



Application Of Problem Based Learning Model In Civics Learning On Central Government Structure Material In Grade IV Of Pabelan Kartasura State Elementary School

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ABSTRACT

This research is entitled "Application of the Problem Based Learning Model in Civics Learning on Central Government Structure Material Class IV Sdn Pabelan Kartasura" This research aims to analyze the application of the Problem Based Learning (PBL) learning model in Civics Education (PKn) learning on Central Government Structure material in class IV SDN Pabelan, Kartasura. This research is motivated by the need to increase students' active participation and in-depth understanding of abstract material. The PBL model also encourages students to be more active in discussing, working together, and solving problems independently or in groups. The research results show that the application of the PBL model can increase student involvement in the learning process, critical thinking skills, and student learning outcomes. The research methods used are direct observation in class, interviews with teachers, and documentation. The observation results show that Civics learning in class IV at SDN Pabelan 03 has been implemented in accordance with the learning plan prepared. Teachers use lecture, question and answer and group discussion methods to improve students' understanding of the material. Learning evaluation is carried out through written tests and student attitude assessments. Obstacles found included limited time and lack of student involvement in several discussion activities. The conclusion from this observation is that Civics learning at SDN Pabelan 03 has gone well, but innovation is needed in learning methods and media to improve the quality of learning.

Keywords: Civics Learning, Class IV, SDN Pabelan 03, Problem Based Learning, Central Government Structure.

1. INTRODUCTION

The learning system in elementary schools plays a crucial role in shaping students' character and critical thinking skills from an early age. However, challenges often arise in delivering Citizenship Education (PKn) materials, especially on complex topics such as

the structure of the central government. Many fourth-grade students tend to feel bored or struggle to understand this material due to monotonous teaching methods, such as one-way lectures that fail to actively engage students. This underscores the need for innovative teaching methods to enhance students' understanding and participation. This aligns with a national survey result showing that approximately 68% of elementary school teachers believe they need additional training to implement interactive learning models (Jhonson et al., 2023; Suhendar & Rambe, 2023).

The Problem-Based Learning (PBL) approach has been recognized as one of the effective teaching models in developing students' critical thinking skills and conceptual understanding (Saputro, 2021; Suhendar & Halimi, 2023). According to Savery (2015), PBL helps students better grasp the material because they are invited to solve real-world problems relevant to their lives (Tanna et al., 2022; Suhendar et al., 2023). Additionally, this model strengthens student collaboration and boosts their confidence in expressing ideas. Previous research by Barrows (2002) indicated that implementing PBL in social studies subjects, including Citizenship Education, could improve students' conceptual understanding by up to 30% compared to traditional methods (Reed et al., 2020; Dalimunthe et al., 2024). This fact provides a theoretical foundation for further exploration of PBL implementation in Citizenship Education at the elementary school level.

This article aims to explore the effectiveness of the Problem-Based Learning (PBL) model in enhancing the understanding of fourth-grade students regarding the structure of the central government (Alreshidi & Lally, 2024; Suhendar et al., 2024). The research focuses on implementing PBL at SDN Pabelan Kartasura. Specifically, this article seeks to analyze how PBL can help students comprehend the relationships between central government institutions and their functions. Furthermore, this study aims to provide practical recommendations for teachers in adopting PBL to improve the quality of Citizenship Education learning.

Based on the existing social facts and literature, the hypothesis of this study is that implementing the Problem-Based Learning model can significantly improve the understanding of fourth-grade students regarding the structure of the central government. Moreover, PBL is believed to create a more engaging and interactive learning atmosphere, thereby increasing students' motivation to learn Citizenship Education. By proving this hypothesis, the research is expected to make a tangible contribution to improving the quality of Citizenship Education learning in elementary schools.

2. RESEARCH METHODE

This study uses a qualitative approach by combining observation, interviews, and literature reviews to obtain data relevant to the research focus. Qualitative research is a process where the research subjects provide information directly to the researcher or through interactions between the researcher and the subjects (Goundar, 2012). This approach was chosen because it offers an in-depth understanding of the subjects' experiences holistically, rather than treating them as separate variables. The main

objective of this qualitative approach is to comprehensively understand experiences or phenomena within the research context, specifically the implementation of the Problem-Based Learning (PBL) model in Citizenship Education (PKn) learning in grade IV of SDN Pabelan Kartasura.

Data is a critical element in this research, serving as the primary material for analyzing the implementation of PBL in PKn learning. As stated, "Data collection is a crucial part of research," indicating that data collection is an essential part of any research (Karunarathna, 2024). The data in this study were obtained from two sources: primary data and secondary data (Ajayi, 2017).

- **Primary Data:** Primary data were directly collected from the main sources through interviews with the fourth-grade teacher at SDN Pabelan Kartasura and direct observations at the research site. This method enables the researcher to obtain in-depth information regarding the application of the PBL model in the classroom.
- **Secondary Data:** Secondary data were obtained from literature searches, including articles, books, and other relevant documents. This data provides the theoretical framework and literature support for analyzing the research findings.

Data analysis was conducted using a qualitative approach, involving a systematic process in managing field research results, interviews, and documentation. As explained, qualitative data analysis is the process of organizing and grouping data to produce information that is easily understood (Abdussamad, 2021). In this study, the data analysis was conducted in three stages:

- 1) **Data Reduction:** Data obtained from interviews and observations were reduced by selecting relevant information according to the research focus.
- 2) **Data Presentation (Display Data):** The reduced data were organized and explained in a narrative format to facilitate the analysis and decision-making process.
- 3) **Conclusion Drawing and Verification:** The final results were re-analyzed to ensure the accuracy of the findings, then concluded in the context of implementing the PBL model at SDN Pabelan Kartasura.

This method provides a systematic approach to understanding the effectiveness of PBL in improving students' understanding of the structure of the central government.

3. RESULT AND ANALYSIS

The Role of Teachers in the Problem Based Learning Model at SDN Pabelan 03

The learning model implemented in the lesson planning at SDN Pabelan 03 is Problem-Based Learning (PBL). PBL is a learning approach designed based on solving contextual problems that require an investigative process to find solutions (Hendriana in Meilasari, 2018). This approach aims to train students to learn independently and think critically. Demonstrated that implementing the PBL model positively impacts students' critical thinking skills. In the PBL process, learning is focused on solving specific problems so that students not only understand related concepts but also learn the scientific methods

used to solve these problems. The primary goal of this model is to develop cognitive skills and problem-solving abilities rationally, systematically, and comprehensively.

The problem-based learning process can run effectively if all learning tools, such as problem scenarios and supporting materials, are well-prepared. Furthermore, students must understand the stages of PBL and form small groups to support collaborative learning. The syntax of PBL involves several stages. First, teachers present an initial problem designed to stimulate students' curiosity. Next, students engage in small group discussions under the guidance of the teacher, who provides probing questions to direct the discussion. Teachers also provide the necessary resources to help students understand the problem more deeply. Finally, students present the solutions they have designed, incorporating relevant scientific concepts.

The role of teachers in implementing PBL at SDN Pabelan 03 has been adjusted to meet the needs of elementary school students. Teachers hold the primary responsibility of creating engaging and relevant learning activities appropriate to the students' level of understanding. The teacher's role includes several key aspects.

As learning designers, teachers are responsible for creating authentic problems relevant to students' lives and their level of comprehension. As facilitators, teachers guide students through every stage of PBL, from presenting the initial problem and facilitating group discussions to providing the necessary resources. Teachers also pose probing questions to encourage students to think critically. Furthermore, as motivators and classroom managers, teachers create a positive and engaging learning environment by encouraging students to express their opinions. Teachers provide recognition in the form of praise or other forms of appreciation for students' creative ideas. They also manage time and group interactions to ensure effective learning. As evaluators, teachers assess the learning process and outcomes by observing students' involvement during discussions and problem-solving activities. Teachers provide constructive feedback to student groups and evaluate the final solutions produced, both individually and in groups. Assessments are conducted using rubrics that include cognitive, affective, and psychomotor aspects.

After the learning process is completed, teachers help students relate the solutions they find to real-world applications. For instance, students implemented a solution for waste management by initiating recycling activities at school. Through this approach, teachers at SDN Pabelan 03 successfully supported students in learning through experience, developing critical thinking skills, and becoming more independent in problem-solving. The implementation of the PBL model has proven its effectiveness in improving students' learning outcomes, particularly in Citizenship Education.

Supporting factors in the Problem Based Learning Model at SDN Pabelan 03

Based on the study of documents obtained, learning planning at SDN Pabelan 03 is as follows;

At SDN Pabelan 03, the Merdeka Curriculum has been used in its learning activities. Things contained in the learning plan include:

a) Teaching Modules

The teaching modules in learning Pancasila and Citizenship Education for grade 4 at SDN Pabelan 03 are obtained from the KKG so that the teaching modules from one school to another are similar. The teaching modules are guided by the center which are adjusted based on the needs of the school. The teaching modules contain various components such as learning objectives, learning achievements, time allocation, facilities and infrastructure, learning models and methods, and learning activity steps using the independent curriculum structure.

a. Learning Objectives

The learning objectives of this module are that students can analyze the composition of the highest to the lowest heads of government in Indonesia from the president to the head of the household through group discussions and explanations from the teacher.

b. Learning Outcomes

The learning outcomes of this module are based on the learning achievements of class IV Phase B, namely, students can also recognize the home environment, school, residential environment (RT/RW/village/sub-district and district) as an inseparable part of the territory of the Republic of Indonesia.

c. Time Allocation

The time allocation for learning activities is 2 x 35 minutes or 70 minutes.

d. Facilities and Infrastructure

In learning, teachers use facilities and infrastructure in the form of Student LKS books or learning modules with the book "Pancasila Education" for class 4 SD/MI volume 4A published by CV Hasan Pratama and compiled by Anisa Arum Padmawati, Yusuf Nunung Arifin, and Ayu Sinta Kusri, whiteboards, and notebooks.

e. Learning Model

In learning using the problem based learning or PBL learning model which consists of four steps, namely orientation to the problem, organization in learning, guidance of investigation in groups, and development and presentation of work results.

f. Learning Method

The method used is the lecture method and group discussion.

g. Learning Activity Steps

In learning activities there are steps in the form of introduction, core material, and closing.

Implementation of learning activities: Learning at SDN Pabelan 03 begins with a series of positive activities such as Friday Blessings, mutual cooperation, and procurement of alms aimed at instilling religious, social, and caring values. The core learning activities begin with a joint prayer, followed by Ice breaking to create a cheerful atmosphere. After being divided into several groups, students are given the task of studying the structure of government from the RT level to the President. Each group is asked to make a sketch

and present the results of their discussion. Through this activity, students not only understand the theory, but also practice communication and cooperation skills. The learning process ends with a joint reflection and homework assignments to strengthen students' understanding.

Table 1. Aspects in the Implementation of Learning Activities at SDN Pabelan 3

Aspect	Observation Results at SDN Pabelan 3
Method	Group discussions, lectures, presentations
Interaction	Q&A, group discussions, assignments.
Media	Module books, whiteboards, worksheets
Class Management	Ice breaking, feedback, learning atmosphere is still not organized) There are some children who are noisy by themselves)

1. **Learning Method:** Learning in this class adopts a fairly traditional learning method, namely group discussions, presentations and lectures. The implementation of the learning method went well.
2. **Teacher-Student Interaction:** The interaction that occurred was dominated by questions and answers, group discussions, and assignments. This shows an effort to actively involve students in the learning process, but the interaction here is seen that children often ask questions due to a lack of understanding of the tasks given.
3. **Use of Media:** The learning media used are still relatively simple, namely module books and whiteboards, notebooks, markers. However, the use of LKS (Student Worksheets) shows an effort to provide more structured learning activities for students.
4. **Class Management:** To maintain class order, this school uses Ice breaking and provides feedback to students. This is a good effort to create a conducive learning atmosphere, but from these efforts based on direct observation, teachers still cannot control the students to sit quietly.

Challenge

Teachers must face many problems and several obstacles that occur during classroom learning. This is a challenge that must be faced by teachers, whether it is a problem of facilities, students, and the ability of the educators themselves. Obstacles and challenges in implementing offline learning. Through observation and interviews, the obstacles and challenges faced by SD Negeri Pabelan 03 were as follows:

1. Lack of Student Activity

Students tend to be inactive in group discussions, Students appear indifferent in group discussions because they tend to rely on one or two of the most active friends. This makes them less involved in the process of thinking together. Because only a few students are dominant in the discussion, other students tend

to be passive and prefer to observe rather than actively participate. This happens because most students do not understand the assignment instructions given by the teacher. The dynamics of the group that has been formed also look unbalanced because only one student is active.

2. Lack of Time Efficiency

The large number of complex materials that need to be taught in detail and the differences in student characteristics make teachers have to work extra in learning. This causes the time needed for learning to increase while the time limit for learning is limited. Teachers must understand the character of the students and adjust it along with how to teach the material that is likely to make students understand in a limited time. Added to this, some students are not yet able to read while in this curriculum students are required to be able to read, especially on questions.

3. Inadequate Digital Facilities

Limited facilities such as LCDs, computers, or projectors. Making the media that is more widely used is LKS books, this happens because schools may not have enough budget to buy or develop innovative learning media, such as visual aids, educational software, or interactive technology. Teachers may also not receive adequate training on the use of technology and creative learning media. Without sufficient knowledge and skills, teachers tend to use conventional teaching methods.

4. Teacher Mastery of Material

Teachers deliver material using lecture methods and makeshift media so that learning seems monotonous. Material delivered by teachers without visual support, such as pictures, graphs, or props, can be difficult to understand. Students have limitations in their ability to pay attention and absorb information for a long period of time. If the teacher's explanation is too long without pauses or variations, students' attention can be disturbed.

5. Differences in Student Characteristics

In one class, there are many children's characters. One of them is the presence of ABK students who are not yet able to read fluently, which causes them to have difficulty in following lessons and understanding assignments given by the teacher, resulting in delays in mastering the material. The inability to read of ABK students is a major obstacle in their learning process, so they often find it difficult to complete assignments that require good reading skills.

These challenges are the main challenges faced by the homeroom teacher of grade 4 of SDN Pabelan 3. It can be concluded that the lack of student activity, lack of time efficiency, inadequate digital facilities, lack of teacher mastery of the material, and differences in student characteristics are challenges and obstacles faced by the homeroom teacher of grade 4 of SDN Pabelan 3 in learning Civic Education, especially in the material on government structure.

Usable Solutions

Based on various literature obtained by researchers, there are several solutions that can be used as references for solving problems from existing challenges, namely as follows:

1) Applying a Variety of Learning Methods

In overcoming the lack of student activity and time efficiency, the application of a variety of learning methods can be used as a reference for solutions to these problems. Learning methods to meet the various learning styles of students. Teachers can use learning methods that involve physical activity for kinesthetic students, such as experiments and simulations, and provide material in the form of interactive visuals and concept mapping for spatial students. The application of project-based learning strategies can also accommodate various learning styles by involving collaborative activities and independent exploration. Teachers can also use various variations of Ice Breakers so that students don't get bored. (Nugraha, 2023).

2) Application of Differentiated Learning

In overcoming differences in student characteristics and time efficiency, teachers can apply differentiated learning. Differentiated learning involves providing a variety of learning activities that accommodate various learning styles of students, from visual, auditory, to kinesthetic. The use of various learning media such as images, videos, games, and direct practice can help meet the learning needs of each student (Marlina, 2019). Differentiated learning is effective to apply in learning. Differentiated learning has a positive impact on learning, both from the learning process to learning outcomes. Differentiated learning can cause positive impacts in the form of increased motivation, participation, self-confidence, understanding of the material, concentration in learning, and improving student achievement in academics (Nahdiah, 2024)

3) Improving Teacher Skills

In order for teachers to master the material more dynamically, it is necessary to provide training to teachers on how to manage diversity in the classroom, including inclusive and adaptive teaching techniques, which can help them be more effective in dealing with student diversity. Encouraging collaboration between teachers to share strategies and experiences in dealing with student diversity can also create best practices across schools (Handiyani and Muhtar, 2022).

4) Submission of Proposals Regarding Facilities

For solutions in the form of digital facilities that do not exist, teachers can submit proposals. Teachers can make proposals to the government to add books and provide other facilities, through school procurement or cooperation with external parties such as social institutions or companies (Wibowo, 2023). With a well-prepared proposal, teachers can convince related parties of the importance of the existence of projectors in improving the quality of learning. The positive impacts are also very real, ranging from increasing student interest

in learning, more interesting visualization of materials, to opening up opportunities for students to learn with more varied methods. In addition, the use of technology such as projectors and LCDs can also support inclusion efforts, where students with various learning styles can be accommodated well. These solutions can be applied to overcome the obstacles and challenges that exist in learning Civics for grade 4 at SDN Pabelan 3, namely the lack of student activity, lack of time efficiency, inadequate digital facilities, lack of teacher mastery of the material, and differences in student characteristics

4. CONCLUSION

The application of the Problem Based Learning (PBL) learning model in Citizenship Education (PKn) learning on the Central Government Structure material in class IV of SDN Pabelan Kartasura showed positive results. The PBL model is able to improve students' understanding of the material through a problem-based approach that actively involves students in the learning process. With this model, students not only gain knowledge, but also develop critical thinking, cooperation, and problem-solving skills. In addition, the learning atmosphere becomes more interesting and interactive, so that it can increase students' learning motivation. The results of this study recommend the application of PBL as an alternative effective learning model to improve the quality of education, especially in PKn learning in elementary schools.

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