem-solving-based value learning innovations in elementary education.

Method

This research is a Class Action Research (PTK) with a spiral model from Kemmis and McTaggart, which is carried out in two cycles, each consisting of stages of planning, implementation, observation, and reflection. The research was conducted collaboratively and participatively with classroom teachers. The subjects of the study were 21 students in class 3B of SD Negeri Bandungrejosari 4 Malang City, consisting of 9 males and 12 females, for four weeks in March–April 2025. The object of this research is to improve the cognitive learning outcomes of students in the subject of Pancasila Education through the application of the Problem Based Learning (PBL) model assisted by the media of the Pancasila Behavior Pocket. Research data was collected through observation of student learning activities, documentation of learning activities, and learning outcome tests in the form of multiple-choice questions and descriptions. The instruments used include observation sheets, documentation sheets, and pretest and posttest test questions. Quantitative data were analyzed using comparative descriptive statistics by comparing the results of the pretest, posttest cycle I, and posttest cycle II. Meanwhile, qualitative data was analyzed using the Miles and Huberman model, which included the stages of data reduction, data presentation, and conclusion drawn. The action procedure is carried out in two continuous cycles, where the results of reflection in each cycle are used to improve the implementation of actions in the next cycle to achieve optimal learning outcomes.

Results and Discussion

Results

Based on the learning that has been carried out from the beginning of cycle I to cycle II, student learning outcomes have increased significantly. The results of the classroom action research concluded that learning actions with the problem based learning model assisted by the "Pancasila Behavior Bag" media can improve the learning outcomes of class 3B students. The assessment of learning outcomes is based on the ability of students to do pretest and posttest questions that have been given by teachers to students in class 3B with a total of 21 students in cycles I and II. Data on student learning outcomes can be seen in the table below.

Table 1. Learning Outcomes of Cycle I and II Grade 3 Students

Aspects	Cycle I		Cycle II	
	Pretest	Posttest	Pretest	Posttest
Average	67,85714286	76,19047619	73,80952	80,47619
Maximum Score	90	90	90	95
Minimum Score	20	35	25	40
Completeness Level	57%	71%	71%	81%

Based on the table and graph above, it can be seen that students who obtained a score of >75 who were included in the category of completing learning as much as 57% in pretest activities or before action. Meanwhile, students who obtained a score of >75 after being given actions or posttest activities in the first cycle were 71%. Although many students' learning outcomes have not reached the target, it can be seen from the results of the first cycle test that there has been an increase in the percentage of students' completeness before action is taken.

Based on the data presented, the learning outcomes in cycle II have increased in both pretest and posttest activities. Based on the graph above, it can be seen that students who obtained a score of >75 were included in the category of completing the pretest activities as much as 71% and in the posttest activities as much as 81%, which was an increase of 10% from before the action. The learning outcomes of students in cycle II are better than cycle I, this is shown by the increasing number of students who pay attention to the material delivered by teachers because learning is presented with a problem-based learning model with the help of the "Pancasila Behavior Pocket" media can increase the active participation of students, besides that the meaning of this learning process is supported by TPACK-based learning tools so that the media presented more varied. Furthermore, in working on the LKPD, students looked enthusiastic in group discussions where students were able to express their opinions on the existing problems presented. In addition, many students were active in asking questions or answering the questions given, then the students also looked confident in presenting the results of their work in each group in turn.

This study is also supported by other research, The improvement of student learning outcomes shows that the application of the PBL model assisted by the "Pancasila Behavior Pocket" media is effective in improving the learning outcomes of Pancasila Education (Bunga et al. 2024:1). This is in line with research conducted by Febrianti, which shows that the application of the PBL model assisted by picture storybook media can improve the learning outcomes of Pancasila Education at SDN Karang Sari 3 (Lulu Febrianti 2024:3).

In addition, research by Setianingsih et al. (2020) also shows that the application of the TPACK-based PBL model can improve the learning outcomes of grade I students in cycles I and II (Fitriani et al. 2024). This shows that the application of the PBL model with the help of appropriate media can improve student learning outcomes in learning Pancasila Education.

The use of the "Pancasila Behavior Pocket" media in learning is also in line with research conducted by Febrianti (2020), which shows that the use of picture storybook media in learning Pancasila Education can improve students' learning outcomes. This shows that the use of appropriate media can improve student learning outcomes in learning Pancasila Education.

Discussion

In this study, the "Pancasila Behavior Pocket" media is used as a tool in learning. This media contains cards that describe behaviors that are in accordance with the values of Pancasila. Students are asked to group the cards according to the relevant Pancasila precepts (Wafda, Najwa, Fauzia et al., 2025). The use of this media aims to help students understand and apply the values of Pancasila in their daily lives.

The data from the study shows that there is an increase in student learning outcomes from cycle I to cycle II. This is because most students are able to meet the KKM (Minimum Completeness Criteria) and complete the assignment seriously. This shows that by applying the media-assisted problem-based learning model "Pancasila Behavior Pocket" can improve learning outcomes in grade 3B students of SD Negeri Bandungrejosari 4 Malang City. In the first cycle, students' activities are still not optimal, this is because students still tend to adapt to the learning methods and models carried out by teachers. The physical activity of students has been done well, but in speaking activities to express opinions, asking and answering are still lacking. Then in the second cycle the students' activities have gotten better. Students are able to carry out discussions well, and the activities of exchanging opinions are also getting better.

Curriculum Independent give flexibility for educators to implement various learning models that suit the needs of students (Anggraeni 2023). The application of PBL in the Independent Curriculum allows students to learn actively and contextually. Research by Tiarani and Waldi shows that the application of PBL in the Independent Curriculum in grade V students of SDN 45 Bungo Pasang improves students' learning outcomes and critical thinking skills. This shows that PBL is in line with the principles of the Independent Curriculum which emphasizes learning that is student-centered and relevant to the context of their lives

Learning using the problem-based learning model can give rise to collaborative interactions between students and other students as well as between students and teachers. These interactions support the smooth learning process where students show high enthusiasm during the learning process. Teachers only facilitate students to actively carry out various activities during the learning process. With the active participation of students during learning, the explanations delivered by teachers can be well received by students so that when doing tests they can complete well and with satisfactory results.

Although PBL has many advantages, its implementation in the field is not free from challenges. Some of the obstacles that are often faced include time constraints, lack of resources, and the readiness of teachers in implementing this model. To overcome these challenges, training and mentoring are needed for teachers in designing and implementing PBL-based learning. In addition, collaboration between teachers, students, and schools is also important to create a learning environment that supports the effective implementation of PBL.

However, with careful planning and support from various parties, the application of the Problem Based Learning model can have a positive impact on improving student learning outcomes, especially in Pancasila Education subjects. The results of this study show that students become more active, independent, and able to work together in solving problems related to Pancasila values. Their activeness during the learning process has a direct impact on improving concept understanding and critical thinking skills. Therefore, the PBL model is

highly recommended to continue to be developed and applied consistently, especially in learning that is oriented towards instilling national character values.

Conclusion

Based on the research conducted, it can be concluded that: (1) The problem-based learning model can improve student learning outcomes in the learning content of Pancasila Education in class 3B of Sekolah Dasar Negeri Bandungrejosari 4 Malang City. (2) The results of the study show that there is an average improvement of student learning outcomes in a classical manner carried out from cycle I to cycle II. The average percentage of student learning outcomes in the first cycle is 76% while in the second cycle the percentage of student learning outcomes is 80%. From the results obtained in the second cycle of actions, it can be said that it has met the success criteria that have been set. Thus, it can be concluded that the problem-based learning model assisted by the media "Pancasila Behavior Pocket" can improve learning outcomes in grade 3B students in the subject of Pancasila Education at SD Negeri Bandungrejosari 4 Malang City.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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