Using The Problem-Based Learning (PBL) RolePlay Method to Improve Learning Outcomes in Pancasila Education Subject

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Article Information	ABSTRACT
	Background: This study was motivated by the low learning outcomes of fourth-grade students in the Pancasila Education subject at SDN 2 Panarung. Preliminary observations indicated that students experienced difficulties in understanding the learning material, resulting in low achievement of the Minimum Mastery Criteria (MMC). *Aim:* This study aimed to examine the effectiveness of implementing a roleplay method based on the Problem-Based Learning (PBL) model to improve students' learning outcomes. *Method:* The research employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The research subjects were 15 fourth-grade students. Data were collected using learning outcome tests in the form of pre-tests and post-tests consisting of 20 multiple-choice questions related to the Pancasila Education material on unity and solidarity in diversity. The data were analyzed descriptively by calculating the average score and the percentage of students who achieved the MMC. The results showed that only 13% of students achieved the MMC in the pre-test, while 87% did not. After the implementation of the action in Cycle I, the percentage of students achieving mastery increased to 60%. Further improvement in Cycle II resulted in all students (100%) achieving the MMC. *Result and Discussions:* These findings indicate that integrating the roleplay method into the PBL model can support students' understanding of learning material and improve cognitive learning outcomes. *Conclusion*, the implementation of the roleplay method based on the PBL model was effective in improving the learning outcomes of fourth-grade students in Pancasila Education within the context of Classroom Action Research. However, this study was limited to one class and focused only on short-term cognitive outcomes. These findings provide practical evidence for elementary school teachers to integrate roleplay into PBL-oriented instruction to enhance cognitive learning outcomes.

Keywords: Roleplay method, Problem-Based Learning (PBL), Pancasila Education, Learning Outcomes, Elementary School Students. |

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INTRODUCTION

Based on Law Number 20 of 2003 concerning the National Education System, Article 3 states that "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop students' potential so that they become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." Therefore, education plays a crucial role in advancing national intelligence, as it would be difficult for a nation to progress and develop without education.

Since 2022, the Indonesian education system has implemented the *Merdeka Curriculum*, which is designed to provide teachers with greater autonomy in designing learning experiences tailored to the unique characteristics of their students. In addition, there has been a shift in the subject of Civic Education, which has now been renamed *Pancasila Education*. This subject focuses on helping students develop character and internalize the values of the five principles of *Pancasila* (Dwi Fransiska et al., 2023).

One of the key elements supporting student success in learning is active participation and the achievement of optimal learning outcomes (Azin, 2023). Student engagement in learning refers to the internal motivation that drives them to participate enthusiastically in the learning process in order to achieve expected goals. Such engagement enables students to grow not only in cognitive aspects but also in affective and psychomotor domains during the learning process (Hariandi & Cahyani, 2018).

At the elementary school level, particularly in fourth grade, learning plays a crucial role in character building and cognitive development. At this stage, *Pancasila Education* holds

significant importance in instilling the fundamental values of national and civic life. However, despite the importance of the subject, it is often found that students lack enthusiasm and do not actively engage in the learning process. This issue is particularly evident when instruction relies heavily on lecture or discussion methods that require students to sit still and passively listen to the teacher.

Observations in a fourth-grade classroom reveal that students prefer learning activities that involve physical movement, direct interaction, and emotional engagement. This preference aligns with the developmental characteristics of children at this age, who tend to learn more effectively through direct experiences and active movement. Passive learning that merely requires students to listen often leads to reduced motivation, boredom, and even disruptive behaviors such as frequently leaving and re-entering the classroom without clear reasons. This phenomenon is also reflected in the low learning outcomes observed in the topic *Unity and Togetherness in Diversity*.

Teachers' instructional practices have a significant impact on student learning (Setyono et al., n.d.). Therefore, successful learning must be supported by the selection of appropriate and effective instructional media, models, and methods (Puji, 2019; Rahmawati & Puspasari, 2020). One instructional model that helps students understand material by relating it to real-world situations is the *Problem-Based Learning* (PBL) model. This model encourages students to solve problems through scientific methods, enabling them to acquire knowledge and develop problem-solving skills by the end of the learning process (Farida et al., 2019).

Effective education requires students to actively engage in all stages of the learning process , with teachers serving as facilitators while students take on the role of active participants. Without student involvement, meaningful behavioral change is difficult to achieve, and learning objectives may not be optimally realized. One instructional method that can be implemented is the *roleplay* learning model. This method has been proven to encourage students to become more active, independent, and joyfully involved in learning, while also fostering collaboration between teachers and students as well as among students themselves (Nurgiansah et al., 2021). Learning through roleplay naturally creates group dynamics and a positive sense of togetherness in the classroom. In addition, in the implementation of this method, students do not simply listen and take notes (Milasari, 2021). Instead, they directly practice real-life examples that they experience in their daily lives(Paudi, 2020). However, this study focuses specifically on students' cognitive learning outcomes as measured through learning outcome tests, without assessing affective or behavioral aspects.

METHOD

This study employed a Classroom Action Research (CAR) design. CAR is an investigative activity that is reflective, participatory, collaborative, and continuous (spiral in nature), aimed at improving various aspects such as systems, work processes, instructional models, content, components, and learning environments (Azis et al., 2024).

The research was conducted at SDN 2 Panarung from April to May 2025. The subjects of the study were all 15 students of a fourth-grade class, consisting of 8 boys and 7 girls. The participants were selected based on the characteristics of Classroom Action Research, which focuses on addressing contextual learning problems within a single class identified through preliminary observation and analysis. The study was carried out in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. The use of two cycles was considered sufficient to observe improvements in students' learning outcomes within the scope of short-term classroom intervention.

Research Instruments and Data Collection Techniques
Data collection was conducted using learning outcome tests
Learning Outcome Test

The learning outcome test was the sole research instrument used in this study to measure students' cognitive achievement in the Pancasila Education subject. The test was administered in the form of a pre-test and post-test in each cycle.

The test consisted of 20 multiple-choice questions covering the Grade IV Pancasila Education material on unity and solidarity in diversity. The test items were developed based on the learning objectives and achievement indicators outlined in the Pancasila Education teaching module.

The content validity of the test instrument was ensured through expert judgment by the supervising teacher (guru pamong). Instrument reliability was supported by the consistent use of test format, number of items, level of difficulty, and scoring criteria across all research cycles.

The data were analyzed descriptively by calculating the percentage of students who achieved the Minimum Mastery Criteria (MMC), which was set at 75. Learning improvement was indicated by an increase in the percentage of students achieving the MMC from the pre-test to Cycle I and Cycle II. The research success indicator was set at a minimum of 95% student mastery.

The duration of this study was limited to two months, which is typical for Classroom Action Research. This timeframe was sufficient to observe short-term improvements in students' learning outcomes and classroom engagement. However, this study did not aim to measure long-term learning impacts, which may be explored in future research.

Prior to implementing the action, the researcher conducted a pre-test to assess students' initial understanding of the material to be taught. The results of the pre-test are as follows:

Table 1. Pre-Test Results

Average Score	37,33
Highest Score	80
Lowest Score	20
Percentage Not Meeting Minimum Mastery Criteria (MMC)	87%
Percentage Meeting MMC	13%

The Minimum Mastery Criteria (MMC) set by the school for *Pancasila Education* is 75. Based on the pre-test results, the average score was 37.3, with only 13% of students meeting the MMC and 87% falling below the required threshold. The target passing rate for this study is set at 95%.

RESULTS AND DISCUSSION

Result

1. Implementation of Cycle I

This classroom action research was carried out in a continuous manner to examine whether the use of the roleplay method based on Problem-Based Learning (PBL) could enhance students' engagement and learning outcomes in the subject of Pancasila Education. The procedures are as follows:

a. Planning

  1) The planning stage included: Designing a teaching module and determining the learning content to be delivered using the Problem-Based Learning model integrated with the roleplay method.

  2) Preparing instructional media to be used during the learning process.

  3) Preparing test items to be administered in each cycle.

b. Action Implementation

At this stage, the teacher implemented the learning process as outlined in the teaching module. One cycle consisted of two learning sessions. The first session covered the topic *unity and solidarity in diversity within the home and school environment*, while the second session focused on *unity and solidarity in the community*. In this cycle, the roleplay method was used only during the problem orientation and conclusion stages.

c. Learning Outcome Result

At the end of Cycle I, a post-test was administered to measure students' learning outcomes. The results are presented in Table II.

Table II. Cycle I Results

Average Score	74
Highest Score	80
Lowest Score	50
Percentage Not Meeting Minimum Mastery Criteria (MMC)	40%
Percentage Meeting MMC	60%

Based on these results, the percentage of students meeting the MMC increased from the initial 13% to 60%. However, there were still students who had not reached the minimum score, so the intervention continued into the next cycle.

d. Evaluation

The reflection results indicated that the implementation of the roleplay method in Cycle I had not been optimally integrated into students' learning activities. Therefore, improvements were planned for Cycle II by embedding roleplay activities directly into the student worksheet (LKPD) to strengthen students' understanding of the learning material. Initially, 87% of students failed to meet the MMC and only 13% passed. After the intervention using the PBL model and roleplay method, the pass rate increased to 60%, while the failure rate dropped to 40%. In Cycle I, the roleplay method was applied only during the problem orientation and conclusion stages. Some students did not participate in the group tasks, resulting in poor performance during the presentations and summative assessment. As a result, in Cycle II, it was decided that roleplay activities would be embedded within the LKPD to stimulate student interest and participation.

2. Implementation of Cycle II

a. Planning

Based on the reflections from Cycle I, the planning for Cycle II included:

1). Integrating roleplay activities into LKPD as the basis for discussion;

2). improving instructional media and learning resource

b. Action Implementation

The learning process in Cycle II was revised according to the reflection results. Roleplay activities were embedded directly into the LKPD to support students' understanding of problem situations related to the learning material.

c. Learning Outcome Result

The post-test results of Cycle II are presented in Table III.

Table III. Cycle II Results

Average Score	91,33
Highest Score	100
Lowest Score	80
Percentage Not Meeting Minimum Mastery Criteria (MMC)	0%
Percentage Meeting MMC	100%

The results show an increase in the percentage of students achieving the MMC from 60% in Cycle I to 100% in Cycle II.

d. Reflection

All students achieved the MMC score of 75 in Cycle II. This indicates that the instructional improvements implemented in Cycle II were effective in enhancing students' learning outcomes.

Discussion

The findings of this study indicate that the implementation of the roleplay method based on the Problem-Based Learning (PBL) model contributed to the improvement of students' learning outcomes in Pancasila Education. The increase in learning outcomes from the pre-test to Cycle I and Cycle II demonstrates that learning activities designed around problem situations and roleplay scenarios can support students' understanding of abstract concepts related to unity and diversity.

The substantial improvement in Cycle II suggests that embedding roleplay activities directly into the LKPD helped students better comprehend the learning material, as they were required to analyze problem situations and apply conceptual understanding during the learning process. This finding supports previous studies which state that PBL-based roleplay can enhance students' cognitive engagement by linking learning content to real-life contexts.

The following is a bar chart showing the differences between the pre-test and post-test results in Cycle 1 and Cycle 2.
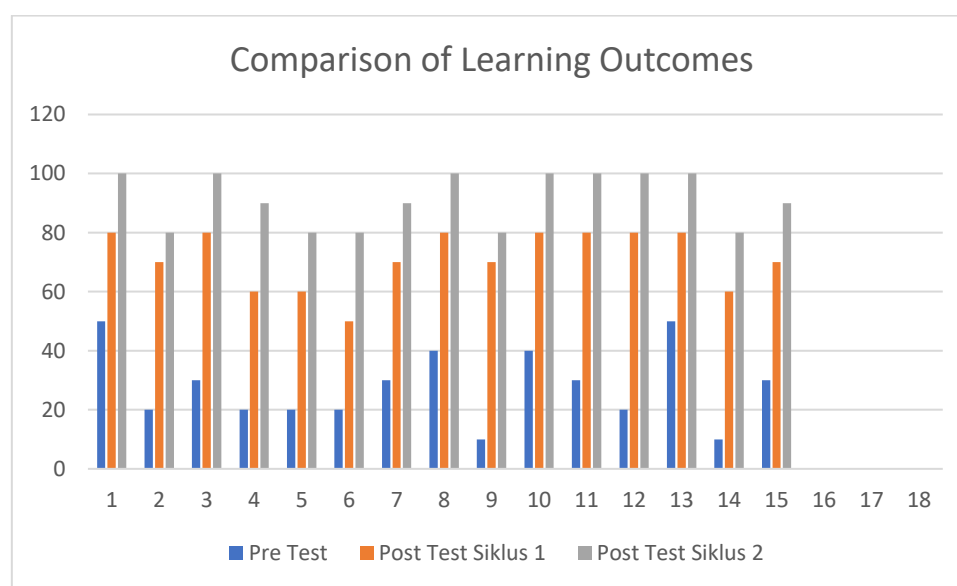

Figure 1. Pretest Posttest Graph

CONCLUSION

Based on the results of the classroom action research, it can be concluded that the implementation of the roleplay method based on the Problem-Based Learning (PBL) model was effective in improving the cognitive learning outcomes of Grade IV students at SDN 2 Panarung on the topic of unity and solidarity in diversity. The improvement was indicated by an increase in students' learning outcomes from Cycle I to Cycle II, with 100% of students achieving the Minimum Mastery Criteria (MMC). However, the findings are limited to one class and focus solely on short-term cognitive outcomes.

Suggestion

Teachers are encouraged to further optimize the implementation of the roleplay method integrated with the Problem-Based Learning (PBL) model in order to foster active student participation and improve learning outcomes. Educators can also develop roleplay scenarios that are contextual and relevant to students' real-life experiences to make learning more meaningful. Students are expected to increase their engagement during learning activities by participating actively in discussions and problem-solving tasks, which can help enhance their understanding and confidence.

Future researchers are advised to conduct broader and more in-depth studies on the integration of roleplay and PBL in various subjects and grade levels to explore its wider impacts and potential for innovation in classroom learning.

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