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## **PROBLEM BASED LEARNING (PBL) LEARNING MODEL TO IMPROVE CIVIC EDUCATION (PKn) LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS**

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### **Abstract**

The main problem in this study is the learning model that tends to make students bored which affects low student learning outcomes. One way to improve student learning outcomes is by using the Problem Based Learning learning model. The problem-based learning model is one of the innovative learning models that can provide active learning conditions. In the world of education, improving students' critical thinking skills is needed to provide a learning process that influences student knowledge. This applies to the PKn learning process in elementary schools which has an influence on improving students' critical thinking skills. This study aims to determine the application of improving the Problem Based Learning (PBL) learning model to the PKn learning outcomes of elementary school students. The method used in this study is a literature review with the method of collecting library data, and managing studies sourced from books or journals that have been previously analyzed. The results of the study found that the level of critical thinking of students increased after the application of the problem based learning model. This is evidenced by student activity, diverse discussion results, and more interaction between students. Students have new experiences after the application of problem based learning, especially in solving problems in the real world.

**Keywords :** Problem based learning model, Learning outcomes, PKn

### **Introduction**

Education is a process with certain models so that someone gains knowledge, understanding, and ways of behaving according to needs. The purpose of education is basically to form quality human resources, as stated in the 1945 Constitution article 31 paragraph 3 that the government strives for and organizes a national education system, which increases faith and piety and noble morals in order to educate the life of the nation, which is regulated by law. This is also stated in Law Number: 20 of 2003 Chapter II Article 3 National education functions to develop abilities and form the character and civilization of a dignified nation, aiming to develop the potential of students to become humans who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In order to achieve these educational goals, it is necessary to improve the quality of education. Things that can be done to improve the quality of education include improving the quality of teachers, improving the curriculum, education system, even the process of teaching and learning activities in schools both in and outside the classroom. The learning process itself is a process of interaction between students and teachers which includes human elements, materials, facilities, equipment and procedures that influence each other in achieving learning goals. In the learning process, teachers have a very important role in the success of achieving learning objectives. Teachers are not only required to master the field of study that will be taught, but must also master and be able to teach knowledge and skills to students. The teaching and learning process should be a relationship that is educational and developing. Creative, professional and fun teachers must have several concepts and ways to boost the quality of learning.

Learning will run well when teachers have responsibilities in the learning, for example making innovations in the use of learning models that allow students to learn optimally and develop their abilities. Learning is basically a mental process and a thinking process by utilizing all the potential of each individual optimally to obtain a change in behavior as a whole, as a result of the individual's own experience in interacting with the environment.

In the learning process, the process of transformation of knowledge and values occurs. When the learning process takes place, there is interaction between teachers and students that allows teachers to recognize the characteristics and potential of students. Likewise, during learning, students have the opportunity to develop their potential so that this potential can be optimized. Therefore, education is no longer providing stimulus but an effort to develop the potential that is owned. Knowledge is not given, but is built by students (Sanjaya, 2009). To be able to recognize and develop student potential, of course, the learning process needs to be active. Learning is no longer centered on the teacher but centered on the student and the teacher is only a facilitator and guide. Thus, students have ample opportunity to develop their abilities such as expressing opinions, thinking critically, conveying ideas or concepts and so on. Active learning is very much needed by students to get maximum results. When students are passive, or only receive from the teacher, there is a tendency to forget what the teacher has given (Zaini, 2008). Thus, every knowledge possessed by students will last longer because the truth is obtained by the students themselves. However, the current condition is that the position and function of teachers in learning activities tend to dominate and student activity is very low. This is as Cheong's statement quoted by Majed Saleem Aziz et al. That There is a weakness of the traditional science teaching method, under it that teacher-centered learning assumes that all learners take in recent material at a like speed and have like degree of knowledge in the topic being taught. A teacher guides the students and offers them new information. The focus of teaching is on the transmission of knowledge from the expert teacher to the novice learner (Aziz, Zain, Samsudin, & Saleh, 2014). Teachers do not think enough about developing the learning process, only focusing on pursuing material and being busy with things outside of learning. With these conditions, students learn only by memorizing material, the knowledge gained is only from the teacher, the learning atmosphere becomes very boring and students' thinking skills do not develop optimally so that learning outcomes are less than satisfactory.

Civic Education is a social education. Because Civic Education contains many moral values that can guide students to become good Indonesian citizens. Udin S. Winata Putra (in Ruminati, 2007: 1.25) argues that "A good citizen is a citizen who knows and realizes and carries out his rights and obligations as a citizen". Therefore, if students are serious about studying Civic Education, then more or less students will understand their rights and obligations as citizens, so that students are created who are moral and have good character in accordance with the expectations of the goals of national education. In order for the goals of national education to be achieved optimally, many factors must be considered, one of which is the success of learning. The success of learning is the starting point for achieving the goals of national education. However, in reality, the results of learning Civic Education students are still not optimal. According to Syaiful Bahrul Djamarah and Aswan Zain (2002: 123) stated that, factors that influence student learning outcomes can be seen from important components in the learning process, namely teacher ability, student ability, media, evaluation tools, learning materials, and learning activities. The prominent component that often causes low student learning outcomes is the implementation of learning activities. This is partly due to teachers who are less creative in varying the learning models used, their learning is still conventional and monotonous so that students quickly get bored. Based on Piaget's opinion, elementary school children are at the concrete operational stage. This means that "Children's thought patterns move from concrete or real things, namely those that can be seen, touched, felt, heard, or smelled" (Surya, 2002: 1.34). Therefore, learning is needed that is truly the world of children, namely always involving the child's environment. For this reason, so that problems in Civic Education learning activities can be resolved, various learning models are used that involve the surrounding environment as a source of learning.

### Research Methodology

The method in this study uses a literature review method where writing is combined with library data collection methods, namely reading, recording, and managing studies sourced from books or journals that have been previously analyzed. The purpose of writing this article is to collect a descriptive picture of the application of the Problem Based Learning (PBL) model to Citizenship Education.

### Result & Discussion

Problem based learning (PBL) learning model to improve the learning outcomes of elementary school students in Citizenship Education (PKn) is a study that aims to see whether there is an influence of the problem based

learning (PBL) strategy on improving the learning outcomes of elementary school students in Citizenship Education (PKn). This study is based on the low learning outcomes of elementary school students in Civics. Students' civics learning outcomes need to be improved because it is also remembered that schools are a means where education and students' understanding and skills in citizenship must be fostered properly (Geboers, et al., 2015). Education has a role in improving the quality of life that will contribute to themselves, the nation and the state, such as education will lead students to make a change (Idris, et al., 2012). This teaching or educational activity must be able to make students develop cognitive abilities, abilities in socializing and experience emotional changes (Ezquerro, et al., 2014). Good civics learning is by making students active in learning. Student activity can be spurred through blending with the student's residential environment in order to see problems that arise in the student's environment, in other words, civics is oriented towards problems in the community (Saylor, 2016).

Research in the US shows that there is a gap between students' knowledge and skills in civics learning so that research to improve knowledge with critical or problem-based learning models needs to be carried out on students (Zohar & Cohen, 2016). The problem in civics learning is the large amount of learning with memorization techniques and student involvement and activity in learning is very low (Skubal, 2016). The Problem Based Learning learning model is a model that is suitable for spurring students to think critically and actively with real-world problems (Rusman, 2011). Civics is an important education for the development of students' critical thinking, activeness and involvement in their social life (Willemse, et al., 2015). Civics is also an education that refers to knowledge, skills, and has the goal of forming students to be skilled, have good values, and attitudes and in learning activities become interesting, critical and participatory (Nogueira, f., & moreira, 2012). Civics must use methods that can improve students' way of thinking to be more critical (Ahrari, et al., 2016). So in learning Civics must use the right strategy. Problem Based Learning (PBL) is a learning where students are more active in learning by solving real-world problems in groups, because the purpose of PBL is to make students think critically and learn independently (İnel & Balım, 2013). The PBL learning model integrates various concepts and skills from various disciplines in learning materials and requires students to be active in problem solving (Komalasari, 2013). Learning using the PBL strategy can improve student learning outcomes and student skills (Gurses, et al., 2015).

## Conclusion

Based on the results and discussions above, it can be concluded that the problem based learning model can train students' critical thinking skills, through the activity of displaying images and videos of problems related to the material, through discussion and presentation activities. Students can exchange opinions to complete assignments. In addition, the application of the problem based learning model can increase students' interest in learning, because there is variation in learning. The application of the problem based learning model has been proven to improve the critical thinking skills of elementary school students, especially in Civics subjects. This model can be a solution for conventional learning that only focuses on teachers into learning that involves active student participation, so that students' abilities and skills can improve.

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