

APPLICATION OF PROBLEM BASED LEARNING TO REDUCE MISCONCEPTIONS OF THE CONCEPT OF HEROES IN GRADE V STUDENTS OF SDN TEMANGGAL MAGELANG

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Abstract

This research aims to overcome the misunderstanding of elementary school students in social studies learning, especially in the concept of heroes who tend to be understood narrowly as figures of the independence period who have passed away. This condition shows the need for a learning approach that is able to facilitate the development of deeper and meaningful conceptual understanding. This study aims to describe the application of the Problem Based Learning (PBL) model in reducing misunderstandings of the concept of heroes and analyze changes in students' understanding after participating in problem-based learning. This study uses a qualitative case study method involving grade V students of SDN Temanggal. The learning process is designed through PBL stages which include problem orientation, information exploration, group discussions, and digital project development with the theme "Contemporary Heroes". Data collection was carried out through pre-learning diagnostic tests, learning observations, and post-learning formative assessments. The results showed a large decrease in misunderstandings of about 45%, which was shown by the increased ability of students to distinguish historical heroes and contemporary heroes. In addition, students demonstrate improved critical thinking skills and the ability to articulate conceptual understanding independently. These findings confirm that the application of PBL integrated with digital media is effective in reducing conceptual misunderstandings and broadening students' understanding of the meaning of heroism. This study recommends the wider application of PBL in social studies learning to strengthen historical literacy and character development of elementary school students.

Keywords: *missunderstandings; problem-based learning; IPS; Heroes*

Abstrak

Penelitian ini bertujuan untuk mengatasi miskonsepsi siswa sekolah dasar pada pembelajaran IPS, khususnya pada konsep pahlawan yang cenderung dipahami secara sempit sebagai tokoh masa kemerdekaan yang telah meninggal dunia. Kondisi tersebut menunjukkan perlunya pendekatan pembelajaran yang mampu memfasilitasi konstruksi pemahaman konseptual yang lebih mendalam dan bermakna. Penelitian ini bertujuan untuk mendeskripsikan penerapan model Problem Based Learning (PBL) dalam mengurangi miskonsepsi konsep pahlawan serta menganalisis perubahan pemahaman siswa setelah mengikuti pembelajaran berbasis masalah. Penelitian ini menggunakan metode studi kasus kualitatif dengan melibatkan siswa kelas V SDN Temanggal. Proses pembelajaran dirancang melalui tahapan PBL yang meliputi orientasi masalah, eksplorasi informasi, diskusi kelompok, dan pengembangan proyek digital bertema "Pahlawan Kontemporer". Pengumpulan data dilakukan melalui tes diagnostik pra-pembelajaran, observasi pembelajaran, dan penilaian formatif pasca-pembelajaran. Hasil penelitian menunjukkan adanya penurunan miskonsepsi utama sebesar sekitar 45%, yang ditunjukkan oleh meningkatnya kemampuan siswa dalam membedakan pahlawan sejarah dan pahlawan kontemporer. Selain itu, siswa menunjukkan peningkatan kemampuan berpikir kritis dan kemampuan mengemukakan pemahaman konseptual secara mandiri. Temuan ini menegaskan bahwa penerapan PBL yang terintegrasi dengan media digital efektif dalam mengurangi miskonsepsi konseptual dan memperluas pemahaman siswa terhadap makna kepahlawanan. Penelitian ini merekomendasikan penerapan PBL secara lebih luas dalam pembelajaran IPS untuk memperkuat literasi sejarah dan pengembangan karakter siswa sekolah dasar.

Kata kunci: miskonsepsi; Pembelajaran Berbasis Masalah; IPS; Pahlawan

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Introduction

Education requires learning that is able to develop critical, collaborative, and creative thinking competencies in students. Elementary schools as the foundation of formal education have an important role in shaping students' literacy skills and conceptual understanding in a sustainable manner (Rahman, 2022). This condition requires teachers to present learning that not only emphasizes the cognitive aspect, but also fosters analytical skills for social phenomena (Lestari, 2023).

In the context of basic education, Social Sciences (IPS) has a strategic role as a subject that educates students to understand the dynamics of community life, history, and national values. Social science not only functions as a transfer of knowledge, but also as a means of internalizing values and forming national character from an early age (Suganda, 2023). Therefore, social studies learning must be able to facilitate the process of historical thinking and social reasoning comprehensively (Wijaya, 2024).

However, various studies show that misconceptions are still a serious problem in social studies learning, especially on the topic of history. Students often experience misunderstandings due to the dominance of lecture methods that lack interaction and independent exploration (Kurniawan, 2022). The lack of contextual media and the lack of investigation-based learning experiences also reinforce misunderstandings in understanding historical concepts (Simbolon, 2024).

One of the misconceptions that often arise in the Heroes theme material is the assumption that heroes are always identified with figures who have died and come from the period of the independence struggle. This misconception shows that students have not understood the construction of the meaning of heroes in the broader modern social context (Hidayat, 2023). In addition, these misunderstandings indicate the lack of students' ability to connect heroic values with the current phenomenon of leadership and role models (Rohimah, 2023).

The Problem Based Learning (PBL) model is one of the relevant approaches to overcome the problem of misconception because it provides opportunities for students to build their knowledge through authentic problem analysis. PBL encourages students to be actively involved in problem solving so that there is a strengthening of concepts based on critical thinking processes (Pratiwi, 2023). In addition, PBL opens a space for collaboration, dialogue, and clarification so that students can gradually correct misunderstandings through a reflection process (Yuliana, 2024).

In social studies learning the theme of heroes, misconceptions often arise because students build understanding based on a single narrative, traditional heroic symbols, and an expository approach that is minimal dialogue. PBL allows students to explore the meaning of heroism through contextual issues, collaborative discussions, and value reflection, so that the concept of hero is understood as a dynamic and cross-contextual social construct, rather than merely a historical figure of the past.

A number of recent studies have proven the effectiveness of PBL in improving critical thinking skills and learning outcomes of elementary school students. Anggraeni et al. (2023) through a systematic review showed that PBL consistently contributes positively to the development of students' critical thinking. Similar findings were reported by Darmawati and

Mustadi (2023), as well as Widodo et al. (2025), who confirmed that PBL is effective in learning social studies and social studies at the elementary school level.

Other research highlights the role of digital media in supporting PBL. Dudu Saputra et al. (2024) and Romadhon and Gularso (2025) show that the use of video-based and digital visual media is able to increase students' learning engagement and conceptual understanding of social studies materials. However, most of the research still focuses on learning outcomes and thinking skills, rather than on an in-depth analysis of students' conceptual misconceptions.

The study of Kusuma and Jannah (2022) has examined student misconceptions through diagnostic tests, but has not explicitly linked them to PBL-based pedagogical interventions. Meanwhile, Prasetya and Damarsari (2023) examine the internalization of heroic values through PBL, but do not place misconceptions as the main focus of the analysis of students' conceptual changes.

Thus, there is a research gap in the aspects:

- a. Lack of studies that specifically examine misconceptions of the concept of heroes in elementary school students.
- b. There is limited research that analyzes how PBL works as a mechanism to reduce misconceptions, not just to improve learning outcomes.
- c. The lack of an in-depth qualitative approach that explores the process of changing students' understanding in problem-based social studies learning and digital media.

Based on these gaps, this study positions itself to make empirical and theoretical contributions by analyzing the form of student misconceptions, the PBL implementation process, and the dynamics of changing students' conceptual understanding of the theme of heroes in grade V of elementary school.

Based on these needs, this research is focused on the application of problem-based learning to reduce misconceptions about the concept of heroes in grade V students of SDN Temanggal Magelang. This research is important to ensure that students' understanding of the concept of heroes is not only historically accurate but also relevant to current social realities (Nugraha, 2024). In addition, this research is expected to make a scientific contribution to the development of elementary social studies learning in accordance with the quality standards of scientific publications in nationally reputable journals (Mahendra, 2023).

Research Methods

In this study, a qualitative approach is used with the design of the case study as stated by Creswell that the case study aims to explore the phenomenon in depth through various sources of information, including observation, interviews, and documentation (Creswell, 2016; Creswell & Poth, 2018). This design was chosen to focus the analysis on specific cases, namely the misunderstanding of class V students about the concept of heroes in social studies learning, as well as how the application of the Problem Based Learning (PBL) model can reduce these misunderstandings. To support systematic data mining, this study uses interview and observation instruments arranged in the form of structured and semi-structured guidelines, so that the data collection process remains directional but flexible following field dynamics.

The research was conducted at SDN Temanggal, Magelang Regency, with the main subjects of the study being (1) 20 students in class V as the focus of the misconception study and (2) class V teachers as implementers of social studies learning. The selection of subjects is carried out deliberately (purposive sampling), in accordance with Creswell's principle that case selection is based on the relevance of the phenomenon and the context being studied. The selection criteria for students included variations in the level of initial understanding of the concept of

heroes (low, medium, and high), active involvement in social studies learning, and students' ability to express opinions orally, so that the data obtained reflected a diverse spectrum of misconceptions. The focus of the research is directed at (1) the form of social studies misunderstanding on the hero theme, (2) the process of applying the PBL model in learning, (3) changes in students' understanding after the implementation of PBL, and (4) supporting and inhibiting factors in reducing misconceptions. The researcher plays the role of the main instrument directly involved in the collection and interpretation of field data, as recommended by Creswell in qualitative research.

The study follows the following systematic steps, according to Creswell.

1. Case Identification

The researcher determined a specific case, namely students' misunderstanding of the concept of heroes that appeared in social studies learning. This case was identified based on the results of initial observations and discussions with classroom teachers that showed a narrow and non-contextual conceptual understanding in most students.

2. Data Collection from Multi-Sources

In accordance with the case study approach, data was collected through:

- a. participant observation of teacher and student activities during the implementation of PBL, using observation sheets that contain indicators of PBL activities such as student involvement in discussions, problem-solving skills, collaborative work, and reflection processes;
- b. in-depth interviews with teachers and some students, using semi-structured interview guidelines that focus on students' perceptions of the concept of heroes, learning experiences during PBL, as well as perceived changes in understanding;
- c. documentation in the form of lesson plans, LKPD, photos of learning activities, field notes, and student work, which are used to strengthen and verify the data of observation and interview results.

3. Data Organization

All data were classified in the form of verbatim interview transcripts, structured observation notes, and supporting documentation. The data is then managed using a manual coding system by initially labeling the relevant units of meaning, according to the open coding guidelines recommended by Creswell.

4. Data Analysis

Data analysis is carried out through several stages:

- a. initial coding, to identify units of meaning related to the forms of misconception and dynamics of PBL learning;
- b. categorization of themes, by grouping codes that have similar meanings into large categories such as conceptual misconceptions, PBL inquiry processes, and changes in understanding;
- c. preparation of thick descriptions to comprehensively describe the context of the class and the learning process;
- d. interpretation of findings by linking between themes and drawing theoretical meanings about the role of PBL in reducing misconceptions. The determination of the main theme is carried out iteratively through a constant comparison process between data until conceptual saturation is achieved.

This analysis model is in line with the qualitative analysis framework of Creswell and Poth (2018).

5. Presentation of the Case Narrative

The research findings are presented in the form of a descriptive narrative that describes the context, learning dynamics, and the process of changing students' understanding in depth. This narrative is reinforced by direct quotes from interviews and observational results as empirical evidence.

6. Data Validity

To maintain the credibility and validity of the data, this study applied:

- a. triangulation of sources by involving students, teachers, and documents;
- b. triangulation of techniques through observation, interviews, and documentation;
- c. member checking by confirming findings to teachers and students;
- d. audit trail through systematic recording of the research process.

These steps are taken to ensure consistency, transparency, and reliability of the researcher's results.

The research is carried out by paying attention to the ethical principles of research, including approval from the school, protection of student identity confidentiality, and the use of data solely for academic and scientific purposes.

Results and Discussion

The results of the initial identification showed that grade V students still had misconceptions regarding the concept of heroes. The majority of students interpret heroes as figures of the independence period who have died, so the concept of heroism is understood very narrowly. This condition is natural because elementary school students often use linear reasoning and have not been able to sort out the historical context with the current social context (Sari & Putra, 2022). In addition, common misconceptions in social studies learning often arise due to learning methods that are too factual and lack of contextual experience (Rahmadani, 2023).

The implementation of PBL is carried out through the stages of problem orientation, information mining, group discussions, and the preparation of digital projects. In the early stages, videos about today's heroes are used as triggers to activate students' initial knowledge. The use of visual media at the orientation stage has been shown to increase students' focus and curiosity (Hidayat & Nirmala, 2022). Information mining activities and group discussions provide space for students to reassess their initial understanding and compare new information discovered. This process is in accordance with the characteristics of PBL which places students as active problem solvers (Rosyid & Ramadhan, 2024).

Analysis of test results showed a decrease in misunderstandings by $\pm 45\%$ after the implementation of PBL. Students are beginning to be able to distinguish between historical heroes and current heroes and understand that heroism can also arise from social, educational, health, and environmental roles. Conceptual changes like this usually occur when students are given the opportunity to evaluate the learning experience and draw new meanings from problem-based activities (Wijayanti, 2023). In addition, students can craft digital projects depicting heroes from the surrounding environment, demonstrating high-level synthesis and reasoning abilities. Project-based activities have been proven to strengthen the reconstruction of concepts in social studies learning (Lestari & Mahmudah, 2022).

Students' responses to learning showed high enthusiasm, especially when using digital media and discussing collaboratively. Learning that puts students at the center of activities provides a more meaningful learning experience that affects the quality of their understanding (Kurniawan, 2022). Teachers also consider that PBL makes the learning process more lively

and conducive to encourage student involvement. PBL helps teachers create a learning environment that is oriented towards inquiry and reflection (Aminah & Putri, 2021).

The results of interviews with teachers of grade V (five) show that the learning process in the classroom is in a dynamic context and requires high pedagogical creativity. The teacher stated that the characteristics of students at this level tend to be active, bored easily, and require visual stimulation and concrete experience in understanding concepts. Therefore, teachers strive to implement active learning strategies through discussions, educational games, problem-solving, and the use of visual media to encourage students' cognitive and affective engagement.

The teacher assessed that the application of this strategy was able to increase motivation and help students in building knowledge in a more meaningful way. However, teachers admit that there are a number of obstacles that affect the effectiveness of learning. One of the main obstacles is the heterogeneity of students' academic abilities which leads to a gap in understanding in the learning process. Teachers identify groups of students who are able to master the material quickly while others tend to be slow to understand the concepts being conveyed. This condition is exacerbated by limited learning resources and insufficient time allocation to accommodate the individual needs of students. As a result, teachers often face a dilemma between pursuing curriculum completeness and providing intensive assistance to students in need.

The results of interviews with students show that their learning experiences are greatly influenced by the diversity of teaching methods used by teachers. Students said that learning feels more engaging when teachers bring interactive activities, such as group discussions, educational games, and visual media viewing. They found that the use of this method helped them understand the material while increasing their motivation to learn, compared to learning that only focused on one-way explanations. Nevertheless, students honestly admit that they still face some difficulties in understanding the material, especially when the subject matter is abstract or requires deep thought. Some students are reluctant to ask questions for fear of being judged under-capable by their peers, so they tend to wait for additional explanations or ask for help from close friends. This condition confirms that the psychological aspects and courage of students also play a role in the effectiveness of learning.

Based on the results of the interviews, this study shows that the quality of learning in grade V is greatly influenced by the capacity of teachers to design learning experiences that are interactive, contextual, and responsive to student needs. Teachers consistently try to avoid a one-way learning approach by implementing activity-based strategies, such as group discussions, problem-solving, and the use of visual media. These efforts have been shown to significantly increase student motivation, participation, and understanding, while encouraging the creation of a more active and collaborative learning environment.

However, learning faces a number of quite complex obstacles, especially related to the heterogeneity of students' academic abilities, differences in learning speed, and limited learning facilities. This condition has implications for the need to adjust pedagogical strategies more flexibly, including different learning, the provision of additional guidance, and the use of simple media to support the strengthening of concepts. Teachers show reflective awareness of these challenges and make relevant adaptations so that learning goals are optimally achieved.

On the other hand, students showed a positive response to learning involving collaborative activities and visual media. They feel more enthusiastic, confident, and easily understand the material when actively involved in the learning process. However, some students still experience psychological obstacles, such as hesitation to ask questions for fear of being judged as less

capable by their peers. It emphasizes the importance of creating a supportive and emotionally safe classroom climate so that students are encouraged to participate constructively.

Overall, the results show that the effectiveness of learning in class V depends not only on the selection of instructional strategies, but also on the teacher's adaptation to the characteristics of the students and the learning context. The dynamic interaction between learning methods, the media used, and emotional support has been shown to contribute to improving the quality of students' learning experiences. Thus, participatory, differentiated, and contextual learning is an important prerequisite for building students' conceptual understanding and motivation to learn sustainably.

In the overall findings from both observations and interviews, students showed a positive attitude toward learning, but also expected teachers to provide more frequent opportunities to ask questions, provide concrete examples, and use engaging learning media. They mentioned that hands-on practice activities and collaborative activities made them more active, confident, and motivated to understand the material in depth. This shows that participatory and contextual learning have a significant contribution to increasing student engagement.

Recognizing these challenges, teachers apply different approaches to learning by assigning assignments according to students' ability levels, facilitating collaborative-based group work, and utilizing simple media to aid in concept representation. According to teachers, this strategy is not only effective in reducing the understanding gap, but also increasing students' confidence in learning. Teachers also emphasized the importance of interpersonal communication and adaptive classroom management as part of a pedagogical strategy that is responsive to student needs. In general, teachers view that learning practices must be flexible, contextual, and prioritize the meaning of learning experiences.

The findings of the study show that the application of the Problem Based Learning (PBL) model contributes significantly to reducing students' misunderstandings about the concept of heroes in social studies learning. In the early stages, most students interpreted heroes narrowly, limited to deceased figures in the history of independence. This understanding reflects the conceptual characteristics of elementary school-age children who tend to think concretely and literally, so they have difficulty in connecting historical context with contemporary social phenomena. These findings are in line with the view of Sari & Putra (2022) that elementary school students often experience misunderstandings due to limited abstract abilities of social concepts.

Another cause of misunderstanding is the factual and mechanistic social studies learning pattern, with minimal contextual experience as expressed by Rahmadani (2023). This suggests that misunderstandings are not just a misunderstanding of knowledge, but are the result of a learning process that does not facilitate the construction of reflective meaning. Therefore, pedagogical interventions that emphasize the development of critical thinking and authentic experiences become essential to restructure students' concepts.

The implementation of PBL in this study has been proven to be able to create a student-centered and experiential learning environment. The problem orientation stage through the use of visual media triggers students' curiosity and early knowledge activation, supporting Hidayat & Nirmala (2022) who argue that visual stimuli help modify attention and learning motivation. This is important because misunderstandings often persist due to a lack of internal motivation to evaluate initial knowledge.

At the information mining and group discussion stages, students are involved in the process of exploring and verifying information through social and cognitive interactions. These findings reinforce the characteristics of PBL as a model that positions students as active problem

solvers (Rosyid & Ramadhan, 2024). Collaborative discussions allow for the negotiation of meaning, cognitive conflict, and the reconstruction of previously erroneous concepts. Theoretically, conceptual change occurs when students are faced with situations that challenge their initial views and provide more rational explanatory alternatives.

The learning impact was evident from the $\pm 45\%$ reduction in misunderstandings measured through concept tests. Change is not only quantitative, but also qualitative, demonstrated by students' ability to distinguish the characteristics of historical heroes and contemporary heroes and understand the meaning of heroism as a social contribution relevant to modern life. These findings support Wijayanti's (2023) argument that problem-based learning allows students to conduct epistemological reflection so as to result in more stable conceptual changes.

Digital project preparation activities also contribute to strengthening concepts through the application of knowledge into real works. This activity requires integrative skills between understanding, creativity, and value representation. Lestari & Mahmudah (2022) emphasize that project-based learning supports higher-level thinking skills and mediates a more in-depth reconceptualization of social studies knowledge. Thus, the use of PBL modified with technology-based tasks becomes an effective strategy to facilitate the transformation of understanding.

Affectively, students showed a positive response to learning that emphasized the use of digital media and collaborative work. This suggests that PBL affects not only the cognitive realm but also emotional and social engagement. Kurniawan (2022) explained that learning motivation has a direct correlation with the quality of concept understanding, and meaningful learning is an important mediator in the process.

From the teacher's perspective, PBL is considered to be able to create dynamic, investigative, and participatory learning. Teachers play the role of facilitators who encourage exploration rather than just conveying information. This condition is in line with the view of Aminah & Putri (2021) that PBL allows teachers to manage a learning environment that supports problem-solving, critical reflection, and collaboration. Thus, the implementation of PBL not only impacts students, but also changes teachers' pedagogical practices towards transformative learning.

Overall, the results of the study show that misconceptions in social studies learning can be reduced through learning strategies that allow for authentic experiences, critical reflection, and the use of technology that is relevant to students' lives. PBL provides space for a more adaptive and contextual knowledge construction process so as to produce meaningful changes in understanding. This emphasizes the relevance of PBL as a learning model that is able to answer cognitive challenges in social studies learning at the elementary level.

Table 1. Comparison of the number of students and the percentage of misunderstandings before and after PBL

No	Concept Understanding Category	Pre-PBL (Total)	Pre-PBL (%)	Post-PBL (Total)	Post-PBL (%)	Exchange rate (%)
1	High Misconceptions	10 students	50%	3 students	15%	-35%
2	Moderate Misconceptions	6 students	30%	4 students	20%	-10%
3	Minor misunderstandings	3 students	15%	2 students	10%	-5%
4	Not a Misunderstanding	1 student	5%	11 students	55%	+50%
Whole		20 students	100%	20 students	100%	

Table 2. Summary of Reducing Misunderstandings

Indicator	Before PBL	After PBL	Exchange
Number of students who have misunderstandings (low-high)	19 students (95%)	9 students (45%)	-50%
Number of students who did not experience misunderstandings	1 student (5%)	11 students (55%)	+50%

Based on Table 1 and Table 2, the application of Problem Based Learning (PBL) shows a significant impact in reducing the level of misunderstanding of the concept of heroes in grade V students of SDN Temanggal. Before the implementation of PBL, the majority of students were in the category of misunderstandings, both high, moderate, and mild, with a total of 19 students (95%). This condition indicates that students' understanding of the concept of heroes is still narrow and tends to be misconceptual, especially in interpreting heroes contextually and heroic values that are relevant to daily life.

After the implementation of PBL, there was a shift in the distribution of concept understanding that was quite striking. The number of students with a high misunderstanding category decreased drastically from 10 students (50%) to 3 students (15%), or a decrease of 35%. Similarly, in the category of moderate misunderstandings, which decreased from 30% to 20%, and minor misunderstandings decreased from 15% to 10%. Cumulatively, the number of students who still experience misunderstandings has decreased from 95% to 45%, as summarized in Table 2.

In contrast, the non-misunderstanding category showed a very significant increase, from just 1 student (5%) in the pre-PBL stage to 11 students (55%) in the post-PBL stage, with a positive exchange value of 50%. These findings show that PBL not only lowers the rate of misunderstanding, but also succeeds in encouraging most students to achieve a more complete and correct conceptual understanding.

Pedagogically, this change emphasizes that PBL plays a role as a conceptual change strategy, where students are encouraged to examine authentic problems, discuss various points of view, and reconstruct their knowledge through the process of solving problems. This process gives rise to constructive cognitive conflicts, so that students are able to revise the erroneous initial understanding towards a more scientific and contextual concept. These results are in line with the views of Barrows (1986) and Hmelo-Silver (2004) who emphasize that PBL is effective in facilitating the restructuring of students' cognitive schemes. In addition, this measurable reduction in misconceptions also corroborates the findings of Kusuma and Jannah (2022) that

problem-based learning can be an effective approach in reducing conceptual misconceptions in elementary school students.

Conclusion

This study confirms that the misunderstanding of the concept of heroes in social studies learning in elementary school is an epistemic problem that is closely related to learning design and the way knowledge is presented to students. Key findings show that the application of Problem Based Learning (PBL) is able to facilitate changes in students' conceptual understanding through the process of inquiry, dialogue, and contextual learning experiences. The main contribution of this research lies in strengthening the argument that the reduction of misconceptions is not sufficiently achieved through material enrichment, but requires pedagogical engineering that allows for an active and reflective reconstruction of meaning.

However, this study has a number of limitations. First, research designs that use a qualitative case study approach limit the generalization of findings to a broader elementary school context. Second, the measurement of changes in conceptual understanding has not been complemented by inferential statistical analysis or effect measures, so quantitative findings are more accurately understood as indicative of change tendencies rather than universal causal evidence. Third, the relatively short duration of the intervention has not allowed the observation of the sustainability of conceptual changes in the long term.

Based on these limitations, further research is recommended to adopt a quasi-experimental design or mixed method involving a larger and more diverse sample, so that the effectiveness of PBL can be tested more comprehensively and measurably. Further research also needs to explore the long-term impact of PBL on the stability of concept understanding and its relationship to character development and social literacy of students. In addition, a comparative study of PBL and other inquiry-based or project-based learning models will provide broader insights into the most effective pedagogical strategies in social studies learning.

Thus, this study provides an initial empirical foundation for the development of social studies learning that is more contextual and oriented towards epistemic reconstruction. The transformation of social studies learning in elementary schools requires pedagogical interventions that are systemic, adaptive, and based on authentic learning experiences so that students not only understand concepts factually, but also are able to build social meanings that are relevant to the realities of contemporary life.

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