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Improving the Cooperation Attitude of Grade V Students Through the Application of Problem-Based Learning Model in Pancasila Education Subjects

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Abstract

This class action research aims to improve the cooperation attitude of fifth-grade students through the application of the problem-based learning (PBL) model in Pancasila education subjects. This research employs a class action approach and utilizes both qualitative and quantitative methods. The design of this study provides two cycles, and each cycle consists of several stages, namely planning, observation or action, and reflection. The results of this study indicate that (1) before implementing the problem-based learning (PBL) model in Pancasila education, the cooperation attitude of fifth-grade students at SDN Mangunsari 02 was measured at 51%, which falls under the "less" criteria. (2) After cycle I, grade V students at SDN Mangunsari 02 showed an increased cooperation attitude in learning Pancasila education, reaching a percentage of 73% with "sufficient" criteria. (3) After the second cycle, fifth-grade students at SDN Mangunsari 02 showed an increased cooperation attitude in learning Pancasila education, reaching 86% with the criteria "Good." So that the class assessment was stopped in cycle II because it had reached the success indicator with a minimum percentage of 80% with "Good" criteria. It can be seen that there is a significant increase between the percentage value before action and after action, and it can be concluded that the problem-based learning (PBL) learning model can increase the attitude of cooperation in pan education subjects.

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INTRODUCTION

Making people competent, intelligent, and educated is the goal of the learning process known as education. Education is a human endeavor to create and enhance information, skills, values, attitudes, and behavioral patterns that are beneficial for

social life, according to Nasution, F. Dkk. (2022). According to Undang-Undang Pendidikan Nasional Nomor 20 Tahun 2003, education is defined as ensuring that students actively and consciously work to create a learning environment and learning process that allows for personal growth, as well as to realize the potential of their religious and spiritual strength (Rubianti et al., 2024).

People are social beings. To build positive interactions with other people, social skills are essential. Beaty (Apriliyanti and Rochmiyati, 2024) asserts that social skills encompass several elements, such as empathy, sharing, peer relationships, cooperation, following rules, helping others, responsibility, empathy, and the ability to communicate with others. As social creatures, we must emphasize our capacity for human collaboration in light of some of these aspects. Cooperation is defined as an activity that requires the participation of two or more individuals to accomplish a shared objective. One of the skills in social behavior patterns is cooperation. Children will learn to work together more quickly if they have more opportunities to do and finish tasks jointly (Hadaina & Astawan, 2021).

The ability to communicate, comprehend the perspectives of others, value differences, divide tasks, and collaborate to accomplish shared objectives are all components of a cooperative attitude, which is crucial in the field of education, particularly for students. One of the social skills that can be developed in the classroom is a cooperative attitude. Students should be trained to improve their cooperative attitude from elementary school onwards since they will be more accustomed and find it easier to interact with their peers, be able to tolerate different viewpoints, and be able to control other students' selfish attitudes. Therefore, Putri Faradila Apriliyanti and Siti Rochmiyati (2024) suggest that instructors and educators should prioritize fostering a cooperative attitude. West lists the following as indicators of cooperation (in Junita et al., 2022): (1) Responsibility for collaboratively finishing tasks, which demonstrates how granting responsibility can foster positive cooperation. (2) Contributing to one another, specifically by providing one another with energy and ideas, will foster collaboration. (3) Maximum exertion of abilities: Cooperation will be more robust and of higher quality if each team member's abilities are fully utilized.

The findings of observations conducted in class V during the Field Experience Practice (PPL) at SDN Mangunsari 02 Salatiga revealed a more significant issue, which is the pupils' lack of cooperation. According to the findings of class teacher interviews, class V pupils exhibit traits such as being active, still modeling competition, and lacking in discipline and responsibility. Additionally, this issue arises when group learning activities start. Students are hesitant to form groups with the teacher-selected group friends. When given group assignments, some students take charge of the process and appear to object if they are put with other group members. and refuse to take advice from friends in other groups. Other group members who tend to undervalue their buddies who perform poorly academically on group assignments are not given opportunities by any group. Students were primarily interested in their interests and

lacked a cooperative approach. This may happen as a result of learners' disparate traits, which can lead to a mismatch that discourages cooperation among friends. Consequently, it is clear that students exhibit a very low level of cooperation during group activities. According to the observation results obtained after students in class V were watched, the teacher was less interactive and only used PowerPoints and a lot of lectures and discussions without adapting to 21st-century learning. In addition, the learning model that the teacher used to teach Pancasila education was one that was unable to help students interact and discuss in groups to maximize their cooperation skills. Learning Pancasila education requires collaboration. Nevertheless, observations revealed that students' cooperation was still not being applied effectively; many of them continued to exhibit low motivation and interest, and when given group projects, they tended to rely on friends who were high achievers, which led to less than ideal results (Hidayah et al., 2024).

Based on the issues identified, this study calls for action to use a cutting-edge teaching strategy called Problem-Based Learning (PBL) to improve the low collaboration attitude of the students in class V SDN Mangunsari 02. Problem-based learning is instruction that emphasizes problem-solving as the primary learning activity, enabling students to take an active role in their education. This situation enables its application in everyday life. Ningtyas (2024) states that the following are in line with the syntax of the Problem Based Learning (PBL) learning model: (1) giving students a problem orientation by outlining learning objectives and the resources and equipment required to solve issues. (2) assist in defining the issue and planning how students will learn to fix it. (3) The instructor motivates students to look for pertinent information and come up with solutions to the issue. (4) Encourage students to create and showcase their work. (5) The instructor assists students in thinking back on the findings of their research and the completed learning process.

The learning model that focuses on solving problems can help pupils become more cooperative. The Problem-Based Learning (PBL) learning style expects students to solve problems in groups and generate solutions. This advantage is evident in the structure of problem-based learning (PBL), which consists of (1) introducing the topic to the students, (2) setting up the learning environment, (3) supporting both individual and group research, (4) creating and presenting the findings, and (5) assessing and evaluating the process of addressing the problem. From there, it gives students the chance to hone their critical thinking, collaboration, and decision-making abilities, all of which are crucial in daily life. Students can also solve issues in groups, participate in group discussions, and present their collaborative efforts to the class as part of the Problem-Based Learning (PBL) learning model. in order for these students to perceive a direct link between their learning and the challenges and issues they encounter, specifically the cooperative attitude (Khusnati et al., 2024). Based on the aforementioned issues, the goal of this study is to enhance fifth-grade students' cooperative attitudes by implementing the Problem-Based Learning (PBL) learning

model in Pancasila education subjects. This effort will enhance the quality of good learning and lead to improvements.

METHOD

Together with the homeroom teacher for the fifth grade, this study is an action research project conducted in the classroom. This study focuses on the cooperative attitude in Pancasila Education courses, with problem-based learning (PBL) as the independent variable and the cooperative attitude as the dependent variable. This study uses the Problem Based Learning (PBL) learning model to examine students' cooperative learning attitudes. Twelve grade V pupils from SDN Mangunsari 02 Salatiga, five of whom were male and seven of whom were female, made up the research subject for the 2024–2025 academic year.

This study's design for classroom action research is based on the Kemmis and McTaggart approach (Wijaya & Dedi, 2011: 21), which consists of four parts, specifically: 1) Making plans 2) Action (action) 3) Seeing and 4) Considering. The Problem Based Learning (PBL) paradigm was utilized to document the teaching and learning process, and observation sheets were used to record student activities during the learning process. Both quantitative and qualitative data analysis methods were employed in this investigation. Comparative descriptive analysis, which compares the outcomes of counts and descriptive statistics in one cycle with those in the subsequent cycle, was used to examine quantitative data. On the other hand, the analysis of qualitative data provided a description of students' cooperation during the learning process. To determine whether planning and action implementation are appropriate when using the Problem Based Learning (PBL) paradigm, data analysis on learner collaboration is based on observation sheets completed during the teaching and learning process. Students' cooperation is calculated using the following percentage formula (Wijayanti) in Putri et al., (2024):

$$\textit{Mark :} \cdot \frac{\textit{Total Score Attained}}{\textit{Maximum Score}} \textit{x100}$$

The percentage formula, the study's findings, and the percentage calculation explain the following criteria.

Table 1: Criteria for Percentage

Success Percentage (%)	Criteria
91%-100%	Very Good
81%-90%	Good
65%-80%	Fair
50%-64%	Poor
25%-49%	Low
0% -24%	Fail

RESULT AND DISCUSSION

This collaborative classroom action research begins with pre-cycle activities, where in this pre-cycle activity the researcher makes direct observations in class V during the learning process with the fifth-grade teacher at SDN Mangunsari 02, where this activity helps researchers in preparing instruments that will be used in research. After making observations in class V, it shows that the attitude of cooperation is not very visible; there are still many students who are still competition models and do not want to respect the opinions of other students. Through pre-cycle activities that have been carried out by researchers, it shows the attitude of cooperation of students with a percentage of 51% or included in the criteria "less."

Cycle I research is the next step for researchers. Analyzing CP and teaching modules is one of the preparation steps done during Pancasila Education learning activities. 2) Creating Worksheets for Learners (LKPD). 3) Assemble and prepare research tools for student collaboration in the form of observation sheets. Notes from the field about the application of the Problem Based Learning (PBL) learning approach. Learning was organized for four lesson hours with two meetings during cycle I, which took place on Tuesdays, April 15, 2025, and April 22, 2025. The first and second meetings lasted two JP (2 x 35 minutes each). The presence of students who are less able or have not been able to respect the perspectives of their groupmates, making them unwilling to speak with their groupmates, indicates that students are still unable to collaborate effectively in groups at this cycle I meeting. This supports the assertion made by Jonshon (in Wulandari et al., 2023) that group learning surpasses the capabilities of the human brain and enables students to hear what other group members have to say.

Researchers created instructional modules using the Problem-Based Learning (PBL) learning model for action planning. Researchers held two seminars on Pancasila education topics during cycle I, acknowledging the region's unique features and the significance of preserving the Republic of Indonesia's integrity. Additionally, researchers use flipbooks and tangible media called INDOMAP, which include information about the features of Indonesian areas. Students' cooperative attitude is improved as a result. Observation sheets are used by researchers to gauge student cooperation using Western indicators, specifically (1) Responsibility for coIn cycle II, the actions achieved an 86% rating, meeting the "Good" criterion.esponsibility can This study aims to foster good cooperation among students (Junita et al., 2022). (2) Contributing to one another, specifically by giving each other energy and ideas, will foster collaboration. (3) The highest possible level of effort. In cycle I, 70% of students demonstrated a cooperative attitude at meeting 1, and 73% did so at meeting 2, indicating an increase in the percentage of students with a cooperative attitude from the initial 51% to 72%, which meets the "adequate" requirements. However, the success metric remains unfulfilled. If it meets at least 80% of the "Good" requirements, it is

considered successful, and cycle II research is carried out to address cycle I's shortcomings.

The study for cycle II was carried out between Tuesday, April 29, 2025, and May 6, 2025. The duration of the learning is two JP (2 x 35 minutes). Researchers used the Problem Based Learning (PBL) learning model to create instructional modules as part of cycle II action planning. In cycle II, researchers also held two meetings to discuss Pancasila education's learning materials on mutual cooperation in the environment. Researchers also employ tangible media, such as harmony puzzles, in which the object of the game is to work together with each group to organize the puzzles. Students started to work together with their group members at the start of this cycle II meeting throughout the learning process. They were able to communicate and divide tasks well, which allowed them to finish the goal of creating harmony puzzles on time. This result is consistent with Johnson's view (in Wulandari et al., 2023), which clarifies that everyone in the group believes they are interrelated and that each person's knowledge will help the others. Other members will use one member's output as an input. As a result, in cycle II, it is evident that the attitude of student cooperation increased by 84% at meeting 1 and 86% at meeting 2, demonstrating a rise in student cooperative attitude from cycle I of 72% to 85%, meeting the "Good" criterion. Therefore, it can be said that the table below provides a summary of the rise that took place:

Table 2: Findings for the Percentage of Cooperative Attitude Improvement

No	Stages	Presentation	Criteria
1	Pra cycle	51%	Not enough
2	Cycle I	72%	Enough
3	Cycle II	85%	Good

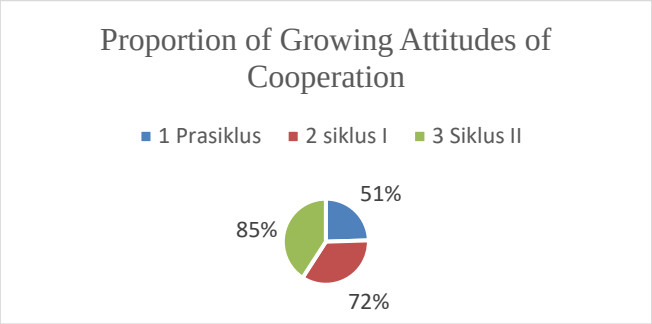

Figure 1: Percentage of Cooperative Attitude Growth

The use of the Problem Based Learning (PBL) paradigm in Pancasila education courses increased fifth-grade students' cooperative attitude, according to the study's findings. When the Problem-Based Learning (PBL) learning paradigm was used, the observation findings of the attitude of student collaboration increased from pre-cycle, cycle I, and cycle II. Problem-based learning (PBL) is defined by Dutch (in Kharomah & Hardini, 2023) as an educational approach that pushes students to learn and collaborate in groups to solve actual problems. This approach helps students become more curious, sharpen their analytical abilities, and become more motivated to learn. Cooperation

skills, on the other hand, are helpful in teaching students how to collaborate while creating group projects. to make his pals feel more united and coherent. In the learning process, collaboration is essential, particularly in groups (Hidayah et al., 2024).

Increasing student engagement in debates is the goal of putting cooperative activities into practice. It is believed that by participating in this activity, kids who were previously less active will become more active and engaged in educational activities. When students collaborate and discuss groups, their attitudes during the learning process vary widely. Students are urged to recognize and resolve issues. This approach fosters critical and democratic thinking, fosters innovation, and motivates students to participate actively. Additionally, develop your social and emotional intelligence as well as your decision-making abilities (Kamza et al., 2021). Students' creativity can be stimulated through group conversations, leading to new ideas, initiatives, and breakthroughs in issue solving (Patimah, 2023). Students' ability to communicate with one another can also be enhanced through discussion. Group discussions may increase students' motivation to participate in class. This approach aims to teach students how to collaborate (Junita et al., 2022).

Eighty-six percent of the data from cycle II findings meet the "good" criterion. According to these findings, it has satisfied the traditional success requirements, specifically that students' attitudes toward collaboration have attained a minimum of 80% with the "Good" criterion. Thus, in cycle II, Classroom Action Research (PTK) was discontinued. The study's findings are consistent with earlier research by Apriliyant (2024). The study's findings demonstrated that 56% of students exhibited a cooperative attitude prior to the pre-cycle action, which was classified as "less." Cycle I actions reached 79% using the "Quite Good" criterion. In cycle II, the actions achieved an 86% rating, meeting the "Good" criterion. According to the journal, the Project-Based Learning (PJBL) paradigm improved the collaboration attitude of PPKN subjects (Putri Faradila Apriliyanti, Siti Rochmiyati, 2024). This problem-based learning (PBL) methodology has the benefit of encouraging students to voice their perspectives both individually and collectively. It also allows students to share ideas with their peers (Maulida et al., 2020).

CONCLUSION

Before the implementation of the PBL model, the cooperative attitude of fifth-grade students was classified as "poor" with a percentage of only 51%, which reflects the low ability to work together between students. After cycle I, there was an increase to 73% with the criterion of "sufficient," although the cooperation indicator was still inconsistent. Through cycle II, the cooperative attitude increased significantly to 86% and was included in the "good" category. This success was achieved through various efforts, including teacher guidance, motivation, awards, and reminders of group assignment deadlines. This strategy encourages students to be more creative and responsible in group work, so that the cooperative attitude that was initially weak eventually grew into part of the students' learning culture.

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