

ABSTRAK

Rosa Ero Rebong 2026. Implementasi Model Pembelajaran *Problem Based Learning* (PBL) Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran Pancasila Materi Aku Menegenal Indonesia. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tunggaladewi, Pembimbing (1) Kardiana Metha Rozhana, S.Pd., M.Pd., Pembimbing (2) Chusnul Chotimah, S.Pd., M.Pd

Kata kunci: *Problem Based Learning* (PBL), Hasil Belajar, Aku Mengenal Indonesia, Pendidikan Pancasila

Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik melalui penerapan model *Problem Based Learning* (PBL) pada mata pelajaran Pendidikan Pancasila materi Aku Mengenal Indonesia di kelas I SDN Merjosari 1 Kota Malang. Hasil identifikasi awal menunjukkan bahwa pemahaman peserta didik terhadap materi simbol Pancasila, bendera Merah Putih, dan lagu kebangsaan Indonesia Raya masih rendah. Pembelajaran yang berpusat pada guru menyebabkan kurangnya keterlibatan aktif peserta didik dalam proses pembelajaran.

Fokus penelitian meliputi tiga aspek, yaitu mendeskripsikan pelaksanaan model PBL, menganalisis peningkatan aktivitas belajar, serta mengevaluasi peningkatan hasil belajar peserta didik setelah tindakan diterapkan. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 28 peserta didik kelas I tahun ajaran 2025/2026. Data dikumpulkan melalui tes, observasi, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif.

Hasil penelitian menunjukkan adanya peningkatan hasil belajar secara bertahap. Ketuntasan belajar pada pra-siklus sebesar 55,56% (15 peserta didik). Siklus I Pertemuan 1 memperoleh rata-rata 70 dengan ketuntasan 64%, meningkat pada Pertemuan 2 menjadi rata-rata 74,5 dengan ketuntasan 75%, meskipun belum mencapai indikator klasikal. Siklus II menunjukkan peningkatan lebih optimal, dengan rata-rata 75 dan ketuntasan 82% pada Pertemuan 1, serta meningkat menjadi rata-rata 80 dengan ketuntasan 93% pada Pertemuan 2. Aktivitas belajar peserta didik juga meningkat, ditunjukkan oleh partisipasi aktif dalam diskusi, keberanian menyampaikan pendapat, dan kemampuan mempresentasikan hasil kerja.

Hasil penelitian menegaskan bahwa model *Problem Based Learning* (PBL) efektif dalam meningkatkan hasil belajar dan aktivitas peserta didik pada mata pelajaran Pendidikan Pancasila. Model ini relevan digunakan sebagai strategi pembelajaran yang interaktif, kontekstual, dan berorientasi pada peserta didik.

ABSTRACT

Rosa Ero Rebong. 2026. *The Implementation of the Problem-Based Learning (PBL) Model to Improve Students' Learning Outcomes in Pancasila Education on the Topic "Getting to Know Indonesia."* Undergraduate Thesis, Primary School Teacher Education Study Program, Bachelor's Degree Program, Universitas Tribhuwana Tunggaladewi. Advisor (1): Kardiana Metha Rozhana, S.Pd., M.Pd.; Advisor (2): Chusnul Chotimah, S.Pd., M.Pd.

Keywords: Problem-Based Learning (PBL), students' learning outcomes, "Getting to Know Indonesia" topic, Pancasila Education.

This study aims to enhance students' learning outcomes through the implementation of the Problem Based Learning (PBL) model in Pancasila Education on the topic "Getting to Know Indonesia" in Grade I of SDN Merjosari 1 Malang. Preliminary findings indicated that students' understanding of the symbols of Pancasila, the Red and White flag, and the national anthem "Indonesia Raya" was still limited. Teacher-centered instruction resulted in low student engagement and minimal active participation in the learning process.

The study focused on three main objectives: describing the implementation of the PBL model, analyzing the improvement of students' learning activities, and evaluating the enhancement of learning outcomes after the intervention. The research employed Classroom Action Research conducted in two cycles consisting of planning, action, observation, and reflection stages. The participants were 28 first-grade students in the 2025/2026 academic year. Data were collected through achievement tests, observations, interviews, and documentation, and analyzed using descriptive quantitative and qualitative approaches.

The findings demonstrated gradual improvement in learning achievement. Learning mastery in the pre-cycle stage was 55.56% (15 students). In Cycle I Meeting 1, the average score was 70 with 64% mastery, increasing in Meeting 2 to an average of 74.5 with 75% mastery, although it had not yet reached the classical success indicator. Cycle II showed more optimal results, with an average score of 75 and 82% mastery in Meeting 1, improving to an average of 80 with 93% mastery in Meeting 2. Students' learning activities also improved, reflected in active participation in discussions, greater confidence in expressing ideas, and better presentation skills.

The findings concludes that the Problem Based Learning (PBL) model is effective in improving both learning outcomes and student engagement in Pancasila Education. The model is recommended as an interactive, contextual, and student-centered instructional strategy.