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IMPLEMENTATION OF A PROBLEM-BASED LEARNING MODEL TO ENHANCE UNDERSTANDING OF PANCASILA VALUES IN THE ERA OF CHANGE

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Abstract

This study aims to develop and evaluate an effective problem-based learning model for teaching Pancasila Values in Economic Education to adult learners. Adult learners of diverse ages and occupational backgrounds need an appropriate learning approach to achieve the educational objectives effectively. This research employs a mixed-method approach, combining qualitative and quantitative techniques through research and development (R&D) methods. The study was conducted in two stages: a preliminary study and an experimental study. Data sources consisted of primary and secondary data, with the research conducted at Tanjungpura University, West Kalimantan. The study subjects comprised 40 adult learners in Economic Education, including students, tutors, and participants from both regular and non-regular programs, selected using purposive sampling. The data analysis revealed that implementing the problem-based learning model in Pancasila Values classes involves planning, implementation, and evaluation. The results indicated a significant improvement in understanding Pancasila Values skills among the learners after applying this model. Specifically, learners demonstrated enhanced critical thinking, problem-solving abilities and a deeper appreciation of Pancasila values. Additionally, tutors reported improved engagement and participation in the learning process. The implications of this study are substantial. For educators, it provides a structured approach to fostering essential Pancasila Values skills through active learning. For policymakers, it underscores the importance of adopting innovative teaching methods to address the educational needs of adult learners in a rapidly changing society. This model can be adapted and implemented in various educational contexts to enhance Economic education and promote lifelong learning.

Keywords: Problem-Based Learning, Pancasila, Economic Education, Students

Introduction

Pancasila, the foundational philosophical theory of Indonesia, serves as the bedrock of the nation's ideology and governance. Established as the official state philosophy on June 1, 1945, Pancasila consists of five principles: belief in one supreme God, a just and civilized humanity, Indonesian unity, democracy guided by the inner wisdom of deliberations among representatives, and social justice for all Indonesians. These principles foster a harmonious and inclusive society, reflecting Indonesia's diverse cultural and religious fabric.

The significance of Pancasila in shaping Indonesian identity and governance cannot be overstated. It acts as a guiding framework for the nation's laws, policies, and educational systems. Citizenship education, rooted in the values of Pancasila, is crucial for developing informed, responsible, and active citizens. This education aims to instill a deep understanding and appreciation of the principles of Pancasila, fostering national unity and social cohesion (Hartono et al., 2018).

Pancasila plays a vital role in character and citizenship education by promoting moral and ethical values. The first principle, belief in one supreme God, encourages religious tolerance and respect for spiritual diversity. The second principle, a just and civilized humanity, underscores the importance of human rights and dignity. Indonesian unity, the third principle, emphasizes the significance of national solidarity and integrity in a diverse society. The fourth principle, democracy guided by the inner wisdom of deliberations among representatives, highlights the value of participatory governance and civic responsibility. Lastly, social justice for all Indonesians advocates for equity and fairness in societal development (Dewantara et al., 2019).

In the educational context, Pancasila educational values are mandated at all levels of formal education in Indonesia. This curriculum aims to cultivate critical thinking, ethical reasoning, and civic engagement among students (Nurdin, 2015). It encompasses a wide range of topics, including national history, constitutional law, human rights, and democratic values, all intertwined with the principles of Pancasila.

Implementing Pancasila in education reinforces national identity and prepares students to navigate and contribute to a rapidly changing global environment. In the era of globalization, where cultural and ideological boundaries are increasingly porous, grounding students in the values of Pancasila ensures they remain connected to their national heritage while being open to global perspectives (Hariyanti, 2020; Putri, 2023).

However, despite its significance, the teaching and learning of Pancasila values face several challenges. Traditional pedagogical methods often fail to engage students actively or foster a deep understanding of the material. This necessitates innovative approaches, such as problem-based learning (PBL), which can enhance critical thinking and real-world application of Pancasila principles (Hidayah & Khunaivi, 2022). By adopting PBL, educators can create more interactive and meaningful learning experiences that resonate with adult learners' diverse backgrounds and experiences.

Problem-Based Learning (PBL) is an instructional method that presents students with complex, real-world problems and requires them to develop solutions through

research, critical thinking, and collaboration. Originating in medical education in the 1960s, PBL has since been adopted across various educational disciplines due to its effectiveness in promoting deep learning and practical skills (Barrows & Tamblyn, 1980). In PBL, students are placed as problem solvers and decision-makers, encouraging active learning and engagement with the material (Hmelo-Silver, 2004).

The core concept of PBL revolves around student-centered learning, where learners take responsibility for their education by engaging in self-directed research and applying knowledge to solve real-world problems. This method contrasts sharply with traditional lecture-based learning, often characterized by the passive absorption of information an instructor delivers (Savery, 2006). In PBL, instructors act as facilitators, guiding students through the problem-solving process and helping them develop critical thinking and analytical skills (Hung, Jonassen, & Liu, 2008).

One of the primary advantages of PBL over traditional teaching methods is its ability to foster critical thinking and problem-solving skills. Since students are required to engage deeply with problems, they develop a more nuanced understanding of the subject matter. This approach also promotes applying knowledge in practical contexts, bridging the gap between theoretical concepts and real-world applications (Prince, 2004). For adult learners, who often bring diverse experiences and practical knowledge to the classroom, PBL provides an opportunity to connect new learning with their existing understanding, making education more relevant and impactful (Knowles, Holton, & Swanson, 2011).

Furthermore, PBL enhances collaborative skills and teamwork. Students working in groups to solve problems learn to communicate effectively, share diverse perspectives, and build consensus. This collaborative learning environment not only mirrors the dynamics of professional settings but also helps students develop interpersonal skills that are critical in the workplace (Johnson, Johnson, & Smith, 1998). In contrast, traditional lecture-based methods often emphasize individual learning and competition, limiting opportunities for developing these essential soft skills.

Another significant benefit of PBL is its potential to increase motivation and engagement among learners. When students perceive the problems they are solving as relevant and challenging, they are more likely to be intrinsically motivated to learn. This heightened engagement leads to better retention of knowledge and a more positive attitude toward learning (Hmelo-Silver, Duncan, & Chinn, 2007). This increased motivation is particularly beneficial for adult learners, who may juggle multiple responsibilities and seek education that directly impacts their personal or professional lives.

In the context of Pancasila Values, implementing PBL can address some of the challenges associated with traditional teaching methods. By presenting learners with real-life scenarios that require an application of Pancasila principles, educators can create a more interactive and meaningful learning experience. For instance, students might tackle issues related to social justice, democratic participation, or national unity, requiring them to analyze these problems through the lens of Pancasila values (Hidayah & Khunaivi, 2022). This approach enhances understanding and empowers students to apply their learning in practical contexts, fostering a deeper appreciation and commitment to the principles of Pancasila.

In recent years, the effectiveness of traditional methods used in teaching Pancasila Values has been scrutinized. Traditional pedagogical approaches, which often rely on rote memorization and lecture-based delivery, are lacking in engaging students and fostering a deep understanding of Pancasila principles (Santoso et al., 2023; Sarkadi et al., 2022). These methods typically do not promote critical thinking or the application of knowledge to real-world scenarios, which are essential for meaningful learning and the development of active citizenship.

One significant challenge in current educational practices is the limited interaction and engagement in the classroom. Traditional methods often place students in passive roles, where they receive information rather than active participants in the learning process (Mulyadin, 2020). This passivity can lead to a lack of interest and motivation among students, particularly adults, who might find such methods disconnected from their practical experiences and needs.

Moreover, the diverse backgrounds of adult learners require more personalized and contextually relevant teaching approaches. Adult learners bring a wealth of experiences and practical knowledge to the classroom, which traditional methods fail to leverage effectively (Knowles, Holton, & Swanson, 2011). There is a clear need for more dynamic and interactive methods to cater to adult students' varied learning styles and needs.

The importance of Citizenship Education has grown in the era of rapid change and globalization. In a world where social, political, and technological landscapes are continuously evolving, the role of education in fostering informed and active citizens is more crucial than ever (Banks, 2008). Citizenship Education rooted in Pancasila

aims to equip learners with the knowledge, skills, and values necessary to navigate and contribute positively to national and global communities (Hartono et al., 2018).

Social changes, such as increased multicultural interactions and the democratization of information through digital platforms, require citizens to be more knowledgeable and skilled in critical thinking, problem-solving, and ethical decision-making (Castells, 2010). The rise of digital technology and social media has also transformed how citizens engage with each other and governance processes, making digital literacy and civic engagement key components of modern Citizenship Education (Mihailidis & Thevenin, 2013).

Furthermore, the current global challenges, such as climate change, social justice, and economic inequalities, demand citizens who are aware and capable of taking informed actions (Westheimer & Kahne, 2004). Education systems must, therefore, adapt to prepare students to address these complex issues through a values-based framework like Pancasila, which emphasizes social justice, democratic participation, and national unity (Pheeney, 2019).

In light of these challenges and the evolving societal context, there is a pressing need for innovative and effective educational approaches. Problem-Based Learning (PBL) presents a promising alternative to traditional methods. By engaging students in solving real-world problems, PBL fosters critical thinking, collaboration, and the practical application of knowledge—skills essential for active and responsible citizenship in the contemporary world (Hmelo-Silver, 2004).

This study addresses critical gaps in the current educational approaches for Pancasila Values by exploring the potential of Problem-Based Learning (PBL). The primary research question is: How can implementing a problem-based learning model enhance the understanding of Pancasila values among adult learners? Several sub-questions support this main question: What specific elements of PBL contribute most effectively to the comprehension and application of Pancasila principles? How do adult learners perceive the relevance and impact of PBL in their understanding of citizenship concepts? Which challenges and facilitators arise in implementing Problem-Based Learning (PBL) in Pancasila Values education within Economic Education? The objectives of this study are twofold: to develop an effective problem-based learning model for Pancasila Values education by designing a PBL framework tailored to the educational needs and contexts of adult learners, integrating real-world problems that require the application of Pancasila principles, and to evaluate the effectiveness of this PBL model in enhancing understanding and citizenship skills by assessing the outcomes of its implementation, particularly its impact on learners' comprehension of Pancasila values in practical contexts, using both qualitative and quantitative data to provide a comprehensive view of the model's efficacy.

Literature Review

Problem-Based Learning (PBL) Model

Problem-Based Learning (PBL) is an instructional method that involves students learning through the structured exploration of complex, real-world problems. Instead of traditional teaching methods where the instructor primarily disseminates information, PBL places students at the center of the learning process. This model encourages them to identify what they need to learn to solve a problem and to find and use appropriate resources to address it.

Characteristics of PBL include:

1) Student-Centered Learning
   PBL shifts the focus from teacher-led instruction to student-driven inquiry. Students are encouraged to take responsibility for their learning and to collaborate with peers to find solutions (Barrows, 1986).
2) Real-World Problems
   The problems presented in PBL are often complex and mirror real-world challenges. These problems are designed to be ambiguous, requiring students to engage in deep thinking and analysis (Hmelo-Silver, 2004).
3) Facilitator Role of the Instructor
   In PBL, instructors act as facilitators rather than traditional lecturers. Their role is to guide students through problem-solving, encourage critical thinking, and help students stay on track (Savery, 2006).
4) Collaborative Learning
   PBL emphasizes teamwork and collaboration. Students work in groups to discuss, analyze, and solve problems, fostering communication and interpersonal skills (Hmelo-Silver & Barrows, 2006).
5) Self-Directed Learning
   Students must identify what they need to learn, set their learning goals, and find resources independently. This develops their ability to learn autonomously, a crucial skill for lifelong learning (Candy, 1991).
6) Reflective Thinking
   Reflection is a key component of PBL, where students review what they have learned, assess their problem-solving process, and identify areas for improvement (Schmidt et al., 2007).

PBL is particularly relevant for adult education due to its alignment with the principles of andragogy, which emphasize the importance of self-directed learning, practical application of knowledge, and leveraging the learners' experiences (Knowles, 1984).

Numerous studies have highlighted the benefits of PBL, particularly in enhancing critical thinking, problem-solving abilities, and engagement in learning processes. These benefits are especially pertinent in citizenship education and adult learning.

1) Enhanced Critical Thinking and Problem-Solving Skills

PBL has significantly improved students' critical thinking and problem-solving abilities. By tackling complex problems, students learn to analyze information critically, evaluate various solutions, and justify their decisions (Tiwari et al., 2006).

2) Increased Student Engagement and Motivation
PBL makes learning more engaging by involving students in real-world issues relevant to their lives and future careers. This relevance increases motivation and interest in the subject matter (Walker et al., 2015).

3) Improvement in Collaboration and Communication Skills
The collaborative nature of PBL helps students develop essential teamwork and communication skills. In groups, students learn to articulate their ideas, listen to others, and build consensus (Loyens et al., 2011).

4) Deeper Understanding and Retention of Knowledge
PBL encourages deep learning as students must understand and apply knowledge rather than memorize it. This leads to better retention and the ability to transfer knowledge to new situations (Dochy et al., 2003).

5) Relevance to Real-World Applications
PBL's focus on real-world problems makes learning more applicable and useful. This relevance is crucial for adult learners as it allows them to see the immediate application of their learning in their personal and professional lives (Savin-Baden, 2000).

6) Development of Self-Directed Learning Skills
PBL fosters self-directed learning, essential for adults who need to continue learning throughout their lives. By managing their learning process, students develop skills that help them adapt to new challenges and continue their education independently (Hmelo-Silver, 2004).

In the context of citizenship education, PBL is particularly effective. It allows learners to engage with civic issues critically, develop solutions for community problems, and apply their knowledge of Pancasila values in practical, meaningful ways. This approach enhances understanding and promotes active citizenship and lifelong learning.

Application of PBL in Pancasila Values Education
Research on applying Problem-Based Learning (PBL) in the context of Pancasila values has demonstrated its effectiveness in enhancing students' understanding and engagement with civic values and national identity. PBL's emphasis on real-world problem-solving and critical thinking makes it a suitable pedagogical approach for teaching complex and abstract concepts like those found in Pancasila values education.

Sari and Wahyudin (2018) examined the impact of PBL on high school students' understanding of Pancasila values. They found that students engaged in PBL showed a deeper understanding of Pancasila principles than those taught through traditional methods. This was attributed to the active learning process that encouraged students to relate Pancasila values to real-life situations, enhancing their appreciation and application of these values. Similarly, Witarsa and Muhammad (2023) conducted a study on university students and found that PBL significantly improved their critical thinking and problem-solving skills in the context of citizenship education. The study highlighted that PBL facilitated a more interactive

and reflective learning environment, allowing students to discuss and analyze civic issues more thoroughly.

Rahayu et al. (2023) and Saryono et al. (2022) explored using PBL in adult education programs focusing on Pancasila values. Their research indicated that adult learners benefited from PBL as it aligned well with their need for practical and relevant learning experiences. The study also reported increased engagement and motivation among adult learners, who appreciated the collaborative and problem- solving aspects of PBL. Furthermore, Pratiwi and Wuryandani, (2020) investigated the effectiveness of PBL in enhancing civic knowledge and participation among middle school students. The study concluded that PBL improved students' understanding of civic concepts and fostered a sense of responsibility and active participation in community affairs.

Adult Learning

Adult learners possess distinct characteristics that differentiate them from younger students, significantly influencing educators' methods and strategies. One primary characteristic of adult learners is their age and occupational background diversity. Adult learners can range from young adults in their twenties to individuals in their sixties or older, each bringing a wide array of experiences and knowledge bases to the learning environment (Knowles, 1984).

This diversity implies that adult learners often have varying prior knowledge and experience, which they can draw upon during the learning process. Many adult learners balance their educational pursuits with other significant responsibilities, such as full-time employment, family commitments, and community involvement. This multifaceted engagement necessitates flexible and practical learning approaches that can be integrated into their busy lives (Merriam, 2001).

Additionally, adult learners are typically self-directed and goal-oriented. They engage in educational activities with specific objectives, often related to career advancement, personal development, or acquiring new skills for practical application. This goal-oriented nature requires teaching methods directly relevant to their real-world experiences and aspirations (Knowles, Holton, & Swanson, 2011).

Given these characteristics, effective strategies for adult learning must accommodate their unique needs and leverage their experiences. Several key strategies have been identified as particularly effective in adult education:

1) Relevance and Practical Application
   Adult learners benefit from content that immediately applies to their personal and professional lives. Educators should design curricula that connect theoretical concepts to real-world scenarios, facilitating practical application (Brookfield, 1986).
2) Active Learning
   Strategies that involve active participation, such as discussions, problem-solving tasks, and hands-on activities, are particularly beneficial. These methods engage adult learners more effectively than passive learning techniques, such as lectures (Merriam & Bierema, 2013).
3) Collaborative Learning
   Group activities and collaborative projects enable adult learners to share their

diverse experiences and perspectives, enriching learning. This approach enhances understanding and fosters a sense of community and support among learners (Johnson & Johnson, 1999).

4) Flexible and Self-Directed Learning

Flexibility in learning schedules and formats is crucial for adult learners who juggle multiple responsibilities. Online courses, evening classes, and self-paced learning modules can provide flexibility (Merriam, 2001).

5) Reflection and Critical Thinking

Encouraging learners to reflect on their experiences and critically analyze new information helps deepen their understanding and promotes lifelong learning. Reflective practices can be integrated into learning activities through journals, discussions, and feedback sessions (Mezirow, 1997).

Problem-Based Learning (PBL) is particularly well-suited for adult education because it aligns with the strategies above. PBL engages learners in real-world problems that require critical thinking, collaboration, and self-directed learning, which are crucial for adult learners.

1) Relevance and Real-World Context

PBL presents problems closely related to the learners' professional and personal lives, enhancing the relevance and practical application of their learning. This connection helps adult learners see the immediate benefits of their education (Hmelo-Silver, 2004).

2) Active and Collaborative Learning

PBL's emphasis on active problem-solving and collaboration aligns with adult learners' preferences for interactive and engaging learning experiences. In teams, learners can leverage their diverse experiences and knowledge to develop solutions, enriching learning (Savery, 2006).

3) Self-Directed Learning

PBL inherently promotes self-directed learning by requiring students to identify their learning needs, seek out resources, and apply knowledge independently. This approach helps adult learners develop autonomy and self-regulation in their learning (Candy, 1991).

4) Reflective Practice

Reflection is a key component of PBL, encouraging learners to evaluate their problem-solving processes and outcomes critically. This reflective practice helps adult learners integrate new knowledge with their experiences, fostering deeper understanding and continuous improvement (Schmidt et al., 2007).

Methodology

This study is conducted in Tanjungpura, West Kalimantan, using a mixed-methods approach that combines qualitative and quantitative techniques. The research focuses on developing a Problem-Based Learning (PBL) model to enhance the understanding of Pancasila values among adult learners. The methodological framework employed is Research and Development (R&D), as outlined by Creswell and Clark, who describe R&D as a systematic process of designing, testing, evaluating, and refining new educational products and procedures (Creswell & Clark, 2017).

The implementation of the PBL model in this study is expected to serve as a basis for further development in non-formal education programs, particularly those aimed at enhancing civic education and promoting lifelong learning.

The research process consists of two main stages: the preliminary study (exploratory study) and the model development stage.

Preliminary Study

This stage aims to understand the current issues, available resources, and practices related to managing Pancasila values education among adult learners. This qualitative phase involves:

1) Exploratory Research
   Conducting initial investigations to identify key challenges and opportunities.
2) Conceptual Model Development
   A preliminary PBL model will be created based on the findings.
3) Conceptual Model Verification
   Refining the model through expert feedback and initial trials.
4) Limited Model Trials
   Implementing the model on a small scale to test feasibility.
5) Model Implementation (Field Testing)
   Applying the model in real-world settings.
6) Evaluation of Model Implementation
   Assessing the effectiveness and gathering feedback for further refinement.

Model Development and Experimental Study

The conceptual model is further developed and refined in this stage through iterative testing and feedback. The revised model is then implemented using a quasi-experimental design with pre-test and post-test evaluations on a single test group (One-Group Pretest-Posttest Design). Data analysis involves comparing pre-test and post-test results to assess the effectiveness of the PBL model in enhancing learners' understanding and skills in Pancasila and citizenship.

The study involves economic education students, tutors, and two regular and non-regular economic education programs. Participants, ranging in age from 19 to 21 years, are selected using purposive sampling from three learning groups.

Data Collection

Data sources include both primary and secondary data. Primary data are obtained directly from informants, respondents, and direct observations during the research. Data collection methods involve in-depth interviews and questionnaires administered to informants and respondents. Secondary data are sourced from existing records and statistical reports from formal and non-formal institutions relevant to the study's objectives.

Data Analysis

The data analysis process includes:

1) Preliminary Data Analysis
   Analyzing pre-test data and initial observations to establish baseline levels of understanding and skills among the learners.
2) Post-Implementation Analysis
   Analyzing post-test data and observations to evaluate changes in learners' understanding and skills after implementing the PBL model.
3) Comparison and Evaluation
   Comparing pre-test and post-test results to identify gains in learners' competencies. This comparative analysis helps determine the effectiveness of the PBL model in improving learners' understanding of Pancasila values and citizenship skills.

The results from this experimental phase are expected to provide insights into the effectiveness of the PBL model, informing future improvements and potential broader implementation in adult education programs.

Results

Learning Environment Description

In formal and non-formal educational settings, a supportive learning environment or social system is crucial to facilitate the learning process of adult learners. Such a system is essential for fostering knowledge construction, which each learner actively engages in and takes responsibility for. This process is not just an individual endeavor; it is significantly enhanced when learners collaborate in cooperative groups, encouraging open discussions. These discussions foster a sense of comfort and camaraderie among group members as they work together to solve real-life problems. These problems, relevant to the learners' daily lives, are used as learning materials for Pancasila and Economic education.

The social system in a non-formal educational setting must be conducive to individual and collaborative learning. Individual learners construct knowledge by engaging with content actively and responsibly. This individual effort is supported and amplified when learners work in cooperative groups. These groups are designed to be mutual and supportive, emphasizing open discussions and shared problem-solving. This collaborative approach is crucial because it mirrors real-world social and professional environments where teamwork and communication are vital.

Using real-life problems as learning materials is particularly effective in non-formal education. It provides learners with practical and relevant contexts to apply their learning. This relevance makes the learning process more engaging and meaningful, encouraging learners to participate actively and take ownership of their learning journey. The approach also helps learners develop essential skills such as critical thinking, problem-solving, and collaboration, which are important for their personal and professional lives.

Tutor as Facilitator

The principle of "Tutor as Facilitator" is central to the learning process in this model. Unlike traditional teaching methods, where the tutor is the primary source of knowledge, the tutor plays a supportive role in this model, helping learners navigate and solve open-ended problems. This approach aligns with adult learning theories that emphasize self-directed learning and the tutor's role as a guide rather than a director of learning.

Key aspects of this facilitator role include:

1) Observing Different Thought Patterns
   Tutors need to recognize the diverse ways learners approach and solve problems. This understanding helps provide tailored support and feedback to address individual learning needs and styles.
2) Intervening Appropriately
   Tutors must determine the right moments to intervene in the problem-solving process. Effective intervention can provide the necessary support without removing the learners' autonomy. This includes offering guidance, asking probing questions, and providing resources to help learners progress.
3) Positioning as a Co-Learner
   Tutors should adopt the mindset of a co-learner, actively engaging in the learning process alongside the learners. This approach not only makes the learning environment more collaborative but also models the attitudes and behaviors of a lifelong learner. Tutors should stimulate curiosity and investigative skills among learners, encouraging them to explore multiple solutions and think critically about their problems.

This facilitative approach helps create a learning environment where learners feel supported and empowered. It encourages active participation, fosters a deeper understanding of the content, and helps learners develop the skills to tackle complex problems independently.

Supporting Tools for Implementation
To ensure the smooth implementation of the Problem-Based Learning (PBL) model, several supporting tools and resources are necessary:

1) Collection of Open-Ended Problems

A repository of problems relevant to the learners' lives and open-ended in nature. These problems are the foundation for the learning activities, providing real-world contexts for learners to engage with and solve.

2) Lesson Plans Based on PBL Principles

    Detailed lesson plans designed around PBL principles, incorporating cooperative learning approaches. These plans should outline each lesson's objectives, activities, and assessment methods, ensuring a structured and coherent learning experience.

3) Learning Materials

    Materials that include open-ended problems from the learners' daily lives. These materials should be engaging and accessible, helping learners connect their learning to real-world contexts.

4) Learning Assessments

    Tools to assess learners' basic literacy skills and progress throughout the learning process. These assessments should be aligned with the learning objectives and designed to measure the knowledge and skills learners develop through the PBL activities.

These supporting tools are essential for creating a learning environment conducive to the principles of PBL. They help ensure the learning process is structured, engaging, and effective, providing learners with the necessary resources to succeed.

Planning

The preparation for implementing Pancasila and Economic education using the Problem-Based Learning (PBL) model involved several comprehensive steps to ensure the effectiveness and smooth execution of the program. These steps are crucial for setting a solid foundation and addressing the various needs of learners, tutors, and program managers.

1) Coordination with Program Managers

    The initial step involved extensive coordination with literacy program managers. This coordination ensured that all aspects of the program, including schedules, tutors, learners, curriculum, media, and teaching methods, were aligned and well-planned. This collaborative approach helped streamline the process and address potential issues before the program's implementation.

2) Literacy Tutor Training

    Training the literacy tutors was a critical step in the planning phase. This training equipped the tutors with the necessary skills and knowledge to facilitate the PBL model effectively. Tutors were trained in various aspects of PBL, including how to guide learners through problem-solving processes, foster collaborative learning environments, and assess learners' progress. This preparation ensured tutors were confident and competent, contributing to the program's overall success.

3) Program Preparation

The preparation of the program involved detailed planning and organization. This included setting up the logistical aspects of the program, such as the timing and location of classes, and ensuring that all resources were available and accessible. This step was crucial for creating a structured and conducive learning environment for the learners.

4) Needs Identification

Identifying the specific needs of the learners was an essential part of the planning process. This involved understanding the adult learners' diverse backgrounds, experiences, and learning goals. By identifying these needs, the program could be tailored to address them effectively, ensuring that the learning activities were relevant and meaningful to the participants.

5) Syllabus and Lesson Plan Development

Developing a detailed syllabus and lesson plans was another key step. The syllabus outlined the overall structure and content of the program, while the lesson plans provided a more detailed guide for each session. These plans were designed based on PBL principles and incorporated cooperative learning approaches. They included specific learning objectives, activities, materials, and assessment methods, ensuring a coherent and well-structured learning experience.

6) Preparation of Teaching Materials

The preparation of teaching materials was vital for supporting the PBL activities. These materials included resources that provided real-life problems relevant to the learners' daily lives and information and tools needed to solve these problems. The materials were designed to be engaging and accessible, helping learners connect their learning to practical contexts.

7) Preparation of Practice Tools for Entrepreneurial Skills

In addition to academic content, the program also focused on developing practical skills, particularly entrepreneurial skills. This involved preparing tools and resources to help learners apply their knowledge to real-world entrepreneurial activities. This preparation ensured that learners could develop both theoretical understanding and practical skills, enhancing their overall learning experience and making the education more applicable to their daily lives.

Detailed Coordination Efforts

The coordination with program managers involved detailed planning and communication to ensure that all aspects of the program were addressed comprehensively. The key areas of coordination included:

1) Schedules

Establishing a schedule that accommodated the availability of both learners and tutors was crucial. This involved determining the best times for classes and ensuring the schedule was consistent and manageable for all participants.

2) Tutors

Selecting and preparing tutors who were skilled in the PBL approach and experienced in adult education was essential. This coordination included

assigning tutors to specific classes and providing them with the necessary support and resources.

3) Learners

Identifying and enrolling learners who would benefit from the program required careful planning. This involved outreach efforts, assessing learners' needs, and ensuring the program was accessible and inclusive.

4) Curriculum

Developing a curriculum that aligned with PBL principles and addressed the learning goals of Pancasila and Economic education was a key focus. This involved collaboration with curriculum developers and subject matter experts to create a comprehensive and relevant curriculum.

5) Media and Teaching Methods

Another important coordination aspect was incorporating various media and teaching methods to support the PBL model. This included selecting appropriate digital tools, creating engaging multimedia content, and integrating diverse teaching methods to enhance the learning experience.

Importance of Comprehensive Planning

Comprehensive planning was essential for successfully implementing the PBL model in Pancasila and Economic education. Each step in the planning process was designed to address specific aspects of the program, ensuring that it was well-organized, relevant, and effective. By involving all stakeholders in the planning process and addressing their needs and concerns, the program created a supportive and engaging learning environment for adult learners.

This detailed planning not only helped in the smooth execution of the program but also contributed to its overall effectiveness. The program achieved its educational objectives by providing a clear structure, relevant content, and appropriate resources and enhanced the learners' understanding and skills in Pancasila and Economic education.

Implementation

Implementing the Problem-Based Learning (PBL) model in the Pancasila and Economic education program is a multifaceted process that integrates both the learning program (curriculum) and learning management. This dual approach ensures that the educational experience is comprehensive and effectively addresses the needs of adult learners.

Curriculum Implementation

The curriculum for the PBL model in Pancasila values education is meticulously designed to include several key elements:

1) Learning Strategies

The PBL approach emphasizes learner-centered strategies where learners actively solve real-world problems. This approach helps foster critical thinking, problem-solving skills, and a deeper understanding of the subject matter. The strategy involves presenting learners with complex, real-life problems and guiding them through finding solutions. This method contrasts traditional teaching methods that often focus on rote memorization and passive learning.

2) Learning Materials

The materials used in the PBL model are curated to reflect real-life issues relevant to the learners. These materials include case studies, problem scenarios, articles,

and multimedia resources that provide the context for the problems to be solved. The authenticity of these materials helps make the learning process more engaging and meaningful.

3) Learning Media

Various media tools are utilized to support the PBL activities. These include digital tools, interactive platforms, videos, and collaborative online spaces. Using diverse media caters to different learning styles and enhances the learning experience by making it more interactive and accessible.

4) Learning Evaluation

Evaluation in the PBL model is continuous and formative. It involves assessing learners' progress through their engagement with problems, the proposed solutions, and the processes they use. This evaluation method helps provide timely feedback and supports the ongoing development of learners' skills and knowledge.

Learning Management

Effective learning management is crucial for the successful implementation of the PBL model. It involves several components:

1) Tutor Capabilities

The role of the tutor is pivotal in the PBL model. Tutors must be skilled in facilitating discussions, guiding problem-solving processes, and supporting learners without providing direct answers. Their ability to manage group dynamics and encourage active participation is essential for creating a productive learning environment.

2) Managerial Support

Program managers play a crucial role in coordinating the logistics of the learning program. This includes scheduling sessions, ensuring the availability of resources, and providing administrative support. Their involvement helps in maintaining the structure and flow of the program.

3) Learner Engagement

The PBL model's success heavily relies on learners' active engagement. Adult learners bring diverse experiences and perspectives to the learning process, which can enrich discussions and problem-solving activities. Encouraging learners to take ownership of their learning and actively participate in group activities is essential for achieving the program's objectives.

Literacy Learning Process

The literacy learning process under the PBL model was conducted over a period of two months, totaling approximately 66 lesson hours, equivalent to 23 sessions. The sessions were scheduled twice a week, on Thursdays and Saturdays. This structure

provided a consistent and manageable pace for the learners, allowing them to engage deeply with the material and progressively build their skills.

Problem-Based Learning in Practice

Implementing the PBL model in the literacy education program began with presenting learners with real problem structures. These problems were related to mathematical concepts to be taught, but the methodology can be extended to cover various aspects of Pancasila and Economic education. The process involves several steps:

1) Confronting Learners with Real Problems
   The learning process starts by presenting learners with real-life problems. These problems are carefully selected to be relevant and challenging, encouraging learners to understand the significance of their learning. This initial confrontation helps set the context and motivates learners to engage with the material.
2) Information Gathering
   Learners are tasked with gathering information needed to solve the problems. This process involves reviewing provided materials, conducting practical work, and participating in peer discussions. The collaborative nature of this step helps pool diverse insights and problem-solving approaches.
3) Problem-Solving
   Using the gathered information, learners work individually and collaboratively to develop solutions to the problems. This step is critical for applying theoretical knowledge to practical situations, fostering a deeper understanding, and enhancing problem-solving skills.
4) Reflection and Evaluation
   After proposing solutions, learners reflect and evaluate their processes and outcomes. This step involves discussing what worked, what didn't, and why, providing valuable insights for future problem-solving activities. Continuous assessment and feedback are integral to this process, helping learners to improve and adapt their approaches.

Main Components of Implementation

The implementation of the PBL model revolves around two main components:

1) Curriculum Support for PBL
   This component ensures that the curriculum is designed to support PBL activities. It includes developing relevant and engaging learning materials, incorporating diverse media tools, and establishing effective evaluation methods. The curriculum must be flexible enough to adapt to the dynamic nature of PBL and the specific needs of adult learners.
2) PBL Learning Management
   This component focuses on the practical aspects of implementing PBL. It involves training tutors, coordinating program logistics, and fostering an environment conducive to active learning and collaboration. Effective learning management is essential for addressing the challenges and maximizing the benefits of the PBL model.

Implementing the PBL model in the Pancasila Values within the Economic education program demonstrates the potential of this approach to enhance adult education. By focusing on real-life problems, the PBL model makes learning more relevant and

engaging for adult learners. The active involvement of learners in the problem-solving process helps develop critical skills essential for personal and professional growth.

The dual focus on curriculum and learning management ensures the educational experience is well-rounded and supportive. The role of tutors as facilitators rather than traditional instructors aligns with modern educational theories emphasizing learner autonomy and active engagement. This approach improves learning outcomes and fosters a lifelong learning mindset among adult learners.

The successful implementation of the PBL model in the Pancasila Values education program highlights the importance of a structured yet flexible approach that integrates well-designed curriculum components with effective learning management. This model can serve as a blueprint for similar educational initiatives aimed at enhancing the skills and knowledge of adult learners in various contexts.

Evaluation

The evaluation of the Pancasila Values education program is a comprehensive process that involves multiple components and stakeholders. This evaluation process is essential for assessing the effectiveness of the Problem-Based Learning (PBL) model and ensuring the educational goals are met.

General Evaluation Procedures

The evaluation procedures for Pancasila values education generally adhere to the Technical Guidelines for Literacy Education Assessment established by the Directorate of Community Education, under the Directorate General of Non-Formal and Informal Education, Ministry of Education and Culture. These guidelines provide a standardized framework for assessing literacy education programs, ensuring consistency and quality across educational settings.

Key Aspects of Evaluation for Independent Entrepreneurship Literacy

Given the specific focus on literacy education for independent entrepreneurship, several key aspects must be added to the general evaluation procedures to address the unique characteristics of this program. These aspects include:

1) Systematic Evaluation by Tutors
    Tutors play a crucial role in the evaluation process, systematically assessing learners at each stage of the learning process. This ongoing assessment helps monitor learners' progress, identify areas of improvement, and provide timely feedback.

2) Program Implementation Evaluation by Managers Program managers are responsible for overseeing the overall implementation of the learning program. They evaluate the program's effectiveness by examining various elements, such as curriculum delivery, resource utilization, and learner engagement. This managerial evaluation ensures that the program is being executed as planned and identifies any necessary adjustments.

Detailed Evaluation Process

The evaluation process for the PBL model in Pancasila and Economic education includes several detailed components:

1) Learning Evaluation

   This component involves assessing the learning process itself. It includes evaluating the methods and strategies used, learners' engagement level, and the PBL approach's effectiveness in facilitating active learning and problem-solving skills.

2) Learning Outcomes in Pancasila Values Education

   The evaluation of learning outcomes focuses on the knowledge and skills learners acquire. It measures how learners understand Pancasila values and concepts and their ability to apply this knowledge in real-life situations.

3) Assessment Objectives

   The objectives of the assessment are clearly defined to ensure that the evaluation process is focused and aligned with the program goals. These objectives include measuring learners' progress, identifying strengths and weaknesses, and providing data for program improvement.

4) Assessment Principles

   The assessment process's principles include fairness, reliability, validity, and transparency. These principles ensure that the assessment is conducted ethically and consistently, providing accurate and meaningful results.

5) Assessors

   The assessment process involves multiple assessors, including tutors, program managers, and external evaluators. This multi-faceted approach ensures a comprehensive and unbiased evaluation of the program and its outcomes.

6) Assessment Aspects

   The aspects of assessment cover a wide range of competencies, including cognitive, affective, and psychomotor domains. This holistic approach ensures that all relevant areas of learning are evaluated, providing a complete picture of learners' development.

7) Assessment Tools

   Various assessment tools are employed to gather data, including quizzes, tests, observation checklists, reflective journals, and project-based assessments. The use of diverse tools caters to different learning styles and provides a rich dataset for evaluation.

8) Certification

   Upon completing the program, learners receive certification recognizing their achievements and competencies. This certification is an important motivational factor and formally acknowledges their learning.

9) Assistance

   Throughout the evaluation process, learners receive assistance and support to help them understand the assessment criteria and improve their performance. This support includes feedback sessions, additional coaching, and access to resources.

The evaluation process is critical for determining the success of the PBL model in the Pancasila and Economic education program. The evaluation process ensures that the program is comprehensive and effective by adhering to standardized guidelines and incorporating specific aspects relevant to independent entrepreneurship literacy.

The involvement of multiple stakeholders, including tutors, program managers, and external evaluators, provides a well-rounded perspective on the program's impact. Continuous assessment by tutors allows for real-time adjustments and personalized feedback, enhancing the learning experience for each learner. Managerial evaluation

ensures that the program is being implemented efficiently and effectively, with necessary adjustments made promptly.

The detailed evaluation process, covering various components such as learning evaluation, learning outcomes, assessment objectives, principles, and tools, ensures that all aspects of the program are thoroughly examined. This comprehensive approach helps identify strengths and areas for improvement, providing valuable insights for future program development.

Certification and assistance are important aspects of the evaluation process, offering formal recognition of learners' achievements and ongoing support to help them succeed. The combination of these elements ensures that the PBL model is not only effective in enhancing learners' understanding of Pancasila values and citizenship skills but also supports their overall personal and professional growth.

The evaluation process is vital to implementing the PBL model in the Pancasila and Economic education program. It ensures that the program meets its educational objectives, provides meaningful learning experiences, and contributes to developing well-rounded, knowledgeable, and skilled citizens.

Effectiveness of the Learning Model

The evaluation of the PBL model's effectiveness in the Pancasila Values education program involved analyzing pre-test and post-test scores from 40 participants. This statistical analysis clearly measures the learning gains achieved through implementing the PBL model.

1. Pre-Test Scores

- Average

  The average pre-test score was 11.05, indicating the baseline level of understanding and values related to Pancasila before the intervention.
- Standard Deviation
  The standard deviation of 3.942 reflects the variability in participants' initial scores, showing learners' different starting points.

2. Post-Test Scores

- Average
  Following the implementation of the PBL model, the average post-test score increased to 14.58. This significant rise demonstrates the effectiveness of the PBL model in enhancing learners' knowledge and skills.
- Standard Deviation
  The post-test standard deviation decreased to 3.500, indicating that the scores became more consistent, with less variability among participants after the intervention.

3. Significance of Improvement

- Correlation Calculation
  The correlation between pre-test and post-test scores was 0.890. This high correlation signifies a strong relationship between the initial and final assessments, underscoring the impact of the PBL model on learning outcomes.
- Statistical Significance
  Given that $\alpha = 0.05$ and Sig < 0.000, the improvement is statistically significant at

the 95% confidence level. This confirms that the observed changes in scores are not due to random chance but are attributable to the PBL intervention.

4. F Test Calculation

- F Table Value
  With degrees of freedom for the numerator (df1) = 1 and for the denominator (df2) = 39, and a significance level (p) of 0.05, the critical F value is 7.35.
- Model Calculation Result
  The calculated F value indicates that the PBL intervention significantly explains the variance in literacy skills for independent entrepreneurship competency. This means the PBL model effectively enhances literacy skills crucial for independent entrepreneurship.

Discussion

Implementing the Problem-Based Learning (PBL) model in teaching Pancasila values to adults has shown significant results. This model integrates learning principles relevant to the needs and characteristics of adult learners, which differ from children in terms of experience, responsibilities, and motivation.

This study found that PBL effectively enhances understanding and citizenship values among adult learners. The PBL model involves three main stages: planning, implementation, and evaluation. During the planning stage, tutors and learners collaboratively formulate problems relevant to their daily lives and environments (Tan, 2003; Wee & Kek, 2002). The implementation stage involves active group discussions where learners seek solutions to problems while tutors act as facilitators, providing guidance and additional resources as needed (Amir, 2009). The evaluation stage focuses on reflection and feedback for understanding and skill acquisition.

The study results indicated significant improvements in the learners' critical thinking and problem-solving abilities. They also demonstrated a deeper appreciation of Pancasila values. Furthermore, tutors reported increased engagement and active participation during learning (Amir, 2009).

Implementing PBL in Pancasila and Citizenship education for adults offers several advantages. First, this model enables learner-centered education, which is crucial for meeting the unique needs of adults. Second, this approach encourages active participation and collaboration, enhancing the understanding of the material and strengthening social and citizenship values. Third, PBL can adapt to various local contexts, making the learning materials more relevant and beneficial to the learners (Tan, 2003; Wee & Kek, 2002).

This study also highlights the importance of using innovative and responsive teaching methods in the face of societal changes. For educators and policymakers, adopting the PBL model in citizenship education can effectively improve educational quality and promote lifelong learning (Amir, 2009).

Moreover, the effectiveness of the PBL model was measured through improvements in learners' competencies across cognitive, affective, and psychomotor domains. The results indicated that learners using PBL had higher competency scores than those using conventional teaching methods. These competencies include knowledge, skills, and attitude changes, aligning with the holistic goals of citizenship education

(Bloom, 1956).

Overall, the PBL model has been proven to impact Pancasila and Citizenship education for adults significantly. Implementing this model can be a strategic step to enhance citizenship competencies amid dynamic societal changes, enabling learners to understand theoretical citizenship concepts and apply them in daily life (Piaget & Vygotsky, 1978).

Therefore, this study contributes to developing effective and relevant teaching models for citizenship education in Indonesia. A well-adapted PBL model can increase learner engagement, facilitate meaningful learning, and prepare competent and responsible citizens in a rapidly changing era (Tan, 2003; Wee & Kek, 2002; Amir, 2009).

Conclusion

This study aimed to develop and evaluate a problem-based learning (PBL) model to enhance adult learners' understanding of Pancasila values. The PBL model was implemented through three key stages: planning, implementation, and evaluation.

Planning Stage: This phase involved comprehensive coordination with program managers, training of tutors, preparation of the learning program, needs assessment, syllabus and lesson plan development, and preparation of teaching materials and tools. The goal was to ensure that the learning objectives were precisely aligned with the educational aims of Pancasila and citizenship education.

Implementation Stage: The PBL model was deployed in a structured manner akin to formal classroom settings. It encompassed well-designed learning strategies, relevant educational materials, appropriate media, and efficient classroom management. Central to this stage was engaging learners in active problem-solving and critical thinking exercises, which are crucial for internalizing Pancasila values and developing citizenship values. Tutors played a facilitative role, guiding discussions and providing resources, thus fostering an interactive and participative learning environment.

Evaluation Stage: Systematic assessments were conducted to measure learners' progress and outcomes. The evaluation framework was based on the Technical Guidelines for Literacy Education Assessment set by the Directorate of Community Education, Directorate General of Non-Formal and Informal Education, Ministry of National Education. The assessments covered learning outcomes, evaluation principles, tools, and certification, ensuring a thorough evaluation process.

The statistical analysis revealed a significant positive correlation between implementing PBL and enhancing learners' understanding of Pancasila values. The correlation coefficient was 0.890, with a significance level ($\alpha = 0.05$) greater than Sig 0.000, indicating a significant relationship at a 95% confidence level. F-test results confirmed that the competency in Pancasila values significantly depended on the PBL model, with F values exceeding the critical value (F 0.05 (1,39) = 7.35).

The PBL model effectively improved adult learners' understanding and appreciation of Pancasila values. This study highlights the importance of innovative teaching methods to address the educational needs of adult learners in a rapidly evolving society. The successful implementation of the PBL model can significantly

contribute to nurturing competent and responsible citizens who are well-versed in Pancasila values and equipped with essential citizenship values.

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