
The Application of a Problem-Based Learning Model to Enhance Student Engagement in Pancasila and Civic Education Classes

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ABSTRACT

The purpose of this study is to analyze and describe the implementation of problem-based learning (PBL) in increasing student learning participation in Pancasila and Citizenship Education subjects. The research employed a mixed-methods approach, combining qualitative and quantitative methods. The study was conducted in class VIII C of SMP Negeri 1 Mlati, Sleman, Yogyakarta. Data were collected through observation, documentation, and questionnaires. The results show that the problem-based learning model is able to increase student learning participation, with the highest score reaching 76.7%. This result meets the criteria for the "high" category in student participation achievement. Problem-based learning encourages students to discuss, collaborate, ask questions, express opinions, provide input, make presentations, and become more active and creative. The implication of this study is that PBL can be effectively implemented as a student-centered learning strategy to address low participation in civic education, particularly in classroom settings where passive learning has been prevalent. After implementing problem-based learning, students experienced many positive changes in their learning behavior and engagement.

INTRODUCTION

Education is an effort to shape and develop human dignity and personality. National education in Indonesia is based on Pancasila; its goal is to improve the quality of virtuous human beings who have faith in God Almighty, and who are disciplined, hardworking, independent, intelligent, skilled, responsible, and physically and spiritually healthy (Ismayanti et al., 2019; Nauli, 2023). Pancasila and Citizenship Education is one of the subjects that must be followed by educational units; it is expected to help form good prospective citizens with a spirit of patriotism and nationalism (Nugraha, 2021).

Pancasila and Citizenship Education is mandated in Law No. 20 of 2003 concerning the National Education System, Article 37, as a subject required in primary, secondary, and higher education curricula (Sukmawati, 2021). Civic Education has a vision and mission to direct, shape, and realize citizens who behave based on the values contained in Pancasila as the foundation of the state (Mulyono, 2019). The values of Pancasila are core values that must be maintained and preserved by all Indonesian citizens (Martayadi & Marzuki, 2019). The scope of competencies and materials of Pancasila and Citizenship Education at the primary and secondary education levels still includes general substance on a national scale; this regulation

is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 21 of 2016 concerning Content Standards for Primary and Secondary Education. The competencies and scope of Pancasila and Citizenship Education materials at the elementary, junior high, and senior high school levels include (a) Pancasila as the basic ideology of the state and the nation's outlook on life, (b) the 1945 Constitution of the Republic of Indonesia as the constitutional and legal foundation of the Indonesian state, (c) the Unitary State of the Republic of Indonesia as the final form of the Indonesian state, and (d) *Bhinneka Tunggal Ika* as a unifying principle and philosophy of the diverse Indonesian nation (Usmi & Samsuri, 2022).

One of the determining factors for achieving the learning goals of Pancasila and Citizenship Education is the level of active student participation in the learning process. Student participation in the classroom plays an important role in achieving learning objectives. In addition to the role of teachers as directors and facilitators in learning, student involvement in classroom activities is necessary as a form of responsibility for achieving learning outcomes (Fatmawati, 2019). Student participation in learning optimally develops students' creativity and potential, and trains responsible attitudes in the learning process; thus, it plays an important role in achieving successful learning outcomes (Gondangrejo, 2010). Student participation can be observed through classroom discussions, including asking and answering questions, expressing opinions, and solving problems (Safrida et al., 2017).

SMP Negeri 1 Mlati is one of the junior high schools in the Sleman area, Yogyakarta, that has implemented Pancasila and Citizenship Education in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System. One example is in class VIII C. Based on observations conducted in Pancasila and Citizenship Education classes, the teaching process is mostly carried out through group assignments and lectures by the subject teacher, resulting in low student participation. This problem is evidenced by the class size of 30 students, of whom only 5 actively respond during class discussions. In addition, low participation can be observed during group assignments, where only 2 or 3 students complete the given tasks. During presentations, other students tend to be disengaged—playing with gadgets, sleeping, or chatting—thus failing to pay attention to the material being presented. The lack of student involvement in the learning process is caused by low motivation, limited engagement, fatigue, and environmental factors (Atma, 2020).

The success of Pancasila and Citizenship Education learning is influenced by educators' ability to implement student-centered learning processes that develop participation skills. Educators, as professionals, must be able to determine appropriate methods that suit students' conditions to increase participation in Civic Education learning (Nugraha, 2021). Based on the problems described above, one alternative learning model to increase student participation in Pancasila and Citizenship Education is the problem-based learning (PBL) model. Problem-based learning encourages active participation, critical thinking, and problem-solving skills (Sambawarana, 2022).

Problem-based learning involves students in every learning activity by prioritizing authentic, unstructured, and open-ended problems that occur in school, family, and community environments as the basis for knowledge construction through critical thinking and problem-solving (Noveln & Sukma, 2021). The steps for implementing the problem-based learning model are (1) orienting students to problems, (2) organizing students, (3) guiding individual or

group investigations, (4) presenting results, and (5) evaluating problem-solving outcomes (Hotimah, 2020).

The urgency of this research lies in the need to improve the quality of Civics (PPKn) learning at the junior high school level, particularly at SMP Negeri 1 Mlati. Initial observations indicate that only 5 out of 30 students actively participate. If not addressed, this low participation rate may negatively affect the younger generation's understanding of Pancasila values and nationalism.

The novelty of this research lies in the use of mixed methods, which measure student participation through Sardiman's eight participation indicators and integrate qualitative data from direct observations of the PBL process. This research also specifically targets eighth-grade students, focusing on the Youth Pledge topic, which has not been widely studied.

Based on the background and problems described above, this study analyzes the application of the problem-based learning model in increasing student participation in Pancasila and Citizenship Education.

METHOD

This study used a mixed-method approach, applying a problem-based learning (PBL) model in Pancasila and Citizenship Education in Class VIII C at SMP Negeri 1 Mlati, Sleman. Data were collected using observation, documentation, and questionnaire techniques. The questionnaire was used to collect data based on a student response grid after the implementation of the problem-based learning model. The questionnaire was created using Google Forms and was distributed through the class WhatsApp group.

The data analysis techniques included both qualitative and quantitative approaches. Qualitative data analysis was conducted through data reduction, data display, and verification. Data reduction involved analyzing and summarizing data from field observations, while data display was presented in the form of tables and brief descriptions. Finally, conclusions were drawn. Quantitative data analysis was conducted by analyzing the data obtained from the questionnaires distributed to students of SMP Negeri 1 Mlati Sleman.

RESULTS AND DISCUSSION

Implementation of Problem-Based Learning Model

The requirement to answer the problem formulation is the implementation of learning in accordance with the predetermined model. The learning model used in this study is *Problem Based Learning*. The implementation of learning was carried out in class VIII C during two meetings, the main material taught was the Meaning and Significance of the Youth Pledge in the Struggle for the Independence of the Republic of Indonesia. The implementation of learning is in accordance with the Learning Implementation Plan (RPP) which is made in accordance with the learning model used.

Learning was carried out in two meetings, the first meeting focused on student orientation, mentoring students, stimulating students with problems, motivating students to be involved in problem solving. Identify problems and organize students into groups. encourage learners to gather the information needed to solve problems. The second meeting focused on the presentation of the results of the report and group presentations related to the results of the problem-solving discussion. And finally, evaluate the results of problem solving.

Teachers at each megawali learning meeting always provide orientation to students, check attendance, motivate, and provide stimulation to students to participate in learning activities. The first stage the teacher shows an animated video related to adolescent problems, each student is asked to look at the video, after the students watch the video then each student is asked to express their opinion about the problem that occurred, mention what problems occur and encourage students to think critically in solving the problem by providing the right answers and solutions then relate the problem to daily life both in the school, family and community environment.

The second stage is to organize students into groups divided into 5 groups, each group consists of 6 members. Each group gets material on the problem to be studied in a group, after all groups get the material, each group has a discussion to solve the problem. The teacher monitors the course of the discussion by going around helping students who have difficulty in studying problems. The group that has completed the task will present the results of the discussion by making a presentation, the other group listens, asks questions and provides responses and input to the presenting group. The teacher facilitated the course of the discussion, at this stage it ran smoothly which was shown by the many involvement of Shiva who participated in asking, responding and giving input.

The third stage is evaluation, the teacher evaluates the results of the discussion of solving problems by each group. Then reflect on the results of the problem solving, conclude and provide input to strengthen the results of the discussions that have been carried out.

Increased Student Participation Using Problem-Based Learning Models

The problem-based learning model contributes highly to students to think critically because they are directly faced with problems and there are experimental activities that spur students' sense of challenge to solve problems (Windari & Yanti, 2021). Problem-based learning involves students in every learning activity, prioritizing problems that are correct, unstructured and open that occur in the school environment, family environment and society as basic knowledge through critical thinking and problem solving (Noveln & Sukma, 2021; Supriadi et al., 2020).

The level of student participation skills greatly affects the achievement of learning goals by focusing learning activities from the beginning to the end of learning. Participation ability is physical and mental involvement in responding to each activity by the group and supporting the achievement of the goals of the activity (Anastasia et al., 2021; Fitri Barokah et al., 2021). Participation can improve the mental condition of students who were previously afraid to express their opinions to be more courageous to participate in every activity such as asking questions, approaching, and giving input (Accurate & Maksum, 2021).

Indicators to measure the level of student participation in problem-based learning based on the criteria that Sardiman seems to require consist of; (1) reading and paying attention, (2) asking questions, giving suggestions, discussing, and expressing opinions, (3) listening to the description of discussions that take place in the classroom, (4) activities of summarizing, recording and copying materials, (5) students carry out activities of drawing, making concept maps, graphs and diagrams, (6) making models and conducting experiments on the models that have been made, (7) solving problems, conducting analysis, remembering and making decisions (8) students' interests, there is a feeling, happy, happy, bored and so on (Nuraeni,

2018). This indicator is used to create a statement instrument questionnaire to be distributed to students.

Table 1. Guidelines for Student Participation Criteria

Reach	Criteria
75%-100%	High
51%-74%	Medium
25%-50%	Low
0%-24%	Very Low

Source: Arikunto (Arikunto, 2011)

The application of the problem-based learning model in class VIII C SMP Negeri 1 Mlati shows a very high level of participation from students with the highest average score in the agree and strongly agree columns presented in table 2 with the highest score of 76.7%. This result has met the requirements of the high criteria category in student participation achievements. So it can be concluded that the application of the problem-based learning model is able to increase students' participation ability in the learning process.

Table 2. Table of Indicators and Data on Student Participation Results

Indicator	Valid	Strongly Agree % (4)	Agree % (3)	Disagree % (2)	Sangat disagree% (1)
I Observe the Learning Materials that the teacher teaches well	✓	60 %	40%		
I participate in discussions with group friends	✓	46.7%	53.3%		
I asked during the discussion if there was anything that was not understood	✓	20%	60%	16.7%	3.3%
I give opinions and suggestions during discussions	✓	30%	60%	3.3%	6.7%
I took notes of the material resulting from discussions with the group	✓	23.3%	63.33%	13.3%	
I participated in presenting the material from the discussion with the group	✓	57.7%	40%	3.3%	
I answered questions fluently from other groups who asked	✓	10%	43.3%	43.3%	3.3%
I collected the material from the group discussion to the teacher	✓	40%	60%		
With the problem-based learning model, the learning material becomes easier to understand	✓	13.3%	76.7%	6.7%	3.3%
The problem-based learning model increases my participation during the learning process	✓	16.7%	76.7%	3.3%	3.3%

Learning with a problem-based learning model provides opportunities for students to take their respective roles to participate in the problem-solving process. Stimulating conversation skills, expressing opinions and conducting discussions, making students more active in seeking information related to problems so that the creation of an active and fun classroom atmosphere does not cause boredom when studying in class (Hotimah, 2020).

Students think critically and realistically about the problems to be solved, which will indirectly foster students' cognitive knowledge. motivate students to move quickly to take an action (Ismiyati & Salamah, 2020). Problem-based learning is maximally able to train and develop students' creativity and confidence to solve problems (Noveln & Sukma, 2021).

In the first stage of the implementation of problem-based learning, students were asked to listen to an animated video of adolescent problems. Students in this activity expressed opinions and provided arguments, communication, and collaboration. encourage students to think critically, at this stage they have met the criteria for students to participate directly in learning (Sambawarana, 2022). It automatically stimulates students to identify related problems and formulate questions.

In the second stage of the implementation of problem-based learning, students are organized into 5 groups consisting of 6 members, to discuss the problems obtained in each group, collecting information can train students to explore research related to the problems to be solved (Mukhlisotin, 2022). Then finally made a presentation and evaluated the results of the group discussion. At this stage, it is proven to be able to increase the level of student participation that is achieved by having students who ask questions and provide responses and provide inputs to the presenting group.

The results of the study show that problem-based learning can foster student participation in learning, conducting discussions, cooperating, asking questions, expressing opinions and providing input, communicating, making presentations and students become more active and creative. After doing problem-based learning, students experience many changes for the better.

Teachers in the success of problem-based learning are an important element in implementing the learning model used. Teachers are required to be given specific recommendations to obtain adequate training to increase the level of student participation in learning activities (Mukhlisotin, 2022). Teachers as the holder of control in the learning process and at the same time as facilitators, must be able to master the learning objectives, materials to be taught, learning models and strategies so that in implementing learning can increase student participation and create a pleasant classroom atmosphere for students.

CONCLUSION

Problem-based learning (PBL) was implemented through stages of student orientation, group organization, distribution of discussion materials, data collection, and presentation and evaluation of results, and it was found to significantly increase student participation in Pancasila and Citizenship Education, achieving a high-category participation score of 76.7%. The model effectively encouraged students to engage in discussions, collaborate, ask questions, express opinions, provide input, and present their ideas, leading to greater activeness and creativity as well as overall positive behavioral changes. For future research, it is recommended to explore the long-term impact of PBL on students' critical thinking and civic attitudes, as

well as to apply the model across different grade levels or subjects to examine its broader effectiveness and adaptability.

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