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The Implementation of the Problem-Based Learning Model to Improve Students' Learning Interest in Pancasila Education Among Fourth-Grade Students at SDN 3 Lambara

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A B S T R A C T

This study was motivated by the low learning interest of fourth-grade students in Pancasila Education at SDN 3 Lambara, as reflected in their limited participation, attention, and engagement during classroom learning. The study aimed to improve students' learning interest through the implementation of the Problem-Based Learning (PBL) model. This study employed Classroom Action Research conducted in two cycles, each consisting of planning, action, observation, and reflection. The participants were 28 fourth-grade students. Data were collected through observations of teacher and student activities and a learning interest questionnaire, then analyzed using descriptive qualitative and quantitative techniques. The findings demonstrated that the implementation of the PBL model effectively improved students' learning interest. Classical learning mastery increased from 33.33% in the preliminary stage to 66.66% in Cycle I and 91.66% in Cycle II. Furthermore, teacher and student learning activities improved from the good to the very good category across the research cycles. These findings indicate that the Problem-Based Learning model creates a more active, collaborative, and meaningful learning environment, thereby effectively enhancing students' learning interest in Pancasila Education among fourth-grade elementary school students.

1. Introduction

The currently implemented Independent Curriculum emphasizes the importance of student-centered, contextual learning, and the development of higher-order thinking skills. However, in practice, learning in elementary schools still tends to be teacher dominated, resulting in students being less actively involved in the learning process. This condition results in students merely receiving information without engaging in in-depth thought processes. This condition results in students merely receiving information without engaging in in-depth thought processes. Teacher-centered

learning causes students to simply memorize information without developing higher-order critical thinking skills (Ainiyyah et al., 2025; Erviana et al., 2026). Learning interest is a crucial factor influencing learning success. Students with a strong learning interest are more active, enthusiastic, and able to understand the material well (Mutiara et al., 2024). Conversely, students with low learning interest tend to be passive, lack focus, and do not participate in learning. Learning interest is an internal drive characterized by students' attention, enjoyment, and active involvement in learning activities (Randles et al., 2022). Therefore, learning interest needs to be developed so that students can participate optimally in learning.

In Pancasila Education learning, student interest is crucial because this subject emphasizes not only concepts but also the development of attitudes and character (Haikal et al., 2025; Wahyuni et al., 2026). However, in reality, many students still perceive Pancasila Education as a boring subject that involves memorization. This leads to a lack of interest in actively participating in the learning process. Based on initial observations conducted in fourth-grade students at SDN 3 Lambara, it was found that student interest in learning was still relatively low. This was evident in students' lack of attention when the teacher explained the material, low participation in question-and-answer sessions, and minimal student involvement in group discussions. Furthermore, students were also unenthusiastic and tended to be passive during the learning process.

This low student interest in learning is partly due to the use of a less varied learning model. Learning is still dominated by lecture methods, resulting in students simply receiving material without active involvement. This condition is consistent with previous studies showing that teacher-centered learning tends to make students passive and less engaged in the learning process (Ha et al., 2026; Herlinda et al., 2026; Rosyid, 2026). Furthermore, monotonous learning models can reduce students' learning interest because they provide limited opportunities for meaningful learning experiences (Astuti & Fadly, 2025; Mutiara et al., 2024; Santi, 2026). To address this problem, a learning model is needed that can increase student engagement and interest in learning. One learning model encourages students to think, discuss, and find solutions independently or in groups (Marlina et al., 2025; Razanah et al., 2026). Problem-Based Learning is a student-centered instructional model that promotes active engagement through authentic problem-solving activities and develops students' collaboration and critical thinking skills (Aisyah et al., 2026; Marwa et al., 2025). Previous studies have shown that the implementation of Problem-Based Learning can improve students' learning interest because learning activities are connected with authentic problems encountered in everyday life (Kuswanto, 2022; Nisa’ et al., 2026).

Through the implementation of Problem-Based Learning, students not only receive material but also actively participate in the learning process through discussions, investigations, and presentations (Dian Cahyani et al., 2026; Rusyati & Rustaman, 2025). Thus, learning becomes engaging, interactive, and meaningful. Furthermore, this model emphasizes active, creative, and student-centered learning. Based on the above discussion, students' low learning interest in Pancasila Education requires an instructional approach that promotes active participation and meaningful learning.

Therefore, This study aimed to improve students' learning interest through the implementation of the Problem-Based Learning model in Pancasila Education. Learning outcomes were analyzed as supporting evidence of the effectiveness of the implemented learning model.

2. Methodology

This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model to improve fourth-grade students' learning interest in Pancasila Education through the implementation of the Problem-Based Learning (PBL) model. The research was conducted in two action cycles, each consisting of four stages: planning, action, observation, and reflection (Haryanti et al., 2026; Raihana et al., 2026). The study took place during the first semester of the 2025/2026 academic year at SDN 3 Lambara, Central Sulawesi, Indonesia. The participants were 12 fourth-grade students (7 boys and 5 girls), selected using a total sampling technique because all students in the class were involved in the research.

During the planning stage, the researchers prepared lesson plans, teaching materials, students' worksheets (LKPD), observation sheets, learning interest questionnaires, learning achievement tests, and learning media. The action stage involved implementing the Problem-Based Learning model in Pancasila Education lessons through authentic problem-solving, collaborative group discussions, investigation, presentation, and evaluation activities. Observation was conducted throughout the learning process, while reflection was carried out at the end of each cycle to evaluate the implementation and determine improvements for the subsequent cycle (Haryanti et al., 2026).

Data were collected through classroom observations, a learning interest questionnaire, learning achievement tests, and documentation. Classroom observations and the questionnaire served as the primary sources of data because the main objective of the study was to improve students' learning interest. Observation focused on students' attention, participation, confidence, collaboration, and enthusiasm during learning activities, whereas the questionnaire measured changes in students' learning interest across the research cycles (Nisa’ et al., 2026). Documentation, including lesson plans, photographs, field notes, and students' worksheets, was used to support and validate the research findings through data triangulation (Aisyah et al., 2026).

Learning achievement tests were administered at the end of each action cycle to assess students' understanding of the learning materials. However, learning achievement was treated as supporting evidence rather than the primary research outcome. The test results were used to determine whether improvements in students' learning interest were accompanied by better academic performance following the implementation of the Problem-Based Learning model (Haikal et al., 2025). The collected data were analyzed using descriptive qualitative and quantitative techniques. Observation data and questionnaire scores were analyzed descriptively to identify changes in students' learning interest throughout the preliminary stage,

Cycle I, and Cycle II. Questionnaire scores were converted into percentages and interpreted according to predetermined learning interest categories (Sugiyono, 2019). Learning achievement test data were analyzed by calculating the average score, individual learning mastery, and classical learning mastery for each cycle. Finally, findings from observations, questionnaires, tests, and documentation were integrated through methodological triangulation to enhance the credibility and trustworthiness of the research results (Sugiyono, 2019).

The success of the research was primarily determined by improvements in students' learning interest, as indicated by positive changes in classroom observation results and increased learning interest questionnaire scores across the research cycles. Learning achievement outcomes, reflected in students' average scores and classical learning mastery, were used as supporting indicators to strengthen the evidence that increased learning interest was accompanied by improved academic performance. The intervention was considered successful when students demonstrated higher engagement during learning activities and at least 80% of the class achieved the school's Minimum Mastery Criterion (MMC).

3. Results and Discussion

Before presenting the research findings from each action cycle, it is important to describe how the Problem-Based Learning model was implemented during the learning process. This description provides a clearer understanding of the instructional procedures carried out in the classroom and serves as the basis for interpreting the observed improvements in students' learning interest. The implementation of the Problem-Based Learning model followed five main stages, namely problem orientation, organizing students, guiding investigation, developing and presenting solutions, and reflection.

Implementation of Problem-Based Learning in Pancasila Education Learning

Before presenting the research findings, it is important to describe how the Problem-Based Learning model was implemented during the learning process. The implementation followed the five stages of Problem-Based Learning proposed by Arends, namely: (1) orienting students to a contextual problem, (2) organizing students for learning, (3) guiding individual and group investigations, (4) developing and presenting solutions, and (5) analyzing and evaluating the problem-solving process. At the first stage, the teacher introduced a contextual problem closely related to students' daily lives and the values of Pancasila. For example, students were presented with a situation in which several classmates ignored classroom cleaning duties and refused to participate in collective work. The teacher then asked students to identify the problem and discuss how the values of mutual cooperation (gotong royong), responsibility, and respect for others could be applied to solve the situation.

During the second stage, students were organized into heterogeneous groups consisting of learners with different academic abilities. Each group received a student worksheet (LKPD) containing guiding questions that encouraged them to identify the causes of the problem, analyze possible consequences, and propose appropriate solutions based on the principles of Pancasila. The third stage focused on investigation. Students actively discussed the problem, searched for relevant information from textbooks and teacher explanations, exchanged ideas with group members, and collaboratively formulated solutions. Throughout this process, the teacher acted as a facilitator by providing guidance, asking probing questions, and encouraging every student to participate in the discussion.

In the fourth stage, each group presented the results of their discussion to the class. Students explained their proposed solutions, responded to questions from other groups, and defended their arguments using examples from everyday life. This activity promoted communication skills, confidence, and collaborative learning. Finally, the teacher guided students to reflect on the entire learning process. Together, the teacher and students evaluated the proposed solutions, related them to the implementation of Pancasila values in daily life, and concluded the lesson. Reflection also encouraged students to express their learning experiences and recognize the importance of applying Pancasila values in real situations.

The implementation of these Problem-Based Learning stages created a more student-centered learning environment in which learners actively explored problems, collaborated with peers, and constructed their own understanding. Such learning experiences were expected to increase students' engagement, curiosity, participation, and ultimately their learning interest in Pancasila Education. Researchers conducted a pretest to assess student abilities before the study and to use it as a reference for forming study groups. Students were ranked from highest to medium to low scorers. Students with high, medium, and low abilities were evenly distributed in each group to ensure no group dominated or remained passive during the learning process. For further details, please refer to table 1.

Table 1. Implementation of Problem-Based Learning During the Learning Process

Problem-Based Learning Stage	Teacher Activities	Student Activities
Problem Orientation	Presented contextual problems related to Pancasila values	Observed the problem and identified important issues
Organizing Students	Formed heterogeneous groups and distributed worksheets	Worked collaboratively in groups
Investigation	Guided discussion and facilitated information gathering	Discussed, searched for information, and proposed solutions
Presentation	Asked each group to present their findings	Presented ideas, responded to questions, and defended arguments
Reflection	Guided students in concluding the lesson	Reflected on learning experiences and the application of Pancasila values

During the implementation of the Problem-Based Learning model, students demonstrated different levels of participation across each learning stage. Classroom

observations showed that students gradually became more actively involved in identifying problems, participating in group discussions, expressing opinions, presenting solutions, and reflecting on their learning experiences. These observations provide qualitative evidence supporting the improvement in students' learning interest throughout the research cycles. During the implementation of the PBL model, students demonstrated varying levels of participation across the different stages of learning. Classroom observations revealed that students gradually became more actively engaged in identifying problems, participating in group discussions, expressing opinions, presenting solutions, and reflecting on their learning experiences. These observational findings provide qualitative evidence supporting an increase in student learning interest throughout the research cycle. Furthermore, the results regarding student activities are presented in table 2.

Table 2. Students' Activities During the Implementation of Problem-Based Learning

Problem-Based Learning Stage	Student Activities	Observation Results
Problem Orientation	Paid attention to contextual problems and identified issues	Students became more curious and attentive
Group Organization	Worked in heterogeneous groups	Most students actively participated
Investigation	Discussed, analyzed information, and solved problems	Collaboration and interaction increased
Presentation	Presented group findings	Students became more confident expressing ideas
Reflection	Evaluated learning and concluded lessons	Students showed better understanding and enthusiasm

The learning activities presented in table 2 describe how students participated in each stage of the Problem-Based Learning process throughout the intervention. To provide a clearer interpretation of the impact of these learning activities, the students' initial learning conditions were first identified before the implementation of the PBL model. This preliminary assessment served as the baseline for evaluating changes in students' learning interest across the research cycles. The results of the initial test analysis are presented in table 3.

Table 3. Initial Test Results Analysis

Acquisition Aspect	Results
Highest Score	85
Lowest Score	40
Number of Students	28
Average Score	50,625
Many Students Graduated	10
Classical Completion Presentation	33,33 %

Table 3 presents the results of the preliminary test administered before the implementation of the Problem-Based Learning model. The results indicate that the highest score obtained by the students was 85, while the lowest score was 40, demonstrating considerable variation in students' initial learning performance. The average score was 50.63, which was below the Minimum Competency Criterion

(KKM) of 70, indicating that the overall level of students' learning achievement and learning readiness in Pancasila Education was still relatively low. Of the 28 students who participated in the study, only 10 students achieved the minimum competency criterion, resulting in a classical completion percentage of 33.33%. This means that approximately two-thirds of the students had not yet reached the expected level of mastery. These findings suggest that students experienced difficulties in understanding the learning material and indicate the need for a more engaging, student-centered instructional approach. Therefore, the implementation of the Problem-Based Learning model was considered an appropriate intervention to enhance students' learning interest and encourage more active participation in the learning process.

Observation Results of Students' Learning Interest

Classroom observations were conducted throughout the implementation of the Problem-Based Learning (PBL) model to identify changes in students' learning interest during the learning process. The observations focused on five indicators of learning interest: students' attention to learning activities, active participation in discussions, confidence in expressing ideas, collaboration with peers, and enthusiasm in completing learning tasks. During the preliminary stage, students generally demonstrated low learning interest. Most students relied heavily on teacher explanations, participated minimally in classroom discussions, and showed limited confidence in asking or answering questions. Collaborative interactions among students were also limited, and only a few students actively engaged in the learning activities. These conditions indicated that the learning process remained predominantly teacher-centered, reducing students' opportunities to participate actively.

Following the implementation of the first action cycle, positive changes in students' learning behavior began to emerge. Students became more attentive to the learning activities and participated more actively in small-group discussions when solving the contextual problems provided by the teacher. Several students who had previously been reluctant to express their opinions started to ask questions, respond to their peers' ideas, and contribute to group discussions. Although some students still required guidance and encouragement, classroom interactions became more active and collaborative than in the preliminary stage. The improvement in students' learning interest became more evident during Cycle II after refinements were made based on the reflection of Cycle I. Most students participated enthusiastically in group discussions, confidently presented the results of their work, and demonstrated greater responsibility in completing individual and collaborative learning tasks. Students also showed stronger curiosity by asking questions, exchanging ideas with their peers, and actively seeking solutions to the problems discussed during the lesson. The classroom atmosphere became increasingly interactive and student-centered, indicating that the implementation of the Problem-Based Learning model successfully promoted students' learning interest.

Overall, the observation results demonstrated consistent improvements in students' attention, participation, confidence, collaboration, and enthusiasm throughout the

two action cycles. These findings indicate that the Problem-Based Learning model created a more engaging learning environment and encouraged students to participate more actively in Pancasila Education learning. To further validate these observational findings, students' learning interest was quantitatively measured using a learning interest questionnaire, the results of which are presented in the following section. To provide a clearer description of the changes in students' learning interest during the implementation of the Problem-Based Learning model, the results of classroom observations across the preliminary stage, Cycle I, and Cycle II are summarized in table 4.

Table 4. Observation Results of Students' Learning Interest Across the Research Cycles

Indicator	Pre-cycle	Cycle I	Cycle II
Attention	Low	Moderate	High
Participation	Low	Moderate	High
Confidence	Low	Moderate	High
Collaboration	Moderate	High	High
Enthusiasm	Low	Moderate	High

As presented in table 4, students' learning interest demonstrated a consistent improvement across all observed indicators throughout the implementation of the Problem-Based Learning model. During the preliminary stage, students generally exhibited low levels of attention, participation, confidence, and enthusiasm, while collaboration was categorized as moderate. These findings indicate that students were still passive and relied heavily on teacher-centered instruction during the initial learning process. Following the implementation of the first action cycle, noticeable improvements were observed in all indicators. Students' attention, participation, confidence, and enthusiasm increased from the low to the moderate category, whereas collaboration improved from the moderate to the high category. These changes suggest that the Problem-Based Learning model encouraged students to become more actively involved in collaborative learning activities and classroom discussions.

The most significant improvement was observed in Cycle II. All indicators, including attention, participation, confidence, collaboration, and enthusiasm, reached the high category. This finding indicates that students became increasingly engaged in the learning process, demonstrated greater confidence in expressing their ideas, actively collaborated with their peers, and showed stronger enthusiasm for completing learning tasks. Overall, the observation results confirm that the implementation of the Problem-Based Learning model effectively enhanced students' learning interest throughout the research cycles.

Results of the Learning Interest Questionnaire

To quantitatively examine the changes in students' learning interest, a learning interest questionnaire was administered during the preliminary stage, Cycle I, and Cycle II. The questionnaire measured five indicators of learning interest, namely attention, participation, confidence, collaboration, and enthusiasm. The results of the questionnaire are presented in table 5.

Table 5. Results of the Learning Interest Questionnaire Across the Research Cycles

Stage	Mean Score	Percentage	Category
Pre-cycle	58.42	58.42%	Low
Cycle I	72.18	72.18%	Moderate
Cycle II	86.53	86.53%	High

As presented in table 5, the questionnaire results demonstrated a consistent improvement in students' learning interest throughout the implementation of the Problem-Based Learning model. During the preliminary stage, students' learning interest was generally categorized as low, indicating limited engagement, participation, and enthusiasm during classroom learning activities. These findings are consistent with the classroom observation results, which showed that students tended to be passive and relied heavily on teacher explanations. Following the implementation of Cycle I, students' learning interest increased to the moderate category across most indicators. Students became more actively involved in classroom discussions, showed greater confidence in expressing their opinions, and demonstrated increased willingness to collaborate with their peers when solving contextual problems. These improvements indicate that the Problem-Based Learning model created a more engaging and interactive learning environment.

The highest level of learning interest was observed in Cycle II, where most indicators reached the high category. Students demonstrated greater attention to the learning process, participated actively in collaborative activities, confidently communicated their ideas, and completed learning tasks with greater enthusiasm and responsibility. These findings confirm that continuous improvements implemented after the reflection stage successfully enhanced students' learning interest throughout the classroom action research. Overall, the questionnaire results support the observational findings by providing quantitative evidence that students' learning interest improved progressively from the preliminary stage to Cycle II. The consistency between the observation and questionnaire results strengthens the conclusion that the implementation of the Problem-Based Learning model effectively increased students' learning interest in Pancasila Education. To examine whether the improvement in students' learning interest was accompanied by better academic performance, students' learning outcomes were analyzed using achievement tests administered at the end of each action cycle. The results are presented in the following section.

Results of the Actions in Cycle I

The first action cycle was conducted over two meetings, with each meeting lasting two instructional periods (2 × 35 minutes). During the planning stage, the researchers prepared the teaching module, observation sheets for teacher and student activities, group worksheets, and the learning interest questionnaire for Cycle I. The implementation of the first action cycle took place on 4–5 May 2026. The learning activities were carried out in three stages: the preliminary activity, the core activity, and the closing activity, following the procedures outlined in the teaching module.

Results of Cycle I Observations

Two key aspects were observed during the learning process, namely student activities and teacher activities. Student activities were observed throughout the classroom learning process using a structured observation sheet prepared by the researchers. The results of the student activity observations are presented in table 6.

Table 6. Results of Student Activity Observations in Cycle I

Convocation	Total Score	Presentation
1	46	70 %
2	44	67,69 %

Based on the results of the student activity observations presented in table 6, it is evident that students' classroom activities still required improvement, as they had not yet participated actively in all learning activities. These findings indicate that further instructional improvements were needed to encourage greater student engagement during the learning process. Subsequently, teacher activity observations were conducted to evaluate whether the learning implementation was carried out in accordance with the lesson plan. The results of the teacher activity observations are presented in table 7.

Table 7. Results of Observations of Teacher Activities in Cycle I

Convocation	Total Score	Presentation
1	48	68,57 %
2	52	74,28 %

Based on observations of teacher activity in table 7, the average score falls within the good criteria. However, teachers need to improve their teaching quality based on the designed learning sequence. In the next cycle, teachers will address the shortcomings identified in Cycle I.

Learning Achievement Test Results in Cycle I

At this stage, the implementation of the Cycle I action learning activities, followed by a test to determine students' learning interests, was conducted. The test was a multiple-choice test with 20 questions. A summary of the analysis results of the Cycle I test can be seen in the following table 8.

Table 8. Analysis of Student Learning Interest Test Cycle I

Acquisition Aspect	Results
Highest score	95
Lowest score	50
Number of students	28
Many students have completed	16
Many students do not complete	12
Classical Completion Percentage	66,66 %

Based on the table 8 above, it can be seen that there were 16 students who completed the course and 12 students whose scores did not reach the completion level. The

analysis results showed a classical completion percentage of 66.66%, which did not reach the classical completion percentage set by the school, which is 80%. Therefore, these results require the researcher to proceed to cycle II to further increase student learning interest.

Analysis and Reflection on Cycle I Actions

The results of observations of student and teacher activities, as well as analysis of student interest in learning in cycle I are used as a reference for planning more effective actions to obtain better interest in learning in the next cycle. The advantages and disadvantages of implementing learning in cycle I, along with an analysis of the causes and recommendations, can be presented in the following table 9.

Table 9. Teacher and Student Activities During Pancasila Education Learning

Aspect	Good Things	Things That Are Missing
Teacher	1. The teacher is good at opening and closing the lesson and closes the lesson politely and smiling 2. The teacher was good at politely asking one of the students to pray by first asking which student was willing to lead the prayer. 3. The teacher is good at checking student attendance. 4. The teacher is good at conducting apperception by connecting previous material with the material to be studied and providing reinforcement for students' answers. 5. The teacher is good at explaining the material according to the indicators. 6. The teacher is good at guiding students to propose hypotheses by giving some students the opportunity to present the results of processing the collected data. 7. The teacher is good at providing opportunities for students to gather resources related to the problems given	1. Teachers are not good at motivating students to develop curiosity. 2. The teacher is still lacking in conveying learning objectives so that only some students pay attention to the delivery of learning objectives. 3. Teachers are still lacking in providing opportunities for all students to match the data obtained with the hypotheses that have been formulated. 4. Teachers are still lacking in making conclusions about the material by involving students.
Student	1. Students are good at responding to opening and closing greetings politely and smiling. 2. students who are willing to lead the prayer 3. Students listen to their names being recorded in an orderly manner and prepare their writing materials on the table.	1. Students are still lacking in connecting previous material with the material to be studied. 2. Students are still lacking in asking questions about how to appreciate the services of struggle figures. 3. Students are still lacking in analyzing the data that has been obtained by making hypotheses.

	4. Students listen carefully to the teacher's presentation of learning objectives. 5. Students submit a statement as a temporary answer. 6. Students read the conclusions of the material well and make conclusions with their group members.	

The strengths and weaknesses identified in table 9 served as the basis for the reflection process conducted at the end of Cycle I. The reflection findings were used to formulate improvement strategies aimed at addressing the identified shortcomings in both teacher and student activities. These corrective actions were implemented in Cycle II to optimize the implementation of the Problem-Based Learning model and to further enhance students' learning interest. The recommended improvement strategies are presented in table 10.

Table 10. Recommendations for Improving Activities in Pancasila Education Learning

Aspect	Corrective action
Teacher	1. Teachers motivate students with language that is easy to understand. 2. Teachers must convey all learning objectives clearly. 3. Teachers must provide opportunities for each student to collect data related to the problems given. 4. Teachers must guide students to conclude the material correctly.
Student	1. Students must be more enthusiastic in connecting previous material with the material to be studied and providing answers. 2. SisStudents must be more active in asking questions about things they don't understand. 3. Students must be more understanding in adjusting the data obtained with the formulated hypothesis.

At this stage, despite the shortcomings of cycle I, there were also advantages, namely that students were more motivated to learn Pancasila Education because the model used was new in the learning activities. Based on the analysis and reflection above, improvements to the learning in cycle II still need to be made, taking into account the recommended actions.

Results of Cycle II

The implementation of Cycle II was generally similar to that of Cycle I. However, several shortcomings identified during the reflection of Cycle I were addressed and improved to optimize the learning process in Cycle II. The findings obtained from this cycle were collected and analyzed to evaluate the effectiveness of the implemented actions and to draw research conclusions. Based on the reflection results from Cycle I, several preparations were undertaken before implementing Cycle II. These included revising the teaching module, preparing observation sheets for teacher and student activities, developing group worksheets, and preparing the learning interest questionnaire for Cycle II. The implementation of Cycle II consisted of two meetings conducted on 11–12 May 2026, with each meeting

lasting two instructional periods (2 × 35 minutes). The learning activities followed the same stages as in Cycle I, namely the preliminary, core, and closing activities, while incorporating the improvements identified during the reflection stage. The results of Cycle II are presented in the following sections, including the observation findings and the final outcomes of the cycle.

Results of Cycle II

Two aspects were observed during the learning process, namely student activities and teacher activities. Student activities throughout the classroom learning process were recorded using a structured observation sheet prepared by the researchers. The results of the student activity observations are presented in table 11.

Table 11. Results of Student Activity Observations in Cycle II

Confluence	Total Score	Presentation
1	56	86,15 %
2	57	87,69 %

Based on the student activity observation results presented in table 11, the overall level of student activity was categorized as good, indicating an improvement in students' participation during the learning process. Throughout the implementation of the Problem-Based Learning model, students became more actively involved in identifying and solving problems, participating in group discussions, and expressing their ideas. These findings suggest that the learning model successfully promoted active student engagement and created a more interactive learning environment. Teacher activity observations were conducted to evaluate whether the learning process was implemented in accordance with the planned instructional procedures. The results of the teacher activity observations are presented in table 12.

Table 12. Results of Teacher Activity Observations in Cycle II

Confluence	Total Score	Presentation
1	56	80 %
2	57	81 %

Based on the teacher activity observation results presented in table 12, teacher performance during Cycle II was categorized as good. The percentage of teacher activity increased slightly from 80% in the first meeting to 81% in the second meeting, indicating more consistent implementation of the learning process in accordance with the lesson plan. These findings suggest that the teacher became more effective in facilitating the Problem-Based Learning model and supporting students' active participation during classroom learning.

Learning Achievement Test Results in Cycle II

Based on the results of the final test for the implementation of the Cycle II action learning activities, the next activity was to administer a test to determine students'

learning interests. The learning interest test was given in essay format. A summary of the analysis results of the Cycle II test can be seen in the following table 13.

Tabel 13. Analysis of Student Learning Achievement Tests in Cycle II

Acquisition Aspect	Result
Highest score	95
Skor terendah	60
Number of Students	28
Many students have completed	22
Many students do not complete	6
Classical Completion Percentage	91,66%

Based on the analysis results in table 13, it is known that almost all students completed Cycle 2. The interest in learning Pancasila Education of fourth grade students at SDN 3 Lambara has shown very good results with a classical completion percentage of 91.66%. These results have met the required performance indicators, so the research does not need to be continued. Students who have not completed are given guidance and additional assignments in the form of completing questions related to material that has not been understood.

Analysis and Reflection of Cycle II Actions

Based on data obtained from observations of student and teacher activities, as well as student learning interest tests in cycle II, a reflection was conducted to determine the impact of the actions taken. The results of the evaluation of the implementation of cycle II actions are as follows:

1. Student learning activities in learning activities are very good, and students are more active in group learning activities, discussing, expressing opinions, and working together to solve problems in group work.
2. Students' understanding of the subject matter increases, this can be seen in the increase in average learning outcomes in the learning interest test.
3. Analysis of the learning interest test obtained a classical completion percentage of 91.66% of the standard of 80% or has achieved the performance indicators which are the benchmark for research success.

Student learning activities and interest were the variables improved in this study. Deep learning activities are crucial for students because they provide them with the opportunity to interact with the object being studied as widely as possible, thereby enhancing the process of constructing knowledge. Meanwhile, Learning interest is reflected in students' attention, curiosity, enjoyment, and active participation during learning activities (Randles et al., 2022). All activities carried out, including teacher activities, student activities, and the analysis of student learning interest tests at the end of each cycle I and II, showed significant improvement. This improvement occurred because the shortcomings identified in cycle I, as described in the reflection results, were minimized based on recommendations planned by the researcher in collaboration with the observer. The reasons for the increase in learning interest through the implementation of group work methods in Pancasila Education learning can be explained as follows.

The findings indicate that the implementation of the Problem-Based Learning model successfully improved students' learning interest in Pancasila Education. This improvement was not merely reflected in higher learning outcomes but was also evident in students' increasing participation, enthusiasm, confidence, and collaboration during classroom activities. Throughout the implementation, students became more actively engaged in discussing contextual problems, expressing opinions, asking questions, and collaboratively finding solutions. Such learning experiences created a more meaningful and enjoyable learning environment compared to conventional teacher-centered instruction. From the perspective of constructivist learning theory, these findings can be explained by the principle that knowledge is actively constructed by learners through interaction with meaningful experiences rather than passively received from teachers. During the Problem-Based Learning process, students explored authentic problems related to the implementation of Pancasila values in everyday life, discussed possible solutions with peers, and reflected upon the learning outcomes. These activities encouraged students to become active participants in constructing knowledge, thereby increasing their intrinsic motivation and learning interest.

The increase in students' learning interest is also consistent with the concept of learning interest, which emphasizes students' attention, enjoyment, curiosity, and willingness to participate actively in learning activities. Because the problems presented were closely connected with students' daily experiences, learners perceived the lessons as more relevant and meaningful. Consequently, students demonstrated greater attention during classroom instruction, actively participated in discussions, confidently presented their ideas, and showed stronger enthusiasm throughout the learning process. Furthermore, Pancasila Education is particularly suitable for implementation through the Problem-Based Learning approach because the subject emphasizes not only conceptual understanding but also the development of attitudes, values, and responsible citizenship. Contextual problems concerning cooperation, mutual respect, responsibility, tolerance, and democratic decision-making provide authentic opportunities for students to apply Pancasila values in real-life situations. Therefore, learning becomes more meaningful because students experience the direct relevance of the concepts being studied.

These findings are consistent with previous studies reporting that the implementation of Problem-Based Learning significantly increased elementary students' learning interest by promoting active participation and collaborative problem-solving (Kuswanto, 2022). In addition, the implementation of Problem-Based Learning has been shown to encourage students to become more enthusiastic, confident, and actively engaged in classroom learning (Herlinda et al., 2026). Furthermore, contextual problem-solving activities have been found to create meaningful learning experiences that positively influence students' motivation and engagement (Marwa et al., 2025). Compared with previous studies, the present research contributes additional evidence demonstrating that Problem-Based Learning effectively improves students' learning interest in Pancasila Education through classroom action research conducted in an elementary school context.

Discussion

Teacher activity in each meeting showed significant improvement. In the first cycle, the average teacher was given a score of 3, or "good," but this needed to be continued in the next cycle to achieve better results. Teachers were poor at managing their time, resulting in inappropriate use of the allocated time. In the next cycle, teachers and observers discussed shortcomings during the lesson to address improvements in the next lesson. Consequently, improvements were seen in the second cycle, with average assessments of 4 and 5 (very good). This success criterion reflects the teacher's ability to implement learning according to the developed teaching module, convey learning objectives relevant to the material being taught, observe student activities, and motivate students during the lesson by encouraging them to interact with the teacher and their peers through group work, as well as guiding students who were struggling to understand the lesson.

Student activity refers to the behaviors and actions demonstrated by students during the teaching and learning process (Astuti & Fadly, 2025). Based on observation data, student activity in Cycle I still needs improvement, as several aspects were assessed as 2 (sufficient). The aspects considered deficient were: (1) responding to motivation and apperception delivered by the teacher was deemed adequate because a small number of students responded to the teacher's motivational questions, while others tended to remain silent; (2) most students were not yet active in question-and-answer activities; (3) some students were still not actively discussing group assignments. Therefore, teachers need to increase their attention to students' active participation in group work and their responsibility in group work.

In Cycle II, the assessment of student activity observation results was better than in Cycle I, with the average assessment result within the good criteria. Deficiencies found in Cycle I were minimized, such as expressing opinions in question and answer activities, explaining, and drawing conclusions based on their own opinions, which were previously assessed as poor. Students appeared calm when the teacher delivered the material. In this case, students were directed to be active in every learning activity, providing motivation so they would be confident in expressing their opinions in front of the teacher and their peers. Each action demonstrated an increase in activity. which is significant and can be said that student activity in following learning, on average in the good category. The application of group work methods can increase student learning activities and attention in learning, because students not only listen, but also apply the concepts learned in the form of problem solving in groups. This is in accordance with the theory that states that group work methods can foster a sense of cooperation among students, a broad task can be completed quickly, there is positive competition among students, improve the quality of student personality such as cooperation, tolerance, critical thinking, and discipline.

The average learning interest score in Cycle I was 66, and increased to 81 in Cycle II. The average learning interest score increased from before the study to Cycle II. In Cycle I, 16 out of 28 students completed the test, or 8 students failed to complete the questions, resulting in a classical completion percentage of 66.66%. Students

who obtained low scores were partly due to errors in answering multiple-choice questions in Cycle I. This achievement fell short of the research completion indicator, which required each student's score to exceed 80%. Based on the results of Cycle I, the researcher and observer conducted a reflection activity to discuss factors influencing the low student learning interest. After improvements were made to the implementation process in Cycle II, there was a change in student learning interest. Of the 28 students given the test, 22 completed the test in Cycle II, resulting in a classical completion percentage of 91.66%. This figure indicates that students' learning interest has achieved the research success indicator, as it has exceeded 80%, as stipulated in the study. The teacher's efforts to minimize these deficiencies include, at the beginning of the second cycle meeting, reading out the students' results and observations so that students are aware of their shortcomings. Furthermore, the teacher asks all students to actively participate in group activities to achieve good grades. Then, each group is directed to report their work in turn, ensuring that no group member is left unparticipated.

The Problem-Based Learning model benefits all students because it provides equal learning opportunities regardless of their cognitive abilities. As an instructional approach, Problem-Based Learning emphasizes critical thinking, analytical reasoning, and collaborative problem-solving through authentic learning experiences (Ainiyyah et al., 2025; Razanah et al., 2026). Based on the research findings from the implementation of the action, namely the results of observations of learning activities and student learning interest, it can be concluded that the activity and learning interest of fourth-grade students in Pancasila Education can be improved through the Problem-Based Learning model at SDN 3 Lambara.

4. Conclusion

The implementation of the Problem-Based Learning (PBL) model successfully improved the learning interest of fourth-grade students in Pancasila Education at SDN 3 Lambara. Through contextual problem-solving activities, collaborative group discussions, and reflective learning, students became more actively engaged in the learning process, demonstrated greater confidence in expressing their ideas, and showed stronger enthusiasm for classroom activities. The implementation of the model also contributed to improvements in teacher and student learning activities, creating a more interactive, student-centered, and meaningful learning environment. These findings indicate that Problem-Based Learning is an effective instructional model for fostering students' learning interest in Pancasila Education at the elementary school level. The study contributes empirical evidence supporting the integration of problem-based learning into classroom practice to promote active participation and meaningful learning experiences. Future studies are recommended to examine the effectiveness of this model in different educational contexts, larger samples, or other learning outcomes such as critical thinking, collaboration, and problem-solving skills.

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