

The Influence of the Problem Based Learning Model on Student Learning Outcomes in the Pancasila Education Subject on the Material of My Rights and Obligations in Class III of SDN Banjar Sawah II Probolinggo

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Abstract

This study aims to determine the effect of the Problem Based Learning (PBL) learning model on student learning outcomes in the Pancasila Education subject on the material of my rights and obligations in grade III of SDN Banjarsawah II Probolinggo. This study was motivated by the low learning outcomes of students, most of whom have not reached the Minimum Completion Criteria (KKM). The study used a quantitative experimental method with a pre-experimental design of one group pretest-posttest design. The population and sample of the study were all 23 grade III students of SDN Banjarsawah II Probolinggo. Data collection techniques used tests, observations, and documentation. The research instrument was in the form of 20 multiple-choice questions given in the form of a pretest and posttest. The validity test was carried out through expert judgment while the reliability test obtained a Cronbach's Alpha value of 0.676 so that the instrument was declared reliable. Data analysis was carried out using the Shapiro-Wilk normality test and the paired sample t-test. The results of the study showed that the significance value (2-tailed) was $0.000 < 0.05$ and the calculated t value was $16.799 > t$ table of 2.025. The average pretest value of 43.47 increased to 78.69 in the posttest. Thus, it can be concluded that the Problem Based Learning (PBL) learning model has a significant effect on student learning outcomes in the Pancasila Education subject on the material of my rights and obligations in class III of SDN Banjarsawah II Probolinggo.

Keywords

Problem Based Learning; Learning Outcomes; Pancasila Education



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INTRODUCTION

Modern developments have had a significant impact on the world of education. Education plays a crucial role in shaping character and improving the quality of human resources. As educators, teachers are required to create effective learning environments so that students achieve optimal learning outcomes. Learning success is greatly influenced by the learning models used by teachers in the teaching and learning process. The Independent Curriculum emphasizes 21st-century learning,

oriented toward developing the 4C competencies: critical thinking, collaboration, creativity, and communication (Andari, 2022).

However, in reality, many learning processes still use conventional methods such as lectures, so students tend to be passive and less actively involved in learning. Based on the results of observations and interviews with third-grade teachers at SDN Banjarsawah II Probolinggo, it was found that student learning outcomes in the Pancasila Education subject are still low. Most students have not achieved the Minimum Completion Criteria (KKM) score of 75. Teachers still use less varied learning methods, so students are less motivated to learn. One learning model that can be used to improve student learning outcomes is Problem-Based Learning (PBL).

This learning model emphasizes solving real problems so that students can think critically, actively discuss, and work together in groups (Rahman & Ramli, 2024). Problem-Based Learning can also improve higher-order thinking skills and help students understand the material more deeply Sasmita & Harjono (2021). The Problem Based Learning model is a learning model that exposes students to contextual problems, encouraging them to learn actively. Furthermore, Problem Based Learning is characterized by being student-centered, emphasizing collaboration, communication, and solving real-world problems (Ningrum et al., 2025).

Previous research conducted by Erita, (2017) The results showed that the Problem Based Learning model had an effect on student learning outcomes in the Pancasila Education subject. The results showed a significance value of $0.001 < 0.05$, indicating that the use of the PBL model had an effect on student learning outcomes. Based on this description, this study aims to determine the effect of the Problem Based Learning model on student learning outcomes in the Pancasila Education subject on the material of my rights and obligations in class III of SDN Banjarsawah II Probolinggo.

METHODS

This study employed a quantitative experimental research method with pre-experimental specifications. The research design used was a one-group pretest-posttest design. The study was conducted on one group without a control group. The research design can be described as follows:

<i>O</i> Pretest	<i>X</i> Treatment	<i>O</i> Posttest
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Information:

O1 : Initial test before treatment (Pretest)

X : Treatment (Treatment Using PBL Learning Model)

O2 : Final test after treatment (Posttest)

The study was conducted at SDN Banjarsawah II Probolinggo in the odd semester of the 2025/2026 academic year. The population was all 23 third-grade students, consisting of 11 boys and 12 girls. Purposive sampling was used as the sampling technique, thus all third-grade students were included in the study sample.

The data collection techniques used included tests, observation, and documentation. The test instrument consisted of 20 multiple-choice questions used as pretests and posttests. Observations were used to determine the implementation of learning using the PBL model, while documentation was used to obtain supporting data for the research. Before use, the research instrument was tested for validity and reliability. The validity test was conducted through expert judgment by a Pancasila Education expert lecturer. The results of the reliability test showed a Cronbach's Alpha value of 0.676, thus the instrument was declared reliable. The data analysis technique used the Shapiro-Wilk normality test and the paired sample t-test with the help of statistical software. The basis for decision making in the hypothesis test is that if the significance value is <0.05 , then H_0 is rejected and H_a is accepted.

FINDINGS AND DISCUSSION

The results of the study showed that the implementation of the Problem-Based Learning model had an impact on student learning outcomes. Before the treatment, students' average pretest score was 43.47. After the implementation of the Problem-Based Learning model, the average posttest score increased to 78.69.

Reliability Test Results

Table 1. Reliability Test Results

Cronbach's Alpha	N of Items
.676	20

The reliability test results showed a Cronbach's Alpha value of 0.676 for the 20 items. This indicates that the internal consistency of these items is in the fairly good category.

Hypothesis Test Results

Table 2. Paired Sample t-Test Results

Sig. (2-tailed)	t count	t table
0,000	16,799	2,025

Based on the results of the paired sample t-test, a significance value of $0.000 < 0.05$ was obtained and the calculated t value was $16.799 > t$ table of 2.025. This indicates that H_0 is rejected and H_a is accepted, so there is an influence of the Problem Based Learning model on

student learning outcomes. The improvement in student learning outcomes shows that the Problem Based Learning model is able to create more active and meaningful learning. Students are directly involved in the problem-solving process so they are able to understand the material better. In addition, students become more active in discussing, working together, and daring to express opinions. The results of this study are in line with previous studies which show that the Problem Based Learning model is effective in improving student learning outcomes. Problem Based Learning helps students develop critical thinking and problem-solving skills related to everyday life. The results of the study showed that the implementation of the Problem-Based Learning model had an impact on student learning outcomes. Before the treatment, students' average pretest score was 43.47. After the implementation of the Problem-Based Learning model, the average posttest score increased to 78.69.

Reliability Test Results

Based on the results of the paired sample t-test, a significance value of $0.000 < 0.05$ was obtained and the calculated t value was $16.799 > t$ table of 2.025. This indicates that H_0 is rejected and H_a is accepted, so there is an influence of the Problem Based Learning learning model on student learning outcomes.

Improving Student Learning Outcomes

Improved student learning outcomes demonstrate that the Problem-Based Learning model is capable of creating more active and meaningful learning. Students are directly involved in the problem-solving process, enabling them to better understand the material. Furthermore, students become more active in discussions, collaborate, and express their opinions. These findings align with previous research showing that the Problem-Based Learning model is effective in improving student learning outcomes. Problem-Based Learning helps students develop critical thinking and problem-solving skills related to everyday life.

Increase in Pretest to Posttest Scores

Based on the research data, there was a significant increase in students' average scores from pretest to posttest, amounting to 35.22 points (from 43.47 to 78.69). This increase indicates that the Problem-Based Learning model was able to improve students' understanding of rights and obligations by 81.02%. This indicates that students who previously had a low understanding of their rights and obligations as citizens, after participating in the Problem-Based Learning model, gained a better understanding and were able to apply these concepts in everyday life contexts.

Implications of the Problem Based Learning Model in Pancasila Education Learning

The application of the Problem-Based Learning model in Pancasila Education, specifically on "My Rights and Obligations," has positive implications for third-grade elementary school students. In this lesson, students are presented with problems related to rights and obligations within the school, home, and community. Through group discussions, students are able to identify their rights and obligations and how to exercise them. This

approach allows students to not only memorize concepts but also internalize Pancasila values through concrete learning experiences relevant to their real lives.

Student Involvement in Learning

One factor supporting improved student learning outcomes is a high level of student engagement during the learning process. In the Problem-Based Learning model, students act as active learners, attempting to solve problems with teacher guidance. Third-grade students at SDN Banjar Sawah II demonstrated high enthusiasm when working in groups to discuss various situations related to rights and obligations. This active engagement encouraged students to pay closer attention to the material being studied, thus deepening and sustaining their understanding of the concepts of rights and obligations.

Although the results show a significant effect, this study has several limitations. The study was conducted over a relatively short period of time and involved only one class at SDN Banjar Sawah II Probolinggo. Therefore, the results cannot be broadly generalized. Furthermore, this study only measured the cognitive aspect of student learning outcomes, while the affective and psychomotor aspects were not measured in depth. For future research, it is recommended to conduct research with a wider sample size and a longer period of time, as well as measuring the affective and psychomotor aspects of students in Pancasila Education learning using the Problem-Based Learning model.

Discussion

The Influence of Problem Based Learning Model on Student Learning Outcomes

The results of the study indicate that the application of the Problem Based Learning (PBL) learning model has a significant influence on the learning outcomes of grade III students of SDN Banjar Sawah II Probolinggo in the Pancasila Education subject on the material of my rights and obligations. This is proven through the paired sample t-test which obtained a significance value of $0.000 < 0.05$ and a calculated t value of $16.799 > t$ table of 2.025. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means there is a significant influence between the Problem Based Learning learning model on student learning outcomes.

Theoretically, this finding aligns with the constructivist theory proposed by Jean Piaget and Lev Vygotsky. Piaget (1952) argued that knowledge cannot simply be transferred from teacher to student but must be constructed by students themselves through interactions with their environment (Piaget, 1952). The PBL model encourages students to actively construct their own knowledge through authentic problem-solving processes. In learning about my rights and obligations, students not only passively receive information but are directly involved in analyzing and solving problems related to their rights and obligations in everyday life.

In addition, Vygotsky (1978) in his Zone of Proximal Development (ZPD) theory explains that effective learning occurs when students are in their developmental zone, namely when students are able to complete tasks with the help of adults or more capable peers. In the implementation of PBL, students work in groups to solve problems, resulting in social interactions that allow students to help each other and share understanding (Irshad et al., 2021; Smagorinsky, 2018). This is in accordance with the concept of scaffolding proposed by Vygotsky, where teachers provide the necessary assistance to help students achieve higher levels of understanding.

Increase in Average Score from Pretest to Posttest

Research data shows a significant increase in the average score, from 43.47 in the pretest to 78.69 in the posttest, representing a difference of 35.22 points, equivalent to 81.02%. This improvement indicates that students who previously had a poor understanding of their rights and obligations improved their understanding and application of these concepts after participating in PBL learning. This improvement can be explained through David Ausubel's (1963) theory of meaningful learning. Ausubel argued that learning will be meaningful if the material being studied is logically connected to students' existing knowledge (Agra et al., 2019; Ausubel, 2012). In PBL, the problems presented are designed based on students' real-life contexts, allowing students to connect new knowledge about rights and obligations to their everyday experiences. For example, issues regarding students' rights to a decent education and their obligation to respect teachers are familiar situations for third-grade elementary school students, making learning more meaningful and easier to understand.

Furthermore, Jerome Bruner (1966) emphasized the importance of discovery learning in his learning theory, where students are given the opportunity to discover concepts and principles for themselves through active experience (Bruner et al., 1966). The PBL model aligns with Bruner's theory because students are challenged to discover their own understanding of rights and obligations through exploration, analysis, and discussion. Bruner also argued that learning through discovery leads to deeper understanding, better transfer, and longer retention than learning through passive reception.

CONCLUSION

Based on the research results, it can be concluded that the Problem Based Learning (PBL) learning model has a significant effect on student learning outcomes in the Pancasila Education subject on the material of my rights and obligations in

grade III of SDN Banjarsawah II Probolinggo. This is evidenced by a significance value of $0.000 < 0.05$ and a calculated t value of $16.799 > t$ table of 2.025 . The average student score increased from 43.47 in the pretest to 78.69 in the posttest. The Problem Based Learning learning model can be used as an alternative learning model to improve student learning outcomes because it is able to create active, critical, and meaningful learning. Further research is expected to develop the use of the Problem Based Learning model in different materials and levels of education.

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