THE EFFECTIVENESS OF PROBLEM-BASED LEARNING MODEL IN IMPROVING STUDENTS' UNDERSTANDING OF THE CONCEPT OF THE VALUES OF PANCASILA PRINCIPLES IN ELEMENTARY SCHOOL

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ABSTRACT

This study was motivated by the low level of understanding of Phase B Grade III elementary school students in Pancasila education, particularly in the material on the meaning of the values of Pancasila. Preliminary studies suggest that some students struggle to comprehend the meaning and values of Pancasila. This study aims to measure the effectiveness of using the problem-based learning model in improving students' understanding of the values embodied in the Pancasila principles in elementary school. The research approach employed is a quantitative method, utilizing a pre-experimental design with a one-group pretest-posttest design. The sample in this study consists of 23 students in phase B at one elementary school in Sukajadi District, Bandung City. The instrument used is a written test with essay-type questions. The data analysis used includes normality tests, homogeneity tests, hypothesis tests, and N-Gain tests. The analysis results showed that the average post-test scores increased from the average pre-test scores, from 55.35 to 81.43. Based on the hypothesis test, the significance value was $0.001 < 0.05$, so H0 was rejected and H1 was accepted, meaning that there was a significant improvement in conceptual understanding ability. Based on the N-Gain test, an N-Gain score of 0.5757 was obtained, meaning the N-Gain score falls under the "moderate" criterion. Meanwhile, the N-Gain percentage shows a value of 57.5673, which is greater than 55, indicating that the PBL learning model is sufficiently effective in enhancing students' conceptual understanding in Phase B of elementary school.

Keyword: Pancasila Education, Problem-Based Learning Model, Values of Pancasila Principles

INTRODUCTION

In the official document of the Head of the Education Standards, Curriculum, and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology Number 032/H/KR/2024 concerning Learning Outcomes, it is explained that the subject of Pancasila Education at the elementary school level consists of four main elements. One of the elements that is the focus of learning is the values contained in Pancasila itself. The presence of Pancasila as a central component in the learning structure emphasizes its strategic role in shaping the character and identity of students from an early age. This Pancasila element is found in Phase B, which includes learning outcomes such as: Students are expected to be able to understand and demonstrate the meaning of the principles of Pancasila and apply them in daily life; recognize the figures who formulated Pancasila; and cultivate a sense of pride as Indonesian children who use Indonesian as the unifying language within the family, school, and community. Therefore, a deep understanding of the importance of mastering the concept of Pancasila is required.

Understanding the concept of Pancasila enables students to explain the lessons taught, either partially or comprehensively. Students are expected to be able to express their understanding of the five principles of the state, which are interconnected, using their own words. A student can be considered to have understood a concept in a subject if they can explain the material using their own words, without relying entirely on textbooks or other written materials. (Effendi, 2017). To assess the extent to which conceptual understanding has been achieved after the learning process, learning outcome indicators in the cognitive domain developed by Benjamin S. Bloom can be used. (Naryatmojo, 2018). Students' understanding of the concept of Pancasila can be seen from several aspects, including 1) students can explain the basic meaning of the state, 2) can explain the position and function of Pancasila, 3) explain the importance of Pancasila, 4) explaining Pancasila as the nation's philosophy of life, 5) analyzing the values of each principle of Pancasila, and 6) applying the values of Pancasila in daily life. If students meet all these indicators of conceptual understanding, it can be said that they have a solid grasp of the Pancasila concept. The Pancasila Education curriculum in elementary schools includes content related to concepts, values, norms, and morality. (Azizah et al., 2020). Pancasila, as the Indonesian people's philosophy of life, serves as a guide or reference for Indonesian citizens in their attitudes and behavior. (Manurung et al., 2023).

Based on interviews conducted with third-grade teachers at elementary schools in the Sukajadi District of Bandung City, it was found that some students had difficulty understanding the meaning and values of the Pancasila principles. For example, many students only memorize the principles of Pancasila without deeply understanding their meaning. Students struggle to provide concrete examples of how the principles of Pancasila are applied in their daily lives. Their understanding of the relationship between the values of Pancasila and their behavior is still limited, and their interest in Pancasila-related material is relatively low. Additionally, the observation revealed that during the learning process, the concepts of Pancasila were explained abstractly, exposing students directly to the definitions and meanings of Pancasila without connecting them to concrete examples. Furthermore, the teaching methods commonly used in the learning process are uninteresting to students and ineffective when explaining the values of Pancasila, leading students to adopt a passive role. Many factors can contribute to low conceptual understanding among students, including when teachers explain concepts to students without providing them with the opportunity to ask questions that would enhance their knowledge (Tia et al., 2024). Additionally, low motivation to learn is one of the contributing factors to this problem (Mufatikhah et al., 2023). In the learning process, students are also constantly faced with situations that are uninteresting to them due to the use of insufficient and

monotonous teaching materials and methods (Magdalena et al., 2020). Additionally, the factors contributing to this also stem from internal and external sources. Internal factors include poor physical health, low intelligence, low interest in Pancasila education among students, and low motivation. External factors include the school environment, such as a lack of variety in teaching methods and the limited use of innovative Pancasila education learning media. Additionally, the family environment also plays a role, particularly when parents fail to pay sufficient attention to the students' learning activities (Nur Aisah et al., 2022).

These issues can be overcome by implementing learning models that are relevant and aligned with the dynamics and objectives of learning. Choosing the right model is believed to improve the effectiveness of the teaching and learning process and encourage active student engagement in learning activities.. Educators need to select the right model for their students, taking into account the students' circumstances, the characteristics of the teaching material, the availability of learning facilities and media, and the overall learning situation and conditions, so that students can better understand the material they are learning. (Fathurrohman, 2015). According to Akhmad Sudrajad (2003), a learning model is a framework or container for implementing a learning strategy, method, and technique. A learning model is a conceptual framework that explains actions or processes that are systematically arranged to achieve predetermined learning objectives. This model can serve as a guideline for teachers in creating and implementing the learning process (Hendracipta, 2021). Teachers must consider several factors when selecting a learning model. Student motivation and interest in participating in the learning process can be increased by using various learning models. In line with the established learning objectives, the learning process will be more effective and efficient if students play an active role. The Problem-Based Learning model is one alternative approach that can be used to improve student learning outcomes in Pancasila Education subjects. PBL, or problem-based learning, is an educational approach highly relevant to students' daily lives. Ratumanan states that PBL helps students learn more about the social world and their environment and acquire knowledge that they already possess (Asrifah et al., 2020). As an initial step in developing fundamental knowledge and skills, students face various challenges as part of the Problem-Based Learning (PBL) model, which requires them to find solutions to existing problems (Meilasari et al., 2020). The PBL model requires students to solve one problem. For inexperienced students, the problem should be based on real issues that are relevant to their lives. The PBL model aims to teach students to think critically and creatively. According to Bruner, students will produce beneficial knowledge if they attempt to find solutions to problems themselves (Asrifah et al., 2020). The application of the PBL model can help students hone their

critical thinking skills, problem-solving abilities, and improve their intellectual skills (Asrifah et al., 2020). This model enables teachers to enhance students' intellectual skills by having them solve problems, engage in discussions, and receive encouragement. The problem-solving process that occurs during learning stimulates students' abilities while fostering their enthusiasm and interest in learning activities (Borges et al., 2014). This PBL model aims to enable students to analyze the values that arise in the problems presented.

From the above description, it can be concluded that the Problem-Based Learning (PBL) model effectively helps students understand the concept of Pancasila and the meaning of its principles. Therefore, the researcher is interested in conducting research with the title "The Effectiveness of the Problem-Based Learning Model in Improving Students' Understanding of the Concept of the Meaning of the Principles of Pancasila in Phase B of Elementary School."

METODOLOGY

The research used in this study is a quantitative approach. Quantitative methods are a type of research methodology that focuses on collecting and evaluating data using numerical and statistical measures. (Ardiansyah et al., 2023). The research design used was a one-group pretest-posttest design. This research design was only applied to one group without a comparison group. The treatment was designed for a single group or class, and tests were administered both before and after the treatment. The following is a pre-experimental research design with a one-group pretest-posttest design.
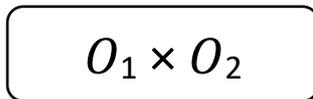
$$O_1 \times O_2$$

Figure 1 Research Method Type One Pretest Posttest Design

Description

O_1 : *Pretest*

X: Treat it with a problem-based learning model

O_2 : *Posttest*

The target population of this study consisted of all third-grade elementary students categorized under Phase B in the Sukajadi District, Bandung City. The selection of this population was based on prior research findings related to the content of Pancasila values taught to Phase B students at the elementary level. To select the sample, the researcher employed purposive sampling, a non-random technique in which participants are intentionally chosen based on specific criteria that align with the study's objectives (Sugiyono, 2020). The research utilized a test as its primary instrument, functioning as a means to gather the necessary data or

information derived from students' performance outcomes throughout the study. (Mania, 2021).

RESULT AND DISCUSSION

The following diagram shows the average pretest and posttest scores for students' conceptual understanding.
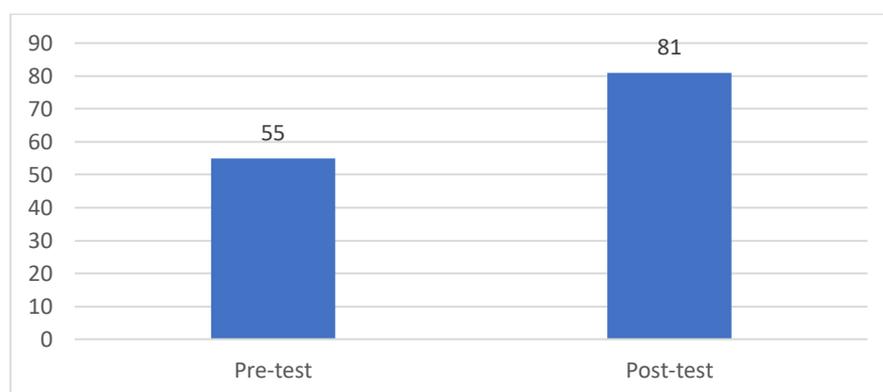

Figure 2: Diagram of Average Pretest and Posttest Scores

Based on the results of the pretest conducted to determine the initial conceptual understanding of students before the treatment was given, the average score obtained was 55.10. After the treatment was given, the average posttest score for students' conceptual understanding was 81.19. Thus, it can be seen that there was a difference in the average score, with an increase in students' conceptual understanding of 26.09 or 47.34%.

The following presents descriptive statistics of pretest and posttest scores on students' conceptual understanding of the meaning of Pancasila principles.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	28	78	55.35	10.512
Posttest	23	75	93	81.43	5.230
Valid N (listwise)	23				

Figure 3: Descriptive Statistics of Pretest and Posttest Scores

The average pretest score was 55.35, while the average posttest score was 81.43, as shown in Figure 4.10. The lowest pretest score was 28, and the lowest posttest score was 75. The highest score obtained on the pretest was 78, and the highest score obtained on the posttest was 93. The following is an overview of the average pretest and posttest scores for students' conceptual understanding based on the specified indicators.
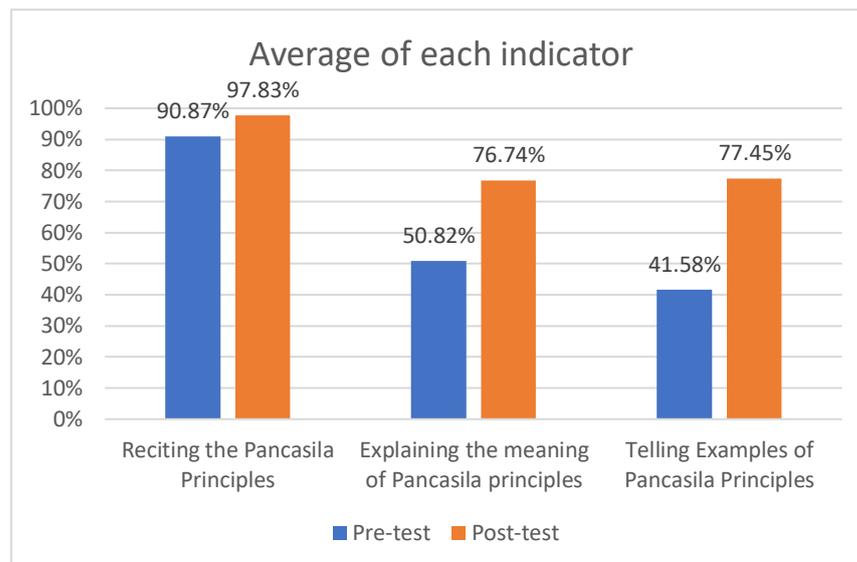
Figure 4: Average diagram for each indicator

Based on Figure 4 above, it is evident that there is a difference in the average conceptual understanding ability of students on each indicator between the pretest and the posttest. On the indicator of mentioning sounds, the difference is 6.96%. For the indicator of explaining meaning, the difference is 25.92%. For the last indicator, which is giving examples, the difference is 35.87%. This indicates that the average conceptual understanding ability of students on each indicator during the posttest is higher than their initial conceptual understanding ability on each indicator during the pretest. Next, to assess how well the PBL model improved students' understanding of concepts, we compared their pretest and posttest scores and administered an N-Gain test.

1. Mean difference test

    The mean difference test in this study was conducted using the Wilcoxon test because the data were not normally distributed. The hypothesis for testing the mean difference in students' conceptual understanding abilities is as follows:

H_0: There was no difference in the mean pre-test and post-test scores for students' conceptual understanding.

H_1: There is a difference between the average pre-test and post-test scores for students' conceptual understanding.

The testing criteria are as follows:

Sig. $\geq$ 0,05 then H_0 is accepted and H_1 is rejected

Sig. < 0,05 then H_0 is rejected and H_1 is accepted

The following presents the results of the mean difference test using SPSS Statistics 29.

Test Statistics^a

	Posttest - Pretest
Z	-4.201^b
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Figure 5: Wilcoxon test

Based on the figure above, the significance value obtained is 0.001. Since this value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. These results indicate a significant difference between pretest and posttest scores in terms of students' conceptual understanding. Therefore, it can be concluded that the intervention provided has a positive impact on improving students' conceptual understanding.

2. *N-Gain* Test

To further evaluate the effectiveness of the PBL (Problem-Based Learning) model, an N-Gain test was conducted. This test was conducted because there was a significant increase in students' understanding of the concepts of Pancasila values. Additionally, the N-Gain test aims to measure the effectiveness of the PBL model in supporting the learning process. The following presents the results of the N-Gain test calculations obtained using IBM SPSS Statistics software version 29.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	23	.31	.84	.5757	.12094
Ngain_Persen	23	31.25	84.44	57.5673	12.09375
Valid N (listwise)	23				

Figure 6 N-Gain

The figure above shows that the N-Gain score obtained is 0.5757. Based on the effectiveness classification, it can be said that the treatment given has moderate effectiveness criteria. These findings suggest an improvement in students' conceptual understanding following the implementation of the PBL learning model. The N-Gain percentage reached 57.5673, which exceeded the threshold of 55, so that the effectiveness of the PBL model fell into the "quite effective" category.

The results indicate that all students showed progress in their learning outcomes. This is consistent with the mean difference test presented in Figure 5, where the significance value of 0.001 is less than 0.05, leading to the rejection of the null hypothesis (H0). Hence,

there is a statistically significant difference between the pretest and posttest scores. This notable difference supports the interpretation that the Problem-Based Learning (PBL) model effectively enhances students' conceptual understanding of the material on the meaning of Pancasila principles for Phase B. The N-Gain value obtained was 0.529, which falls into the category of moderate effectiveness.

Based on the above explanation, the application of the PBL (Problem-Based Learning) model is more effective and influential in improving students' conceptual understanding and facilitating their active participation in classroom learning activities. Students taught using the PBL model demonstrate significantly better and higher conceptual understanding compared to students in conventional classes. (Ejin, 2016). The application of the Problem-Based Learning model can improve students' thematic learning outcomes. (Marsuni et al., 2022). The significant influence of the PBL model on improving students' conceptual understanding is a key finding that demonstrates the advantages of the model in use.

Because students emphasize problem-solving as the first step in understanding concepts, PBL learning can help them become more proficient in conceptual understanding. In its application, PBL encourages students to confront real-world problems relevant to their daily lives, analyze them in depth, formulate hypotheses, and devise solutions based on research or team collaboration. (Siregar et al., 2024). Through investigation, group discussions, and active information seeking, students will acquire critical, analytical, and creative thinking skills. The PBL model fosters a meaningful and cooperative learning environment in which students actively participate in creating knowledge and learning. Teachers create patterns of engagement and communication that highlight how students actively construct their knowledge. (Ramadhani, 2019).

With teachers acting as facilitators, students are encouraged to develop their understanding of concepts independently, actively, and deeply. Therefore, the implementation of PBL has proven successful in helping students understand concepts better, as they not only grasp the ideas but also comprehend their application in everyday life. Students are fully engaged in solving problems related to the meaning of the Pancasila principles, thereby facilitating their understanding of the concepts of Pancasila. This aligns with research indicating that learning through the PBL model has a significant impact on students' conceptual understanding, particularly among elementary school students. (Damayanti et al., 2024).

KESIMPULAN

Based on the findings and the results of data analysis, it can be concluded that the implementation of the Problem-Based Learning (PBL) model has effectively enhanced students' conceptual understanding of the fundamental values of Pancasila at the elementary school. The percentage of N-Gain also places the effectiveness of the PBL model within the "moderately effective" range. Furthermore, the post-test average score demonstrated an improvement compared to the pre-test average, indicating a positive impact of the intervention. This is further validated by the hypothesis test results, which confirmed a significant increase in students' understanding of the meaning of Pancasila principles.

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