



Implementation of the Problem Based Learning Model in Improving Cognitive Learning Outcomes of Class V Students on Pancasila Educational Content at SD Negeri 1 Kunjeng

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ARTICLE INFO:	ABSTRACT:
Correspondence: lailaarj375@gmail.com Article History: Received: 8/07/2024 Accepted: 12/08/2024 Published: 06/09/2024 Keywords: problem-based learning model, student cognitive outcomes, one-group pretest-posttest design	Abstract: The aim of this research is to find out how the implementation of the problem-based learning model improves the cognitive learning outcomes of class V students on the content of Pancasila Education at SD Negeri 1 Kunjeng. This type of research is quantitative research using a One-Group Pretest-Posttest Design research design. The population of this research is class V of SD Negeri 1 Kunjeng with a sample of 38 students. Data collection methods through interviews, tests, questionnaires and documentation. Based on the results of the research that has been carried out, it can be seen that the t-test calculation found a significant value, namely $0.000 < 0.005$, so H_0 is rejected and H_a is accepted. After that, the N-Gain test was calculated and obtained an average of 0.77 with a percentage of 77.16%, so according to the N-gain index the results have an effective level of effectiveness. The conclusion is that the implementation of the problem-based learning model has an effect on improving the cognitive learning outcomes of class V students with Pancasila Education content at SD Negeri 1 Kunjeng.

Introduction

Education is one of the main factors that influences human life. Humans are not only physical beings but also spiritual beings. Therefore, in the realm of education we need to strive for students to develop social skills, creativity,

problem solving, and critical thinking. So that they can overcome challenges in everyday life and make better decisions for themselves and society. Education can also be interpreted as a conscious effort to realize the inheritance of culture from one generation to another. From this attitude of patriotism, the Indonesian nation will need it in this increasingly advanced era. Related to the instillation of patriotic values or attitudes in students, it can be done through an understanding of Pancasila contained in the Pancasila Education material. Along with the implementation of the Independent Curriculum, learning Pancasila and Citizenship Education or PPKN was replaced by Pancasila Education. In essence, both have the same learning content or concept, only Pancasila Education is more specific in emphasizing the understanding of Pancasila as the ideology and foundation of the state. Pancasila Education is a subject in the independent curriculum that focuses on students' self-development so that they are expected to be able to live in society, nation and state and have a sense or soul of patriotism. To measure the success of this, it can be seen from the results of students' cognitive learning in Pancasila Education learning. Rahman and Bahtiar (2017) stated that cognitive learning outcomes are the knowledge that students will obtain after following the learning process. Cognitive learning outcomes can also be interpreted as a benchmark for students' success in achieving the competencies determined by the curriculum (Alianto, Irwandi, & Hasan, 2021).

Factors that influence the success of students' cognitive development are good classroom management so that students are active in learning. This is in accordance with the opinion of Karwati and Donni (2015: 6) classroom management is a conscious effort to plan, organize, actualize, and supervise programs and activities in the classroom so that the teaching and learning process can take place systematically, effectively, and efficiently, so that all students' potential can be optimized. But the fact is that now, many teachers have not optimized classroom management and many students are still less enthusiastic about learning. This results in low cognitive learning outcomes for students, especially in Pancasila Education content. Pancasila Education is learning related to everyday life experiences. However, in reality, student interest and participation in learning are still low. One factor is that teachers pay less attention to the use of effective learning models or methods. Based on the results of tests conducted by grade V teachers on Pancasila Education learning at SD Negeri 1 Kunjeng in 2023, data was found that students' cognitive learning outcomes

were low. Of the 38 students, only 38% (13 students) met the KKM while 62% (25 students) had not reached the KKM. The results of interviews with grade V teachers also showed that so far teachers have still used conventional learning with lecture methods. Efforts to achieve maximum cognitive learning outcomes from Pancasila Education lessons can be done by teachers, namely by using learning models that help students receive material and relate it to everyday life.

The learning model is the problem based learning (PBL) model or problem-based learning. problem based learning is an approach to learning where students are faced with problems and then accustomed to solving these problems through their own knowledge and skills, developing inquiries, accustomed to building critical thinking and being skilled in problem solving (Syamsidah & Suryani, 2018). Efforts to achieve maximum cognitive learning outcomes from Pancasila Education lessons can be done by teachers, namely by using a learning model that helps students receive material and relate it to everyday life.

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Literature Review (Cambria, 12 pt, Bold)

Everyone agrees that learning is important, but they have their own views on learning. Learning is a permanent change in behavior or in the capacity to behave in a given way, which is the result of practice or other forms of experience (Schunk, 2012). It can be interpreted that through learning activities there will be changes in behavior, both concerning knowledge, attitudes or personal aspects.

Based on the opinion of Sukmadinata (in Fitriani, 2016), learning outcomes are a form of potential skills and capacities possessed by students. Student learning outcomes can certainly be seen from their behavior, both behavior in

the form of mastery, knowledge, thinking skills and motor skills. So it can be interpreted that learning outcomes show a picture of the results achieved as a result of the learning process or practice that is known or controlled.

Cognitive learning outcomes are learning outcomes obtained by students after understanding the concept of the lesson and are expressed through scores or values. According to Bloom in Rukajat (2018), it includes two dimensions. Namely the dimension of knowledge and the dimension of cognitive processes.

The conclusion of the definition of cognitive learning outcomes is that the results of achievement with learning objectives are in the domain of knowledge (cognitive) including the ability to understand, know, memorize, interpret, differentiate, organize and give assessments (evaluation).

A learning model is a conceptual and operational design of learning that has a name, characteristics, logical sequence, arrangement and facilities that are relevant to learning needs (Asyafah, 2019). The learning model also describes learning conceptually from beginning to end. This means that the application of approaches, methods, and learning techniques has been conceptualized into one in the form of a learning model.

PBL is an alternative for educators because it orients students to authentic problems and avoids isolated learning so that it is student-centered for a long time, can create disciplined learning, can investigate authentic problems that are integrated with the real world and practical experience, produce products or works, can teach students to be able to apply what they learn in school in their lives (Oktova, Roshayanti, & Baedowi, 2019).

Pancasila Education in elementary schools is intended to instill a sense of love for the homeland, increase national spirit, and shape the personality of the nation in accordance with the philosophy, outlook on life, ideology, and foundation of the state, namely Pancasila (Syam, 2011). Winataputra and Budimansyah (Nurdin, 2016) stated that Pancasila Education in the curricular dimension aims to optimize the potential of students, so that they become intelligent, characterful, democratic and committed citizens.

Research related to this research, including research conducted by Huda et al. (2021) entitled "Improving Learning Outcomes Using Problem Based Learning Models for Elementary School Students". This study uses the PTK method with the Kemmis and Mc Taggart models. The data analysis technique for this study is using completeness analysis and comparative description analysis. This research

was conducted in class V at SD Negeri 3 Pandean. The results of the study showed that student learning outcomes ($KKM \geq 75$). In the pre-cycle, it was found that the percentage of student completeness was 40%. With an average of 68.68 Then in cycle I it increased with a completeness percentage of 50% with an average of 75.43. Continuing the implementation of cycle II, the percentage of student completeness increased to 85% with an average of 82.36. Based on the results of this study, it shows that the PBL model makes students more active in learning so that student learning outcomes increase.

Methods

This study uses a quantitative method with a one group pretest-posttest approach. The research instrument is a tool used to obtain data in the study. There are several research instruments used, namely:

a. Interview Sheet

The interview sheet aims to find out the problems that arise during learning. The researcher compiled several question indicators for the interview process with the resource person, namely Mrs. Parjiyem, S.Pd. as a grade V teacher at SD Negeri 1 Kunjeng. From the results of the interview sheet in Appendix 3, information was obtained that the cognitive results of grade V were less than satisfactory, one of which was in the Pancasila Education material. Pancasila Education is a basic material that plays a fairly important role in shaping students' personalities in everyday life, but in reality there are still many students who have difficulty understanding the material. These difficulties include students' lack of focus so that the material is difficult to understand and a lack of interest in the learning process.

b. Student Response Questionnaire Sheet

The student response sheet is an observation sheet containing statements filled in by students after participating in learning. Through this questionnaire sheet, researchers are expected to be able to find out students' responses to learning with the PBL model. In this questionnaire there are ten statements regarding the learning process. The questionnaire sheet in this study has provided answers so that students can directly choose the answer by giving a mark (✓) in the answer column. This questionnaire provides four alternative answers.

Each positive statement item is given a score for the statement strongly agree given a score of 4, for agree given a score of 3, for disagree given a score of 2, and for strongly disagree given a score of 1. While the negative statement items are given a score for the statement strongly agree given a score of 1, for agree given a score of 2, for disagree given a score of 3, and for strongly disagree given a score of 4.

With the number of questions, namely ten questions, the interval is eight. With the norming for the statement very good, namely 35 - 43, for the statement good 26 - 34, for the statement quite good 17 - 25 and, for the statement not good 8 - 16. Based on the calculations that have been done, the results show that 14 out of 38 students gave a very good response to learning using the problem based learning model. While 22 out of 38 students gave a good response and 2 out of 38 students gave a fairly good response.

c. Question Sheets

Question sheets are used to determine students' cognitive learning outcomes in the Pancasila Education content of grade V (five). In compiling test questions, several steps are required, including limiting the material to be tested by creating question grids. Question sheets must meet two requirements, namely validity and reliability. After testing the validity and reliability, the results of 25 multiple-choice questions were 20 valid questions and 5 invalid questions and the Cronbach's alpha value was 0.875. Because $0.875 > 0.60$, it can be concluded that all question items are reliable or consistent.

Result and Discussion

The study was conducted over four meetings with details of the first meeting for the validity test of the questions, the second meeting for giving pretest questions, the third meeting for implementing learning by applying the problem based learning model, and the fourth meeting for giving posttest questions and questionnaires regarding the implementation of the problem based learning model. So that data on students' cognitive learning outcomes were obtained through pretest and posttest scores, especially on the Pancasila Education content.

Table 1
Descriptive Statistics Pretest Score

Descriptive Statistics					
	N	Lowest Score	Highest Score	Average	Standard Deviation
Pretest Score	38	15	65	49,74	19,064

Based on table 1, it is known that the lowest score of fifth grade students at SD Negeri 1 Kunjeng is 15 and the highest score is 85. Of the 38 students, 33 students have not completed it and 5 students have completed it.

Table 2
Descriptive Statistics Posttest Score

Descriptive Statistics					
	N	Lowest Score	Highest Score	Average	Standard Deviation
Posttest Score	38	65	100	86,32	10,570

Based on table 2, it is found that the lowest student score is 65 and the highest score is 100. Out of 38 students, 4 students have not completed and 34 students have completed.

Then the data was tested for data analysis requirements, namely the normality test and the paired t-test. The results of the normality test for the pretest scores of class V students were n thirty-eight, namely a significance value of 0,200. Because $0,200 < 0,05$, then H_0 is accepted. So it is concluded that the sample is normally distributed. While the results of the normality test for the posttest scores of class V students were n thirty-eight with a significance value of 0,072. Because the significance value $> 0,05$, namely $0,072 > 0,05$, then H_0 is accepted. So it is concluded that the sample is normally distributed.

For the pretest score, the average result was 49,74. While the posttest score was 86,32. The number of respondents in this study was 38 students. Because

the average value of pretest learning outcomes is 49,74 < posttest 86,352, so descriptively there is a difference in the average learning outcomes of pretest and posttest. The next step is the paired t-test. The t-test is calculated using SPSS for Windows 26.0, it is found that the Sig. (2-tailed) value is 0,000 < 0,005, so H_0 is rejected and H_a is accepted. So it can be concluded that there is a difference in the average between pretest and posttest learning outcomes and there is an influence in the use of the problem based learning model in improving the cognitive learning outcomes of grade V students of SD Negeri 1 Kunjeng on the Pancasila Education content.

Conclusion

Based on the results of the analysis in this study, it is concluded that the application of the problem based learning model carried out on grade V students of SD Negeri 1 Kunjeng has an effect on students' cognitive outcomes. The results of the pretest and posttest showed an increase in students' cognitive outcomes after the application of the model. The average pretest score of students before the application of the PBL model was 49,74, while the average posttest after the application of the PBL model was 86,32, with a significant t-test value of 0,000 < 0,05. This shows that the problem based learning model is effective in improving the cognitive outcomes of grade V (five) students in the Pancasila Education content at SD Negeri 1 Kunjeng.

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