

Bramantya, A., Nafsiyah, F., Untari, S. (2024). The Implementation of PjBL to Improve Creative Thinking Skills in Pancasila Education Lessons at SMAN 1 Tumpang. *Journal of Applied Educational Study*, 1(1), 10-16.

Journal of Applied Educational Study

The Implementation of PjBL to Improve Creative Thinking Skills in Pancasila Education Lessons at SMAN 1 Tumpang

Alfan Bramantya^{1*}, Fitrotun Nafsiyah², Sri Untari³

¹Department of Pancasila and Civic Education, Faculty of Education, Universitas Wisnuwardana
²SMAN 1 Tumpang
³Department of Pancasila and Civic Education, Faculty of Social Science, Universitas Negeri Malang

*Corresponding author:
 alfanbramantya77@gmail.com

Abstract: The development of creative thinking skills has problems in SMAN 1 Tumpang grade X students for the even 2022/2023 school year. This class action research aims to improve the creative thinking skills of grade X students of SMAN 1 Tumpang in Pancasila Education Lessons using Project Based Learning. The subjects of this study are students in grades X-3 of SMA Negeri 1 Tumpang in the even school year 2022/2023 as many as 35 students as subjects who receive action. The subject of the action is a Pancasila Education teacher in class X-3 as a teacher and researcher in this study. This Action Research is carried out in two cycles, each of which consists of: the planning stage, the action stage, the observation stage and the reflection stage. The data collection method is carried out through test, observation and documentation techniques. The results of this study show that the application of the Project Based Learning learning model can improve the thinking skills of students in grades X-3 of SMAN 1 Tumpang in the even school year 2022/2023. This can be seen from the average learning results of students, the aspect of Pancasila Education ability of students who have increased, namely before the action 66 to 75 in the first cycle and to 87 in the second cycle. In addition, the percentage of student learning completion, which is before the action, is 61% to 71% in the first cycle and to 85% in the second cycle.

Keywords: Project Based Learning, Creative Thinking Skills, Pancasila Education

Received: 09-10-2024

Accepted: 21-10-2024

Published: 25-10-2024

Introduction

The low creative thinking ability of high school students in the subject of Pancasila Education in Indonesia is a complex problem that affects the effectiveness of education in this country. Pancasila education learning has so far prioritized memorization and conceptual understanding rather than encouraging creative thinking. This makes students more focused on achieving academic targets rather than developing more relevant creative thinking skills. This problem is caused by the limited resources in some schools in Indonesia, especially in rural areas,

which can affect the quality of education and the ability of teachers to support students' creative thinking. Limited access to relevant textbooks, technology, and training for teachers can hinder the development of students' creativity.

Creative thinking skills are the ability to generate new ideas, see problems from different perspectives, and face challenges with innovative solutions. For high school students, developing creative thinking skills has many benefits that are important in their personal development and preparation for the future. Creative thinking skills also play

an important role in solving social problems. Students who are able to think creatively are more likely to be leaders who are able to formulate innovative solutions to social problems, such as poverty, inequality, and climate change. This helps them contribute positively to society and the world as a whole.

In line with the previous explanation, the researcher still found the fact that there were at least problems in the development of creative thinking skills in SMAN 1 Tumpang grade X students for the even 2022/2023 school year. In the early period of the study, the researcher found that students had difficulty expressing opinions or responding to a case given by the teacher. This condition was obtained because the learning condition so far has still been textual. This then makes students have difficulties in developing creative thinking skills.

The researcher then conducted a PTK with the title "The Application of PBL to Remind the Creative Thinking Ability of Class X Students in Pancasila Education Lessons at SMAN 1 Tumpang" to improve critical thinking skills in students in grades X-3 of SMAN 1 Tumpang with a total of 35 students. The learning model used in this study is project-based learning, where students will play the role of parliamentarians who respond to an issue or problem that will later be discussed in a parliamentary session. Class X-3 was chosen because the condition of students has heterogeneous critical thinking skills and heterogeneous student learning styles.

Method

The Classroom Action Research Method is a research approach that is popularly used in the field of education to overcome problems in classroom learning (Kunlasomboon, Wongwanich & Suwanmonkha, 2015). Classroom Action Research focuses on efforts to improve the teaching and learning process by involving teachers as researchers in their own classrooms. The main goal of PTK is to improve the quality of learning, identify obstacles that arise, and design concrete and targeted improvement strategies (Meesuk et

al., 2020). The Classroom Action Research process involves several stages, ranging from planning, action, observation, and reflection. Teachers as researchers will plan corrective actions based on problem analysis, then apply them in learning. Next, the teacher will observe and collect data during the action being taken, then reflect on the results and evaluate the success of the improvement. Classroom Action Research provides an opportunity for teachers to play an active role in overcoming problems in the classroom and improving their professionalism, while maintaining a focus on the interests of students.

The Classroom Action Research Method has several advantages compared to other research methods. First, Classroom Action Research is a participatory research method, where teachers, students, and even parents can be involved in the learning improvement process. This active involvement of all parties helps ensure that the resulting solution is relevant and can be implemented well in the classroom context. Second, Classroom Action Research allows for continuous improvement in the learning process. With a repetitive cycle of actions, teachers can continue to identify new problems and respond to them with appropriate strategies (Prihantoro & Hidayat, 2019; Slameto, 2015). Third, Classroom Action Research encourages the use of data and empirical evidence in decision-making. Teachers collect data during each stage of action, and this data analysis provides a solid foundation in evaluating the effectiveness of the improvements made. Fourth, Classroom Action Research provides opportunities for teachers to share their findings and experiences with peers or in other educational forums, so that they can improve learning practices more broadly. With all these advantages, Classroom Action Research is a strong and relevant approach in improving the quality of learning in the classroom.

Results

This research with this classroom action approach was carried out to improve students critical thinking skills in Pancasila education learning (PKn). This research was conducted

by the researcher using the classroom action research method with the aim of improving students' critical thinking skills in PKn subjects.

This class action research is focused on students in grades X-3 of SMA Negeri 1 Tumpang for the 2022-2023 Academic Year.

The class chosen for this study was taken into consideration because it is a heterogeneous class in terms of critical thinking skills. The researcher is already familiar with the situation in class X-3 of SMA Negeri 1 Tumpang and is also known to the students of that class. The students who were the subjects of the study totaled 35 people, who had different levels of creativity. This class action research was carried out in 2 cycles (Prihantoro & Hidayat, 2019; Slameto, 2015) which is different from the adjustment of time and material selected with the explanation in the following figure.

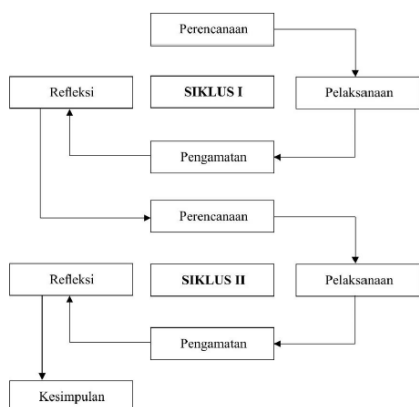


Figure 1. Stages of Classroom Action Research

The first cycle consists of the planning stages of the first cycle which is used to prepare the class action program. The next stage is the stage of implementing the first cycle which consists of preliminary activities, core activities and closing activities. The observation stage is carried out to observe the development of students in the implementation of actions, while in the reflection stage the teacher tries to record and evaluate the actions given to students. In the second cycle, the steps are similar to the first cycle, only in this cycle the teacher makes improvements and completes the shortcomings in the first cycle. The final result

of this second cycle is the improvement and increase of learning outcomes in the form of improving critical thinking skills by students.

Discussion

Pre-cycle Implementation

In pre-cycle activities, teachers conduct classical learning for students. The researcher then provides stimuli to students to respond to the problems given by the teacher. However, only some students are active in the learning process. The researcher then provided a follow-up stimulus from this time each student was given the opportunity to respond to the follow-up stimulus given in the form of oral and written. The results from the researcher's observation are that the completeness of student learning is still quite low with 60% completeness from 35 students.

Tabel 1. Assessment Results at Pre-Cycle Critical Thinking Skills

		Written Test	Skills Test
Pre-Cycle	Number of Students	35	35
Student	Grade	68	66
Point Average			
Maximum Value		77	75
Completeness (%)		62%	60%
Value Criteria (75 KKM)		Less	Less

The results of the pre-cycle stage showed that only 62% of students who completed on average had the ability to think creatively with sufficient predicate. The highest score in this pre-cycle stage was only 77 for the written test and 75 for the oral test. These results show that there are still many students who do not have good creative thinking skills.

Implementation of the First Cycle

In the first cycle, the researcher conducted research on this class action with 4 stages of implementation (Prihantoro & Hidayat, 2019; Slameto, 2015). In the first stage, the researcher carried out planning activities where the researcher made preparations which included making action

plans, preparing observation sheets, tools and so on. In the second stage, namely the implementation stage, the researcher first provides reflection to students related to the learning process that will be passed by students. Students were then divided into 5 groups with each group representing 5 regions in Indonesia. These five groups then presented their respective regions regarding general information such as food, clothing, socio-cultural conditions, etc. using power points. The results show an increasing trend of increasing the average score of students by 8% and student completeness by 10%.

Tabel 2. Assessment results in the first cycle

Critical Thinking Skills			
		Written Test	Skill Test
First cycle			
Number of Students		35	35
Student Grade Point Average		76	74
Maximum Value		82	80
Completeness (%)		72%	70%
Value Criteria (75 KKM)		Enough	Enough

Implementation of the Second Cycle

In the second cycle, the researcher has prepared 5 regions and provided criteria for each region that are different for resumes and summarized in the form of a group report in the form of a digital poster. The group then develops a point of view that has been given to each group. The researcher then provided assistance in the preparation of poster content to digital poster models.

The researcher then processed the results of the observation of the parliamentary session simulation from two sources, namely the initial argument document of the faction and the process of implementing the trial simulation. The results of the researcher's observation then showed that there was a significant trend of increasing student completeness on average. The results of these observations are then available in the following table.

Tabel 3. Assessment results in the second cycle

Critical Thinking Skills			
		Written Test	Skill Test
Second cycle			
Number of Students		35	35
Student Grade Point Average		88	86
Maximum Value		90	88
Completeness (%)		86%	84%
Value Criteria (75 KKM)		Good	Good

In this second cycle, there was an increase in the average score of students by 12% and student completeness by 14%. The average predicate increased from fair to good. This proves that learning in the second cycle can improve students' thinking skills positively.

Improving Student Learning Outcomes Using the PjBL Model

The application of the Project Based Learning learning model is quite effective and has a positive trend to improve students' creative thinking skills in PKn learning. This can be seen from the average learning results of students, the psychomotor aspects of Pancasila Education students who have increased, namely before the action 66 to 75 in the first cycle and to 87 in the second cycle. In addition, the percentage of student learning completion, which is before the action, is 61% to 71% in the first cycle and to 85% in the second cycle. The following is an increase in student achievement in this material.

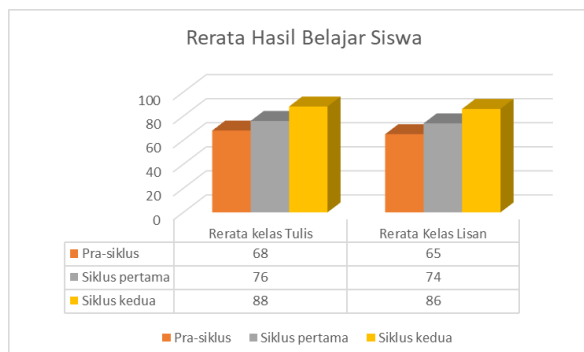


Figure 2. Average student learning outcomes

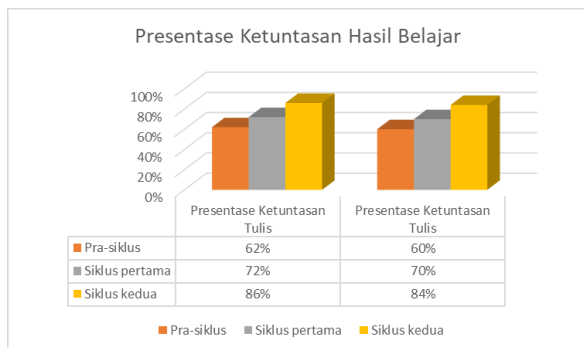


Figure 3. Percentage of completeness of learning outcomes

The significant increase in student learning outcomes in Project-Based Learning proves that this method is effective in improving students' creative thinking skills. This then supports research by (Chouc & Conde, 2016; Romanova & Gudalov, 2019; Smyrnaiou et al., 2018) with different model names. This increase has at least occurred due to various factors ranging from the preparation of detailed learning strategies, regular assistance to students in the learning process, to orientation towards the achievement of learning goals.



Figure 4. The atmosphere of the class presentation

This then makes students more confident to analyze a problem using their abilities. At the end of the lesson, students are given reflection by the researcher in the hope that they can develop their creative thinking skills consistently at a higher level of learning.

Conclusions

Project-Based Learning is a learning that underpins the atmosphere of a parliamentary session in the classroom. This learning focuses

on improving students' creative thinking skills through simple project stimuli carried out by students. This then has a positive impact on the development of students' analytical and creative abilities in Pancasila Education learners of Bhineka Tunggal Ika material. This is then strengthened by the findings of the researcher which shows an increase in student learning outcomes in each cycle. The result of this improvement occurs because students consistently begin to understand and actively participate in each learning process.

Acknowledgement

Thanks to SMAN 1 Tumpang, Universitas Negeri Malang, and Universitas Wisnuwardhana Malang.

References

- Amin, M., Mahanal, S., & Rohman, F. (2022). Analyzing the Contribution of Critical Thinking Skills and Social Skills on Students' Character by Applying Discovery Learning Models. *International Journal of Education and Practice*, 10(1), 42-53.
- Battaglini, C., Gomez, J., Kim, K. Y., LaBelle, J., Libonate, C., McClellan, O. A., ... & Miller, M. G. (2021). Leveraging Size: Congressional Simulations in a Large Lecture Course. *Journal of Political Science Education*, 17(sup1), 51-65.
- Benawa, A., Lusiana, E., Alwino, A., Irawan, I., & Witono, P. H. (2023). The Effect of Pancasila Education, Civic Education, and Religion Education on Value Education for The Students During COVID 19 Pandemic. In *E3S Web of Conferences* (Vol. 388). EDP Sciences.
- Changwong, K., Sukkamart, A., & Sisan, B. (2018). Critical thinking skill development: Analysis of a new learning management model for Thai high schools. *Journal of International Studies*, 11(2).
- Chouc, F., & Conde, J. M. (2016). Enhancing the learning experience of interpreting students outside the classroom. A study of the benefits of situated learning at the Scottish Parliament.

- The Interpreter and Translator Trainer, 10(1), 92-106.
- Gustianingrum, R., Murni, A., & Maimunah, M. (2023). Analisis Kemampuan Berpikir Kritis Peserta Didik dalam Menunjang Penguatan Profil Pelajar Pancasila. *PRISMA, Prosiding Seminar Nasional Matematika*, 6, 465-470. Retrieved from <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/66908>.
- Handayani, S. L., & Dewanti, M. A. (2020). Peningkatan Kemampuan Analisis Melalui Strategi PQ4R (Preview, Question, Read, Recite, Reflect, Review) Pada Pembelajaran IPA Sekolah Dasar. *Jurnal Publikasi Pendidikan*, 10(3), 202-210.
- Jackson, R., & Everington, J. (2017). Teaching inclusive religious education impartially: An English perspective. *British Journal of Religious Education*, 39(1), 7-24.
- Kunlasomboon, N., Wongwanich, S., & Suwanmonkha, S. (2015). Research and development of classroom action research process to enhance school learning. *Procedia-Social and Behavioral Sciences*, 171, 1315-1324.
- Meesuk, P., Sramoon, B., & Wongruga, A. (2020). Classroom action research-based instruction: The sustainable teacher professional development strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98-110.
- Montessori, M., Indrawadi, J., & Tiara, M. (2020, August). Analysis of Teacher Questions in Improving High Order Thinking Skills of Students Through Learning of Pancasila and Civic Education. In *International Conference On Social Studies, Globalisation And Technology (ICSSGT 2019)* (pp. 472-477). Atlantis Press.
- Muhammad, S. (2023, January). Critical thinking as a necessity for social science students capacity development: How it can be strengthened through project based learning at university. In *Frontiers in Education* (Vol. 7, p. 983292). Frontiers.
- Murawski, L. M. (2014). Critical thinking in the classroom... and beyond. *Journal of Learning in Higher Education*, 10(1), 25-30.
- Nappi, J. S. (2017). The importance of questioning in developing critical thinking skills. *Delta Kappa Gamma Bulletin*, 84(1), 30.
- Pattiwael, A. S. (2019, January). Literature for Developing Student's Humanity Awareness. In *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* (Vol. 1, No. 1, pp. 79-88).
- Prihantoro, A., & Hidayat, F. (2019). Melakukan penelitian tindakan kelas. *Ulumuddin: Jurnal Ilmu-ilmu Keislaman*, 9(1), 49-60.
- Rahman, S. A., & Manaf, N. F. A. (2017). A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature. *English Language Teaching*, 10(9), 245-256.
- Romanova, T., & Gudalov, N. (2019). Role-Play Simulation of Negotiations between the EU and the Eurasian Economic Union: Teaching while Enhancing a Transnational Dialogue. *Journal of Contemporary European Research*, 15(4), 410-424.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
- Samuelsson, M. (2016). Education for deliberative democracy: A typology of classroom discussions. *Education for Deliberative Democracy. Theoretical assumptions and classroom practices*.
- Slameto, S. (2015). Implementasi Penelitian Tindakan Kelas. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 5(3), 47-58.
- Smyrnaoui¹, Z., Petropoulou, E., Sotiriou, M., & Georgakopoulou, E. (2018). Tracing Students' quality of Argumentation

- In Simulated Parliament Activities. Discourse and Argumentation in Science Education, 960.
- Tjandra, M., Ginting, S., & Rahmat, A. (2023). The Implementation of Pancasila and Civic Education Building A Harmonious Life in Bhinneka Tunggal Ika. *KnE Social Sciences*, 187-197.
- Wuryanto, H & Abduh, M. (2022). Mengkaji Kembali Hasil PISA sebagai Pendekatan Inovasi Pembelajaran untuk Peningkatan Kompetensi Literasi dan Numerasi. Kemdikbud. Retrieved from <https://gurudikdas.kemdikbud.go.id/news/mengkaji-kembali-hasil-pisa-sebagai-pendekatan-inovasi-pembelajaran--untuk-peningkatan-kompetensi-li>.
- ŽivkoviL, S. (2016). A model of critical thinking as an important attribute for success in the 21st century. *Procedia-social and behavioral sciences*, 232, 102-108.*syllabus*. Ministry of Education: Singapore.