

## Problem-Based Learning in Pancasila and Civic Education and Its Implications on Students' National Character

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### Abstract

This work attempted to document the implementation of problem-based learning in Pancasila and Civic education subject and its implication on the character of Islamic elementary school student. To this end, descriptive qualitative method was applied. The data were collected through observation, interviews, and documentation. This study demonstrated teachers' efforts in planning the learning process, preparing lesson plans and tools, and preparing materials relevant to the value of nationalism. Students' activities included memorizing the Pancasila, understanding the Pancasila values in school and home context, and internalizing the character through regular flag ceremony every Monday and singing "Indonesia Raya" anthem. By applying PBL, teachers have a broader opportunity to draw students' attention and achieve the learning objectives more easily.

**Keywords:** problem-based learning, civic education

## INTRODUCTION

Character education is pivotal for the elementary level of school in Indonesia. While the country takes great efforts to prepare competitive human resources to seize the global competition, character crisis emerges as a serious issue that jeopardize the national character. This crisis can be seen from drug abuse and criminal cases committed by students. The most recent news that draw public attention was about Mrs. Nurmayani, a teacher who pinched her student and ended up in jail (Erviani, 2018). Apart from this ironic case, many students in various regions in this country were reported to commit crimes such as theft and drug-related crimes, among others. In large cities like Jakarta, school brawl becomes a seemingly endless serious issue (Assegaf, 2004) (Rifa, 2017).

On 8 February 2016, four elementary students were caught by the police and brought to District police office when planning to hold oplosan (alcoholic drink) party At Minggiran Field, Mantrijeron District, Yogyakarta Special Region. They were HM (13 y.o), MT (14 y.o), AJ (14 y.o) and DF (16 y.o). HM was an elementary school student (Anjungroso, 2016). The police found a bottle of oplosan under one of these children's motorcycle seat. Police commissioner Totok Suwanto called for their parents, data on these children' were also recorded. He asked their parents to pay more attention to their children and oversee their children's environment, given that Poor environment put children at risk of committing crime (Fahrurrozi, Sari, & Fadillah, 2022) .

Issues on moral decadence, as one of the serious problems in Indonesian education, are worsened by the country's education quality that

has yet to meet the ideal expectation. While technological development provides individuals a means to communicate globally and gives birth to dynamic changes, Indonesia faces risks of negative cultures. The globalization arrives together with the birth of information society. As a response to various concerning issues mentioned above, the ministry of education and culture enacted regulation no. 20/2018 on the Efforts for Strengthening Character Education in Formal Education Institution (Kemendikbud, 2018).

While, character education appears to be best internalized since the early childhood education level, Teachers in this education level seem to lack creativity and rely on conventional, monotonous learning models that quickly triggers students' boredom. Problem-based learning is a learning model that uses a real-life problem for learning purposes, triggering students to develop critical thinking and problem-solving skills, in addition to helping them acquiring knowledge and concepts relevant to the subject being studied. Problem-based learning has been widely applied in the field of education to promote critical thinking and problem-solving in authentic learning situations (Yew & Goh, 2016) . Put simply, PBL is a pedagogical approach that allows students to learn while actively engaging with meaningful problems. Students are provided with opportunities to solve problems collaboratively through practices and reflections, create mental models for learning, and develop self-directed learning habits (Yew & Goh, 2016) (Nasar & Kurniati, 2020) (Octaviasari, 2019) (Achmad, 2021).

Previous studies have reported the implementation of PBL for character education. One of them was conducted by (Yunianto, Suyadi, &

Suherman, 2020) , who aimed to compare Students Team Achievement Division (STAD) to PBL in developing students' character. Their study showed that the former exhibited better performance in developing students' sexual character. In other words, STAD model can be used as a 21st-century learning solution.

Another study was conducted by Wulandari and Suparno (2020). Aiming to see the effectiveness of PBL on preschool-aged children's cooperation and provide teachers with a reference of a proper learning model for promoting students' cooperation, they found a Difference between students in experimental group (taught using PBL) and the control group (Wulandari & Suparno, 2020).

Another study was conducted by (Singgih Kuncoro, Hakim, & Widodo, 2021), who aimed to analyze the responsibility character based on initial problem-solving abilities through Problem Based Learning learning models. The study reported an increased students' responsibility based on their initial problem-solving ability when PBL was applied. Previous studies reported the PBL implementation in learning activities. This study took a different standpoint by applying PBL to develop students' national character.

The effort in strengthening character education was made by internalizing Pancasila values in character education, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, nationalism, respect for achievement, communication, peace, literacy, and environmental and social awareness..

The personality and behavior of today's students are still far from ideal moral and ethic values. The current efforts in developing students' moral and ethical values (e.g., through religious and pancasila education subjects, and character education) has not exhibited optimal results. Pancasila and civic education (Hereafter, PPKN) is one of the branches of social education. It revolves around moral values that guide students to be a good Indonesian citizen, a citizen who is aware and performs their obligations (Nurohmah & Dewi, 2021).

Students are expected to be aware of their rights and responsibilities as a citizen through PPKN and are expected to possess good personality and character. As mentioned in Article 3 of Law 20/2003, Indonesia's national education primarily aims to Develop students who are faithful and fear of God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Problem-based learning, i.e., a learning model using a real-life problems to promote students critical thinking and problem-solving skills while acquiring knowledges and skills relevant to the subject matters, has a potential to develop students' national character. Applying this model, students may learn developing their thinking and problem-solving skills while learning various roles by engaging with real-life experience, which potentially turns them into an autonomous learner. In this model, students are also required to actively collaborates with their friends, be confident, and support their friends to solve problems presented during the learning process.

This study involved public Islamic elementary schools (MINs) in Rembang Regency, including MIN 1 and MIN 2 Rembang. These two elementary schools still relied on conventional teaching-learning methods. Thus, we find it necessary to introduce a new learning method for PPKN subjects in these two schools.

## **METHODS**

This qualitative descriptive study applied an inductive data analysis technique. (Daniel, 2016) States that a qualitative research uncovers respondents' opinions, thoughts, and feelings and has been widely used to describe and examine the outcomes (Zein, 2018). Qualitative research is a research procedure that generates descriptive data in the form of writing, spoken words from people, and observable behavior (Ravitch & Carl, 2016). It is suitable for addressing a research problem in which the variables are unknown and must be explored. According to (Lune & Berg, 2017) qualitative research was defined as meanings, concepts, definitions, metaphors, symbols, and a description of a phenomenon (Daniel, 2016). It contains all necessary instruments to elicit recall, which is helpful for problem-solving. It is suitable in cases where the literature provide little information about the phenomenon under investigation, allowing researchers to scrutinize the phenomenon from participants' point of view. To investigate this phenomenon from the perspective of distance education students, a qualitative research study is required.

(Cresswell, 2013) explored a phenomenon from the perspective of qualitative research which was a central phenomenon is the key concept,

idea, or process studied. Thus, the research problem of the difficulty in teaching deaf children necessitates both an exploration (because we need to better understand how to teach these children) and an understanding (due to its complexity) of the teaching and learning process. This study involved two school principals, four teachers, and twenty 4th-grade students from the two schools. The data were garnered through observation, interviews, and documentation.

The observation was conducted to scrutinize certain behaviors following the observation sheet. To be more specific, this study conducted a behavioral observation to observe individuals' behaviors and score the behaviors accordingly on the available scale. This observation allows us to identify individuals' behaviors in more detailed manner, rather than merely recording their perceptions (Cresswell, 2013). Observation was the primary method used in this study to see the implication of PBL in PPKN on students' national character. Interviews were also conducted to explore informants' view of the designs and implementation of PBL and its implication on the students' national character.

Interviews were conducted with school principals. Relevant information were collected, elaborated, and clarified while maintaining 'feeling of openness' to informants' responses (Cresswell, 2013). The interview expands on previous collections and conceptualizations developed up to that point. Interviews were conducted in semi-structured settings, allowing researchers and informants to explore the questions, discussions, and methods in different manners throughout the interviews (Merriam, S. B., & Tisdell, 2017);(Daniel, 2016)).

The documentation was conducted to collect data from lesson plans, teaching media, and assessment forms used by teachers. The data were analyzed following the technique proposed by (Miles, M. B., & Huberman, 1994), consisting of data reduction, data presentation, and drawing of conclusion (Knauf, 2017). The basic concept of documentation is one of the things that can aid in increasing participation. Documentation included all forms of the verbal and visual recording of children's observable thinking and learning activities.. As a result, documentation has evolved into a critical pedagogical process in early childhood education ( (Alasuutari & Kelle, 2015); (Dahlberg, Moss, & Pence, 2007); (Frindte & Mierendorff, 2017); (Knauf, 2017)).

## RESULTS AND DISCUSSION

Problem-Based Learning is a learning model that involves students in solving real-world problems, increasing students' motivation and curiosity, and becomes a forum for students to develop critical thinking and higher-order thinking skills (Husnidar & Hayati, 2021) (Devi & Bayu, 2020) (Suari, 2018). Through facilitated sessions, students engage in real-life problem-solving activities in PBL-based instruction. For more than 30 years, PBL has been successfully implemented in a various disciplines (Jabarullah & Iqbal Hussain, 2019). Its student-centered nature involves participants in complex problems with open-ended solutions (Chang, Hsiao, Chen, & Tsung-Ta, 2018). Furthermore, as students typically work in groups, conduct research, and integrate theory and practice, PBL provides a basis for developing work-



related skills (Jabarullah & Iqbal Hussain, 2019) (Amris & Desyandri, 2021) (Saleh, 2013).

In this study, observations were conducted in classes 4A and B in MINs 1 and 2 Rembang. The observation showed that the teacher implemented PBL develop students' national character by presenting learning materials to students with the topic of "Pahlawanku (my hero)". The basic competence students need to achieve is "to examine the relationship of symbols with the practice of the fourth principles of *Pancasila*". During the teaching-learning session, teachers provide stimulus for students in the form of pictures related to the fourth *sila* in *Pancasila* (e.g., bull's head, and photographs of four national heroes) Students were asked to mention the heroes' names of on the photograph presented by the teacher, and some students did not know the names of the heroes. *Ki Hajar Dewantara*. In the next step, students were divided into several groups of 4-5 students and given a worksheet

On brief story of these four national heroes during the struggle for the Republic of Indonesia. After that, students were asked to solve problems given by the teacher including (1) the name of the original character, (2) the place of the original character, and (3) what the character did for the Republic of Indonesia, and (4) mention the appropriate attitude of the character related to the fourth *sila* in *Pancasila*. Students identified questions given by the teacher according to the characters that students got. After that, the representatives from the groups presented the results of their discussions in front of the class. The teacher together with the student's answers from

the four groups was presented in front of the class for the answers they presented (Arends, 2012).

Observations in grades IV A and IV B of MIN 1 Rembang showed that teachers had implemented PBL during the teaching learning process. Teachers also implement the discovery learning model adjusted to the learning materials.

In addition to the in-class PBL model, students were also involved in extra classroom activities to further improve their national character. The PBL applied in the learning process was set to develop students' affection, care, mutual respect, and unity. During the learning process, students were engaged in a group discussion.

Teachers distributed the worksheet containing a brief story of four national heroes during the struggle for the independence of Indonesia. Students discussed in a group about (1) the name of the hero, (2) his/her place of origin, (3) their efforts during the struggle for independence, and (4) the heroes' attitudes relevant to the fourth *sila*. After that, the representatives from the groups presented the results of their discussions in front of the class. After that, the teacher and students evaluated the students' answers from the four groups. The learning process is documented in figures 1 and 2.

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Figures 1 & 2. Problem-based learning process



Figures 3 & 4. Group Discussion

Efforts in developing students' national characters were also made outside the classroom context by internalizing them into students' daily habit at school. This effort was made by (1) conducting regular ceremony every

Monday and national holiday, (2) singing Indonesia Raya before the learning process, and (3) reading Pancasila text together with the teacher. The observation result was confirmed through interviews with the school principal, as presented in Table 1.

Table 1. Interview Result

No.	MIN 1	MIN 2
1	“Following the government's policy on Nawacita program, All Madrasahs are required to strengthen the character education values, namely, religiosity, nationalism, independence, cooperation, and integrity values.	“The government enacts a policy on strengthening the character education to students, including the values of religiosity, nationalism, independence, cooperation, and integrity” “
2	In addition to this character education values, other values including democracy and nationalism, are also given considerable attention. The classroom learning materials are designed to internalize these values. They are also internalized through regular flag and national commemoration ceremonies. In addition to providing material, the teacher also invites students to apply it utilizing continuous habituation”.	“In addition to these character values, there are also character values of cooperation, nationality, and tolerance gave to students to be applied in everyday life at school and home. Students are also given character values material that is conveyed by the teacher in the classroom learning process and regular flag ceremony and the national commemoration ceremony.”

Based on the observation, interview, and documentation results, it could be concluded that the PBL in MINs 1 and 2 was conducted through several stages: (1) Problem presentation, (2) Discussion, and (3), Solution Presentation, and (4) Review In the first stage, teachers brought a problem for students to solve. Teachers also explained the learning objectives and the logistics needed, and motivated students to actively involved in the problem-solving activities. This stage plays important role to establish a supporting

learning atmosphere and provide students with accurate conceptual map of the learning direction and objectives. In the second stage, students discussed the presented problem in a group. In this stage, students clarified the facts, defined the problem, and brainstormed their ideas based on their previous knowledge. After that, they identified what they needed to solve the problem and what they did not know related to the problem. They also designed an action plan to solve the problem. In this stage, the teacher serves as facilitators to ensure the learning process is carried out as expected. In the third stage, students planned and prepared the presentation of solutions to problems, and presented the solution in front of the class. The last stage was review, during which students and teacher reviewed their problem-solving processes they have conducted.

Teachers' creativity in selecting appropriate learning model is pivotal in applying PBL for improving students' national character. Applying appropriate, attractive, student-centered model is important given that the conventional ones were considered inadequate to draw students' attention.

While teachers are demanded to be creative, one of the serious issues in education, especially in rural areas, lies in the domination of belief that knowledge is a composition of facts that should be memorized. Another issue stems from teachers' poor teaching skills.

Teachers are required to apply a learning model that supports the learning objective. In this regard, a clear learning objective would be helpful in establishing a supporting learning process. As students' teachers' and school environments vary, it seems to be difficult to select one-size-fits-all learning model considering that the learning goal is related to the emotional

and attitudinal aspects, which are challenging to measure. However, PBL was considered more effective than the conventional method.

It is necessary to take PBL into account when designing a learning model to develop Islamic elementary school students' national character. It is also necessary to establish a meaningful learning experience for students using learning models that suit students' needs.

## CONCLUSION

This study concluded that the learning process in PPKN subject in this study was able to improve students' critical thinking and problem-solving skills in MIN 1 and 2. During the learning process, students were required to memorize Pancasila, understand the meaning of Pancasila values in the school and family environments. Pancasila values were also internalized through flag ceremony, singing Indonesia raya before the learning process, and reading Pancasila together. Teachers are required to apply a learning model that supports the learning objective. In this regard, a clear learning objective would be helpful in establishing a supporting learning process. As students' teachers' and school environments vary, it seems to be difficult to select one-size-fits-all learning model considering that the learning goal is related to the emotional and attitudinal aspects, which are challenging to measure. However, PBL was considered more effective than the conventional method.

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