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IMPROVING PANCASILA EDUCATION LEARNING OUTCOMES THROUGH THE PROBLEM BASED LEARNING MODEL USED BY PANCASCAN CARD MEDIA

PENINGKATAN HASIL BELAJAR PENDIDIKAN PANCASILA MELALUI MODEL PROBLEM BASED LEARNING BERBANTUAN MEDIA PANCASCAN CARD

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Abstract

This study aims to improve learning outcomes, student learning activities, and teacher teaching skills in Pancasila Education through the application of the Problem-Based Learning (PBL) model assisted by Pancascan Card media. This classroom action research used the Kemmis and McTaggart model in two cycles, each consisting of three meetings, with 15 sixth-grade students of SD 2 Jati Wetan, Kudus Regency, as subjects. Data were collected through essay tests, observation sheets of student activities and teacher teaching skills, and documentation, then analyzed using comparative and qualitative descriptive methods. The results showed that the average student score increased from 70.00 in the pre-cycle to 75.00 in the first cycle and 81.00 in the second cycle, with classical completeness of 40%, 60%, and 93.33%, respectively. Student learning activity increased from 37.14% (poor) to 57.14% (sufficient) and 81.90% (good), while teacher teaching skills improved from 40.63% (needs guidance) to 70.31% and 82.81% (good). Thus, PBL with the assistance of Pancascan Cards effectively improves Pancasila Education learning outcomes and the quality of the learning process in sixth grade.

Keywords : Problem-Based Learning, Pancascan Cards, Learning Outcomes, Pancasila Education, Classroom Action Research.

Abstrak

Penelitian ini bertujuan meningkatkan hasil belajar, aktivitas belajar murid, dan keterampilan mengajar guru pada mata pelajaran Pendidikan Pancasila melalui penerapan model Problem Based Learning (PBL) berbantuan media Pancascan Card. Penelitian tindakan kelas ini menggunakan model Kemmis dan McTaggart dalam dua siklus yang masing-masing terdiri atas tiga pertemuan, dengan

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subjek 15 murid kelas VI SD 2 Jati Wetan, Kabupaten Kudus. Data dikumpulkan melalui tes uraian, lembar observasi aktivitas murid dan keterampilan mengajar guru, serta dokumentasi, kemudian dianalisis secara deskriptif komparatif dan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa rata-rata nilai murid meningkat dari 70,00 pada pra-siklus menjadi 75,00 pada siklus I dan 81,00 pada siklus II, dengan ketuntasan klasikal berturut-turut 40%, 60%, dan 93,33%. Aktivitas belajar murid meningkat dari 37,14% (kurang) menjadi 57,14% (cukup) dan 81,90% (baik), sedangkan keterampilan mengajar guru meningkat dari 40,63% (perlu bimbingan) menjadi 70,31% dan 82,81% (baik). Dengan demikian, PBL berbantuan Pancascan Card efektif meningkatkan hasil belajar Pendidikan Pancasila sekaligus kualitas proses pembelajaran di kelas VI.

Kata Kunci : Problem Based Learning, Pancascan Card, Hasil Belajar, Pendidikan Pancasila, Penelitian Tindakan Kelas.

1. INTRODUCTION

Pancasila education in elementary schools plays a strategic role in shaping the nation's character and personality from an early age. This subject is expected to guide students in understanding, embracing, and internalizing Pancasila values in their daily lives. Learning outcomes in sixth grade emphasize critical thinking skills on national issues, the application of Pancasila values in social life, and optimal learning outcomes as an indicator of competency mastery.

The reality in sixth grade at SD 2 Jati Wetan shows conditions that have not met expectations. In the assessment of Pancasila values, only 6 out of 15 students (40%) achieved the Learning Objectives Achievement Criteria (KKTP) with a score of 75, and the class average was only 70.00. Initial observations by the collaborating teacher revealed that students' learning activities averaged only 37.14% (in the poor category), with asking and responding to questions each at 20.00%. Teachers' teaching skills are at 40.63% (needs guidance) because learning is still dominated by lectures, lacks the use of prompting questions, and lacks variety. Interviews with students indicate that they understand material more easily when presented through problems relevant to everyday life.

This situation demands learning that provides opportunities for students to find solutions to contextual problems. The Problem-Based Learning (PBL) model places problems as the starting point for learning, encouraging students to identify problems, seek information, discuss them, and formulate solutions. Systematic studies show that PBL, especially those designed with critical thinking-oriented activities, has positive outcomes for students' critical thinking development (Anggraeni et al., 2023; Yu & Zin, 2023). In sixth-grade Pancasila Education, PBL combined with flipbooks or puzzles has been shown to improve learning outcomes (Meilyawati et al., 2025; Ditte et al., 2025), and card-based media has also been reported to improve learning outcomes in the same subjects (Permatasari et al., 2024; Rahma et al., 2024).

This study proposes Pancasila Cards, cards containing illustrations and contextual cases about the application or violation of Pancasila values, such as bullying, mutual cooperation, tolerance, and honesty, accompanied by guiding questions and QR codes to learning resources. This medium does not replace the PBL syntax, but rather enhances the problem-oriented, inquiry-based, and discussion stages. Sixth-grade students are in the transition from the concrete operational stage to the formal operational stage (Papalia & Martorell, 2020), so visualizing real-life cases helps bridge the gap between abstract Pancasila concepts. This study aims to improve learning outcomes, student learning activities, and teacher teaching skills in Pancasila Education through PBL using Pancasila Cards.

Theoretically, constructivism emphasizes that knowledge is constructed by students through active interaction with their environment. PBL aligns with this view because students construct an understanding of Pancasila values through real-world problem-solving experiences, rather than simply passively receiving knowledge. Based on the description, the formulation of the research problem is: (1) how the application of PBL assisted by Pancascan Card can improve the learning outcomes of Pancasila Education for grade VI students at SD 2 Jati Wetan; (2) how are the students' learning

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activities during the application of the model; and (3) how are the teachers' teaching skills in managing learning through the model.

2. RESEARCH METHOD

This research is a collaborative Classroom Action Research (CAR) aimed at improving learning practices through a continuous cycle of reflective action (Arikunto, 2021). The design follows the Kemmis and McTaggart model, which consists of planning, action, observation, and reflection (Kemmis et al., 2014). The research was conducted at SD 2 Jati Wetan, Jati District, Kudus Regency, during the odd semester of the 2026/2027 academic year. The subjects were all 15 sixth-grade students (8 boys and 7 girls). The location was chosen because the researcher identified problems during the Field Experience Practice and the school provided full support. The research was designed in two cycles, each with three meetings. The collaborating teacher observed student activities and the teachers' teaching skills at each meeting, and the results of the reflections in Cycle I were used as a basis for improvements in Cycle II. A summary of the procedures is presented in Table 1.

Table 1. Procedures for Implementing Cycle I and Cycle II Actions

Stage	Function	Example of Cycle I Words
Planning	Develop PBL teaching modules, Pancascan Cards, LKPD, test questions, and observation sheets; coordinate with collaborating teachers.	Analyze cycle I reflections; improve modules, LKPD, and cards; prepare time management and role-sharing strategies.
Meeting action 1	Apperception; problem orientation through cards and QR Code; formation of heterogeneous groups (3–4 students); work on LKPD.	Linking the material to student experiences; more contextual cases; clearer analysis instructions and QR Codes; the role of focus groups.
Meeting action 2	Investigation; determining at least three related principles; formulating at least three alternative solutions; teacher guidance.	New case investigation with provocative questions; analysis of inter-principle relationships; individual guidance.
Meeting action 3	Group presentation; response; solution evaluation; reinforcement; final test of cycle I.	Presentation and response; examples of real actions of Pancasila values; reinforcement; final test of cycle II.
Observation	Observation of student activities, teacher skills, implementation of PBL syntax, and documentation.	Similar observations with a focus on changes after repair.
Reflection	Analysis of test results and observations; identification of successes and obstacles; improvement plans.	Analysis of results; comparison of three stages; assessment of achievement of success indicators.

Source: research design (Kemmis et al., 2014).

Learning outcome data were collected through descriptive tests at the pre-cycle stage, the end of cycle I, and the end of cycle II with the grid in Table 2. Process data were collected through student activity observation sheets (seven indicators), teacher teaching skills observation sheets (eight indicators), and documentation. The final score was calculated using the formula of the achievement score divided by the maximum score multiplied by 100; students were declared complete if they obtained a score ≥ 75. The class average was calculated using the formula $\sum x/n$, and classical completeness using the formula $P = (\sum \text{students complete}/\sum \text{students}) \times 100\%$. Quantitative data were analyzed descriptively comparatively between stages, while observation data and field notes were analyzed qualitatively through data reduction, data presentation, and drawing conclusions. The

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percentage of observations was categorized according to Table 3. Data validity was maintained through triangulation of test results, observations, field notes, and documentation.

Table 2. Learning Outcome Test Instrument Grid

Learning outcome indicators	Cognitive level	Question number
Explaining the meaning of Pancasila values	C2 (Understanding)	1
Analyzing the application of Pancasila values in contextual cases	C4 (Analyze)	2,3
Formulating solutions to problems related to Pancasila values	C5 (Evaluate)	4,5

Table 3. Assessment Criteria for Student Activities and Teacher Skills

Category	Student activities	Teacher Skills	Success
Very Good (A)	89-100%	85-100%	Succeed
Good (B)	69-88%	69-84%	Succeed
Enough (C)	46-68%	48-68%	Not successful
Need Guidance (D)	30-45	30-47%	Not successful

Success indicators: classical completion ≥ 80% (score ≥ 75), student activity and teacher skills at least in the Good category.

3. RESULT AND DISCUSSION

Initial Conditions (Pre-Cycle)

The pre-cycle test showed a class average of 70.00, with a highest score of 85 and a lowest of 55. Only 6 students (40%) completed the task, while 9 students (60%) failed. Students who failed generally were able to pronounce the precepts, but were unable to explain their meaning and application in real-world contexts, or formulate solutions. Student learning activities averaged 37.14% (poor), and teacher teaching skills 40.63% (needs guidance). The weakest indicators were asking and responding to questions (20.00% each for students), and asking questions, guiding discussions, and introducing variations (25% each for teachers).

Cycle I

In Cycle I, students observed cases on Pancascan Cards, scanned QR Codes, discussed in heterogeneous groups, and presented problem-solving results. The average score increased to 75.00, with a classical completion rate of 60% (9 out of 15 students). Three students who had not yet completed the course—DAW, FZK, and JTA—achieved a score of 75. Learning activity increased to 57.14% (sufficient), and teachers' teaching skills increased to 70.31% (good). Reflection identified five challenges: six students had not yet completed the course, particularly in case analysis and solution formulation; low levels of questioning (40.00%) and responding (46.67%); insufficient discussion time; uneven teacher guidance; and some students remained confused about scanning QR codes and linking cases to principles.

Cycle II

Improvements in cycle II included more contextual case construction, the addition of trigger questions to the cards, time limits for each stage, clear role allocation within the group, and individual guidance for students who had not yet completed the task. As a result, the average score reached 81.00 with a classical completion rate of 93.33% (14 out of 15 students). Five students who had not yet completed the task in cycle I (AIM, AWP, BAI, MADM, and SNA) achieved a score of 75, and only one student (AM, score 70) had not yet completed the task. Learning activities reached 81.90% (good) and teacher teaching skills 82.81% (good). All three indicators of success were achieved, so the study

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was stopped in cycle II. The relationship between cycle I constraints and cycle II improvements is summarized in Table 4, while a summary of the results is presented in Tables 5 to 7 and Figure 1.

Table 4. Reflection on Cycle I and Improvements in Cycle II

Constraints in cycle I	Improvements in cycle II	Impact on cycle II
Six students have not finished, especially in case analysis and solution formulation.	Spark questions on cards; individual guidance	The number of students who have not completed the program has decreased to 1 person.
Asking (40.00%) and responding (46.67%) are low	Guided lead questions; group role assignment	Asking 66.67%; responding 73.33%
Lack of discussion time	Clear deadlines at each stage	Time management is improving, still a minor issue
Teacher guidance is not evenly distributed	Group guidance is more even and individual	Guiding discussions increased from 62.50% to 75.00%
Students are confused about scanning the QR Code and relating the case to the principle	Clearer instructions; more contextual cases	Using media increased from 53.33% to 80.00%

Clearer instructions; more contextual cases

Table 5. Recapitulation of Pre-Cycle, Cycle I, and Cycle II Learning Outcomes

Aspect	Pre-cycle	Cycle I	Cycle II
Total value	1.050	1.125	1.215
Class average	70,00	75,00	81,00
Highest/lowest value	85 / 55	90 / 60	95 / 70
Students complete (score ≥ 75)	6 students	9 students	14 students
Classical completion	40,00%	60,00%	93,33%

Source: research data (n = 15).

Table 6. Percentage of Student Learning Activities per Indicator

Activity indicators	Pre-cycle	Cycle I	Cycle II
Pay attention to learning activities	53,33%	66,67%	86,67%
Ask questions about the material	20,00%	40,00%	66,67%
Listening to the explanation	60,00%	73,33%	93,33%
Doing exercises/assignments	46,67%	60,00%	86,67%
Using media	26,67%	53,33%	80,00%
Responding to questions	20,00%	46,67%	73,33%
Showing enthusiasm	33,33%	60,00%	86,67%
Average (category)	**37,14% (D)**	**57,14% (C)**	**81,90% (B)**

Source: collaborating teacher observation sheet.

Table 7. Percentage of Teacher Teaching Skills per Indicator

Skill indicators	Pre-cycle	Cycle I	Cycle II
Opening learning	50,00%	75,00%	87,50%
Explaining the material	50,00%	75,00%	87,50%
Ask	25,00%	62,50%	75,00%
Managing the class	50,00%	75,00%	87,50%
Guiding small group discussions	25,00%	62,50%	75,00%
Holding variations in learning	25,00%	62,50%	75,00%
Providing reinforcement	50,00%	75,00%	87,50%

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Skill indicators	Pre-cycle	Cycle I	Cycle II
Closing the learning	50,00%	75,00%	87,50%
Average (category)	**40,63% (D)**	**70,31% (B)**	**82,81% (B)**

Source: collaborating teacher observation sheet.

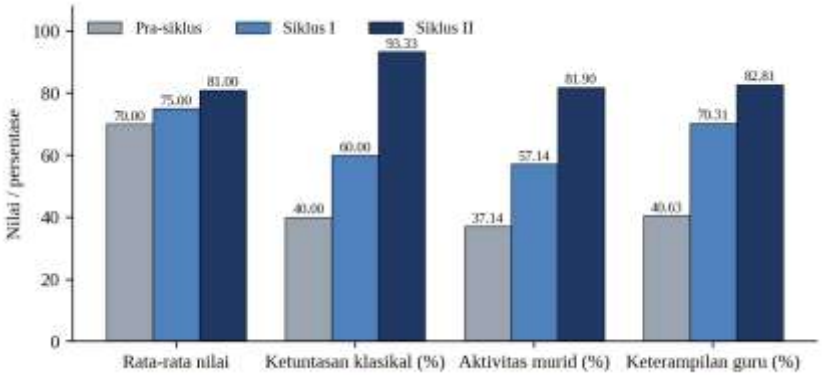


Figure 1. Comparison of Pre-Cycle, Cycle I, and Cycle II AchievementsPembahasan

The research results prove that PBL assisted by Pancascan Cards improves learning outcomes in Pancasila Education. The average score increased by 5.00 points in cycle I and 6.00 points in cycle II (a total of 11.00 points), while classical mastery increased from 40% to 60% and 93.33%, exceeding the target of 80%. This finding is in line with research by Ditte et al. (2025) and Meilyawati et al. (2025) in grade VI, as well as Stevany et al. (2024), Refita and Mansurdin (2025), Susilawati and Supriyatno (2023), Triani et al. (2023), Yanti et al. (2026), and Zamzami et al. (2025) who reported improvements in learning outcomes in Pancasila Education through PBL. The improvement occurred because students no longer passively received explanations, but analyzed real cases on the cards, determined the related principles, and formulated solutions. Concrete and visual cases bridge abstract concepts for students during the transition to formal operations (Papalia & Martorell, 2020), and this is evident in students who were initially only able to pronounce the sound of the precepts, but in cycle II were able to explain their application.

Student learning activities improved from poor to good. The lowest indicators in the pre-cycle actually saw the greatest growth: questioning increased from 20.00% to 66.67%, responding to questions from 20.00% to 73.33%, and using media from 26.67% to 80.00%. This pattern is consistent with the findings of Novita et al. (2024) and Saputri et al. (2024) that PBL with concrete media increased student engagement from cycle to cycle. Group discussions with clear role assignments in cycle II ensured every student was involved, while prompt questions on cards encouraged students to ask questions and express their opinions.

Teachers' teaching skills increased from 40.63% to 82.81%. The previously weakest indicators, namely asking questions, guiding discussions, and creating variations, rose from 25% to 75%. The teacher's role shifted from a lecturer to a facilitator who provided stimulating questions and group guidance. Reflection-based improvements, including time limits, more contextual cases, clearer instructions for using QR codes, and more equitable guidance, were the main drivers of the jump in results in cycle II. This confirms the benefits of the CAR cycle, as the obstacles of cycle I can be systematically addressed in subsequent cycles.

Learning outcomes improved across all students, with the lowest class score rising from 55 to 70 and the highest from 85 to 95. The formation of heterogeneous groups enabled peer tutoring, allowing lower-ability students to receive peer support, while individual tutoring in cycle II strengthened students who were still struggling. Thus, the wide gap between students, which existed in the pre-cycle, was not allowed to widen but was instead alleviated by the collaborative learning process.

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The use of QR codes on Pancascan Cards also provided a more varied learning experience because students could independently access additional information sources during investigations. Although some students were still confused about scanning the codes in cycle I, this issue was resolved after the teacher provided more detailed instructions. Consequently, teachers who wish to integrate simple technology-based media with PBL need to prepare explicit instructions from the outset. Cases relevant to students' lives, such as bullying, mutual cooperation, tolerance, and honesty, help students view Pancasila as a guide to action, not simply memorization.

This study has limitations. The subjects were only 15 students in one class without a comparison group, so the results cannot be generalized, and improvements cannot be determined solely from the intervention. Observations were conducted by collaborating teachers directly involved in the research, thus potentially subjective. One student (AM) had not completed cycle II and required more intensive individual guidance, and allocation of discussion time remained a challenge.

4. CONCLUSION

The implementation of the Problem-Based Learning model, supported by Pancascan Cards, improved the learning outcomes of sixth-grade students at SD 2 Jati Wetan in Pancasila Education, as demonstrated by an increase in average grades from 70.00 to 75.00 and 81.00, respectively, and in classical mastery from 40% to 60% and 93.33%. This model and media also increased student learning activity from 37.14% (poor) to 81.90% (good) and teacher teaching skills from 40.63% (needs guidance) to 82.81% (good). All success indicators were achieved in cycle II. Teachers are advised to implement PBL, supported by Pancascan Cards, sustainably using varied and contextual cases, manage discussion time strictly, and provide equitable guidance, especially for students who are lagging behind. Schools are encouraged to support the use of this model and media in other classes through teacher training. Future researchers are encouraged to test it on a broader range of subjects with a comparison group and assess its impact on students' critical thinking and tolerance.

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