
IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL) MODEL ASSISTED BY VIDEO MEDIA TO IMPROVE CIVICS LEARNING OUTCOMES AT JUNIOR HIGH SCHOOL

Erika Aulia Damayanti¹, Nani Mediatati²

¹²Universitas Kristen Satya Wacana Salatiga; Indonesia
correspondence email; 172019008@student.uksw.edu

Submitted: 12/01/2023

Revised: 19/03/2023

Accepted: 20/05/2023

Published: 11/07/2023

Abstract

This Classroom Action Research aims to improve Civic Education learning outcomes through the implementation of problem-based learning (PBL) models assisted by video media. The research subjects for class IX G SMP N 2 Ampel totaled 32 students. Observation and tests as data collection techniques, and comparative descriptive techniques as data analysis techniques. This study used two cycles. In cycle 1, the teacher applied learning using the problem based learning (PBL) model assisted by video media, and then in cycle 2, the teacher gave evaluation questions. The results of the study concluded that learning PPKn with the problem-based learning (PBL) model assisted by video media can improve student learning outcomes. This is shown by an increase in student learning outcomes in each cycle. In the pre-cycle, 14 students (43.75%) completed $KKM \geq 75$ and an average score of 69.59. In cycle 1, 21 students (65.62%) completed, and 11 students (34.38%) did not complete, and the average value was average 78.28. Then in cycle 2 increased by 32 students (100%) completed and the average value of 82.25. This research succeeded in achieving a success indicator of 100%. Therefore teachers are advised to use problem-based learning (PBL) models assisted by video media in order to improve student learning outcomes.

Keywords

Learning outcomes, Problem Based Learning (PBL), SMPN 2 Ampel, Video Media



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

According to the National Education System Law, "National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country" (Article 3 of Law No.20 of 2003). The success or failure of achieving educational goals depends a lot on how the learning process is experienced by students at school (Dewi & Primayana, 2019). In this regard, in the learning process in schools, the role of innovative learning models is increasingly important and strategic in responding to demands for improving the quality of knowledge, attitudes, and skills for teachers and students. Likewise, in Civics learning, one of the demands of Civics learning is optimal Civics learning outcomes as a provision for students to play their role in the life of the nation and state (Campbell, 2019; Hermino & Arifin, 2020). This is in accordance with the objectives of the PPKn subject, namely, to develop attitudes, knowledge, and skills competencies of students as the basis and strengthening of abilities in the life of society, nation, and state (Rachman et al., 2021). To improve Civic Education learning outcomes, teachers need to use innovative learning models, one of which is the Problem Based Learning (PBL) learning model, where this model can support the realization of democratic and responsible citizens (S. Khairani et al., 2020) because students improve their critical thinking skills in conveying ideas, ideas, thoughts, feelings to teachers and other friends.

This Problem Based Learning (PBL) model is rooted in the belief that teachers teach by appealing to students' instincts to investigate, discover for themselves and build or create new knowledge (Herlambang et al., 2020). Therefore, learning should associate with students' daily lives, not something that has to be learned, so that it naturally requires students to improve critical thinking skills and get optimal Civics learning outcomes. The use of the Problem Based Learning (PBL) model will be more effective if it is supported using learning media in the form of video media because, with video media, students are directly faced with problems without imagining them (Dita et al., 2021), (Putranta & Wilujeng, 2019). According to Aiman (2020), Problem Based Learning (PBL) is a learning model that uses real world problems as a context for students to learn about critical thinking and problem-solving skills. Furthermore, according to Awang & Ramly (2008), Problem Based Learning (PBL) is a student-centered learning model for learning, participating, and facing problem solving in small groups in learning. The Problem Based Learning (PBL) learning model has several principles, according to Zainuddin et al. (2019), there are four

principles, namely: (1) Learning is a constructive process, namely a process in which students' activities actively participate in discovering their own knowledge, (2) Learning is a process that is driven by self-will, that is, in the learning process, students have their own responsibilities starting from the process of planning, monitoring, and evaluation in determining learning goals, (3) Learning is a collaborative process, namely in discussion activities, students are encouraged to interact between group members so that students are able to form a new understanding of a problem, (4) Learning is something that is given, namely learning with the Problem Based Learning (PBL) model will facilitate students to learn with problems in everyday life.

The characteristics of the Problem Based Learning (PBL) learning model according to are (Darmuki et al., 2023): (1) Learning is student-centered, namely in the learning process, students are required to be more active, (2) Authentic problems form the organizing focus for learning, namely problems that given to students in the form of authentic problems, (3) New information is acquired through self-directed learning, namely in the problem solving learning process students may not know and understand all the supporting knowledge, (4) Learning occurs in small groups, namely in the learning process there is an exchange of ideas in an effort to build knowledge collaboratively between group members, (5) Teachers act as facilitators, that is, in the learning process, the teacher only acts as a facilitator. Learning media, according to Rahmatullah & Ghufroon (2021), are facilities or facilities in educational institutions that are used as intermediaries in the learning process from teachers to students to enhance effectiveness and make it easier to achieve the desired learning objectives.

The use of the Problem Based Learning learning model, when supported by video media, will make it easier for students to understand learning material because students directly see real everyday life problems through the video, so it fosters students' critical thinking in solving these problems independently and in groups. Ease of understanding of this learning material will have an impact on better and optimal learning outcomes achieved by students.

Learning outcomes are changes in students as a result of the learning process in the form of knowledge (cognitive aspects), attitudes (affective aspects), and skills or behavior (psychomotor aspects) (E. Khairani et al., 2022). Student learning outcomes that are expected to be achieved from Civics subjects also cover three aspects, namely cognitive, affective, and psychomotor. This is in accordance with the opinion of Tuhuteru (2023) Citizenship Education, namely efforts to form citizens who have knowledge, skills, attitudes, values, and real behavior in life as a reflection of

intelligent and character citizens so that through learning Citizenship Education it is hoped that it can form citizens who can think critically, rationally and creatively in responding to existing citizenship issues (Harahap et al., 2022).

However, based on observations in learning Citizenship Education in class IX G of SMP N 2 Ampel on August 24, 2022, shows that teachers still use the lecture learning model with the help of textbooks so that the learning is only one-way and does not involve active student participation. Students are just silent, listening. Some are talking to themselves and talking to friends because they are bored listening to lectures from the teacher. This lecture learning model in no way fosters students' critical, rational, and creative thinking in responding to existing citizenship issues (Sibarani & Imroh, 2023). Mastery of the material explained/discussed by the teacher is also lacking. This is shown in the results of the evaluation/test carried out after the end of the lesson. Based on the specified minimum completeness criteria, namely 75, out of 32 students, only 14 students (43.75%) whose grades were ≥ 75 completed, and the remaining 18 students (56.25%) whose grades were incomplete or below 75.

The problems of learning Citizenship Education (Civics) in class IX G of SMP N 2 Ampel vary depending on the situation and conditions. Some issues in learning Civics at this school include (1) Low interest in learning: Some students may not be interested in Civics material because it is considered less interesting or relevant to their daily lives. (2) Lack of understanding of concepts: Students may have difficulty understanding concepts taught in Civics, such as government systems, democracy, human rights, or the country's constitution. (3) Less effective teaching methods: The use of teaching methods that are monotonous or too theoretical can make students lose interest and have difficulty understanding Civics material. The impact of Civics learning problems in class IX G of SMP N 2 Ampel includes (1) Decreased interest and motivation to learn: Students who are not interested in or have difficulty understanding Civics may lose interest and motivation in learning this subject. (2) Low academic achievement: Difficulty understanding the concept of Civics and lack of interest in learning can decrease student achievement in this subject. (3) Ignorance about the importance of citizenship: Lack of understanding of citizenship values can hamper the development of students as active and responsible citizens. To overcome these problems, several steps were taken, including (1) Improving innovative and interactive teaching methods to make Civics learning more interesting and relevant to students. (2) Actively involving students through discussions, projects, or simulations that encourage participation and a better

understanding of concepts. (3) Using adequate resources, including relevant textbooks, interesting teaching materials, and supporting technology to enrich Civics learning. With the right efforts, the problems of learning Civics in class IX G of SMP N 2 Ampel can be overcome, and students can gain a good understanding of citizenship and become responsible and active citizens.

This study supports previous studies, including the following: Chayumi (2021) with the title *Use of Video-Assisted Problem Based Learning Methods in Improving Civics Learning Outcomes in the Material of Norms and Justice for Class 7A Students at Ledokombo 1 Public Middle School*, the results of the study stated that there was an increase in student learning outcomes as shown by the average score average obtained by students at the end of each cycle. The class average score obtained by students in the first cycle stage was 74.09, rising to an average of 81.96 in the second cycle stage. So, there is an increase in the average value of 7.87 from cycle I to cycle II.

Maulana (2017), with the title *Application of Video-Assisted PBL Models to Improve Student Learning Outcomes Indonesian Proud Theme Class Va SDN Kebonsari 01 Jember*, the results of the study stated that there was an increase in student learning outcomes which could be seen from changes in average class scores obtained by students at the end of each cycle. The average score obtained by students in the first cycle was 77.67, and 84.22 in the second cycle. So there is an increase from cycle I to cycle II of 6.55.

Research by Maulida et al. (2023) *Improving The Quality Of Learning In Pancasila Education Through The Problem-Based Learning Model Assisted With Audiovisual Media*. *PERISKOP: Journal of Science and Education*, 4(1), 8-15. the results of the study stated that there was an increase in student learning outcomes which could be seen from the changes in the average class scores obtained by students at the end of each cycle. The average score obtained by students in cycle I was 75.71, and in cycle II was 86.54. So, there was an increase from cycle I to cycle II of 10.83.

Rahman (2022), A. *Implementation of the Problem-Based Learning (PBL) Model with The Assistance of Youtube on The Learning Outcomes of PPKN Students in Class IV SD Negeri 101927 Sekip, Lubuk Pakam District*. *Thematic Journal*, 12(2). the results of the study stated that there was an increase in student learning outcomes which could be seen from the changes in the average class scores obtained by students at the end of each cycle. The average score obtained by students in cycle I was 65, and in cycle II was 85. So, there was an increase from cycle I to cycle II of 20.

Research by Khotimah (2016), Application of Problem-Based Learning Model (PBL) Assisted by Video Media to Increase Activities and Learning Outcomes of Grade IV Students in Social Studies Subject Social Issues at SDN Tegal Gede 01 Jember. The results of the study stated that there was an increase in student learning outcomes which could be seen from the changes in the average class scores obtained by students at the end of each cycle. The average score obtained by students in cycle I was 61, and in cycle II was 81. So, there was an increase from cycle I to cycle II of 20.

The problem of student learning outcomes which are mostly still low (unfinished), needs to be overcome by taking steps to improve Civics learning through the implementation of the Problem Based Learning (PBL) learning model assisted by video media in order to improve student learning outcomes.

METHOD

This type of research is called Classroom Action Research (CAR). According to Taufikurrahman & Nurhaswinda (2021), PTK is research conducted by teachers in the classroom with an emphasis on improving practices and processes. PTK is carried out in 2 cycles, each cycle consisting of 4 stages, namely planning, implementing, observing, and reflecting. The research subjects were 32 students of class IX G of SMP N 2 Ampel. Data collection techniques used observation and tests, where in the implementation of observation, namely the learning process with the aim of knowing the activity and participation of students in participating in the learning process when carrying out classroom action research with the Problem Based Learning (PBL) learning model assisted by video media and in tests, namely tests were carried out on research subjects, namely students at each end of learning (cycle) with the aim of knowing student learning outcomes after carrying out classroom action research with the Problem Based Learning (PBL) learning model assisted by video media and data analysis techniques used comparative descriptive techniques by comparing student learning outcomes before and after the action was taken. The indicator of research success was determined by 100% (32 students) of KKM \geq 75.

PTK (Classroom Action Research) is a method teachers use to improve learning processes and outcomes in the classroom. The PTK cycle generally consists of four stages: planning, acting, observing, and reflecting (Wicaksana et al., 2020). The following is a description or framework of the stages carried out in each PTK cycle:

1. Planning Stage (Planning):

Identify learning problems or challenges that you want to overcome.

Formulate clear and specific goals for learning improvement.

Designing an action plan or strategy to be carried out.

Determine success indicators that will be used to measure improvement results.

2. Implementation Stage (Acting):

Implement the action plan that has been designed in the planning stage.

Carry out learning activities by the established strategy.

Collect data and information related to the implementation of learning, such as observation notes, test results, or questionnaires.

3. Observation Stage:

Analyze the data that has been collected during the implementation of learning.

Identify patterns or trends in the data that describe changes or improvements in learning.

Conduct a comparative analysis between the data before and after the intervention.

Interpret the results of observations to evaluate the success of repairs.

4. Reflection Stage (Reflecting):

Reflect on the results of observations and evaluate the success of improving learning.

Conclude the effectiveness of the strategies that have been implemented.

Make recommendations for further improvement, including modification of the strategy or approach used.

Researchers design the next action plan based on the results of reflection and evaluation.

After the reflection stage, the PTK cycle can be continued with a new planning stage to address the next learning problem or challenge. This process occurs continuously, with teachers continuing to develop and improve learning through each CAR cycle.

FINDINGS AND DISCUSSION

Findings

The initial conditions before applying the Problem Based Learning (PBL) learning model assisted by video media, Civics learning conducted by the teacher used the (conventional) lecture learning model. Based on the results of observations on the PPKn learning process with material on the nation's outlook on August 24, 2022, from the opening activities, the core activities and closing

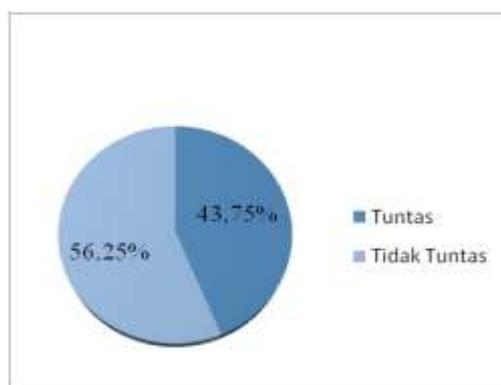
activities were dominated by the teacher or teacher center. At the time of learning, students pay less attention to the material explained by the teacher because the learning model used by the teacher tends to be lecturing only, so the material presented is not understood by students, which results in not achieving learning objectives and student learning outcomes are mostly low (non-completed $\text{KKM} \geq 75$). Student learning outcomes based on test results in the initial conditions (pre-cycle) are presented in Table 1 below:

Table 1. PPKn Learning Outcomes of Grade IX G Students in Pre-Cycle

No.	Value Range	Sum	Percent (%)	Completeness
1.	63-68	16	50%	Incomplete
2.	69-74	2	6,25%	Incomplete
3.	75-80	14	43,75%	Complete
Sum		32	100%	
Average			69,59	
Max			76	
Min			64	

Based on the table above, 18 students (56.25%) had not achieved the $\text{KKM} < 75$. Only 14 students (43.75%) achieved the $\text{KKM} \geq 75$. The class average was 69.59, the maximum score was 76, and the minimum was 64. The percentage of completeness of student learning outcomes in the initial conditions (pre-cycle) can be described in the diagram in Figure 1 below:

Figure 1. The Percentage of Completeness of PPKn Class IX G Students in the Pre-Cycle



Based on the diagram above, as many as 43.75% of students get a complete KKM score of ≥ 75 , and 56.25% of students get an incomplete KKM score of < 75 . Based on the percentage of completeness, it shows that the learning outcomes of class IX G students are mostly still low.

Corrective action in cycle 1, learning using the Problem Based Learning (PBL) learning model assisted by video media, is carried out in 2 cycles. Each cycle 1 is carried out in 2 lessons or 2 x 40 minutes each lesson. The following describes the implementation of each cycle:

a. Planning

Learning in cycle 1 was carried out in 2 lessons. Preparations are made as follows:

1. Lesson 1, namely: 1) Develop lesson plans for position material and the meaning of the opening of the 1945 Constitution of the Republic of Indonesia with the Problem Based Learning (PBL) learning model assisted by video media; 2) Arrange group work activity sheets; c) Prepare 5 video links to be used regarding cases of bullying, religious discrimination, violence, motorcycle gangs and arson of places of worship; d) Arrange the distribution of group names; e) Develop the development of learning materials; f) Compile observation sheets.
2. Lesson 2, namely: a) Arranging cycle 2 evaluation question sheets; b) Compile a list of cycle 1 values

b. Implementation

1. Lesson 1

The teacher begins learning with prayer, presence, motivating students, and associating current subject matter with previous material. After that, the teacher will present learning material about the position and meaning of the opening of the 1945 Constitution of the Republic of Indonesia and provides an explanation of the Problem Based Learning (PBL) model assisted by video media that will be implemented, and then the teacher organizes students into five groups, each group consisting of 6/7 students. The teacher then provides a video link about the case to students, where the cases in each group are different. The cases are about bullying, religious discrimination, violence, motorcycle gangs, and the burning of places of worship. Based on the case video, each group is asked to discuss the following: (1) Cause/background of the case; (2) Chronology of cases; (3) Consequences and Solutions of the case. Then the teacher guides each group in solving cases so that the difficulties experienced by students can be overcome. After all, groups have completed the assigned task, the teacher asks each group to present the results of their discussion in front of the class, and other groups respond, and the teacher leads the discussion. Then, after all the groups have finished presenting, the teacher and students conclude the results of the discussion related to the case. Then the teacher closed the lesson because the time was up.

2. Lesson 2

Implementation of lesson 2, the teacher begins with prayer and presence and gives motivation to students. After that, the teacher reviews and reminds again about the learning material in lesson 1 related to the cases that have been discussed, then the teacher asks students if there are

things or material that is asked or is not clear. In this lesson, there were three students asked about the meaning of paragraphs 1, 2, 3, and 4 of the opening of the 1945 Constitution of the Republic of Indonesia, and then the teacher offered to other students in the class who would respond or answer questions from their friends. There were several students who tried to answer questions from their friends, and the teacher straightened them out so that active class discussions took place. After there are no more students asking questions and stating that everything is clear, the teacher asks students to put all the student books and notes in the bag, and then the teacher distributes test questions to students to work on independently. This test is conducted to find out student learning outcomes related to the understanding of the material that has been explained and discussed. After the students finished working on the questions and collected them, the teacher closed the lesson and asked students to study the next material, namely the importance of the main ideas of the opening of the 1945 Constitution of the Republic of Indonesia to be discussed in the next lesson.

c. Observation

During the implementation of learning using the Problem Based Learning (PBL) model assisted by video media in lesson 1, there were several students who experienced difficulties in doing group assignments, where students had to be able to analyze cases in video form and find supporting data related to the case. However, even though there are a few difficulties, through the guidance of the teacher, students can still carry out their assignments and take part in learning enthusiastically. Likewise, the time used to explain the learning model used and the guidance and presentation of each group is quite long. When working on group assignments, there were also some students who were noisy (talking loudly), so that it disturbed the other groups. In lesson 2, students no longer work on group assignments but in class discussions to reinforce the material and do tests/evaluations, so the teacher can manage the class well enough.

d. Reflection

Based on the observation of cycle 1, there are still problems in the learning process. Namely, there are some students who have difficulty doing group assignments. Besides that, the class management was not good because there were some students who were noisy (talking loudly), so that it disturbed the concentration of other groups. The division of learning time has also not been effective. Student learning outcomes have increased but are still below the research achievement indicators; namely, the completeness of student learning outcomes increased by 90% of all students in class IX G. Reflection based on these problems will make improvements to the implementation of

learning in cycle 2. Improvements made carried out by the teacher, namely the teacher explaining the learning model used using simple language so that it is easy for students to understand and does not take too long, besides that the teacher also takes turns accompanying each group in carrying out their work, and so that class conditions are not crowded the teacher reprimands students who speak loudly firmly so that it will not be repeated and does not disturb the other groups.

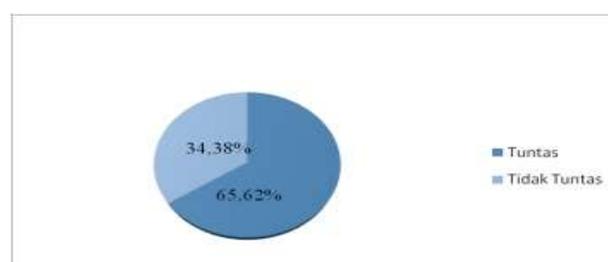
After taking action to improve learning by applying the Problem Based Learning (PBL) learning model assisted by video media in cycle 1, there was an increase in the percentage of completeness of class IX G students' learning outcomes which can be seen in Table 2 below:

Table 2. PPKn Learning Outcomes of Grade IX G Students in Cycle 1

No.	Value Range	Sum	Percent (%)	Completeness
1.	65-69	3	9,38%	Incomplete
2.	70-74	8	25%	Incomplete
3.	75-79	5	15,62%	Complete
4.	80-84	9	28,12%	Complete
5.	85-89	4	12,5%	Complete
6.	90-94	3	9,38%	Complete
Sum		32	100%	
Average			78,28	
Max			90	
Min			67	

Based on the table above, 21 students (65.62%) have completed $KKM \geq 75$, and 11 students (34.38%) have not completed $KKM < 75$. The minimum score is 67, the maximum score is 90, and the average score is the average student reached 78.28. The percentage of completeness of student learning outcomes in cycle 1 is described in Figure 2 below:

Figure 2. Percentage of Completeness of PPKn Student IX G Learning Outcomes in Cycle 1



Based on Figure 2 above, there were 65.62% (21 students) got a complete KKM score of ≥ 75 , and 34.38% (11 students) got an incomplete KKM score of < 75 . The percentage of completeness of student learning outcomes in cycle 1 increased when compared to student learning outcomes in the

pre-cycle, namely 43.75% (14 students) to 65.62% (21 students) in cycle 1. This increase was also seen in the lowest scores, the highest, and class averages, which can be seen in Figure 3 below:

Figure 3. Comparison of Completeness of Student Learning Outcomes in Pre-Cycle and Cycle 1



Figure 3 above shows that in the pre-cycle there were 43.75% (14 students) got a complete KKM score ≥ 75 , and 56.25% (18 students) got an incomplete KKM score < 75 . The minimum score is 64, and the maximum score is 76, and the average class value of 69.59. Meanwhile, in cycle 1, 65.62% (21 students) got a KKM score of ≥ 75 , and 34.38% (11 students) got an incomplete KKM score of < 75 . The minimum score is 67, the maximum score is 90, and the average score grade 78,28. This shows that there is an increase in student learning outcomes in cycle 1, both the percentage of completeness of student learning outcomes, the highest score, the lowest score, and the average class score, even though the percentage of completeness of student learning outcomes has not reached 100% according to the success indicators of the research. Therefore, learning corrective actions was carried out in cycle 2.

a. Planning

Learning in cycle 2 was carried out in 2 lessons. Preparations are made as follows:

- Lesson 1, namely: a) Develop lesson plans for material on the importance of the main ideas of the opening of the 1945 Constitution of the Republic of Indonesia with the Problem Based Learning (PBL) learning model assisted by video media; b) Arrange group work activity sheets; c) Prepare 5 video links that will be used regarding cases of rejection by residents of different religions, bullying, abstentions, sales of expired goods and westernization; d) Arrange the distribution of group names; e) Develop the development of learning materials; f) Compile observation sheets.

2. Lesson 2, namely: a) Arranging cycle 2 evaluation question sheets; b) Compile a list of cycle 2 values

b. Implementation

1. Lesson 1

The teacher begins learning with prayer, presence, motivating students, and associating current subject matter with previous material. After that, the teacher presents learning material and provides an explanation regarding the Problem Based Learning (PBL) model assisted by video media that will be implemented. Then the teacher organizes students into five groups, each group consisting of 6/7 students. The teacher then gives a video link to each group, where the cases of each group are different, which illustrate cases of rejection by members of different religions, bullying, abstentions, sales of expired goods, and westernization. Based on the video cases, each group is asked to discuss the following: (1) Cause/background of the case; (2) Chronology of cases; (3) Consequences and Solutions of the case. Then the teacher guides each group in solving cases so that the difficulties experienced by students can be overcome. After all, groups have completed the assigned task, the teacher asks each group to present the results of their discussion in front of the class, and other groups respond, and the teacher leads the discussion. Then, after all the groups have finished presenting, the teacher and students conclude the results of the discussion related to the case. Then the teacher closed the lesson because the time was up

2. Lesson 2

Implementation of lesson 2, the teacher begins with prayer and presence and gives motivation to students. After that, the teacher reviews and reminds again about the learning material in lesson 1 connected with the cases that have been discussed then the teacher asks students if there are things that are asked/not yet clear. In this lesson, there were five students who asked about the meaning and examples of applying the main ideas of the opening of the 1945 Constitution of the Republic of Indonesia. Then the teacher offered to other students in the class, who would respond or answer questions from their friends. There were several students who tried to answer questions from their friends, and the teacher straightened them out so that active class discussions took place. After there are no more students asking questions and stating that everything is clear, the teacher asks students to put all the student books and notes, and then the teacher distributes test questions to students to work on independently. This test is conducted to find out student learning outcomes related to the understanding of the material that has been explained and discussed. After the

students finished working on the questions and collected them, the teacher closed the lesson and asked students to study the next material, namely about diversity in Indonesia, to be discussed in the next lesson.

c. Observation

During the implementation of learning using the Problem Based Learning (PBL) model assisted by video media in lesson 1 cycle 2, students no longer experience difficulties in working on group assignments, as well as the time used to briefly explain the learning model used, mentoring and presentation of each group is effective. However, in carrying out group assignments, some students were still noisy (talking loudly), but after being reprimanded, the students immediately continued the discussion again. In lesson 2, the class conditions were conducive enough so that the teacher was easy to condition the class.

d. Reflection

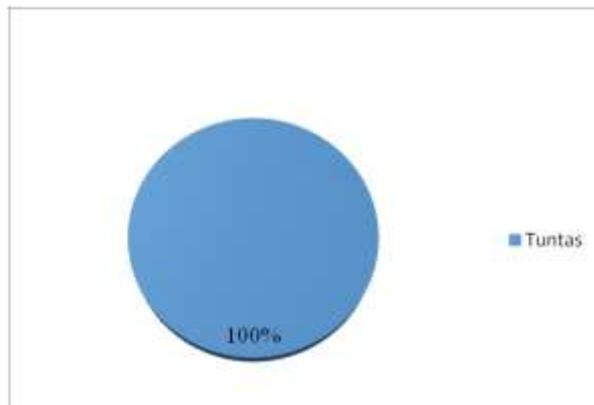
Based on the observation of cycle 2, the learning process went well, and the time management was effective. Although there were still some students who spoke loudly while doing group assignments, the teacher kept going around each group and reprimanded students who were still speaking loudly so that class discussions became conducive. Student learning outcomes also improved in accordance with the indicators of research achievement, namely student learning outcomes increased by 100% of all students in class IX G. Student learning outcomes in cycle 2 can be seen in Table 3 below:

Table 3. PPKn Learning Outcomes of Grade IX G Students in Cycle 2

No.	Value Range	Sum	Percent (%)	Completeness
1.	75-79	7	21,88%	Complete
2.	80-84	16	50%	Complete
3.	85-89	6	18,75%	Complete
4.	90-94	3	9,37%	Complete
Sum		32	100%	
Average			82,25	
Max			93	
Min			77	

Based on Table 3 above, 32 students (100%) have completed KKM \geq 75, the minimum score is 77, the maximum score is 93, and the average student score reaches 82.25. The percentage of completeness of student learning outcomes in cycle 2 is depicted in Figure 4 below:

Figure 4. Percentage of Completeness of PPKn Class IX G Students in Cycle 2



Based on Figure 4 above, 100% (32 students) got a complete score of KKM ≥ 75 . The percentage of completeness of student learning outcomes in cycle 2 increased when compared to cycle 1, namely 65.62% (21 students) to 100% (32 students). This increase is also seen in the lowest, highest, and class average values, which can be seen in Figure 5 below:

Figure 5. Comparison of Completeness of Students' PPKn Learning Outcome in Cycle 1 and Cycle 2

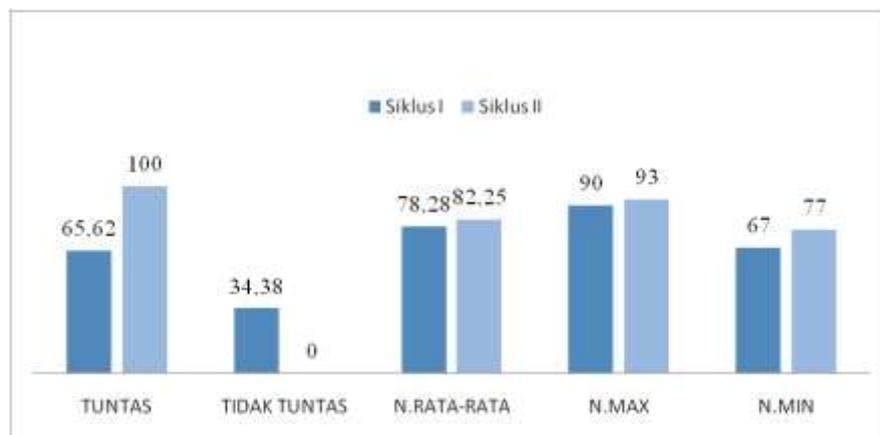
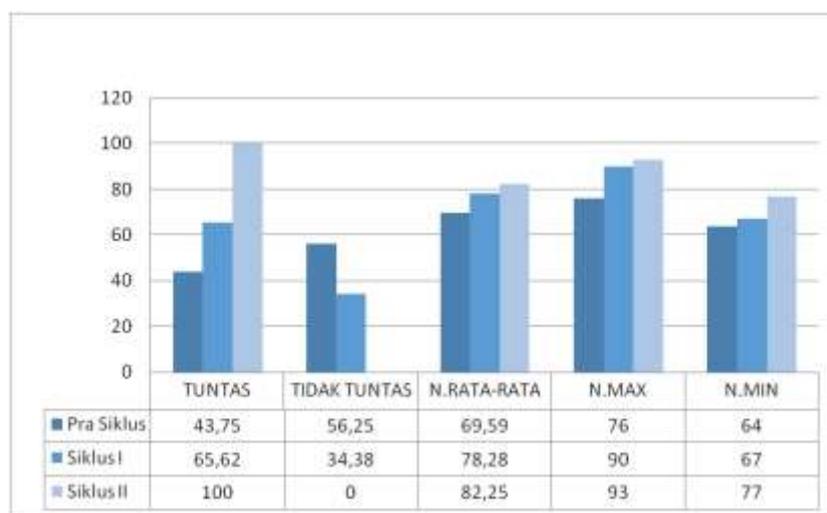


Figure 5 above shows that in cycle 1, as much as 65.62% (21 students) got a complete KKM score ≥ 75 , and 34.38% (11 students) got an incomplete KKM score < 75 , minimum score is 67, maximum score is 90 and grade point average of 78.28. Whereas in cycle 2, as many as 100% (32 students) got a complete KKM score of ≥ 75 , the minimum score was 77, the maximum score was 93, and the average class score was 82.25. This shows that there is an increase in student learning outcomes in cycle 2, both in the percentage of completeness of student learning outcomes, the maximum value, minimum value, and average class value. When compared to the increase from the pre-cycle, cycle 1 and cycle 2 can be seen in Figure 6 below:

Figure 6. Comparison of Completeness of Student Learning Outcomes in Pre-Cycle, Cycle 1, and Cycle 2



Based on Figure 6 above, in the pre-cycle, there were as many as 43.75% (14 students) getting a complete KKM score ≥ 75 and as much as 56.25% (18 students) getting an incomplete KKM score < 75 , the class average score is 69.59, the maximum score is 76 and the minimum score is 64. In cycle I there was 65.62% (21 students) who got the KKM ≥ 75 completed, and 34.38% (11 students) got the KKM incomplete < 75 , with the average score -class average of 78.28, maximum score of 90 and minimum score of 67. Then in cycle 2, as many as 100% (32 students) got a complete KKM score of ≥ 75 , average class score of 82.25, maximum score of 93, and minimum score of 77. This shows that there is an increase in mastery of learning outcomes, average value, maximum value, and minimum value in the pre-cycle to cycle 1 and cycle 2. The increase in cycle two has achieved the specified research success indicator, namely 100% of all students in class IX G results learning PPKn complete KKM ≥ 75 . Thus, it can be stated that the implementation of the Problem Based Learning (PBL) model assisted by video media can improve PPKn learning outcomes for class IX G SMP N 2 Ampel.

Discussion

Implementation of the Problem Based Learning (PBL) learning model in learning can improve learning outcomes. This is in accordance with Anazifa & Djukri (2017), who states that the Problem Based Learning (PBL) learning model uses real world problems as a context for students to learn about critical thinking and problem-solving skills, where the learning process is centered on students to learn, participate, and face a solution in small groups in learning so that it will directly affect student learning outcomes. Likewise, with the help of video media, it can help display live image recordings so that students can see real case examples without imagining them. This is in

accordance with Winarto et al. (2020), which state that video media is a combination of audio and visual media combined with audio cassettes, which have sound and image elements that can be seen and are absorbed by students through sight and hearing so that students can see and analyze the case in detail and concretely.

The results of this study also support the results of previous research from Chayumi (2021) concerning the Use of Video-Assisted Problem Based Learning Methods in Improving Citizenship Education Learning Outcomes in the Material of Norms and Justice for Class 7A Students at Ledokombo 1 Middle School, which shows an increase in student learning outcomes which is shown from the average value obtained by students at the end of each cycle. The average class score obtained by students in cycle 1 of 74.09 rose to an average of 81.96 in cycle 2. So, there was an increase in the average value of 7.87 from cycle 1 to cycle 2.

In this study it was said to be successful because the average and student completeness results in Civics subjects experienced an increase in each cycle which can be shown before using the problem based learning (PBL) model assisted by video media or pre-cycle only 14 students (43.75%) who completed $KKM \geq 75$, the average student score was 69.59. In cycle 1, an increase of 21 students (65.62%) got a complete KKM score of ≥ 75 , with an average student score of 78.28. In cycle 2, 32 students (100%) got a complete KKM score of ≥ 75 and an average student score of 82.25. This result is also related to the type of Siti Chayumi (2021) with the title Use of Video-Assisted Problem Based Learning Methods in Improving Civics Learning Outcomes in the Material of Norms and Justice for Class 7A Students at Ledokombo 1 Middle School, the results of the study stated that there was an increase in student learning outcomes which is shown from the average value obtained by students at the end of each cycle. The class average score obtained by students in the first cycle stage was 74.09, rising to an average of 81.96 in the second cycle stage. So there is an increase in the average score of 7.87 from cycle I to cycle II, so it can be said that the use of problem based learning (PBL) models assisted by video media can improve student learning outcomes in Civics subjects.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the problem-based learning (PBL) model assisted by video media can improve the learning outcomes of PPKn students in class IX G SMP N 2 Ampel in the 2022/2023 academic year. This is evidenced by the increase in student learning outcomes in each cycle. Prior to using the problem-based learning (PBL)

model assisted by video media or pre-cycle, only 14 students (43.75%) completed $\text{KKM} \geq 75$, with an average student score of 69.59. In cycle 1, an increase of 21 students (65.62%) got a complete KKM score of ≥ 75 , with an average student score of 78.28. In cycle 2, 32 students (100%) got a complete KKM score of ≥ 75 and an average student score of 82.25. This research was successful because it had achieved an indicator of research success. Namely, 100% of 32 students achieved a complete KKM score of ≥ 75 . Therefore, researchers provide advice to teachers to use innovative learning models in their learning, one of which is the problem-based learning (PBL) model assisted by video media so that it can improve the quality of learning in the classroom and student learning outcomes in the form of students' critical and analytical thinking abilities.

REFERENCES

- Aiman, U. (2020). The Improvement of Science Learning Outcomes of Primary School Students Through the Model of POGIL-Supplemented With the Student Worksheet. *The 5th Progressive and Fun Education International Conference (PFEIC 2020)*, 181–188.
- Anazifa, R. D., & Djukri, D. (2017). Project-based learning and problem-based learning: Are they effective in improving students' thinking skills? *Jurnal Pendidikan IPA Indonesia*, 6(2), 346–355.
- Awang, H., & Ramly, I. (2008). Creative thinking skill approach through problem-based learning: Pedagogy and practice in the engineering classroom. *International Journal of Educational and Pedagogical Sciences*, 2(4), 334–339.
- Campbell, D. E. (2019). What social scientists have learned about civic education: A review of the literature. *Peabody Journal of Education*, 94(1), 32–47.
- Chayumi, S. (2021). Penggunaan Metode Problem Based Learning Berbantu Media Video Dalam Meningkatkan Hasil Belajar Pkn pada Materi Norma dan Keadilan Siswa Kelas 7A di SMP Negeri 1 Ledokombo. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 9(1), 1–10.
- Darmuki, A., Nugrahani, F., Fathurohman, I., Kanzunnudin, M., & Hidayati, N. A. (2023). The impact of inquiry collaboration project based learning model of Indonesian language course achievement. *International Journal of Instruction*, 16(2), 247–266.
- Dewi, P. Y. A., & Primayana, K. H. (2019). Effect of learning module with setting contextual teaching and learning to increase the understanding of concepts. *International Journal of Education and Learning*, 1(1), 19–26.

- Dita, P. P. S., Utomo, S., & Sekar, D. A. (2021). Implementation of Problem Based Learning (PBL) on interactive learning media. *Journal of Technology and Humanities*, 2(2), 24–30.
- Harahap, A. I., Sit, M., & Basri, M. (2022). Pengaruh Model Pembelajaran Problem Based Learning Berbasis Experimen Sederhana Dalam Pengenalan Sains Anak Usia Dini. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(2), 129–139.
- Herlambang, H., Fitri, A. D., Shafira, N. N. A., Puspasari, A., & Tarawifa, S. (2020). The Role of Clinical Supervision: Teaching Basic Obstetric Ultrasound for Undergraduate Medical Students. *Indonesian Research Journal in Education | IRJE |*, 556–568.
- Hermino, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School. *European Journal of Educational Research*, 9(3), 1009–1023.
- Khairani, E., Maksum, H., Rizal, F., & Adri, M. (2022). Efektivitas Pengembangan Modul Pembelajaran Berbasis Project Based Learning selama Pandemi pada Matapelajaran TIK di Sekolah Menengah Pertama Negeri. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(1), 81–92.
- Khairani, S., Suyanti, R. D., & Saragi, D. (2020). The Influence of Problem Based Learning (PBL) Model Collaborative and Learning Motivation Based on Students' Critical Thinking Ability Science Subjects in Class V State Elementary School 105390 Island Image. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1581–1590.
- Khotimah, S. (2016). *Penerapan Model Pembelajaran Berbasis Masalah (PBL) Berbantuan Media Video Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas IV Mata Pelajaran IPS Pokok bahasan permasalahan sosial di SDN Tegal Gede 01 Jember.*
- Maulana, A. (2017). *Penerapan Model Pbl Berbantuan Media Video Untuk Meningkatkan Hasil Belajar Siswa Tema Bangga Sebagai Bangsa Indonesia Kelas Va SDN Kebonsari 01 Jember.*
- Maulida, R., Prasetyaningtyas, F. D., & Setyawardhani, E. (2023). Peningkatan Kualitas Pembelajaran Pendidikan Pancasila Melalui Model Problem Based Learning Berbantuan Media Audiovisual. *Periskop: Jurnal Sains Dan Ilmu Pendidikan*, 4(1), 8–15.
- Putranta, H., & Wilujeng, I. (2019). Physics learning by PhET simulation-assisted using problem based learning (PBL) model to improve students' critical thinking skills in work and energy chapters in MAN 3 Sleman. *Asia-Pacific Forum on Science Learning and Teaching*, 20(1), 1–44.
- Rachman, F., Taufika, R., Kabatiah, M., Batubara, A., Pratama, F. F., & Nurgiansah, T. H. (2021). Pelaksanaan kurikulum ppkn pada kondisi khusus pandemi covid-19. *Jurnal Basicedu*, 5(6),

5682–5691.

- Rahman, A. (2022). Implementasi Model Problem Based Learning (Pbl) Berbantuan Youtube Terhadap Hasil Belajar PPkn Siswa di Kelas IV Sd Negeri 101927 Sekip Kecamatan Lubuk Pakam. *Jurnal Tematik*, 12(2).
- Rahmatullah, A. S., & Ghufron, S. (2021). The Effectiveness Of facebook'as Indonesian Language Learning Media For Elementary School Students: Distance Learning Solutions In The Era Of The Covid-19 Pandemic. *Multicultural Education*, 7(04), 27–37.
- Sibarani, Y. M., & Imroh, T. S. (2023). Billing Risk Handling Based on Economic Learning Material Development Model Using FMEA and RCA Methods. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1), 224–233.
- Taufikurrahman, T., & Nurhaswinda, N. (2021). Penggunaan Media Pembelajaran Papan Pecahan untuk Meningkatkan Pemahaman Konsep Matematika Pada Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 3(1), 1–6.
- Tuhuteru, L. (2023). The Role Of Citizenship Education In Efforts To Instill Democratic Values. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 2(4).
- Wicaksana, E. J., Atmadja, P., Wikanso, W., Putri, L. N., & Muthia, G. A. (2020). Edmodo is a solution to enhance student learning interest in high school biodiversity during the COVID-19 pandemic. *Biosfer: Jurnal Pendidikan Biologi*, 13(2), 216–229.
- Winarto, W., Syahid, A., & Saguni, F. (2020). Effectiveness of the use of audio visual media in teaching Islamic religious education. *International Journal of Contemporary Islamic Education*, 2(1), 81–107.
- Zainuddin, M. N., Mukhtar, D., Hasan, N. A., & Ali, M. H. (2019). Entrepreneurial Passion Development: The Interplay between Heuristic Thinking and Pedagogical Experience during Entrepreneurial Learning Process. *Jurnal Pengurusan*, 55, 59–72.