

## IMPLEMENTING PROBLEM-BASED LEARNING TO ENHANCE PANCASILA EDUCATION OUTCOMES IN GRADE IV AT ELEMENTARY SCHOOL

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### Abstract

The low learning outcomes in Pancasila Education among Grade IV students at SD Negeri Golo Yogyakarta highlight the need for innovative teaching strategies. This research aims to improve students' learning outcomes by implementing a Problem-Based Learning (PBL) model for Pancasila Education under the framework of the Merdeka Curriculum. The study adopts a classroom action research (CAR) approach using the Kemmis and McTaggart model, which involves four stages: planning, action, observation, and reflection. The research was conducted over two cycles, utilizing pretest-posttest, observation, and documentation as data collection methods. Data were analyzed using both qualitative and quantitative techniques to evaluate learning outcomes and student engagement. The findings demonstrate that the PBL model effectively enhances students' cognitive skills and engagement in Pancasila Education. Learning outcomes showed consistent improvement across the cycles, indicating the relevance of PBL in fostering critical thinking and understanding of Pancasila values. The study underscores the importance of contextual and student-centered learning methods in achieving educational objectives aligned with the Merdeka Curriculum.

**Keywords:** Problem-Based Learning; Pancasila Education; Learning Outcomes; Merdeka Curriculum

### Abstrak

Rendahnya capaian pembelajaran Pendidikan Pancasila pada siswa Kelas IV SD Negeri Golo Yogyakarta menunjukkan perlunya strategi pembelajaran yang inovatif. Penelitian ini bertujuan untuk meningkatkan capaian pembelajaran siswa dengan menerapkan model Problem-Based Learning (PBL) untuk Pendidikan Pancasila dalam kerangka Kurikulum Merdeka. Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK) dengan model Kemmis dan McTaggart yang meliputi empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan selama dua siklus dengan metode pengumpulan data pretest-posttest, observasi, dan dokumentasi. Data dianalisis menggunakan teknik kualitatif dan kuantitatif untuk mengevaluasi capaian pembelajaran dan keterlibatan siswa. Hasil penelitian menunjukkan bahwa model PBL efektif meningkatkan keterampilan kognitif dan keterlibatan siswa dalam Pendidikan Pancasila. Capaian pembelajaran menunjukkan peningkatan yang konsisten di seluruh siklus, yang menunjukkan relevansi PBL dalam menumbuhkan pemikiran kritis dan pemahaman nilai-nilai Pancasila. Penelitian ini menggarisbawahi pentingnya metode pembelajaran kontekstual dan berpusat pada siswa dalam mencapai tujuan pendidikan yang selaras dengan Kurikulum Merdeka.

**Keywords:** Pembelajaran Berbasis Masalah; Pendidikan Pancasila; Hasil Belajar; Kurikulum Merdeka

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### Introduction

Sustainable development has become a central focus for the global community, emphasizing efforts to improve the quality of life without exceeding the capacity of ecosystems to support it. According to Rahadian (2016), sustainable development or Sustainable Development Goals (SDGs) aim to achieve this balance. One of the primary aspects of the

SDGs is quality education, which encompasses access, curriculum quality, infrastructure, teaching staff, and other supporting elements (Pribadi, 2017). In line with this, Indonesia has introduced educational reforms by transitioning from the 2013 Curriculum to the Merdeka Curriculum. This curriculum aims to give schools greater autonomy in designing academic programs that align with local needs and student characteristics (Gumilar et al., 2023).

Despite the positive intentions, implementing the Merdeka Curriculum faces significant challenges. Many teachers struggle to adapt to their demands, often relying on conventional teaching methods that fail to engage students effectively (Somayana, 2020). These traditional approaches, such as lecture-based teaching, contribute to low learning outcomes as students find it challenging to understand and retain the material (Qiptiyyah, 2020). To address this issue, innovative and interactive teaching approaches are necessary. Problem-based learning (PBL) is one such approach that has gained recognition for fostering critical thinking and collaborative problem-solving skills among students (Hotimah, 2020).

Research has demonstrated the effectiveness of PBL in improving learning outcomes across various subjects and educational contexts (Sayuti, 2017; Prasetyo, 2019; Wijayanti, 2016). However, studies on applying PBL in Pancasila Education under the Merdeka Curriculum remain limited. This subject plays a vital role in shaping students' character and instilling national values. In the modern era, civic education must not only promote nationalism but also develop digital literacy, creativity, innovation, and critical thinking among students (Hidayah & Retnasari, 2019). Pancasila Education, as part of the Merdeka Curriculum, aims to nurture knowledgeable, socially aware, and technologically proficient individuals while fostering national pride and community involvement (Sumaryati et al., 2020).

A preliminary investigation conducted on August 21, 2023, through interviews with teachers and observations of Grade IV students at SD Negeri Golo Yogyakarta revealed significant challenges in achieving these objectives. In Chapter 1 of the Pancasila Education curriculum, focused on "Pancasila as a Life Value," learning outcomes were notably low. From daily test results, only 4 out of 22 students met the minimum competency standard (KKM) score of 75, with scores ranging from 30 to 85. The low achievement is attributed to the use of less innovative learning models, suboptimal teaching strategies, limited student engagement, low motivation, and a reluctance to express ideas.

This study aims to evaluate the effectiveness of the Problem-Based Learning model in improving learning outcomes in Pancasila Education for Grade IV students at SD Negeri Golo Yogyakarta. Additionally, it seeks to explore how PBL can address the specific challenges faced by students and teachers in this context, contributing to the broader goals of the Merdeka Curriculum and quality education.

## Research Methods

According to Paizaluddin & Ermalinda in Haryati et al. (2022), classroom action research (CAR) comes from the English language classroom action research, which means research conducted in a class to find out the consequences of actions applied to a research object in that class. This research uses the Kemmis and McTaggart model research design. This model divides one cycle of classroom action research procedures into four stages, namely the planning, action, observation, and reflection stages (Maliasih et al., 2017). The reason for using the Kemmis & Mc Taggart Classroom Action Research model is that the stages of each action are simple, so they are easily understood by researchers. Another consideration for using this model is that

there are problems that need to be resolved using class action research, so a research model that suits the problems in the classroom is needed.

The research was conducted at SD Negeri Golo Yogyakarta, specifically in class IV, from January to February 2024. This research was carried out in 2 cycles, and each cycle was carried out in 2 meetings. In this study, the research subjects were class IV students at SD Negeri Golo Yogyakarta, consisting of 22 students. Apart from that, teachers are also research subjects to determine the implementation of Pancasila education learning using the PBL model. The reason for taking research subjects in class IV at SD Negeri Golo Yogyakarta was that students still experienced low learning outcomes in Pancasila education subjects.

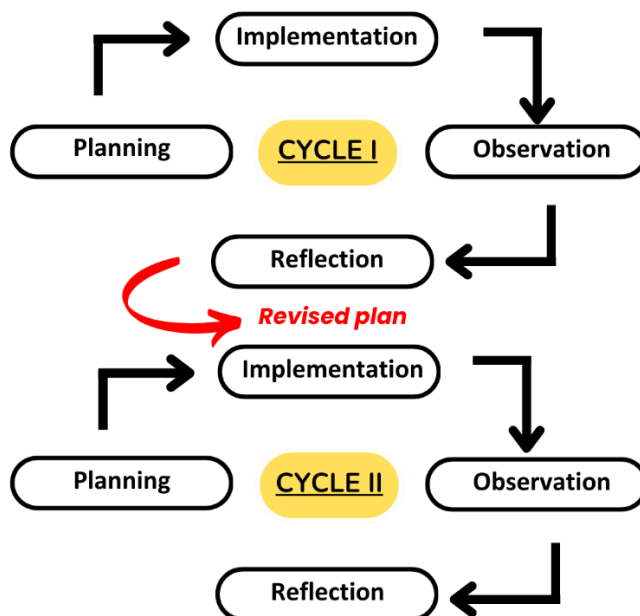


Figure 1. Kemmis & Mc Taggart Designs 1998

From the flow above, the implementation of Classroom Action Research (PTK) starts from the planning or planning (acting), observation (observing), reflection (reflecting), and re-planning () stages which are the basis for a plan. Problem-solving plan. These stages are interconnected with each other because each action begins with the planning stage, which involves compiling teaching modules using the PBL learning model in the Pancasila Education subject, providing activity sheets, and creating research instruments used in the acting stage. After that, observations were made of teachers and students as research subjects. Then, at the reflection stage, present the activities that have been carried out in the learning process and discuss plans for further action. Classroom action research is carried out in at least two cycles. The second, third and so on cycles cannot be designed before the first cycle occurs. The results of the reflection must be used as input for planning the next cycle.

Research data was collected using observation, tests, and documentation. The instruments used in this research include teacher and student research observation sheets, pretest and posttest sheets along with answer keys, and teaching modules. The data obtained in this research was analyzed using qualitative and quantitative data analysis models. This quantitative data analysis is calculated using the statistical formula as follows.

$$M = \frac{\sum X}{N}$$

M is the average class score,  $\sum$  the N is the total final score, and N is the number of students. This formula is used to calculate the class average score.

$$P = \frac{f}{N} \times 100\%$$

P is the percentage figure, f is the number of students who achieve a score  $\geq$  KKM, and N is the number of students. This formula is used to calculate the percentage of student success in learning.

The results of these observations were analyzed descriptively qualitatively and quantitatively. Qualitative descriptive analysis uses words or sentences to describe the activities carried out by teachers and students during the learning process.

$$P = \frac{\text{total score obtained}}{\text{maximum score}} \times 100$$

The quantitative data is interpreted with qualitative sentences. The results are interpreted in the categories 85% – 100% (Very Good), 70% – 84% (Good), 55% – 69% (Fair), 26% – 54% (Poor), and 0% – 25% (Very Poor).

## Result and Discussion

This action research was carried out through two cycles, which were adjusted to the conditions and the results of the reflection on the achievement of the expected improvement in the previous cycle, according to the actions that had been taken. If the first cycle has not been successful, then it is continued in the next cycle.

### Planning

The activities carried out at the action planning stage included preparing an open module that had been approved by the class IV teacher; preparing Pancasila educational material that will be delivered to students in cycle I regarding Pancasila as a life value, preparing Student Worksheets as material for solving student problems; and compiling the cycle I pretest and posttest accompanied by an answer key.

In this cycle, the results of reflection in cycle I are used as a reference for designing learning in cycle II. In cycle II, this design and improvement was carried out in several parts, including preparing an open module that had been approved by the class IV teacher; preparing Pancasila educational material that will be delivered to students in cycle I regarding Pancasila as a life value, prepare Student Worksheets (LKPD) as material for solving student problems; and compiling the cycle I pretest and posttest accompanied by an answer key.

### Implementation

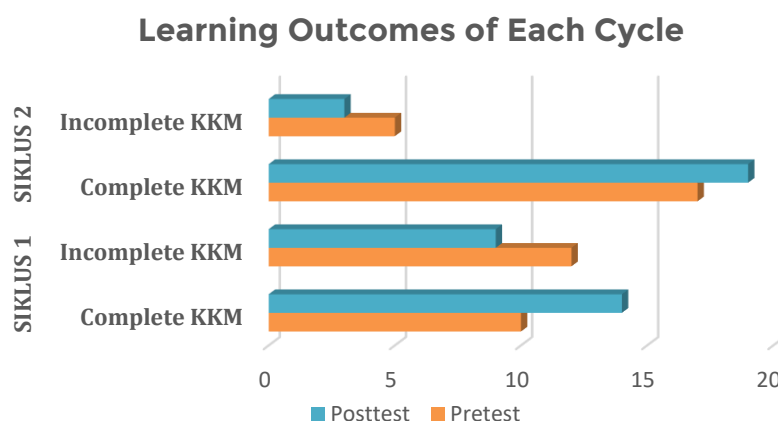
In implementing the actions in cycle I 2 meetings were held. The first meeting was to carry out the pretest and learning, the second meeting was to carry out the learning and posttest. The first meeting was held on Monday 4 March 2024 and the second meeting was held on Tuesday 5 March 2024. The material in cycle I was Pancasila as a life value regarding the symbols in Pancasila. The series of learning implementation starts with preliminary activities, and core activities using the steps of the Problem-Based Learning (PBL) learning model and ends with closing activities.

In implementing the actions in cycle II, 2 meetings were held. The first meeting was to carry out the pretest and learning, the second meeting was to carry out the learning and posttest. The first meeting was held on Monday 18 March 2024 and the second meeting was held on Tuesday 19 March 2024. The material in cycle I was Pancasila as a life value regarding the application of Pancasila. The series of learning implementation starts with preliminary

activities, and core activities using the steps of the Problem-Based Learning (PBL) learning model and ends with closing activities.

### Observation

Observations are carried out during the learning process by observers or observers. Observations were carried out using the observation sheet that had been made. The results of the cycle 1 pretest at meeting 1 were that 10 students achieved the KKM score (41%) and the number of students who had not reached the KKM score was 12 students (59%). Meanwhile, the results of the posttest at meeting 2 were that the number of students who achieved the KKM score was 14 students (64%) and the number of students who had not reached the KKM score was 9 students (36%). The results of the pretest cycle II at meeting 1 were that 17 students achieved the KKM score (77%) and the number of students who had not reached the KKM score was 5 students (23%). Meanwhile, the results of the posttest at meeting 2 were that the number of students who achieved the KKM score was 19 students (86%) and the number of students who had not yet reached the KKM score was 3 students (14%). For a more detailed comparison between pretest and posttest cycle I and cycle II, see the following diagram.



**Figure 2.** Graph of Pretest and Posttest Results for Each Cycle

From the graph above, it can be seen that there was an increase in pretest and posttest activities in cycle I. In the pretest cycle I, the number of students who completed it was 10 students and the number of students who did not complete it was 12 students. Posttest in cycle I, the number of students who completed it was 14 students and the number of students who had not yet completed it was 9 students. Meanwhile, it can be seen that there is an increase in the pretest and posttest activities of cycle II. In the pretest cycle II, the number of students who completed it was 17 students and the number of students who did not complete it was 5 students. Posttest in cycle II the number of students who completed it was 19 students and the number of students who had not yet completed it was 3 students.

### Reflection

In the first cycle, Pancasila Education learning using the PBL learning model which was implemented in class IV at SD Negeri Golo Yogyakarta went smoothly according to plan. In principle, students can receive learning even though it is not optimal, there are still many shortcomings so improvements are needed in the next cycle. Based on the implementation of actions at meeting 1 and meeting 2 of cycle I in following the learning process, students have not actively participated in learning. Students' learning motivation is still low. Based on this, the

student activity obtained in increasing student activity in learning Pancasila Education with the PBL model in class IV cycle I was not in line with expectations, so improvements were needed in the next cycle, namely cycle II.

After completing cycle II, what is done is reflection on the data that has been obtained from implementing the action. From these data, students can understand Pancasila education learning on Pancasila material as a good life value which can be seen from their completeness in working on all the questions, so that students' understanding of the concept falls into the very good criteria. Based on the results of the posttest in cycle II, it can be seen that 86% of students have fulfilled the KKM so class IV students at SD Negeri Golo Yogyakarta can be said to have achieved very good criteria. This can be said if the PBL learning model can improve Pancasila Education learning outcomes. Students can understand and solve problems from the material provided. From the results of this reflection, it can be concluded that this research has met the targeted success indicators. Therefore, this classroom action research is sufficient to reach cycle II.

There are still many teachers who have not yet mastered teaching skills. According to Somayana (2020), basic teaching skills for teachers are needed so that teachers can carry out their role in managing the learning process so that learning can run effectively and efficiently. In learning, teaching only using the lecture method makes students bored and have difficulty understanding the material, resulting in low learning outcomes. Learning is a process of student interaction with the teacher and learning resources in the learning environment (Qiptiyyah, 2020). According to Nurul Audie (2019), types of learning outcomes include cognitive, affective, and psychomotor aspects. Cognitive aspects include knowledge, understanding, application, analysis, synthesis, and assessment. The affective aspect includes attitudes and values, which consist of five levels of abilities: receiving, responding or acting, assessing, organizing, and characterizing with values or complex values. Psychomotor aspects include skills and abilities to act based on learning results.

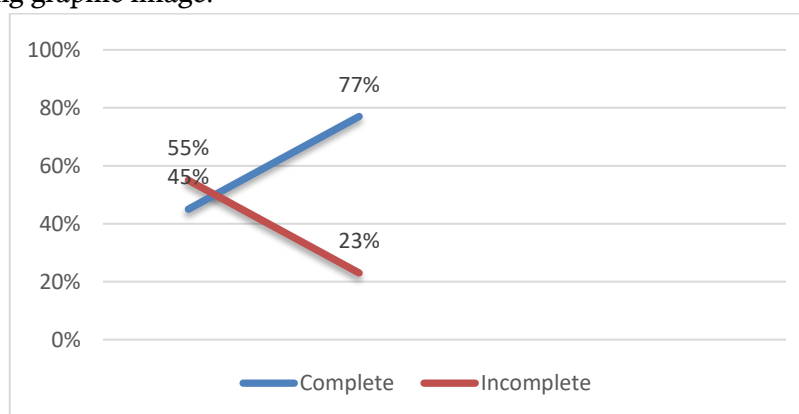
To improve learning outcomes and student activities in the learning process is to replace learning methods/methods that are no longer of interest to students. The expected teaching and learning atmosphere is to make students subjects who try to explore themselves and solve their problems from a concept being studied, while the teacher acts more as a motivator and facilitator (Qiptiyyah, 2020). The expected learning situation here is that students play a more active role in learning (Sukaptiyah, 2015).

Based on this phenomenon, teachers can use the Problem-Based Learning (PBL) learning model. According to Hotimah (2020), PBL is a learning method that is triggered by problems, which encourages students to think critically and analytically, work together in groups, and find solutions to problems. As students in a class or group, students may not have the same abilities and traits. Therefore, teachers' belief in human potential and the ability of each student to learn and achieve is very important (Qiptiyyah, 2020).

The implementation of learning using the PBL learning model in this classroom action research aims to improve student learning outcomes. According to Wati (2019), the use of appropriate and varied learning models is expected to increase student learning activities, and by increasing student activity during learning, it is hoped that it can improve learning outcomes. Before implementing learning using the PBL learning model in class IV at SD Negeri Golo Yogyakarta, the teacher first conveys the learning objectives and learning activities that will be carried out. This is done so that students can know what will be learned and done during the learning process using the PBL learning model (Sulistiana, 2022)

Based on the results of previous research conducted by Sayuti (2017), LKPD which are made relevant to real life from contextual problems in LKPD are equipped with pictures, thereby helping students understand what they encounter. Through presentation activities, students are trained to speak, ask questions, and discuss the material so that students can increase their self-confidence they have motivation and enthusiasm in learning Pancasila education. Quality learning depends on student motivation and educator creativity (Pratiwi & Setyaningtyas, 2020). Students who have high motivation are supported by educators who can facilitate this motivation, which will lead to the achievement of learning targets (Kusuma, 2021). Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Likewise, the classroom action research carried out using the Problem-Based Learning model on the Pancasila education subject in class IV at SD Negeri Golo Yogyakarta showed the learning outcomes of students in each cycle.

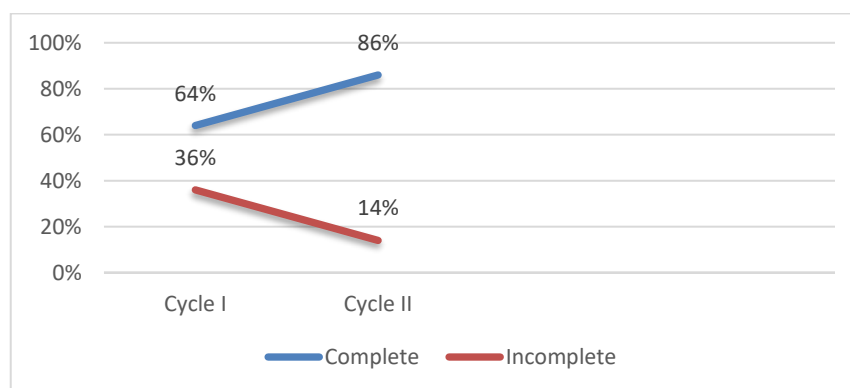
The results of this research consist of 2 cycles regarding Pancasila education learning on Pancasila material as a life value using the PBL learning model in class IV of SD Negeri Golo Yogyakarta showing an increase in student learning outcomes. This can be seen based on the results of the students' posttest tests which show an increase from before the action and after the research action. This increase can be seen in the increase in the percentage of students who have reached the specified criteria (KKM 75). Learning in Cycle I and Cycle II studied Pancasila material as a life value that focused on the principles of Pancasila. Learning using the PBL model was carried out in this research to encourage students to solve problems and discover basic concepts. With problems, students are trained to get used to solving problems related to everyday life (Saputro & Marantika, 2023). Of course, so that students can apply the principles of Pancasila in their daily lives. This activity can make it easier for students to understand learning material and can improve student learning outcomes (Nurrohim et al., 2022). For greater clarity, the increase in students' pretest and posttest results in cycles I and II is presented in the following graphic image.



**Figure 3.** Graph of Pretest Improvement for Cycles I and II

From the graph above, it can be seen that there are percentages of cycle I and II pretest activities. The percentage of students who completed increased from 45% to 77%. Meanwhile, the percentage of students who did not complete decreased from 55% to 23%.





**Figure 4.** Graph of Posttest Improvement for Cycles I and II

From the graph above, it can be seen that there are percentages of cycle I and II posttest activities. The percentage of students who completed increased from 64% to 86%. Meanwhile, the percentage of students who did not complete decreased from 36% to 14%.

It can be concluded that the increase in student learning outcomes after taking action in cycle I to cycle II of the posttest assessment increased by 22%. Based on the results described above, it can be concluded that learning using the PBL learning model can improve learning outcomes for class IV of SD Negeri Golo Yogyakarta in the even semester of the 2023/2024 academic year, so this research is said to be successful and the research cycle is stopped.

## Conclusion

The application of the problem-based learning model in Pancasila Education has shown significant improvement in the learning outcomes of class IV students at SD Negeri Golo Yogyakarta. The results indicate a progression from initial poor conditions to satisfactory levels in cycle I and ultimately to very good levels in cycle II, with an impressive 86% achievement rate. This demonstrates that the problem-based learning model is an effective teaching method for Pancasila Education, as it allows students to actively engage with the material and apply it to real-life situations. The success of this research highlights the importance of utilizing innovative teaching approaches to enhance student learning outcomes. However, this study is limited to one school, SD Negeri Golo Yogyakarta, making it difficult to generalize the findings to other schools in Indonesia. The small sample size and short duration of the study may affect the validity and strength of the data. Additionally, the study may not have thoroughly compared the problem-based learning model with other methods or accounted for factors such as students' socio-economic and cultural backgrounds. The effectiveness of this model heavily relies on the teacher's skills, which, if insufficient, may limit the outcomes.

Further limitations include the lack of adequate support facilities, tools, and evaluation methods. External interventions, such as government programs or extracurricular activities, also need consideration. Finally, individual student responses to different teaching methods might not be comprehensively addressed in this research. Moving forward, further research can be conducted to explore the long-term impact of the problem-based learning model on students' retention and application of Pancasila principles. Based on the limitations of the results of this study, the researcher provides suggestions to elementary school teachers, principals, or stakeholders to continue to provide permission related to the implementation of this PBL learning model. They need support from the principal and need to be prepared as well as possible so that students can complete the stages of their learning well. Therefore, further research



recommendations to examine the application of learning models in other fields of study or certain schools.

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