

Implementation of Problem Based Learning (PBL) Model for Increase Attitude and Behavior Student Class V in Pancasila Learning in the Independent Curriculum

 <https://doi.org/10.31004/jele.v10i4.1071>

*Siti Karlina Br Sitorus Pane, Safrudin^{ab} 

¹²Rokania University , Riau, Indonesia.

Corresponding Author: Sitikalinasitoruspane@gmail.com

ABSTRACT

This study aims to improve the attitudes and behavior of fifth grade students through the application of the Problem Based Learning model in learning Pancasila in the Merdeka Curriculum. The main problem faced is the lack of active participation of students and the low internalization of Pancasila values in everyday life. This research was conducted in two cycles, each of which consisted of planning, action implementation, observation, and reflection stages. The model used was project-based learning and group discussion. Data obtained through observation, interviews, and documentation. The results showed a significant increase in student attitudes and behaviors, such as a sense of responsibility, tolerance, and cooperation, after the implementation of the Problem Based Learning model. In addition, students' involvement in the learning process increased significantly. The conclusion of this study is that the application of the Problem Based Learning model is proven to be effective in improving the quality of Pancasila learning and shaping student character according to the values promoted in the Merdeka Curriculum.

Keywords: *Pancasila, Problem Based Learning Model, Student Attitude, Student Behavior, Classroom Action Research*

Article History:

Received 17th June 2025

Accepted 16th July 2025

Published 17th July 2025



INTRODUCTION

Education is a key element in forming the character and fundamental values of the young generation. In Indonesia, Pancasila Education holds an important role in instilling national values so that the next generation not only understands, but also appreciates and practices these noble values in daily life (Sembiring et al., 2024). However, in practice, teaching Pancasila Education in elementary schools still faces various challenges. One of the frequent obstacles that appear is the use of inadequate learning methods and uninteresting media, which results in students not being actively involved in learning (Lailiyah & Nur Jannah, 2025). This results in low internalization of Pancasila values in students' daily attitudes and behavior.

To face these challenges, innovation in learning methods is necessary to increase students' interest and motivation to study. One approach that can be implemented is differentiated learning, which allows students to learn according to their learning styles and individual abilities, thereby increasing their understanding of Pancasila values (Qondias et al., 2024). Pancasila Education also plays an important role in shaping the character of students from an early age, so they can apply Pancasila values in everyday life. However, in reality, many students still do not understand the meaning of Pancasila values in depth, resulting in less-than-optimal positive attitudes and behavior that reflect these values. This situation is

exacerbated by conventional learning methods that do not actively involve students and do not yet develop critical thinking skills and collaboration.

Character education is very important in shaping individuals who not only achieve academic success, but also possess strong integrity, morals, and ethics. Character education aims to instill values such as honesty, responsibility, and empathy that will help students grow into responsible and ethical members of society (Maisyaroh & Rozaq, 2025). In addition, character education also creates a conducive learning environment by reducing negative behaviors such as bullying and increasing positive social connections. Along with the times, elementary school students are often faced with various situations that demand the ability to socialize and implement positive values in social interactions. Therefore, social behaviors such as cooperation, mutual respect, and tolerance need to be taught from an early age as preparation for facing future societal dynamics (Andriani, Wulandari, & Nuraeni, 2025).

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Elementary and Secondary Education Content Standards, it is explained that the Pancasila Education subject aims to form citizens who understand and implement their rights and obligations as Indonesian citizens according to the values of Pancasila and the 1945 Constitution. Thus, this subject has clear objectives for students to possess critical thinking, reasoning, creativity, responsibility, and appropriate behavior in social, national, and state life (Rahmawati & Wibawa, 2024).

The Independent Curriculum was introduced in response to the need for character education by providing more flexibility for teachers to apply learning methods that are more flexible and character-oriented (Rizaldi & Fatimah, 2022). However, its implementation still faces many obstacles, especially from the teacher's side. Some teachers experience difficulties in adapting to curriculum changes due to a lack of socialization and training, significant curriculum changes, and limited learning resources (Saputra & Kafabihi, 2023). In addition, there is still a gap between curriculum objectives and the reality in the field. Teachers have not fully been able to act as learning facilitators and are still less than optimal in utilizing technology to improve the quality of learning (Maulida, Xavier, & Elliot, 2023). Other obstacles found include limited school infrastructure and teacher misconceptions in strengthening the Pancasila Student Profile, particularly in differentiating between P5 and learning Pancasila values (Zumrotun et al., 2024).

The Independent Curriculum encourages the implementation of innovative learning methods such as project-based learning, group discussions, and contextually relevant approaches to increase student engagement and shape attitudes and behaviors aligned with Pancasila values. One relevant learning model is Problem-Based Learning (PBL). This model involves students actively solving issues relevant to their lives. PBL consists of five stages, namely: orienting students to the problem, organizing students for learning, guiding individual and group investigations, developing and presenting work results, and analyzing and evaluating the problem-solving process (Hasanah, Anam, & Suharti, 2023).

Classroom Action Research (PTK) is selected as the research method because it aims to improve teacher performance and enhance student learning activities. Through PTK, it is hoped that teachers' abilities in applying various strategies, approaches, and learning methods can increase, so that learning outcomes and student character development also improve (Utomo, Asvio, & Prayogi, 2024).

Based on the description above, the problem formulation in this study is: (1) How is the application of the Problem-Based Learning model in Pancasila learning within the Independent Curriculum? and (2) Can the application of the Problem-Based Learning model improve the attitudes and behavior of fifth-grade students in accordance with Pancasila values? This research aims to describe the application of the Problem-Based Learning model in Pancasila learning in the Independent Curriculum and analyze the improvement in students' attitudes and behavior after the application of the model. The results of this study are expected to provide theoretical benefits as a scientific reference in the development of Pancasila learning based on Problem-Based Learning, practical benefits as a guide for teachers

in implementing innovative learning methods, as well as direct benefits for students in shaping attitudes and behavior in line with Pancasila values.

METHOD

This study is a type of Classroom Action Research (CAR) which aims to improve the attitudes and behavior of fifth-grade students through Pancasila learning using the Problem-Based Learning (PBL) model. This research refers to the CAR model developed by Kemmis and McTaggart, which in its implementation is carried out in two cycles. Each cycle consists of four stages, namely: planning, implementation of action, observation, and reflection. This research was conducted at Public Elementary School 018 Rambah Samo, Rambah Samo District, Rokan Hulu Regency, Riau Province. The subjects in this study were fifth-grade students consisting of 9 people. The research was conducted over two weeks in the even semester of the 2024/2025 academic year.

The instruments used in this study included observation sheets to record student engagement and changes in attitude during the learning process, interview guidelines to explore students' opinions about their learning experiences after participating in Pancasila lessons, documentation in the form of photos of activities and students' work results, as well as learning outcome tests to measure students' level of understanding of the material that had been taught. The learning methods applied were project-based learning and group discussions, aimed at increasing active student involvement as well as instilling Pancasila values in the context of their real-life experiences.

Data collection techniques were carried out through observation during the learning process to observe changes in students' attitudes and behavior, interviews to gain insights into students' perceptions of the learning process, documentation to record various learning activities, and learning outcome tests to determine students' level of mastery of the material. The collected data were then analyzed descriptively and qualitatively by comparing the results between cycles to observe the improvements that occurred. In addition, simple quantitative analysis was carried out by calculating the percentage of student learning completeness. The percentage formula used is:

$$P = F/N \times 100\%,$$

where P is the percentage of indicator achievement, F is the number of students who demonstrate specific activities or behaviors according to the indicator, and N is the total number of students involved in the research. Through this analysis, a description was obtained of the effectiveness of applying the Problem-Based Learning model in improving the attitudes and behavior of fifth-grade students in Pancasila learning.

FINDINGS AND DISCUSSION

Research result

Based on the results of observation, interviews, and documentation that have been carried out, there are problems among fifth-grade students, such as difficulties in learning Pancasila Education. In the pre-cycle observations of fifth-grade elementary school students, researchers conducted observations to study the learning difficulties experienced by students in Pancasila Education lessons. The problems faced include students having difficulty giving examples of attitudes that reflect the Pancasila values in accordance with each principle of Pancasila.

This study was implemented in two cycles, each consisting of two meetings, for a total of four meetings. The research objective is to improve the attitudes and behavior of fifth-grade students at Elementary School 018 Rambah Samo in Pancasila learning

through innovative learning models based on the Independent Curriculum. The total number of students is 9, consisting of 5 female students and 4 male students. The minimum completeness criteria (KKTP) is set at 70.

Cycle I

Teachers applied innovative learning models through group discussions, simple case studies, and joint reflections. In this activity, students were given daily life situations related to Pancasila values. They worked in groups to discuss appropriate attitudes according to Pancasila values and shared their experiences with one another. This activity encouraged students to think critically and participate actively. Evaluation results showed that out of 9 students, 4 students (44.4%) achieved KKTP, while 5 students (55.6%) had not yet achieved it. The average class score was 65.2.

Meeting II

In the second meeting, the teacher continued learning activities by having students create posters about Pancasila values and work together in preparing group presentations. Students collaborated collectively to design a poster illustrating the implementation of Pancasila values and prepared materials for their group presentations. This activity fostered a sense of responsibility and cooperation among students. Evaluation results from this meeting showed improvement, with 6 students (66.7%) reaching KKTP, while 3 students (33.3%) had not yet completed. The average score increased to 68.5.

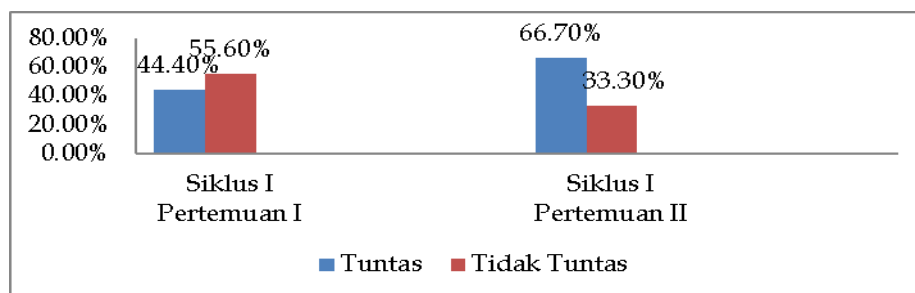


Figure 1. Graphic image Stem Cycle 1 Meeting I and Meeting II

Cycle II

Meeting I

The teacher began by integrating audio-visual video media that showed the implementation of Pancasila values in real life and inspirational fictional characters. Students watched the video, then participated in a discussion followed by a group project based on mutual cooperation to apply the values presented. Evaluation results showed a significant improvement, with 8 students (88.9%) achieving KKTP, while 1 student (11.1%) had not yet completed. The average class score increased to 72.4.

Meeting II

In the final meeting, the teacher presented a case study video about the implementation of Pancasila values in the school environment, followed by group project presentations and a joint reflection. These activities strengthened students' understanding and internalization of Pancasila values. Evaluation results showed that all students (9 students / 100%) successfully achieved completeness, with an average score of 78.2.

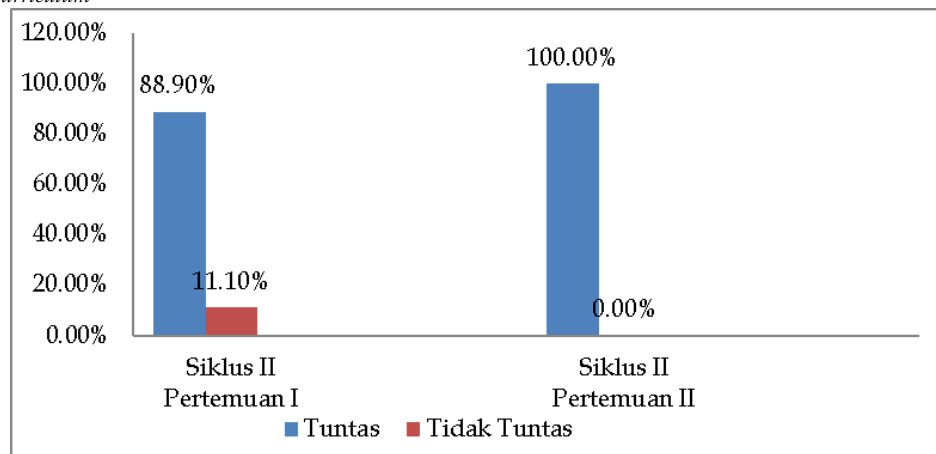


Figure 2. Graphic Image Stem Cycle II At Meeting I and Meeting II

Discussion

Usually, problem difficulty learning experienced by participants educate caused by several factors that exist around like internal factors and external factors external. Internal factors experienced participant educate in difficulty study namely (1) lack of participation active participant educate in activity study teaching, where participant educate still low in ask and have an opinion so that worried material presented no will delivered in a way maximum to participant educate. (2) Lack of motivation study, where participant educate not enough enthusiastic in study so that they no serious in follow activity study teaching that is taught no delivered with maximum. (3) Attitude and behavior participant educate in different classes. So that aspect cognitive they still low because there is a number of students who have not capable answer question from the teacher with correct as well as still feel confusion in questions that were submitted. While aspect active they also still low because there is a number of participants less educated respect teachers when explain material so that they busy with activity alone.

Next factor externally experienced participant educate in difficulty study namely (1) style teacher learning, where teachers still often use method lectures that are still seldom using innovative media in the learning process so that participant educate easy bored and tend to monotonous. (2) Atmosphere class that is still not enough conducive, where found a number of participant less educated ready for follow activity study teach so that no focus for learn and become learning no maximum.

Education in Indonesia of course own the system that regulates the flow of education so that education in Indonesia can walk with good. In Indonesia the system that regulates education is curriculum. At the time this the curriculum applied in education in Indonesia uses Independent Learning Curriculum. Independent Learning Curriculum own the purpose for which can develop in a way continuously system education Indonesia so that can proceed in a way good. (Hutabarat, Elindra, and Harahap 2022) Concept in provision Independent Learning Curriculum, participants no only making a teacher is subject in learning. In terms of said, the participants educate no only make teachers as source from truth moment demand science, but rather in look for truth of teachers and participants educate must can own compactness one each other with good. Therefore that, in policy curriculum independent learning, teachers and participants education is given freedom in determine objective learning and style study alone. (Nazilah Rikahmatus Silmi et al. 2024)

Various eye lessons in school. One of them eye lessons taught in school is Pancasila Education. Pancasila Education is eye lessons that contain about the foundation of the Indonesian state is Pancasila. The aim of lesson this is for implant the values contained in Pancasila in life everyday. Before change curriculum used now, eyes Pancasila Education lessons are called with lesson PPKN which both own characteristics rational learning for prepare yourself to become good citizens. Especially at the level of school basic, through eye lesson this can planted since early about values and morals as standard handle live. Can also

be developed as one of the methods for develop and preserve moral values of the founder's Indonesian nation. (Wahyu, Sari, and Novarina 2025)

At the age of early, often called as a golden age development children, Pancasila Education has role strategic in form personality and identity national. Children aged 3 to 6 years is at in critical times for absorb moral and national values. This education pressing and easy implemented in life every day. (Anggun Apriliani Zahra Rosyiddin, Riche Cynthia Johan 2022)

Besides the environment school, family become factor key in strengthening Pancasila values. Parents own role important in implant values like polite polite, disciplined and responsible answer through habituation at home. Environment harmonious home can strengthen what has been taught in schools, creating harmonious synergy can strengthen what has been taught in schools, creating supporting synergy formation character child. This is become basic for child for develop attitude appropriate positive with values sublime nation. (Naila Shofiyah et al. 2025)

The role of society is also not lost important in support character education child Pancasila-based. An inclusive community environment give experience real for child for interact with various individual from background different backgrounds. Interaction this help child understand importance tolerance, mutual cooperation, and respect diversity. Collaboration between family, schools and society create supporting ecosystem development character child in a way comprehensive. (Anggun Apriliani Zahra Rosyiddin, Riche Cynthia Johan 2022)

Along with it with progress of the times, curriculum keep going developed in accordance with need education. Where development the expected capable increase quality education and ability give birth to generation nation with source power superior, qualified and competitive. (Martin and Simanjorang 2022) Independent Curriculum, a innovation in system Indonesian education is designed as paradigm new in improvement quality education. The Independent Curriculum is curriculum that provides diverse choice learning intracurricular activities that are arranged based on level competence, characteristics students, environment local, culture and customs around with the aim is for the content to be compiled more optimal so that student can control concept and improve potential with more effective. The Independent Curriculum is designed for give authority to school for adapt learning with needs and culture each school. According to (Eka Retnaningsih & Patilima, 2022) the Independent Curriculum is more nature flexible and provide freedom for teachers in apply learning, where teachers free can use various models, media, and appropriate teaching tools need students. This is in harmony with opinion (Ummah 2019) which states that teachers are more freely choose strategy suitable learning for implemented in the classroom with still referring to the needs learning, characteristics, and interests students. (Zumrotun et al. 2024)

In the learning process teaching teachers is factor main and teacher performance in the learning process teach is reject measuring quality education. Teachers are factor determinant quality education because the teacher is the one who is facing direct with participant educate. Learning is basically is a process of interaction anata participant educate. Learning is basically is a process of interaction between participant educate with the environment, so that happen change behavior towards more good. Teachers must be one of components that provide dedication significant in the learning process, as well as make learning more interesting and efficient. In the learning process, teachers must increase ability teach so that participant educate maximum even though in reality part most teachers in Indonesia survive with the old learning model. (Maulana, Tuerah, and Najoan 2023)

Modern education experience lots significant transformation, including progress technology, social and cultural transformation, and needs an increasingly diverse society complex. Innovative learning model can ensure that student get relevant skills and knowledge with the real world. These models can also make experience study pulling and pushing student for participate in a way active in the learning process. Students become more involved and more motivated for learn if innovative and interactive methods used through learning

models. A more student-centered, such as learning based project or learning based problem, allows student take part in activity solution helpful problem they understand concepts and using them in situation real. (Rika Widianita 2023)

Based on the results data study can seen that there is improvement to results study student after implementation of innovative models based Independent Curriculum in Pancasila Education learning, things this can seen from results study students in cycle I and cycle II.

Table 2. Recapitulation results Study student Cycle I and Cycle II

Cycle	Meeting	Student Completed	% Completed	Students Not Yet Completed	% Not Completed	Average value
Cycle I	I	4	44.4%	5	55.6%	65.2
Cycle I	II	6	66.7%	3	33.3%	68.5
Cycle II	I	8	88.9%	1	11.1%	72.4
Cycle I	II	9	100%	0	0%	78.2

Source: Research Data, 2025

Based on table 2 above, the recapitulation of the Pancasila Education learning outcomes of students in cycle I and cycle II increased in each cycle. In cycle I, meeting 1, 4 (44.4%) students completed the course, while 5 (55.6%) students did not complete it, with an average class score of 65.2. Student learning outcomes increased in meeting II, with 6 (66.7%) students completing the course and 3 (33.3%) students not completing the course, with an average class score of 68.5.

The achievement of learning outcomes for Pancasila Education in cycle II experienced an increase where in cycle II meeting I, 8 (88.9%) students completed the course, while 1 (11.1%) student did not complete the course with an average class score of 72.4 and in the second meeting in cycle II with a total of 9 (100%) students and 0 (0%) students did not complete the course, it was stated that all students completed the course with an average score of 78.2.

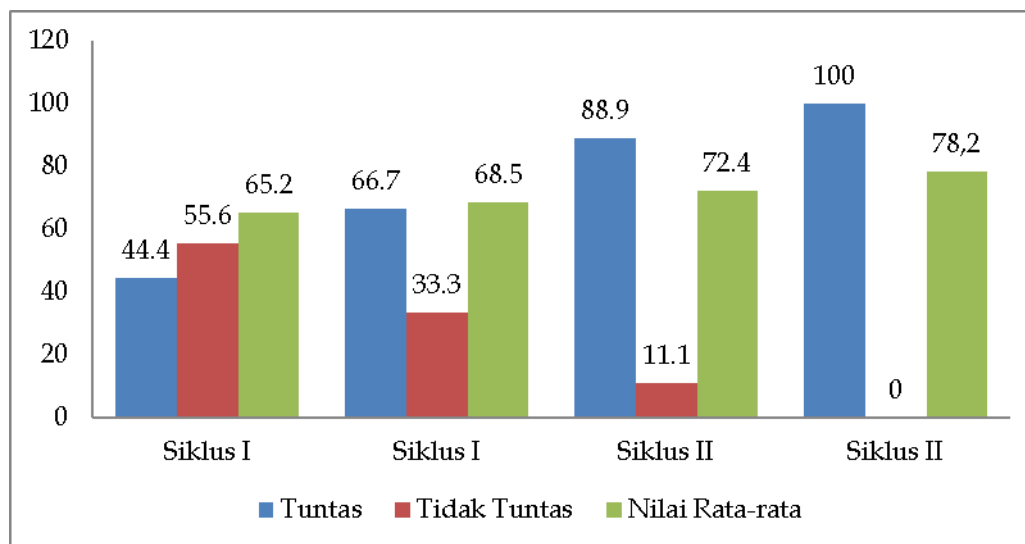


Figure 3. Bar Graph Image of Cycle 1 and Cycle 2

CONCLUSION

This study aimed to improve the attitudes and behavior of fifth-grade students at Elementary School 018 Rambah Samo in understanding Pancasila values through an innovative learning model based on the Independent Curriculum. Conducted over two cycles with a total of four meetings, the study showed that initially, many students had difficulty understanding and exemplifying attitudes aligned with Pancasila values. However, through engaging activities such as group discussions, poster creation, presentations, and the use of educational videos, students became more active, critical, and collaborative. The results

indicated a significant improvement, with the average class score increasing from 65.2 in the first cycle to 78.2 in the second, and all students achieving the minimum target score of 70. These findings conclude that implementing innovative learning models can effectively help students better understand and apply Pancasila values in an enjoyable and meaningful way.

REFERENCES

- Andriani, Elisa, Iis Wulandari, and Cintiya Nuraeni. 2025. "Jurnal Pendidikan Dan Pengajaran Pembentukan Perilaku Sosial Siswa Sekolah Dasar." 6(1): 23–30.
- Anggun Apriliani Zahra Rosyiddin, Riche Cynthia Johan, Dadi Mulyadi. 2022. "Inovasi Kurikulum Dalam." *Inovasi Kurikulum* 19 (1) (20(2): 196–207.
- Bachtiar Adi Surya Saputra, Hendrik, and Habibulloh Kafabihi. 2023. "Pengaruh Kurikulum Merdeka Terhadap Keberlangsungan Pendidikan Di Smp Negeri 2 Bantur Hendrik." *Cendekia Pendidikan* 1(1): 1–13. <https://ejournal.warunayama.org/index.php/sindorocendikiapendidikan/article/view/769>.
- Hasanah, Rohmatul, Fatkul Anam, and Sri Suharti. 2023. "Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Matematika Peserta Didik Kelas Vii B Smpn 13 Surabaya." *JMER : Journal of Mathematics Education Research* 1(2): 1–7.
- Hutabarat, Hasrida, Rahmatika Elindra, and Muhammad Syahril Harahap. 2022. "Analisis Penerapan Kurikulum Merdeka Belajar Di Sma Negeri Sekota Padangsidempuan." *Jurnal MathEdu (Mathematic Education Journal)* 5(3): 58–69. <http://journal.ipts.ac.id/index.php/>.
- lailiyah Nur Jannah, Journal. 2025. "Implementasi Pembelajaran Sosial Emosional Pada Mata Pelajaran Pendidikan Pancasila Dalam Meningkatkan Motivasi Belajar Siswa Di SD Al-Ishlah Sidoarjo." 5(1): 247–60.
- Maisyaroh, Risma Rohmatul, and Abdul Rozaq. 2025. "Pemberdayaan Pendidikan Karakter Di Sekolah Dasar Negeri 3 Langan Dalam Membangun Generasi Berintegritas." 5(1): 735–40.
- Martin, Rudi, and Marianus Simanjorang. 2022. "Pentingnya Peranan Kurikulum Yang Sesuai Dalam Pendidikan Di Indonesia." *MAHESA Research Center* 1: 125–34. doi:10.34007/ppd.v1i1.180.
- Maulana, Chien, Roos M. S. Tuerah, and Roeth A. O. Najoan. 2023. "Penerapan Model Problem Based Learning Untuk Meningkatkan Hasil Belajar Matematika Siswa Di SD." *Edukatif: Jurnal Ilmu Pendidikan* 5(6): 2333–44. doi:10.31004/edukatif.v5i6.5711.
- Maulida, Siti Zahra, Murphy Xavier, and McCarty Elliot. 2023. "The Essence of Pancasila as the Foundation and Ideology of the State: The Values of Pancasila." *International Journal of Educational Narratives* 1(2): 84–92. doi:10.55849/ijen.v1i2.303.
- Mokoginta, Eka Yustika, Aldjon N Dapa, Lucia A M Pati, Program Studi, S Pendidikan, Guru Sekolah, and Fakultas Ilmu. 2025. "Penerapan Model Pembelajaran Kooperatif Tipe Talking Pada Mata Pelajaran Pendidikan Pancasila Kelas V Di Sdn 5 Bilalang." 2.
- Naila Shofiyah, Jurdip, Peran Pendidikan Pancasila, Perkembangan Karakter Anak, Systematic Literature Review, Naila Shofiyah, As-syifa Raina Azizah Martin, Gazlina Nur Purnamasari, et al. 2025. "Jurnal Dunia Pendidikan." *Jurnal Dunia Pendidikan*: 1798–1807.

- Nazilah Rikahmatus Silmi, No, Alamat Jl, Dukuh Kupang, X X V No, Dukuh Kupang, and Kec Dukuhpakis. 2024. "Pengaruh Kurikulum Merdeka Pada Pembelajaran Ppkn Sebagai Optimalisasi Pembentukan Karakter Siswa Sekolah Dasar Nazilah Rikahmatus Silmi Hery Setiyawan Pendidikan Yang Ada Di Indonesia . Kurikulum Merdeka Belajar Ialah Suatu Kebijakan Yang." 2(3): 78-84.
- Qondias, Dimas, Konstantinus Dua Dhiu, Elisabeth Tantiana, Ngura Luxcya, Martir Wona, Veronika Yuliana Beku, and Wilhelmina Menge. 2024. "Melalui Pendampingan Media Pembelajaran Diferensiasi." 5(November): 1124-38.
- Rahmawati, Arini, and Sutrisna Wibawa. 2024. "Pemanfaatan Chromebook Dengan Model Project Based Learning Terintegrasi Tri-N Pada Pendidikan Pancasila Sekolah Dasar." *Jurnal Kewarganegaraan* 21(1): 102. doi:10.24114/jk.v21i1.55184.
- Rika Widianita, Dkk. 2023. "Problem Based Learning: Membuka Peluang Kolaborasi Dan Pengembangan Skil Siswa." *At-tawassuth: Jurnal Ekonomi Islam VIII(I)*: 1-19.
- Sembiring, Yanti Kumala, Nurfitri Ramadana, Resky Nuralisa Gunawan, and Universitas Negeri Yogyakarta. 2024. "Research Trends on the Use of Artificial Intelligence in Educational Environments in Southeast Asia on Scopus Database : A Bibliometric Analysis (2014-2024)." 4: 8972-89.
- Ummah, Masfi Sya'fiatul. 2019. 11 Sustainability (Switzerland) Pengembangan Kurikulum Merdeka. <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484>
- Utomo, Prio, Nova Asvio, and Fiki Prayogi. 2024. "Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis Untuk Guru Dan Mahasiswa Di Institusi Pendidikan." *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia* 1(4): 19. doi:10.47134/ptk.v1i4.821.
- Wahyu, Elsa Setianing, Novita Erliana Sari, and Fitriana Novarina. 2025. "Peningkatan Hasil Belajar Pendidikan Pancasila Melalui Penerapan Media Inovatif Berbasis Model Pembelajaran Problem Based Learning Bagi Siswa Sekolah Dasar Kelas 4." 02(03): 291-99.
- Zumrotun, Erna, Efa Widyastuti, Sutama Sutama, Anam Sutopo, and Budi Murtiyasa. 2024. "Peran Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar." *Ideguru: Jurnal Karya Ilmiah Guru* 9(2): 1003-9. doi:10.51169/ideguru.v9i2.907.