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Improving Students' Problem-Solving Skills Using the Problem-Based Learning (PBL) Model in Pancasila Education Material for Grade VIII Chapter 1 Pancasila in My National Life in Class VIII.E at SMP Negeri 1 Sewon

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ABSTRACT
This research aims to improve problem-solving skills among Grade VIII.E students at SMP Negeri 1 Sewon through the implementation of the Problem-Based Learning (PBL) model in Pancasila Education. The study employed a classroom action research (CAR) design consisting of three cycles, with each cycle comprising planning, action, observation, and reflection stages. The research involved 31 students as participants. Data were collected through multiple methods, including achievement tests, systematic classroom observations, and comprehensive documentation of learning activities. Both quantitative and qualitative analyses were conducted to evaluate student progress. Quantitative data were analyzed using percentage calculations (P = F/N × 100%), while qualitative data from observations were analyzed descriptively to identify patterns in student learning behaviors. Results demonstrated a substantial improvement in students' average scores, rising from 48% in the pretest to 64% in Cycle I, 67% in Cycle II, and ultimately reaching 77% in Cycle III, thereby exceeding the predetermined target of 75%. The PBL model proved effective in enhancing students' critical thinking abilities, analytical reasoning, collaborative skills, and intrinsic motivation toward learning. However, implementation challenges included maintaining student focus during extended problem-solving sessions and managing time constraints within the allocated instructional periods. The findings suggest that PBL can be successfully implemented in Pancasila Education to develop higher-order thinking skills. Recommendations for future practice include developing more interactive teaching materials, implementing differentiated instructional strategies to accommodate diverse learning needs, and establishing systematic monitoring mechanisms to ensure sustained improvement in problem-solving competencies.

Keywords: Problem Based Learning (PBL), problem solving, critical thinking skills.

INTRODUCTION

Education is a basic need for every individual to find their identity. In addition, education also plays an important role in increasing competitiveness (Sanga & Wangdra, 2023). The main goal of education requires educators to have a passion for teaching, while also considering differences in family backgrounds and social environments (Asmani, 2016).

In the contemporary 21st-century context, education has become increasingly critical in preparing students with essential competencies, including learning and innovation skills, information and communication technology (ICT) literacy, and the capacity to work effectively in dynamic environments (González-Pérez & Soledad, 2022; González-Salamanca et al., 2020; Kalyani, 2024; Lewin & McNicol, 2015). International assessments, such as the Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD), consistently reveal that Indonesian students face significant challenges in problem-solving and critical thinking domains (Ekowati et al., 2023; Ramdhani et al., 2024; Rastuti & Prahmana, 2021). The 2022 PISA results indicated that Indonesian students scored below the international average in problem-solving capabilities, highlighting an urgent need for pedagogical innovations that can enhance these crucial skills

(OECD, 2023). This global concern has prompted educational stakeholders worldwide to prioritize the development of higher-order thinking skills through innovative teaching methodologies (D'Agostino, 2023; Gradini et al., 2025; Kwangmuang et al., 2021; Venkatraman et al., 2022).

At the national level, Indonesia's educational system has undergone significant curriculum reforms to address these challenges (Hunaepi & Suharta, 2024; Laila et al., 2025; Sukasni & Efendy, 2017). The 2013 Curriculum introduced competency-based learning frameworks, while the more recent Independent Curriculum (*Kurikulum Merdeka*) emphasizes student-centered approaches with greater flexibility for learners to develop at their own pace. The 2013 Curriculum specifically integrates 21st-century skills through a 4C-based learning framework encompassing Communication, Collaboration and Problem Solving, Creativity and Innovation, and Critical Thinking (Maulidah, 2021). In *Pendidikan Pancasila* specifically, which serves as the cornerstone of Indonesian civic and moral education, there exists a critical need to enhance students' ability to analyze complex social issues and apply Pancasila values in solving real-world problems (Afan et al., 2024; Biringan et al., 2025). However, empirical evidence suggests that traditional teaching methods in *Pendidikan Pancasila* often fail to adequately develop these higher-order cognitive skills.

To facilitate meaningful learning processes, students must develop the capacity to determine, explain, classify, organize, and analyze complex information and choices. The Independent Curriculum further advances this vision by emphasizing student-centered learning through three fundamental dimensions: Competence, Character, and Literacy, maintaining alignment with the 4C approach while providing greater pedagogical flexibility (Pertiwi, Nurfatimah, & Hasna, 2022).

Problem-Based Learning (*Pembelajaran Berbasis Masalah* or PBL) has emerged as a promising pedagogical approach to address these educational challenges. Several empirical studies have demonstrated the effectiveness of PBL in various educational contexts. Research by Kurnia et al. (2023) on Islamic Education students at UIN Sunan Ampel Surabaya showed that PBL implementation significantly enhanced students' scientific literacy culture and engagement with complex religious concepts. Similarly, Nurwulan, Suryadi, and Supriatna (2022) found that PBL supported by structured worksheets effectively improved students' problem-solving abilities in vocational building construction courses, demonstrating PBL's versatility across different subject areas. Wulandari's (2021) literature review on video-based PBL in physics education revealed substantial improvements in students' problem-solving competencies through authentic learning experiences. Furthermore, international studies have consistently shown that PBL enhances students' self-directed learning, collaboration skills, and ability to transfer knowledge to novel situations (Hmelo-Silver, 2004; Schmidt et al., 2011).

Problem-solving-based learning represents a pedagogical method that actively engages students and trains them to confront and resolve various challenges, both individually and collaboratively in group settings (Wulandari, 2021). This approach initiates the learning process with authentic problems that serve as catalysts for analysis and solution development,

particularly relevant in *Pendidikan Pancasila* contexts. *Pendidikan Pancasila* at the junior secondary school level plays a pivotal role in helping students comprehend social phenomena, analyze civic issues, and apply ethical reasoning rooted in Pancasila's five principles (Belief in One God, Just and Civilized Humanity, Unity of Indonesia, Democracy, and Social Justice). To be effective, problems used in PBL must possess several critical characteristics: First, problems must be authentic and sufficiently complex to stimulate students' cognitive engagement and analytical thinking. Second, problems must demonstrate clear relevance to students' lived experiences to ensure genuine intellectual investment in the learning process. Third, problems must be appropriately calibrated to students' developmental capabilities to promote challenge without inducing excessive frustration.

Despite the theoretical promise of PBL, its implementation in Indonesian *Pendidikan Pancasila* remains limited. Few studies have systematically examined how PBL can be applied within the specific context of *Pendidikan Pancasila* using a multi-cycle classroom action research design that allows for iterative refinement and adaptation to local classroom conditions. This represents a significant gap in the literature, as *Pendidikan Pancasila*'s unique focus on values education and civic competencies requires tailored pedagogical approaches that may differ from PBL applications in other subject areas.

Initial diagnostic assessment conducted in Class VIII.E at SMP Negeri 1 Sewon revealed concerning deficiencies in students' problem-solving capabilities related to *Pancasila dalam Kehidupan Berbangsa dan Bernegara* (Pancasila in the Life of the Nation) material. Specifically, only 32.26% of students correctly answered problem-solving question 6, and merely 16.13% successfully addressed question 7. These results indicate a substantial gap between expected competency achievements and actual student performance, particularly regarding critical thinking and the application of Pancasila principles to concrete societal issues.

Based on the diagnostic findings showing that students experienced significant difficulties in comprehending Pancasila's philosophical foundations and applying these principles to everyday situations, this research aims to implement and evaluate the *Problem-Based Learning* model to enhance problem-solving competencies among Grade VIII.E students at SMP Negeri 1 Sewon.

The specific objectives of this research are threefold: (1) to systematically implement *PBL* in *Pendidikan Pancasila* through an iterative action research process; (2) to measure the effectiveness of *PBL* in improving students' problem-solving skills across multiple performance indicators; and (3) to identify implementation challenges and develop practical recommendations for educators seeking to adopt *PBL* in similar contexts. This research is expected to contribute both theoretical and practical benefits. Theoretically, it will expand the empirical evidence base regarding *PBL* effectiveness in values-based education contexts. Practically, it will provide educators with a validated instructional model and implementation guidelines for enhancing problem-solving competencies in *Pendidikan Pancasila*. Furthermore, the findings may inform curriculum developers and policymakers about effective

strategies for achieving 21st-century learning objectives within the Indonesian educational context.

METHOD

The type of research used is classroom action research, which according to Kurt Lewin consists of four main stages: planning, action, observation, and reflection (Sanjaya, 2009). The success in improving students' problem-solving skills related to Pancasila material in the life of my nation can be measured through the comparison of the results of the problem analysis between cycle I, cycle II, and cycle III. To determine the percentage of student understanding, the rating class method with the formula P = F/N x 100% according to Aritkunto (2009) was used. The expected target in this study is to achieve the category of problem-solving ability of 75%. This research was carried out at SMP Negeri 1 Sewon with the subject of 31 students of grade VIII.E. The methods used for data collection include observation, documentation as evidence of activities, and learning Pancasila Education in the material CHAPTER 1 about Pancasila in the life of my nation, with the application of the Problem Based Learning model.

This research was carried out at SMP Negeri 1 Sewon with a population consisting of all students of grade VIII.E, as many as 31 students. The research sample is class VIII.E which was selected in total sampling because the number of students in the class is relatively small and representative for this study. The sampling technique used is saturated sampling, where all members of the population who meet the criteria are used as samples.

Data collection was carried out through several methods, namely:

1. Observation: Used to observe the learning process and student interaction during the application of the Problem Based Learning model. Observations are carried out directly in the classroom to record students' development and responses to learning methods.
2. Documentation: Collect evidence of activities, such as student worksheets, discussion notes, and test results. This documentation is important for recording the learning process and outcomes of students.
3. Test: The test is used to measure students' understanding of Pancasila material and their problem-solving skills. Tests are conducted at the end of each cycle to evaluate student progress.

This study uses the design of class action research (PTK) according to MC Taggart, which involves an action cycle, with the following stages:

1. Planning: Draw up an action plan based on problem identification. Design learning activities and evaluation instruments.
2. Action: Carry out learning activities by applying the Problem Based Learning model according to the plan that has been made.
3. Observation: Observing and recording the process and results of actions. Observations were made to assess how students interacted with the PBL model and performed problem solving.

4. Reflection: Analyze the results of observations and evaluations to assess the effectiveness of actions. Identify the strengths and weaknesses of the implementation of the learning model, as well as plan improvements for the next cycle.

Research Procedure

1. Preparation: Prepare an implementation plan, prepare research instruments, and make preparations before action.
2. Implementation: Implementing the Problem Based Learning model in the classroom as planned. Using observation, documentation, and test methods to collect data.
3. Evaluation: Collect data from test results and observations. Analyze data to determine the success of actions and reflect.
4. Revision: Based on the results of the evaluation, make improvements to the actions and plan the next cycle if necessary.

Data Analysis

The collected data was analyzed quantitatively descriptively. Quantitative analysis was carried out by calculating the percentage of student comprehension score using the formula P = F/N x 100%. Qualitative data from observation and documentation were analyzed to identify patterns and trends in the learning process. The results of the analysis will be used to assess the effectiveness of the Problem Based Learning model and the improvements needed in the next cycle.

RESULTS AND DISCUSSION

Progress of the implementation of classroom action research

This classroom action research has shown significant progress through a series of cycles undertaken. In each cycle, learning strategy improvements are applied based on the evaluation of previous results, which aims to improve students' problem-solving skills in Pancasila materials.

Cycle I

In cycle I, students showed an average score of 48% in the pretest, which indicates that their understanding and problem-solving skills are still low. After being given treatment in the form of guidance, the student's posttest score increased to 64%. However, these results have not met the desired target, so it is necessary to evaluate for improvement in the next cycle.

Cycle II

In cycle II, there was a better increase, where the average score of students reached 67%. In this cycle, the researcher uses a group learning method with story questions, which is more effective in helping students understand the material contextually. However, despite the progress, this result still does not meet the set target of 75%.

Cycle III

In cycle III, after implementing further improvements, including the preparation of teaching modules, observation sheets, and the addition of relevant learning resources, the average score of students rose to 77%, which was in accordance with the research target. These results show that most indicators have shown significant improvement, although there are still some indicators that need more attention in future evaluations.

Overall, each cycle in this study has shown positive progress with a consistent increase in student scores, which signifies the effectiveness of the methods applied. Although not all indicators achieved improvement, the final results were in accordance with the set targets.

Data obtained, Calibration of each indicator using the Likert scale (1-5)
Information;
1 = Very Less
2 = Less
3 = Enough
4 = Good
5 = Excellent

Achievement formula:
P = F/N x 100%

Percentage Category:
Low: 0% - 49.99%
Medium: 50% - 64.99%
Height: 65% - 80.99%

The results of the data analysis that has been carried out,

The research describes this research by conducting three cycles such as cycle I which consists of two meetings, cycle II consists of two meetings and cycle III consists of two meetings.

Cycle I

Table 1. Pretest Cycle 1

Pretest Cycle 1					Sum
Identifying Problems	**Formulating the Problem**	**Evaluating Issues**	**Choosing**	**Analyzing Issues**	
4	3	3	2	3	15
4	3	3	3	4	17
3	3	3	3	3	15
4	3	3	3	3	16
3	2	3	3	2	13
5	3	3	3	3	17
4	2	3	4	3	16
4	3	5	4	4	20

Pretest Cycle 1					Sum
Identifying Problems	**Formulating the Problem**	**Evaluating Issues**	**Choosing**	**Analyzing Issues**	
3	3	4	3	4	17
3	2	2	3	3	13
4	4	3	3	3	17
3	3	4	2	3	15
4	2	3	3	3	15
3	3	2	3	3	14
3	2	2	3	2	12
3	3	2	3	3	14
4	2	3	3	4	16
4	3	3	2	3	15
3	2	3	3	2	13
4	2	3	2	3	14
4	3	2	3	3	15
3	3	2	3	2	13
4	4	3	3	4	18
3	4	3	4	3	17
4	3	4	4	3	18
2	2	2	3	2	11
4	2	3	3	3	15
3	2	3	3	3	14
4	3	3	3	4	17
3	4	3	4	3	17
3	3	4	5	4	19
					15,419
				Total Quantity	4
				Percentage	48%

In this study, the average pretest score for students' problem-solving skills in grade VIII.E in the material of Chapter I Pancasila in the Life of My Nation which contains Pancasila as the basis of the state, Pancasila as a view of life, and Pancasila as the state ideology, is 48%.

Table 2. Posttest Cycle 1

Posttest Cycle 1					Sum
Identifying Problems	Formulating the Problem	Evaluating Issues	Choosing	Analyzing Issues	
4	4	3	3	3	17
5	5	4	3	4	21
5	5	4	3	3	20
4	5	3	3	4	19
4	3	3	3	3	16
5	4	4	4	3	20
5	4	3	5	3	20
5	4	5	5	4	23
4	4	4	4	4	20
4	4	2	5	4	19
4	5	3	5	3	20
3	4	4	2	4	17
4	5	4	5	4	22

Posttest Cycle 1					Sum
Identifying Problems	Formulating the Problem	Evaluating Issues	Choosing	Analyzing Issues	
5	4	4	3	5	21
4	3	3	3	3	16
3	4	3	3	4	17
4	4	4	3	5	20
4	4	4	3	5	20
4	4	3	3	2	16
4	4	4	4	5	21
5	4	4	3	4	20
4	4	4	5	4	21
5	5	4	4	5	23
4	4	4	4	5	21
5	5	4	5	4	23
4	3	3	4	3	17
4	3	3	5	3	18
4	3	4	4	4	19
4	5	4	3	4	20
4	4	4	4	3	19
4	5	4	5	4	22
				Total Quantity	19,6129
				Percentage	64%

This value shows that before in-depth guidance is given, students' understanding and problem-solving skills related to the material are still relatively low. After in-depth guidance was applied, the average score of students increased to 64% on the posttest. The increase of 16 percentage points indicates a significant improvement in the understanding and application of Pancasila material concepts in the Life of My Nation. This improvement shows that the provision of cases to be solved with the mentoring and guidance methods used is effective in improving students' problem-solving skills. However, the posttest score of 64% has not met the target of 75% and also shows that there is still room for further improvement. Therefore, an in-depth evaluation of aspects that students do not fully understand needs to be done to design additional interventions. Because the first cycle has not been achieved, the researcher continues the second cycle with changes:

a. Determine the subject matter for two meetings in cycle II.
b. Preparing the Teaching Module
c. Prepare an observation sheet.
d. Prepare groups of students and problems in the form of story questions.
e. Prepare learning resources that are tailored to the subject matter.

Cycle II

In this cycle, it is expected to experience a more significant increase, the average increase in cycle II can be seen in the table:

Table 3. Posttest Cycle 2

Posttest					
Identifying Problems	**Formulating the Problem**	**Evaluating Issues**	**Choosing**	**Analyzing Issues**	**Sum**
5	4	4	4	4	21
5	4	3	4	4	20
5	5	4	4	4	22
4	5	4	4	4	21
4	4	4	3	4	19
5	5	5	4	4	23
5	5	4	4	4	22
5	5	5	4	5	24
4	4	4	3	4	19
4	4	4	4	5	21
4	5	5	5	5	24
3	4	4	3	4	18
4	4	4	4	4	20
5	4	4	5	4	22
4	3	4	4	3	18
3	4	4	3	3	17
4	5	4	5	4	22
4	5	4	4	5	22
4	4	3	4	4	19
4	5	5	4	5	23
5	4	5	4	5	23
4	4	4	4	3	19
5	5	5	4	4	23
4	5	5	4	5	23
5	5	5	4	5	24
3	3	3	3	3	15
4	4	3	3	4	18
4	3	3	3	3	16
5	4	3	3	4	19
5	4	4	4	3	20
5	5	4	5	4	23
				Total Quantity	20,64516
				Percentage	67%

In cycle II, the results of the study showed an increase in the average score of students to 67%. This improvement shows that the treatment applied, namely by preparing groups of students and problems in the form of story questions, is effective in improving students' problem-solving skills. The use of story questions provides a more real context for students to apply Pancasila concepts, thereby helping them to understand and solve problems better. The effectiveness of this method is reflected in the increase in the percentage of grades, which indicates that students are increasingly able to apply their knowledge in more complex situations and closer to real conditions.

In cycle II, the results of the study showed that the average student score increased to 67%, but this figure has not reached the expected target of 75%. The evaluation of cycle II identified

several areas that need improvement. Therefore, in cycle III, several changes and additions will be implemented to further improve student learning outcomes. The changes include:

a) Determine the subject matter for two meetings to provide a deeper and consistent understanding;
b) Prepare well-structured Teaching Modules to guide the learning process;
c) Prepare observation sheets to monitor and record student progress in more detail;
d) Prepare student groups and problems in the form of story questions, as well as provide notes of problem-solving tips to help students in the problem-solving process;
e) Prepare relevant learning resources and in accordance with the subject matter to support more effective learning.

With the implementation of these measures, it is hoped that the results in cycle III will be closer or even reach the set target.

Cycle III

Table 4. Posttest Cycle 3

Posttest					Sum
Identifying Problems	**Formulating the Problem**	**Evaluating Issues**	**Choosing**	**Analyzing Issues**	
5	5	4	5	5	24
5	5	5	4	5	24
5	5	4	5	5	24
5	5	5	5	4	24
4	4	4	4	4	20
5	5	5	5	5	25
5	5	5	5	5	25
5	5	5	5	5	25
5	5	5	5	5	25
5	5	5	5	5	25
5	5	5	5	5	25
5	4	5	5	4	23
5	5	5	5	5	25
5	5	5	5	5	25
4	4	5	4	5	22
5	4	5	5	5	24
5	5	4	5	4	23
5	5	4	5	5	24
5	5	4	4	5	23
4	5	5	5	5	24
5	5	5	5	5	25
5	5	5	5	5	25
5	5	5	5	4	24
4	5	4	4	5	22
5	5	5	4	5	24
4	5	3	4	4	20
5	5	5	5	5	25
4	5	5	3	5	22
5	4	5	4	5	23

Posttest					Sum
Identifying Problems	**Formulating the Problem**	**Evaluating Issues**	**Choosing**	**Analyzing Issues**	
5	4	4	4	5	22
5	5	4	5	5	24
				Total Quantity	23,70968
				Percentage	77%

In cycle III, students experienced a significant increase in problem-solving skills, with the average score increasing to 77%, which had met the target desired by the researchers. This improvement shows that the learning strategies applied, including adjustments to methods and materials, have yielded positive results. However, not all indicators have improved. Some indicators have shown significant improvement, but there are some aspects that still need further attention to continue to be improved in the next learning process.

Discussion of the results of class action research

This research shows an improvement in students' problem-solving skills through an approach that integrates the principles of Problem-Based Learning (PBL). In three cycles, real-world problem-centered learning methods are applied to help students develop critical and analytical thinking skills. In the first cycle, the average student pretest score of 48% showed a low initial understanding of the material. After being given guidance, the posttest score increased to 64%, but it has not reached the target of 75%. In the second cycle, the PBL approach was further strengthened with story questions that provided real context for students in applying the concept of Pancasila.

As a result, the average student score rose to 67%, reflecting the effectiveness of PBL in helping students understand more complex material, although the target is still not achieved. An evaluation of cycle II shows that, despite the improvement, some students still struggle to deal with more complex problems. For this reason, in cycle III, improvements were made by preparing more structured teaching modules and problem-solving tips. This helps students understand the steps in solving problems more systematically, in accordance with PBL principles that encourage students to be independent in finding solutions. The results of cycle III showed a significant increase with an average value of 77%, exceeding the set target.

PBL was shown to be effective in improving students' collaboration, independence, and communication skills, all of which were reflected in the learning process during this study. PBL also provides additional benefits such as increasing student motivation as they are more involved in solving problems relevant to real life. Overall, PBL not only assists students in improving academic abilities, but also develops critical thinking, decision-making, and cooperation skills, which are essential for future learning.

Externalities that have been obtained

The results of this study show a significant increase in students' problem-solving ability through the application of the Problem-Based Learning (PBL) method. In three research cycles,

the average student score increased from 48% in the pretest to 77% in the third cycle, exceeding the set target. The application of relevant story questions, structured teaching modules, and guidance in the form of problem-solving tips help students understand and apply the concept of Pancasila in real life. In addition, the PBL method has proven to be effective in developing students' critical thinking, analytical, collaboration, and communication skills. This increase not only has an impact on the academic aspect, but also on students' motivation and independence in the learning process. Thus, the output of this research is the creation of more effective learning strategies and the improvement of students' skills in problem solving and cooperation, all of which contribute to the development of students' character and knowledge in accordance with the values of Pancasila.

Obstacles to Research Implementation

During the implementation of the research, there were several obstacles that affected the achievement of the expected results. One of the main obstacles is the lack of focus of some students during learning. Some students seem to lack concentration when dealing with the material given, especially when they have to engage in group discussion and problem-solving activities that require full attention. This is due to several factors, such as the inability to follow more complex learning flows or distractions from an unconducive classroom environment. This lack of focus causes some students to have difficulty understanding a given case and actively participating in the problem-solving process.

In addition, the difference in the level of understanding between students is also a challenge. Students with faster comprehension tend to dominate the discussion, while other students who are slower need additional guidance to be able to keep up with the material. This condition causes inequality in the achievement of learning outcomes in each cycle, where some students show significant improvements, while others still need more time to understand the concepts taught.

Furthermore, time management is another significant obstacle. Learning activities with the Problem-Based Learning (PBL) method require a long enough time for discussion and reflection on the given problem. However, the limited time in each meeting made the discussion process unable to run optimally, so some students did not have time to complete an in-depth analysis of the problem.

Finally, the lack of additional resources, such as more varied material references and visual aids, also affects the course of learning. Some students need visual assistance or more concrete supporting materials to understand the abstract concept of Pancasila. However, these limitations make it more difficult for students who have visual learning styles to follow lessons optimally.

These obstacles as a whole cause the results obtained in several cycles to not fully comply with the set targets. Despite the improvement in student average scores, some barriers such as students' lack of focus, differences in comprehension levels, time constraints, and lack of resources hinder the achievement of outputs evenly across groups of students.

Research Follow-Up Plan

Based on the results of the research that has been obtained, although there is a significant improvement in students' problem-solving skills, there are still some aspects that need follow-up. One of them is an effort to increase student focus and engagement during the learning process.

1. Development of More Interactive Teaching Methods:

The follow-up plan will involve developing more interactive and engaging learning methods to increase student focus. The use of visual aids, educational videos, or education-based games that are relevant to Pancasila material is expected to help students who have visual and kinesthetic learning styles to be more focused and involved.

2. Increased Time for Discussion and Reflection:

Given that problem-based learning (PBL) requires a considerable amount of time for discussion and analysis, further research will consider adding time in each meeting or rearranging the learning schedule so that students have enough time to explore the problem in depth.

3. Providing More Intensive Guidance for Students in Need:

The follow-up plan will also involve providing specific guidance for students who have difficulty understanding the material. Additional sessions outside of regular class hours will be held to help students who have slower comprehension so they can catch up.

4. Addition of Learning Resources:

Further plans include the provision of more diverse learning resources, such as guidebooks, more detailed modules, or digital platforms that students can access to learn independently. This aims for each student to get learning materials that suit their needs and level of understanding.

5. Periodic Monitoring and Evaluation:

In order for the unmet targets to be completed, periodic monitoring and evaluation of student progress will be carried out, both in terms of academics and problem-solving skills. This evaluation is important to find out what aspects still need to be improved and ensure that all students can achieve the expected learning targets.

With these measures, it is hoped that targets that have not been met in previous studies, such as improved student focus and the achievement of even grades across groups, can be achieved in future studies.

CONCLUSION

The classroom action research demonstrated that implementing the Problem-Based Learning (PBL) model effectively improved Grade VIII.E students' problem-solving skills in Pancasila Education, with average scores increasing from 48% in the pretest to 77% in the third cycle, surpassing the 75% success target. Through structured modules, contextual story problems, and guided mentoring, PBL enhanced students' critical thinking, analytical

reasoning, collaboration, and communication abilities, confirming its suitability for promoting higher-order thinking and practical application of Pancasila values within Indonesian education. Future research should examine the long-term retention of problem-solving skills and character development, explore technology-enhanced PBL to support diverse learning styles and engagement, and investigate differentiated instruction approaches within the PBL framework to address varied academic abilities and classroom challenges, thereby fostering a more inclusive and effective civic education pedagogy.

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