
Based Learning Model: Character Formation in Pancasila Learning for 5th Grade Students at UPTD SD Negeri 5 Makmur

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Abstract

This study aims to analyze the implementation of the Problem Based Learning (PBL) model in enhancing students' character in Pancasila learning for 5th grade students at UPTD SD Negeri 5 Makmur. The PBL model was chosen because this approach provides meaningful learning experiences through contexts that are relevant to students' lives, enabling them to understand and apply norms and rules in everyday life. This research uses a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation, which were then analyzed thematically to identify the impact of PBL on students' character development. The results show that PBL is effective in improving various aspects of students' character, such as responsibility, discipline, teamwork, and empathy. Students demonstrate more positive behavior at school and in their surroundings. Additionally, this model also enhances students' motivation to learn, as they are actively involved in the learning process. However, the implementation of PBL faces several challenges, such as the need for intensive guidance from teachers. To address these challenges, thorough planning and support from the school are necessary. In conclusion, the PBL model can make a significant contribution to students' character formation, especially in understanding and applying Pancasila learning. With further development, PBL can become an effective learning approach in elementary schools.

Keywords– Problem Based Learning, Pancasila, Character



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1. Introduction

According to Melmambessy Moses, education is the process of systematically transferring knowledge from one person to another according to standards set by experts. Through this transfer of knowledge, it is expected that there will be a transformation in attitudes, behavior, maturity of thinking, and personality maturity in both formal and informal education (Moses, Melmambessy, 2022).

One of the learning processes that requires students to actively engage and develop critical thinking skills is PPKn (Civics Education). The PPKn subject in elementary school focuses on the formation of citizens who understand and are able to exercise their rights and responsibilities to become intelligent, skilled, and character-driven citizens as mandated by Pancasila and the 1945 Constitution. According to Suyanto (2020), character refers to the way one thinks and collaborates, both within the family, community, nation, and state. An individual with good character is someone who can make decisions and is ready to take responsibility for the consequences of those decisions. Similarly, Samsuri (2019) states that the term "character" encompasses at least two elements: values and personality. Character is a reflection of the values inherent in an entity. PPKn aims to develop students' ability to think critically, rationally, and creatively in responding to citizenship issues. Therefore, students are required to have a creative and critical mindset to solve existing problems by seeking multiple sources of information to find solutions and ideas from various perspectives (Wati, 2023).

According to Fisher in (Ardiansyah, 2022), critical thinking is a skilled activity that can be performed better or worse, and good critical thinking meets a variety of intellectual standards such as clarity, relevance, adequacy, coherence, and so on. Based on Fisher's statement, critical thinking can be defined as a process of accurately understanding what one has learned, always providing reasons for what is believed to be true after deeply considering various issues to make a decision and draw conclusions. The goal of teaching critical thinking to students is to address any problems they face by considering what they believe to

be true or not and making decisions accurately and responsibly. Students are expected to interpret, analyze, and evaluate or conclude the information they receive using their critical thinking skills, enabling them to distinguish between good and bad information and make decisions based on critical thinking.

Based on the explanation above, there is a need for a learning model that can provide solutions to improve the effectiveness of Civics Education learning outcomes. Student-centered learning should be applied in Civics Education to ensure that students can apply the values and norms contained in the PPKn subject to their lives. One such model is the Problem Based Learning (PBL) model. A phenomenon was found at UPTD SDN 5 Makmur, where students struggled to understand the material on norms. Many students received scores below the Minimum Passing Criteria (KKM) for this subject. The teacher used a lecture method to explain the material. When asked, students expressed boredom with this method, which led to a lack of understanding and caused them to be inactive in class.

Based on the above conditions, there is a need for engaging learning activities that can increase student activity and improve their critical thinking skills on the PPKn (Civics Education) material. One learning model that can enhance students' critical thinking in class is the Problem Based Learning (PBL) model. According to Azimah (2023), Problem Based Learning is an innovation in teaching because it optimizes students' thinking skills through systematic group or team work processes, allowing students to empower, hone, test, and develop their thinking abilities continuously.

The learning process using the Problem Based Learning model is not just about presenting a large amount of factual information to students, but rather about developing students' ability to think critically, solve problems, and expand their knowledge. Problem Based Learning is also suitable for developing students' higher-order thinking skills because this model helps students process existing information and enables them to construct their own knowledge about their environment.

Problem Based Learning is a teaching strategy in which students learn through practical problems related to real-life situations. Students are then guided to solve the problems being discussed through a systematic learning process. To find solutions to these problems, students are required to seek data and information from various sources. Ultimately, students are able to find solutions to the problems or solve the issues being discussed critically and systematically and are able to draw conclusions based on their understanding (Sahbudin, 2020).

The application of this model is believed to improve students' critical thinking skills. This is supported by research conducted by Kartikasari (2021) in their journal titled "The Implementation of the PBL Model to Improve Students' Critical Thinking Skills in Civics Education for 5th Grade Students." The results of this study showed that the implementation of the Problem Based Learning model improved students' critical thinking skills in PPKn lessons. This research is recommended for further exploration because Problem Based Learning can be an alternative teaching method to make the learning process more engaging. It encourages students to be more active and think critically in problem-solving, thereby increasing their interest in learning and enhancing their higher-order thinking skills.

The Problem Based Learning model places the teacher as a facilitator, where the teaching and learning activities focus on student activity. The learning process involves students actively, both individually and in groups, and becomes more meaningful as students gain more experience during the learning process.

A relevant study is from a thesis by Mutawali, titled "The Effect of Problem Based Learning (PBL) on Students' Learning Outcomes in Mathematics at MI Nurul Islam Sekarbela Mataram in the 2019/2020 Academic Year." The results of this study indicate that there is an effect of the Problem Based Learning (PBL) model on students' learning outcomes in mathematics in 5th grade at MI Nurul Islam Sekarbela Mataram in the 2019/2020 academic year. The similarity between this research and the one conducted by the researcher is that both use the same teaching model, Problem Based Learning (PBL), both aim to research learning outcomes, both focus on the same subject, mathematics, and both

involve 5th-grade students. The difference is in the subject and object of the research.

2. Method

The research used in this study is a qualitative research method, which is considered a new method because its popularity is relatively recent. It is called a postpositivist method because it is based on postpositivist philosophy. This method is also referred to as an artistic method, as the research process is more artistic (less structured), and it is called an interpretive method because the data collected in the research is more about interpreting the data found in the field, according to Sugiyono (2022).

This study is classified as qualitative research with a case study approach. Qualitative research is a type of research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups, according to Sugiyono (2022).

According to Jauhar, the steps of the Problem-Based Learning (PBL) process as outlined by Septiana in Sahbudin (2020) are as follows:

- a. Stage 1: Orientation of students to the problem. At this stage, the teacher explains the learning objectives and motivates students to actively participate in problem-solving activities.
- b. Stage 2: Organizing students to learn. At this stage, the teacher helps students interpret and organize tasks related to the problem. The teacher provides information to students to enhance their basic knowledge regarding the problem to be explored.
- c. Stage 3: Guiding individual and group investigation. At this stage, the teacher guides students in collecting information relevant to the problem being discussed, filtering and processing the information to provide an explanation for problem-solving.

In this study, the researcher aims to analyze an event using the Problem-Based Learning Model: Character Formation in Pancasila Education for 5th Grade Students at UPTD SD Negeri 5 Makmur. According to the researcher, it is

necessary to visit the research site and explore the problem by interacting with the subjects, who are the individuals with the realities to be studied. The population used in this method consists of 30 respondents.

3. Result and Discussion

Here are the results and discussion of this study. Based on the observations in this study, one student was absent during the investigation, so only 28 students participated in the learning activities. A common problem faced was the lack of student participation in the learning process. The researcher found that student engagement during the lesson, especially in the Pancasila education subject, was quite low when the material related to norms was explained using the lecture method. The teacher then switched to a new method by applying the Problem-Based Learning (PBL) model. This model can be used as an alternative to increase student engagement in the learning process and enhance teamwork within groups. The PBL model teaches students how to collaborate within a group to solve problems.

The initial steps to open the lesson, carried out by the researcher, included motivating the students by singing a national song and providing encouragement. The researcher also attempted to stimulate student participation by asking several questions to assess the students' prior knowledge. The questions generally focused on what students knew about rights and duties in the school, family, and community environments. Most of the students were familiar with the concept of norms and rules but were unable to identify examples of these norms and rules in the school, family, or community setting. Some students still did not fully understand the concept of rights and duties.

During the main activity, the teacher briefly explained the material on norms and rules as an introduction before the students worked on the group worksheets (LKPD). After explaining the basics of the material, the researcher showed a video to deepen the students' understanding of the topic of rights and duties. Once the material and video were presented, the researcher asked several questions to gauge the students' comprehension of the topic. When the researcher

asked questions, some students eagerly answered, while others remained passive. Once the students grasped the material, the researcher divided the class into six small groups, each consisting of four to five students. The seating arrangement was adjusted to reflect the groupings. Once all students were settled, the researcher handed out the group worksheets and explained that each worksheet contained a problem. Students were asked to analyze the problem and write their analysis in the provided columns.

The students engaged in group discussions to solve the problems in the worksheets. The researcher monitored the discussion process and assisted students who were confused. During the discussions, most students actively expressed their opinions. Some groups actively asked the researcher for help when they faced difficulties. The discussion sessions were generally conducive, although there were moments of disruption. However, the researcher was able to regain control with gentle reminders. After all groups had finished their discussions, the researcher asked representatives from each group to present their findings to the class. Some groups eagerly volunteered to present first, while others waited to be called upon. As each group representative presented, the other students listened attentively and asked questions if they did not fully understand. Afterward, the researcher provided reinforcement for each group's presentation and answered questions from the students. Once all groups had presented and received feedback, the students returned to their original seats before the groups were formed.

In the closing section, the teacher distributed individual Student Worksheets (LKPD) as a form of evaluation to assess students' understanding of the lesson. The researcher guided the students in completing the LKPD, and the process ran smoothly. Most students were able to complete the tasks easily, while some appeared confused during the activity. After all the LKPDs were completed and collected, the researcher, together with the students, summarized the lesson. The researcher asked if there were any aspects of the material that the students did not understand. The lesson was concluded with a prayer.

The application of the PBL model in this lesson was deemed effective in increasing student interest in learning. This was evidenced by the level of engagement and enthusiasm shown by the students during the lesson, as well as by the evaluation results that the students had completed. The findings indicate that the PBL model can increase student interest in learning, particularly in the Pancasila education subject in grade 5 at UPTD SD Negeri 5 Makmur. This finding aligns with other studies (Sari et al., 2020), which suggest that the PBL model is effective in enhancing student interest in mathematics in elementary schools. By collaborating and participating actively in their groups, students gain a deeper understanding of the material because they directly contribute to problem-solving.

The research results show that student interest in learning, especially in Pancasila education, significantly improved when using the PBL model. Through group discussions, students became more actively involved in expressing their opinions to find solutions and achieve learning objectives collectively. The opportunity to share information and receive support from peers also boosted students' confidence. The use of engaging and interactive learning media became an important supporting component that helped students feel more interested and motivated to learn.

4. Conclusion

This research is a qualitative study aimed at assessing the improvement in student interest in learning Pancasila education, particularly regarding the material on rights and obligations. Data were collected through direct observation of fifth-grade students at UPTD SD Negeri 5 Makmur. Based on the findings from the field, the researcher concluded that there was a significant increase in students' learning interest, as evidenced by their enthusiasm for learning about rights and obligations using the Problem Based Learning (PBL) model. Additionally, the level of student participation during the lesson was notably higher. This improvement in students' learning interest was demonstrated through several observation activities, including the application of the PBL model, which

successfully encouraged students' enthusiasm and active involvement in learning activities. Students also showed increased engagement during group work, discussions, and presentations on the material. Furthermore, a high level of enthusiasm and curiosity was observed as students actively participated in the research process.

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