The Implementation of Problem-Based Learning Model to Enhance Students' Understanding of National Identity Material in Secondary Schools

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Article Information

A B S T R A C T

This Classroom Action Research (CAR) aims to address learning challenges faced by students, particularly in Civic Education (PPKn), which is often perceived as a tedious subject. Professional teachers are expected to apply various instructional models and media to enhance the quality of learning. The primary objective of this study is to evaluate the effectiveness of implementing the Problem-Based Learning (PBL) model in improving students' learning outcomes in Civic Education while simultaneously fostering national identity through the integration of local historical values. This qualitative study collected data through observation, interviews, documentation, literacy review, and testing. The research subjects were 15 eighth-grade students of MTs Al-Hidayah Patumbak for the academic year 2022/2023, with the Civic Education teacher acting as the practitioner, peers serving as learning process observers, and the principal as an additional data source. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The findings revealed that the implementation of the Problem-Based Learning model effectively enhanced students' motivation and academic achievement in Civic Education. Moreover, the use of local history-based instruction successfully cultivated a sense of unity and strengthened students' national identity, confirming that Classroom Action Research utilizing the PBL model provides a concrete solution for addressing learning difficulties in Civic Education.

1. Introduction

Learning is an essential activity conducted within the educational environment to optimize students' potential (Sani, 2019). School learning activities provide structured opportunities for students to engage in the educational process. According to Chotimah and Fathurrohman (2018), learning is a meaningful activity undertaken by individuals to bring about significant changes within themselves. National identity refers to the unique characteristics possessed by a nation, distinguishing it from others. Nationalism, as an ideology that prioritizes individuals' highest loyalty to their nation-state, serves as the foundation for building national identity. Indonesia's national identity is reflected in state symbols such as Pancasila, the Red and White Flag, the Indonesian language, the national motto "Bhinneka Tunggal Ika," the 1945 Constitution (UUD 1945), and the form of the Unitary State of the Republic of Indonesia. National heroes such as Pattimura, Hasanuddin, and Prince Antasari have also played crucial roles in strengthening national values.

National identity plays a vital role in maintaining the existence of Indonesia amid globalization. A nation's survival depends on its ability to respond to global challenges while preserving its local culture and identity. Strengthening national identity is therefore crucial in maintaining national unity and enhancing competitiveness at the international level. Civic Education (PPKn) is a compulsory subject aimed at fostering a sense of nationalism and citizenship among students, as mandated by Law Number 20 of 2003 concerning the National Education System. The PPKn curriculum encompasses aspects of politics, law, socio-culture, and moral values, promoting the internalization of national values at all educational levels.

However, observations at MTs Al-Hidayah Patumbak during the 2022/2023 academic year indicated that eighth-grade students' learning outcomes on the topic of world countries were still low, with an average score of 60.52 and only 34.72% achieving the minimum competency standard (KKM) of 75. Contributing factors include low student motivation towards PPKn, the perception of the subject as difficult and uninteresting, and the traditional teaching methods employed by teachers. Teachers should be capable of utilizing innovative learning models and relevant teaching media to enhance student achievement (Malik, 2019; Malik, 2020; Darwis, 2020). One effective approach is the Problem-Based Learning (PBL) model, which relates learning to real-life contexts to foster student engagement and motivation. According to Dewey, as cited in Trianto (2007), PBL involves the interaction between stimulus and response, facilitating critical thinking skills through problem-solving activities.

Based on this background, this study aims to improve students' learning outcomes on the topic of world countries by implementing the Problem-Based Learning model in the eighth-grade first semester at MTs Al-Hidayah Patumbak.

2. Research Methods

This study employs Classroom Action Research (CAR), which is a type of research aimed at improving and enhancing the quality of classroom learning through systematically implemented actions (Arikunto, 2010: 130). The research was conducted at MTs Al-Hidayah Patumbak over approximately one week. The subjects of this study were the eighth-grade students of MTs Al-Hidayah Patumbak in the second semester of the 2022/2023 academic year, totaling 15 students, comprising 8 male and 7 female students. The principal also participated as an additional source of data. The data collection methods used in this study included tests, observations, and documentation.

1. Tests were administered to collect data on students' Civic Education (PPKn) learning outcomes before, during, and after the implementation of the teaching interventions.

2. Observations were conducted systematically using observation sheets as the main instruments to monitor teacher and student activities throughout the learning process.

3. Documentation was employed to collect supplementary data such as administrative records, photographs of activities, and other relevant documents.

The instruments utilized in this study were observation sheets, tests, and documentation formats. The observation sheets served as guidelines for systematically observing the implementation process to ensure focus on the research objectives. Tests were used to measure students' mastery of Civic Education material following the application of the Problem Based Learning (PBL) model. The success indicators for this study were defined as follows: (1) the students' average test score must reach at least 80.0, and (2) at least 90% of the students must achieve scores above the established Minimum Mastery Criteria (KKM) of 75.0.

3. Results and Discussion

Classroom Action Research (CAR) serves as a concrete and effective solution for addressing problems in Civic Education (PKn) learning. In general, during the implementation of CAR, teachers must determine the appropriate instructional model to use. Various learning models can be employed, such as Jigsaw, Picture and Picture, and Problem Based Learning (PBL). The choice of model must be aligned with the material characteristics and the issues to be resolved.

Typically, CAR is conducted through several cycles until learning difficulties are thoroughly addressed. Successful CAR is indicated by positive changes and improved quality of student learning outcomes. If Civic Education learning continues to feel stagnant or monotonous after CAR implementation, it suggests that the process has not been optimized and that further cycles—or even a change in learning models—may be necessary.

In classroom learning, teachers must prepare comprehensive lesson plans to ensure that learning activities are effective and that assessments are conducted appropriately. During the planning phase, teachers should prepare the syllabus, Lesson Plans (RPP), and learning materials. Ideally, this preparation is completed before the beginning of the academic year to anticipate any potential problems. The implementation phase of Civic Education learning is divided into three segments:

1. Preliminary activities, such as greeting students, checking attendance, and leading a communal prayer.

2. Main activities, which focus on two-way, interactive learning. Teachers provide stimuli in the form of questions, encouraging students to actively think and respond.

3. Closing activities, involving the evaluation of the material delivered through questioning, assignments, or student worksheet exercises.

During implementation, choosing the appropriate teaching methods and media is crucial. Learning media that are visually and audibly attractive can enhance student focus, motivation, participation, and activeness during lessons.

Tabel 1. Classroom action research results

No	Criteria	Cycle I	Cycle II
1	Average Score	69	77
2	Absorption Rate	69%	77%
3	Mastery Learning Rate	89%	98%

Based on the pre-cycle learning outcomes, among 15 students, only 5 students (33.3%) achieved the Minimum Mastery Criteria (KKM) of 75, while 10 students (66.7%) did not meet the target. The class average score at this stage was 69. During the pre-cycle phase, the teacher predominantly used the lecture method, where students passively listened.

The learning process was carried out based on the Lesson Plan (RPP) over two meetings (2 x 80 minutes). In Cycle I, the Basic Competence conveyed was about examples of positive attitudes related to national values embedded in the 1945 Constitution (UUD 1945). After the perception-building phase, the material was delivered using the Problem Based Learning (PBL) model. The application of PBL resulted in significant improvements in student learning outcomes, as reflected by the increased average score, absorption rate, and mastery learning rate in the subsequent cycle.

4. Conclusion

Based on the discussion above, it can be concluded that Classroom Action Research (CAR) plays a crucial role in improving the quality and addressing various issues in Civic Education (PKn) learning. Several common problems, such as low learning motivation, underachievement, lack of classroom participation, and limited student engagement, can be effectively addressed through the

systematic and continuous implementation of CAR. In general, the implementation of Civic Education learning in schools must involve three key components: comprehensive planning, effective execution, and objective assessment or evaluation. These three components must be consistently and continuously applied to foster a culture of quality learning that makes a positive contribution to the field of education.

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