



## Applying problem-based learning in Civic education podcasts boosts critical thinking and student outcomes at Community Learning Center (CLC)

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### ABSTRACT

This classroom action research aimed to enhance Civics learning outcomes for CLC Pasir Putih class IX students of SMP Keningau Bingkor in Sabah, Malaysia, using the Problem-Based Learning (PBL) method supported by podcast media. During the 2023/2024 academic year, the study involved 21 students and addressed unsatisfactory learning conditions while improving instructional quality. In Cycle I, only 12 students met the minimum completion criteria (KKM) of 75, with nine falling short. By Cycle II, significant improvement was observed: 19 students achieved the KKM, and the class average rose to 80. This exceeded the school's classical target completion. The podcast-based PBL model fostered interactive and engaging lessons, countering the monotony of conventional methods. Students reported increased motivation as podcasts made materials more accessible and flexible for repeated learning. The innovative approach allowed them to learn anytime, anywhere, enhancing comprehension. Overall, students expressed enthusiasm for continuing this method, citing its effectiveness and enjoyment. Their positive responses underscored how combining PBL with podcast media improved academic performance and created a dynamic, student-centered learning environment.

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### ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar Pendidikan Kewarganegaraan peserta didik Kelas IX CLC Pasir Putih SMP Keningau Bingkor di Sabah, Malaysia, menggunakan metode Problem-Based Learning (PBL) berbasis podcast. Penelitian dilaksanakan pada tahun akademik 2023/2024 dengan melibatkan 21 peserta didik, dengan tujuan memperbaiki kondisi pembelajaran yang kurang memuaskan dan meningkatkan kualitas pengajaran. Pada Siklus I, hanya 12 peserta didik yang mencapai Kriteria Ketuntasan Minimal (KKM) yaitu 75, sementara 9 peserta didik belum mencapainya. Pada Siklus II, terjadi peningkatan signifikan: 19 peserta didik berhasil mencapai KKM, dengan rata-rata nilai kelas mencapai 80, melebihi target klasikal sekolah. Model PBL berbasis podcast menciptakan pembelajaran interaktif dan menarik, menghilangkan kebosanan metode konvensional. Peserta didik melaporkan motivasi belajar meningkat karena materi disajikan secara menarik dan fleksibel. Podcast memungkinkan peserta didik belajar kapan saja dan di mana saja, sehingga mereka dapat mengulang materi sesuai kebutuhan. Secara keseluruhan, peserta didik antusias melanjutkan metode ini karena dinilai efektif dan menyenangkan. Tanggapan positif peserta didik menunjukkan bahwa kombinasi PBL dan podcast tidak hanya meningkatkan hasil akademik tetapi juga menciptakan lingkungan belajar yang dinamis dan berpusat pada peserta didik.

**Kata Kunci:** hasil belajar; podcast; problem-based learning

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## INTRODUCTION

Teaching and learning activities in the classroom are a learning process carried out between students and teachers with the substance of learning experiences. Learning is the modification or strengthening of behavior through experience. According to this definition, learning is a process, an activity, not a result or goal (Anggini et al., 2022; Mahrus, 2021; Rahayu et al., 2023). Learning is not just remembering but broader than that, namely experiencing. Learning is a process of effort by a person to obtain a new change in behavior due to his own experience in interaction with the environment (Antika et al., 2020; Sudar, 2021). Cahyo, in his book *"Panduan Aplikasi Teori-Teori Belajar Mengajar Teraktual Dan Terpopuler"* states that Learning is also a process of assimilating and connecting experiences or materials learned with the understanding that a person already has so that his understanding can be developed.

The learning experience must indeed be mixed in such a way that learning activities not only focus on the final results of the predetermined educational objectives but also a process of learning meaningfulness experienced by each student. The brain's ability to find meaning by making connections explains why students who are encouraged to connect school tasks with current reality, with their current personal, social, and cultural situations, with the context of their daily lives, will be able to attach meaning to their academic material so that they can remember what they learn (Bakulla et al., 2023). Similar to the related statement by Wahab and Rosnawati in *"Teori-teori Belajar dan Pembelajaran"* that information learned meaningfully is usually remembered longer than information learned by rote. Optimizing learners' experiences and abilities must also be done to motivate learners.

Several previous studies have explored applying the Problem-Based Learning (PBL) model in civic education. Through group discussions and case studies, PBL can enhance students' critical thinking skills (Setyawati et al., 2024). The development of PBL-based media is also an effective suggestion in improving classroom learning implementation (Larosa et al., 2024). However, this study was limited to traditional media without leveraging modern digital technology. Developed an online learning model using podcasts for history lessons and found that podcasts could improve students' learning motivation and outcomes (Rahmawati & Hidayat, 2021). Nevertheless, this research did not specifically measure the impact of podcasts on students' critical thinking abilities. It explored integrating digital technology into civic education learning at Community Learning Centers (CLCs) but did not incorporate podcasts as a learning medium (Ambarwati et al., 2024).

This research offers novelty compared to previous studies by integrating the Problem-Based Learning (PBL) model with podcast media in civic education learning at CLCs. This study utilizes traditional methods such as group discussions and podcasts as an innovative medium to deliver learning materials (Fauziyah et al., 2020). Furthermore, regarding motivation and learning outcomes without measuring critical thinking skills, this research explicitly assesses the impact of podcasts on students' critical thinking abilities (Saripudin et al., 2023). Incorporating podcasts as a more interactive and relevant digital medium for millennials and Generation Z (Nur'aini et al., 2023). Thus, this study contributes new insights into educational literature by exploring the potential of podcasts as an effective learning tool.

Overall, this research offers an innovative approach by combining PBL with podcasts, a combination that has not been widely explored in previous literature. Integrating these two elements will enhance students' critical thinking skills and learning outcomes in civic education at CLCs. By utilizing podcasts as a learning medium, this research aligns with current digital technology trends while providing practical solutions to improve the quality of learning in CLC environments. Therefore, this study adds value compared to previous research and has the potential to become an important reference for developing innovative learning models in the future.

This research aims, there are 1) To identify the application of the podcast-based Problem-Based Learning (PBL) learning model to improve students' critical thinking skills on the material of implementing democracy in various lives in CLC class students of SMP Keningau Bingkor TKB Pasir Putih Sabah Malaysia; 2) To reveal the podcast-based Problem-Based Learning (PBL) learning model improve student learning outcomes in Civics subjects in the material on the implementation of democracy in various lives in CLC class students of SMP Keningau Bingkor TKB Pasir Putih Sabah Malaysia; 3) To measure students, respond to the application of the podcast-based PBL learning model can improve critical thinking skills and learning outcomes in grade 8 CLC SMP Keningau Bingkor TKB Pasir Putih Sabah Malaysia in Civics subjects on the implementation of democracy in various lives. This class action research aims to improve Civics learning outcomes in grade 8 CLC SMP Keningau Bingkor TKB Pasir Putih Sabah Malaysia students using the Problem-Based Learning method using Podcast media.

## LITERATURE REVIEW

### **Problem-Based Learning (PBL)**

Problem-Based Learning (PBL) is an innovative student-centered learning model that develops critical thinking skills and problem-solving abilities through real-world problem-based approaches. PBL motivates students to actively engage in learning by exploring authentic problems relevant to their lives (Hung et al., 2008). In the context of Civic Education, PBL can be used to address complex social, political, or environmental issues that require in-depth analysis. For example, students can be presented with cases such as inter-community conflicts or corruption and then tasked with analyzing the root causes, impacts, and potential solutions. PBL improves student learning outcomes and helps them develop higher-order thinking skills (Kokotsaki et al., 2016). Additionally, the role of the teacher as a facilitator in PBL is crucial for guiding students in seeking information, identifying resources, and developing problem-solving strategies independently. This model encourages student collaboration, enabling them to learn from diverse perspectives and generate more comprehensive solutions. PBL effectively increases student motivation by providing real-world learning experiences, making students feel more motivated to learn (Silver, 2004).

### **Learning Media (Focus on Podcasts)**

Learning media, or instructional media, refers to tools or platforms used to support the teaching and learning process to simplify material comprehension, increase engagement, and create more effective learning experiences (Tafonao, 2018). From traditional forms such as printed books and blackboards, learning media has continuously evolved alongside technological advancements, opening new educational opportunities through digital formats like videos, apps, and online platforms (Wahidin, 2017). One example is podcasts, a digital audio medium that can be accessed anytime and offers flexibility in delivering information, ranging from informal discussions to structured narratives, making it suitable for various learning styles. This evolution has been driven by widespread internet access, technological improvements, and shifts in modern lifestyles prioritizing flexibility and personalization in learning. Podcasts are flexible, interactive, and easily accessible digital audio media, making them an effective tool for implementing learning models like PBL (Syaifuddin & Prastyo, 2022).

The integration of podcasts as a learning medium in civic education, particularly when combined with PBL, has demonstrated significant potential in enhancing critical thinking and student outcomes. Podcasts provide an accessible and flexible platform that aligns with active learning principles, enabling students to engage deeply with real-world societal issues. Podcast-based instruction fosters students' ability to synthesize information and apply it to practical scenarios, which is essential for developing critical thinking

skills (Gunderson & Cumming, 2023). When integrated into PBL frameworks, multimedia tools like podcasts significantly improve learner engagement and motivation by encouraging collaboration and reflection (Neo & Neo, 2005; Neo & Neo, 2009). These findings suggest that podcasts can effectively deliver civic education content, helping students analyze democratic processes and social justice issues while promoting active citizenship.

In the context of CLC, podcasts offer a cost-effective solution to address challenges related to resource limitations and accessibility. Adha et al. (2023) revealed that podcast-based PBL interventions in CLCs led to measurable improvements in students' critical thinking abilities and civic engagement. This approach democratizes access to high-quality educational content and supports diverse learning styles, making it particularly suitable for underserved communities. Furthermore, designing podcasts in alignment with cognitive learning principles can maximize their educational impact (Suryana et al., 2021). By structuring podcast episodes to include clear objectives, guided discussions, and opportunities for reflection, educators can create meaningful learning experiences that empower students to become informed and active citizens.

### **Critical Thinking**

Critical thinking is the ability to systematically analyze, evaluate, and reflect on information to make rational decisions or conclusions. This skill is one of the core competencies that must be developed in education, including Civic Education courses. Critical thinking can be measured through several key criteria, such as clarity, accuracy, precision, relevance, depth, breadth, and logic (Facione, 2015). The development of critical thinking can be optimized through student-centered learning models like PBL, which require students to solve complex problems collaboratively. In this context, podcasts can serve as a source of information to support students' critical thinking processes (Fatin et al., 2023). For example, students can listen to a podcast about a corruption case and then analyze its causes, impacts, and solutions based on the mentioned critical thinking criteria. Emphasizes critical thinking as finding the correct answers and engaging in systematic and reflective thought processes (Rahayu et al., 2023). Additionally, Critical thinking can be developed through repeated practice in analyzing information from various sources, such as podcasts, which present diverse perspectives. Therefore, integrating PBL, podcast media, and critical thinking development can create a holistic and meaningful learning experience for students (Rivas et al., 2022; Saputri et al., 2019).

Combining the PBL model, podcast media, and critical thinking development can create a holistic and meaningful learning experience for students, especially in CLC. The PBL model provides a framework for problem-based learning, podcasts offer flexible and relevant information sources, and critical thinking criteria provide guidelines for assessing students' analytical abilities. Integrating innovative learning models, digital media, and critical thinking skills can significantly improve student learning outcomes (Rosyiddin et al., 2023; Yanto et al., 2023). Additionally, podcasts can enhance students' conceptual understanding and information retention, thereby supporting the development of critical thinking. Therefore, applying PBL-based podcasts in Civic Education can improve students' critical thinking skills and overall learning outcomes (Chester et al., 2011).

## **METHODS**

This research is classroom action research. Class action research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve unsatisfactory conditions and the quality of lessons in the classroom. Class action research is action research conducted to improve the quality of learning practices in the classroom. Class action research focuses on students or PBM in the classroom.

The primary purpose of class action research is to solve real problems in the classroom and improve the actual activities of teachers in their professional development activities (Gustafsson, 2024; Leeman et al., 2017).

This research was conducted in the Community Learning Center (CLC) Pasir Putih class IX students SMP Keningau Bingkor in the 2023/2024 school year. The subjects in this study were CLC Pasir Putih class IX students of SMP Keningau Bingkor, totaling 21 people. In this case, class IX is a class that contributes to the perfection of research on the application of the PBL learning model. It can be categorized as a class that is not focused on the national final exam and is not adapting to the school environment because it is the second year in school, and each class only has many classmates. This research requires cycle planning consisting of 4 repetitive activities: 1) planning, 2) implementation, 3) observation, and 4) reflection.

The success indicators in this study are as follows: Increased students' critical thinking skills in learning as seen during the learning process. These aspects include asking questions to the teacher, expressing opinions in groups, answering questions, responding to other people's opinions, working on questions or activity sheets, cooperating in groups, and group presentations. Student learning activity using the PBL approach was analyzed descriptively by percentage. To make it easier to know the achievement of students' critical thinking skills in learning, the last process is to make a percentage of the achievement of critical thinking skills with the following formula.

$$T = \frac{T_i}{T_s} \times 100$$

Description:

- T : Achievement of students' critical thinking skills in learning
- T<sub>i</sub> : Number of research samples that have achieved critical thinking skills
- T<sub>s</sub> : The number of research samples

Data reduction is the process of collecting relevant data following the research objectives so that the data obtained can provide a picture that occurs in the field following the research objectives in each cycle to facilitate the presentation of data. The data in this study is a description and interpretation following the data obtained in the field; several data must be presented in this study as follows: 1) learning motivation, 2) critical thinking skills, and 3) observation of learning activities using the PBL learning model. Concluding is giving meaning to the data that has been reduced and presented according to the information needed. Concluding is done after the classification and presentation of data. Data inference is an interpretation of data starting in each cycle and continuing to the conclusion as an interpretation of the implementation of the PBL learning model. The implementation of learning activities by teachers and students can be calculated and analyzed using the following percentage formula.

$$\text{Success} = \frac{\text{total percentage score}}{\text{maximum score}} \times 100\%$$

**Table 1.** Percentage of Learning Implementation

No	Score %	Criteria
1.	80 – 100	Very good
2.	60 – 79	Good
3.	40 – 59	Good enough
4.	20 – 39	Not good
5.	< 20	Not very good

Sources: Sugiyono in "Sampel Arikunto"

If the motivation analysis results show very good or good information, it is said that the application of the PBL learning model has succeeded in increasing student learning motivation. But if it shows not enough, less, or very little, then the application of the PBL learning model does not succeed in increasing student learning motivation.

## RESULTS AND DISCUSSION

This class action research was conducted at CLC Pasir Putih class IX students of SMP Keningau Bingkor. This study aims to determine whether the Problem Based Learning (PBL) approach can increase learning motivation and improve students' critical thinking skills. This research was conducted in 2 (two) cycles that focus on teacher activity, Student Activity, and Student Learning Outcomes. Each cycle consisted of three stages, namely 1) Planning, 2) Action Stage, and 3) Observation. In addition, two meetings are held in each cycle, each including 2 hours of lessons. The results of this study are as follows.

### Cycle I

The activities carried out in Cycle I was the **planning stage**, several things that researchers prepare, namely determining the theme and subtheme, Learning and compiling a Learning Implementation Plan, Podcast Disqualification Sheet (PDS) in the form of podcast interviews, test questions, and teacher activity observation instruments in learning which are observed directly by observers. **Action stage**, the action stage is carried of after everything needed in the research has been prepared very well. Then, the implementation of the following action in this cycle begins in August 2023 and continues until November 2023.

The last stage in Cycle I was the **observation stage**. This stage is related to observing teacher and student activity and learning outcomes. The CLC Pasir Putih, class IX teacher of SMP Keningau Bingkor, observed the teacher's ability to manage learning. The results of observations of the teacher's ability to manage learning with the PBL model are briefly presented below:

**Table 2.** Results of Observations of Teacher Teaching Activities Using the Problem-Based Learning Model in Cycle I

No	Aspects observed	Score			
		1	2	3	4
<b>Beginning Activity</b>					
1	The teacher opens the lesson by giving greetings.				√
2	Teacher's ability to condition the class			√	
3	Teacher's ability to ask about students' condition			√	
4	Teacher's ability to relate the subject matter to students' prior knowledge		√		
5	Interaction between teacher and students			√	
<b>Core Activities</b>					
6	Organize students in study groups		√		
7	Distribute discourse or teaching materials to each group				√
8	Directing the way of working to each group			√	
9	Mastering the learning material			√	
10	Utilization of learning resources			√	

No	Aspects observed	Score			
		1	2	3	4
11	Explanation skills		√		
12	Class management skills		√		
13	Supervising each group in turn			√	
14	Providing assistance to each group that is having difficulty		√		
15	Guiding students in finding pairs of pieces of paper				√
16	Answering questions or responding		√		
17	Respecting students' opinions			√	
18	Ability to direct students to read out questions and answers in turn			√	
<b>End Activities</b>					
19	The teacher and students summarize the lesson and give reinforcement				√
20	The teacher rewards the students		√		
21	Teacher conducts evaluation and gives reflection			√	
22	Teacher's ability to close the lesson				√
		<b>Amount:</b>	64		
		<b>Percentage:</b>	72%		
		<b>Category:</b>	Good		

Source: Research, 2025

Notes: 1) Less. 2) Sufficiency. 3) Good. 4) Very good

$$P = \frac{f}{N} \times 100\% \mid P = \frac{64}{88} \times 100\% = 72\%$$

Description

P : achievement

f : total presentation score

N : maximum score

From the table above, it can be seen that the teacher's ability to manage learning through the PBL model obtained an average score of 72%, which was included in the good score category. Then, for the Observation of Student Activity Cycle I, student activities are observed during learning for each meeting. The results of observations of student activity in lesson plan I can be seen in **Table 3**.

**Table 3.** Student Activities During Learning Activities in Cycle I Lesson Plans

No	Aspects observed	Score			
		1	2	3	4
<b>Beginning Activity</b>					
1	Students answer greetings				√
2	Students tidy up the class				√
3	Students answer questions posed by the teacher			√	
<b>Core Activity</b>					
4	Students sit in groups			√	
5	Listen to the teacher's explanation			√	
6	Student activeness in the group		√		

No	Aspects observed	Score			
		1	2	3	4
7	Willingness to work in groups and between groups		√		
8	Students discuss in groups		√		
9	Students' ability to do the task		√		
10	Students present group results			√	
11	Students ask questions about things they do not understand		√		
12	Students' attitude in taking pieces of paper		√		
13	Students' attitude in finding each partner				√
14	Students read the questions and answers with their partner		√		
<b>End Activity</b>					
15	Students can summarize the learning		√		
16	Students listen to reinforcement from the teacher				√
17	Students work on questions from the teacher in the form of a posttest (Evaluation)				√
18	Students answer the closing greeting				√
		<b>Amount:</b>	52		
		<b>Percentage:</b>	72%		
		<b>Category:</b>	Good		

Source: Research, 2025

Notes: 1) Less. 2) Sufficient. 3) Good. 4) Very good

$$P = \frac{f}{N} \times 100\% \quad P = \frac{52}{72} \times 100\% = 72\%$$

Description

P : achievement

f : total presentation score

N : maximum score

**Table 3** shows that student activities during thematic learning with the PBL model are included in the good category with an average value of 72%. Student Learning Outcomes After the learning activities in the lesson plan I took place, the teacher gave test questions to 21 students. The score of student learning test results in cycle I (lesson plan I) can be seen in **Table 4**.

**Table 4.** Student Learning Outcome Score Cycle I

	Description Test I	Description Test II
Student who completed	12	12
Students who have not completed	9	9
Total Student	21	

Sources: Research, 2025

$$\text{Classical KKM} = \frac{\text{Number of students who completed}}{\text{Total number of students}} \times 100\%$$

$$\text{Classical KKM} = \frac{12}{21} \times 100\% = 57\%$$



Based on **Table 4** above, it can be seen that 12 students (57%) completed their learning while nine students (43%) did not complete it. Based on the KKM set in CLC Pasir Putih class IX A SMP Keningau Bingkor, it is said to be complete if it has a minimum completeness score of 75 and classically if 80% of students in the class have completed their learning. Therefore, it can be concluded that student learning completeness in cycle I has not been achieved. In general, an explanation of the findings for aspects that need to be improved during the learning process in cycle I can be seen in the following table.

**Table 5.** Findings and Revisions During the Cycle I Learning Process

No	Reflection	Findings	Action
1.	Teacher Activity	<ol style="list-style-type: none"> <li>1. The teacher's ability to relate the subject matter to students' knowledge</li> <li>2. The teacher's skill in explaining is still lacking.</li> <li>3. Skills in organizing students in groups are still lacking</li> <li>4. skills in managing the class are still lacking</li> <li>5. Providing assistance to each group that is having difficulty is still lacking</li> <li>6. Answering and responding to student questions is still lacking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers must be more creative in relating the material to students' knowledge.</li> <li>2. Teachers must be more skillful in explaining.</li> <li>3. Teachers must be more skillful in organizing students in groups.</li> <li>4. the teacher must be more skillful in managing the class.</li> <li>5. More able to assist each group</li> <li>6. The teacher should be more skillful in answering and responding to questions from students.</li> </ol>
2.	Student Activity	<ol style="list-style-type: none"> <li>1. Students are still not organized in finding a partner</li> <li>2. students are still less active in the group</li> <li>3. student cooperation between groups is still lacking.</li> <li>4. Students still do not want to do the assignment</li> <li>5. Students are still not shy to ask questions</li> <li>6. Students are still not precise in summarizing the material</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers should be more assertive in guiding students when students are looking for group partners.</li> <li>2. Teachers should be able to make students more active in the group</li> <li>3. The teacher must be able to make students want to work together with the group.</li> <li>4. The teacher should be more assertive in guiding students.</li> <li>5. Teachers should be able to motivate students not to be shy to ask questions.</li> <li>6. the teacher must guide students in student understanding</li> </ol>
3.	Cycle I Test Results	there are 12 students whose learning outcomes have not reached the completion score because students do not understand the material.	At the next meeting, the teacher must improve his/her explaining skills and mastery of the material.

Source: Research, 2025

## Cycle II

The activities carried out in Cycle II were the **planning stage**. In this case, planning is an action that the researcher will take. In the early stages of planning in Cycle II, namely, preparing all the needs and steps for conducting research like what was done in Cycle I. The initial step researchers take is to prepare learning devices, namely lesson plans. The first step researchers take is to prepare learning devices,

namely lesson plans. Then, prepare the required media, prepare Podcast Discussion Sheets (LDP), and compile practice test questions.

The next stage is the **action stage**. Cycle II took place after the formation of students in 6 different groups from the previous group. Implementation is carried out after preparing the plan and determining the steps to be taken. The first step is for the teacher to start by greeting and conditioning the class. Then, the teacher made an apperception by asking students classical questions to arouse their curiosity about what would be learned. The **observation stage**. The observation stage in Cycle II focuses on teacher activity and student learning outcomes after using PBL. The observation teacher will focus on the teacher's ability to manage learning in cycle II, which the IX-A class teacher observed. The results of observing the teacher's ability to manage learning through the PBL model are presented in the following table.

**Table 6.** Ability of Teacher Activities in Managing Learning with PBL in Cycle II Lesson Plans

No	Aspects observed	Score			
		1	2	3	4
1	The teacher opens the lesson by giving greetings.				√
2	Teacher's ability to condition the class			√	
3	Teacher's ability to ask about students' condition				√
4	Teacher's ability to relate the subject matter to students' prior knowledge			√	
5	Interaction between teacher and students				√
6	Organizing students in learning groups				√
7	Distribute discourse or teaching materials to each group				√
8	Directing the way of working to each group			√	
9	Mastering the learning material				√
10	Utilization of learning resources			√	
11	Explanation skills				√
12	Class management skills				√
13	Supervising each group in turn			√	
14	Providing assistance to each group that is having difficulty				√
15	Guiding students in finding pairs of pieces of paper				√
16	Answering questions or responding				√
17	Respecting students' opinions			√	
18	Ability to direct students to read the questions and answers alternately			√	
19	The teacher and students summarize the lesson and give reinforcement				√
20	The teacher gives rewards to students				√
21	Teacher conducts evaluation and gives reflection				√
22	Teacher's ability to close the lesson				√
		<b>Amount:</b>	81		
		<b>Percentage:</b>	92%		
		<b>Category:</b>	Very Good		

Source: Research, 2025

Notes: 1) Less. 2) Sufficient. 3) Good. 4) Very good

$$P = \frac{f}{N} \times 100\% \quad P = \frac{81}{88} \times 100\% = 92\%$$

Description

P : achievement  
f : total presentation score  
N : maximum score

Based on **Table 6** above, it can be seen that the teacher's ability to manage learning in cycle II has improved more than in cycle I. In cycle II, the teacher's ability was in the excellent category, 92%. Observation of Student Activity Cycle II. Fellow researchers from the Civics Education department observed student activities during the learning process. Observation of student activities is carried out during learning. The results of observations of student activity in cycle II can be seen in **Table 7**.

**Table 7.** Activities During Learning Activities in Cycle II Lesson Plans

No	Aspects observed	Score			
		1	2	3	4
1	Students answer greetings				√
2	Students tidy up the class				√
3	Students answer questions asked by the teacher				√
4	Students sit in groups				√
5	Listening to the teacher's explanation			√	
6	Student activeness in the group				√
7	Willingness to work in groups and between groups				√
8	Students discuss in groups				√
9	Students' ability to do the task			√	
10	Students present group results			√	
11	Students ask questions about things they do not understand				√
12	Students' attitude in taking pieces of paper				√
13	Students' attitude in finding each partner				√
14	Students read the questions and answers with their partner			√	
15	Students can summarize learning				√
16	Students listen to reinforcement from the teacher				√
17	Students work on questions from the teacher in the form of a posttest (Evaluation)				√
18	Students answer closing greetings.				√
<b>Amount:</b>		66			
<b>Percentage:</b>		94%			
<b>Category:</b>		Very Good			

Source: *Research, 2025*

Notes: 1) Less. 2) Sufficient. 3) Good. 4) Very good

$$P = \frac{f}{N} \times 100\% \quad P = \frac{66}{70} \times 100\% = 94\%$$

Description

P : achievement  
f : total presentation score  
N : maximum score

From the table above, it is clear that student learning activity has exceeded the first cycle figures. At this stage, student activities reached the excellent category of 94%. This is because the teacher is more skilled at controlling the class, so students are also more interested in learning, which increases learning activities. After learning in cycle II, the teacher gave students tests. The scores of student learning test results in cycle II can be seen here.

**Table 8.** Student Learning Outcome Score Cycle II

	<b>Learning Outcome</b>
Student who completed	19
Students who have not completed	2
<b>Total</b>	<b>21</b>

*Sources: Research, 2025*

$$\text{Classical KKM} = \frac{\text{Number of students who completed}}{\text{Jtotal number of students}} \times 100\%$$

$$\text{Classical KKM} = \frac{27}{30} \times 100\% = 90\%$$

Based on the table above, it can be seen that in cycle II, 19 students achieved individual completeness (90.4%). At the same time, two students (9.5%) have not yet reached learning completeness. The average learning outcome obtained by students is 80 and has reached the KKM determined by the school of at least 75. Therefore, the percentage of learning completeness is above 90%. So, the student learning outcomes in cycle II have reached classical learning completeness.

Based on the results obtained from cycle II, it can be concluded that learning through the PBL model can improve. In cycle I, learning outcomes were only 60%; in cycle II, they increased even more to 90%.

**Table 9.** Findings and Revisions During the Cycle II Learning Process

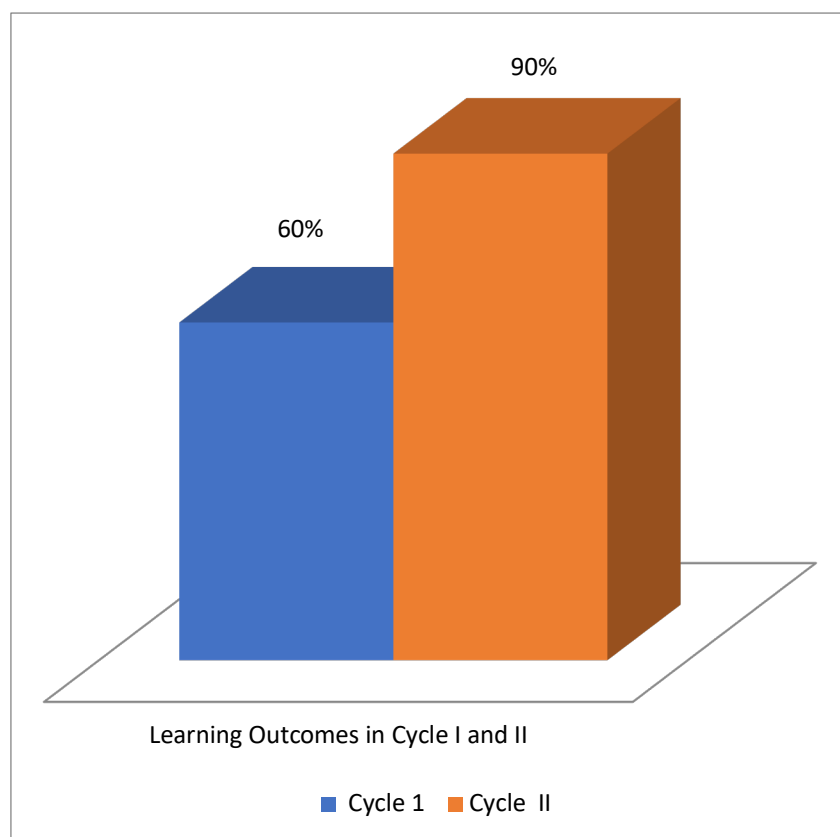
No	Reflection	Findings	Revision
1	Teacher Activity	Teacher activities in managing learning are very good	Improving teacher activity and student achievement in the learning process must be supported by the teacher's ability to manage learning to increase student achievement.
2	Student Activity	Student activity in learning.	The results of observations of student activity in cycle II look better. All aspects are increasingly following the time specified in cycle II learning, with a percentage of 90%. It is a very good category. Provide remedials for three students who have not completed and give prizes to students as a reward for learning completeness.
3	Cycle II Test Results	By applying the PBL model for cycle II at Keningau Bingkor Junior High School, student learning outcomes have reached individual learning completeness, with as many as 21 students or 90% in the excellent category. Category is very good.	

*Source: Research, 2025*

Student learning outcomes through the application of the PBL model prove that it can improve student learning outcomes in cycle II. This is because problem-based learning focuses on the learning process and activates students to rediscover concepts, reflect, abstract, problem-solving formation, communication, and application. Students remember the teacher's explanation and reread the book about what must be poured into problem-based learning, with activities to find groups and discuss the problems given together. Learning in groups can make students more active and creative, and there is good cooperation between students (Nisa et al., 2023).

### Student Learning Outcomes in Cycle I and Cycle II

In cycle I, of 21 students, 12 completed the lesson, as much as 57%. In cycle II, there was a very good improvement: 19 students completed the lesson as much as 90.4%. This proves that the KKM is classically achieved. For more details, see the diagram below.



**Figure 1.** Improvement of Learning Outcomes in Cycles I and II  
*Source: Research, 2025*

The podcast media at the CLC Pasir Putih class IX students of SMP Keningau Bingkor was first created in 2021. At that time, the world was experiencing the COVID-19 pandemic. Adaptations made in the field of education, in addition to changing face-to-face learning to online learning, are the use of learning technology, especially in providing material to students. The teachers' ideas with the policymakers to create a school podcast came from this. The purpose of making podcasts for CLC Pasir Putih class IX students of SMP Keningau Bingkor students is not only for learning media containing materials, but there is also information about student affairs, etc., because there are many unique and interesting potentials of students that need to be discussed.

The podcast on the author's personal YouTube channel is with CLC Pasir Putih of SMP Keningau Bingkor. This podcast was started by YouTube in 2023 in September (see: <https://youtu.be/pXorXXhtG8?si=okPOLfc9k61BBDfS>). Through media intermediaries, namely the YouTube platform, it can be said to be very effective, as the YouTube platform has been the most watched media since the COVID-19 pandemic. This is also used as one of the strategies in the world of education to improve student learning outcomes.



Figure 2. Learning activities of class IX students of SMP Keningau Bingkor  
Source: Documentary, 2025

This research was conducted face-to-face with CLC Pasir Putih class IX students of SMP Keningau Bingkor on September 16, 2023, by dividing students into groups (as many as five groups) to discuss. Respondents were required to answer several questions. The respondents were identified based on gender, with a total of 21 students, consisting of 9 male students and 12 female students.

To measure how far students respond to the application of the podcast-based PBL learning model can improve critical thinking skills and learning outcomes in CLC Pasir Putih class IX students of SMP Keningau Bingkor Civics subjects on the implementation of democracy in various lives. The researcher uses this question below.

**The first question.** Can I wish a friend of a different religion a happy holiday?

**Table 10.** Percentage of Respondents' Answers to the first question

No	Question	Frequency	Percentage
1	Yes	20	95,2%
2	No	1	4,7%
<b>Total</b>			100%

*Source: Research, 2025*

Based on the table above, of all respondents, 20 respondents (95.2%) answered that it was permissible to wish happy holidays to friends of different religions, while 1 respondent (4.7%) answered that it was not.

**The second question.** What are the principles of social harmony in diverse communities?

**Tabel 11.** Percentage of Respondents' Answers to the second question

No	Question	Frequency	Percentage
1	Help each other despite different ethnicities, religions, etc.	21	100%
2	Do not discriminate		
3	Not imposing the will of other tribes		
<b>Total</b>			100%

*Source: Processed by researcher, 2025*

The findings from the table reveal that all 21 respondents, representing a unanimous 100%, identified key principles for fostering harmony in diverse communities. According to them, living peacefully with neighbors of different ethnicities, religions, and cultural backgrounds involves actively helping one another without prejudice, rejecting discriminatory attitudes, and refraining from imposing the will or beliefs of one group onto others. These shared values underscore the importance of mutual respect, cooperation, and inclusivity as essential components of coexistence. By embracing these practices, individuals can bridge differences, cultivate understanding, and build stronger, more cohesive communities where diversity is celebrated rather than seen as a source of division. This collective perspective highlights a universal aspiration for unity and harmony, even amidst varied cultural and social landscapes.

## Discussion

Innovation in teaching methods, such as integrating digital tools, is key to increasing the relevance of education for the modern generation (Haleem et al., 2022). One of them is the problem-based method, which provides opportunities for students to develop analytical and problem-solving skills by exploring real-world issues (Priawasana & Waris, 2019; Qondias et al., 2022). This research demonstrates that integrating the Problem-Based Learning (PBL) model supported by podcast media significantly enhances students' critical thinking skills and learning outcomes in Civics education.

This research demonstrates that integrating the PBL model supported by podcast media significantly enhances students' critical thinking skills and learning outcomes in Civics education. Implementation of PBL provides opportunities for students to develop analytical and problem-solving skills by exploring real-world issues (Qondias et al., 2022). Additionally, the use of podcast media as a learning support tool has been shown to have a positive impact, as highlighted by some studies that found that podcasts increase student engagement due to their flexible and accessible nature, enabling learners to study independently outside the classroom (Borrego, 2023; Lewis et al., 2018; Ratliff et al., 2023). In addition, audio-visual media, including podcasts, can help students understand complex materials through more interactive and

engaging information delivery (Komochkova & Ikonnikova, 2019; Nugraha et al., 2021; Susilana et al., 2022; Urishov, 2023). Furthermore, combining PBL and multimedia technology, such as podcasts, enhances students' motivation and learning outcomes, particularly in social learning contexts like Civics education (Pujianti et al., 2023). Thus, combining PBL with podcasts helps students hone their critical thinking skills and makes learning more engaging and meaningful. The study aimed to address unsatisfactory learning conditions while improving instructional quality. Observations and evaluations across two cycles revealed marked improvements in both teacher and student activities and overall learning outcomes.

### **Teacher Activity Observations**

CLC Pasir Putih class IX teachers of SMP Keningau Bingkor observed teacher activities in managing learning. In Cycle I, the teacher's success rate was categorized as "Good," with a score of 72%. However, there was a significant improvement in Cycle II, reaching the "Excellent" category with a score of 92%. This enhancement was attributed to continuous evaluations conducted after each learning session, where teachers were assessed using observation sheets. These evaluations served as benchmarks for maintaining effective teaching practices and refining areas needing improvement.

Observation-based evaluations in learning have been proven to enhance teaching effectiveness by providing direct feedback to teachers (Rahman et al., 2021). Reflection and improving teaching practices through evaluation cycles can enhance teachers' pedagogical skills and improve student learning outcomes (Erlinda, 2021). Moreover, systematic observation and evaluation positively impact teachers' competence in implementing innovative and student-centered teaching methods (Alamiah & Kartiwi, 2021). Therefore, the evaluation approach applied in this study aligns with previous findings, reinforcing the importance of reflection and feedback in improving the quality of learning.

### **Student Activity Observations**

Student activities during the learning process were observed using the problem-based learning model. In Cycle I, student activities reached the "Good" category at 72%, but they still exhibited confusion and shyness when asking questions. Teachers directed students to focus on learning, motivating them to present discussion results confidently. After revising strategies in Cycle I, Cycle II showed substantial improvement, with student activity reaching the "Very Good" category at 94%. This progression aligns with researchers' expectations, indicating that increased student engagement correlates with more effective learning. Active student participation significantly enhances the learning experience (Yang et al., 2023; Zhang et al., 2023).

### **Student Learning Outcomes**

Researchers administered tests at the end of each lesson to evaluate student learning outcomes by applying the problem-based learning model. In Cycle I, only 12 students (57%) met the KKM of 75, with nine students (43%) falling short. Classical learning completeness was not attained, which requires 80% of students to achieve KKM. This shortfall was primarily due to students' limited concentration and understanding of the material, leading to subpar learning outcomes. Consequently, teachers must boost student activities to foster active, creative, and independent learning. In contrast, Cycle II saw remarkable progress, with 19 students (90.4%) achieving the KKM, and the class average rose to 80, fulfilling the school's requirements. Only two students (9.5%) did not meet the criteria. This improvement underscores the effectiveness of the PBL model in motivating students and enhancing their active participation and creativity in the learning process (Audrey et al., 2019).



## **Student Responses to Podcast-Based PBL**

The application of the podcast-based PBL received a very positive response from students. Most students feel that this method makes it easier to understand the material because it is presented interestingly and flexibly. Podcasts allow students to learn anytime and anywhere, so they can repeat the material as needed. Some students also stated that this model increased their learning motivation. Learning becomes more interactive and less tedious than conventional methods. In addition, they are more confident in expressing their opinions because they are used to analysis and discussion. Overall, students hope this podcast-based PBL method can continue to be applied because it provides a more enjoyable and practical learning experience (Ridwan et al., 2021; Yong & Saad, 2023; Zayyinah et al., 2022).

This comprehensive analysis reveals that integrating the PBL model with podcast media significantly boosts students' critical thinking skills and learning outcomes. The structured approach enhances academic performance and fosters a dynamic, student-centered learning environment. Continuous evaluation and adaptation of teaching strategies are pivotal in achieving these outcomes, ensuring sustained educational improvement. The innovative approach allowed them to learn anytime, anywhere, enhancing comprehension. Overall, students expressed enthusiasm for continuing this method, citing its effectiveness and enjoyment. Their positive responses underscored how combining PBL with podcast media improved academic performance and created a dynamic, student-centered learning environment. This is consistent with findings by previous studies that emphasized that PBL effectively improves concept understanding and develops students' critical thinking skills through solving ill-structured problems (Dakabesi & Luoise, 2019a; Dakabesi & Luoise, 2019b; Sutika et al., 2023). Thus, integrating technology like podcasts within the PBL framework offers a promising avenue for modern education, particularly in fostering higher-order thinking skills and enhancing student engagement (Arviani et al., 2023; Yu & Zin, 2023).

## **CONCLUSION**

The implementation of the podcast-based Problem Based Learning (PBL) model has been proven to enhance students' critical thinking skills in the topic of democracy implementation in various aspects of life in CLC SMP Keningau Bingkor TKB Pasir Putih, Sabah, Malaysia. The PBL model encourages students to actively analyze democracy-related issues, seek fact-based solutions, and construct logical arguments. Podcast media allows students to access learning materials more flexibly, improving their conceptual understanding. Additionally, this method helps students develop critical thinking skills through deeper discussions and reflections.

In addition to enhancing critical thinking skills, the podcast-based PBL model also improves students' learning outcomes in Civics subjects. PBL provides a more contextual and relevant learning experience in daily life, while podcasts as a supporting medium help clarify concepts that may be difficult to understand through conventional methods. This approach increases students' motivation to learn, simplifies grasping the material, and improves their academic performance.

The implementation of the podcast-based PBL model has been proven to enhance student's critical thinking skills on the topic of democracy implementation in various aspects of life in CLC Pasir Putih class IX students of SMP Keningau Bingkor. This is proven by students' responses to implementing the podcast-based PBL model are also highly positive. Most students find the learning process more engaging and interactive than traditional lecture methods. Moreover, they become more confident in expressing their opinions, more active in discussions, and better understand democracy-related concepts through real-life examples presented in the podcast. Thus, this classroom action research demonstrates that implementing

the podcast-based PBL model effectively improves both Civic learning outcomes and students' critical thinking skills in CLC Pasir Putih class IX students of SMP Keningau Bingkor.

Overall, the combination of PBL and podcasts improved academic results and created a dynamic and student-centered learning environment. As suggestions for educators and educational institutions, teachers should be more creative and innovative in applying learning models to boost student enthusiasm, which impacts improved learning outcomes. Educational institutions are expected to provide attention, motivation, and valuable assistance in the learning process. School facilities and comfort must be enhanced to increase students' enthusiasm for learning continuously.

## **AUTHOR'S NOTE**

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