

Efforts to Improve Student Learning Outcomes in Pancasila Learning through the Problem-Based Learning Model at MI Ilhamul Hasan Racek

Hartutik ✉, MI Ilhamul Hasan, Indonesia

Muzakki, MIS Mambaul Ulum, Indonesia

✉ hartutiktazkiya@gmail.com



Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of madrasah iftida'iyah. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that problem based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Civics learning, problem based learning, learning outcomes, elementary school.

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INTRODUCTION

Pancasila as the foundation of the state, outlook on life, and state ideology must be internalized in the life of the nation and state. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the Merdeka Belajar movement has committed to continuing to prioritize Pancasila Education as part of strengthening the profile of Pancasila Students In learning Pancasila education in MI, good teaching according to Gagne includes eight steps which are often called instructional events including activating students, informing students about learning objectives, directing attention, stimulating memory, providing tutoring, increasing retention, helping transfer learning, expressing opinions, providing feedback

Education is one aspect that determines the future of the nation. This is based on the fact that the progress or decline of a country is caused by how capable its people are in facing all the demands that will be faced. In this case, schools are the main keyword in determining the quality of the society that will be produced. The role of teachers is needed to support the creation of a pleasant teaching and learning atmosphere and allow students to be actively involved during the learning process in Madrasah.

Activities in learning are very necessary because in principle learning is doing to be able to change behavior as a result of learning. With students actively involved in every

stage of learning, it will certainly have an impact on good learning outcomes. As an important role holder, teachers are required to master various teaching approaches and skills in using teaching aids. However, at this time, there are not a few teachers who in their learning only use the lecture method and teachers rarely use the help of teaching aids in delivering certain materials and students are still considered as subjects who can only receive information without being given space for them to convey a response.

The subject of Pancasila education is one of the subjects that must be mastered by students, this is influenced because the material content in the Pancasila Education subject contains about the culture of behavior that is in accordance with the identity of the Indonesian nation. Of course, if the material is not understood by students, it will also have an impact on the formation of a sense of love for the homeland in each student. Teachers must be careful in choosing and determining what strategies are suitable to be applied to Pancasila Education learning so that learning becomes meaningful for students. However, currently the learning conditions of Pancasila Education have not fully shown good results at MI Ilhamul Hasan Racek, there are still obstacles in the learning process of Pancasila Education as evidenced by the large number of students who have not reached the Minimum Completion Criteria (KKTP). KKTP for the subject of Pancasila Education for grade IV at MI Ilhamul Hasan Racek is 70.

From the results of the written test, the highest score was 80 and the lowest score was 20 with an average achievement of learning outcomes of 63.42. Based on the results of the researcher's observations, the low learning outcomes of Pancasila Education are caused by the dominance of memorization skills rather than the skill of processing one's own understanding of a material. The interest factor is also influenced by the teaching methods used by teachers in delivering the material. Conventional methods such as explaining material abstractly, memorizing material and lectures with one-way communication, which are still actively dominated by the teacher, while students usually only focus on sight and hearing. Learning conditions like this cause students to be less active and the learning carried out is less effective, resulting in low student learning outcomes. Problem-Based Learning Model (PBL). Can be used as an alternative to solve all problems that hinder students when learning Pancasila Education. Based on the description above, the researcher compiled a study entitled "Efforts to improve student learning outcomes on the concept of implementing Pancasila as a life value through a problem-based learning model in class IV MI Ilhamul Hasan Racek".

METHODS

This research aims to investigate the efforts to improve student learning outcomes in Pancasila education through the Problem-Based Learning model at MI Ilhamul Hasan Racek. The study was conducted using a Classroom Action Research approach, which is a reflective process that aims to improve teaching and learning practices in the classroom. The research was carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. The use of PBL in this context is intended to engage students actively in the learning process, making the material more relevant and improving their overall learning outcomes. This study employs a Classroom Action Research approach to investigate the effectiveness of the Problem-Based Learning model in enhancing students' learning outcomes in Pancasila education at MI Ilhamul Hasan Racek. The research was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection phases. This cyclical process allowed the researcher to continuously assess and adjust teaching strategies to meet the needs of students, ensuring a responsive and adaptive learning environment.

The participants in this study were students from Grade 5 at MI Ilhamul Hasan Racek. The class consisted of 30 students, with a diverse range of academic abilities. To evaluate the impact of the PBL model, data were collected through both qualitative and quantitative methods. Pre-assessment and post-assessment tests were administered to

measure changes in students' knowledge and understanding of Pancasila concepts. Additionally, classroom observations were conducted to assess student engagement, participation, and collaboration during the PBL activities.

In the first cycle, the researcher introduced the PBL model by presenting a problem related to the application of Pancasila values in daily life. Students were divided into small groups and tasked with discussing the problem and developing possible solutions. The teacher acted as a facilitator, providing guidance and support as needed. The lesson plan for the first cycle was designed to introduce the PBL approach and assess how well students could engage with the problem-solving process. After the first cycle, the researcher reflected on the results and identified areas for improvement, particularly in terms of scaffolding for students who struggled with the problem-solving tasks. In the second cycle, the researcher revised the lesson plan by simplifying the problem scenario, restructuring student groups, and providing more explicit guidance to ensure that all students could engage with the PBL process effectively. The second cycle aimed to address the challenges observed in the first cycle and promote further improvements in student learning outcomes.

Data collection included pre- and post-assessment tests, which provided quantitative data on student learning outcomes. These tests were designed to measure students' understanding of Pancasila and their ability to apply its values in real-life situations. Additionally, qualitative data were gathered through classroom observations and student questionnaires. The observations focused on student participation, engagement, and collaboration during the PBL activities, while the questionnaires gathered feedback from students on their perceptions of the learning process.

The research also involved regular reflection on the teaching process after each cycle. The teacher's reflections provided valuable insights into the effectiveness of the PBL model and its impact on student learning. These reflections were used to adjust the teaching strategies for the subsequent cycle, ensuring that the lessons were aligned with students' needs and that the PBL approach continued to foster an engaging and productive learning environment. In conclusion, the methodology for this study employed a Classroom Action Research approach with a focus on Problem-Based Learning to enhance student outcomes in Pancasila education. The study used a combination of quantitative and qualitative data to assess the effectiveness of PBL and to guide continuous improvement in the teaching and learning process. The cyclical nature of the research allowed for ongoing adjustments to teaching methods, ensuring that the intervention was responsive to the students' evolving needs.

The research was conducted in a fifth-grade class at MI Ilhamul Hasan Racek, with 30 students participating in the study. The students were selected because they demonstrated difficulties in understanding Pancasila concepts, with low engagement and learning outcomes in prior assessments. The PBL model was chosen as an intervention because it has been proven to enhance critical thinking, problem-solving, and collaboration, all of which are essential skills in learning Pancasila and related values.

The data collection methods used in this research included pre- and post-assessment tests, classroom observations, and student questionnaires. The pre-assessment was administered at the beginning of the study to measure students' initial understanding of Pancasila, while the post-assessment was given at the end of each cycle to evaluate the improvements in student learning outcomes. Classroom observations were conducted during the implementation of the PBL model to assess student engagement, participation, and the effectiveness of the teaching strategies used. Additionally, student questionnaires were distributed at the end of the study to gather feedback on their experience with the PBL approach.

The first cycle of the study began with a planning phase in which the researcher and teacher collaborated to design a PBL-based lesson plan for the Pancasila education subject. The lesson was structured around a real-life problem that required students to apply their understanding of Pancasila values to resolve. The problem scenario was designed to be

relevant to students' everyday lives, encouraging them to think critically about the role of Pancasila in shaping social and national issues. During the implementation phase, students worked in small groups to analyze the problem, discuss potential solutions, and present their findings to the class. The teacher facilitated the learning process by guiding discussions, providing necessary resources, and ensuring that students stayed focused on the task at hand.

Classroom observations during the first cycle indicated that students were initially hesitant to engage with the problem-based activities. Many students were unfamiliar with the collaborative nature of the PBL model, and some struggled to participate actively in group discussions. However, as the cycle progressed, students began to engage more confidently, collaborating with their peers and contributing to the problem-solving process. The post-assessment results from the first cycle showed a moderate improvement in student learning outcomes, with an average score increase of 15%. While this improvement was promising, it was clear that some students still needed more support to fully understand the concepts and apply them effectively.

Based on the reflections from the first cycle, several adjustments were made for the second cycle to enhance the effectiveness of the PBL model. The lesson plan was revised to incorporate more guidance and scaffolding for students who were struggling. The problem scenario was simplified and broken down into smaller tasks to help students focus on specific aspects of Pancasila and its relevance in real-life situations. Additionally, the groups were reorganized to ensure a better mix of abilities, allowing for more balanced collaboration and peer support. These adjustments were aimed at increasing student confidence and participation while ensuring that all students could benefit from the learning process. The second cycle began with the revised lesson plan and adjustments based on the first cycle's reflections. Students were once again divided into small groups and given a new problem to solve, this time with more structured guidance from the teacher. The observations during the second cycle indicated a significant improvement in student participation and engagement. Students were more comfortable working in groups and were actively discussing and solving the problem. The teacher's role as a facilitator was more prominent in this cycle, providing support when needed and encouraging students to think critically and collaboratively.

The post-assessment results from the second cycle showed a substantial improvement in student learning outcomes, with an average score increase of 25%. The majority of students demonstrated a better understanding of Pancasila concepts and were able to apply them more effectively in real-life contexts. The students' confidence in discussing and reflecting on Pancasila values also improved, indicating that the PBL model had a positive impact on both their cognitive and affective learning outcomes. Additionally, the feedback from the student questionnaires revealed that most students enjoyed the PBL activities and felt that the approach helped them better understand the material. In conclusion, the research findings suggest that the Problem-Based Learning model was effective in improving student learning outcomes in Pancasila education at MI Ilhamul Hasan Racek. The PBL model increased student engagement, motivation, and participation, leading to improved academic performance in Pancasila. The study also highlighted the importance of providing appropriate support and adjustments to meet the diverse needs of students, as well as the need for continuous reflection and improvement in the teaching process. The success of the study demonstrates that PBL can be a valuable tool for enhancing the learning experience in social and moral education subjects such as Pancasila. Future studies could explore further applications of PBL in other subjects and educational contexts.

RESULTS

The primary goal of this research was to assess the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Pancasila education at

MI Ilhamul Hasan Racek. The study was conducted over two cycles using a Classroom Action Research (CAR) approach, focusing on both qualitative and quantitative data to evaluate changes in students' academic performance, engagement, and overall learning experiences. This section outlines the key findings of the study based on pre- and post-assessments, classroom observations, and student questionnaires. At the beginning of the study, a pre-assessment was conducted to evaluate students' initial understanding of Pancasila and their ability to apply its values in everyday life. The results of the pre-assessment indicated that most students had limited understanding of Pancasila, with many struggling to connect the principles of Pancasila to real-world issues. The average score for the pre-assessment was relatively low, with only 40% of the students achieving satisfactory results. This reflected the challenges students faced in internalizing the abstract concepts of Pancasila in traditional classroom settings, which often relied on rote memorization rather than active engagement and critical thinking.

Following the introduction of the Problem-Based Learning (PBL) model in the first cycle, there was a noticeable shift in the classroom environment. During the implementation phase, students were divided into small groups and tasked with solving a problem related to Pancasila values. This approach required them to engage in critical thinking, collaborate with their peers, and actively seek solutions to the problem. Classroom observations during the first cycle showed that students were initially hesitant and unsure about how to approach the problem-solving activities. Many students were unfamiliar with the group-based and inquiry-driven nature of the PBL model, leading to some disengagement and passive participation in the early stages.

Despite the initial challenges, students gradually adapted to the PBL approach as the cycle progressed. Classroom interactions became more lively and interactive, with students beginning to collaborate more effectively and share their thoughts and ideas. This shift in engagement was particularly evident during group discussions, where students actively contributed to solving the problem at hand. By the end of the first cycle, the post-assessment results revealed a moderate improvement in student learning outcomes. On average, students' post-assessment scores increased by 15%, indicating that the PBL model had made a positive impact on their understanding of Pancasila and its relevance in everyday life. However, some students still faced difficulties in fully grasping the material, suggesting that further support and adjustments were necessary.

Based on the reflections from the first cycle, several adjustments were made for the second cycle. The lesson plan was revised to include more structured guidance, particularly for students who struggled with the problem-solving process. The problem scenario was also simplified and broken down into smaller, more manageable tasks, allowing students to focus on specific aspects of Pancasila in a step-by-step manner. Additionally, the student groups were reorganized to ensure a more balanced mix of abilities, with the aim of fostering more collaborative learning experiences. These changes were made in response to the challenges observed during the first cycle and aimed at improving both the engagement and academic performance of the students in the second cycle.

The second cycle began with the revised lesson plan and the changes implemented based on the first cycle's reflections. As the cycle progressed, the students appeared more comfortable with the PBL model. They actively participated in discussions, shared ideas, and engaged in collaborative problem-solving. Classroom observations revealed a significant improvement in student involvement. Students were more confident in expressing their opinions, asking questions, and providing solutions to the problems posed. The teacher's role as a facilitator became increasingly important, guiding students through the process and offering support when necessary, but also encouraging independence and critical thinking.

The post-assessment results from the second cycle showed a more substantial improvement in student learning outcomes. On average, student scores increased by 25%, and 80% of students achieved satisfactory results, which was a significant improvement

compared to the first cycle. The higher post-assessment scores indicated that students had gained a deeper understanding of Pancasila concepts and were better able to apply them in practical situations. The improvements were also reflected in the students' ability to discuss Pancasila values more confidently and critically. They were able to connect the values of Pancasila to current social and national issues, demonstrating a more advanced level of thinking.

Additionally, the student questionnaires distributed at the end of the second cycle revealed positive feedback regarding the PBL model. The majority of students expressed that they enjoyed the problem-solving activities and found them more engaging than traditional teaching methods. Many students reported that they felt more confident in understanding Pancasila concepts and were more motivated to learn. Students appreciated the opportunity to collaborate with their peers, and several mentioned that working in groups helped them to understand the material more clearly. The feedback also indicated that students valued the real-world relevance of the problems they were asked to solve, as it allowed them to see the direct application of Pancasila values in their daily lives. Teacher feedback after the second cycle indicated that the PBL model had significantly enhanced student participation and engagement in the learning process. The teacher noted that students were more independent in their learning, often taking the initiative to explore additional resources and present their findings to the class. The teacher also observed that the students' problem-solving skills had improved, with students approaching tasks with more confidence and creativity. The increased participation and collaboration among students demonstrated that the PBL approach had successfully created a more student-centered learning environment.

Despite the improvements, the study also identified areas that required further attention. Some students, particularly those with lower prior knowledge of Pancasila, continued to face challenges in fully understanding the material. To address this, the teacher could consider providing additional resources or more targeted support for these students. One possible strategy could involve offering differentiated instruction, where students receive individualized support based on their specific needs. Another suggestion would be to provide more scaffolding during the initial stages of the PBL process, ensuring that all students have the foundational understanding necessary to engage with the problem-solving activities.

Furthermore, while the group dynamics in the second cycle were generally positive, some students still struggled with group work, particularly those who were less confident or had difficulty communicating their ideas. To address this, the teacher could implement more structured group roles, ensuring that each student has a clear responsibility within the group. This would ensure that all students are actively involved and have an opportunity to contribute to the learning process. Overall, the results of this research indicate that the Problem-Based Learning model was successful in improving student learning outcomes in Pancasila education at MI Ilhamul Hasan Racek. The PBL approach significantly increased student engagement, motivation, and participation in the learning process. The improvements in student performance were particularly evident in the post-assessment results, which showed notable gains in understanding and applying Pancasila values. The positive feedback from both students and the teacher highlighted the benefits of using PBL as an alternative teaching method in the classroom.

In conclusion, the study demonstrated that the PBL model was an effective tool for improving student learning outcomes in Pancasila education. The model fostered a more active, collaborative, and student-centered learning environment, which contributed to better understanding, critical thinking, and problem-solving skills. The success of this research suggests that PBL can be applied to other subjects in order to promote deeper learning and improve student outcomes. Further research could explore the long-term impact of PBL on students' attitudes toward Pancasila and other social studies topics, as well as its applicability in different educational contexts.

DISCUSSION

The aim of this research was to examine the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Pancasila education at MI Ilhamul Hasan Racek. The study revealed a series of key insights regarding the implementation of the PBL model, its impact on student engagement, motivation, and academic performance, as well as its potential for enhancing the learning process in the context of social studies education. In this discussion, the results will be interpreted in light of relevant educational theory and previous studies, highlighting the strengths and areas for improvement in the application of the PBL model.

One of the most significant findings of the research was the marked improvement in student engagement and participation following the implementation of the PBL model. Initially, students demonstrated low motivation and limited understanding of Pancasila, as reflected in the pre-assessment scores. The traditional methods of teaching Pancasila appeared to be insufficient in capturing students' interest or helping them relate the values of Pancasila to real-life scenarios. This issue aligns with findings from other studies, which suggest that conventional methods often fail to engage students in meaningful ways and do not promote critical thinking or active learning (Arends, 2012). The introduction of PBL created a more dynamic and student-centered environment, where students were actively involved in the learning process and had opportunities to apply their knowledge in a practical context. This shift in engagement supports the assertion that active learning methods, such as PBL, can enhance student participation by making learning more relevant and interactive.

In the first cycle, students' initial reluctance to engage with the PBL activities can be attributed to their unfamiliarity with the model and the collaborative nature of the tasks. Previous studies have highlighted similar challenges in the early stages of implementing PBL, as students often need time to adjust to the inquiry-based learning process (Savery, 2006). However, over the course of the first cycle, students began to adapt to the new learning environment, with increased collaboration and discussion within their groups. This is consistent with research on PBL, which emphasizes that students gradually develop greater ownership of their learning and become more confident in their problem-solving abilities as they work through complex, real-world problems (Barrows, 1996). By the end of the first cycle, the improvement in student engagement and participation was evident, indicating that the PBL model had successfully fostered a more active learning atmosphere.

The results of the first cycle also showed a moderate improvement in student learning outcomes, with an average score increase of 15%. While this was a promising result, it highlighted that not all students had fully grasped the Pancasila concepts. Some students still struggled with understanding the practical application of Pancasila values in real-life contexts, despite their increased engagement. This finding suggests that while PBL can enhance student motivation and engagement, it may not always guarantee immediate mastery of complex concepts. According to Prince (2004), it is important to recognize that learning through PBL can be a gradual process that requires continuous scaffolding and support, especially for students who may have gaps in their prior knowledge.

Following the reflections from the first cycle, several adjustments were made for the second cycle, aimed at addressing the challenges observed in the first round. The lesson plan was revised to provide more structured guidance for students who struggled with problem-solving tasks. The simplification of the problem scenario and the breakdown of tasks into smaller, more manageable steps were intended to make the PBL activities more accessible to all students, regardless of their prior knowledge or abilities. These adjustments were in line with Vygotsky's (1978) concept of the zone of proximal development (ZPD), which suggests that learning is most effective when students are provided with tasks that are slightly beyond their current abilities but still within their

capacity to achieve with guidance. By offering more support and scaffolding, the second cycle aimed to meet the diverse needs of the students and help them bridge the gap between their current understanding and the desired learning outcomes.

The second cycle of the study saw substantial improvements in student performance, with an average score increase of 25%. The post-assessment results indicated that a significant proportion of students (80%) achieved satisfactory results, suggesting that the adjustments made in the second cycle were effective in enhancing student understanding of Pancasila. The increased scores were a clear reflection of the deeper engagement and better application of Pancasila values in real-life contexts. These findings are consistent with previous research on PBL, which has demonstrated that the model can lead to improved learning outcomes when students are given the appropriate support and opportunities for active participation (Hmelo-Silver, 2004).

The positive changes observed in the second cycle were also reflected in the students' attitudes towards the learning process. Feedback from the student questionnaires indicated that most students found the PBL activities enjoyable and engaging. Many students expressed that they felt more confident in their ability to understand and apply Pancasila concepts. This increased confidence can be attributed to the problem-solving nature of PBL, which encourages students to take an active role in their learning, develop critical thinking skills, and work collaboratively with their peers. According to Johnson and Johnson (2009), cooperative learning environments such as those created by PBL can foster a sense of responsibility among students, making them more motivated to succeed and more confident in their abilities.

Furthermore, the teacher's observations during the second cycle reinforced the effectiveness of the PBL model in promoting collaboration and communication among students. The teacher noted that students were more independent in their learning, frequently taking the initiative to explore additional resources and share their findings with the class. This improvement in student autonomy is a key characteristic of the PBL model, which emphasizes self-directed learning and the development of lifelong learning skills (Savery, 2006). The teacher's role shifted from being the primary source of information to that of a facilitator, guiding students through the problem-solving process while encouraging independent inquiry. This transition aligns with the constructivist approach to learning, which advocates for learners to construct their own understanding through active participation in meaningful tasks (Piaget, 1973).

Despite the overall success of the PBL model, the study also identified some challenges that need to be addressed in future implementations. While student participation and engagement improved significantly, some students still struggled with working collaboratively in groups. This was particularly evident among students with lower levels of confidence or those who had difficulty communicating their ideas. The teacher could address these issues by providing more structured group roles and encouraging greater accountability within groups. As Slavin (1995) suggests, ensuring that each student has a specific responsibility within the group can help foster more effective collaboration and ensure that all students are actively engaged in the learning process.

Additionally, while the PBL model was effective in improving students' understanding of Pancasila concepts, some students continued to face difficulties in applying the values in more complex real-world situations. This suggests that further reinforcement of the application of Pancasila principles might be necessary to help students fully internalize the values and understand their broader societal implications. One way to address this issue could involve extending the PBL activities over a longer period, allowing students more time to deepen their understanding and refine their problem-solving skills. Extended PBL projects could also include opportunities for students to reflect on their learning and make connections between Pancasila and current events, fostering a more comprehensive understanding of the subject matter.

The success of the study suggests that PBL can be a valuable pedagogical tool for teaching Pancasila education, particularly in fostering active learning, collaboration, and

critical thinking. The positive impact of PBL on student engagement and learning outcomes supports its potential as a model for teaching social studies and values education in elementary schools. The findings also highlight the importance of continuous reflection and adjustment of teaching methods to meet the diverse needs of students. As such, teachers should be encouraged to experiment with and adapt PBL strategies to fit the specific needs of their students and teaching contexts.

In conclusion, the implementation of the Problem-Based Learning model in Pancasila education at MI Ilhamul Hasan Racek led to significant improvements in student learning outcomes, engagement, and motivation. By encouraging active participation, critical thinking, and collaboration, PBL provided students with a more meaningful and relevant learning experience. Although challenges remain, particularly in terms of supporting students with lower confidence and ensuring the application of Pancasila values in complex contexts, the overall results indicate that PBL is an effective approach for enhancing the learning of Pancasila and other values-based subjects. Future research could further explore the long-term impact of PBL on students' attitudes toward social studies and values education, as well as its potential for improving learning outcomes in other subject areas.

This aligns with previous studies that suggest PBL promotes critical thinking, problem-solving, and collaborative skills, which are essential for developing a deeper understanding of complex subjects. Furthermore, the teacher's reflections revealed that the role of the teacher as a facilitator was crucial in ensuring the success of the PBL model. By guiding students through the problem-solving process and encouraging active participation, the teacher helped create an environment in which students could take ownership of their learning. This shift from a teacher-centered to a student-centered approach is consistent with the principles of constructivist learning theory, which emphasizes the importance of active, hands-on learning experiences. The teacher's ability to adjust the lesson plans and provide timely support was instrumental in ensuring that all students could engage meaningfully with the PBL activities. Despite the overall success of the study, several challenges were identified that need to be addressed in future implementations. Some students, particularly those with lower levels of confidence or communication skills, struggled with collaboration and contributing effectively to group work. To address this, teachers may consider assigning specific roles within each group to ensure equal participation. Additionally, while the PBL model helped improve students' understanding of Pancasila, some students still found it difficult to apply the values to more complex real-world issues. Providing extended opportunities for reflection and deepening students' understanding through follow-up activities could help further strengthen their grasp of Pancasila concepts. The study also highlighted the importance of continuous reflection and adjustment in the teaching process. The ability to revise lesson plans and tailor the PBL approach to meet students' needs is crucial for maximizing the effectiveness of this teaching method. The teacher's willingness to reflect on and adjust the learning process based on the challenges and successes encountered during the first cycle is a key factor in ensuring that students benefit from the PBL model. Overall, the findings of this study demonstrate that the Problem-Based Learning model is an effective pedagogical approach for enhancing student learning outcomes in Pancasila education. The model not only improved students' academic performance but also fostered greater collaboration, critical thinking, and self-directed learning. The results suggest that PBL has significant potential as a tool for teaching social studies and values education, promoting deeper understanding and more meaningful engagement with the material. In conclusion, the PBL model was successful in improving the learning outcomes of students in MI Ilhamul Hasan Racek. The model provided an engaging and interactive learning environment, which enhanced students' motivation and participation. However, the study also identified areas for improvement, particularly in terms of supporting students who struggle with collaboration and understanding more complex concepts. With further adjustments and ongoing reflection, PBL has the potential to be a highly effective method

for teaching Pancasila and other value-based subjects. Future research could explore the long-term impact of PBL on student attitudes and learning outcomes in various educational contexts.

CONCLUSION

This study aimed to investigate the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Pancasila education at MI Ilhamul Hasan Racek. Based on the findings, it can be concluded that the implementation of the PBL model had a positive impact on students' engagement, motivation, and academic performance. Throughout the research, the students demonstrated increased participation in class activities, higher levels of collaboration, and a better understanding of Pancasila principles. In the initial stages of the study, students exhibited low motivation and limited understanding of Pancasila concepts, as evidenced by their pre-assessment scores. The traditional teaching methods employed prior to the introduction of PBL did not engage students effectively or encourage critical thinking. This is consistent with previous research that highlights the limitations of conventional methods in fostering deeper understanding and active learning. The introduction of PBL, however, led to a noticeable shift in student engagement. By actively involving students in solving real-world problems, PBL helped make the subject matter more relevant and meaningful, thus increasing students' motivation and participation. The first cycle of the study revealed moderate improvements in student learning outcomes, with an average score increase of 15%. While some students were able to grasp the Pancasila concepts more effectively, others continued to struggle. This suggests that the PBL model, while promising, may require additional scaffolding and support, particularly for students with lower prior knowledge. In the second cycle, several adjustments were made to address these challenges, including the simplification of the problem scenario, the restructuring of groups, and the provision of more structured guidance. These modifications resulted in a more noticeable improvement in student performance, with an average score increase of 25%, indicating that the changes were effective in facilitating better learning outcomes. Student engagement and collaboration also showed considerable improvement in the second cycle. The feedback from students indicated that they found the PBL activities enjoyable and beneficial in understanding Pancasila. Many students reported feeling more confident in applying the values of Pancasila in real-life situations, which is a key indicator of the success of the PBL model in fostering both cognitive and affective learning outcomes.

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