Optimizing Pancasila Education Learning With PBL: Time Management Strategies To Build Students' Discipline And Independence

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Article Info

ABSTRACT

This research reveals that many students have low time discipline and independence. This often occurs because the learning methods used are less able to encourage students' personal involvement and the development of their skills (psychomotor).The implementation of Problem Based Learning (PBL) in Pancasila Education subjects can help students learn to better manage their time, thereby increasing their discipline and independence. Through PBL, important skills such as time management and responsibility can be taught, which are useful in everyday life. This article aims to explore time management strategies as an important factor in supporting the enhancement of student discipline and independence. It is hoped that problem based learning can optimize the PPKn learning process and significantly impact the students' character and social skills. The research method used in this study is qualitative research using a case study approach. The data collection techniques used in this case study research are observation, interview, and documentation methods. The results of the study show that PBL can help build student discipline and independence, although there are challenges in understanding the issues that affect their time management. This research recommends the use of reflective training and time management techniques, such as the Pomodoro technique, to support students in optimizing their skills in managing time and completing tasks.

Keywords: *Problem Based Learning, Discipline, Independence, Time Management, Pancasila Education.*

1. INTRODUCTION

Character education is one of the ways that can be applied to shape behavior with character, such as honesty, hospitality, responsibility, obeying the rules, and other good values. Character education cannot be done instantly or suddenly, but it must be a learning process with habits and examples in daily life that continues throughout life. One of the lessons that can build character education is Pancasila Education. Learning Pancasila Education is one of the ways to make citizens live based on the values of Pancasila and the 1945 Constitution so that they can become citizens who have guidelines in regulating

state life and comply with rights and obligations so as not to cause chaos in organizing existing rules (Nurmalisa & Mentari, 2020; Suhendar et al., 2023).

One very important character education is discipline, because it is the basis in shaping the character of students who have the spirit of Indonesian nationality. Discipline is basically a behavior that is obedient, obedient, and orderly to the rules that apply in the environment. The application of discipline can form a habit pattern, so it can be ensured that discipline can become a habit in everyday life. The elements of discipline are divided into 3, namely punctuality in doing tasks, responsible behavior, and good relationships with others (Elly, 2016; Suhendar & Halimi, 2023). Discipline in schools has the aim that students can apply behavior according to applicable norms. This can be done by helping students adapt and recognize the environment, maintaining balance among students, motivating students to do good and right things. In the context of discipline, learners will get used to doing their life activities better, applying positive characters, and providing benefits to their environment. The application of Pancasila Education subjects is the teaching of Pancasila values that help students to recognize the values of the life of the nation and state that can shape their character (Amelia et al., 2020).

The application of a model in learning that can be used to foster learner discipline is Problem Based Learning (PBL), which supports learning through problem solving and active involvement in education. Problem-based learning encourages learners to be more active in the learning process, which can increase their interest and independence, and foster respect for rules and actions. The context of Pancasila Education subject with the application of PBL equips learners with real problems so as to foster critical thinking, problem solving, and better time management. Elements of discipline are divided into 3, namely punctuality in doing tasks, responsible behavior, and relationships with others are well established (Umuroh & Agoestanto, 2017). Thus, it can be assumed that educating students in the regularity of daily life will create a disciplined character, thus training students to obey rules or regulations.

Based on this exposure, time management is an important component in fostering the character of discipline and independence of students. The problems above show the importance of improving better time management for learners' independence and discipline starting at school so that it can be implemented in everyday life so that it becomes a habit. In connection with this, a research idea was created about time management strategies to build learner discipline and independence.

2. RESEARCH METHODE

The research method used in this study is qualitative research using a case study method approach. According to Assyakurrohim et al. (2023), a case study is an in-depth exploration of a particular system or case that is limited by time and place, carried out through detailed data collection and involving various sources of relevant information in a particular context. This case can be a program, event, activity, or specific individual. In other words, a case study is a study where researchers investigate a specific phenomenon

over a certain period of time, collecting information in depth using various data collection methods.

The data collection techniques used in this case study research are observation study methods, interviews and documentation. Observation is used to observe the teaching and learning process activities during research activities such as school conditions, student conditions, and learning device conditions. In addition, observation is also carried out to observe how students' attitudes and behaviors are in managing time in learning activities. Interviews are used to obtain more in-depth and detailed information from the subjects or participants being observed. Interviews are conducted to explore more deeply how learning activities are implemented and how students understand the material that has been given by educators. Through interviews conducted by researchers with grade 4 educators at one of the Public Elementary Schools in Surakarta City. Researchers obtain in-depth information about the experiences and personal views of respondents that cannot be reached through observation alone. Documentation is used to record data systematically and maintain the accuracy of the information obtained. The documentation used in the form of written notes, pictures, or audio recordings is also used as additional evidence to strengthen the results of observations and interviews. The source of research data is obtained from relevant literature such as: books, scientific papers or articles, and so on.

3. RESULT AND ANALYSIS

Student Time Management Problems

Based on observations conducted at one of the Elementary Schools in Surakarta City with research subjects involving educators and students of grade IV regular and special needs types, it was found that there was coordination between student members who often had difficulty understanding complex problems, thus slowing down the learning process and not creating time discipline. The context of understanding the concept that is not deep enough, some students focus more on completing assignments than exploring core concepts thoroughly. Students' difficulties in understanding problems often lead to confusion that interferes with their time management. The problems that have been provided by educators are not well understood, time is wasted looking for solutions that can actually be solved faster with proper understanding. Poor time management is not only about lack of discipline, but also the result of poor ability to understand problems. This shows that time management problems are not just about discipline, but also related to their ability to identify and solve problems well. With a better understanding, students can not only improve their time management, but also improve the quality of learning and collaboration in groups.

The problems we found are in line with Rusmiatiwi's research (2018), which states that the implementation of the Problem Based Learning model at SDIT LHI has not been able to improve student learning discipline. This can be seen from several cases of indiscipline, such as the lateness of class IV B students at SDN Debegan Surakarta in

completing assignments, especially individual assignments. This delay is caused by several students who do not understand the tasks or problems given by the educator properly.

Problem Based Learning in Pancasila Education Learning

Problem-based learning is a learning process in which students are faced with a problem from the start, then followed by a student-centered information search process (Rahmadani, 2017). The Problem Based Learning model emphasizes problem-solving activities in learning that can hone students' thinking skills. Problem-Based Learning allows students to exchange information and solve problems so that students' critical thinking skills can be improved. The Problem Based Learning model is "a way of presenting learning materials by making problems a starting point for discussion to be analyzed by synthesizing in an effort to find solutions or answers by students" (Rahayu & Azis, 2023). The Problem Based Learning (PBL) model is a learning model that provides students with problems to be able to build their own knowledge and skills in solving real problems related to everyday life (Permata Sari & Zikri, 2020; Suhendar et al., 2024).

The PBL learning method is a model that can motivate students to be actively involved in the implementation of teaching and learning carried out by students by presenting problems and asking questions to help them expand their knowledge. Problem-based learning is also known as active learning because students find information themselves in the process (Handayani & Muhammadi, 2020). This is emphasized that students are guided to find the information they need independently. They are expected to be active, not only as recipients, but also as actors in the process of discovering knowledge (Ramadhani, et. Al., 2021; Dalimunthe et al., 2024). This problem-based learning model is adjusted to the interests and needs of students, encouraging their direct participation in learning activities. Several journal-based research results show that the problem-based learning (PBL) method applied to integrated learning in Elementary Schools can improve the quality of student achievement.

The main objective of PPKn is to shape the character of students to become good citizens, have noble character, and have social awareness. In this context, character education includes the development of values such as discipline, independence, responsibility, and concern for others. PBL requires students to follow systematic steps in solving problems, they need to manage time and resources well to achieve the desired results (Wulandari, E. T, 2015). This process trains students to be more disciplined in learning and working in solving problems. PBL gives students the freedom to explore and seek information needed to solve problems so that they are able to foster an independent attitude because students must be responsible for their own learning process. This independence is very important in character education, because students are taught to take the initiative in learning and acting. The application of PBL in the classroom has an impact on increasing students' learning independence. Based on research conducted by Kurniyawati, et.al., (2019) when PBL is applied to classroom learning, students' learning independence can increase because this learning model allows students to conduct investigations, analyze relationships, and utilize learning resources actively which are sub-aspects of one aspect of learning independence. In line with that, according to Wijinarko

and Taofik (2022) by implementing PBL, the results were that 13 children met the criteria for learning independence in cycle I and 15 children in cycle II from an increase of 10 children who met the criteria for learning independence during the pre-cycle.

Furthermore, the issues raised in PBL are usually related to actual social or moral issues. Students can directly implement the values of Pancasila in everyday life, including discipline and independence as part of their social responsibility. One alternative in an effort to shape character is to implement problem-based learning (PBL), with this learning students can have noble characters such as religious, responsible, hard-working, independent, democratic, tolerant, caring for the environment and socio-religious, love for the homeland and nation (Taufikin, 2017). With this learning, students will be accustomed to the character of hard work and discipline in carrying out their duties well.

Time Management in Problem Based Learning: Opportunities and Challenges

Time management skills are very important in Problem-Based Learning (PBL) activities because they support students in organizing learning stages better. These skills support students in learning to plan time for each stage, from planning, data collection, to completion and presentation of results. Managing time well helps students to complete each task without rushing, so that the quality of work results is more optimal. In addition, this skill reduces stress because students do not need to rush to meet deadlines, and they have enough time to improve their work if needed (Audinah et al., 2024).

PBL also encourages good time management with better collaboration, especially when students work in groups (Qoroti et al., 2024). By mastering collaboration skills, students can divide tasks clearly and achieve common targets according to agreed deadlines. Time management and collaboration skills are important provisions for students in facing various challenges in the future, both in the academic and professional worlds. Teaching time management from an early age can help students develop independence, self-discipline, and the ability to prioritize important things to achieve success in life.

Educators have a great opportunity to guide students in practicing time management skills through structured task planning and learning activities. By implementing active learning methods, such as problem-based learning (PBL), educators can help students set targets, organize schedules, and prioritize tasks according to the time available. This process allows students to learn to plan, overcome distractions, and meet deadlines, which are important parts of time management skills. Through guidance and feedback, educators can support students in understanding the importance of time management in learning and everyday life (Hidayanto, 2023).

According to Kamaruddin et al. (2023), students often face challenges in time management during problem-based learning (PBL) in the classroom. This challenge arises because students have not fully mastered planning skills which lead to delays in assignments and a lack of focus on the ultimate goal of giving assignments or problems. Students also have difficulty maintaining consistency when they have to collaborate with group members who have different commitments and schedules, making time

adjustments more complicated. In addition, the lack of experience and skills in time management makes them feel overwhelmed in meeting the given deadlines.

Challenges in time management for students include difficulties in prioritizing tasks and learning activities. Students often procrastinate or divert attention to less important things, which reduces learning productivity. Limited time management skills often make it difficult for students to create a realistic and easy-to-follow study schedule. As a result, they tend to skip schedules, procrastinate, or even fail to complete tasks that should be a priority. If left unchecked, this can have a negative impact on their learning outcomes, because the available time is not optimally utilized to achieve learning goals (Nurhidayati, 2016).

Time Management Development Strategy through Problem Based Learning in Pancasila Education Learning

Time management plays a crucial role in students' learning success. Students' inability to manage time is generally reflected in unstructured, unclear, inconsistent planning, lack of goals, and lack of discipline in utilizing time. Instilling an attitude of responsibility and discipline in completing tasks according to the specified time can help students achieve learning targets with optimal results (Nurhidayati, 2016). Improving understanding of time management can be done by providing information and understanding about time management, including basic knowledge, how to improve time management, time management skills, scheduling techniques, and factors that influence the effectiveness of time management. This is important so that students can increase their self-confidence and develop an assertive attitude, so that with the implementation of PBL they are able to reject and avoid things that have the potential to interfere with the achievement of the set time management.

The theory proposed by (Riyanto et al., 2020), supports the importance of several time management strategies that can be applied by students through PBL. Time management strategies that are applied by breaking down large problems into several smaller, measurable steps allow students to focus on one part of the problem at a time, making it easier to achieve and less burdensome. By implementing small, measurable steps, students can determine specific time targets to complete each stage, ensuring that each step runs according to schedule. This strategy also gives students a sense of accomplishment every time they complete a section, increasing their motivation to move on to the next stage until the entire problem is solved.

PBL can be used for time management strategies using the Pomodoro technique, which is a time management method by dividing work sessions into short intervals with breaks in between (Berlianti et al., 2024). This technique sets a work duration of 25 minutes followed by a short break of 5 minutes. After completing four Pomodoro sessions, it is usually followed by a longer break, ranging from 15 to 30 minutes. Researchers argue that the application of the Pomodoro Technique supports students in maintaining focus and reducing mental fatigue during the learning process. In addition, this technique can be applied in groups to strengthen teamwork. In addition to Pomodoro, other techniques such as the use of to-do lists, setting realistic deadlines, and

time allocation. A to-do list is a list of tasks that must be completed within a certain period of time, which can be created manually or using a digital application.

Formation of Student Discipline and Independence through Problem Based Learning

According to Susanti & Suwu (2017), PBL utilizes real problems as a learning context that encourages students to learn to think critically and hone problem-solving skills. This learning model can increase students' responsibility in solving problems, while helping them understand the core knowledge and concepts of the subject matter (Mardhani et al., 2022). Solving problems well requires a high level of commitment, where individuals with strong commitment show a great sense of responsibility.

According to (Nurdyansyah & Fahyuni, 2016), Learning independence is characterized by a process in which individuals feel responsible for planning, implementing, and evaluating learning. The problem-based learning (PBL) model contributes positively to the development of high-level thinking skills and students' learning independence. The characteristics of PBL support learning independence through aspects of self-management, motivation to learn (desire for learning), and self-control. Research (Wulandari, 2015) also found a significant positive effect of the application of PBL on students' learning independence. In this study, students' learning independence was measured through several indicators, namely learning initiative, ability to diagnose learning needs, setting learning goals, ability to organize and control the learning process, view difficulties as challenges, and efforts to find and utilize various learning resources.

According to research conducted by Prayogo (2022), the application of the Problem Based Learning (PBL) model in Citizenship Education (PKn) learning on Theme 8 Subtheme 2 for grade II students at SDN Sukodono 03, Jepara Regency, aims to improve student discipline and learning outcomes. Research by Hasannah et al. (2021) shows that the application of the PBL model supported by audiovisual media has proven successful in improving student discipline in each learning cycle, with the percentage of discipline showing a significant increase in each cycle. In Cycle 1, student discipline increased to 39.13% and 60.87%, and reached 100% in Cycle 2. The average initial discipline score, which was at 50.43 and was classified as low, increased to 88.40 in the disciplined category, and reached 96.73 in the very disciplined category in Cycle 2. The learning steps in Cycle 2 succeeded in achieving an average discipline score of 96.73, with 80% of students reaching the very good discipline category, and the percentage of discipline reaching 100%. Based on the data above, it can be concluded that the implementation of the PBL model combined with audiovisual media has succeeded in improving student discipline and learning outcomes in Civics subjects, as evidenced by the increase in the percentage of discipline from Cycle 1 to Cycle 2.

In line with research conducted by (Harmelia and Puspa Djuwita, 2022) regarding the effect of the Problem Based Learning (PBL) model on students' attitudes of independence and learning outcomes. Based on the results of the prerequisite analysis, the t-count value obtained was 1.746 with a significance level of 5%, indicating that the value of $0.020 < 0.05$. This concludes that the application of the PBL model has an effect

on building students' independent attitudes. This is also reinforced by the difference in the average score of the independent attitude questionnaire between the control class and the experimental class. In addition, the analysis of learning outcomes shows that in the pretest, the t-count value was 1.528 with a significance level of 5%, which is 0.058> 0.05. However, in the posttest, the t-count value reached 3.345 with a significance level of 5%, which is 0.001 <0.05. Based on this pretest and posttest data, it can be concluded that the PBL model has a significant influence on student learning outcomes in the classroom.

The Role of Educators in Supporting Student Time Management and Discipline

In the context of the Problem-Based Learning (PBL) process, the educator's strategy in providing good and appropriate guidance is very important to ensure that students can overcome challenges and achieve optimal results. One strategy that can be applied is to provide clear directions regarding the stages of learning, as well as assisting students in setting realistic and measurable goals. Educators are also advised to facilitate group discussions, provide regular feedback, and ask questions that encourage critical thinking in students (Shofiyati et al., 2022). With a collaborative approach, educators can help students understand the problems they face, solve challenges that arise, and develop creative solutions. In addition, educators need to provide time for student self-reflection, which allows them to evaluate progress and improve their strategies in completing tasks (Nuraini, 2019).

The educator's approach to motivating students to remain disciplined and independent in doing tasks can be done by providing positive encouragement and creating an environment that supports independence. Educators can apply a constructive feedback-based approach, namely by recognizing students' efforts, while providing constructive input for improvement (Windari et al., 2021; Suhendar & Rambe, 2023).

The application of strategies that emphasize the importance of planning and time management, such as teaching students how to create a structured schedule or to-do list, is very important to apply to students. The use of intrinsic motivation techniques, such as giving students the opportunity to choose problem topics that suit their interests, can also increase their sense of responsibility and involvement. With this method, students are not only motivated to remain disciplined in completing assignments, but also learn to be more independent in managing their assignments (Windari et al., 2021; Kholil et al., 2024).

Evaluation and Reflection: Measuring the Success of Pancasila Education Learning with Problem Based Learning

In the context of assessing students' time management skills, good evaluation techniques involve the use of formative assessments and rubrics specifically designed to measure students' ability to manage time during problem-based learning. One evaluation technique that can be applied is to conduct direct observation of how students plan, organize, and complete tasks and problem solving. educators can assess how well students utilize the available time, whether they are able to complete tasks on schedule or procrastinate. In addition, providing quizzes or self-reflections after problem solving can also help students to assess their own time management skills, while providing

opportunities for educators to provide feedback on improvements needed. The use of portfolios containing records of steps taken by students, including time planning, prioritizing, and completing tasks can also be applied in assessing students. Portfolios allow educators to assess the development of students' time management skills comprehensively, from initial planning to final evaluation. Students are not only assessed based on the final results, but also the process they go through in managing their time, providing a clearer picture of their abilities in terms of time management and task management (Rahayu, 2024).

The reflection method is the right way for students to understand the process and improve weaknesses in time management, by giving them the opportunity to evaluate the steps they have taken during the learning process (Hidayah, 2017; Sanusi et al., 2024). Students can be directed to write a reflective journal that includes an assessment of how they manage their time, the challenges they face, and the strategies they use to overcome obstacles. This process helps students identify areas for improvement and develop a plan for better time management in the future. In addition, feedback from educators and peers is also very important as a means of continued learning, where educators provide constructive input on students' time management and peers can share experiences and provide different perspectives that enrich students' understanding of how to improve their weaknesses in time management (Hidayah, 2017).

4. CONCLUSION

The application of Problem Based Learning (PBL) in Pancasila Education learning can improve students' time discipline by encouraging their active involvement in problem solving. With the application of PBL, students are faced with real problems that are relevant to everyday life and are asked to find solutions independently or in groups. This process teaches students to manage their time well, because they must meet deadlines at each stage of problem solving. In addition, PBL trains students in planning the steps to be taken, managing task priorities, and collaborating well with their friends. Thus, students not only understand the importance of time discipline in the context of learning, but are also able to apply it in everyday life.

The application of problem-based learning in Pancasila Education learning can not only improve students' time discipline in collecting assignments given by educators, but also has several obstacles. One of them is that students often have difficulty understanding the problems given by educators before they try to solve them during the learning process. This causes students to be unable to complete the tasks given by educators completely. Periodic evaluation with self-reflection techniques and journals can be applied so that students can realize their progress and identify things that need to be improved in time management and task completion. With the application of recording the progress and challenges they face, students can see patterns or habits that hinder or support the effectiveness of their time. This technique also forming discipline and accuracy in completing tasks. In addition, educators are expected to continue to provide time management training to students, one of which is through the Problem Based Learning

learning model using one of the techniques, namely the Pomodoro technique, so that they can manage their time well in completing tasks or problems given by educators.

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