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Improving Students' Learning Outcomes in Pancasila Education through Problem-Based Learning: A Classroom Action Research in Grade IV of SDN 011 Bukit Pedusunan

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ABSTRAK

Purpose of the study: This study aims to improve students' learning outcomes in Pancasila Education through the implementation of the Problem Based Learning (PBL) model, which is aligned with the principles of the Merdeka Curriculum in classroom instruction.

Methodology: This study employed a Classroom Action Research (CAR) method conducted in two cycles, consisting of the stages of planning, action implementation, observation, and reflection. The research subjects consisted of 18 students. Data collection techniques included learning outcome tests, observation sheets (non-test), and documentation of the instructional implementation as well as the quality of the teaching modules.

Main Findings: The results of the study showed that prior to the intervention, only 11.1% of students achieved learning mastery. After the implementation of PBL, the quality of the teaching modules improved from 89.55% to 100%, the implementation of instruction increased from 91% to 96.4%, and the average student learning outcomes rose from 81.2 in Cycle I to 91.3 in Cycle II.

Novelty/Originality of this study: This study presents the implementation of the Problem Based Learning model through Classroom Action Research in Pancasila Education within the Merdeka Curriculum. The novelty of this research lies in the integrated improvement of teaching module quality, instructional implementation, and learning outcomes simultaneously within the context of value-based Pancasila learning.

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1. INTRODUCTION

Education is a deliberate and systematic effort to establish a learning process capable of optimally developing students' potential [1]. Within the framework of the Merdeka Curriculum, instruction is designed to be student-centered, to provide meaningful learning experiences, and to foster critical, creative, and independent thinking [2]. Consequently, teachers are expected to apply instructional models that are contextual and relevant to students' real-life contexts[3].

One of the subjects that plays a strategic role in shaping students' character is Pancasila Education. This subject aims to instill Pancasila values, such as mutual cooperation, responsibility, social awareness, and democratic attitudes [4]. Pancasila Education should be implemented through active and challenging learning processes so that students not only understand the concepts but are also able to internalize and apply Pancasila values in their daily lives[5].

Pancasila Education plays an important role in shaping students' character, morals, and personality. Therefore, teachers must be able to create effective and engaging instructional methods, as the achievement of educational goals is influenced by various factors, including the active role of teachers in the learning process [6].Globally, the 21st century requires students to possess critical thinking, collaboration, communication, and creativity skills (4C) [7]. Therefore, the learning process in elementary schools must transform from conventional approaches to active, innovative, and student-centered learning. One instructional model considered relevant is Problem Based Learning (PBL). PBL is oriented toward presenting real-world problems that require students to analyze, discuss, find solutions, and develop responsibility for their own learning process [8]. Several studies [9] & [10] have shown that the implementation of PBL can improve learning outcomes, critical thinking skills, and student engagement.

Several previous studies have shown that the Problem Based Learning (PBL) model is effective in improving students' learning outcomes. Study [11] demonstrated that the implementation of PBL through stages of problem orientation, group collaboration, and reflection significantly increased students' active engagement and conceptual understanding. In line with this, [12] menyimpulkan bahwa PBL mendorong peserta didik untuk berpikir kritis, bekerja sama, dan aktif dalam menemukan solusi terhadap permasalahan sehingga berdampak pada peningkatan hasil belajar. Temuan ini diperkuat ole concluded that PBL encourages students to think critically, collaborate, and actively seek solutions to problems, thereby improving learning outcomes. These findings are supported by [13], who stated that PBL effectively enhances critical thinking skills and academic achievement through investigative and real-world problem-solving activities. Furthermore, [14] emphasized that the effectiveness of PBL is also influenced by students' learning interest, while [15] found that PBL improves learning outcomes as well as students' motivation and engagement in collaborative learning. Based on these findings, it can be concluded that PBL is an effective instructional model for improving learning outcomes while simultaneously developing students' critical thinking skills, collaboration, and learning motivation.

Recent studies also support the effectiveness of the Problem Based Learning (PBL) model in Pancasila Education Study [16] found that PBL had a significant effect on improving elementary school students' learning outcomes, as indicated by increased academic scores and participation in discussions. Likewise,[17] showed that the implementation of PBL was able to enhance learning outcomes in the cognitive, affective, and psychomotor domains through contextual problem-solving activities. In addition, [18] reported that PBL had a significant impact, resulting in an 82% improvement in learning outcomes, while also fostering social attitudes, tolerance, and responsibility as manifestations of Pancasila values.

Based on these findings, it can be concluded that PBL is effective in comprehensively improving learning outcomes in Pancasila Education and strengthening students' understanding of values and character through authentic and contextual problem-based learning. However, based on the initial data on students' learning outcomes, the results in Pancasila Education were still not optimal. Of the 18 students, only 2 students (11.1%) achieved learning mastery in accordance with the Minimum Learning Achievement Criteria (KKTP) of 75, while 16 students (88.9%) did not meet the criteria, with scores ranging from 29 to 64. This condition indicates that the majority of students had not yet achieved the expected competencies.

The low learning outcomes suggest that the instructional process implemented was not fully effective. One contributing factor was the use of instructional models that tended to be teacher-centered, resulting in limited student participation in expressing opinions, solving problems, and relating the material to real-life situations [19]. This condition is not aligned with the characteristics of the Merdeka Curriculum, which emphasizes active and meaningful learning [20].

This situation is reflected in the results of the Mid-Semester Examination (Semester 1) in Pancasila Education for Grade IV students at SD Negeri 011 Bukit Pedusunan, Kuantan Mudik District, in the 2025/2026 academic year, as follows:

Table 1. The results of the semester 1 midterm examination for grade iv at SDN011 bukit pedusunan, kuantan mudik district, in the pancasila education subject for the 2025/2026 academic year.

No.	Name	Score	KKTP	Achieved Mastery	Did Not Achieved Mastery
1.	GNP	29	75		✓
2.	AKS	59	75		✓
3.	AZI	53	75		✓
4.	AR	41	75		✓
5.	CFN	53	75		✓

6.	CA	80	75	✓	
7.	DVS	57	75		✓
8.	FAF	43	75		✓
9.	GAN	81	75	✓	
10.	JR	64	75		✓
11.	MM	42	75		✓
12.	MIIH	50	75		✓
13.	MSR	61	75		✓
14.	QWP	59	75		✓
15.	QAP	57	75		✓
16.	TAK	51	75		✓
17.	MPA	54	75		✓
18.	RW	59	75		✓

In response to the realities observed in the field, renewing instructional models is one effective way to support the success of learning. This improvement can be carried out by teachers to increase students' participation and interest in the learning process.

Therefore, it is necessary to implement the Problem Based Learning (PBL) model in Pancasila Education. The PBL model positions students as active subjects in the learning process by presenting real-world problems as the starting point of instruction. To systematically and sustainably improve the learning process, the implementation of the PBL model was carried out through Classroom Action Research (CAR) [21]**.**

2. RESEARCH METHOD

This study employed the Classroom Action Research (CAR) method, which aims to improve and enhance the quality of the learning process and students' learning outcomes in Pancasila Education. The research was conducted in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection [21].

The subjects of this study were the teacher and Grade IV students of SD Negeri 011 Bukit Pedusunan, Kuantan Mudik District, enrolled in the 2025/2026 academic year, totaling 18 students, consisting of 10 males and 8 females. The researcher acted as the practitioner, while the Grade IV teacher served as the observer. The school continues to implement the Merdeka Curriculum.

The intervention involved the implementation of the Problem Based Learning (PBL) model in Pancasila Education. The PBL model was carried out through the stages of problem orientation, organizing students, guiding investigation, developing and presenting results, and analyzing and evaluating the problem-solving process.

Data collection techniques included learning outcome tests, observation sheets (non-test), and documentation. Learning outcome tests were used to measure students' achievement based on the Minimum Learning Achievement Criteria (KKTP) [22]**.** Observation sheets were used to assess the quality of the teaching modules and the implementation of instruction, both from the teacher and student perspectives [23]. Documentation was conducted during the learning activities and served as evidence to record important activities related to improving students' learning outcomes in Pancasila Education through the PBL model in Grade IV at SD Negeri 011 Bukit Pedusunan. The documentation consisted of images or photographs [24].

Data were analyzed using descriptive quantitative and qualitative methods [25]. Quantitative data, in the form of students' learning outcome scores and the percentage of instructional implementation, were analyzed to determine improvements in each cycle [26]. Meanwhile, qualitative data were obtained from observations and reflections to identify improvements in the learning process in each cycle [27]. The study was considered successful if there was an improvement in the quality of instructional implementation and students' learning outcomes in accordance with the predetermined success indicators [28]. The formula used in the data analysis was the percentage formula. This formula was used to measure students' scores based on the average score obtained by the students. As described by Wiriatmodjo (2007) in [4] , it was applied using the following formula:

$$\text{Score} = \frac{\text{Total score obtained by the student } \times 100}{\text{Maximum score}}$$

Conversion to a 4-point scale:

Final Score : $\frac{\text{Score} \times 100}{\text{Score}}$

Table 2. Criteria for Determining Achievement in the Knowledge and Skills Aspects

Final Score Conversion		Knowledge & Skills Grade	Attitude & Extracurricular Classification
Scale 0-100	Scale 1-4		
86-100	4	A	SB (Very Good)
81-85	3.66	A-	
76-80	3.33	B+	B (Good)
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C (Fair)
56-60	2	C	
51-55	1.66	C-	
46-50	1.33	D+	K (Poor)
0-45	1	D	

Meanwhile, to calculate the percentage of the observation results of instructional practices as stated in [29] the following formula was used:

Score = $\frac{\text{Total score obtained by the student} \times 100}{\text{Maximum score}}$

Table 3. Criteria for determining the level of achievement are as follows:

Category	Score Range
Very Good (AB)	$90 < AB \leq 100$
Good (B)	$80 < B \leq 90$
Fair (C)	$70 < C \leq 80$
Poor (K)	≤ 70

3. RESULTS AND DISCUSSION

3.1 Cycle 1

This study was conducted by following the stages of Classroom Action Research, which include planning, action implementation, observation, and reflection. The research was carried out with Grade IV students of SDN 011 Bukit Pedusunan, Kuantan Mudik District, in the second semester of the 2025/2026 academic year in the Pancasila Education subject with the topic "Building teamwork and managing mutual cooperation to achieve common goals according to predetermined targets" using the Problem Based Learning (PBL) model.

Based on the observer's results in Cycle I, Meeting I, the evaluation of the teaching module showed that most descriptors had appeared; however, several shortcomings were identified. These included: (1) the selection of content in the core competencies was not fully aligned with the learning objectives; (2) the learning activities were not yet systematically organized; and (3) the selection of teaching materials was not fully suited to students' characteristics. The teaching module in Cycle I, Meeting I obtained a score of 21 out of a maximum of 24, with a percentage of 87.5%, categorized as Good (B).

The observation of instructional implementation in Cycle I, Meeting I indicated that most learning steps were carried out well, although some weaknesses remained: (1) the teacher did not ask students to listen carefully to instructions on how to present group discussion results; (2) students did not draw lots before presenting in front of the class; and (3) each group did not provide comments or feedback on other groups' presentations. The score obtained was 25 out of 28, with a percentage of 89.2%, categorized as Good (B).

In terms of learning outcomes in Cycle I, Meeting I, the attitude aspect showed that several students had not fully demonstrated the Pancasila Student Profile characteristics, particularly in faith and devotion to God Almighty, independence, and critical reasoning, thus requiring further guidance. In the knowledge aspect, the average score was 74.1 (Fair/C), with the highest score of 100 and the lowest score of 50. Ten students achieved mastery, while eight did not. In the skills aspect, the average score was 79.8 (Good/B), with the highest score of

100 and the lowest score of 50; fifteen students achieved mastery, while three did not. These results indicate that the learning process in Meeting I had not yet reached the expected target.

In Cycle I, Meeting II, the observation of the teaching module showed improvement with the topic "Helping one another to fulfill individual and collective needs." Although there were still shortcomings in the selection of teaching materials and learning media that were not fully aligned with students' characteristics and were less engaging, the score increased to 22 out of 24, with a percentage of 91.6%, categorized as Very Good (AB).

Observations of instructional implementation in Cycle I, Meeting II also showed improvement. In the core activity stage of developing and presenting work, the teacher did not ask other groups to pay attention to their peers' presentations, and in the stage of analyzing and evaluating the problem-solving process, the teacher did not optimally reinforce the presented answers. However, the overall score obtained was 26 out of 28, with a percentage of 92.8%, categorized as Very Good (AB).

Learning outcomes in Cycle I, Meeting II showed improvement compared to the previous meeting. In the knowledge aspect, the average score was 85.2 (Good/B), with the highest score of 100 and the lowest score of 70; thirteen students achieved mastery, while three did not. In the skills aspect, the average score was 86.1 (Good/B), with the highest score of 100 and the lowest score of 62.5; sixteen students achieved mastery, while two did not. Although improvements were observed, overall results in Cycle I had not yet reached the optimal level; therefore, further improvements were required in the subsequent cycle.

3.2 Cycle II

The research in Cycle II was conducted by following the stages of Classroom Action Research, which include planning, action implementation, observation, and reflection. The study was carried out with Grade IV students of SD Negeri 011 Bukit Pedusunan in the second semester of the 2025/2026 academic year in the Pancasila Education subject with the topic "Conditions and situations in the environment and society to create better circumstances," using the Problem Based Learning (PBL) model.

Based on the observer's evaluation of the teaching module in Cycle II, all descriptors were fulfilled and no significant shortcomings were found in its preparation. The teaching module was systematically organized, the selection of teaching materials and learning media was aligned with the learning objectives and students' characteristics, and the assessment components were complete and consistent with the learning objectives. The module obtained a score of 24 out of a maximum of 24, resulting in 100% with a Very Good (AB) category.

Observations of the instructional implementation in Cycle II indicated that almost all descriptors were fully and effectively carried out. In the introductory activities, the teacher conducted apperception, communicated the learning objectives, and managed the classroom effectively. In the core activities, the teacher systematically implemented the steps of the PBL model, starting from orienting students to the problem, organizing students into groups, guiding investigations, and facilitating the presentation of discussion results. However, in step five (analyzing and evaluating the problem-solving process), the teacher did not ask each group to provide comments or feedback on other groups' presentations. The teacher's activity score was 27 out of a maximum of 28, resulting in 96.4%, categorized as Very Good (AB).

Similarly, observations of students' activities in Cycle II showed that students actively participated in the learning process, engaged in group discussions, and presented their results effectively. They also demonstrated cooperation, responsibility, and high participation. However, during the analysis and evaluation stage, not all groups provided feedback on other groups' presentations. The students' activity score was 27 out of 28, with a percentage of 96.4%, categorized as Very Good (AB).

In the knowledge assessment for Cycle II, all students achieved scores above the Minimum Learning Achievement Criteria (KKTP). The average knowledge score was 91, with the lowest score of 80 and the highest score of 100. All 18 students achieved mastery.

In the skills assessment, the average score was 90.6, with the lowest score of 75 and the highest score of 100. All students were declared to have achieved mastery. In the attitude aspect, most students demonstrated attitudes consistent with the Pancasila Student Profile, although two students still required guidance in the aspects of faith and devotion to God Almighty, independence, and critical reasoning. Overall, the results in Cycle II showed significant improvement compared to the previous cycle in terms of planning, implementation, and students' learning outcomes.

Table 4. The table of observation results for Cycle I and Cycle II is presented as follows :

Observation Results	Cycle 1				Cycle II
	P1	P2	Total	Average Percentage	Average Percentage
1. Teaching Module	87,5%	91,6%	179,1%	89,55%	100%
2. Implementation					

a. Teacher Aspect	89,2%		92,8%		182%		91%	96,4%		
b. Student Aspect	89,2%		92,8%		182%		91%	96,4%		
3. Learning Outcomes	P1		P2		Average		Learning Outcomes	P1		Learning Outcomes
	(P)	(K)	(P)	(K)	(P)	(K)	(P) & (K)	(P)	(K)	(P) & (K)
	74,1	79,8	85,2	86,1	79,6	82,9	81,2	91,1	91,6	91,3

Based on the observations conducted in Cycle I and Cycle II, improvements were found in every aspect observed, including the teaching modules, the implementation of learning, and students' learning outcomes. This indicates that the actions applied in the learning process were carried out effectively and showed continuous improvement [30].

In terms of the teaching module aspect, observations in Cycle I showed an average percentage of 89.55%. This result experienced a significant increase in Cycle II, reaching 100%. This improvement indicates that the teaching modules used became increasingly aligned with the learning needs, both in terms of component completeness, clarity of material, and integration with learning objectives.

Furthermore, in the aspect of learning implementation, both from the teacher's and the students' perspective, similar results were obtained. In Cycle I, the average percentage of learning implementation was 91%. In Cycle II, this percentage increased to 96.4%. This improvement demonstrates that the teacher became more effective in conducting learning according to the planned steps, and students became more active and engaged in the learning process. The increased student activity reflects a more conducive and interactive learning environment.

Regarding learning outcomes, there was a significant improvement from Cycle I to Cycle II. In Cycle I, the average student learning outcomes in the knowledge (K) and skills (S) aspects reached 81.2. Meanwhile, in Cycle II, the average learning outcomes increased to 91.3. This improvement indicates that the applied learning actions were able to enhance students' understanding and skills comprehensively.

Overall, the observations indicate that learning implementation in Cycle II improved compared to Cycle I, in terms of planning, execution, and learning outcomes. Therefore, it can be concluded that the applied actions were effective in improving the quality of learning and students' achievement.

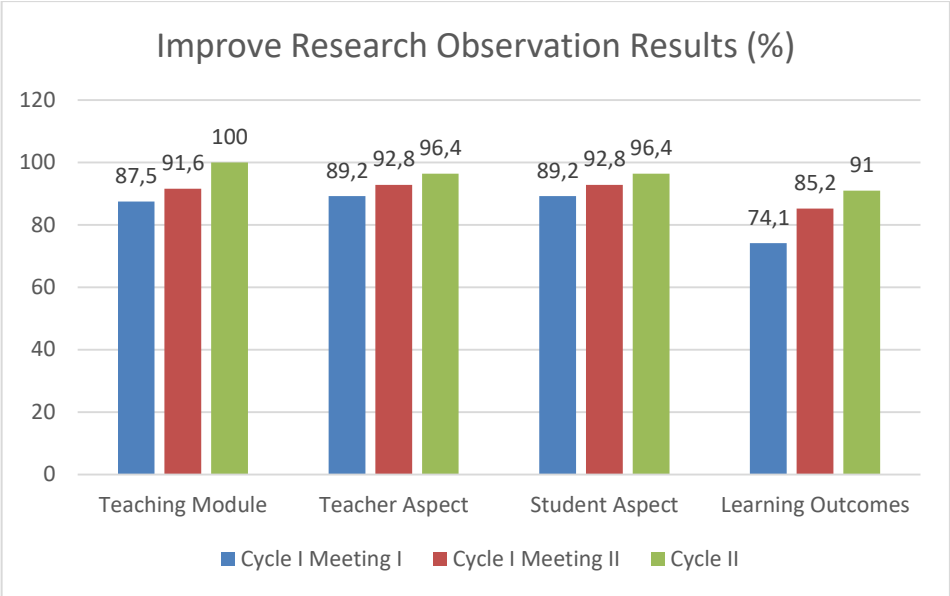
This discussion addresses the research problem regarding the improvement of student learning outcomes in Pancasila Education through the application of the Problem Based Learning (PBL) model in Grade IV at SD Negeri 011 Bukit Pedusunan, Kuantan Mudik District. The results show that learning planning in the form of teaching modules improved from Cycle I to Cycle II. In Cycle I, there were still some shortcomings in material suitability, activity sequencing, and the selection of teaching materials and media, with an average score of 89.55% (Good). After improvements were made, Cycle II achieved a score of 100% with an Excellent predicate, indicating that learning planning was optimal.

Learning implementation also showed improvement. In Cycle I, there were still shortcomings in guiding group presentations and providing reinforcement, but improvements in Cycle II made the learning process more structured and in accordance with PBL syntax. The percentage of learning implementation increased from 89.2% in the first meeting of Cycle I to 92.8% in the second meeting, reaching 96.4% in Cycle II with an Very Good predicate (AB).

This improvement impacted students' learning outcomes [31]. In the attitude aspect, there was an increase in the number of students demonstrating positive behaviors on indicators such as faith and devotion, independence, critical reasoning, and mutual cooperation. In the knowledge aspect, the average score increased to 91, with an Very Good (AB) predicate, while in the skills aspect, it rose from an average of 80.5 (Good) in Cycle I to 90.6 Very Good (AB) in Cycle II.

Overall, the implementation of the Problem Based Learning (PBL) model has been proven capable of improving the quality of planning, implementation, and students' learning outcomes in the topic of Cooperative Living Patterns. This improvement occurred because the learning was conducted systematically according to the PBL steps as described by [32], which is why the study was concluded in Cycle II after the success indicators were achieved.

The graph illustrating the improvement in students' learning outcomes in Pancasila Education through the Problem Based Learning (PBL) model in Grade IV at SD Negeri 011 Bukit Pedusunan, Kuantan Mudik District, is shown below:



This study aimed to improve students' learning outcomes in Pancasila Education through the implementation of the Problem Based Learning (PBL) model in Grade IV at SD Negeri 011 Bukit Pedusunan. The findings indicate a consistent and significant improvement from Cycle I to Cycle II in terms of learning planning, instructional implementation, and students' learning outcomes.

The improvement in the teaching module aspect from 89.55% in Cycle I to 100% in Cycle II demonstrates that systematic reflection and revision contributed to better alignment between learning objectives, materials, learning activities, and assessment components. This finding confirms that careful instructional planning plays a crucial role in ensuring effective learning implementation. When the teaching module was refined to better suit students' characteristics and learning objectives, the overall quality of instruction improved.

In terms of instructional implementation, the increase from 91% in Cycle I to 96.4% in Cycle II indicates that the teacher became more effective in applying the PBL syntax. The structured stages of PBL orienting students to the problem, organizing group work, guiding investigation, presenting results, and evaluating problem-solving processes—created a more interactive and student-centered learning environment. The improvement in student activity scores also reflects increased engagement, collaboration, and responsibility during the learning process.

The most significant improvement was observed in students' learning outcomes. The overall average score increased from 81.2 in Cycle I to 91.3 in Cycle II. All students achieved mastery in both knowledge and skills aspects in Cycle II. This indicates that the PBL model not only enhances conceptual understanding but also strengthens students' practical skills and collaborative abilities. The improvement in the attitude aspect further suggests that PBL contributes to the development of the Pancasila Student Profile dimensions, including faith and devotion, independence, critical reasoning, and mutual cooperation.

Previous studies on the implementation of PBL in elementary education have generally focused on improving cognitive achievement or academic performance. However, limited studies have examined the integration of PBL within the Merdeka Curriculum framework, particularly in Pancasila Education, which emphasizes holistic character development aligned with the Pancasila Student Profile[33].

Most earlier research also assessed learning outcomes primarily from the knowledge domain, without comprehensively evaluating attitudes and skills simultaneously[34]. Therefore, there is a need for research that investigates the effectiveness of PBL in improving multidimensional learning outcomes-attitude, knowledge, and skills-within the context of the Merdeka Curriculum implementation [35].

This study addresses that gap by examining the application of PBL in Pancasila Education while measuring improvements across all three domains of learning outcomes.

The novelty of this research lies in several aspects. First, it integrates the PBL model with the implementation of the Merdeka Curriculum in Pancasila Education at the elementary school level. Second, it evaluates learning outcomes comprehensively, covering attitudes, knowledge, and skills, rather than focusing solely on cognitive achievement. Third, it provides empirical evidence from Classroom Action Research demonstrating systematic improvement across cycles [36].

Unlike previous studies that emphasized academic achievement alone, this study highlights the role of PBL in fostering character development consistent with the Pancasila Student Profile. This holistic approach represents an important contribution to the development of innovative learning strategies in elementary education [37].

The findings of this study strengthen constructivist learning theory, which asserts that knowledge is actively constructed by learners through interaction and problem-solving [38]. The successful implementation of PBL confirms that when students are engaged in authentic problems and collaborative discussions, they develop deeper understanding and critical thinking skills [39].

Furthermore, this study supports the theoretical assumption that student-centered learning approaches are more effective in promoting active participation and meaningful learning experiences compared to conventional teacher-centered methods [40].

1) Practically, this study provides several important implications:
2) Teachers can adopt PBL as an effective instructional model in Pancasila Education to enhance both academic achievement and character development.
3) Schools implementing the Merdeka Curriculum can integrate PBL into their teaching modules to create more interactive and meaningful learning environments.
4) The findings can serve as a reference for other educators conducting Classroom Action Research to improve instructional quality.

Despite the positive findings, this study has several limitations. First, the research was conducted in only one class consisting of 18 students, which limits the generalizability of the findings. Second, the study was carried out within two cycles and over a relatively short period. Third, the research focused on a specific topic within Pancasila Education, which may not fully represent other subject areas.

Future research is recommended to involve larger samples, different schools, and longer implementation periods to further validate the effectiveness of PBL within the Merdeka Curriculum context [41]. Overall, the implementation of the Problem Based Learning (PBL) model has proven effective in improving the quality of instructional planning, learning implementation, and students' learning outcomes in Pancasila Education. The systematic application of PBL steps, combined with reflective improvements across cycles, contributed significantly to students' academic achievement and character development. The study confirms that PBL is a relevant and effective instructional strategy in supporting the goals of the Merdeka Curriculum and fostering the Pancasila Student Profile in elementary education [42].

4. CONCLUSION

Based on the results of the Classroom Action Research (CAR) conducted through two cycles, it can be concluded that the implementation of the Problem Based Learning (PBL) model in the Pancasila Education subject within the Merdeka Curriculum is effective in improving the quality of the learning process and student learning outcomes. Initial data showed that out of 18 students, only 2 students (11.1%) achieved the minimum completeness according to the KKTP of 75, while 16 students (88.9%) had not yet reached the standard. After implementing the PBL model in the CAR, consistent improvements were observed in each cycle. The quality of the teaching modules increased from 89.55% in Cycle I to 100% in Cycle II. In addition, the implementation of learning, both from the teacher's and students' aspects, also improved from 91% to 96.4%. This enhancement in the learning process positively impacted student learning outcomes, as indicated by an increase in the average scores of knowledge and skills aspects from 81.2 in Cycle I to 91.3 in Cycle II. Thus, it can be concluded that through Classroom Action Research, the Problem Based Learning (PBL) model is effective for Pancasila Education learning, as it significantly improves the implementation of learning, student engagement, and learning outcomes. Based on the findings of this study, the researcher provides several suggestions for future research. First, the study can be expanded to different grade levels or other Pancasila Education topics to examine the consistency of the effectiveness of the PBL model. Second, future researchers can broaden the research subjects by including more students or conducting the study in schools with different characteristics to achieve a wider generalization of results. Furthermore, future research can explore the effect of PBL on other variables, such as critical thinking skills, creativity, literacy, or the strengthening of the Pancasila Student Profile, in greater depth. Studies using experimental designs or mixed methods approaches can also be conducted to obtain a more comprehensive picture of the effectiveness of the PBL model in Pancasila Education learning. Therefore, it is expected that subsequent research will provide broader contributions to the development of innovative learning strategies aimed at enhancing the quality of basic education.

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