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Efforts to improve learning achievement in civic education through problem based learning models

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Abstract. The purpose of this research is to determine whether the use of the Problem Based Learning (PBL) learning model can improve Civic learning achievement in class VII students at SMP Negeri Satu Atap Malangga for the 2022/2023 academic year. This research approach is Classroom Action Research. The research location was SMP Negeri Satu Atap Malangga with the research sample being class VII students totaling 30 students. The data collection techniques used were tests, observations, questionnaires, interviews, and documentation. The data from the research in the field were processed and analyzed qualitatively. This Classroom Action Research was conducted in 2 (two) cycles. Each cycle consists of 4 (four) stages, namely: (1) action planning, (2) action implementation, (3) observation and interpretation, and (4) analysis and reflection. The results showed that the application of the Problem-based learning model can improve the learning achievement of Civics class VII students of SMP Negeri Satu Atap Malangga on the basic competencies of describing the nature of norms, habits, customs, regulations that apply in society. This can be shown in the increase in students' learning achievement from before the implementation of the action, cycle I, and cycle II. Before the implementation of the action, the completeness of the students' learning outcomes was 5 people complete with a percentage of 16.7% and a class average of 53.5. Cycle I the completeness of students' learning outcomes increased to 16 people with a percentage of 53.3%, the class average increased to 69.7. Cycle II increased again to 26 people with a percentage of 86, 7%, the class average increased again to 81.6. This figure exceeds the predetermined target of 85%, so it can be concluded that the target of 85% completeness of student learning outcomes has been achieved in cycle II. The application of the Problem Based Learning learning model can also increase the activeness of students in class VII SMP Negeri Satu Atap Malangga on the basic competencies of describing the nature of norms, habits, customs, rules that apply in society. This can be shown in the achievement of all targeted items, which is 65%. In cycle I, the target of 65% for all items has not been achieved, because there are still six items that have not reached the 65% target, but in cycle II the target set can be achieved.

Keywords. Learning Achievement, Civic Education, Learning Model, Problem Based Learning

A. INTRODUCTION

The rapid advancement of science and technology has resulted in changes in all areas of life. This progress certainly has an impact on educational institutions, where educational institutions are required to be able to organize an optimal and active educational process in an

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effort to improve the quality and quality of education itself [1]. Improving the quality of education is expected to produce graduates who have high competitiveness to face the challenges and competition in the world of work [2]. Therefore, constructive improvements in the field of education must continue to be implemented in order to achieve the quality and quality of education in accordance with expectations.

Efforts to make improvements in the field of education are the responsibility of all parties, one of which is the teacher. As explained by Oemar Hamalik (1991: 44) in Fatmawati (2021) who said that "Teachers are responsible for carrying out educational activities at school in the sense of providing guidance and teaching to students" [3]. Teachers must be able to make an innovation regarding their duties as educators related to the task of teaching students. The innovations made by teachers in their duties as educators are expected to be able to improve student learning achievement [4]. Considering that teachers also have an influence on student learning achievement. As stated by Hamzah B. Uno (2008: 17) in Wibawa (2016) that "A teacher is very influential on the learning outcomes that can be shown by his students" [5]. Therefore, changes related to teachers' teaching duties must always be improved.

One of the ways that can be taken in relation to the innovation of teachers' teaching tasks is that teachers should have the ability to develop their teaching models [6]. Teaching model is defined as a method or technique used by teachers in presenting teaching materials to students to achieve teaching objectives [7]. Especially in this case is a method to support the teaching and learning process of Civic Education. The choice of teaching model also needs to be considered because not all material can be taught with only one teaching model. Teachers should be able to choose a teaching model that is considered appropriate for the material to be taught. This is so that teaching, especially Civic Education subjects, can take place effectively, efficiently, and not be boring.

Civic Education is a compulsory subject for the curriculum at the primary and secondary education levels, and a compulsory course for the higher education curriculum, as mandated in Law No. 20/2003 on National Education System article 37 [8]. Based on this, Civics cannot be underestimated because it is a compulsory subject, so efforts to improve the Civics learning process in schools and universities must continue to be improved [9].

The reality on the ground is that Civic Education lessons are still considered as lesson number two or considered trivial by most students. This fact is further exacerbated by the teaching model used by most Civics teachers still using conventional or traditional methods. Conventional methods are methods where the teacher plays the main role in determining the content and steps in delivering material to students [10]. So that students' activeness in participating in learning and teaching activities is reduced and only depends on the teacher. This method revolves around lectures, questions and answers, discussions, and assignments. As a result, in learning Civics material, students tend to lack enthusiasm and are considered boring lessons. This also happened at SMP Negeri Satu Atap Malangga.

The problem to be studied, researchers found in class VII of SMP Negeri Satu Atap Malangga. The class has a problem of low-class average learning achievement in Civics. This can be seen based on the average value of Civics class VII odd semester, which is 58, 2 with the minimum completeness limit (KKM) which is 70. Based on this data, only 40% of students who were able to achieve a score ≥ 70, while the rest obtained a score below the minimum completeness limit. This data was obtained by researchers after conducting interviews with Civics teachers at junior high school. The low learning achievement of students is partly due to the lack of enthusiasm of students in learning Civics, not all students have a handbook or Civics

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package book, and the teacher's teaching method which still revolves around lectures, questions and answers and assignments.

Based on these reasons, the researcher focuses on the teacher's teaching methods which are still conventional. One of the ways that teachers can take regarding the development of teaching methods so that they are not fixated on conventional teaching methods is as stated by Hamzah B. Uno (2008: 17) in Masni (2017), namely by "Changing from just the lecture method with a variety of models that are more relevant to learning objectives, minimizing the habit of learning ways of participants who only feel learning and satisfied if they listen a lot and receive information (lectured) by the teacher, or only learning if there is a teacher" [11]. Therefore, conventional methods in teaching Civics must be changed. This is done so that students no longer feel bored in participating in Civics lessons. Instead, with the new method, students are expected to be more active, no longer just receiving information or being lectured by the teacher but being able to provide information to their friends.

One of the teaching models that can be applied by teachers to overcome the above problems and be able to create an active and not boring learning atmosphere is the Problem-based learning model. Problem-based learning model gives students time to think, answer, respond and help each other [12]. Muslimin in Rosidah (2018) says that "The steps of the Problem-based learning Model are five, namely Orienting students to the problem, Organizing learning activities, Guiding individual and group investigations, Developing and presenting work, Analyzing and Evaluating the problem-solving process [13]. Through this model, the presentation of teaching materials is no longer boring because students are given time to discuss solving a problem or problem together with the group so that both smart and less smart students equally benefit through this learning activity [14]. So during the teaching and learning process, all students are expected to be active because in the end, each group must share the results of their discussion in front of the class with other groups. The Problem Based Learning model was developed to improve students' mastery of the academic content of the material taught [15]. This is as stated by Richard I. Arends (2014) that increasing students' mastery of the academic content of the subject matter is passed through a five-stage process, namely Organizing learning activities, Guiding individual and group investigations, Developing and presenting work, Analyzing and Evaluating the problem-solving process through the thinking process students are invited to respond, think and look for answers to the teacher's questions [16]. So through this Problem Based Learning Model, students' mastery of the academic content of the subject matter can increase and ultimately can improve students' learning achievement [17].

Based on the initial observations made by the researcher by conducting an initial ability test and interviews with the seventh grade Civics teacher, this research will be carried out in class VII of SMP Negeri Satu Atap Malangga.

Therefore, to improve learning achievement, especially in the subject of Civic Education, the researcher intends to try the Problem Based Learning Model for class VII of SMP Negeri Satu Atap Malangga. This model is applied to help teachers especially in improving students' learning achievement. In addition, so that the presentation of Civics teaching materials is no longer limited to lectures and reading book contents, so that it is hoped that students will no longer feel bored and bored with the subject matter.

Based on the description above, the researcher was encouraged to conduct a study with the title "Efforts to Improve Civics Learning Achievement Through the Problem Based Learning Model". The purpose to be achieved in this study is to determine the use of the Problem Based Learning Model can improve Civics learning achievement in class VII students of SMP Negeri Satu Atap Malangga in the 2022/2023 academic year.

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B. METHOD

The approach of this research is Classroom Action Research. Classroom Action Research is an effort that can be made by a teacher or researcher to improve a situation or result that is not as expected, for example in teaching and learning activities in the classroom [18]. So here a teacher or researcher goes directly to the classroom to find out the problems being faced, then look for and implement an action to overcome these problems and to improve the quality of learning. This Classroom Action Research consists of four (4) stages, namely: 1) Planning, containing plans that will be carried out to solve the problems being faced; 2) Implementation (action), teachers or researchers carry out actions based on plans that have been determined; 3) Observation, this observation is carried out simultaneously with the implementation of the action to observe the process and results of the action; 4) Reflection, is an activity of analyzing and interpreting the data and information that has been obtained [19].

The research location was SMP Negeri Satu Atap Malangga with the research sample being class VII students totaling 30 students. The data collection techniques used were tests, observations, questionnaires, interviews, and documentation. The data from the research in the field were processed and analyzed qualitatively. H. B. Sutopo (2002: 91) in Nugroho (2017) said that the data analysis process has four (4) main components that must be considered by every qualitative researcher, namely "(1) data collection, (2) data reduction, (3) data presentation, (4) conclusion drawing/verification" [20].

The success indicators in this Classroom Action Research are focused on two success criteria, namely learning achievement and student activeness during the teaching, and learning process using the Problem Based Learning (PBL) Model. This Classroom Action Research was carried out in 2 (two) cycles. Each cycle consists of 4 (four) stages, namely: (1) planning, (2) action/implementation, (3) observation and interpretation, and (4) analysis and reflection.

C. RESULTS AND DISCUSSION

1. Classroom Action Research Cycle I

a. Learning Achievement Test Results and Observation Results Cycle I

Based on the results of the first cycle test, there were 4 students who scored less than 70 (KKM = 70) with a percentage of 46.7% and those who scored ≥ 70, as many as 8 people with a percentage of 53.3%, and the average class score achieved was 69.7. Cycle I test scores were used as guidelines in group discussions during presentations in cycle II learning. The students' learning completeness can be seen in the table below:

Table 1. Student Learning Outcomes Completeness Cycle I

Completeness of Learning Outcomes Cycle I	
Criteria	**Number of Students**
Completed	16 (53,3%)
Not Completed	14 (46,7%)

Based on the table above, the expected target has not been achieved, because in the first cycle test results the class completeness only reached 53.3% while the target set was 85%. This situation will be improved in cycle II.

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Table 2. Observation Results of Student Activity Cycle I

No	Aspects Observed	Assessement	%
1	Student attention to teacher explanation	19	63,3%
2	Cooperation in the group	18	60%
3	Students' ability to express opinions in groups	16	52,2%
4	Giving opinion to group mates	21	70%
5	Listen well when friends argue	18	60%
6	Giving bright ideas	14	46,7%
7	Make careful planning and division of labor	20	66,7%
8	Decision based on consideration of other members	20	66,7%
9	Utilize the potential of group members	18	60%
10	Help each other solve problems	21	70%

In cycle I, the target for all items for student activeness was 65%. Based on the table above, the aspects that were observed and had met the 65% target in cycle I were in statements number 4, 7, 8 and 10, while the other statements still did not meet the target because the percentage was less than 65%.

Meanwhile, the results of observations of teacher activity in teaching cycle I can be described as follows: a) The teacher's ability to open the lesson is in the sufficient category because it is relevant to the material but the teacher does not provide apperception; b) The teacher's ability to explain the subject matter is in the sufficient category because it is relevant to the material but the class situation is not yet so controlled; c) The teacher's ability to organize students into learning groups is in the good category because the teacher is able to assist students in organizing learning groups well; d) The teacher's ability to guide learning groups to cooperate and discuss is in the good category the teacher has also done his job in this case guiding learning groups to cooperate well; e) The teacher's ability to give time to think is in the good category because the teacher has given time to think but sometimes the teacher also lacks time to think to students in answering questions; f) The teacher's ability in classroom management is in the sufficient category because the classroom atmosphere is not yet under control, even if it is under control it is because the teacher has to give a fairly strong warning to students; g) The teacher's ability to close the lesson is in the sufficient category because at the end of the lesson the teacher has not involved students in summarizing the lesson material that has just been learned.

b. Results of Student Response Questionnaire Cycle I

This response questionnaire was filled in by students regarding their response to Civics learning using the Problem Based Learning model cycle I, this filling was carried out after students took the cycle I test. Based on the results of the study, the students' response to the application of the Problem Based Learning learning model is very good. This is evidenced in the percentage results of the learner response questionnaire, almost all the statements given received a satisfactory response, namely ≥ 60%. This indicates that more than half of the seventh-grade students responded positively to the application of this model in Civics learning.

c. Teacher and Students Perceptions

Based on interviews conducted after cycle I, the teacher explained that the Problem Based Learning model had never been applied in Civics learning. So far, the methods applied revolve around lectures, questions and answers and assignments. In cycle I, the application of this method was quite good, it just needed to be improved in cycle II, students seemed more

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enthusiastic in participating in Civics lessons than before the action. This method is also proven to be able to improve students' learning achievement even though it has not met the target when compared to the initial student ability test.

Meanwhile, students' perceptions are obtained from the results of the questionnaire of learners' responses to the applied model. The results are as follows: a) A total of 18 people (60%) agreed that learning with the Problem Based Learning model made the learning atmosphere more lively and not boring; b) A total of 22 people (73.3) disagreed that learning with the Problem Based Learning model created a rowdy and uncontrolled learning atmosphere; c) A total of 20 people (66.7%) agreed that the use of the Problem Based Learning model made it easier to understand the subject matter; d) A total of 20 people (66.7%) disagreed if they felt reluctant to work on tasks in groups as instructed in learning with the Problem Based Learning model; e) A total of 25 people (83.3%) agreed that the Problem Based Learning model was appropriate for use in learning Civics; f) A total of 18 people (60%) agreed if learning with the Problem Based Learning model encouraged students to be active in learning activities in the classroom; g) A total of 26 people (86.7%) disagreed if learning with the Problem Based Learning model encouraged students to work individually and not pay attention to friends in a pair; h) A total of 19 people (63.3%) disagreed if they had difficulty when the teacher explained the material with the Problem Based Learning model; i) A total of 17 people (56.7%) agreed if learning with the Problem Based Learning model encouraged students to actively think in answering questions and doing tasks in pairs; j) A total of 25 people (83.3%) agreed if learning with the Problem Based Learning model made students not sleepy in class; k) A total of 20 people (66.7%) disagreed if they did not pay attention to friends who were expressing their opinions when the share stage in the Problem Based Learning model was implemented; l) A total of 22 people (73.3%) agreed that group assignments in learning with the Problem Based Learning model were interesting to do; m) A total of 21 people (70%) agreed that learning with the Problem Based Learning model encouraged students to try to get maximum scores; n) A total of 20 people (66.7%) disagreed that learning with the Problem Based Learning model did not make students more active in learning Civics; o) A total of 25 people (83.3%) disagreed that the Problem Based Learning model was not suitable for use in learning Civics.

d. Research Findings for Cycle II Improvement

Based on the results of cycle I research, there are several findings that are of concern for improvement in Cycle II, namely: 1) Students' attention to the subject matter explained by the teacher is still low. To fix this, in cycle II the teacher will try to display image media to attract students' attention; 2) The reluctance of students to group with friends who are not used to sitting on the same bench or when they must pair up with the opposite sex. To fix this, in cycle II the teacher will again try to explain to students how the Problem Based Learning model works; 3) In the discussion (sharing) stage, there are still many groups that only repeat or copy the work of other groups. To fix this, in cycle II the tasks done in group discussions were immediately collected at the teacher's desk, before the teacher called each group to come forward to present the results of their work; 4) The teacher is less able to monitor and control the course of the discussion, because the teacher's position is mostly in front of the class. To improve this, in cycle II the teacher will go around the class to supervise the discussion; 5) Students have not been orderly in entering the class after the break bell, so that it takes up a lot of Civics lesson time. To fix this, in cycle II the teacher will coordinate with the head of class VII to discipline his friends to immediately enter the class after the break bell; 6) There are still students who cooperate during the evaluation. To fix this, in cycle II the teacher will increase

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his supervision of the evaluation; 7) The class completeness target of 85% has not been achieved. To improve it, in cycle II the teacher will try to improve all the shortcomings that exist in cycle I, both from the media, the implementation of the Problem Based Learning learning model and the deepening of material to students; 8) The target of student activeness during learning of 65% for each item has not been achieved. To fix this, in cycle II the teacher will ask more questions to students to stimulate their curiosity about the subject matter. In addition, at the discussion stage the teacher will try to appoint certain groups to respond to the results of certain groups' presentations.

2. Classroom Action Research Cycle II

a. Learning Achievement Test Results and Observation Results Cycle II

Based on the cycle II test, there were 4 students who scored less than 70 (KKM = 70) with a percentage of 13.3% and those who scored ≥ 70 were 26 with a percentage of 86.7% of students, and the class average value increased to 81.6. The results of the cycle II test scores can be seen in appendix 33. The students' learning completeness can be seen in the table below:

Table 3. Student Learning Outcomes Completeness Cycle II

Completeness of Learning Outcomes Cycle II	
Criteria	**Number of Students**
Completed	26 (86,7%)
Not Completed	4 (13,3%)

The success criteria for learning achievement are with a completion limit of 70 (KKM = 70) and class completeness of 85%. Based on the table above, the target set has been achieved, because in the results of the cycle II test the class completeness has reached 86.7% and the target set at 85%.

Table 4. Observation Results of Student Activity Cycle II

No	**Aspects Observed**	**Assessement**	**%**
1	Student attention to teacher explanation	22	73,3%
2	Cooperation in the group	20	66,7%
3	Students' ability to express opinions in groups	21	70%
4	Giving opinion to group mates	23	76,7%
5	Listen well when friends argue	20	66,7%
6	Giving bright ideas	20	66,7%
7	Make careful planning and division of labor	25	83,3%
8	Decision based on consideration of other members	26	86,7%
9	Utilize the potential of group members	24	80%
10	Help each other solve problems	23	76,7%

The target for all items in learner activeness is 65%. Based on the table above, it can be seen that all aspects were observed and have met the target of 65%, with the highest percentage found in item number 8, namely decisions based on the consideration of other members, while the lowest percentage is found in items number 2, 5, and 6. However, overall the target to be achieved in cycle II, which is 65%, can be achieved.

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Meanwhile, the results of observations of teaching activities in cycle II can be described as follows: a) The teacher's ability to open the lesson is in the good category because it is relevant to the material and provides apperception; b) The teacher's ability to explain the subject matter has improved and is in the good category because it is relevant to the material and the class situation can be controlled; c) The teacher's ability to organize students into learning groups is in the good category because the teacher is able to carry out these tasks in accordance with the provisions of the lesson; d) The teacher's ability to guide study groups to cooperate and discuss is in the good category because the teacher is able to carry out these tasks in accordance with the provisions; e) The teacher's ability to give thinking time in cycle II has increased and is in the very good category because the teacher has given thinking time to students according to their needs; f) The teacher's ability in classroom management also improved and entered the good category because the learning situation in cycle II was more controlled than cycle I; g) The teacher's ability to close the lesson was still in the sufficient category because in giving conclusions at the end of the lesson the teacher still did not involve students.

b. Results of Student Response Questionnaire Cycle I

This response questionnaire was filled in by students regarding their response to Civics learning using the Problem Based learning model cycle II, this filling was carried out after students took the cycle II test. Based on the table above, the results of students' responses when compared to cycle I have improved for the better. In cycle I, students' responses were quite good, namely almost all statements received a percentage of ≥ 60%, and in cycle II, the response to the application of the Problem Based learning model increased, namely all the statements given obtained very satisfying responses, namely ≥ 80%. This means that more than half of the seventh-grade students responded positively to the application of this model in Civics learning. Especially for the questionnaire of students' responses to the application of the Problem Based learning model, the researcher did not give a specific target to be said to be successful, but looking at the results of the results of the cycle II student response questionnaire where all the statements given received a very satisfying response of ≥ 80% (≥ 24 of 30 students responded positively) it was enough to illustrate that students were very enthusiastic about the application of the Problem Based learning model.

c. Teacher and Students Perceptions

Based on the interview, the teacher gave a positive response to the application of the Problem Based Learning model in learning Civics. In addition, this model is quite successful in improving the achievement and activeness of students so that at the end of cycle II the target set can be achieved. The teacher also said that henceforth he would apply this model slowly because he was also learning it.

Meanwhile, students' perceptions are obtained from the results of the questionnaire of learners' responses to the applied model. The results are as follows: a) A total of 26 people (86.7%) stated that they agreed if learning with the Problem Based Learning model made the learning atmosphere more lively and not boring; b) A total of 28 people (93.3%) stated that they disagreed if learning with the Problem Based Learning model created a rowdy and uncontrollable learning atmosphere. 26 students (86.7%) stated that they agreed if the use of the Problem Based Learning model made it easier to understand the subject matter; c) A total of 27 people (90%) disagreed if they felt reluctant to work on tasks in groups as instructed in learning with the Problem Based Learning model; d) A total of 25 people (83.3%) agreed if the Problem Based Learning model was appropriate for use in learning Civics; e) A total of 24

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people (80%) agreed if learning with the Problem Based Learning model encouraged students to be active in learning activities in class; f) A total of 26 people (86.7%) disagreed if learning with the Problem Based Learning model encouraged students to work individually and not pay attention to friends in a pair; g) A total of 24 people (80%) disagreed if they had difficulty when the teacher explained the material with the Problem Based Learning model; h) A total of 25 people (83.3%) agreed if learning with the Problem Based Learning model encouraged students to actively think in answering questions and doing tasks in pairs; i) A total of 25 people (83.3%) agreed if learning with the Problem Based Learning model made students not sleepy in class; j) A total of 25 students (83.3%) disagreed if they did not pay attention to friends who were expressing opinions when the Presentation stage in the Problem Based Learning model was carried out; k) A total of 24 people (80%) agreed that group assignments in learning with the Problem Based Learning model were interesting to do; l) A total of 25 people (83.3%) agreed that learning with the Problem Based Learning model encouraged students to try to get maximum scores; m) A total of 26 people (86.7%) disagreed if learning with the Problem Based Learning model did not make students more active in learning Civics; n) A total of 24 people (80%) disagreed if the Problem Based Learning model was not suitable for use in learning Civics.

d. Research Findings for Cycle II Improvement

Based on the results of cycle II research, several findings were obtained, namely: 1) Learners began to pay attention to the teacher's explanation quite well after the use of image media; 2) Learners look easier to be directed to pair up with friends that have been determined by the teacher; 3) At the Presentation stage each pair no longer just repeats or cheats on the work of other pairs because before the teacher calls a particular pair to come forward first the work of each pair is collected at the teacher's desk; 4) The teacher has been able to increase his attention to each pair so that the discussion can run smoothly. Participants looked more active in the discussion that took place compared to the state of the discussion in cycle I; 5) In the evaluation of cycle II, students looked calmer because the teacher increased his supervision of the evaluation; 6) The target of class completeness of 85% could be achieved and the activeness of students of 65% for each item could be achieved, so that the Classroom Action Research ended in cycle II, because the work indicators covering learning achievement and student activeness had met the set targets.

Table 5. Achievement of Performance Indicators

Performance Indicators	Target	Cycle I	Cycle II	Description
Learning Achievement	Test results for each cycle were at least 70 (KKM = 70) and 85% classically.	53,3%	86,7%	Achieved
Student Activeness	At least 65% of learners are active for all statement items.	6 items have not met the target 65%.	All items meet the target 65%	Achieved

3. Analysis of Classroom Action Implementation in the Application of Problem Based Learning Model Method in Civic Education Learning

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Planning by Teachers to Prepare Problem Based Learning Model The planning done to prepare the Problem Based Learning Model is as follows: a) Preparing a series of actions in the form of implementation of the Problem Based Learning Model; b) Arranging research instruments such as Learning Implementation Plans for each cycle, initial ability questions, test questions for each cycle, observation sheets to observe student activeness and teaching teacher activities, questionnaires to find out students' responses to the methods applied, and interview lists to find out information from Civics teachers regarding the implementation of Classroom Action Research using the Problem Based Learning Model.

Based on the results of Classroom Action Research cycle I and cycle II using the Problem Based Learning Model, especially in the basic competencies of describing the nature of norms, habits, customs, regulations that apply in society, there was an increase in Civics learning achievement. This improvement can be seen in the following table:

Table 6. Improvement of Students' Learning Completeness

Learning Outcome Completeness						
Criteria	**Number of Students**			**%**		
	Pre-Test	**Cycle I**	**Cycle II**	**Pre-Test**	**Cycle I**	**Cycle II**
Completed	5	16	26	16,7%	53,3%	86,7%
Not Completed	25	14	4	83,3%	46,7%	13,3%

There are several obstacles found by researchers in the research process, namely: a) Obstacles or Constraints Faced by Teachers in the Application of Problem-based Learning Models have never been applied before so that students still look confused with the application of this learning model; b) There are still students who look uncomfortable pairing with friends who are not used to sitting on the same bench; c) When class discussions take place there are still students who do other activities and are reluctant to discuss; d) Presentation activities carried out there are still students who just copy the work of other couples who are advancing to the front of the class.

Efforts to Overcome Obstacles or Constraints Faced by Teachers in the Application of Problem Based Learning Models are a) In cycle II the teacher allocates more time to explain the learning model applied. At the stages of applying the Problem Based Learning Model which includes orienting students to the problem, organizing and students in learning, guiding students' investigations, developing and presenting work and analyzing and evaluating, teachers and observers help direct students to carry out these stages; b) The teacher explains and briefs students to be willing to pair up with friends who have been determined; c) When the discussion stage takes place the teacher and observer together supervise the course of the discussion so that students do not carry out other activities besides discussing; d) Discussion tasks in groups are presented in front of the class according to the direction of the teacher.

D. CONCLUSION

Based on the results of research on the application of the Problem-based learning model. in class VII students of SMP Negeri Satu Atap Malangga for the 2022/2023 academic year, it can be concluded that the application of the Problem-based learning model (PBL) can improve the Civics learning achievement of class VII students of SMP Negeri Satu Atap Malangga on the basic competencies of describing the nature of norms, habits, customs, regulations that apply in society. This can be shown in the increase in students' learning achievement from before the

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implementation of the action, cycle I, and cycle II. Before the implementation of the action, the completeness of the students' learning outcomes was 5 people complete with a percentage of 16.7% and a class average of 53.5. Cycle I the completeness of student learning outcomes increased to 16 people with a percentage of 53.3% the class average increased to 69.7. Cycle II increased again to 26 people with a percentage of 86.7%, the class average increased again to 81.6. This figure exceeds the predetermined target of 85%, so it can be concluded that the target of 85% student learning outcomes completeness has been achieved in cycle II. The application of the Problem Based Learning learning model can also increase the activeness of students in class VII SMP Negeri Satu Atap Malangga on the basic competencies of describing the nature of norms, habits, customs, rules that apply in society. This can be shown in the achievement of all targeted items, which is 65%. In cycle I, the target of 65% for all items has not been achieved, because there are still six items that have not reached the 65% target, but in cycle II the target set can be achieved.

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