

Transformation of Pancasila Learning: Innovation of the Scramble Model to Improve Student Learning Outcomes

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Abstract

This study was motivated by the low learning outcomes in Pancasila Education, particularly in the topic of applying Pancasila values among elementary school students, as indicated by their limited understanding and low engagement during learning activities. The purpose of this research was to improve student learning outcomes in Pancasila Education through the implementation of the Scramble learning model. The study was conducted at St. Ignatius Slamet Riyadi II Elementary School with 25 fourth-grade students as subjects. The method used was Classroom Action Research (CAR), carried out in two cycles consisting of planning, action, observation, and reflection stages. Data were collected through observations, field notes, evaluation sheets, and learning outcome assessment and analyzed using quantitative and qualitative descriptive techniques. The results showed that the application of the Scramble learning model successfully increased student participation and understanding of Pancasila values. In the first cycle, the student achieved an average score was 72 with 56% mastery, while in the second cycle, the average score increased to 85 with 84% mastery. In conclusion, the Scramble learning model proved effective in improving Pancasila Education learning outcomes while also fostering student critical thinking, collaboration, and understanding of Pancasila values in daily life.

Keywords: Classroom Action Research, Transformation of Pancasila Learning, Scramble Model, Student Learning Outcomes

1 INTRODUCTION

The world of education today is no longer sufficient to focus solely on mastering cognitive knowledge (hard skills); it also requires the strengthening of character and higher-order thinking skills (soft skills) such as critical thinking, creativity, communication, and collaboration (Thornhill-Miller, 2023; National Academies of Sciences, 2012). Twenty-first-century learning demands that students be able to adapt, solve complex problems, and develop reflective abilities in real-life contexts (Herlinawati, 2024). However, conventional learning practices that remain teacher-centered, relying on lectures and rote memorization, have proven less effective in fostering these competencies. From the perspective of constructivist theory, approaches that position students as passive objects fail to provide opportunities for them to construct meaning through exploration, collaboration, and reflection (Motallebzadeh, 2018). As a result, the teaching of Pancasila Education—which should serve as a medium for instilling life values—often stops at rote memorization of the principles of Pancasila without deeper and contextual understanding.

Observations at Ignatius Slamet Riyadi II Elementary School showed that students' learning outcomes on the topic of applying Pancasila values were still low. Most students had not yet met the Minimum Mastery Criteria (KKM) and tended to perceive Pancasila as mere memorization rather than a guide for real-life application.

The Scramble learning model emerges as an innovative solution aligned with the principles of active learning and cooperative learning based on social interdependence

theory. In this context, the Scramble model positions students as active participants in the learning process. They are required to collaborate in arranging random pieces of information (in the form of sentences, keywords, or images) into meaningful statements, thereby engaging in analysis, evaluation, and conceptual understanding (Chuzaimah, 2025).

2 RESEARCH METHODS

This study employed a Classroom Action Research (CAR) approach aimed at improving the learning process and enhancing students' learning outcomes through the implementation of the Scramble learning model. The CAR approach is considered effective in improving the quality of teaching practices as it emphasizes a reflective and collaborative cycle between teachers and students (Kemmis & McTaggart, 2014; Burns, 2020). The research design followed the Kemmis and McTaggart model, which consists of four stages: planning, action implementation, observation, and reflection, conducted over two cycles.

The research subjects were 25 fourth-grade students of SDK Ignatius Slamet Riyadi II East Jakarta in the second semester of the 2024/2025 academic year. This class was selected because students' learning outcomes in Pancasila Education—particularly in the topic of applying Pancasila values—were still low, and the learning process tended to be passive. The Scramble learning model was implemented because it has been proven to enhance students' motivation, engagement, and critical thinking skills through problem-solving and collaborative activities (Susanti et al., 2022; Kumar & Refaei, 2021).

Data were collected through learning outcome tests, observation sheets, and documentation. Quantitative data were analyzed by calculating the average scores and the percentage of learning mastery, while qualitative data were analyzed descriptively based on students' activities during the learning process. The validity of the data was ensured through technique triangulation by comparing the results of tests, observations, and documentation (Creswell & Plano Clark, 2018). The study was considered successful if $\geq 90\%$ of students achieved a minimum score of 80 in the Pancasila Education subject, indicating the effectiveness of the learning intervention within the classroom action research context (Raza et al., 2020).

3 RESULT AND DISCUSSION

3.1 Results

This classroom action research was conducted in two cycles with fourth-grade students of SDK Ignatius Slamet Riyadi II during the second semester of the 2024/2025 academic year. The purpose of the study was to improve students' learning outcomes in Pancasila Education through the implementation of the Scramble learning model.

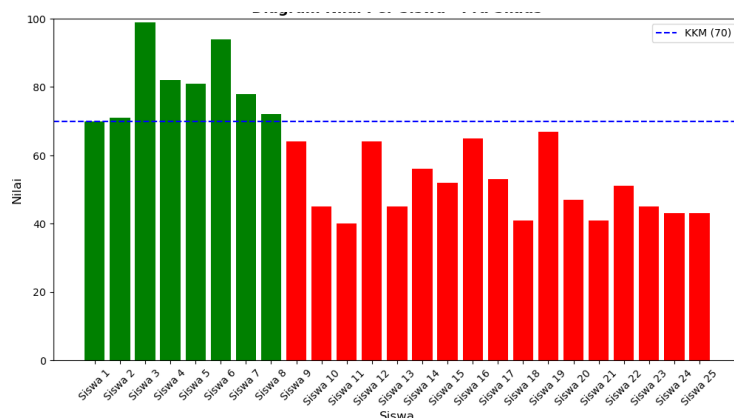


Figure 1. Diagram of the Completeness of Learning Outcomes in Pancasila Education Pre-Cycle

3.1.1 Results of Cycle I Research

3.1.1.1 Planning Stage (Planning)

At this stage, the researcher identified the student low understanding of Pancasila values and designed the implementation of the Scramble model to enhance engagement and collaboration. The activities included developing a teaching module, supporting media (random sentence cards, pictures, and worksheets), as well as evaluation instruments. The researcher also coordinated with the classroom teacher to prepare the learning scenario.

3.1.1.2 Action Implementation Stage (Action)

The activities were carried out in three meetings by applying the Scramble model collaboratively between researchers and teachers. Students arranged word pieces into meaningful sentences to understand the values of Pancasila through the stages of introduction, arrangement, interpretation, and reflective discussion. This activity increased student motivation and participation, although some still had difficulties with sentence structure and group work. Evaluation was carried out through joint reflection and individual tests in the form of multiple choice and short answer questions. The following is a table of evaluation results for cycle 1.

Table 1. Recapitulation of Learning Outcomes for Cycle I

No	Description	Score
1	Average score	72
2	Highest score	90
3	Lowest score	60
4	Number of students who passed	14
5	Number of students who failed	11
6	Pass rate	56%

Furthermore, the diagram of the completeness of learning outcomes in the application of Pancasila values in cycle I is visualized in the following diagram at Figure 2.

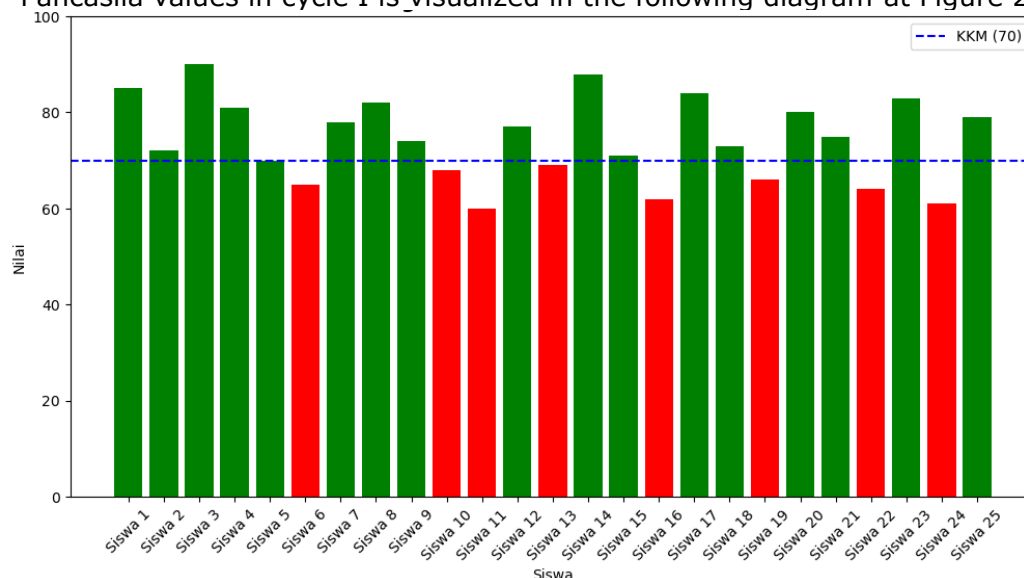


Figure 2. Diagram of the Completeness of Learning Outcomes in Pancasila Education Cycle I

The evaluation results showed an improvement compared to before the intervention, with an average score of 72, a highest score of 90, a lowest score of 60, and a completion rate of 56% (14 students out of 25 completed the program). The closing activity was also

reinforced with appreciation for active students, a group prayer, and singing songs with a theme of nationalism, which also fostered a sense of love for the country. Although there were still obstacles for some students who had difficulty constructing sentences or understanding the abstract meaning of Pancasila values, this first cycle became an important stepping stone for improving strategies in the second cycle.

3.1.1.3 Observation Stage (Observing)

The observation stage in cycle I was conducted to observe student engagement, the effectiveness of the Scramble model, and learning outcomes in Pancasila values. The results showed that most students were enthusiastic about learning, actively participated in arranging random sentences with their groups, and were more confident when presenting their work. The classroom atmosphere became more lively and collaborative, although there were still about 30% of students who were passive, lacked confidence, or only followed the directions of their group members. Based on the results of individual evaluations, there was an increase in learning achievement compared to before the intervention. Of the 25 students, 14 (56%) achieved a score of ≥ 70 according to the Minimum Completion Criteria (KKM), while 11 students (44%) did not.

3.1.1.4 Reflection Stage (Reflection)

The reflection stage in cycle I was carried out by evaluating the learning process, which included student engagement, improvement in learning outcomes, and the effectiveness of the Scramble model in conveying the values of Pancasila. The results of the reflection showed that the Scramble model was able to create a more active and enjoyable learning atmosphere, encourage group work, and improve students' understanding of values such as responsibility, mutual cooperation, and tolerance. The average class score increased to 72 with a learning completeness of 56%, which was a significant improvement compared to before the intervention. However, there were still 11 students (44%) who did not achieve the minimum passing grade, indicating that the learning was not yet fully effective for all students.

The weaknesses found in cycle I included some students still having difficulty constructing sentences, lacking confidence when presenting, and being limited in explaining the meaning of Pancasila values in depth. In addition, the distribution of roles within the group was not evenly distributed, with dominant students tending to be more active while other students only followed without making any meaningful contributions. Time management was also not entirely efficient, causing some activities to be rushed. These obstacles indicate the need for more varied learning strategies, intensive guidance, and a differentiated approach to meet the diverse learning needs of students.

Based on these findings, the improvement plan for cycle II focuses on strengthening sentence structure comprehension, pairing exercises for passive students, and individual guidance for students who have not yet achieved the minimum competency standard. Teachers will also provide gradual reading and presentation exercises to boost students' confidence, as well as utilize more contextual and varied learning media so that the values of Pancasila are easier to understand and relate to everyday life.

3.1.2 Results of Cycle II Research

3.1.2.1 Planning Stage (Planning)

In the planning stage of cycle II, researchers and collaborating teachers analyzed the weaknesses that emerged in cycle I to develop more effective learning strategies. The lesson plans were refined by adding a step-by-step approach, starting with exercises in constructing simple sentences, matching pictures with corresponding values, and group reflective discussion sessions. In addition, learning activities were made more varied and enjoyable by introducing sentence scramble games, Pancasila value quizzes, and mini group presentations to build students' confidence. Assessment instruments were also

refined with tiered questions and rubrics covering discussion participation, sentence construction skills, and understanding of the meaning of values.

3.1.2.2 Action Implementation Stage (Action)

The implementation of actions in cycle II was carried out in three meetings conducted collaboratively between researchers, classroom teachers, and teaching assistants, emphasizing strategies that had been improved based on the results of cycle I reflections. In the core activity, the application of the Scramble model syntax was structured in stages to suit the students' abilities.

The process began with an introduction to the values of Pancasila through pictures and contextual stories, followed by an activity of composing sentences from scrambled words of varying levels of difficulty. Groups of students actively discussed to find the meaning of the sentences, presented their work, and related it to real experiences in everyday life. Class discussions facilitated by the teacher strengthened students' understanding while fostering courage in expressing opinions. In the closing activity, the teacher invited joint reflection, provided individual evaluations based on the sentences used previously, and gave direct feedback to students who had not yet completed the activity.

3.1.2.3 Observation Stage (Observing)

The results of observations in cycle II showed a significant increase in student engagement compared to cycle I. Most students appeared more enthusiastic in participating in learning activities, especially when arranging scrambled sentences, discussing in groups, and explaining the meaning of Pancasila values. Only about 15% of students still showed low involvement, but they began to dare to participate when they received guidance from teachers and support from their groupmates.

The application of the Scramble model in cycle II was more effective with the use of structured sentence composition and contextual media in the form of images relevant to everyday life. This strategy helped students better understand sentence structure while connecting the meaning of sentences to the values of Pancasila in a tangible way. Group discussions also became more balanced, with students beginning to dare to explain their understanding using their own language. The following is a table of evaluation results for cycle I.

Table 2. Recapitulation of Learning Outcomes for Cycle II

No	Description	Score
1	Average score	85
2	Highest score	100
3	Lowest score	70
4	Number of students who passed	21
5	Number who failed	4
6	Pass rate	84%

Next, the diagram of learning outcome completeness in applying Pancasila values in cycle II is visualized in the following diagram:

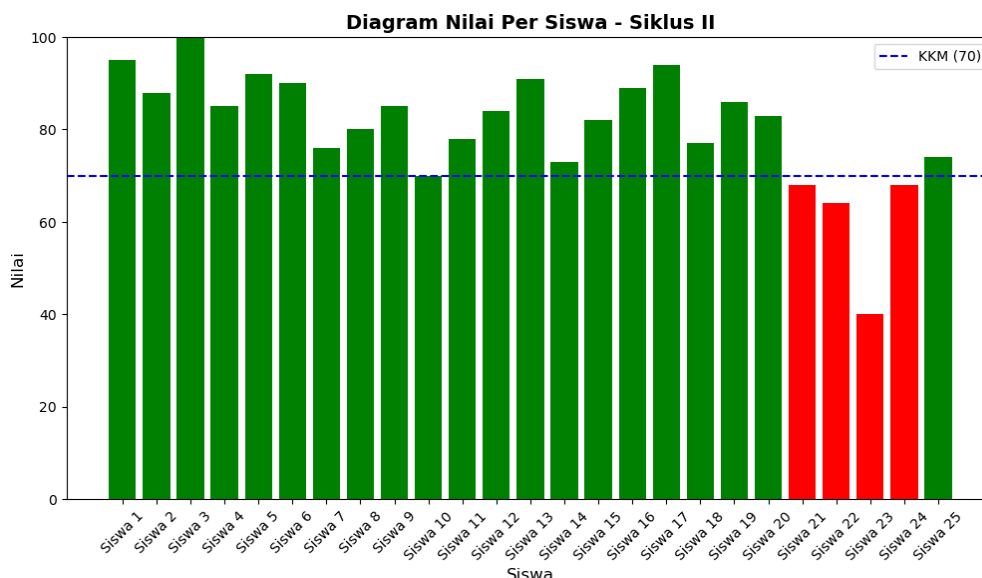


Figure 2. Diagram of the Completeness of Learning Outcomes in Pancasila Education Cycle II

Based on the results of individual evaluations, there was a significant increase in learning completeness. Of the 25 students, 21 (84%) achieved scores above the minimum passing grade (≥ 70), while only 4 students (16%) did not complete the course. The class average score increased to 85, with the highest score reaching 100 and the lowest score reaching 70. These results show a significant improvement compared to cycle I, both in terms of student engagement and learning outcomes.

3.1.2.4 Reflection Stage (Reflection)

Reflections on cycle II show significant success in the implementation of the Scramble learning model. In addition, student participation has increased, group work has become more effective, and students' confidence in giving presentations has improved significantly. Four students did not achieve the minimum passing grade because they had difficulty understanding sentence structure or lacked confidence when expressing their opinions in front of the class. In addition, not all groups showed an equal distribution of roles among members, with some students tending to be passive and allowing more dominant friends to complete group tasks. These findings indicate that improvements in learning strategies are still needed, particularly in terms of individual guidance, equal participation, and practice in speaking skills in front of the class. Overall, the Scramble model has proven successful in improving student engagement, conceptual understanding, and social skills. However, challenges remain in maintaining consistency in mastery of sentence structure and oral skills in explaining the meaning of Pancasila values. The following is a comparison of learning outcomes between cycle I and cycle II.

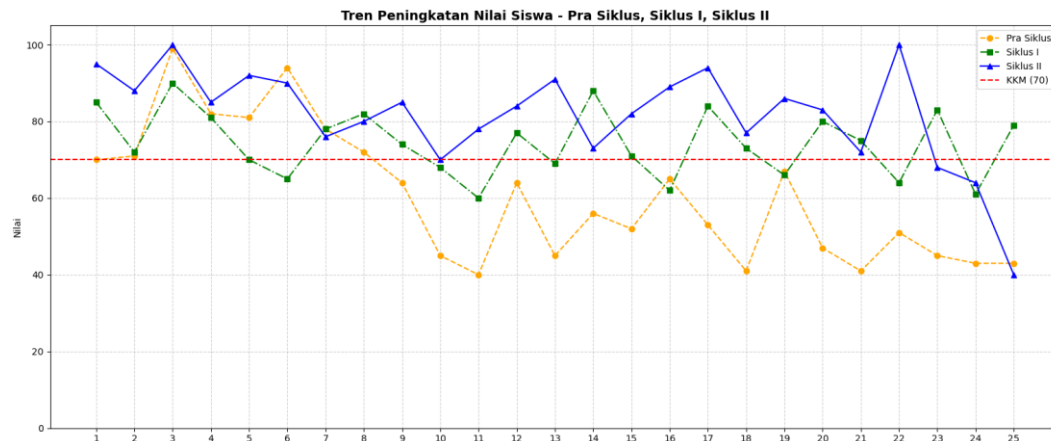


Figure 3. Comparison of Cycle I and II Completion Rates

Based on Figure 3, which shows that the comparison of learning outcomes between cycle I (56%) and cycle II (84%) confirms that the improvement strategy implemented has had a significant positive impact, it can be used as a basis for implementing similar learning in the future.

3.2 Sub-discussion

Based on the findings of two cycles, the application of the Scramble learning model was proven to improve Pancasila Education learning outcomes, from an average of 72 (56% mastery) in cycle I to 85 (84% mastery) in cycle II. Theoretically, Scramble, which combines cooperative work and word/sentence arrangement games, increases engagement, attention, and elaboration of meaning, in line with evidence that cooperative and gamification approaches are effective in increasing motivation, engagement, and learning achievement (Pudjiarti, 2023; Sailer & Homner, 2020; Susanti et al., 2022). Studies in Indonesia also confirm the effectiveness of Scramble on Pancasila values material (Purnama et al., 2024; Sarumaha & Laiya, 2023; Sukerti & Pudjawan, 2020). Furthermore, the local perspective shows that Pancasila learning contextualized with Islamic values can strengthen students' relevance and understanding (Iswadi, Assingkiy, & Iriansyah, 2022).

In terms of knowledge, the activity of arranging word fragments into complete sentences requires students to retrieve and reconstruct the concept of Pancasila values. The support of visual media and concept maps strengthens long-term memory and verbal-visual representation pathways (Hurlstone et al., 2014; Primawati et al., 2024).

In terms of comprehension, group discussions and presentations of results facilitate the connection of value concepts to real-life situations, supported by positive interdependence and individual responsibility (Afifah, 2020; Rusmiati, 2022; Azizah & Nuraeni, 2023). This reduces misconceptions and strengthens meaning elaboration. Problem-solving-based strategies have also been proven effective in improving conceptual understanding among elementary school students (Lestari, Oktaviany, & Berkah, 2023). The application aspect also improves because students find it easier to express attitudes/actions that reflect Pancasila values, especially through contextual media that link Scramble sentences to everyday experiences. This strategy supports the internalization of values and behavioral habituation, in accordance with the mandate of Pancasila Education (Kurniawan et al., 2025; Wahyuni, 2024; Shalaika & Wicaksana, 2025; Andriani et al., 2023). In terms of analysis, open-ended exercises and mini case studies improve normative reasoning and self-reflection skills, as students not only compose sentences but also interpret their meanings and consequences (Maraffi et al., 2017; Noroozi et al., 2020).

The increase in mastery from 56% to 84% can be explained by: (1) tiered scaffolding in the Scramble passages, (2) intensive guidance for students who have not yet mastered the material, and (3) visual-contextual media that reinforce value associations. These

findings are consistent with Scramble research reports in various subjects that emphasize the importance of guidance and formative feedback (Aprilia et al., 2025; Sarumaha & Laiya, 2023). Therefore, the Scramble model combined with cooperative and gamified approaches is recommended to deepen knowledge, understanding, application, and analysis of Pancasila values in elementary schools.

4 CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Scramble learning model contributes significantly to improving the quality of Pancasila Education. This model not only serves as a means of cognitive reinforcement but is also capable of fostering students' affective and social engagement. Through the activity of arranging random sentences that make sense, students are encouraged to think critically, work together in groups, and relate Pancasila values to real experiences in everyday life. This shows that game-based and cooperative learning can create a more lively, meaningful, and contextual learning atmosphere. In addition, the application of the Scramble model has been proven to support the transformation of learning from a pattern of memorization to a process of deeper understanding of values. With improvement strategies through contextual media, individual guidance, and reflective activities, students not only achieve higher learning completeness but also develop confidence, responsibility, and courage in expressing their opinions.

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