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Impact of Problem-Based and Culturally Responsive Teaching on Primary Students' Civic Learning

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ABSTRACT

Pancasila education in elementary schools still focuses on the cognitive aspect and has not yet fully succeeded in shaping students' behavior in accordance with Pancasila values. This reflects the need for a more contextual approach so that students can internalize these values through a love for local culture and wisdom. This study aims to examine the effect of applying the Problem-Based Learning (PBL) model combined with a Culturally Responsive Teaching (CRT) approach on the civic learning achievement of fifth-grade students at SDN Panaragan 1, Bogor City. The study employed a quasi-experimental method using a Nonequivalent Control Group Design. The subjects consisted of two groups: class VA consisting of 33 students as the experimental group receiving PBL integrated with CRT, and class VB consisting of 33 students as the control group taught using conventional methods. Data were collected through a 25-item multiple-choice test that had been previously validated and tested for reliability. The results showed that the average N-Gain score in the experimental group was 77, while the control group scored 69. A t-test revealed that the t_calculated value (2.68) was greater than the t_table value (1.99773), indicating a significant effect of integrating PBL and CRT on students' civic learning outcomes. Based on these findings, it can be concluded that the use of the PBL model combined with the CRT approach effectively enhances students' enthusiasm, participation, interest, and learning achievement in Pancasila education. Therefore, it is recommended that this integration of PBL and CRT be implemented in other classes and schools.

Keywords: Culturally Responsive Teaching; Learning Outcomes; Problem-Based Learning; Pancasila Education

ABSTRAK
Pendidikan Pancasila di SD masih berfokus pada aspek kognitif dan belum sepenuhnya mampu membentuk perilaku siswa sesuai nilai-nilai Pancasila. Hal ini mencerminkan perlunya pendekatan yang lebih kontekstual agar siswa dapat menginternalisasi nilai-nilai tersebut melalui kecintaan terhadap budaya dan kearifan lokal. Penelitian ini bertujuan untuk mengkaji pengaruh penerapan model *Problem-Based Learning (PBL)* yang dipadukan dengan pendekatan *Culturally Responsive Teaching (CRT)* terhadap hasil belajar Pendidikan Pancasila siswa kelas V di SDN Panaragan 1, Kota Bogor. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *Nonequivalent Con/ltrol Group Design*. Subjek penelitian terdiri dari dua kelompok: kelas VA dengan jumlah 33 siswa sebagai kelompok eksperimen yang menerima pembelajaran PBL dengan pendekatan CRT dan kelas VB dengan jumlah 33 siswa sebagai kelompok kontrol yang diajar menggunakan metode konvensional. Data dikumpulkan melalui tes pilihan ganda sebanyak 25 soal yang telah diuji validitas dan reliabilitas sebelumnya. Hasil penelitian menunjukkan bahwa rata-rata nilai *N-Gain* pada kelompok eksperimen adalah 77, sedangkan kelompok kontrol memperoleh nilai 69. Hasil uji-t menunjukkan bahwa nilai t_hitung (2,68) lebih besar dari t_tabel (1,99773), yang mengindikasikan adanya pengaruh yang signifikan dari integrasi model PBL dan pendekatan CRT terhadap hasil belajar Pendidikan Pancasila siswa. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa pembelajaran dengan menggunakan model PBL dan pendekatan CRT secara efektif memberikan pengaruh pada antusiasme, keaktifan, minat serta hasil belajar siswa dalam mata pelajaran Pendidikan Pancasila. Oleh karena itu, peneliti menyarankan agar perpaduan antara PBL dan CRT ini digunakan dalam pembelajaran Pendidikan Pancasila di kelas lain bahkan di sekolah lain.
Kata Kunci: *CRT*; Hasil Belajar; Problem Based Learning; Pendidikan Pancasila

INTRODUCTION

Learning outcomes are a key indicator of educational success. They encompass not only the cognitive domain, such as knowledge acquisition, but also affective and psychomotor domains, which reflect students' values, attitudes, and skills developed during the learning process (Baroya, 2018; Latief, 2016). In the context of Pancasila Education at the elementary level, learning outcomes are expected to demonstrate students' comprehension, internalization, and application of national foundational values in everyday life (Arifani et al., 2024; Diah Pebriyanti, 2023; Diah Pebriyanti & Irwan Badilla, 2023; Lubis, 2015; Tirtoni, 2018)

Although learning outcomes are ideally expected to reflect not only the mastery of knowledge but also the internalization and application of Pancasila values in daily life, empirical evidence indicates that this objective has not been fully realized. Numerous challenges persist within the instructional process, leading to a discrepancy between the intended learning goals and the actual conditions observed in the classroom.

However, observations conducted in Class VA at SDN Panaragan 1, Bogor City, revealed that 55% of students did not meet the minimum learning mastery criteria in Pancasila Education. This issue is attributed to several factors, including monotonous teaching strategies, low student engagement, and the dominance of teacher-centered learning. The conventional learning approaches used in the classroom have not effectively motivated students nor supported the holistic achievement of learning outcomes.

One approach that shows promise in improving student achievement is implementing the Problem-Based Learning (PBL) model. PBL engages students through real-world problem exploration, helping them gain conceptual understanding while relating knowledge to meaningful and authentic contexts. In the teaching of Pancasila Education, the Problem-Based Learning (PBL) model is considered effective in enhancing students' learning

outcomes. This is supported by several previous studies that highlight the positive impact of PBL on students' academic performance. One such study is by Fransisca (2024), entitled "The Effect of Problem-Based Learning Using Puzzle Quiz Media on Students' Learning Outcomes in Ramadan Fasting Material". The study revealed that the average N-Gain score in both the experimental and control classes fell into the moderate improvement category, with the experimental class achieving a score of 0.5567, which was higher than the 0.2529 recorded by the control class. This indicates that the learning gain in the experimental group was significantly greater. Another relevant study by Eka Anisa Aprina (2024), entitled "The Implementation of the Problem-Based Learning Model to Develop Critical Thinking Skills in Elementary Science Subjects", found that the application of PBL in classroom instruction had a positive contribution to the development of students' critical thinking abilities, particularly among fourth-grade students. These findings suggest that PBL not only improves knowledge acquisition but also fosters higher-order thinking skills in the context of Pancasila Education.. {Formatting Citation}. It also fosters collaboration and deeper student involvement throughout the learning process (Sukartini, 2022).

To create truly meaningful and inclusive learning, it is essential to apply the Culturally Responsive Teaching (CRT) approach. CRT emphasizes incorporating students' cultural backgrounds into instructional strategies. By acknowledging and valuing cultural diversity, CRT helps establish a positive and emotionally connected learning environment where students feel respected and can relate the material to their personal experiences (Al-Adwani, 2024; Gustiwi, 2017; Indarwati, R., Choyrunisa, R. V., & Sanjaya, 2024; Patras & Japar, 2025; Solihin, 2025).

Previous research has demonstrated the effectiveness of CRT in enhancing student outcomes. For instance, a study by Patras, Japar, Rahmawati, and Hidayat (2025) found that integrating CRT with local wisdom and gamification in Pancasila Education significantly improved students' multicultural competence and classroom participation (Patras & Japar, 2025). Also a study by Rosi Indarwati (2024) found that the Culturally Responsive Teaching approach and Problem Based learning model had a positive impact on improving students` questioning abilities, marked by an increase in the number of students asking questions and achieving a target of 25% of the total class number. And also a study by Yolin Gustiwi (2017) found that learning using the CRT approach can develop students' soft skills. The soft skills that emerge include cooperation, environmental awareness, critical thinking, social and cultural awareness, curiosity, leadership, and patriotism. And also a study by Lailatul Fitriah (2024) According to the data collected from observations conducted in class during the learning activities using the CRT approach, the students showed interest and enthusiasm for learning. And then a study by Elya (2025) found that The implementation of the CRT approach combined with the PBL model is effective in improving student learning outcomes. Although it does not specifically mention learning outcomes, it can be predicted that multicultural competence is included in the learning outcomes.

Nevertheless, a literature gap remains, as most studies have implemented PBL and CRT separately. This study seeks to fill that gap by integrating PBL and CRT into a unified instructional model while incorporating culturally contextual learning media, such as "cingciripit" traditional games, to enhance engagement and comprehension (Annida, A.,

Zahra, A., Nurlatifa, H., Fahrina, H., Yusniarti, & Rachman, 2024; Arifani et al., 2024; Azzahro, 2015; Indarwati, R., Choyrunisa, R. V., & Sanjaya, 2024; Solihin, 2025).

This research is positioned as both a continuation and development of previous findings on the effectiveness of PBL and CRT, offering novelty through their combined application within a culturally grounded pedagogical design. Diagnostic assessments conducted before the study revealed that most students come from the Sundanese ethnic group, which supports the relevance of using local cultural elements in the learning process (Adela & Al-Akmam, 2024; Azzahro, 2015; Elya, & Prabawati, 2025; Nur Sekreningsih & Mia Juliana, 2021).

Therefore, this study aims to examine the effect of integrating the Problem-Based Learning model with the Culturally Responsive Teaching approach on the learning outcomes of fifth-grade students in Pancasila Education at SDN Panaragan 1, Bogor. Additionally, it investigates how the use of "cingciripit" games as instructional media contributes to the creation of engaging, contextual, and meaningful learning experiences.

METHODE

Type and Design

This study utilized an experimental research design with a quantitative approach, aimed at evaluating the effectiveness of a theory, concept, or model by administering treatment to one group of subjects and comparing the outcomes with another group that functions as the control group. Experimental research is used to explore phenomena by manipulating specific variables and observing their effects on other variables. The primary objective is to determine the presence of an influence or causal relationship by comparing the outcomes between the treatment and non-treatment groups (Sukma Asma'ul Husna, 2021).

The researcher adopted a quasi-experimental method, which is commonly employed to examine differences in learning outcomes between an experimental and a control group. This study applied a quasi-experimental design consisting of two groups: an experimental group and a control group (Rusdi et al., 2020). The experimental group received instruction through the Problem-Based Learning (PBL) model integrated with the Culturally Responsive Teaching (CRT) approach, while the control group was taught using conventional teaching methods. In this context, the PBL model with CRT served as the independent variable (X), and the learning outcomes in Pancasila Education, specifically on the topic "Myself and My Surroundings", served as the dependent variable (Y).

This study employed a quantitative approach with a quasi-experimental design known as the Nonequivalent Control Group Design. This design involves two groups that are not randomly assigned: an experimental class and a control class. Both groups were given a pretest and a posttest to measure changes in learning outcomes before and after the treatment. The experimental group was instructed using the PBL model with the CRT approach, while the control group was taught through conventional methods, including lectures and structured discussions. The research design is illustrated as follows:

Tabel 1.1 Research Design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X (PBL with CRT approach)	O_2

Control	O_3	- (conventional learning)	O_4

Notes:

O_1 and O_3 = Pretest results for the experimental and control groups

O_2 and O_4 = Posttest results for the experimental and control groups

X = Treatment using the Problem-Based Learning (PBL) model integrated with the Culturally Responsive Teaching (CRT) approach

Data and Data Sources

The population in this study consisted of all fifth-grade students enrolled at SDN Panaragan 1, Bogor City, during the 2024/2025 academic year. The sample included two distinct classes, with Class VA consist of 33 students designated as the experimental group and Class VB consist of 33 students designated as the control group.

A purposive sampling technique was employed to select participants. This method involves selecting samples based on specific predetermined criteria, in this case ensuring that both groups had an equal number of students and comparable baseline academic abilities.

Data Collection Techniques

The data in this study were collected using tes and observation. Test used to measure students' learning outcomes. The test consisted of 20 multiple-choice questions that had been previously validated for content, reliability, item discrimination, and difficulty level. The test was administered twice—as a pretest and a posttest. Observation Conducted to monitor the implementation of the instructional process and ensure the fidelity of the PBL and CRT integration during classroom activities.

Table 1.2. The Instrumen of The Test

No	Basic Competency	Question Indicator
1	Understand the importance of harmonious attitudes in society	Determine the attitude citizens must have to maintain harmony
2	Understand how to deal with differences of opinion	Determine the best step when there is a difference of opinion
3	Analyze the impact of technology on Pancasila values	Identify the negative impact of technological advancement
4	Evaluate attitudes in facing social change	Determine the appropriate attitude in facing social changes
5	Apply the value of mutual cooperation in daily life	Determine school programs that instill the value of mutual cooperation
6	Understand the values of Pancasila in the school environment	Determine how students apply Pancasila values at school
7	Recognize social conflicts that contradict Pancasila	Identify examples of social conflicts that contradict Pancasila
8	Apply environmental care attitudes based on Pancasila values	Determine the appropriate attitude in preserving the environment
9	Apply the value of humanity in the family	Determine the appropriate attitude in the family based on the second principle of Pancasila
10	Foster the spirit of mutual cooperation in society	Determine ways to maintain the spirit of mutual cooperation
11	Design community programs that	Determine programs that strengthen the

	strengthen unity	sense of unity in the community
12	Analyze the challenges of Pancasila in the digital era	Determine the main challenge of preserving Pancasila values in the digital era
13	Apply nationalism in extracurricular activities	Determine extracurricular activities that foster nationalism
14	Understand the importance of extracurricular activities in character building	Determine the reasons why extracurriculars are important for Pancasila values
15	Identify technological challenges in implementing Pancasila	Determine the biggest challenge of using technology in preserving Pancasila values
16	Apply democratic principles in school	Determine democratic practices in school
17	Understand the importance of democracy in school life	Determine the reason why democracy is important in school
18	Develop social campaigns to reduce intolerance	Determine social campaigns that align with Pancasila values
19	Develop steps for an anti-bullying campaign	Determine the first step in an anti-bullying campaign
20	Determine appropriate actions in facing unjust policies	Determine the appropriate attitude based on Pancasila values
21	Develop educational media to teach Pancasila values	Determine suitable educational media for children
22	Compose messages in a Pancasila values campaign	Determine messages in a Pancasila-themed poster
23	Apply respectful attitudes toward culture at school	Determine ways to respect cultural diversity at school
24	Apply social activities to strengthen solidarity	Determine social activities that strengthen community solidarity
25	Design social activities at school	Determine the best step in organizing school social activities

Data Analysis Techniques

The data analysis procedures in this study began with assumption testing, which included a normality test and a homogeneity test. The normality test was performed using the Kolmogorov–Smirnov test to determine whether the data were normally distributed. To assess whether the variances of the two groups were equal, Levene's Test was used. Following assumption testing, hypothesis testing was carried out using an independent sample t-test to examine differences in learning outcomes between the experimental and control groups. All analyses were conducted using the latest version of SPSS or Microsoft Excel. The decision criteria used in this study were based on the significance value (Sig.). If the significance value was less than 0.05, then the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Conversely, if the significance value was equal to or greater than 0.05, then the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.

RESULTS AND DISCUSSION

This research was designed to assess the impact of applying the Problem-Based Learning (PBL) model in combination with the Culturally Responsive Teaching (CRT) approach on the

learning outcomes of fifth-grade students at SDN Panaragan 1, Bogor, within the context of Pancasila Education, particularly on the topic "My self and My Surroundings." The study was carried out during the second semester of the 2024/2025 academic year, with Class VA serving as the experimental group and Class VB as the control group, each comprising 33 students.

Prior to its implementation in the main study, the learning outcomes assessment instrument was piloted with 21 students from Class VIA. The item validity analysis revealed that, out of the initial 40 multiple-choice questions, 25 were deemed valid, while the remaining 15 were classified as invalid. The reliability test, conducted using Cronbach's Alpha, produced a coefficient of 0.86, indicating a very high level of reliability. Consequently, the 25 valid items were considered appropriate for use in the main study..

An analysis of the average pretest scores and N-Gain results from both the experimental and control groups revealed clear differences in student learning outcomes. These differences are summarized in the following table :

Tabel 1.3 Average Score Recap: PBL vs. Conventional Group

Score Recapitulation		Class Group Comparison	
		PBL Class	Conventional Class
Lowest Score	*Pretest*	32	32
	Posttest	76	72
	N-Gain	54	48
Highest Score	*Pretest*	82	80
	Posttest	100	96
	N-Gain	100	94
Average Score	*Pretest*	53	54
	Posttest	89	86
	N-Gain	77	69
Mastery Learning Criteria (%)		100%	94%

The table above presents a comparison of score recapitulation between the PBL (Problem-Based Learning) class and the conventional class. In terms of the lowest scores, both groups started with the same pretest score of 32. After the intervention, the lowest posttest score increased to 76 in the PBL class and 72 in the conventional class. The N-Gain for the lowest scores was 54 for the PBL class and 48 for the conventional class, indicating a slightly greater improvement in the PBL group.

For the highest scores, the PBL class achieved a pretest score of 82 and improved to a perfect posttest score of 100, with an N-Gain of 100. Meanwhile, the conventional class started with a pretest score of 80 and reached a posttest score of 96, with an N-Gain of 94. This shows that students in the PBL class experienced a greater overall improvement.

The average scores also show a consistent trend. The average pretest score in the PBL class was 53, increasing to 89 in the posttest, resulting in an N-Gain of 77. In comparison, the conventional class had a slightly higher average pretest score of 54, but a lower posttest score of 86, resulting in a lower N-Gain of 69. Finally, the mastery learning criteria were achieved

by 100% of students in the PBL class, compared to 94% in the conventional class, further supporting the effectiveness of the PBL approach in enhancing student learning outcomes.

Before performing hypothesis testing, the data underwent preliminary assumption testing to ensure the requirements for valid and reliable statistical analysis were met. This involved conducting both normality and homogeneity tests on the dataset. In the normality test, the hypotheses were defined as follows: the null hypothesis (H_0) stated that if the L_calculated value was greater than the L_table value, the sample came from a non-normally distributed population. Conversely, the alternative hypothesis (H_a) stated that if the L_calculated value was less than the L_table value, the sample came from a normally distributed population.

Table 1.4 Results of the Normality Test

No.	Group Distribution	L_calculated	Ltabel	Conclusion
1	Pancasila Education – "Myself and My Surroundings" (PBL Model)	0,038	0,154	The data are normally distributed
2	Pancasila Education – "Myself and My Surroundings" (PBL Model)	0,041	0,154	The data are normally distributed

The results of the Liliefors normality **test** indicated that the experimental group, which received instruction through the Problem-Based Learning (PBL) model, had an L_calculated value of 0.038. This was compared to the L_table value of 0.154 at the 5% significance level. Since L_calculated was less than L_table, it was determined that the data for the experimental group followed a normal distribution.

Likewise, the control group, taught using conventional methods, produced an L_calculated value of 0.041. When evaluated against the same L_table value (0.154) at the 5% significance threshold, it was found that L_calculated < L_table, confirming that the data for the control group also exhibited a normal distribution.

To examine the consistency of variance between the groups, a homogeneity test was performed on the learning outcomes related to the Pancasila Education topic "Myself and My Surroundings." The objective of this test was to assess whether the two sample groups exhibited equal variance, indicating homogeneity. The analysis was carried out using Levene's Test via SPSS version 21.

Table 4.7 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes in Pancasila Education	Based on the Mean	2,472	1	64	0,121
	Based on the Median	1,418	1	64	0,238
	Based on Median and with adjusted df	1,418	1	63,222	0,238
	Based on the trimmed mean	2,352	1	64	0,130

The results of the homogeneity test for the post-test scores in Pancasila Education on the topic "Myself and My Surroundings" showed that the significance value (Sig.) based on the mean was 0.121, which is greater than 0.05. Therefore, it can be concluded that the variances of the post-test scores from both the experimental and control groups are homogeneous, indicating that the two groups came from populations with equal variances.

Following the prerequisite tests, where the data were confirmed to be normally distributed and homogeneous, the next step was to perform hypothesis testing. This analysis was conducted to determine whether the null hypothesis (H_0) would be accepted or rejected. The hypotheses were formulated as follows:

H_0 : There is no significant difference in the learning outcomes of Pancasila Education on the topic "*Myself and My Surroundings*" between students taught using the **Problem-Based Learning model combined with the Culturally Responsive Teaching (CRT) approach** and those taught using **conventional methods**.

H_a : There is a significant difference in the learning outcomes of Pancasila Education on the topic "Myself and My Surroundings" between students taught using the Problem-Based Learning model combined with the Culturally Responsive Teaching (CRT) approach and those taught using conventional methods.

The hypothesis testing aimed to evaluate differences in average N-Gain scores between the experimental group, which was instructed using the Problem-Based Learning (PBL) model, and the control group, which received instruction through traditional teaching methods. The results of the t-test analysis are summarized in the table below:

Table 4.8 t-Test of Average N-Gain: PBL vs. Conventional Class Groups

Group	N	Dk	*N-Gain*	t_calculated	t_table
PBL	33	66	77	2,68	1,99773
convensional	33		69		

The statistical analysis yielded a calculated t-value (t_ob_s) of 2.68, with degrees of freedom (df) = 64 (calculated as 33 + 33 – 2). According to the t-distribution table at a significance level of $\alpha = 0.05$ for a two-tailed test, the critical value ($t_{a/2}$) is ±1.99773. As the hypothesis testing followed a two-tailed approach, the decision rule specifies that the null hypothesis (H_0) should be rejected if t_ob_s exceeds 1.99773 or falls below -1.99773.

Given that $t_ob_s = 2.68 > 1.99773$, the result lies within the rejection region, leading to the rejection of H_0 and acceptance of the alternative hypothesis (H_a). This finding supports the conclusion that there is a statistically significant difference in learning outcomes between students taught using the Problem-Based Learning model integrated with the Culturally Responsive Teaching approach and those taught using conventional instructional methods.

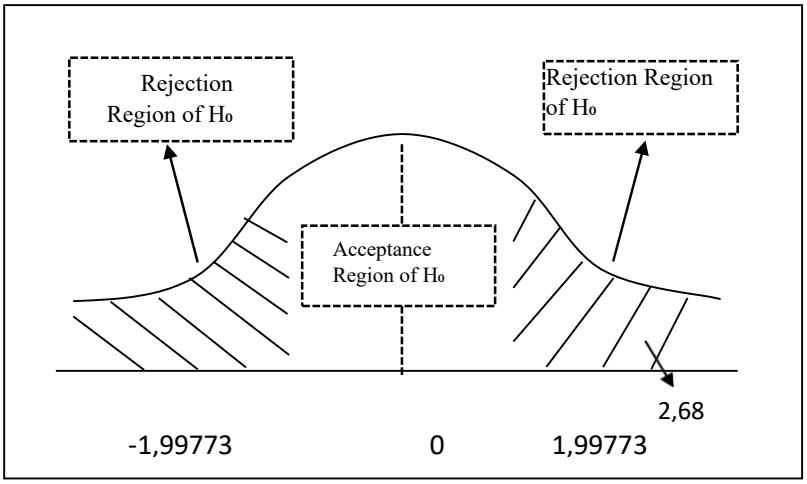

Figure 1 Rejection and Acceptance Curve of the Null Hypothesis (H_0)

The analytical findings revealed that the calculated t-value of 2.68 lies outside the critical range of -1.99773 to 1.99773. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Since t_calculated (2.68) exceeds t_table (1.99773), it is concluded that there is a statistically significant difference in the learning outcomes for the topic "Myself and My Surroundings" in Pancasila Education, between students instructed through the Problem-Based Learning (PBL) model integrated with the Culturally Responsive Teaching (CRT) approach, and those taught using traditional teaching strategies.

The data further show that the experimental group, which received the integrated PBL and CRT instruction, demonstrated higher N-Gain scores than the control group. These quantitative results were reinforced by classroom observations, which revealed that students in the experimental group showed high levels of enthusiasm and active participation. Their curiosity and engagement were particularly noticeable when the teacher introduced the traditional game cingciripit. For many, it was their first time playing, yet they eagerly requested to continue even beyond the allotted session time.

Additionally, incorporating Sundanese folk songs into the learning process was met with a favorable reaction. Although some students did not fully understand the lyrics, the music fostered a lively and culturally enriched classroom environment. This outcome is consistent with the research of Patras (Patras & Japar, 2025), which highlights how integrating local cultural elements and gamified learning tools into Pancasila Education can effectively boost student engagement and develop multicultural competence. During the learning process, students were very enthusiastic about singing along. The enthusiasm for learning increased with the presence of new things that were actually close to them but had never been introduced before.

These findings resonate with earlier research. Barrows and Tamblyn argued that PBL encourages critical thinking and learner independence through the exploration of real-world problems. Likewise, Francisca and Tim found that PBL supports collaborative knowledge-building (Damayanti et al., 2023; Francisca et al., 2024). Meanwhile, Ladson-Billings emphasized the significance of CRT in promoting culturally relevant instruction by aligning educational content with students' identities (Nur Sekreningsih & Mia Juliana, 2021; Sabaria, 2020). Fitriah and Tim further confirmed that CRT increases both student emotional connection and academic achievement by fostering an inclusive and respectful learning

environment (Fitriah et al., 2024). More specifically, PBL and CRT are bridges for the emergence of students' curiosity about new things that they can obtain in classroom learning, especially in Pancasila education. Pancasila education no longer feels like just a number of sentences that they have to remember but is truly presented in the form of culture.

In conclusion, the integration of PBL and CRT in this study fostered a classroom atmosphere that was not only intellectually challenging but also culturally and emotionally responsive. This blended approach successfully bridged the gap between abstract civic education concepts and students' lived cultural experiences, thereby optimizing both cognitive and affective learning outcomes.

CONCLUSION

Based on the findings and discussion, it can be concluded that the application of the Problem-Based Learning (PBL) model integrated with the Culturally Responsive Teaching (CRT) approach has a significant positive effect on the learning outcomes of fifth-grade students in Pancasila Education at SDN Panaragan 1, Bogor, particularly on the topic "Myself and My Surroundings" during the second semester of the 2024/2025 academic year. The integration of PBL and CRT proved more effective than conventional methods, fostering not only cognitive achievement but also cultural engagement. Therefore, future research is suggested to measure learning outcomes across all domains—cognitive, affective, and psychomotor—by adjusting to the content of the lesson. To better assess the cognitive domain, researchers could incorporate essay-based test instruments to gain deeper insight into student understanding. Moreover, when measuring affective outcomes such as attitudes, it is recommended to allocate more learning sessions to allow for extended observation and a clearer picture of students' behavioral development.

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