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Improving Problem-Solving Skills and Student Learning Outcomes Through the Problem-Based Learning Model Assisted by Cultural Branch Media in Civics Lesson Content

Fitri Mitha Natasya Br Pardede[1]*, Agnes Herlina Dwi Hadiyanti[2], Ernawati[3]

mithanatasya08@gmail.com[1]*

Abstract: *The presence of various learning models is a tool for educators to adapt the learning process based on the demands of the times, one of which is the problem-based learning model. The problem-based learning model is deemed capable of improving problem-solving skills and student learning outcomes; as such, this research aims to determine the increase in problem-solving abilities and learning outcomes of second-grade elementary school students in Yogyakarta in civics lesson content through the problem-based learning model, assisted by cultural branch learning media. This research used the type of classroom action research (CAR). The data analysis techniques employed were qualitative and quantitative. This research also utilized data collection techniques through observation, interviews, and tests. While the subjects of this research were second-grade students, consisting of 25 students, the objects were improving problem-solving abilities and student learning outcomes using the problem-based learning model assisted by learning media. Based on the results of this research, the problem-based learning model could improve students' problem-solving skills and learning outcomes in civics learning content in the second grade of elementary schools, revealing that students' problem-solving skills increased from the pre-cycle stage by 26% to cycle 1 to 64% and then to cycle stage 2 at 78%. Students' problem-solving skills from pre-cycle to cycle 2 increased by 52%. Apart from that, the average student learning outcomes increased, where the average student learning outcomes were 50 in the pre-cycle stage, 73.2 in cycle 1, and 80 in cycle 3. From these data, it can be seen that there has been an increase in student learning outcomes.*

Keywords: *Problem-solving skills, learning outcomes, problem-based learning*

Abstrak: Kehadiran berbagai model pembelajaran merupakan alat bagi para pendidik untuk menyesuaikan proses belajar berdasarkan tuntutan jaman, yang salah satunya adalah model pembelajaran berbasis masalah. Model problem-based learning dinilai mampu untuk meningkatkan keterampilan pemecahan masalah dan hasil belajar siswa; oleh sebab itu, penelitian ini bertujuan mengetahui peningkatan kemampuan pemecahan masalah dan hasil belajar siswa kelas dua sekolah dasar di Yogyakarta pada muatan pelajaran PPKN melalui model problem-based learning, dengan bantuan media pembelajaran tangkai budaya. Penelitian ini menggunakan jenis Penelitian Tindakan Kelas (PTK). Teknik analisis data yang digunakan adalah kualitatif dan kuatitatif. Penelitian ini juga menggunakan teknik pengumpulan data berupa observasi, wawancara, dan tes. Subjek dari penelitian ini adalah siswa kelas dua, yang terdiri dari 25 siswa. Sementara itu, objek penelitian ini adalah peningkatan kemampuan pemecahan masalah dan hasil belajar siswa menggunakan model problem-based learning dengan bantuan media pembelajaran. Berdasarkan hasil penelitian ini, model problem-based learning dapat meningkatkan keterampilan pemecahan masalah siswa dan hasil belajar pada muatan pembelajaran PPKn di kelas dua sekolah dasar, menunjukkan keterampilan pemecahan masalah siswa yang mengalami peningkatan dari tahap pra siklus sebesar 26% ke siklus 1 menjadi 64% dan kemudian ke tahap siklus 2 sebesar 78%. Keterampilan pemecahan masalah siswa dari pra siklus ke tahap siklus 2 juga meningkat sebesar 52%. Selain itu, rata-rata hasil belajar siswa mengalami

[1]*Universitas Sanata Dharma*
[2]*Universitas Sanata Dharma*
[3]*Universitas Sanata Dharma*

peningkatan, di mana rata-rata hasil belajar siswa adalah 50 pada tahap pra siklus, 73,2 pada tahap siklus 1, dan 80 pada siklus 3. Dari data tersebut, dapat diketahui bahwa terjadi peningkatan hasil belajar siswa.

Kata Kunci: Keterampilan pemecahan masalah, hasil belajar, problem-based learning

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INTRODUCTION

Education is a process that a person needs and carries out to develop and grow a person's knowledge, skills, and attitudes. Therefore, teachers and students must be able to develop learning and teaching skills so that education in Indonesia continues to improve. The history of education in Indonesia is continually evolving, particularly in the curriculum. Indonesian curriculum is experiencing development, which until today employs the Merdeka Curriculum. The government is trying to make this change to improve the previous curriculum. In this case, learning guidelines to achieve educational goals, which contain objectives, content, and learning materials, are known as curricula (Mubarak, 2016).

On the other hand, one of the challenges in this century is mastering the various competencies needed by students, where the development of progress and technology has resulted in the need to adjust the competencies that students need to master (Acedo & Hughes, 2014). As a formal educational institution, schools must facilitate students to achieve learning goals and develop students' abilities, especially problem-solving abilities, because in today's modern era, these skills are one quality measure. Problem-solving activities help students to construct new knowledge and facilitate learning. For this reason, in facing the challenges of the 21st century, teachers must prepare students to become people with 21st-century competencies. 21st-century learning also requires developing six competencies (character, citizenship, creative thinking, collaborative, critical thinking, and communication) so that teachers must be creative to develop learning that can develop them (Singh, 2016).

As stated, one of the competencies in the 21st century is developing problem-solving skills, where this ability needs to be developed so that students can face various existing problems around them. Problem-solving is also part of a high-level cognitive thinking process, more than other thinking skills (Titin & Jochebed, 2018). Meanwhile, according to Polya in Indrawati et al. (2015), problem-solving is an attempt to find a solution to a difficulty to achieve a goal. Hence, it can be concluded that problem-solving is a skill for finding a solution to a problem. Nevertheless, in cycle 1, it could be seen that students' problem-solving skills were still lacking, and students were less active in learning. For this reason, problem-solving skills need to be improved so that the material can be conveyed well and students get improved learning outcomes.

Learning outcomes, on the other side, result from learning obtained by an individual through active and positive interaction with their environment (Nurrita, 2018). In line with this opinion, learning outcomes are a competency or skill students can achieve after going through learning activities designed and implemented by teachers in a particular school and class (Nurrita, 2018). From these opinions, it can be seen that learning outcomes are the abilities that a person obtains in the form of cognitive, affective, or psychomotor after carrying out learning activities. Since the lack of improvement in problem-solving skills causes student learning outcomes to be less than optimal, an effective learning model is needed to improve student learning outcomes and problem-solving skills.

In this case, problem-based learning is a model that uses an authentic problem in learning so that students can improve their thinking, problem-solving, and self-regulation skills (Nurrohma & Adistana, 2019). Consistent with that opinion, the problem-based learning model focuses students on problems that will be solved with the help of existing knowledge and other sources (Sukmawati, 2021). In problem-based learning, several characteristics include contextual learning, problems that can increase curiosity, and integrity learning (active students). The focus of learning in this model is authentic problems that aim to train critical thinking (Sukmawati, 2021); these characteristics show the advantages of the problem-based learning model (Yani Mulyani, 2021), namely that students can explore existing problems around them, both at school and at home, instill a high sense of kinship and solidarity towards friends, teachers, and students who becomes more familiar, and familiarizes students with learning using experimental methods. Moreover, the problem-based learning model refers to problem-solving learning. As Musyaffa et al. (2019) stated, there is a problem-based learning syntax, including (problem orientation, organizing for research, guiding group investigations, presenting work results, analyzing and evaluating), and the problem-solving process. The statement above indicates how important learning models are in learning. Based on the opinions above, it can be seen that the problem-based learning model can increase motivation and curiosity and develop thinking skills through problem-solving activities.

In implementing this learning model to achieve the goals, it can be assisted with appropriate learning media. Learning media is defined as "media," derived from the Latin "medium," which means "intermediary" or "introduction," so that media can be identified as a means used to channel information to recipients of information (Tafonao, 2018). Tafonao (2018) describes learning media as a tool to help teachers convey lesson material to students to achieve the formulated learning objectives. In this research, to achieve learning objectives, the researchers developed a learning media that can help implement the problem-based learning model, using cultural branch media and interactive PPT. This media also helps students solve problems and fulfill the problem-solving indicators they want to achieve.

Based on the results of interviews and observations conducted by researchers, it can be seen that the problems experienced by teachers were the difficulty of implementing the problem-based learning model in civics learning using innovative media and the lack of skills of second-grade students at SD Kanisius Wirobrajan in solving problems, especially in civics subjects. Therefore, learning is needed that can help students understand the material easily. The researchers were then motivated to develop learning using a problem-based learning model with the help of cultural branch learning media to improve problem-solving skills and student learning outcomes in second-grade civics lesson content, material on the diversity of ethnic characteristics in Indonesia. In addition, what makes this research different from other research is that this learning used the help of cultural branch learning media with a problem-based learning model. If the learning uses learning media, it will occur effectively and efficiently (Pradana, 2023). When the researchers made observations, the homeroom teacher rarely used media because it was easier to use PPT media or only use student worksheets compared to other media, even though second-grade students found it easier to understand learning using interesting media. Therefore, learning will be engaging, and students will be active in participating in learning if they use media. In this research, the researchers used cultural branch media and interactive PPT as learning media.

One learning model that is a reference and considered relevant to help students achieve 21st-century competencies such as problem-solving is problem-based learning (PBL). Several studies have shown how this learning model can be integrated into the learning process in various applications. For example, research has been conducted on the problem-based learning (PBL) model assisted by

student worksheets (LKS) to improve students' mathematical reasoning and problem-solving abilities (Suryani, Utami & Husna, 2023). Increasing critical thinking abilities and student learning outcomes through applying the problem-based learning model has also been researched (Gutari, Hadiyanti & Kriswanto, 2023).

Based on these studies, this research differs from other relevant research, namely enhancing different characters and using different media from other studies. Other relevant research has not examined much about improving problem-solving skills and learning outcomes using problem-based learning models assisted by cultural branch media in civics lesson content. Apart from that, the novelty of this research compared to other studies is that it focuses more on improving problem-solving skills and learning outcomes through a problem-based learning model using cultural branch media for second-grade students in civics subjects. Also, this learning was designed to improve 21st-century competencies, implement HOTS, and use a scientific approach to learning.

RESEARCH METHODS

The research method used was classroom action research (CAR). Class action research aims to determine the consequences of class actions applied to a research object (Miftah & Syamsurijal, 2023). In this research, the researchers took reflective action through the recycling cycle developed in Kurt Lewin's model. Kurt Lewin's model is designed to improve actions and performance through a cycle of action and reflection. Four stages are carried out in this model, including action planning, implementation, observation, and reflection (Fatin et al., 2023). The following is a form of Kurt Lewin's model that can be visualized:

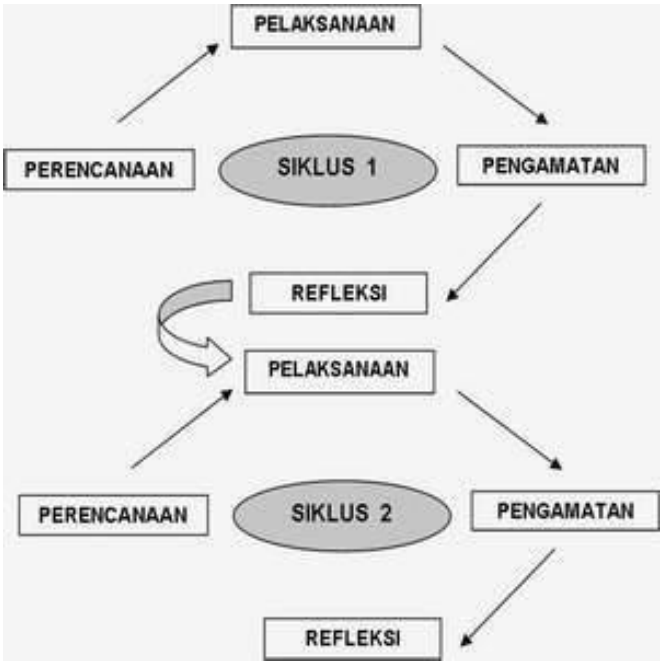

Figure 1. Kurt Lewin Model of Classroom Action Research

The classroom action planning stage is the first stage in the Kurt Lewin model, where at this stage, the researchers conducted action planning to improve the learning process and student learning outcomes. Implementation of actions is a stage that has been planned to be implemented. Then, the

observation stage is when the researchers observed the results of the actions taken. Next, the reflection stage is where the researchers evaluated the actions taken and draw conclusions. Then, to improve further actions on CAR, the recycling cycle could be carried out several times until the desired goal is achieved. Each cycle carried out usually has a different focus, depending on the results of evaluation and reflection in the previous cycle.

This research was carried out using interviews, observations, and tests. Interviews are a method used to obtain information directly from the source. Thus, by conducting interviews, researchers could discover problem-solving skills and student learning outcomes in civics learning. Observations were made to directly observe the research object through the activities, namely data on problem-solving skills. At the same time, tests were used to measure student learning outcomes. However, observations and interviews were conducted for preliminary study activities described in the introduction.

This research was conducted at SD Kanisius Wirobrajan 1 Yogyakarta, and the subjects of this research were second-grade A students, SD Kanisius Wirobrajan, totaling 25 students and the time of this research started from the beginning to the end of March 2023. This research used three cycles: pre-cycle, cycle 1, and cycle 2. Each cycle consisted of four stages: planning, action, observation, and reflection. In this regard, action research is considered successful if it meets the following criteria: data on student achievement in problem-solving skills reaches a percentage of ≥ 70%, categorized as good and very good.

The instruments used were interview guides, observation sheets, and test instruments in the form of questions. In making the interview guide, the researchers created ten questions related to problem-solving skills and student learning outcomes, where interviews were conducted with the second-grade A teacher, Mrs. Wulan. On the observation sheet provided, there are several criteria for problem-solving skills. Meanwhile, the test instrument given to students contained ten questions per cycle, and the maximum score that students could obtain was 10. The following are the indicators adopted in this research to measure the achievement of problem-solving skills.

Table 1. Indicators of Problem-Solving Skills

No	Aspects assessed in problem-solving skills	Achievement description
1	Identification of problems	Students can identify problems correctly.
2	Formulating the problem	Students can formulate problems correctly.
3	Analyzing the problem	Students can understand and analyze problems logically.
4	Drawing a conclusion	Students can conclude problems analyzed appropriately.
5	Looking for a solution	Students can provide alternative solutions that are easy to implement and based on appropriate theory.
6	Conducting evaluation	Students provide evaluations based on facts, principles, and guidelines and provide appropriate alternatives.
7	Troubleshooting and resolving problems	Students solve problems according to the plan prepared.

RESULTS AND DISCUSSION

In this research, the researchers performed two research cycles with two meetings. This research was carried out using the problem-based learning model to determine the increase in problem-solving skills and student learning outcomes in civics lesson content. This research was

conducted in second grade A at SD Kanisius Wirobrajan, Yogyakarta, with research subjects totaling 25 students. According to Russffendi (Nomleni & Manu, 2018), a problem is an issue for someone if 1) the problem is unknown to him, meaning he does not yet have a solution to deal with the problem; 2) students must solve the problem; and 3) they have the intention to solve them. As Polya stated (Nomleni & Manu, 2018), there are four steps to solving a problem: understanding the problem, planning to solve the problem, solving the problem according to the planned plan, and checking the results obtained.

The researchers obtained the percentage results of each student's problem-solving skills based on the steps and criteria for problem-solving skills. Then, they obtained the average problem-solving skills of students in second grade A. Each student's problem-solving skills were different. The following is a table of results from data analysis on the problem-solving skills of second-grade A students.

Table 2. Data Analysis of Problem-Solving Skills

No	Cycle	Problem-Solving Skills
1	Pre-Cycle	26%
2	Cycle 1	64%
3	Cycle 2	78%

Based on the above table, it can be seen that the percentage of problem-solving skills started at the pre-cycle, cycle 1, and cycle 2 stages. At the pre-cycle stage, problem-solving skills in one class revealed an average of 26%; in cycle 1, problem-solving skills showed an average of 64%; and in cycle 2, problem-solving skills had an average of 78%.

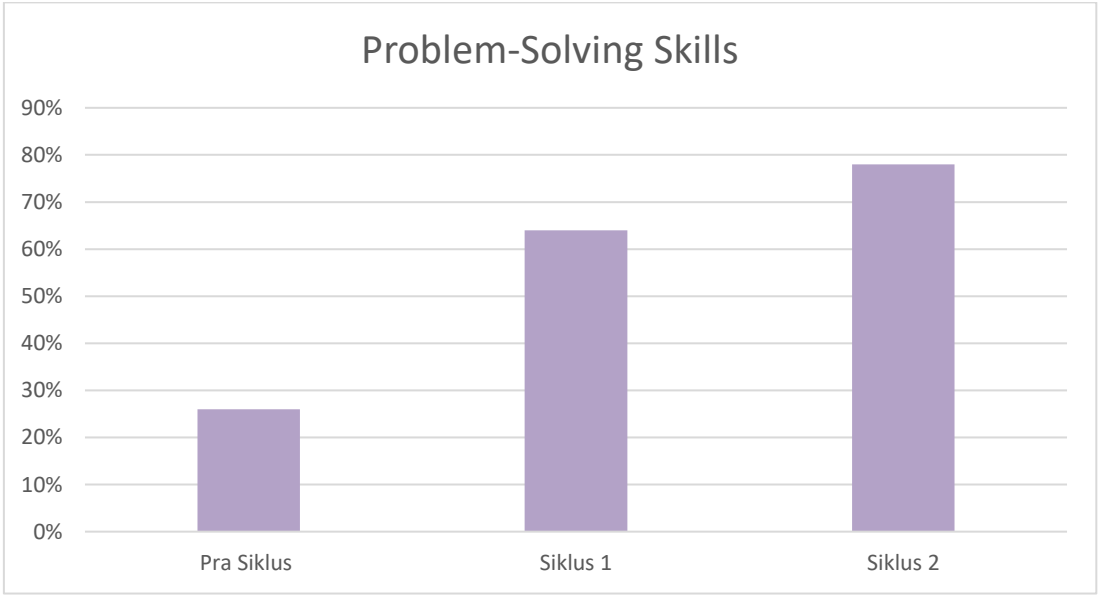

Figure 2. Data Analysis of Problem-Solving Skills

The graph above illustrates the percentage comparison and increase in students' problem-solving skills, starting from the pre-cycle stage, cycle 1, and cycle 2, can be seen. The average problem-solving skill in the pre-cycle stage to cycle 1 was 26%. Then, there was an increase of 38% in cycle 1, so the average in cycle 1 was 64%. There was another increase from cycle 1, amounting to 14%, so the average percentage of problem-solving skills in cycle 2 was 78%.

Based on the results of these observations, the initial percentage of second-grade A in problem-solving skills was 26%. From this percentage, the problem-solving skills of second-grade A students were still low. Therefore, the researchers applied the problem-based learning model to civics lesson content for material on the diversity of characteristics. In cycle 1, it was found that second-grade A students' problem-solving skills were 64%. It indicates that the problem-solving skills of second-grade A students increased by 38%, denoting that their problem-solving skills increased. Likewise, in cycle 2, students' problem-solving skills increased by 14%, averaging 78%. This data showed that students' problem-solving skills increased using the problem-based learning model at each stage. This learning model helps students improve their problem-solving skills and solve problems often encountered alone or in groups. When learning uses a problem-based learning model, this model focuses students on problems to be solved with the help of existing knowledge and other sources (Sukmawati, 2021). This problem-based learning characteristic increases students' curiosity so that students are active in learning. Aside from that, the advantage of the problem-based learning model (Yani Mulyani, 2021) is that students can explore the existing problems around them, both at school and at home, instill a high sense of kinship and solidarity towards friends, the relationship between teachers and students becomes more familiar, and familiarize students with learning using experimental methods. Learning resources that helped researchers improve problem-solving skills in this study were cultural branch media.

The results of problem-solving ability in cycle 3 were at a percentage of 78%, in the very good category, so that cycle achievement had been accomplished. Increased problem-solving skills in students could be seen when students encounter a problem. It aligns with Chairani's explanation (Simanjuntak & Sudibjo, 2018) that the ability to solve problems is a directed thought to find a solution or way out of a specific problem. Student learning outcomes were obtained from teacher data as pre-cycle data and result data for each cycle. The result data for each cycle was attained through ten multiple-choice test questions completed by students. These test questions were given in each cycle, and the researchers obtained average data on student learning outcomes based on the following table.

Table 3. Average Score of Student Learning Outcomes

Stages	Average student score
Pre-Cycle	50
Cycle 1	63.2
Cycle 2	80

Based on the following table, it can be seen the average learning outcomes of second-grade A students for civics subjects each cycle. In the table above, the average increase in learning outcomes for each cycle could be known. At the pre-cycle stage, the average student learning outcome score was 50; in cycle 1, the average student learning outcome was 63.2; and in cycle 2, the average student learning outcome was 80.

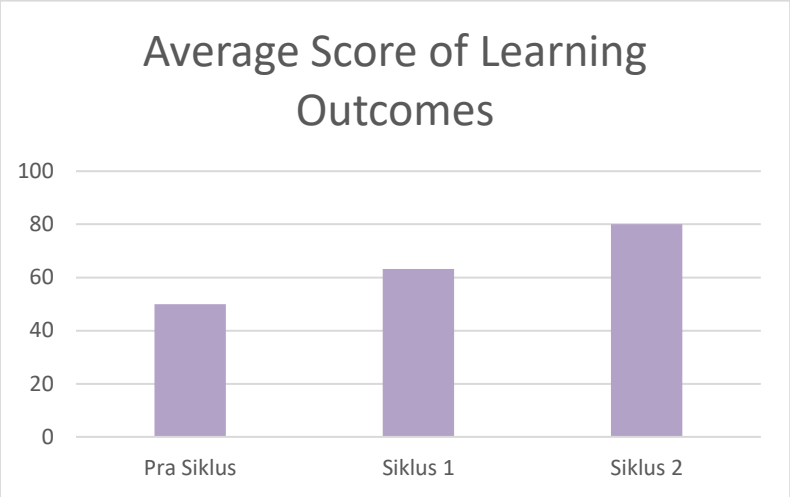

Figure 3. Average Score of Learning Outcomes

Graph 2 above depicts that the average increase in the learning outcome scores for second-grade A students was achieved. In the pre-cycle stage, the average student score was 50, and then in cycle 1, the average score for second-grade A students was 63.2. In the pre-cycle stage, there was an increase to cycle 1 by 13.2 points. In cycle 2, the average score obtained was 80, with an increase in the average score of student learning outcomes from cycle 1 to cycle 2 by 16.8. Determining student completion based on the school's KKM was 75. Data on student learning outcomes from the pre-cycle stage to cycle 2 indicated an increase in student learning outcomes at each stage using the problem-based learning model because students could solve the problems they faced with the help of cultural branch media. It is reinforced by Tafonao (2018), who explains learning media as a tool that can help teachers convey lesson material to students to achieve the learning objectives formulated. In line with this opinion, maximum learning outcomes can increase if a student is competent after learning (Nurrita, 2018). In this case, second-grade A students have learned using a problem-based learning model with the help of cultural branch media in civics lesson content, which helps students and teachers improve problem-solving skills and student learning outcomes.

Based on research, it appeared that students' initial and final conditions were very different. The initial condition of students in solving problems was still lacking. Then, the teacher carried out learning using the problem-based learning model and cultural branch media in civics subjects to increase problem-solving skills in second-grade A students. Not only that, students were also more independent in finding solutions and resolving the problems they faced. In this learning, the teacher is a facilitator who provides facilities that help students develop problem-solving abilities. From these data, it can also be seen that there has been an increase in the average learning outcomes of second-grade A students. Therefore, it can be concluded that using the problem-based learning model and cultural branch media can help students improve problem-solving skills and learning outcomes in civics lesson content.

This research is consistent with the findings of several studies regarding the application of the problem-based learning model (Sukidjo, 2016), where this research succeeded in developing PBL-based learning materials for students. It indicates that PBL is a modern approach whose application can be interdisciplinary. Other research can prove that PBL combined with digital-based interactive media can positively impact students' critical thinking abilities (Abdulah et al., 2021). Not only the cognitive aspect but the overall implementation of PBL can also influence students' affective aspects (Triani et al., 2019). In line with that, a study (Setyaningsih & Rahman, 2022) revealed that student

behavior tends to be more active and positive in learning activities and shows increased problem-solving abilities when implementing problem-based learning in learning activities.

From this research and several studies, the problem-based learning paradigm invites students to be active and contribute positively to learning activities so that academic and soft skills achievements can be maximally accommodated. Therefore, this research certainly impacts the application of interactive and participatory learning models and strategies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that using the problem-based learning model and the help of cultural branch media could help students improve problem-solving skills and student learning outcomes. Departing from the results of data analysis and discussion in this research, there was an increase in problem-solving skills. It corroborates with the research objectives, attempting to identify how the application of this learning model impacts improving students' problem-solving skills. From the results of this research, the researchers recommend that teachers use the problem-based learning model consistently because it has been proven successful in problem-solving abilities and student learning outcomes.

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