

ABSTRAK

Reni Puspitasari. 2026. Peningkatan Hasil Belajar Mata Pelajaran Pendidikan Pancasila Melalui Penerapan Model Pembelajaran *Problem Based Learning* Pada Siswa Kelas II SD. Skripsi. Program Studi Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan. Universitas PGRI Madiun. Pembimbing (1) Prof. Dr. H. Parji, M.Pd., (2) Dr. Liya Atika Anggrasari, M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa kelas II SDN Grobogan 02 pada mata pelajaran Pendidikan Pancasila, khususnya materi menjaga persatuan di lingkungan rumah dan sekolah. Pembelajaran yang masih didominasi metode ceramah menyebabkan siswa kurang aktif sehingga hasil belajar belum mencapai ketuntasan yang diharapkan. Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas II SDN Grobogan 02 pada mata pelajaran Pendidikan Pancasila melalui penerapan model pembelajaran *Problem Based Learning* (PBL). Penelitian ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian berjumlah 17 siswa kelas II SDN Grobogan 02 yang terdiri atas 9 siswa laki-laki dan 8 siswa perempuan. Teknik pengumpulan data menggunakan tes, observasi, wawancara, dan dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *Problem Based Learning* (PBL) dapat meningkatkan hasil belajar Pendidikan Pancasila pada materi menjaga persatuan di lingkungan rumah dan sekolah. Pada pra siklus diperoleh nilai rata-rata 67,06 dengan persentase ketuntasan belajar 47,06%. Pada siklus I nilai rata-rata meningkat menjadi 75,59 dengan persentase ketuntasan 70,59%. Pada siklus II nilai rata-rata meningkat menjadi 92,94 dengan persentase ketuntasan 88,24%. Selain meningkatkan hasil belajar, penerapan model *Problem Based Learning* (PBL) juga meningkatkan keaktifan, kerja sama, kemandirian, dan keberanian siswa dalam mengemukakan pendapat selama proses pembelajaran. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model pembelajaran *Problem Based Learning* (PBL) dapat meningkatkan hasil belajar Pendidikan Pancasila pada materi menjaga persatuan di lingkungan rumah dan sekolah bagi siswa kelas II SDN Grobogan 02.

Kata kunci: *Problem Based Learning* (PBL), Hasil Belajar, Pendidikan Pancasila, Penelitian Tindakan Kelas, Sekolah Dasar.

ABSTRACT

Reni Puspitasari. 2026. Improving the Learning Outcomes of Pancasila Education Subjects through the Application of the *Problem Based Learning* Model in Grade II Elementary School Students. Thesis. Elementary School Teacher Study Program, Faculty of Teacher Training and Education. PGRI Madiun University. Supervisors (1) Prof. Dr. H. Parji, M.Pd., (2) Dr. Liya Atika Anggrasari, M.Pd.

This research is motivated by the low learning outcomes of grade II students of SDN Grobogan 02 in the subject of Pancasila Education, especially the material on maintaining unity in the home and school environment. Learning that is still dominated by lecture methods causes students to be less active so that learning results have not reached the expected completeness. This research aims to improve the learning outcomes of second grade students of SDN Grobogan 02 in the subject of Pancasila Education through the application of the *Problem Based Learning* (PBL) learning model. This research uses a qualitative approach with the type of Class Action Research (PTK) which is carried out in two cycles. The research subjects were 17 students in grade II of SDN Grobogan 02 consisting of 9 male students and 8 female students. Data collection techniques use tests, observations, interviews, and documentation. Data analysis was carried out descriptively, quantitatively, and qualitatively. The results of the study show that the application of the *Problem Based Learning* (PBL) learning model can improve the learning outcomes of Pancasila Education in the material of maintaining unity in the home and school environment. In the pre-cycle, an average score of 67.06 was obtained with a learning completion percentage of 47.06%. In the first cycle, the average score increased to 75.59 with a completion percentage of 70.59%. In cycle II, the average score increased to 92.94 with a completion percentage of 88.24%. In addition to improving learning outcomes, the application of the *Problem Based Learning* (PBL) model also increases students' activeness, cooperation, independence, and courage in expressing opinions during the learning process. Based on the results of the study, it can be concluded that the application of the *Problem Based Learning* (PBL) learning model can improve the learning outcomes of Pancasila Education in the material of maintaining unity in the home and school environment for grade II students of SDN Grobogan 02.

Keywords: *Problem Based Learning* (PBL), Learning Outcomes, Pancasila Education, Classroom Action Research, Elementary School.