Analysis Application Learning Model for Pancasila and Citizenship Education (PPKN) Subjects for Students Class IV Elementary School in Langkat, North Sumatera

Yuni Wulandari[1]
[1] Universitas Putra Abadi, Langkat
Email: ywulandari82@gmail.com

Abstract

Article This aims to analyze the application of learning models to the eye Pancasila and Citizenship Education (PPKN) lessons for student Class IV Elementary School in Langkat, North Sumatra. In context, this is challenge main is How to implement an effective and interesting learning model for the student. Many challenges faced cover the lack of facility supporter learning, methods of monotonous teaching, as well lack of teachers ' understanding of innovative and effective learning models. Through analysis This is expected can know the weaknesses and strengths of existing learning models, and searching the solution best For increasing quality learning PPKN for students Class IV Elementary School in Langkat, North Sumatra.
Keywords: *Learning model, Analysis learning, Pancasila and Citizenship Education*

INTRODUCTION

Pancasila and Citizenship Education (PPKN) is eye very important lesson in curriculum education in Indonesia. Subjects This aims To form character and values nationality students, as well as embed understanding and appreciation towards Pancasila and the 1945 Constitution as state and ideological foundations nation. However, the challenges biggest in the implementation of PPKN is How to implement an effective and interesting learning model for students. In Langkat, North Sumatra, there are various challenges in the application of learning models PPKN at level Elementary School (SD), in particular For student class IV. Some challenges among them is lack of facility support learning, methods of monotonous teaching, as well lack of teachers' understanding of innovative and effective learning models.

According to Rifqi Festiawan, approach learning means the method looks at the learning process. This matter refers to views on ongoing process flow It is a very general, absorbing, stimulating, strengthening, and constructive method of learning that has room scope theoretical certainty (Festiawan, 2020). Fauza Djalal says approach learning describes a model used To arrange achievement objective curriculum and provide instruction to the teacher about steps For reaching the objective (Djalal, 2017). Approach learning can differentiated become two types, ie approach student-centered learning (student-centered approach) and approach teacher-centered learning (teacher-centered approach). Based on this view, then can concluded that approach learning is a point reject or corner look towards the nature of the learning process still very general and philosophical, in it accommodates, inspires, strengthens, and provides background method learning with scope theoretical certain To use can reach objective learning that has been done set.

Pancasila and Citizenship Education (PPKN) has base strong historical and juridical. Base history facts history is made the base for the development of Pancasila education, good concerning formulation goals, development material, learning model design, and evaluation. Whereas base juridical concerning rule underlying legislation implementation of Pancasila Education. Various studies have been done To increase the quality of learning PPKN. For example, research about the influence application of learning models to attitude religious students ' eyes Pancasila and Citizenship Education lessons, and research about the application of learning differentiation in the eye Pancasila and Citizenship Education lessons. However, still requires study more carry on For know the

effectiveness of various learning models in a specific context, such as in a grade IV elementary school in Langkat, North Sumatra.

Therefore that's important To analyze the learning models PPKN implemented moment This. With so, we can know the weaknesses and strengths of existing learning models, and search solutions For increased quality learning PPKN for students at Class IV Elementary School in Langkat, North Sumatra. Article This will discuss analysis, with the hope can contribute positively to the effort to enhance quality learning PPKN in Indonesia.

METHOD

The method used in this research is the descriptive method. In line with this (Stephen and Michael 1992:14) state that: "Descriptive method that systematically describes a situation or area of interest factually and accurately". In other words, the descriptive method is a method that systematically describes a situation or area of interest factually and accurately. This research is to reveal the analysis of the application of the Student Facilitator and Explain model in Citizenship Education learning for fourth-grade elementary school students in Langkat. So the form of research used in this research is a survey study.

RESULT AND DISCUSSION

The application of the Problem-Based Learning (PBL) learning model in Pancasila and Citizenship Education (PPKn) lessons has a positive impact on student learning outcomes. The service steps, from identifying civic issues, designing materials, and forming groups, to presenting solutions, help create contextual and engaged learning. The results of the service show positive changes in student learning outcomes in the Pancasila and Citizenship Education (PPKn) subjects. The implementation of the Problem-Based Learning (PBL) learning model significantly increases students' understanding of Pancasila values, critical thinking skills, and the application of citizenship concepts in real life.

One indicator of success that can be observed is student participation in group discussions. By implementing PBL, students are more actively involved in in-depth discussions and collaboration in solving civic problems faced by society. This reflects a shift from conventional, more passive learning approaches to more interactive and participatory learning. The evaluation results also show an increase in students' ability to apply Pancasila values in solving civic problems. Previously, students often faced difficulties in relating abstract concepts to practical situations. However, through PBL, students can better identify the relevance of Pancasila values to the context of problems faced by society.

Improved Critical Thinking Skills: PBL not only facilitates conceptual understanding but also empowers students to develop critical thinking skills.

Students are no longer just recipients of information, but proactive actors in formulating solutions to citizenship problems. The problem-solving process involves in-depth analysis, assessing alternative solutions, and making decisions based on the principles of Pancasila. In group discussions, students actively ask questions, detail arguments, and justify their proposed solutions. PBL provides a platform for forming critical thinking habits, which are essential skills for facing complex and dynamic civic challenges.

Application of Concepts in Real Context: One of the most striking results of PBL implementation is students' ability to apply Pancasila concepts in real contexts.

Previously, students may understand the values of Pancasila theoretically, but find it difficult to relate them to practical situations. Through PBL, students are exposed to real citizenship problems, allowing them to formulate solutions that consider Pancasila values more concretely. PBL creates a connection between conceptual understanding and practical application, helping students see the relevance of Pancasila values in solving everyday problems. Students not only learn about Pancasila values but also experience how to apply them in social life.

Increased Student Motivation and Engagement

In addition, PBL makes a significant contribution to increasing student motivation and engagement in learning. A learning process that is interactive, collaborative, and relevant to real life creates an atmosphere that supports students' interest in learning. Students are more motivated to participate in learning because they see the practical value of the concepts learned. In some cases,

students report that they prefer PBL learning because it gives them the freedom to think creatively, investigate problems they consider relevant, and provide results that can be applied in real contexts.

These positive results support the belief that PBL is an effective learning approach in improving student learning outcomes in Pancasila and Citizenship Education subjects. PBL is not just about transferring knowledge, but rather forming deep understanding, building critical thinking skills, and relating concepts to real contexts. These results provide a basis for recommending the implementation of PBL in the Civics Education curriculum as a strategy that can improve the quality of citizenship education and the formation of student character.

The application of the Problem-Based Learning (PBL) learning model in Pancasila and Citizenship Education (PPKn) subjects has made a significant contribution to improving student learning outcomes. Based on the results and discussion, several main conclusions can be drawn that reflect the positive impact of implementing PBL in the context of Civics learning. The implementation of PBL consistently increases students' understanding of Pancasila values and citizenship concepts. Students not only understand theoretical values but are also able to relate them to real situations through solving civic problems faced by society.

This indicates that PBL can create a link between conceptual understanding and practical application in learning. PBL effectively improves students' critical thinking skills. Through group discussions, problem analysis, and decision-making, students engage in a deeper and more reflective thinking process. This creates a foundation for the development of critical thinking skills, which are essential in understanding the complexity of civic issues. PBL opens up opportunities for students to apply PPKn concepts in real contexts. Students not only study theory but also formulate concrete solutions to civic problems facing society.

As a result, students can see the practical value of their learning, creating higher engagement and increasing learning motivation. PBL makes a significant contribution to increasing student motivation and engagement in learning. This model takes students' interests into account by giving them the freedom to investigate issues they consider important. A collaborative and relevant learning atmosphere increases students' interest in learning, creating an environment conducive to character formation and civic awareness. The positive results of implementing PBL in Civics provide important implications for the future of learning. Teachers and educational policymakers need to consider PBL integration as an effective learning strategy in teaching Pancasila and citizenship values. Teacher training in PBL design and implementation is also key to continued success.

CONCLUSION

The conclusion that can be obtained from this article is that the application of effective and interesting learning models for students is very important in eye Pancasila and Citizenship Education (PPKN) lessons. In context, There are elementary schools in Langkat, North Sumatra some challenges in the application of learning models this is like lack of facility support learning, methods of monotonous teaching, and a lack of teachers ' understanding of innovative and effective learning models. Analysis This shows that the application of learning models differentiated and problem-based learning can increase results for Study students. These models possible for students to be active in the learning process, which in the end can increase understanding of to material PPKN. However, it is necessary to remember that the success of The application of these models also depends greatly on the teacher's understanding and skills to implement it. Therefore that's an increase in internal teacher capacity the application of innovative and effective learning models is also becoming an important thing to notice. Overall, the research gives an outlook important about How to increase quality learning PPKN in elementary schools, especially in Langkat, North Sumatra.

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