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Research Article

# Problem-Based Learning in Civics Education (PKN): A Classroom Action Research in Indonesia

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**ABSTRACT**
*This study investigates the effectiveness of the Problem-Based Learning (PBL) model in improving learning outcomes in Civics Education (PKn) for Grade II students at SDS Islam An-Nuriyah. Conducted as Classroom Action Research (CAR) using the Kemmis & McTaggart model, the study was carried out in three stages: pre-cycle, Cycle I, and Cycle II. The data were collected through observation, field notes, tests, and documentation and analyzed descriptively using percentages to measure student progress. The pre-cycle results revealed that only 68.8% of students met the Minimum Completion Criteria (KKM), indicating a need for intervention. After implementing PBL in Cycle I, student learning outcomes improved, with 78.13% of students meeting the KKM. Adjustments were made for Cycle II, including refining teaching techniques and incorporating additional learning media. By the end of Cycle II, 96.88% of students met the KKM, reflecting significant progress in understanding the concepts of deliberation, collaboration, and critical thinking. This study demonstrates that the PBL model fosters active participation, collaborative learning, and critical problem-solving among primary school students, leading to improved academic performance. The findings suggest that PBL can serve as an innovative approach to enhance engagement and achievement in primary education. Future studies are recommended to explore its long-term impact on civic competence and its application across diverse educational settings.*

***Keywords:*** *Civics Education (PKN); Classroom Action Research (CAR); Problem Based Learning Model.*

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## 1. Introduction

Civic Education (PKn) is a core subject taught at all levels of primary and secondary education in Indonesia, aimed at shaping students into intelligent, skilled, and character-driven citizens aligned with Pancasila and the 1945 Constitution (Yuliana et al., 2021; Zulfikar & Dewi, 2021). As mandated by Minister of National Education Regulation No. 22 of 2006, PKn enhances students' awareness of their rights and responsibilities as citizens and strengthens national identity and integrity (Zulfikar & Dewi, 2021). Beyond knowledge acquisition, PKn focuses on character development, with innovative teaching models like the Jigsaw method shown to improve learning engagement and outcomes while fostering positive character traits (Suhaida & Fadillah, 2019; SYUKRIATI, 2022). Consistent with the national education goals of promoting integrity and good behavior, PKn also prepares young generations to adapt and contribute positively to a rapidly globalizing world (Nugraha et al., 2022; Hakim, 2020). Therefore, educators must continue to develop effective teaching methods to optimize the objectives of PKn (Annisa, 2024; Zulfikar & Dewi, 2021).

The significance of Civic Education (PKn) lies in its ability to integrate religious, socio-cultural, and ethnic aspects, fostering harmony amidst diversity and shaping students into tolerant and responsible individuals (Lubis, 2023; Hasni et al., 2021). PKn also develops students' social skills, such as communication, collaboration, and conflict resolution (Jannah et al., 2021; Malinauskienė, 2023). Emphasizing multicultural values and inclusion is essential to help students appreciate societal differences (Ningsih et al., 2022; Sarnita, 2023). However, PKn implementation often falls short due to insufficient teacher training and limited resources for inclusive education (Sarnita, 2023; Rambe, 2024). Addressing these challenges requires strategies to enhance multicultural education, improve teacher quality, and foster community involvement (Sarnita, 2023; Ningsih et al., 2022). Collaboration among stakeholders is vital to create learning environments that promote diversity, tolerance, and inclusion, ensuring educational goals are achieved (Jannah et al., 2021; Rambe, 2024).

The topic of deliberation is one of the essential subjects in Citizenship Education, particularly at the primary education level, as it not only teaches students how to make collective decisions but also instills values such as democracy, tolerance, and respect for others' opinions. In the educational context, effective teaching on deliberation can help students understand the importance of these values in everyday life (Elita, 2024; Sari, 2024). However, at SDS Islam An-Nuriyah, student learning outcomes on this topic remain inadequate. Out of a total of 32 students, 10 have not achieved the Minimum Competency Criteria (Kriteria Ketuntasan Minimal or KKM). Research indicates that many students face difficulties in understanding the values of tolerance and deliberation, which may be attributed to inappropriate teaching approaches or the insufficient integration of these values into the curriculum (Nugroho & Nurdin, 2021; Nursakinah, 2022). For example, effective teaching can enhance students' active participation, which in turn strengthens their understanding of the concept of deliberation (Apriliani, 2024). Therefore, it is crucial for educators to adopt more interactive and collaborative teaching methods, enabling students to better comprehend and apply the concept of deliberation in their daily lives. Evaluating and improving teaching methods, including developing a more relevant curriculum, is expected to increase student engagement and their understanding of deliberation values, allowing students to contribute positively to society (Sari, 2024).

One approach that can be implemented to address this issue is Problem-Based Learning (PBL). PBL is a student-centered teaching method where students learn through problem-solving processes that are relevant to real-life situations. This approach aligns with Bloom's taxonomy, which emphasizes the development of cognitive, affective, and psychomotor skills (Wiranata et al., 2021; Nkhoma et al., 2017; Ernawati et al., 2023). Research has shown that PBL is highly effective in enhancing students' learning motivation, engagement, and academic achievement (Freeman et al., 2014; Nuranna, 2021; Lidyasari et al., 2022; Purba, 2024). In addition to helping students understand the subject matter, PBL also plays a crucial role in fostering critical thinking and collaborative skills essential for everyday life (Bellotti & Kimberley, 2022; Primadoni et al., 2020).

In the context of Citizenship Education, PBL has significant potential to aid students in understanding the concept of deliberation. Through group discussion

simulations, students can actively practice deliberation values such as listening to others' opinions, presenting rational arguments, and reaching collective decisions (Nuranna, 2021; Bellotti & Kimberley, 2022). This approach not only enhances conceptual understanding but also supports the development of essential social skills necessary for community life (Nkhoma et al., 2017; Primadoni et al., 2020). Furthermore, by actively engaging students in the learning process, PBL fosters a sense of responsibility and self-confidence in problem-solving (Hidayah et al., 2022; Freeman et al., 2014).

Although the effectiveness of Problem-Based Learning (PBL) has been widely demonstrated in various educational contexts, its application in Civic Education, particularly on the topic of deliberation, remains underexplored. Existing studies largely focus on subjects such as science, mathematics, or language. For instance, Nafiah and Suyanto found that PBL improves critical thinking skills and learning outcomes in vocational education, while Mashuri et al. highlighted its effectiveness in boosting students' interest and performance in mathematics; neither study addressed its role in Civic Education (Nafiah & Suyanto, 2014; Mashuri et al., 2019). In Civic Education, PBL has significant potential to enhance critical thinking and problem-solving skills relevant to civic issues (Safitri, 2023). Research by Agusti et al. and Sumenari further supports its effectiveness in fostering critical thinking in social issues and improving academic performance in science, respectively, demonstrating its applicability across disciplines (Agusti et al., 2019; Sumenari, 2018). This study aims to address the gap by examining the effectiveness of PBL in improving students' learning outcomes on deliberation topics, contributing to a deeper understanding of PBL in Civic Education.

This study aims to improve the learning outcomes of second-grade students at SDS Islam An-Nuriyah in Civic Education, particularly on the topic of deliberation, through the implementation of the Problem-Based Learning (PBL) method. The study is also expected to provide practical contributions to educators and policymakers in designing more effective and innovative teaching strategies.

This research holds both theoretical and practical significance. Theoretically, it contributes to the development of literature on the application of PBL in Civic Education andserves as a foundation for future studies to explore the effectiveness of PBL in different contexts. Practically, the findings of this study can offer guidance for teachers in implementing PBL to enhance student learning outcomes while also helping students develop the civic competencies required for active participation in society.

The selection of Problem-Based Learning (PBL) as a teaching method is based on several considerations. First, this approach aligns with the competency-based learning principles that underpin the national curriculum. Second, PBL enables students to engage in active, collaborative, and contextual learning, making it particularly relevant for topics such as deliberation. Third, this approach can address challenges in Civic Education, such as low learning motivation and limited availability of teaching resources.

Given the importance of Civic Education in shaping students' civic competencies and the challenges encountered in teaching the topic of deliberation, innovation in teaching approaches is essential. The implementation of PBL is expected to serve as an effective solution to enhance students' learning outcomes while simultaneously fostering essential social and critical thinking skills necessary for their roles in society.

## 2. Method

This study employs a classroom action research method following the Kemmis & McTaggart model, which consists of four iterative stages: planning, action, observation, and reflection. This model was selected for its suitability in improving and refining teaching practices through systematic interventions. The research is conducted in three phases: pre-cycle, cycle 1, and cycle 2. The pre-cycle serves to assess baseline learning conditions without a contextual teaching approach, providing insights into existing challenges. In cycles 1 and 2, the same class is used consistently to ensure comparability. Each cycle involves planning, implementing lessons, observing classroom activities, and reflecting on the outcomes to identify areas for improvement.

Data collection integrates four complementary methods to ensure comprehensive and reliable findings. Observation is conducted by multiple researchers to systematically record teacher performance and student engagement, reducing the risk of bias through inter-rater reliability measures. Field notes provide qualitative insights into classroom dynamics, capturing teacher strategies and student behaviors during lessons. To evaluate student learning outcomes, validated test instruments aligned with the learning objectives are administered, assessing skills, knowledge, and understanding. Additionally, documentation such as lesson plans, student assignments, and photographs are collected and analyzed to provide supporting evidence.

The collected data are analyzed using a combination of quantitative and qualitative approaches. Test results are analyzed descriptively using percentages to track improvements in student learning outcomes across cycles. Meanwhile, observations, field notes, and documentation undergo thematic analysis to identify recurring patterns and key insights into teaching practices and classroom interactions. To ensure the validity and reliability of findings, the study employs triangulation of data sources and conducts rigorous reviews of test instruments to align with learning objectives and ensure fairness.

The procedure begins with a pre-cycle to identify challenges in existing teaching methods. In cycle 1, lesson plans incorporating contextual approaches are designed and implemented, followed by observation and reflection to assess their impact. Cycle 2 refines the plans based on findings from cycle 1 and repeats the process of implementation, observation, and reflection to optimize learning outcomes. This iterative approach aims to evaluate the effectiveness of contextual teaching strategies in enhancing students' learning outcomes and fostering critical thinking and social skills. By combining systematic cycles and diverse data collection methods, the study provides robust insights into the dynamics of classroom teaching and learning improvements.

## 3. Result and Discussion

### 3.1. Pre-Cycle

During the pre-cycle, the researcher conducted an initial assessment of the teaching and learning process to establish a baseline for the Classroom Action Research (CAR). Observations were carried out on February 26, 2018, focusing on the topic of deliberation in Civics Education at SDS Islam An-Nuriyah for the 2017/2018 academic year. Activities followed a structured format of initial, core, and closing stages. The initial activities included greetings, prayer, and an introduction to the topic. Students were tasked with reading passages about deliberation individually, followed by a question-and-answer session to gauge their understanding. However, student participation varied, with some providing correct answers and others remaining silent.

The teacher facilitated discussions to clarify the concept of deliberation and its application in daily life, recording key points on the blackboard for students to copy. The lesson concluded with students completing worksheets while the teacher provided guidance. Of the 32 students, 22 achieved scores above the Minimum Completion Criteria (KKM), while 10 scored below. Observational data from a 15-item observation sheet revealed challenges in student engagement and comprehension during the lesson. These results highlight the need for more interactive and engaging teaching methods to address the diverse learning needs of students. A graphical analysis of the results further illustrates the distribution of student achievement in the pre-cycle.

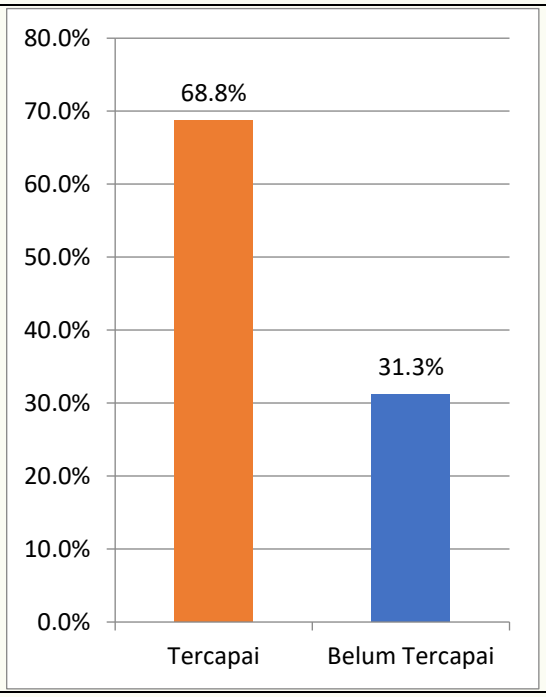


**Figure 1.** Percentage of Students Achieving and Not Achieving the Minimum Completion Criteria (KKM) in the Pre-Cycle

The bar chart displays the percentage of students who achieved and did not achieve the Minimum Completion Criteria (KKM) in the pre-cycle phase for the Civics subject focused on the topic of deliberation. The chart indicates that 68.8% of students successfully met the KKM, showcasing a majority who reached the required standard of learning. However, 31.3% of students failed to achieve the KKM, highlighting a significant proportion of learners who struggled to grasp the subject matter.

This distribution emphasizes the necessity for improvements in teaching strategies and learning interventions to support the students who did not meet the criteria. Addressing this issue through innovative approaches, such as Problem-Based Learning (PBL), could enhance student engagement and comprehension, ensuring more inclusive and effective learning outcomes.

## 3.2. Cycle I

In Cycle I, learning improvements were implemented based on the findings from the pre-cycle. The activities were conducted on Wednesday, March 24, 2018, following a structured sequence of initial, core, and final activities to ensure a systematic approach to teaching and evaluation. During the initial phase, the teacher greeted students, prepared the classroom for group discussions, and introduced learning media in the form

of pictures depicting deliberation in family, school, and community settings. These visuals aimed to generate ideas and engage students with relatable scenarios.

In the core activity, students worked in groups to analyze three scenarios: a family deliberating holiday plans, a class electing a president, and a community organizing a cleanup. Each group was tasked with solving a specific problem related to deliberation, promoting collaboration and critical thinking. The teacher facilitated discussions by providing guidance, addressing misunderstandings, and ensuring active participation. Group representatives later presented their findings, receiving feedback and appreciation from their peers and the teacher.

In the final phase, students completed individual worksheets to evaluate their understanding of deliberation concepts. Observations revealed that while many students were engaged, some still required additional guidance and reinforcement to confidently complete group tasks and individual assignments. Despite these challenges, there was visible progress in student enthusiasm and comprehension, supported by structured teacher intervention. Quantitative results indicate an improvement in learning outcomes, with the data providing a foundation for further refinements in Cycle II.

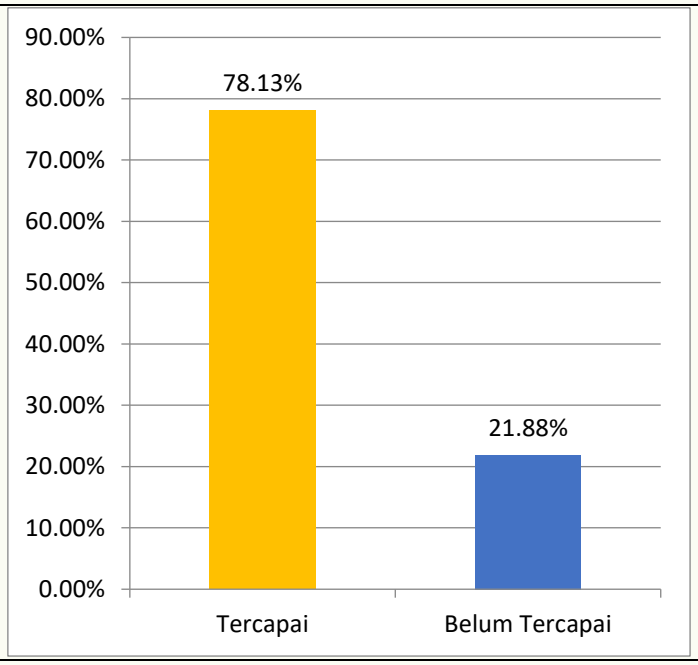


**Figure 2.** The implementation of learning improvements

The data from the table indicates that by applying the problem-based learning model, 78.13% of students (25 out of 32) achieved the Minimum Completion Criteria (KKM). However, this result remains below the desired completeness rate of 80%, and only 62.50% of students achieved very good grades, reflecting that the learning outcomes were not yet optimal. These results suggest that while the problem-based learning approach showed promise, further improvements are needed to ensure all students meet or exceed the desired performance levels.

Following the implementation of Cycle I, the researcher conducted a reflection to evaluate its strengths and weaknesses. Observations revealed that some students faced difficulties fully engaging with the group discussions or comprehending the materials, which likely contributed to the less-than-satisfactory outcomes. To address these issues, the researcher proposed enhancements for Cycle II, including refining learning techniques and incorporating additional or more engaging learning media. These

adjustments aim to bridge the gaps identified in Cycle I and further improve both engagement and achievement in subsequent lessons.

### 3.3. Cycle II

In Cycle II, the teaching and learning process continued using the problem-based learning (PBL) model. The activities were carried out on Wednesday, March 14, 2018, with the planning stage involving the preparation of lesson plans, teaching aids, and learning media. The day began with a **muhadatsah activity**, where students recited Arabic vocabulary for 30 minutes, followed by Civics Education lessons focusing on the concept of deliberation.

The lesson started with a review of previous material as a form of apperception, helping students recall earlier discussions on deliberation. The teacher then introduced the learning objectives: understanding the meaning and importance of deliberation. In the core activity, students were assigned group tasks to solve specific cases related to deliberation. Each group worked collaboratively to discuss and present their findings, with the teacher guiding and assessing their progress. The activities fostered critical thinking, collaboration, and engagement, as evidenced by the students' active participation and enthusiasm during group discussions.

At the end of the lesson, the teacher led the class in summarizing key concepts and conducted a written evaluation to assess individual learning outcomes. Observations during Cycle II revealed significant improvements in students' engagement and collaboration. Students demonstrated better understanding and application of deliberation concepts, achieving a completion rate that met the Minimum Completion Criteria (KKM).

Following the class actions, the researcher and supervisor reflected on the strengths and challenges of Cycle II. The reflection highlighted increased enthusiasm, collaboration, and improved learning outcomes. The adjustments made from Cycle I, such as the use of targeted learning media and refined group activities, contributed to the success of Cycle II. With the KKM achieved and student outcomes deemed satisfactory, the research concluded at this stage. The quantitative results supporting these findings are presented below.

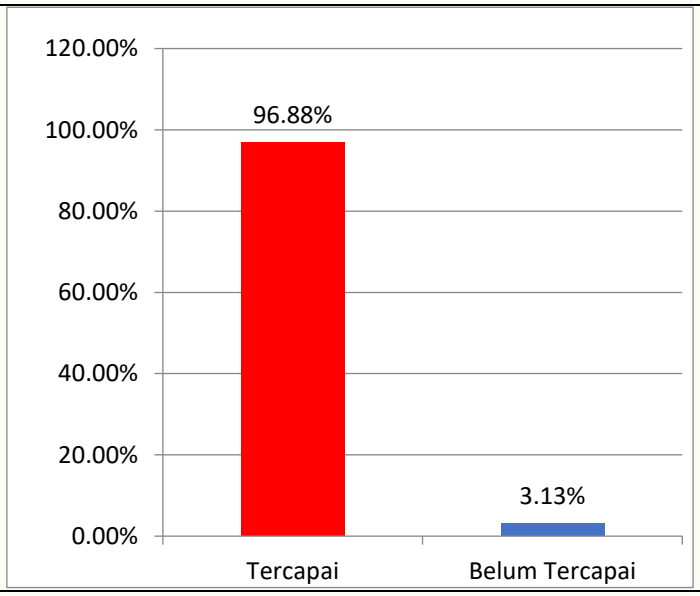


**Figure 3.** The results of the reflection

The figure above illustrates the percentage of student learning outcomes in Cycle II. The graph shows that 96.88% of students met the Minimum Completion Criteria (KKM) for the Civics Education subject on the topic of deliberation. Meanwhile, 3.13% of students did not meet the KKM, indicating that only a small portion of students require additional attention.

These results reflect a significant improvement compared to the previous cycle. The success rate of 96.88% demonstrates that the implementation of the Problem-Based Learning (PBL) model in this cycle effectively enhanced students' understanding of the material. With outcomes nearing 100% completion, this research can be considered successful in achieving its learning objectives and meeting the established minimum competency standards.

## 4. Conclusion

The implementation of the Problem-Based Learning (PBL) model significantly enhanced the Civics Education (PKN) learning outcomes of Grade II students, with learning completeness increasing from 68.8% in the pre-cycle to 96.88% in Cycle II. These findings underscore PBL's effectiveness in promoting active participation, critical thinking, and collaborative problem-solving among young learners. The study demonstrates that PBL can be an innovative approach to improving student engagement and achievement in primary education, particularly in Civics Education.

To further leverage the benefits of PBL, teachers are encouraged to adopt this model to create dynamic, student-centered learning environments. Policymakers should also consider integrating PBL into teacher training programs to broaden its application and impact in educational practices.

However, this study is limited to a single classroom and a short-term implementation. Future research should investigate the long-term effects of PBL on civic competence and explore its applicability across diverse educational settings and student demographics. By addressing these gaps, the potential of PBL to transform teaching and learning can be more fully realized.

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