Journal of Asian Primary Education (JOAPE)
Volume 2 Issue 1 Year 2025 Pages 59-69
e–ISSN: 3062-9268
DOI: 10.59966/joape.v2i1.1727
e-mail : : joapejournal@gmail.com
https://jurnal.kalimasadagroup.com/index.php/Joape

Improving Students Learning Outcomes Through Project-Based Learning Methods in Pancasila Education

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Abstract: This study aims to improve the learning outcomes of second-grade students at SDN Besuk 1 in the subject of Pancasila Education through the implementation of Project-Based Learning (PjBL). The research employed a Classroom Action Research (CAR) approach conducted over two cycles, each consisting of planning, action, observation, and reflection phases. The participants in this study were 22 second-grade students. The findings indicate that the implementation of the PjBL method significantly enhanced students' active participation and academic achievement. In the initial stage (pre-cycle), the average student score was only 65, with a mastery level of 45%. Following the application of PjBL, the average score increased to 72 in the first cycle (68% mastery) and further improved to 78 in the second cycle, with a mastery level of 86%. In addition to academic progress, students also demonstrated improvements in collaboration, creativity, and self-confidence. Therefore, PjBL is recommended as an effective and meaningful instructional strategy for primary education.

Keyword : Learning Outcomes, Project-Based Learning, Pancasila Education, Classroom Action Research.

Article info: 20 January 2025 | Accepted : 29 February 2025 | Published : 30 March 2025

How to Cite :

Introduction

Basic education plays a crucial role in shaping the character and competence of learners. In the context of Indonesia, Pancasila education serves as the primary medium for instilling national values such as mutual cooperation, tolerance, and love for the homeland (Ministry of Education and Culture, 2022). Ideally, this subject should be delivered through active, reflective, and value-oriented learning methods to foster deep internalization of Pancasila values. However, in practice, the implementation of Pancasila education at the elementary school level remains largely conventional, relying heavily on rote learning and teacher-centered instruction with minimal student engagement (Wuryandani, 2021). This conventional approach tends to limit students' opportunities to experience, reflect on, and apply Pancasila values in real-life contexts, which may result in superficial understanding and low internalization of these core values. Consequently, there is a noticeable gap between the intended outcomes of the curriculum and the actual character development observed among students. This situation highlights the need to explore more participatory and experiential learning strategies that can effectively support the integration of Pancasila values into students' daily behavior and mindset.

The results of observations in Class II Sdn Besuk 1 showed that Pancasila Education Learning is still centered on teachers and has not provided space for students to play an active role in learning. Conventional teaching models and the lack of Learning media become obstacles in achieving optimal learning outcomes. This condition is similar to the

results of previous research from the findings of Nasution and Sulistyowati (2022), which concluded that conventional approaches are less effective in fostering an overall understanding of value.

One solution that has proven effective is the application of the Project-Based Learning (PjBL) model. This Model allows learners to learn contextually through real projects involving group work and problem solving, Pratiwi et al. (2024) reported that the application of PjBL in the 2nd grade of elementary school increased the average grade from 70 to 82, as well as improving the motivation and collaborative skills of learners. Research by Toslira and Nursi (2023) and Farhan and Maryanto (2024) also corroborated these findings by noting significant improvements in the cognitive and affective aspects of learners after the implementation of PjBL in Pancasila Education.

However, empirical studies on the effectiveness of Project-Based Learning (PjBL) in the lower grades of elementary school remain limited (Raihani, 2020; Yuliana & Suryani, 2021). Most existing research tends to focus on higher grade levels or secondary education, where students are generally considered more capable of managing complex projects. Moreover, there is a noticeable scarcity of studies that explicitly examine the linkage between PjBL and the strengthening of Pancasila values within the local cultural context of early learners (Prasetyo & Wahyuni, 2022). This gap in the literature highlights the need for further investigation, particularly in how PjBL can be contextualized to support both cognitive learning outcomes and character development aligned with national values. Based on this, the present study aims to examine how the implementation of PjBL can enhance students' learning outcomes in Pancasila education while simultaneously fostering the internalization of Pancasila values among early-grade learners. Specifically, this research focuses on assessing the impact of PjBL on Grade 2 students at SDN Besuk 1 in improving academic performance and promoting active engagement in learning activities.

The main argument against which this research is based is that meaningful learning occurs when learners are actively involved in the process of building knowledge through real and contextual experiences (Thomas, 2000). PjBL provides space for learners to develop critical thinking skills, communication, collaboration, and foster empathy and a sense of social responsibility values that are in line with the Pancasila student profile.

The importance of this research lies in its contribution to the development of more effective and relevant learning strategies for Pancasila education at the elementary school level. This study aims to provide an applicative and contextual PjBL implementation model for elementary school teachers, especially in shaping the character of students through an active and reflective approach.

Methodology

This study utilizes the classroom action approach designed by Kemmis and McTaggart as the main method consisting of four stages: planning, action implementation, observation, and reflection. The study was carried out in two cycles after the precycle stage. The subjects were 22 students of Class II Sdn Besuk 1, consisting of 12 male students and 10 female students. This study focuses on improving learning outcomes through the application of the PjBL method on the topic "I care about the environment". Learners are heterogeneously grouped based on ability(proficient, moderate, and need guidance) to support collaboration and differentiated learning. This class action research is in line with the practice of improving the quality of learning based on active and collaborative participation between researchers, teachers, and field supervisors (Zulfikar & Yuliana, 2023; Kusumawardhani et al., 2020).

In each cycle, researchers and collaborators design project-based learning, establish learning strategies, prepare media, compile observation sheets, as well as formative evaluation tools. The implementation of actions is carried out on the basis of the plan, then they are observed through observation instruments. The results of observations were analyzed and used for reflection and revision of learning plans in the next cycle (Ramdhani et al., 2021; Suharsih & Nurohman, 2022).

This study used several instruments, including teaching modules, observation sheets of teacher and student activities, and formative tests. Teaching modules are designed based on basic competencies and targeted indicators in the topic of environmental attitudes. Formative tests are given at the end of each cycle to measure learners ' learning outcomes. The observation sheet is used to record the involvement of students and the effectiveness of teachers in applying the PjBL method. Data analysis was conducted in a descriptive quantitative manner to describe the learning achievement of students and the percentage of both individual and classical completeness. Completeness of learning is categorized as complete if the students reach the value of ③ 65 and classically complete if 85% of students meet these criteria (Yulianti et al., 2023; Rahmawati & Arifin, 2020).

The design of this study is on-going and reflective, enabling continuous improvement in learning. Each cycle aims to correct the shortcomings of the previous cycle based on the results of reflection. The research was conducted in three time stages, namely pre-cycle (February 19, 2025), Cycle 1 (February 20, 2025), and Cycle 2 (February 25, 2025). Through this approach, it is expected that the application of project-based learning methods will not only improve students ' learning outcomes, but also shape the character of caring for the environment according to Pancasila values (Pratiwi et al., 2024; Hannah et al., 2024). The spiral approach from Kemmis and McTaggart has proven effective in creating a consistent and empirical data-based improvement cycle in PTKS (Putra & Hasibuan, 2021).

Result and Discussion

1. Finding

Precycle Conditions

The study began with observations of the initial conditions of learning Pancasila education in Class 2 Sdn Besuk 1. At this stage, learning is still dominated by the method of lectures and one-way questions and answers. Learners appear passive and less motivated to be actively involved. Most students with high abilities seem to feel bored because they do not get challenges that match their capacity, while students who have difficulty learning feel left behind. The lack of variety in learning strategies also leads to low social interaction and cooperation among learners. Observation and assessment results show that conventional learning approaches have not been effective in accommodating diverse learning needs. The results of observations and assessments show that conventional learning approaches are not effective in accommodating diverse learning needs.

To determine the level of initial understanding of learners, diagnostic tests are carried out that include cognitive aspects. The results showed that the average value of students only reached 65 with a level of learning completeness of 45% (10

of 22 students reached a minimum value of 75). This indicates that almost all learners have not understood the material adequately.

Table 1 Results Of Precycle Value Recap

No.	**Name**	Average	value of KKTP completeness
1	A.F.A.	80	Completed
2	A.T.D.	78	Completed
3	A.K.P.	65	Not Completed
4	A.R.P.	82	Completed
5	D.B.A.	63	Not Completed
6	F.A.P.	55	Not Completed
7	G.P.S.S.	85	Completed
8	I.M.A.	50	Not Completed
9	J.K.H.	79	Completed
10	K.K.W.	81	Completed
11	K.M.	67	Not Completed
12	M.D.A.	58	Not Completed
13	M.A.A.P.	52	Not Completed
14	M.I.A.	84	Completed
15	M.Z.A.	60	Not Completed
16	R.A.A.W.	80	Completed
17	R.T.R.	77	Completed
18	S.T.A.	83	Completed
19	S.F.E.	81	Completed
20	Z.P.R.	79	Completed
21	E.P.M.	57	Not Completed
22	F.N.W.	59	Not Completed

Reflection on the results of the precycle shows that the approach to learning needs to be changed. Teachers and researchers recognize the need for more active and collaborative strategies. Therefore, project-based learning methods are chosen as an alternative to improve learning outcomes, motivation, and learner engagement. The action plan in Cycle 1 is designed by taking into account the learning needs of students through structured teaching modules and the use of more varied learning media.

Cycle 1 Results

In Cycle 1, project-based learning methods are applied through activities where students are invited to make posters about environmental concerns. This activity is carried out in small groups to encourage collaboration and communication between learners. Based on the results of observations, there is an increase in the involvement of learners, both verbally and nonverbally. The classroom atmosphere became more lively, and most of the students showed enthusiasm in working together to complete the project.

The assessment is carried out taking into account three domains: Cognitive, Affective and psychomotor. The average score of students rose to 72 with a

completeness of 68% (15 of 22 students reached a minimum score of 75). Although there is a significant increase from prasiklus, there are still 7 students who have not yet reached completeness. This shows that although the methods applied are more effective, it is necessary to make improvements in time management and individual guidance.

Table 2 Recap Results Cycle Value 1

No.	Name	Average	completeness
1	A.F.A.	81	Completed
2	A.T.D.	80	Completed
3	A.K.P.	70	Not Completed
4	A.R.P.	85	Completed
5	D.B.A.	71	Not Completed
6	F.A.P.	78	Not Completed
7	G.P.S.S.	83	Completed
8	I.M.A.	74	Not Completed
9	J.K.H.	87	Completed
10	K.K.W.	81	Completed
11	K.M.	72	Not Completed
12	M.D.A.	66	Not Completed
13	M.A.A.P.	62	Not Completed
14	M.I.A.	82	Completed
15	M.Z.A.	66	Not Completed
16	R.A.A.W.	79	Completed
17	R.T.R.	81	Completed
18	S.T.A.	79	Completed
19	S.F.E.	82	Completed
20	Z.P.R.	85	Completed
21	E.P.M.	65	Not Completed
22	F.N.W.	61	Not Completed

Reflection on the implementation of Cycle 1 shows some aspects that need to be improved. There is still inequality of participation in the group and not all students actively express their opinions. In addition, Time Management is less than optimal so that some groups do not complete projects on time. Thus, in Cycle 2, researchers and teachers agreed to clarify the distribution of tasks in groups and increase the intensity of assistance, especially for less active learners.

Cycle 2 Results

Improvements in Cycle 2 focused on a more organized learning structure. Each learner is assigned a clear role in the group. The project in this cycle is to create a pencil case from an old bottle, which not only improves cognitive and motor skills, but also instills the value of caring for the environment. Teachers play an active role as facilitators and observers, and provide direct intervention to groups that need help.

Observation results showed a significant increase in the activity of learners. Group discussions became more lively, with the roles of each group member

appearing balanced. Learners also showed increased confidence when presenting the results of their projects in front of the class. Learning activities become more meaningful because learners not only learn theory, but also apply it in real practice that is relevant to everyday life.

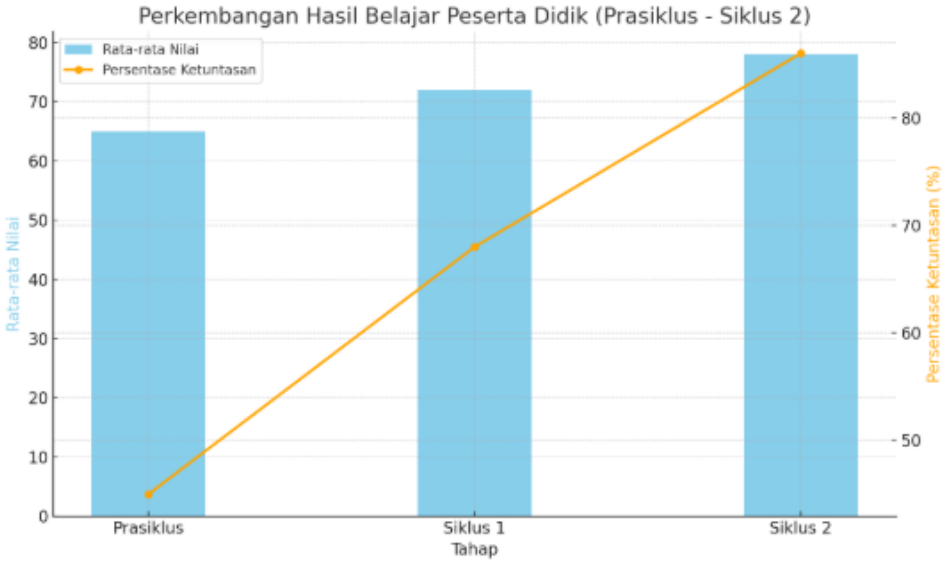
At the end of Cycle 2, the evaluation is carried out with the same assessment format as the previous cycle. The average score increased to 78, and the level of learning completeness reached 86% (19 out of 22 learners). Only 3 students who have not reached KKTP. This increase shows that project-based learning methods are able to improve understanding of concepts, critical thinking skills, and learners show higher self-confidence and actively participate in learning activities.

Table 3 Results Recap Cycle Value 2

No.	**Name**	Average	completeness
1	A.F.A.	83	Completed
2	A.T.D.	82	Completed
3	A.K.P.	73	Not Completed
4	A.R.P.	88	Completed
5	D.B.A.	76	Completed
6	F.A.P.	80	Completed
7	G.P.S.S.	85	Completed
8	I.M.A.	78	Completed
9	J.K.H.	90	Completed
10	K.K.W.	84	Completed
11	K.M.	77	Completed
12	M.D.A.	73	Not Completed
13	M.A.A.P.	71	Not Completed
14	M.I.A.	85	Completed
15	M.Z.A.	75	Completed
16	R.A.A.W.	81	Completed
17	R.T.R.	83	Completed
18	S.T.A.	81	Completed
19	S.F.E.	85	Completed
20	Z.P.R.	88	Completed
21	E.P.M.	73	Not Completed
22	F.N.W.	71	Not Completed

Based on the results of the overall analysis from the pre-cycle to cycle 2 can be seen through the following graph:

Diagram 1 Overall Cycle Results



The graph above shows a consistent improvement in the progression of learners ' learning outcomes from pre-cycle to cycle 2 in classroom action research. In the pre-cycle stage, the average value of students only reaches 65. After improving learning through project-based learning methods in Cycle 1, the average value increased to 72, and continued to increase to 78 in Cycle 2. In addition, the percentage of completeness also increased significantly. Learning completeness in the pre-cycle stage was only 45%, then increased to 68% in Cycle 1, and reached 86% at the end of Cycle 2. There is a progressive increase in the average value and percentage of learning completeness. Not only cognitive, but also affective and psychomotor aspects of learners show positive development. This success shows that learning models that involve collaborative and contextual activities are very relevant to be applied at the elementary school level.

2. Discussion

The application of Project-Based Learning (PjBL) in this study proved to be able to significantly improve the learning outcomes of 2nd grade students of Sdn Besuk 1. In the pre-cycle stage, the learning methods used are conventional and tend to be teacher-centered. As a result, learners show low levels of involvement, lack of initiative, and lack of motivation in learning activities. This is in accordance with the findings of Putra et al. (2020), which states that traditional learning causes passive learners and negatively affects the achievement of learning outcomes. Learning completeness which only reached 45% in the early stages

shows that the previous learning model has not been effective in improving understanding of concepts.

After the PjBL method was applied in the first cycle, there was an increase in learning activities, although the improvement was not evenly distributed across all groups of learners. One of the project activities creating posters about environmental care served as a medium for learners to express their ideas collaboratively. For example, during the poster-making activity, each member was assigned specific roles such as drawing, writing slogans, or gathering information, which required them to communicate and make joint decisions. This collaborative process helped strengthen teamwork and mutual respect among group members. The results of this study align with the findings of Marzuki & Wahyuni (2021), who assert that project-based learning can enhance learner engagement and foster a greater sense of responsibility toward assigned tasks. However, challenges in time management and the uneven level of participation among group members remain as critical points that need to be addressed in the next cycle of implementation.

In the second cycle, strategy improvement is done by providing more intensive guidance, more balanced grouping, and the use of interesting learning media. The project of making pencil cases from plastic bottle waste is proven to not only improve learning outcomes, but also encourage learners to think creatively and environmentally. The average score of students rose to 78 with a level of learning completeness reached 86%, which proves that this approach is effective. Study by Hidayati et al. (2023) also supported these results, where PjBL improves critical thinking skills and social skills of learners at the primary school level.

From the observations and reflections made, it can be seen that learners experience significant willingness in aspects of collaboration, communication, and learning initiatives. They showed greater confidence in expressing their opinions and were actively involved in group discussions. This is in line with the view of Sari & Lestari (2019) which emphasizes that PjBL is a method that is in line with the characteristics of 21st century learning that emphasizes critical thinking, creativity, communication, and collaboration. PjBL is also effective in shaping the character of students in accordance with the Pancasila student profile. This approach also creates meaningful learning experiences, as learners learn through real-world contexts close to their lives.

In general, project-based learning methods provide a good influence on the learning process and achievement of learners. In addition to improving academic achievement, this method not only helps learners understand the material, but also forms character and social skills. As explained by Anisa & Pratiwi (2022), the integration of projects in learning increases the emotional involvement of learners and creates a more enjoyable and participatory learning environment. Thus, this

approach can be a solution for teachers at the elementary school level in overcoming low motivation to learn.

The results of this study showed that the application of project-based methods (PjBL) proved to have a positive impact on improving the learning outcomes of students in Pancasila education subjects on the topic "I care about the environment". This success is supported by careful planning, collaboration with observers, as well as the use of appropriate evaluation tools. With results that have met the criteria for completeness, the cycle does not need to be continued. This experience also makes a practical contribution to the development of learning in the lower grades of elementary school that is more active, contextual, and meaningful to learners.

Conclution

Based on the results of classroom action research conducted from pre-cycle to cycle 2, it can be concluded that the application of Project-Based Learning (PjBL) is able to improve learning outcomes, involvement, and motivation of learners in learning Pancasila Education. In the pre-cycle stage, the conventional one-way learning approach proved to be less effective, with an average score of only 65 and a learning completion rate of 45%. This shows that most of the students have not understood the material adequately.

After the application of the PjBL method in Cycle 1, there was an increase in both learning outcomes and student participation, although not evenly distributed. The average score increased to 72 and learning completeness reached 68%. Project activities in the form of making environmental posters successfully encourage early collaboration between students, but there are still obstacles in time management and distribution of group tasks that are not optimal.

Improvement of strategy in Cycle 2 showed more significant results. With a clearer distribution of roles and intensive support from teachers, students appear more active and confident. The project of making pencil cases from used bottles not only improves cognitive and psychomotor abilities, but also fosters the value of caring for the environment. In this cycle, the average score increased to 78 and learning completeness reached 86%, indicating that PjBL is very effective in accommodating diverse learning needs.

In addition, this approach also has a positive impact on the affective aspects of students such as a sense of responsibility, cooperation, and courage to express opinions. PjBL provides meaningful learning experiences through real contexts that are relevant to students ' daily lives, as well as in line with the Pancasila student profile and the demands of 21st century learning. Thus, this method can be an innovative solution to improve the quality of learning at the primary school level, especially in overcoming low motivation and student learning participation.

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