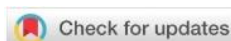# Improving Learning Outcomes Through Problem Based Learning Model Assisted by Wordwall Media in Pancasila Education in Third Grade Students of Elementary School

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Abstract

This research aims to improve learning outcomes through the Problem-Based Learning Model assisted by Wordwall Media in Class III Pancasila Education Lessons at SD Negeri 37 Bengkulu City. The research subjects were the teachers and students of Grade III at SD Negeri 37 Bengkulu City, with 30 students. Data collection techniques involved observation and tests. This classroom action research was conducted in two cycles. The research results show an improvement in the learning process and enhancement in each cycle. Only 13 out of 30 students achieved mastery in the pre-cycle phase, representing 43.33%. In Cycle I, 21 out of 30 students reached mastery, with a percentage of 70%. This increased in Cycle II to 27 out of 30 students, with a rate of 90%. Therefore, the research process, using the Problem-Based Learning model assisted by Wordwall media, was deemed successful and well-executed according to the plan, thus concluding the research without needing further cycles, as the success indicator had already been met.

A. Introduction

Education is an essential aspect for individuals to acquire knowledge imparted by others. It is a conscious and deliberate effort to create a pleasant learning environment (Putri et al., 2024). Teachers are responsible professionals who impart knowledge to students with great accountability. As educators, teachers guide, teach, direct, assess, and evaluate students (Hanni et al., 2023). Learning is an activity that influences students to develop their abilities through the learning process. Learning is a conscious effort driven by one's desire to gain knowledge, attitudes, and behaviors through educational activities. A solid understanding of concepts by each student must be accompanied by an optimal learning process regarding the material being taught (Uliyandari et al., 2021). To meet the challenges of transformation in classroom management and learning, education must align with technological advancements. Information and communication technology (ICT) is highly effective in improving educational quality. Through technology and efficient learning models, students can more easily grasp learning, and teachers can benefit from the support it offers (Rifai et al., 2024).

In Indonesia, educational policies, including curriculum development, are continuously evolving. Initially, the 2013 Curriculum was implemented, which has now transitioned to the *Merdeka* Curriculum. This change aims to enhance the quality of education (Atika et al., 2024). The *Merdeka* Curriculum introduces various impacts, such as understanding the curriculum's broad framework, learning, and assessment, as well as the implementation of projects that strengthen the "Pancasila Student Profile." Teachers must adapt their Pancasila Education lessons, which were previously known as Pancasila and Civic Education (PPKn).

In the *Merdeka* Curriculum, Pancasila Education content has been simplified to focus only on core material. Teachers must be responsive to these changes in teaching. The objective of Pancasila Education in the *Merdeka* Curriculum is to cultivate students who are willing to sacrifice for the nation and demonstrate patriotism towards the Republic of Indonesia (NKRI). In elementary schools (SD), Pancasila Education serves the purpose of instilling attitudes and character in line with Pancasila, and educating students on the concepts of nationhood and citizenship in societal life (Tanti et al., 2021).

Based on observations in Class III of SD Negeri 37 Bengkulu City during Pancasila Education lessons, it was found that teachers still employed conventional teaching methods. Consequently, the learning process remains teacher-centered. This has led to student boredom, with many students chatting with their peers, being distracted, and not paying attention to the teacher. At the end of the lesson, the teacher provided evaluation questions related to the material, and the results indicated that many students did not meet the minimum mastery criteria. To address this issue, an efficient and relevant teaching model is needed to better convey the content (Widiastuti & Kurniasih, 2021). One innovative teaching model is Problem Based Learning (PBL). A passive learning environment can be transformed into an active and creative one by implementing the PBL model (Ningrum & Purwati, 2024).

The goal of the problem-based learning paradigm is to solve real-world problems with students through collaborative learning processes (Resqueta et al., 2024). By involving students in problem-based learning tasks, the PBL paradigm improves their critical thinking abilities. When PBL is paired with learning resources that promote original thought, it takes on greater significance. Employing the PBL paradigm ensures that learning objectives are met by helping students concentrate on pertinent information and deepen their comprehension of the subject.

The processes in the PBL approach are as follows: 1) Introduce the problem to the class; 2) Set up the classroom for learning; 3) Direct individual or group investigations; 4) Create and present the final result; and 5) Examine and assess the problem-solving process (Aristiani et al., 2023). However, this teaching model cannot stand alone and requires additional innovations to complement the learning process. One such innovation is using Wordwall as a teaching aid. Wordwall is an application used as a learning medium, a learning resource, or an engaging assessment tool for students (Wulandari et al., 2024). Wordwall offers various features, such as "Open the Box," which is simple and engaging for use in lessons. Wordwall educational games can make learning more interactive. It is a web-based game platform with multiple features that teachers can use in their teaching process (Abidin, 2023).

Interactive and engaging learning is essential to encourage students to actively participate, independently explore, and interact with the learning materials, thereby enhancing their motivation, involvement, and ultimately improving their learning outcomes in civic education (Darojat et al., 2024). One method to improve students' learning outcomes is by using interactive media like Wordwall (Susilowatiningsih et al., 2023). The web-based Wordwall game contains various features that help teachers make learning more active and engaging, which positively impacts students' learning outcomes. Assessment is crucial in the learning process to gauge students' progress.

Drawing from the aforementioned reasons, the researcher intends to carry out an action research study in the classroom with the title "Improving Learning Outcomes Through the Problem Based Learning Model Assisted by Wordwall Media in Class III Pancasila Education at SD Negeri 37 Bengkulu City."

B. Research Methods

This study used classroom action research (CAR) as its research methodology. Classroom action research is a method that combines research procedures with substantive actions aimed at understanding what is happening while simultaneously engaging in processes of improvement and change. The data analysis employed in this research is descriptive-comparative, which involves comparing pre-cycle test scores with the scores obtained in subsequent cycles. This research was conducted at SD Negeri 37 Bengkulu City in a Grade III class, with 30 students as the subjects, consisting of 18 boys and 12 girls, focusing on the subject of Pancasila Education. The object of the study is all learning activities and learning outcomes in Pancasila Education using the Problem Based Learning model assisted by Wordwall media, prepared by the teacher to improve student learning outcomes.

Tests and observation are the data gathering techniques employed in this classroom action research project. An assessment test sheet intended to ascertain the students' learning objectives serves as the research instrument. Three phases make up the study: pre-cycle, Cycle 1, and Cycle 2. The pre-cycle phase is used

to observe the pupils in order to ascertain their baseline skills. With the aid of Wordwall media, the researcher uses the Problem Based Learning methodology to carry out learning activities in Cycle 1. In Cycle 2, the same activities are carried out as in Cycle 1 until the predetermined success indicators are met. Quantitative data analysis of learning outcomes is conducted using the percentage method from the Ministry of Education and Culture Teknik analisis data (Mutmainnah & Ningsih, 2023), as follows:

$$\text{Final Score} = \frac{Score\ Obtained}{Total\ Score} \times 100$$

The formula used to calculate the average learning outcomes of students is stated by Aqib (Gultom et al., 2023).

$$\mathcal{X} = \frac{\sum \mathcal{X}}{n}$$

Information:

$\mathcal{X}$ = Average value

$\Sigma\mathcal{X}$ = Total value of all students

ΣN = Total number of students

Student learning completeness percentage can be calculated using the following formula (Harnedi, 2022):

$$\text{Average Score} = \frac{\sum \text{Student who complated the learning}}{\sum \text{All Students}} \times 100\%$$

The success indicator is achieved if, in Cycle I, 80% of the total students achieve learning success. Additionally, if several students score above the Minimum Learning Mastery Criteria, which is set at 70, the research can be considered successful.

C.   Results and Discussion

In order to enhance students' learning outcomes using the Problem Based Learning approach with the use of Wordwall media, this study used classroom action research. Three stages of the classroom action research were carried out: pre-cycle, Cycle I, and Cycle II. The following are the learning objectives for each cycle:

Pre-Cycle

The researcher's classroom action research to enhance student learning outcomes in Pancasila Education is described below, based on the study's findings. There were two cycles to this classroom action research project: Cycle I and Cycle II. The researcher did a pre-cycle phase to ascertain the initial condition of the research subjects prior to putting the actions into action. The learning was conducted conventionally using textbooks. This activity was carried out on July 17, 2024.

Table 1. Pre-Cycle Learning Outcomes

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>70	13	1100	43,33%	Pass
2.	<70	17	770	56,67 %.	Fail
Total		30	1.870	100%.	
Average			62,33		

Based on the table above, it can be seen that out of 30 students, only 13 students achieved the Minimum Learning Mastery Criteria (KKTP), with a percentage of 43.33%, which is categorized as "still insufficient."

Cycle I

The researcher used a methodical approach in Cycle I, beginning with planning, acting, observing, and reflecting. The researcher created the lesson plan after conferring with the teacher on the Problem Based Learning paradigm and Wordwall materials to be used prior to carrying out the action. The kids showed a great deal of enthusiasm for continuing to participate in the learning activities throughout the implementation. Students were more engaged in their education when the Problem Based Learning methodology and Wordwall materials were used. However, there were still certain issues during Cycle I's learning activities, therefore the process of learning was not entirely optimized.

Table 2. Learning Outcomes for Cycle I

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>70	21	1820	70%	Pass
2.	<70	9	520	30%	Fail
Total		30	2.340	100%	
Average			78		

Based on Table 2 above, the results obtained in Cycle I show that 21 out of 30 students scored above the Minimum Learning Mastery Criteria (KKTP), with a percentage of 70%. Meanwhile, 9 students scored below the KKTP, with a percentage of 30%. The total learning outcomes score for Cycle I was 2,340, with an average score of 78.

Cycle II

In Cycle II, the steps taken were the same as those in Cycle I, but the difference between the two cycles lies in the planning and implementation stages. The planning for Cycle II was based on the reflection from Cycle I, ensuring that the shortcomings from Cycle I were not repeated. Cycle II was conducted on August 20, 2024. Below is the table showing the results obtained in the second cycle:

Table 3. Learning Outcomes for Cycle II

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>70	27	2.460	90%	Pass
2.	<70	3	180	10%.	Fail
Total		30	2.640	100%.	
Average			88		

Based on Table 3, the learning outcomes in Cycle II show that 27 out of 30 students scored above the Minimum Learning Mastery Criteria, with a percentage of 90%, while 3 students scored below the KKTP, with a percentage of 10%. The total score for the students in Cycle II was 2,640, with an average score of 88. This indicates that the implementation of the Problem-Based Learning model with the assistance of the Wordwall media was successful, with 90% of the third-grade students achieving mastery.

The research I conducted aligns with previous studies, specifically the research by Tyas Jatiningrat Budiman et al. (2024), titled The Use of Wordwall Media to Improve Learning Outcomes on the Practice of Pancasila Values for Third-Grade Elementary Students. The results of their study stated: "This research is motivated by the low academic achievement of students, particularly in the subject of Civic Education (PPKn), in class III of SD Negeri Dukuh Kupang I/488 Surabaya. The students' inability to be creative and adequately practice Pancasila leads to a decline in learning outcomes, which is commonly caused by the lack of interesting learning media that suits students' interests. The inclusion of word wall media in the Pancasila practice material is expected to help students learn the material more effectively. The researcher employed a quantitative descriptive method in the context of classroom action research. Data collection methods included observation and written exams. Student learning outcomes improved significantly, from 64.28% mastery in Cycle I to 85.71% mastery in Cycle II. The observations conducted were non-participant observations. Students' active engagement was documented while using Wordwall media. The study concluded that the interactive Wordwall media effectively enhanced student learning outcomes in practicing Pancasila values among third-grade students at SD Negeri Dukuh Kupang I/488 Surabaya."

From this reference, there are several differences between the previous study and the research I conducted, namely: 1) In terms of title (My research focuses on the Problem-Based Learning model supported by Wordwall media on Pancasila Education materials, whereas the previous study only utilized Wordwall media without integrating the Problem-Based Learning model). 2) In terms of results (My research demonstrates a significant improvement in learning outcomes, while the previous study does not address a comprehensive approach to enhancing learning outcomes). This comparison highlights that every study inevitably has its strengths and limitations.

D. Conclusion

The application of the Problem-Based Learning model, aided by the Wordwall media, in the Pancasila Education lessons for third-grade students at SD Negeri 37 Bengkulu City can enhance the students' cognitive learning outcomes, according to the research findings and discussion. In the pre-cycle stage, only 13 out of 30 students, or 43.33%, achieved mastery. In Cycle I, 21 out of 30 students, or 70%, achieved mastery. This increased further in Cycle II, where 27 out of 30 students, or 90%, achieved mastery. This research met the success indicator set by the researcher, which was 80%, with a final percentage of 90% in Cycle II. Therefore, the research process, using the Problem-Based Learning model assisted by Wordwall media, was deemed successful and well-executed according to the plan, thus concluding the research without needing further cycles, as the success indicator had already been met.

E. Acknowledgment

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