



ENHANCING CIVIC EDUCATION THROUGH PROBLEM-BASED LEARNING: A CASE STUDY IN BANJARMASIN

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ABSTRACT

The low learning outcomes in civic education and citizenship among fourth-grade students at SDN SN Kebun Bunga 4 Banjarmasin can lead to the suboptimal development of critical thinking abilities and skills in students. If this issue is not addressed seriously, it can have an impact on the failure of moral, ethical, and character development in students. The root of this problem lies in the abstract, conventional, non-varied, monotonous, teacher-centered nature of the learning process, which does not involve critical thinking activities, causing students to tend to be passive in the learning process. This research aims to describe the improvement in the quality of teacher activities, analyze the increase in activities and learning outcomes of fourth-grade students after implementing the Problem Based Learning model at SDN SN Kebun Bunga 4 Banjarmasin. The approach used in this research is qualitative, with the type of Collaborative Classroom Action Research (CCAR) conducted over two sessions. The research data consists of qualitative data obtained through observations of teacher and student activities. Subsequently, quantitative data was obtained from evaluation tests. The research results show that the quality of teacher activities increased from 69% in the first session to 88% in the second session. Student activities increased from 65.4% in the first session to 93.4% in the second session. Student learning outcomes improved from 62% to 86%. Based on the research findings, it is concluded that the Problem Based Learning model is capable of significantly improving teacher and student activities as well as learning outcomes.

Keywords: activities, learning outcomes, civic education, problem-based learning

INTRODUCTION

Pancasila education and citizenship is one of the most important elements to prepare the young generation to improve the dynamics of problems that exist in society. In today's complex and ever-evolving society, it is crucial to equip the youth with the knowledge and skills necessary to address the myriad of challenges and issues that confront the nation (Trilling & Fadel, 2009). This holistic approach to education not only imparts academic knowledge but also cultivates a sense of civic responsibility and social awareness (Dwi & Mukhamad Murdiono, n.d.; Rudagi et al., 2023). By instilling the principles of Pancasila, such as social justice, democracy,

and unity in diversity, the youths are empowered to actively engage in discussions, problem-solving, and community-building. As they navigate through the intricacies of modern life, Pancasila education and citizenship serve as a compass, guiding them towards a more harmonious and equitable future for Indonesian society (Fadilah et al., n.d.; Fitriyani & Masyitoh, 2020).

Through this comprehensive educational framework, the young generation becomes a driving force in catalyzing positive change, addressing societal problems, and contributing to the nation's progress. According to (Masrita, 2017), Citizenship Education is an effort to equip students with knowledge and skills relating to relations between citizens with the state as well as pre-state education in order to be a citizen reliable by the nation and the state. According to the Permendiknas No. 22 of 2016, the standards of content is the following: (1) To ensure that students have the ability to think critically, rationally, and creatively in responding to issues of citizenship, (2) to participate actively and responsibly and act intelligently in social, national and national activities, (3) to develop positively and democratically to shape themselves based on the characteristics of Indonesian society in order to be able to live together with other nations, (4) to interact with other peoples in the world order, directly or indirectly using information and communication technologies.

In achieving the goal of learning, it is necessary to implement effective and meaningful learning so that the information provided by the teacher can be accepted and applied by students in life. Achieving the goal of learning requires the thoughtful implementation of effective and meaningful educational strategies (Hattie & Donoghue, 2016). It goes beyond the mere transmission of knowledge from teacher to student; it encompasses the vital process of ensuring that the information imparted by educators is not only accepted but also internalized and applied by students. This transformational aspect of education is what truly empowers students. When learning is engaging and relevant, students are more likely to grasp concepts, develop critical thinking skills, and retain knowledge over the long term (Gray & Diloreto, 2016; Martin & Bolliger, 2018). Moreover, meaningful learning fosters a sense of curiosity and a passion for lifelong learning, as students begin to see the real-world applications and implications of what they study in the classroom. Ultimately, the pursuit of effective and meaningful learning is at the heart of education's mission, equipping students not just with facts, but with the tools and understanding they need to navigate the complexities of the world and contribute positively to society. According to Supardi (2013) in (Muspawi, 2021), effective learning is a combination of human elements, materials, facilities, equipment, and procedures that can change student behavior in a positive direction and better in accordance with the potential and differences that the student has to the educational goals set. Therefore, the implementation of Civic Education and Citizenship or *Pendidikan Pancasila dan Kewarganegaraan* (PPKN) learning in schools must be attractive in order to improve students learning outcomes and form students with a Pancasila profile.

Based on the results of observations and interviews with one of the teachers of the fourth grade of SDN SN Kebun Bunga 4 Banjarmasin, obtained information that the students were less enthusiastic about receiving the materials. It is known that there are only a few students who are active and look enthusiastic about the lesson. In addition, of the results of mid-semester repetitions in the academic year 2023/2024 of the number of students 21 only 47% of the students who claimed to meet the criteria of minimum proficiency (*Kriteria Ketuntasan Minimum* or KKM) while 53% have not yet met the KKM. This condition causes classically low student learning outcomes. The root of the problem is a learning process that is still

abstract, conventional, non-variable, monotonous, teacher-centered and does not involve critical thinking activities so that students tend to be passive in following the learning process. As a result, students' ability to think critically and skills do not develop optimally. When these issues are not addressed seriously, it can affect the formation of morality and character in students.

Therefore, efforts are needed to improve student learning outcomes. One of them is using the right learning model. According to (Ragilia et al., n.d.; Schmidt et al., 2011; Tista & Gianyar, 2017) the Problem Based Learning model is a learning model that can help students to be active and independent in developing thinking skills so that solutions are obtained rationally and authentically. According to Sanjaya as quoted by (Wijayanti, 2016) through the process of problem solving little by little students will develop integrally, both in the cognitive, affective, and psychomotor aspects. Later, according to (Dewi et al., n.d.) through the Problem Based Learning (PBL) model, it is expected to make it easier to understand the material given by teachers and can improve problem-solving skills in thematic learning so that students can improve their learning outcomes. Based on the background of the above issues, the researchers are interested in conducting a study entitled "Implementing Problem-Based Learning Model to Improve Students Civic Education and Citizenship Learning Outcome at SDN SN Kebun Bunga 4 Banjarmasin in the 2023/2024 Academic Year.

METHOD

This present study used a qualitative descriptive approach to describe objectively and accurately the stages of the learning process. Meanwhile, the type of research applied is Collaborative Classroom Action Research, which is a collaboration between practitioners and researchers to examine and study the real problems facing teachers, diagnose problems, formulate proposals, conduct research, analyze data, highlight results, and compile a final report. The implementation was carried out through the stages of the system as described by (Arikunto, 2010) with stages (1) planning, (2) implementation, (3) observation and evaluation, and (4) reflection of the results of actions of various learning activities. The subjects of the study were all the students of Class IV A SDN SN Kebun Bunga 4 Banjarmasin Teaching Year 2023/2024 which totaled 21 students consisting of 13 male students and 8 female students.

As for the factors studied in this study, the activities of teachers in giving motivation and communicating a purpose, asking students to observe the teaching material, dividing students into learning groups, sharing the students' worksheets individually and students' worksheets in groups, guiding students to solve problems, managing major discussions, giving reinforcement and making conclusions and reflecting on learning. Meanwhile, the factors investigated on student activities include observing teachers delivering a goal, forming groups, observing the learning material, working with students' worksheets in groups, making conclusion and presentations, giving responses, and doing evaluations. Then, on the learning outcome, the factors studied were improved learning outcomes of students about the meaning and values of Pancasila, as well as examples of its application in everyday life using the Problem Based Learning model.

The implementation of this class action research was conducted in two meetings. Each meeting lasts for 2 hours of lessons with a 45-minute allocation of time for one hour of the lesson. The techniques used by the researchers in collecting data during the conduct of research, namely: (a) observation data to collect information on the activity of teachers during the performance of teaching activities and student activities during the follow-up of learning activities; (b) Tests obtained from the results of written and oral evaluations to know the knowledge, abilities, skills, and development of students. The data analysis techniques used by the researchers in this study were qualitative data analysis to analyze teacher activity in managing learning and student activity in the learning process.

RESULT AND DISCUSSION

The observation results of the students activity of meeting I to meeting II in each meeting, both individually and groups are depicted in Table 1.

TABLE 1. Recapitulation of Teacher Activities Meeting I-II

Meeting	Percentage	Criteria
I	69,4%	Active
II	88,4%	Very Active

It is seen from Table 1 that the percentage is increased from Meeting I to Meeting II. The increased level of student engagement in the learning process can be attributed to several key factors, all of which contribute to a more dynamic and effective educational environment. First, students benefit from actively participating in the classroom, where they observe teachers communicating clear learning objectives, forming collaborative groups, and engaging with the teaching materials. This hands-on approach extends to group activities to which students work together on the worksheets that they teacher gave (Nursyamsiana & Hidayat, 2023; Ragilia et al., n.d.; Usman et al., 2022). Then, they draw meaningful conclusions as well as present the findings. The importance of feedback and evaluations during the teaching and learning processes is learning part that cannot be overstated; these mechanisms help students consolidate their knowledge and gain valuable experiences that enhance their understanding and skills (Adrianus et al., 2022).

Furthermore, the frequency of these learning experiences plays a pivotal role in student development. As students engage more regularly in the learning process, they become increasingly adept at adapting to the instructional models being used. This ability to change and learn shows that young minds can get better when they regularly have chances to learn and improve. It is important to recognize that this positive shift in student activity is not only the result of student efforts; it is also the outcome of dedicated and reflective teaching practices (Adrianus et al., 2022). Teachers play a critical role in continually improving their instructional methods, striving for optimal learning outcomes at each meeting. Teacher commitment to refining their techniques contributes significantly to the high level of student engagement, which has reached an impressive 93% participation rate, classifying them as "Very Active" according to established criteria. This level of engagement not only surpasses expectations but also meets the desired classical accuracy standard of over 80%.

The observations made during the meetings underscore the profound impact of active student involvement and reflective teaching practices on the learning experience. These elements combine to create a rich and dynamic educational environment where students thrive and continually progress in their understanding and abilities. The journey towards optimal learning is a collaborative effort, marked by the synergy between motivated students and dedicated educators, leading to remarkable outcomes, as detailed in Table 2.

TABLE 2. Recapitulation of the Observation in Meeting I-II

Meeting	Percentage	Criteria
I	65%	Active
II	93%	Very Active

From Table 2, it can be seen that the student's learning outcomes at meetings I to II show a very significant improvement in each meeting. This is due to increased student activity following the teaching learning process in the class so that the potential, knowledge, abilities and skills of students

develop optimally. As for the students' learning outcomes at meeting II achieving classical accuracy with a presentation of 86% in other words, the results obtained have met the established indicator of success that the student classically achieved a score ≥ 75 or reached $\geq 80\%$ of the total number of students and on average the class reached at least a score of 80. Here are the students' learning outcomes detailed.

Table 3. Completion of Learning Outcomes in Meeting II

Meeting	Percentage	Criteria
I	62%	Pass
II	86%	Not pass

As a whole, both the teachers' activities, students' and learning outcomes showed an upward trend in each meeting. This is due to the efforts made by teachers in improving student activity and learning results so that progress has been made from meeting I to meeting II.

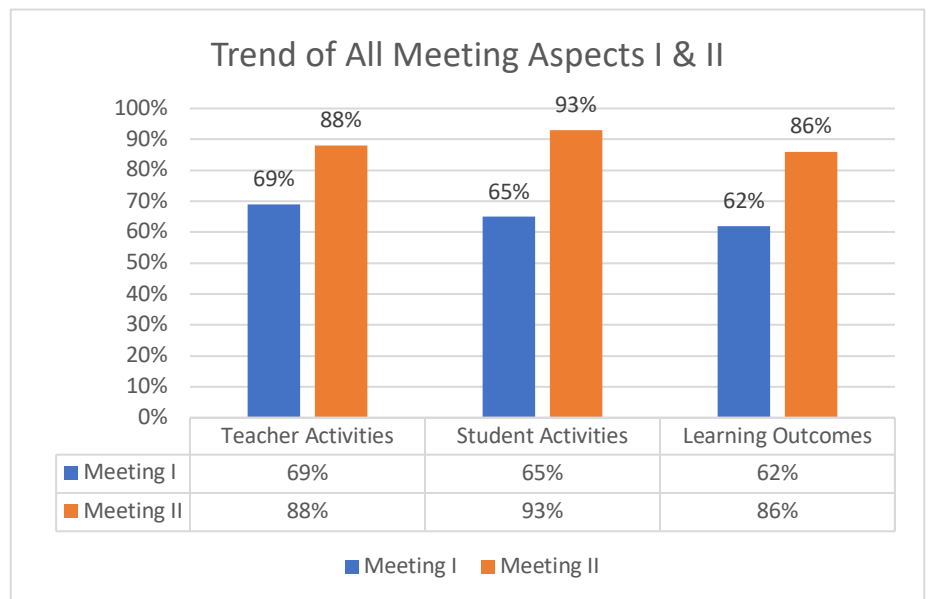


Figure 1. Increased Teacher Activity, Student Activity and Student Learning Results

Figure 1 shows that there is a correlation between teacher activity, student activity and student learning outcomes after learning using the Problem Based Learning model that affects the final outcome and therefore undergoes a very significant improvement. This increase is influenced by the accuracy of teachers in defining and applying the problem based learning model on educational subjects of Pancasila and citizenship about the meaning and values of Pancasila, as well as examples of its application in class IV A SDN SN Kebun Bunga 4 Banjarmasin.

Teachers are one of the most decisive components in the implementation of a learning strategy in the classroom (Fitriasari & Masyitoh, 2020; Keiler, 2018). Thus, it was concluded that the effectiveness of the learning process lies in the hands of the teacher so the success of learning process is strongly determined by the quality and ability of teachers in the implementation of learning. In addition, according to (Johnson, 2017) who states that through the learning process teachers are required to be able to guide and facilitate students so that they can understand the strengths and abilities that they have and give motivation so that students are encouraged to work or study as best

as possible to realize success based on the ability that students have. Learning success is the main objective therefore to such success then teachers should be capable of establishing the system of educational services appropriate to the needs of students (Hattie & Donoghue, 2016; Johnson, 2017).

Therefore, it is important for educators to have an understanding of the students to be able to provide educational services that are tailored to the students' needs. In this way, educators can carry out interesting, enjoyable, and meaningful learning so that students are active and enthusiastic about learning activities and are able to develop knowledge, abilities, and skills optimally. According to (Fitriasari & Masyitoh, 2020), student activity is the involvement of student activity in accessing the various information and knowledge studied and discussed in the learning process gives them experience that can improve their understanding and competence. With the active participation of students following learning activities of course, this will have an impact on the implementation of effective and optimal learning in achieving goals so that there is an improvement in student learning outcomes.

Through the application of the Problem Based Learning Model educators are able to develop interesting learning in accordance with the learning needs and characteristics of the pupils so that there is an improvement in the activity and learning outcomes of students. In accordance with the opinion of (Nursyamsiana & Hidayat, 2023; Ragilia et al., n.d.; Wijayanti, 2016), the Problem Based Learning model is a learning model that can help students to be active and independent in developing the ability to think to solve problems through information search activities so as to obtain solutions with rational and authentic. According to Sanjaya as quoted by (Wijayanti, 2016), through the process of problem solving little by little students will develop integrally, both in the cognitive, affective, and psychomotor aspects. Then, according to through the Problem Based Learning (PBL) model, it is expected to make it easier to understand the lesson material given by teachers and can improve the problem-solving ability in thematic learning so that students can improve their learning outcomes. From the results learned by students on the pre-action presentation 42% to 86% on the conclusion II from the actions, observations and discussions that have been shown it can be concluded that the implementation of the Problem Based Learning model can improve the learning outcome of students on educational subjects of Pancasila and citizenship about the Meaning and Values of Pankasila, as well as examples of its application in class IV A SDN SN Kebun Bunga 4 Banjarmasin Teaching Year 2023/2024.

CONCLUSION

From the research results of the collaborative action class that has been carried out it can be concluded that the use of the problem-based learning model on the subject of education Pancasila and citizenship about Meaning and Values of Pancasila, as well as the examples of its application in class IV A SDN SN Kebun Bunga 4 Banjarmasin makes the teacher's activity achieved and obtained a final score of 28 with excellent qualification. Then, the student activity improved on each meeting both individually and classically and obtained a presentation of 93% with criteria very active so that the student's learning results increased by 86% and achieved the indicator of success at the meeting II. Based on the implementation of the Problem-based Learning model, it was recommended to teachers to apply variations of the model as well as improve classroom and time management skills so that learning in the classroom becomes effective and follow-up by conducting influence research. Meanwhile, the head of the school is to provide adequate facilities to support teaching learning activities and require educators to implement the PTC so that teachers continue to make improvements and innovations towards learning in

the classroom and to the goal. Then, for students, it is expected to be more earnest by always focusing and engaging in every learning activity teaching and digging science from various sources so that they can develop knowledge, abilities, and skills optimally.

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