

The Influence of Problem-Based Learning Model and Video Learning Media on the Learning Outcomes of Pancasila Education for 5th Grade Elementary School Students

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Abstract:

As a result of rapid globalization and the swift advancements in science and technology, there has been a decline in moral values, ethics, and the character of students, who represent the future generation of the nation. This is evident in the process of teaching Pancasila Education, which often appears to focus only on memorization. Therefore, it is crucial for teachers, who serve as educators and instructors, to provide the most up-to-date information when imparting knowledge to students. This is why the researcher was motivated to conduct a study with the aim of investigating the impact of problem-based learning models and video instructional media on Pancasila Education in the implementation of the independent curriculum in Grade V at SD GMIM IV Tomohon. This research was carried out using a quantitative approach with an experimental method. The population in this study consisted of 93 students in Grade V at SD GMIM IV Tomohon for the academic year 2023/2024. The research sample was selected from the population and divided into three treatment groups. Data was collected through tests that had been validated and tested for reliability. Data analysis was conducted using an ANOVA test, preceded by prerequisite tests for normality and homogeneity. The findings of this research is 1) Learning using the problem-based learning model with visual media has a significant impact on the learning outcomes of Pancasila Education for Grade V students at SD GMIM IV Tomohon. 2) Learning using the inquiry-based learning model with video media also has a significant impact on the learning outcomes of Pancasila Education for Grade V students at SD GMIM IV Tomohon. 3) There is no significant difference in the impact of learning using the problem-based learning model with visual media and learning using the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for Grade V students at SD GMIM IV Tomohon. However, both types of instruction result in improved learning outcomes.

Keywords —Pancasila education, problem-based learning, video learning media.

I. INTRODUCTION

The Merdeka Curriculum prioritizes character education [1], which demands that students are capable of understanding the values of Pancasila and applying them in their daily lives [2]. This is based on the belief that Pancasila plays a pivotal role in shaping the morals of students in the effort to create high-quality individuals with attitudes and behaviors that support education in Indonesia [3]. The Merdeka Curriculum is designed to enhance the quality of education in Indonesia and is tailored to the characteristics of each student in the class, making learning more enjoyable, profound, and independent [4].

However, the reality in the field, due to globalization and the rapid advancement of science and technology, has led to a degradation of the moral, ethical, and character values of the students who are the future generation of the nation. This shows that the Pancasila Education learning process seems to be reduced to mere rote memorization [5]. For instance, in interviews with fifth-grade teachers at SD GMIM IV Tomohon, it was found that Pancasila Education is not very interactive and does not provide students with the opportunity to develop their independent thinking. This occurs because teachers are not adequately prepared for teaching and do not use engaging teaching materials; instead, they rely solely on textbook resources. As a result of this approach, students only acquire limited knowledge, and it seems to be purely memorization without any impact on the students' psychomotor skills. Therefore, there is a need for teachers, who play a role as educators and instructors, to make an effort to provide up-to-date information in transferring knowledge to students that is easy to understand [6]. This will enable them to train students to become competitive human resources.

The description of the facts in Pancasila Education necessitates the maximization of the teacher's role. The use of appropriate teaching models, learning media, and learning resources can lead students to achieve changes or learning outcomes in the affective, cognitive, and psychomotor domains. For instance, the research findings by Asrifah et al.[7] indicate that the use of

problem-based learning models has an impact on the learning outcomes of Pancasila and citizenship education in fifth-grade elementary school. Similarly, the research by Pratama et al.[8] found that the implementation of problem-based learning models using a diversity map as a learning medium enhances the learning outcomes in Pancasila education. Furthermore, Ifah&Untari[9] found that the use of video media influences students' academic performance in Pancasila education. Additionally, Hidayat et al.[10] stated that the use of technology in learning as a teaching medium, such as projectors, audio-visual tools, and games, facilitates the learning process for students with the aim of instilling the values of the Pancasila ideology. Therefore, the researchers are interested in studying the impact of problem-based learning models and video learning media in Pancasila Education within the framework of the Merdeka Curriculum in the fifth-grade class at SD GMIM IV Tomohon.

This research is considered crucial to improve students' learning outcomes and to strive for students' learning outcomes in Pancasila Education to go beyond mere memorization. It aims to be a character-building effort that equips students with the skills to face real-life challenges by engaging everyday issues in learning, combined with video learning media to mitigate the risks of problem-based learning. This way, students can focus on implementing Pancasila values in their daily lives. The research is conducted with the following objectives 1) To determine the impact of the problem-based learning (PBL) model with visual media on the learning outcomes of Pancasila Education for fifth-grade students at SD GMIM IV Tomohon. 2) To assess the influence of the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for fifth-grade students at SD GMIM IV Tomohon. 3) To investigate the differences in the effects between the problem-based learning (PBL) model with visual media and the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for fifth-grade students at GMIM IV Tomohon Elementary School.

II. METHOD

The research method used is a quasi-experimental design with a Pretest-Posttestnonequivalent group. The population in this study consists of 93 fifth-grade students at SD GMIM IV Tomohon for the academic year 2023/2024. The sampling method used is cluster sampling. Data collection involves tests and observations. The instrument used is a student learning outcomes test that has been tested for validity and reliability. Data is analyzed using ANOVA and Independent Samplet-test, with preliminary tests for normality and homogeneity.

III. RESULTS AND DISCUSSION

A. Results

Hypothesis 1 aims to investigate the influence of the problem-based learning model with visual media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. The decision-making basis is as follows.

Ha: There is a significant effect of implementing the problem-based learning model with visual media on the learning outcomes of 5th-grade students at SD GMIM IV Tomohon.

H₀: There is no significant effect of implementing the problem-based learning model with visual media on the learning outcomes of 5th-grade students at SD GMIM IV Tomohon.

The decision-making and conclusion-drawing in hypothesis testing are done at a significance level of 0.05. The criteria used for drawing conclusions are as follows: if sig < 0.05, then H₀ is rejected, and Ha is accepted; and if sig > 0.05, then H₀ is accepted, and Ha is rejected. The results of the test using the Anova test are presented below.

TABLE I
THE ANOVA TEST RESULTS FOR LEARNING THROUGH THE PROBLEM-BASED LEARNING MODEL WITH VISUAL MEDIA.

Learning outcomes		
Variable	F _{value}	Sig.
Learning outcomes	36.732	0.001

Based on the results of the Anova test presented in the Table I, it can be concluded that for the variable of learning outcomes of 5th-grade students at SD GMIM IV Tomohon, the calculated F-value is 36.732, and the significance value is 0.001 < 0.05. Therefore, H₀ is rejected, which means there is a significant influence of implementing the problem-based learning model with visual media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. So, Hypothesis 1 can be stated as follows: there is a significant influence of implementing the problem-based learning model with visual media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon.

Hypothesis 2 aims to examine the impact of the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. The decision-making basis is as follows.

Ha: There is a significant effect of implementing the inquiry-based learning model with video media on the learning outcomes of 5th-grade students at SD GMIM IV Tomohon.

H₀: There is no significant effect of implementing the inquiry-based learning model with video media on the learning outcomes of 5th-grade students at SD GMIM IV Tomohon.

The decision-making and conclusion drawing in hypothesis testing are done at a significance level of 0.05. The criteria used for drawing conclusions are as follows: if sig < 0.05, then H₀ is rejected, and Ha is accepted, and if the probability of error is > 0.05, then H₀ is accepted, and Ha is rejected. The results of the test using the Anova test are presented below.

TABLE II
THE ANOVA TEST RESULTS FOR LEARNING THROUGH THE INQUIRY-BASED LEARNING MODEL WITH VIDEO MEDIA.

Learning outcomes		
Variable	F _{value}	Sig.
Learning outcomes	21.628	0.001

Based on the results of the Anova test presented in the Table II, it can be concluded that for the

variable of learning outcomes of 5th-grade students at SD GMIM IV Tomohon, the calculated F-value is 21.628, and the significance value is $0.001 < 0.05$. Therefore, H_0 is rejected, and it can be concluded that there is a significant influence of implementing the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. So, Hypothesis 2 can be stated as follows: there is a significant influence of implementing the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon.

Hypothesis 3 aims to examine the influence of problem-based learning with visual media and learning using the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. The basis for decision-making in the hypothesis about learning outcomes is as follows:

H_a : There is a difference in learning outcomes between the two groups.

H_0 : There is no difference in learning outcomes between the two groups.

The decision-making and conclusion-drawing in hypothesis testing are conducted at a significance level of 0.05. The criteria used for drawing conclusions are as follows: if the sig value is < 0.05 , then H_a is accepted, indicating that there is a difference; if the sig value is > 0.05 , then H_a is rejected, indicating that there is no difference. The results of the independent sample t-test are presented below.

TABLE III
THE RESULTS OF THE INDEPENDENT SAMPLE T-TEST FOR LEARNING OUTCOMES.

Class	N	Sig.	Mean	Decision
Problem-Based Learning Model with Visual Media.	31	0.160	86.26	H_0 accepted
Inquiry-Based Learning Model with Video Media.	31		82.55	

Based on the results presented in the Table III, it can be concluded that the significance of learning

outcomes between the two teaching methods, problem-based learning with visual media and inquiry-based learning with video media, is $0.160 > 0.05$. This suggests that there is no significant difference between the two approaches. However, the average final learning outcomes of students have improved, with scores of 86.26 and 82.55, respectively. Therefore, this hypothesis can be concluded as follows: the implementation of problem-based learning with visual media and inquiry-based learning with video media does not have a significant difference but does lead to an improvement in learning outcomes.

B. Discussion

The research findings indicate that the problem-based learning model with visual media has an impact on student learning outcomes, as demonstrated by the ANOVA test results processed using SPSS. The results for the problem-based learning model with visual media on learning outcomes show that the calculated F-value is 36.732, and the significance value is 0.001, which is less than 0.05 (< 0.05). As a result, H_a is accepted, and H_0 is rejected. Therefore, it can be concluded that there is a significant influence of the problem-based learning model with visual media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. This is consistent with research conducted by Alfianiawati[11], who found that low learning outcomes are a result of inadequate attention to appropriate teaching techniques, methods, and models in the learning process. Therefore, the use of the right teaching model is the key to achieving learning objectives. Problem-based learning is a teaching method characterized by real-world problems that help students develop critical thinking and problem-solving skills and acquire new knowledge [12]. Furthermore, as noted by Syarifudin et al.[13], the problem-based learning model has a positive impact on learning outcomes because it requires students to actively participate in the learning process, moving away from a teacher-centered approach, thus enhancing students' learning outcomes.

The second research finding shows that learning using the inquiry-based learning model with video

media has an impact on student learning outcomes. This is confirmed by the results of the ANOVA test processed using SPSS. In the case of learning using the inquiry-based learning model with video media, the calculated F-value is 21.628, and the significance value is 0.001, which is less than 0.05 (< 0.05). As a result, H_a is accepted, and H_0 is rejected. Therefore, it can be concluded that there is an influence of learning using the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. To address student issues, particularly in terms of learning outcomes, there is a need for innovation in using teaching models and media in the classroom, as indicated by the research findings [14]. This is consistent with the research conducted by Rahmayani [15], which emphasizes the need for creative and innovative media to bridge the learning process and ensure active participation, effective content delivery, and student engagement [16]. One of the media that has an impact on student learning outcomes is video media, as highlighted in research findings [17]. A cohesive series of learning activities that maximizes the involvement of students in systematic and logical investigation is the essence of the inquiry-based learning method. This allows students to discover knowledge, skills, and change in behavior autonomously. Therefore, combining the inquiry-based learning method with video media creates an integrated learning approach that can enhance student learning outcomes. Furthermore, Salamah et al. [18] suggest that media is a tool used by teachers to deliver content and convey learning objectives. Thus, teachers need to innovate by using various teaching media, one of which is video media. [19] adds that video media has a positive impact on student learning outcomes and boosts cognitive learning because it enhances student enthusiasm and engagement through innovative content delivery in the form of video, which makes abstract concepts tangible.

Meanwhile, the third research finding, from the results of the independent sample t-test on learning outcomes using the problem-based learning model with visual media and the application of learning using the inquiry-based learning model with video

media, yields a sig value of 0.160, which is greater than 0.05 (> 0.05). Therefore, based on the decision-making criteria, H_0 is accepted, and H_a is rejected. Consequently, it is concluded that both learning using the problem-based learning model with visual media and learning using the inquiry-based learning model with video media do not have a significant influence. However, they both lead to an improvement in learning outcomes. This is supported by the average or mean values for learning with the problem-based learning model and visual media, which are 86.26, and for learning with the inquiry-based learning model and video media, the mean is 82.55.

The research findings align with the findings of Sari et al. [20] which emphasize that a learning model involving students in problem-solving through scientific methods allows students to acquire knowledge related to the problem, ultimately leading to the achievement of learning objectives. Not only the learning model but also the use of instructional media play a significant role in the success of achieving learning objectives. The use of instructional media in the learning process is an effort to create more meaningful and high-quality learning experiences. As a result, Prastiyo et al. [21] concluded that the problem-based learning model and video media can enhance students' cognitive learning outcomes. Problem-based learning is an innovative teaching model that provides an active learning environment for students, allowing them to actively engage in problem-solving related to social issues. The use of video media serves to capture students' attention during the learning process [22]. The importance of using video media is particularly relevant because elementary school students are in the concrete operational stage, making video media effective in the learning process.

IV. CONCLUSIONS

Based on the data analysis and discussion of the research results, the following conclusions can be drawn:

1. Learning using the problem-based learning model with visual media has a significant influence on the learning outcomes of

Pancasila Education for 5th-grade students at SD GMIM IV Tomohon.

2. Learning using the inquiry-based learning model with video media has a significant influence on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon.
3. There is no significant difference in the impact of learning using the problem-based learning model with visual media and learning using the inquiry-based learning model with video media on the learning outcomes of Pancasila Education for 5th-grade students at SD GMIM IV Tomohon. However, both types of instruction lead to improved learning outcomes.

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