

ABSTRACT

The Role of Pancasila Education Teachers in Implementing the Problem Based Learning (PBL) Model on Bhinneka Tunggal Ika Material on Students' Critical Thinking Ability in Phase F of SMAN 1 Kalianget

Keywords: *Teacher's Role, Problem Based Learning, Critical Thinking*

This research aims to describe the role of Pancasila education teachers in implementing the Problem Based Learning (PBL) Learning Model with Bhinneka Tunggal Ika Material on the Critical Thinking Ability of Stage F Students at SMAN 1 Kalianget.

This research is qualitative research using a qualitative descriptive approach. Data collection for this research uses primary data, namely data taken from individuals based on the source without any mediators, as well as through secondary data, namely data obtained from books, journals and notes that are relevant to this research. Data analysis in this research was obtained from interviews, field notes, and documentation.

The research results show that Pancasila education teachers in implementing the Problem Based Learning model act as motivators and facilitators, this aims to make the learning process student-centered, so that students can develop critical thinking skills and be more active in learning. Not only that, the use of the problem-based learning (PBL) model allows students to think critically, especially on Bhinneka Tunggal Ika material. This can be achieved by improving students' critical thinking skills, such as the ability to identify problems, analyze information, make decisions, and provide appropriate solutions.