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The Effect of Implementing a Project to Strengthen the Profile of Pancasila Students by using a Problem-Based Learning Model in Improving Student Learning Outcomes at the National Junior High School in Malang

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ABSTRACT
This study aims to determine the improvement of students' academic performance through the implementation of Pancasila Student Profile Development Programme using problem-based learning models with the concept of local knowledge. Class VII of SMP Nasional Malang in Sukun, Bandungrejosari, Malang for the year 2024. An experimental approach was adopted in this study using a quasi-experimental design. An unbalanced group pretest-post-test design was used as the quasi-experimental design. The sample of the study was Grade VII students of SMP Nasional School in Malang. The school has two classes; Class VII D is the experimental class with 33 students while Class VII A is the control class with 33 students. Descriptive statistical and inferential analysis are used in the data analysis. The findings show that the implementation of the Pancasila Student Profile Development Program using the problem-based learning model is highly effective in improving students' learning outcomes in terms of local intelligence.

Keywords: P5, PBL, Learning Outcomes.

INTRODUCTION

Moral education is a study that focuses on a moral, ethical and honorable nation that is visible to the global community and God (Setiawati, 2017) (Susilawati et al., 2020). According to Thomas Lickona's Ma'arif (2018) (jemiyem et al., 2021), "education is the passion to help people understand that morality is important, care about it and act accordingly". It can be concluded that acting education is an important part of education as it will shape the characters of students and make them good people. In daily life, whether in a school environment or in society, a person's behavior is often reflected in how they treat others. Therefore, schools have the responsibility to develop good student behavior while learning in the classroom. The implementation of academic ethics cannot be separated from the development of Pancasila values in students' lives, but with the development of innovation and technology, academic education also plays an important role. Fear of life has begun to disappear, especially among students (Indriani et al., 2007). , 2023). Medan SMP 35 An example of the loss of student character is the negative impact of the current global economy, where global access to students' lives has led to the loss of important qualities in students. We all know that many students today exhibit rebellious behaviors such as tantrums, fights among classmates, bad behavior, and crimes against people (Harahap et al., 2023). Because the lack of moral education has led to selfishness, laziness, and changes in life character due to the rapid development of science and technology. Therefore, the government hopes to strengthen efforts to improve the character of students at all levels of education through the Pancasila Student Quality Development Program (P5), hoping that students can use their talents and behaviors in their daily lives.

Pancasila Student Profile Development Program is a tool that integrates Pancasila values into all aspects of education, with the aim of creating honest,

religious, noble, knowledgeable, creative, independent people, independence, responsibility, community and cooperation with students. Luo Yong. In order to improve the quality of human resources, we should not only develop skills, but also work hard to promote positive attitudes of students. A generation of royals is the hope of the Indonesian nation, and morality is a concern of the current government. The government has issued a character development policy with the aim of perfecting the image of Pancasila students. Pancasila students are a symbol of Indonesian students as lifelong learners with global potential and whose behavior is based on Pancasila values (Pritasari et al., 2024).

Based on the results of a study conducted by a seventh grade social studies teacher on the use of educational qualifications through the Pancasila Student Image Development Program, it is the data obtained that seventh grade students face difficulties in transitioning to the Pancasila student image. Support. The program strengthens the Pancasila image by requiring students to be active and creative and teaches students to think critically when applying knowledge compared to traditional education. Yes, selfish and difficult behavior, focused on memorizing more information and students distracted by technology. In cooperation with others, in the face of obstacles, the task of strengthening the image of Pancasila students is carried out in the hope of improving students' good behavior. P5Contextualization and implementation of actions often face many difficulties. Starting with limited resources such as human resources, facilities and infrastructure, the potential of funds to support education and the necessary teaching materials and tools. The fact that students have different characteristics is also a problem; not every student may be willing and eager to participate in the application, the application should be carefully planned according to the characteristics of the students and adapted to their learning styles. the needs of the project. The most common educational models adopted using Pancasila to improve student learning are teaching methods that make students less motivated to learn. Therefore, in order for the images of Pancasila students to develop an effective and productive study, there must be educational standards because educational standards can increase student motivation, support students' ability to learn effectively and ensure student participation. The purpose of implementing the Pancasila Student Profile Development Program is to play an important role in making learning meaningful for students and applicable in real life. One of the learning models that can be used as learning behavior with the Pancasila Student Profile Development Program, which aims to ensure that students achieve academic success, is problem-based learning.

Problem-based learning is a learning model in which students collaborate or solve existing problems and consider them as learning experiences (Wahyu Ariyani & Prasetyo, 2021). In this case, students can learn to solve problems directly by finding solutions based on their previous experiences, while the problem-based learning model can develop students' thinking and problem-solving skills by giving them the opportunity to participate in learning. In addition, the problem-based learning model not only teaches problem solving, but also helps students develop their character. This is in line with the implementation of the Pancasila program and the goal of raising effective learners so that students can live according to Pancasila values. It is expected that students' learning outcomes will be improved by using the problem-based learning model.

Learning outcomes are the results that a person achieves after learning work, which include knowledge, thinking and mental gains, and can be expressed as symbols, numbers, text or sentences, and can affect a person's progress in learning. . Quality of activities. Learning outcomes can be based on how well students achieve learning outcomes during the course period. The plan to improve the image of Pancasila students must comply with the Ministry of Education and Research Regulation No. 1. According to the Ministry of Education and Research Regulation No. 56 of 2022. 56 of 2022 is the compass for the use of plans to improve the image of Pancasila students in various schools in Indonesia. This guide provides a clear and detailed overview of the educational development profile of Pancasila, from the objectives, implementation steps to the evaluation process. The implementation of the Five Laws Student Image Project in each school can ensure that the activities undertaken to strengthen the Five Laws Student Image Project have the same goal, that is, to develop the Five Principles Student Image, which consists of loyalty, piety, nobility, independence and cooperation, international diversity, positive thinking and creativity. Therefore, the project aimed at strengthening the Pancasila spirit of Malang Government Secondary School students was implemented in line with the guidelines of the Ministry of Education and Research so that the project can be well implemented with the help of problem-based learning models. Expected to improve the academic results of students.

Based on the description above, the researcher will conduct a study to improve the learning outcomes of students with the research title: “The Effect of Character Education Through the Pancasila Student Profile Strengthening Project on the Problem Based Learning Learning Model in Improving Student Learning Outcomes at SMP Nasional Malang”.

METHOD

The research will be quantitative and experimental. According to Sugiyono (2017), observational studies can be defined as studies used to explore the effects of certain treatments on other treatments as a control. Sukmadinata (2013) also stated that the purpose of a research experiment is to measure the effect of one or more variables on other variables. The experimental design of this study is a quasi-experimental design. According to Sugiyono (2017), this design has a control group but cannot fully control many variables that affect the conduct of the experiment. Therefore, quasi-experimental designs were developed to overcome the difficulty in determining control groups in studies. The experimental group of this study consists of a class where the project of strengthening the image of Pancasila students was implemented through problem-based learning models and a control group. In this study, there is a course where learning models are used. With discipline. An unbalanced pre-test-post-test design was used as a quasi-experimental design.

Table 1. Research Design

Class	Pretest	Method	Post-test
A	01	X	02
B	01	-	02

Description:

A : Experimental class

B : Control class

01 : Initial test before treatment is given to the experimental class with the application of the Pancasila student profile strengthening project
02 : The final test after the treatment is given to the experimental class of character education through the project of strengthening the profile of Pancasila students with problem-based learning method.
01 : Initial test before treatment is given to the control class
02 : The final test after the treatment is given to the control class with the application of the Pancasila student profile strengthening project with the lecture learning model.

According to the above design, this experiment has two classes, namely experimental class and control class. Both classes were administered the same pre-test (initial test) and post-test (final test), but they were treated differently. 2025 academic year. The subjects of this study were all seventh-grade students at Malang National Secondary School. The sample consisted of two classes with a total of 66 students. The experimental class was in VII D class with 33 students, while the control class was in 7th Grade A class with 33 students. Descriptive data analysis is used to describe and explain the research data. The amount of data, the maximum, minimum and average of the findings are treated at different times;

$$\bar{X} = \frac{\sum X}{N}$$ (Sudjana, 2005:67)

Keterangan: =
$\bar{X}$ = class average score
N = the number of subjects
$\sum X$ = sum of subject scores

In this study, a non-random analysis using statistical tests "t" test was used to evaluate the significance of the students' pre-intervention learning outcomes and post-intervention learning outcomes as a data analysis method. However, in order to use the "t" test, two conditions, normality and homogeneity, must be met..

RESULTS AND DISCUSSION

Based on the findings, data were obtained from the implementation of the Pancasila Student Profile Development Program, which used problem-based learning models to improve learning outcomes based on local expertise in SMP Nasional Malang as the subject. The results of the study showed that the average N-Gain percentage of the experimental class was higher than the control class. Therefore, there is a difference between using problem-based learning models and teaching models with local expertise when using the learning style in the Pancasila student profile enhancement program. The difference in N-Gain scores between the experimental and control rooms is shown in Figure 1.

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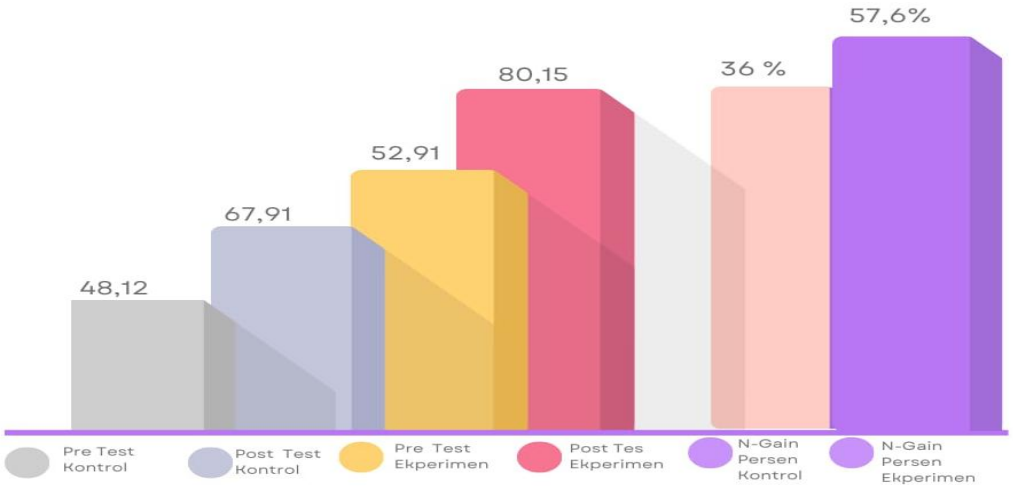

Figure 1. Difference in N-Gain Score between experimental and control class

In Figure 1, it is seen that the post-test scores of the students in the experimental group where the problem-based learning model was applied were higher than those of the control group. According to the post-test results, the credit score of the experimental course where the problem-based learning model was used was 57.6%, and the credit score of the control course where the teaching model was used was 37%. The results of the N-Gain Score calculation are shown in Table 1 below.

Table 2. N-Gain Score Calculation Results

No	Experiment Class	No	Control Class
	N_Gain Score (%)		N_Gain Score (%)
1	55.56	1	-22.45
2	42.86	2	62.16
3	46.43	3	15.56
4	66.67	4	42.03
5	54.55	5	44.44
6	60.00	6	.00
7	31.82	7	71.70
8	66.67	8	42.31
9	68.25	9	20.45
10	68.75	10	28.57
11	77.53	11	50.00
12	62.26	12	46.43
13	77.94	13	21.05
14	73.68	14	23.08
15	80.00	15	45.45
16	56.14	16	35.71
17	44.44	17	20.00
18	55.36	18	46.15
19	61.54	19	53.70
20	34.78	20	.00

No	Experiment Class	No	Control Class
	N_Gain Score (%)		N_Gain Score (%)
21	55.13	21	40.00
22	66.67	22	27.27
23	55.56	23	52.63
24	66.67	24	2.04
25	43.40	25	32.69
26	72.73	26	59.30
27	73.68	27	50.00
28	50.00	28	56.52
29	31.82	29	71.43
30	28.57	30	30.00
31	39.02	31	42.31
32	75.00	32	55.13
33	48.28	33	30.00
Average	57,6371	Average	37,0373
Minimum	28,57	Minimum	-22,45
Maximum	80,00	Maximum	71,70

The average N-Gain score of the experimental class is 57.6%, which is a good performance; From these data, after the test, it can be seen that the students in both classes in local knowledge subjects have better learning outcomes using light learning model problems, so in the class using problem-based learning models, the classroom learning models are better. Classroom management is more effective using lesson-based learning models. The N increase percentage value for the control unit is 36.2329 or 36.2%. As a result of the interpretation of the N-gain_Percent value, it is concluded that the use of problem-based learning models is sufficient to improve students' learning outcomes, while as a result of the interpretation based on the N-gain_Percent value, it is concluded that the use of problem-based learning models is sufficient to improve students' learning outcomes. It is concluded that the use of learning models does not improve students' learning outcomes. This is based on a study by (Bella et al.). 2020) believes that problem-based learning models are effective in improving student learning outcomes. Problem-based learning is a student-oriented learning model that confronts students with various real-life problems and allows them to try to solve them (Meilasari et al., 2020). When students can solve problems according to their learning objectives, this can help improve student learning outcomes.

Descriptive statistics can show that there are differences in the application effects of problem-based learning models and instructional learning models. The homogeneity test result of 0.73%>0.05 means that the experimental data and control data are the same or homogeneous. The difference in the development of learning outcomes between the control room and the experimental room where two different learning methods are used is due to different learning methods. Classes try to adopt a learning model that puts the problem into learning. As a teacher, students enter a two-way learning process that begins by discussing local intellectual problems, solving problems, and offering solutions during learning. The control class took the teaching

model where the teacher explained the material and then the students participated in the discussion. In the education system, students' learning initiative is weak and the teacher-student relationship is not good. This situation affects the academic results of the students; It is seen that the learning outcomes of the control class are lower than the experimental class. Therefore, problem-based learning models affect the learning outcomes of the students in local knowledge subjects.

CONCLUSION

Research on Pancasila student profiles shows that the application of problem-based learning models is sufficient to improve the learning outcomes of students in local subjects. Problem-based learning models help students to increase their academic achievement by teaching them to participate in the learning process, solve problems and find solutions. Based on the findings, recommendations can be made to improve learning outcomes because teachers can use problematic learning models in teaching as they are useful in implementing the Pancasila Student Portfolio Development Program and improving learning outcomes. The research used only focused on the application of Pancasila knowledge to educational development using problem-based learning models and it is recommended that future researchers examine the use of problem-based learning models in the classroom environment.

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