



# The Implementation of the Problem-Based Learning Model in Teaching National Values

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## A B S T R A C T

Classroom Action Research (CAR) is conducted to address learning issues. A professional teacher must be able to apply various teaching models and learning media. The majority of students consider Civic Education to be the most boring subject. The purpose of this study is to evaluate the success of Classroom Action Research conducted by Civic Education teachers. This research employs a qualitative method. Data collection is carried out through observation, interviews, documentation, and literature review. The results of this study indicate that Civic Education teachers who implemented Classroom Action Research successfully addressed learning issues, such as low student motivation and performance, while also demonstrating that Classroom Action Research is a concrete solution to learning problems, particularly in Civic Education. The data collection included observations, questionnaires, and trials. In this study, the subjects were 15 eighth-grade students and 1 Civic Education teacher, with the assistance of the Problem-Based Learning model. The results show that the implementation of the Problem-Based Learning model effectively improved students' understanding in Civic Education lessons. Prior to using the Problem-Based Learning model, the average score was 47.8, and after its implementation, students' average scores improved to 75.4.

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## 1. Introduction

Learning is an activity carried out in an educational environment. The activity is followed by students in their learning process (Sani, 2019). Civic Education (PPKN) is a subject that generally explains the daily life framework of citizens, with the expectation that it can uphold the values of Pancasila as the foundation of the Indonesian state. PPKN is a subject that is consistently taught to students from primary education to higher education. This has been regulated in Law No. 20 of 2003 concerning the National Education System. According to this regulation, PPKN must be taught in the educational curriculum with the aim of forming students to become individuals with a sense of nationalism and patriotism, in line with the values of Pancasila and the 1945 Constitution.

The learning of PPKN includes aspects of politics, law, social culture, and moral values. The PPKN subject in the syllabus for eighth-grade students in the first semester is based on the standard competence of understanding the development conditions of countries around the world, with a basic competence of identifying developing countries and developed countries. Through these guidelines, it is clear that eighth-grade students in the first semester should already be able to master the competency related to the values of nationalism. To achieve this basic competence, collaboration between the teacher and students, along with other supporting instruments, is required.

In practice, however, the competency regarding countries around the world in eighth-grade students at MTS-AL-Hidayah still remains low. Based on the author's experience as a Civic Education teacher at MTS-AL-Hidayah for the 2022/2023 academic year, 15 students can be categorized as having low learning outcomes in the values of nationalism. This can be seen from the average score of 55.59, with only 11 students (32.40%) reaching the Minimum Completion Criteria (KKM) of 75.

This issue is based on several challenges. The first challenge is the lack of student motivation, especially in Civic Education, as students perceive the subject to be difficult due to the need to understand a lot of material and because it is not tested in exams. This can be seen in the learning outcomes of PPKN, where the majority of students struggle. The second challenge lies in the educators. In this case, the teacher acts as the educational facilitator. So far, the teacher has only been delivering the lesson without paying attention to student responses. The teacher also underutilizes available teaching methods and media that could support the learning process, thus hindering the achievement of the expected basic competencies. Teachers should be able to utilize appropriate teaching methods (Malik, 2019; Mali, 2020; Darwis, 2020). If teachers can effectively use the right teaching methods and available media, the desired basic competencies can be achieved, which in turn will improve student learning outcomes. Therefore, this study attempts to apply the Problem-Based Learning method.

## 2. Research Methods

This research is a Classroom Action Research (CAR), which is an observation of activities deliberately introduced and occurring within a classroom (Arikunto, 2010:130). The study was conducted at MTs-AL-Hidayah Patumbak. The stages of the activities were carried out over approximately one week. The subjects of this Classroom Action Research were the eighth-grade students of MTs-AL-Hidayah Patumbak, Semester I, of the 2022/2023 academic year. The principal also acted as a data source subject.

The data collection method was carried out using tests, observation, and documentation techniques. The data collection techniques used included: (a) tests, observations, and documentation. The test method was used to obtain data on students' Civic Education (PPKN) learning outcomes before, during, and after the research was conducted. The observation method employed was systematic observation, which was conducted by the observer using guidelines as the observation instrument. The instruments used in this study included: observation sheets, tests, and documentation. The observation sheet was used by the researcher as a guide to conduct observations or assessments to obtain accurate data. It was also used to monitor and evaluate each action so that the observation activities stayed aligned with the context of the problem and research objectives.

The tests were used to determine the extent of students' mastery of PPKN concepts related to the material taught. The test results were analyzed to determine how well the students had mastered the material after implementing the Problem-Based Learning teaching model. The success indicators in this research were if the average test score of students was at least 80.0, with 90% of the students achieving scores above the Minimum Completion Criteria (KKM) of 75.0.

## 3. Results and Discussion

Based on the pre-cycle learning results, out of 15 students, 5 students (34.28%) achieved the Minimum Completion Criteria (KKM) score of 75, while 10 students (65.71%) did not meet the KKM, with an average class score of 70.88. The teacher only applied the lecture model, and students were simply asked to listen to what was necessary. This result can be displayed in the following graph.

The learning process was carried out based on the Lesson Plan, which included 2 sessions (2x90 minutes). The basic competency presented in cycle I was about positive attitudes related to the national values contained in the 1945 Constitution. After the initial steps of perception, the material

was delivered using the Problem-Based Learning (PBL) model. The PBL model was implemented with the following steps: (1) Introduction, which included the teacher greeting the class, setting the classroom conditions, and checking student attendance. The teacher outlined the learning objectives and provided motivation for learning; (2) Core activities involving the implementation of the cooperative PBL model as follows: The teacher divided the students into 5 heterogeneous groups, using test scores as the basis for group assignments. The teacher provided the learning material and randomly assigned each group a task to gather information relevant to the problem. Each group discussed their issue and gathered information according to their task. Groups collected the results of their discussions in the form of reports. The teacher also allowed students to share opinions or experiences related to the topic being discussed. The teacher then selected one group to present their discussion results, and each group took turns presenting their findings to the class, explaining the problem and how they solved it together. (3) Closing activities, where the teacher facilitated the students in summarizing the lesson, directing them, and providing clarification and conclusions about the material on developed and developing countries. The teacher administered a quiz to individual students and awarded prizes to the groups based on their individual learning scores from the baseline to the next quiz score. The teacher informed the students about the next lesson and closed the class with a prayer.

The observation results indicated that the teacher carried out the lesson effectively, with clear directions and objectives. However, during the PBL model delivery, some students appeared to be less attentive and engaged in other activities. Additionally, not all groups were able to discuss effectively. Based on the evaluation results of Cycle I, there was an improvement in students' learning outcomes. The average score for Cycle I was 78.38, with 11 students (74.80%) achieving the KKM score, and 4 students (25.71%) not meeting the KKM. This result can be displayed in the following graph.

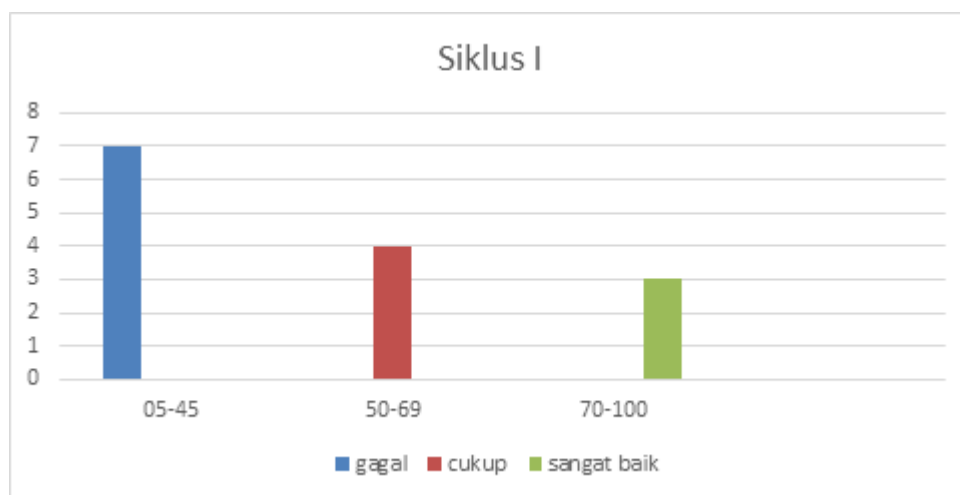


Figure 1. Results of cycle I

The success achieved after Cycle I shows that only some students demonstrated increased participation, while others remained passive. A reflection on the factors contributing to the lack of student participation includes: (1) Some students were unable to follow the steps of the cooperative learning model, and group discussions were not maximized; (2) Only certain students were able to understand the material and find solutions to the problems assigned to each group.

The learning process during the 2x90 minute sessions was continued by presenting the material using the PBL model. In the implementation of Cycle II, the learning activities followed these steps: (1) The teacher briefly reviewed the material already presented and then continued with new material using the cooperative PBL model, as in Cycle I, but with 4 students per group; (2) The teacher provided exercises on the benefits of instilling the spirit of nationalism in every citizen, using the

cooperative PBL model. The next step was the same as in Cycle I, where the teacher provided posters and assigned homework.

Based on observation activities, there was a noticeable improvement in student learning outcomes during Cycle II. In this session, many students were able to answer the questions correctly and well. Some students actively asked questions and shared their ideas. Students also demonstrated a better understanding of the material, as evidenced by how they solved the problems. The evaluation results from Cycle II showed an improvement in students' learning outcomes. The average learning achievement of students in Cycle II was 85.37, with 13 students (94.28%) achieving the KKM score, and 2 students (5.71%) not meeting the KKM. This result can be displayed in the following graph.

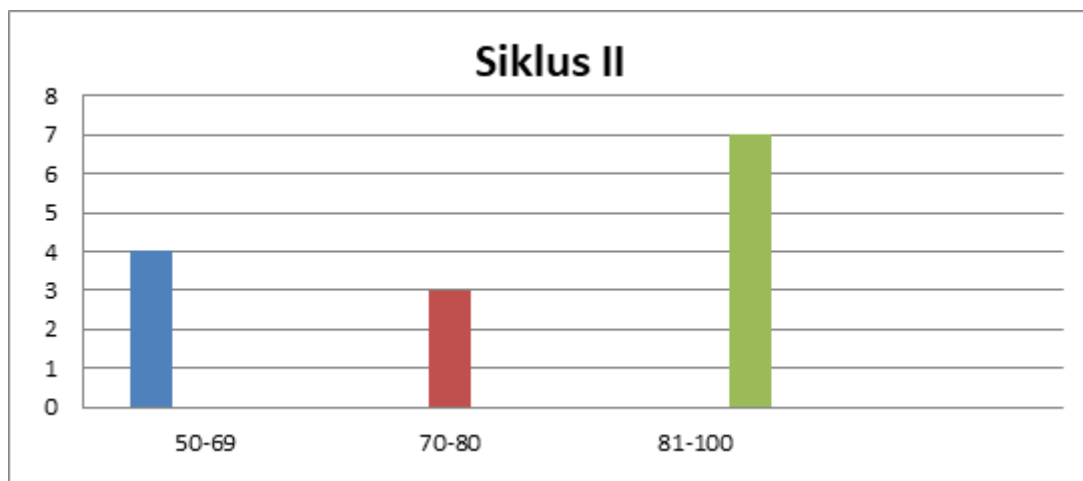


Figure 2. Results of cycle II

As the students demonstrated increased participation in Cycle II, the success achieved after Cycle II met the success indicators of this study, and therefore, the action was concluded at Cycle II. Based on the data processing and analysis above, it can be interpreted that the application of the cooperative learning model, specifically the Problem-Based Learning (PBL) model, led to an improvement in student learning outcomes. This improvement was observed from before the action in Cycle I and from Cycle I to Cycle II. The increase in student learning outcomes is attributed to the enhancement of social skills and student independence, which included students' attention during the learning process, cooperation within each group, and their independence. This progress is evident from the research results between the first and second cycles, which can be summarized as shown in the following table.

The results of the evaluation analysis conducted in each cycle show an improvement in student learning outcomes. This is reflected in the average student scores and the percentage of students achieving learning completion in each cycle, which experienced an increase. From the data above, it can be concluded that the PPKN learning achievement of students improved as follows: (1) Before the intervention, the average student learning score was 70.88, with 74.80% achieving the completion criterion, but it had not yet reached the expected indicator; (2) In Cycle II, the student learning score increased to 85.37, with a completion rate of 94.28%, meeting the expected indicator. Therefore, this classroom action research was successful. The average PPKN learning score for students in Cycle II was 85.37 (above the performance indicator of 80.0), and the completion percentage in Cycle II was 94.28% (above the performance indicator of 90%).

#### 4. Conclusion

The use of the cooperative learning model, specifically the Problem-Based Learning (PBL) model, has proven to improve the learning outcomes of PPKN students in Grade VIII for the 2022/2023 academic year. This can be seen from the increase in the average PPKN learning scores: before the

intervention, the average score was 70.88; in Cycle I, it was 74.80; and in Cycle II, it was 85.37. Additionally, the percentage of students achieving the learning completion criterion showed improvement: before the intervention, it was 34.28%; in Cycle I, it was 74.80%; and in Cycle II, it was 94.28%. Based on the conclusions above, the researcher offers the following recommendations: (1) Teachers at MTs-AL-Hidayah Patumbak should implement the Problem-Based Learning method in their teaching to enhance the PPKN learning outcomes of Grade VIII students, (2) Students are encouraged to be more active in learning, both individually and in groups, during PPKN lessons using the Problem-Based Learning method, and (3) The school should adopt policies encouraging teachers at MTs-AL-Hidayah Patumbak to consistently use innovative and engaging teaching models to improve student learning outcomes.

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