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Elementary School Students' Learning Activity in Pancasila Education Subjects through the Problem Based Learning Learning Model assisted by Wordwall Learning Media

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ABSTRACT

The low learning activity of students in *Pancasila* Education subjects in the fifth grade of *SD Negeri 1 Karanggintung* is the background of this study. Low learning activity occurs because the learning activities are still Teacher-centered. This study aims to improve student learning activity in the fifth grade of *SD Negeri 1 Karanggintung* in *Pancasila* Education subjects by using the Problem-Based Learning (PBL) learning model with the help of Wordwall learning media. This study uses the Classroom Action Research (CAR) model. Kemmis and Mc. Taggart is the reference in the implementation of two cycles. The data collection and analysis techniques used in this study are test and non-test techniques and data analysis from observations of student learning activities during learning activities. The results of the study in cycle I showed that the percentage of student learning activity was 62.50%, and in cycle II, it was 80.36%. The study concludes that using the Problem-Based Learning (PBL) learning model and Wordwall learning media can improve student learning activity in the fifth grade of *SD Negeri 1 Karanggintung* in the *Pancasila* Education subject. These classroom action research findings are that students appear more active and enthusiastic after learning activities are carried out using the Problem-Based Learning (PBL) model and Wordwall learning media.

Keywords: Learning Activity; Wordwall, Problem-Based Learning; Elementary School

INTRODUCTION

Education has an essential role in producing human resources to create progress for the future of society, nation, and state, as well as for the future of students. Education is not just a transfer of knowledge only, but rather a process of providing stimulants to students so that students can think critically, which can make them become problem solvers following the functions and objectives of national education. According to Koerniantono, M. [1], educational goals can be achieved if education is supported by adequate main components such as curriculum, educators, students, methods, models, strategies, learning media, and other facilities and infrastructure that can support the formation of education quality.

Elementary school education is education that has a significant influence on a child's development stage. Thus, the process of learning activities at school is the most essential thing in improving the quality of education [2]. Today's quality education is adapted to developments in the 21st century. The 21st century learning model places great emphasis on students thinking critically, being good at communicating, collaborating, and having high creativity. This 21st century learning model emphasizes meaningful learning for students and makes students the center of learning (student-centered learning) by

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utilizing technology that can be used as a learning tool to support the smooth running of a learning process [3].

Student-centered learning allows students to carry out their learning activities. Learning activities with a student-centered learning approach make students dominate learning activities by solving problems, actively asking and answering questions, discussing, and actively working in teams. This is in accordance with the curriculum currently being implemented in Indonesia, namely the *Merdeka Belajar* Curriculum, a policy program that gives freedom to schools, students, teachers, and all school resources to innovate in implementing learning [4].

The empirical reality is that there are still obstacles to realizing student-centered learning. The results of initial observations and interviews in the fifth grade of *SD Negeri 1 Karanggintung*, specifically in the *Pancasila* Education subject, show that the teacher still dominated the learning. This was proven during the learning activities. There were still many passive students who only listened to the explanations given by the teacher and only a few students who showed activity by asking and answering questions given by the teacher. So far, learning activities in the fifth grade of *SD Negeri 1 Karanggintung* only use simple learning models, making students less interested and passive during learning activities.

Teachers in classroom learning activities still use the lecture method, especially in subjects with a lot of theory, such as the *Pancasila* Education subject. This proves that teachers still need assistance to be more motivated to use learning models appropriate to students' conditions to generate active learning from students during learning activities.

Student activity is an important issue and needs to be understood by teachers. Without student activity, learning seems boring. This is because a student's activeness can significantly influence the success of the student's learning process. Students can be said to be active in the learning process if they meet the following indicators of activeness: 1) Asking questions to the teacher or friends if they have difficulty understanding the material, 2) Actively participating in group discussions, 3) Responding to questions asked by the teacher, 4) Taking notes on the teacher's explanations and discussion results, 5) Dare to present the results of group discussions, 6) Look for information needed in solving problems, 7) Pay attention to the teacher when providing material, 8) Participate in carrying out learning assignments, and 9) Practice in solving a problem.

One learning model that can be used to increase student learning activity is Problem-Based Learning (PBL). This learning model is a learning approach that confronts students with a problem [5]. This learning model uses real-world problems as a way for students to develop their skills in problem-solving, critical thinking, and independent learning skills to obtain the knowledge they need. In using this learning model, learning media Wordwall is the right choice in helping teachers implement Problem-Based Learning (PBL) because apart from being engaging and interactive, this learning media also follows the concept of 21st century learning, which hopes that its generation can welcome technological advances.

The use of learning media, such as Wordwall, can help teachers apply learning models, such as problem-based learning (PBL), to increase student learning activity so that the learning outcomes are maximized. Hasan, et al. [6] argue that learning media Wordwall is a choice that can make students happy and not quickly bored during learning activities. This learning media can make the learning process more interactive and help students understand the learning material the teacher presents.

Using media and learning models in classroom learning activities can significantly influence students. According to Indriani, R., et al. [7], using media and learning models in the classroom is a factor in the success of classroom learning because it can make it easier for students to capture learning information and improve student learning outcomes. Creating practical learning activities is a challenge for teachers. This is because teachers must create a fun, engaging, and active learning atmosphere so that the learning received by students will be more meaningful. Thus, to create the desired learning atmosphere, every teacher must be able to choose the right learning models and media to support classroom learning activities by looking at their students' learning characteristics.

MATERIAL AND METHODS

Methods

The research method used in this research is the Classroom Action Research (CAR) method. Classroom Action Research is the most appropriate research for improving classroom learning. Because in this research, apart from being a researcher, the teacher also has a role as an implementer in a learning process so that the teacher understands the problems and ideal conditions that will be achieved in a class [8]. This Classroom Action Research uses the Kemmis and Mc. Taggart spiral research model for research design. In the Kemmis and Mc. Taggart research model defines the cycle as a round of activities consisting of planning, action, observation, and reflection. The basic pattern of the Classroom Action Research model, according to Kemmis and Mc. Taggart as follows:

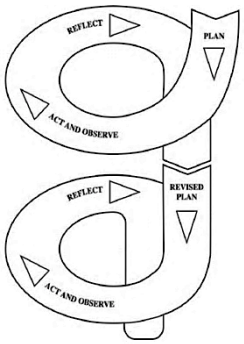

Figure 1. Kemmis and MC. Taggart model [9]

Instrument

Data collection techniques in this research used test techniques and non-test techniques. The test technique is carried out to measure students' understanding by giving assignments so that they can produce values in the form of scores [10]. Non-test techniques are planned activities to determine students' conditions by using assessment instruments that assess the affective domain. This non-test technique evaluates student learning outcomes, which is carried out through systematic observation [11]. The non-test techniques in this research are observation and documentation.

Observation is a method used to collect data by systematically observing and recording the phenomena that are the target of observation. This observation technique helps assess and measure the results of a learning process by observing student behavior or activities during learning activities [12]. Meanwhile, non-test techniques in the form of documentation are methods used by researchers to obtain information by collecting data,

analyzing and reviewing documents that are used as support for research [13].

Procedures

This classroom action research was carried out collaboratively and participatively. Collaborative means that the researchers collaborate by working with the class teacher, while participatory means that colleagues assist the researcher in conducting this research. This Classroom Action Research will be carried out in 4 main steps: planning, action, observation, and reflection. The plan for implementing Classroom Action Research is as follows:

1. Planning
   At this stage, the researcher and class teacher determine the appropriate learning model and media to overcome fifth-grade problems. In this planning step, the researcher also prepares the teaching modules, learning tools, and learning media needed for the research activities.
2. Action
   Implementation in cycles I and II was carried out for two meetings in each cycle with a time allocation of 2x35 minutes for each meeting. At this stage, the teacher carries out teaching and learning activities in accordance with the teaching modules that were prepared previously. At the end of each lesson, students will be given test questions to determine student learning achievement after using the learning model Problem-Based Learning (PBL) assisted by Wordwall learning media.
3. Observation
   The success of Classroom Action Research can be seen based on the observations made during the implementation of the action. This observation aims to determine students' active learning during the learning process. In this research, observations were carried out by the class teacher and colleagues who acted as observers.
4. Reflection
   The reflection is done to find out and study the successes and shortcomings found during learning using the learning model Problem-Based Learning (PBL), assisted by learning media Wordwall.

Data Analysis

Analysis of the data obtained in this research is data from observations of students' active learning during learning activities by looking at previously determined learning active indicators. Data analysis resulting from observations of learning activities was analyzed using steps to calculate the scores obtained by students from each indicator of learning activity and dividing them by the maximum score. Students are said to complete their learning activity during the learning process if the score obtained is within the good criteria or at least 6 of the 9 indicators of student learning activity are achieved. The assessment on the student learning activity observation sheet is determined using the following formula:

$$P = \frac{F}{N} X\ 100\%$$

Information:
P: Percentage
F: Total score obtained
N: Maximum number of scores

There is an increase in the learning activity of fifth-grade students in learning activities in *Pancasila* education subjects, at least 75% of the total number of students with at least good criteria. The following are the criteria for completeness of students' classical learning activities:

Table 1. Criteria for the success of student learning activities

Achievement	Criteria
81%-100%	Very good
61%-80%	Good
41%-60%	Quite good
21%-40%	Not good
0%-20%	Very bad

RESULTS AND DISCUSSION

This classroom action research was carried out in 2 cycles, each consisting of 2 meetings. The stages carried out in each cycle consist of planning, action, observation, and reflection stages. The research results were obtained based on data from research instruments filled in by observers during each cycle. The research results of each cycle can be explained as follows:

Cycle I

The results of the analysis in the implementation of learning cycle I show that the use of learning models Problem-Based Learning (PBL) assisted by learning media Wordwall Even though it has not run optimally, it has shown an increase in student learning activity during learning activities. This is proven by the percentage of students' learning activeness, which increases at each meeting. The following is a table of student learning activity completion in cycle I:

Table 2. Completion of learning activities in cycle I

Achievement	Criteria	Frequency	
		M1	M2
81%-100%	Very good	7	8
61%-80%	Good	9	11
41%-60%	Quite good	9	8
21%-40%	Not good	3	1
0%-20%	Very bad	0	0
Number of students		**28**	**28**
Students completed		**16**	**19**
Students not completed		**12**	**9**
Percentage of completion		**57,14%**	**67,86%**
Percentage of not completed		**42,86%**	**32,14%**
Percentage of completion of cycle I		**62,50%**	
Criteria		**Good**	

The table above explains that the analysis of individual and classical student learning activity results has reached good criteria but has yet to reach the success indicators determined in this research. The table shows that the completeness of cycle I student learning activity was 62.50% with good criteria. Of the 28 students, at meeting 1, 16

students completed active learning, and at meeting 2, there were 19 students. Although learning implementation in cycle I has gone quite well, several shortcomings still need to be improved in the next cycle. Teacher and student adjustments to the learning model Problem-Based Learning (PBL) and learning media Wordwall are the most significant obstacles. This happens because teaching and learning activities use problem-based learning (PBL) models, and Wordwall is a series of learning activities that have never been done or used before.

These obstacles affect the smooth implementation of activities, resulting in learning time not running according to the predetermined time allocation. Based on the obstacles encountered in the implementation of cycle I, the researchers carried out reflection and designed improvements by providing explanations outside of study hours about the stages of learning using the learning model Problem-Based Learning (PBL) and procedures for using learning media Wordwall. This reflection aims to improve the implementation of learning activities in the next cycle so that learning activities can run smoothly and minimize deficiencies.

Cycle II

The results of the analysis in the implementation of cycle II learning went better than the implementation of learning in cycle I. The deficiencies and obstacles found in the implementation of cycle I were corrected in the implementation of cycle II. Based on the research that has been carried out, the results are that using Problem-Based Learning (PBL), assisted by media Wordwall, can increase student learning activeness during learning activities. This is proven by the percentage of completeness of students' learning activities, which continues to increase at each meeting which is presented in the following table:

Table 3. Completion of learning activities in cycle II

Achievement	Criteria	Frequency	
		M1	M2
81%-100%	Very good	9	10
61%-80%	Good	12	14
41%-60%	Quite good	7	4
21%-40%	Not good	0	0
0%-20%	Very bad	0	0
Number of students		**28**	**28**
Students completed		**21**	**24**
Students not completed		**7**	**4**
Percentage of completion		**75%**	**85,71%**
Percentage of not completed		**25%**	**14,29%**
Percentage of completion of cycle II		**80,36%**	
Criteria		**Good**	

Based on the table above, the analysis of student learning activity has reached good criteria and has increased from the results of the cycle II analysis. The table above shows that the completeness of students' active learning in cycle II was 80.36% with good criteria. Of the 28 students, at meeting 1, 21 students completed active learning, and at meeting 2, there were 24 students. In cycle II, the percentage of students' active learning has reached the success indicators determined in this research. From the research that has been carried out using learning models Problem-Based Learning (PBL) assisted by learning media Wordwall In each cycle, the results always increase. In cycle I, the percentage of student learning activity was 62.50% with good criteria. In cycle II, the percentage of students'

active learning increased, namely reaching 80.36% or an increase of 17.86% from the percentage of completion of active activities in the previous cycle. The results of the increasing percentage of student learning activity using the learning model Problem-Based Learning (PBL) assisted by learning media Wordwall in the *Pancasila* Education subject in fifth grade of *SD Negeri 1 Karanggintung* in cycle I and cycle II are as follows:

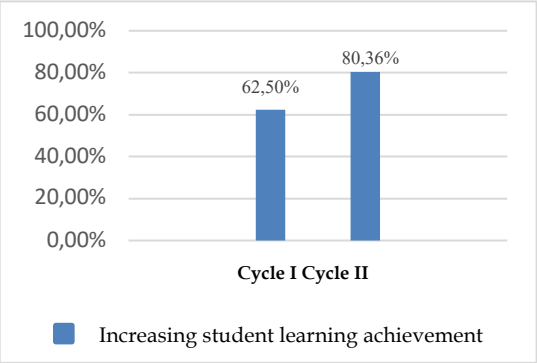

Figure 2. Increasing student learning achievement

The diagram above shows an increase in student learning activity during the learning process using the learning model Problem-Based Learning (PBL), which is assisted by the learning media Wordwall. Learning activities using Problem-based Learning (PBL) assisted by learning media, such as Wordwall, influence students' active learning in fifth grade in the *Pancasila* Education subject. This influence is due to the learning model problem-based learning (PBL), which emphasizes that students practice their problem-solving skills. In this case, the active role of students is needed. Following the opinion of Handayani, A., et al. [14] stated that the learning model Problem-Based Learning (PBL) helps students develop problem-solving skills, increases understanding and knowledge, and encourages students to be active during the learning process.

Application of learning models Problem-Based Learning (PBL) in this research makes students more motivated to learn, develops students' critical thinking skills, and can increase student enthusiasm in class so that it can help students face the challenges of 21st century learning [15]. Learning model Problem-Based Learning (PBL) requires students to be active. This learning model is also packaged with fun learning steps so that students easily accept the delivery of learning material. Apart from using learning models Problem-Based Learning (PBL) as a teacher's effort to increase student activity in the learning process, the role of learning media is also very much needed to make it easier for teachers to apply the learning model they choose. Facing a problem regarding active learning requires appropriate media innovation to motivate students to participate actively in learning activities in class. One learning media that can be chosen is e-learning-based learning media or the appropriate use of technology-based learning media.

Wordwall can help teachers implement learning models such as problem-based learning (PBL) so that the learning outcomes achieved will be maximized. Wordwall will help teachers create innovative and creative learning so that students will be more active and can easily understand the learning material they are studying [16]. This is also following the opinion of Khoriyah, R., & Muhid, A. [17] that the use of learning media Wordwall can be used as an alternative for teachers to increase student learning activity because by using this media learning is more fun and students do not get bored quickly

during learning activities.

Based on research that has been carried out at *SD Negeri 1 Karanggintung*, the findings of this research are that students become more active in learning after using the learning model Problem-Based Learning (PBL) and learning media Wordwall. The characteristics of students who are quickly bored and fed up with learning in class require learning media that can attract students' interest in learning. One of the learning media chosen is game-based learning media. Apart from being fun, game-based learning media can help students explore their knowledge based on the experiences gained during learning activities.

Using learning media, such as Wordwall, makes students look more active than learning activities without using learning media. When using a Wordwall, students look enthusiastic about solving the problems presented in the learning media. Students also feel more challenged when dealing with the problems presented because this game is played cooperatively. This is in accordance with the opinion of Nurrohim, et al. [18] that the cooperative learning model is an alternative for teachers to increase student activity because this can provide space for students to learn from each other and achieve their group goals. Selection of learning models Problem-Based Learning (PBL) and learning media Wordwall is the key to teacher success in increasing student learning activity in fifth grade in the *Pancasila* Education subject. This combination of models and learning media effectively encourages students to be active during learning activities.

Based on the explanation above, accuracy in choosing media and learning models greatly influences the learning outcomes achieved by students. Therefore, the selection of media and learning models must be adjusted to the conditions and needs of students in the class [6]. The following is the learning media design Wordwall, which is used as a learning medium in increasing student activity in fifth-grade of *SD Negeri 1 Karanggintung* in the *Pancasila* Education subject:

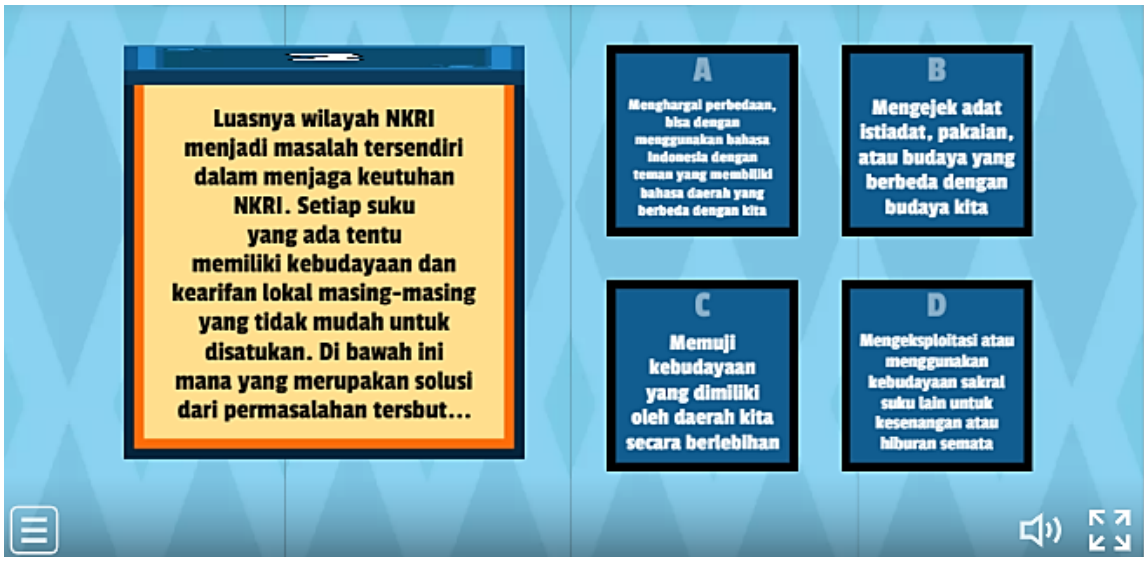

Figure 3. Increasing student learning achievement

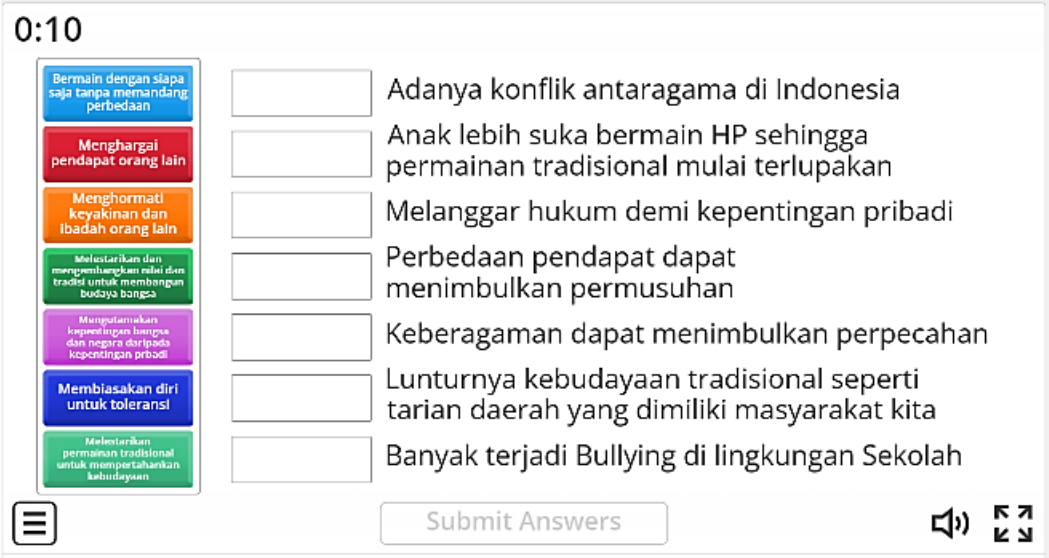

Figure 4. Wordwall learning media design

The research and analysis activities that have been carried out have resulted in the conclusion that the use of learning models Problem-Based Learning (PBL) assisted by learning media Wordwall able to increase students' active learning in *Pancasila* Education subjects by doing the following: 1) encouraging students to ask questions if there is material they do not understand, 2) encouraging students to pay more attention to the teacher during learning activities, 3) encouraging students to dare to answer questions given by the teacher, 4) allow students to voice their opinions in a discussion, 5) encourage students to dare to present the results of the discussion, and 6) give students practice in solving a problem they are facing.

Based on the discussion, appropriate learning models and media are needed to create meaningful and quality learning activities. Good learning is learning that can encourage students to be active during learning activities. Without active learning, learning seems boring because a student's activeness can significantly influence the success of the student's learning process. The higher the student's activeness in the learning process, the higher the success and learning achievement will be.

CONCLUSION

The results of the research that has been carried out show that the use of learning models Problem-Based Learning (PBL) assisted by learning media Wordwall can increase the activeness and learning achievement of fifth-grade students at *SD Negeri 1 Karanggintung* in the *Pancasila* Education subject. An increase in student learning activity is shown by the percentage of student learning activity, which continues to increase in each cycle. Teachers should create meaningful learning for their students so that they can create a learning atmosphere that is fun and not monotonous so that students are more enthusiastic about participating in learning activities in class. Learning model Problem-Based Learning (PBL) and Wordwall learning media have proven effective and innovative in increasing student learning activity following the goals of the *Merdeka* curriculum and 21st-century learning.

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