

## **IMPROVING PANCASILA EDUCATION LEARNING OUTCOMES ON DEMOCRATIC ATTITUDE MATERIAL THROUGH THE SIMULATION METHOD**

Nurstia Ningrum\*, Romdanih., Devita Cahyani Nugraheny  
Elementary School Teacher Education, STKIP Kusuma Negara, Indonesia  
[\\*nurstia@stkipkusumanegara.ac.id](mailto:nurstia@stkipkusumanegara.ac.id)

### **Abstract**

This research aims to determine the quality of learning carried out by teachers as well as student activities in learning and improving learning outcomes in Pancasila education using the method. This research uses a qualitative approach and the type of research used is classroom action research. This research was carried out in 2 cycles with 2 meetings. The research subjects were fifth grade students at SDN Utan Panjang 01 for the 2023/2024 academic year. The instruments used are observations of teacher and student activities as well as questions to evaluate student learning outcomes. The data collection method uses distribution, frequency, percentage and description. The results of the research show that implementing learning using the simulation method is able to improve the quality of learning carried out by teachers, as well as improving learning carried out by teachers, as well as improving students. activities and learning outcomes.

Kata kunci: Improving Pancasila Education.

## **1 INTRODUCTION**

Education is a process that not only provides intellectual abilities in reading, writing and arithmetic but is also a process of developing students' abilities optimally in intellectual, social and personal aspects (Taufik, 2014). Education is the process of improving human quality in terms of knowledge, attitudes and skills by following certain procedures to benefit oneself, family, society, nation and state. So education not only develops intellectual abilities but also how to implement them in social life by instilling reasonable values. Education is a process of interaction between students and education staff in learning activities.

Education has an important role in the progress of a nation and state. A nation that wants to progress must develop domestic human resources. In this way, of course, an educated society is able to compete with other nations. Therefore, education is very fundamental for achieving national progress and goals. With quality education, namely the presence of professional teachers who have professional pedagogical, social and personality skills, it really supports the goals of national education.

"National Education based on Pancasila and the 1945 Constitution functions to develop abilities and shape the dignified character and civilization of the Nation in order to educate the life of the Nation, aiming to become human beings who believe in and are devoted to God Almighty, with noble character." have character, be healthy, have knowledge and ability, be creative, be independent and be democratic and responsible citizens."

Learning Pancasila education is education that provides a basic understanding of government. Educational goals will be successful if they are supported by appropriate learning for each teacher in the subjects taught at school. In this case it can be said that teachers have a very important role as the spearhead that determines the success of education. Therefore, in learning activities, teachers must be able to determine the appropriate

steps in classroom learning so that what is expected by students, parents and the teacher himself can be achieved. Teachers should be able to apply various methods in learning, then learning outcomes will improve in the form of attitudes, knowledge and skills.

The teacher is a role holder in the teaching and learning process, as well as a teacher as a manager, organizer, creator of a conducive learning atmosphere, and as an enlightener for students. In reality, many problems occur in the education system, especially in the learning process in the classroom. This problem is not only limited to students as learning subjects and teachers as objects, but is also influenced by many other factors, namely internal (individual) factors and external (social) factors.

Internal factors include maturity or growth, intelligence or intelligence, motivation, interests and talents as well as student experience. Meanwhile, external factors include the environment, family conditions, teachers and teaching methods used with social motivation. Teachers know the factors that hinder or support student success.

This is especially necessary for teachers before students receive the lessons they will be given and before receiving direct guidance from the teacher on certain material. A teacher must be able to decide what method is suitable for his students to use, because if the teacher teaches with only one method, the child will feel bored. This will certainly influence the teacher's success in teaching.

Internal factors include maturity or growth, intelligence or intelligence, motivation, interests and talents as well as student experience. Meanwhile, external factors include the environment, family conditions, teachers and teaching methods used with social motivation. Teachers know the factors that hinder or support student success.

This is especially necessary for teachers before students receive the lessons they will be given and before receiving direct guidance from the teacher on certain material. A teacher must be able to decide what method is suitable for his students to use, because if the teacher teaches with only one method, the child will feel bored. This will certainly influence the teacher's success in teaching.

The hope of students who study Pancasila Education is to shape students and their attitudes in everyday behavior, so that they are expected to be able to become better individuals. Students' interest in studying the field of Pancasila Education needs special attention because interest is one of the factors that supports the success of the learning process. Apart from that, interests arising from student needs are an important factor for students in carrying out their activities or businesses.

Based on the results of a survey conducted by researchers on April 30 2023 in class V, namely at SDN Utan Panjang 01, Central Jakarta, for the 2023/2024 academic year, the results of daily tests on Pancasila education subjects were obtained, namely from 30 lessons, the average in cycle I was 65.00. with 53% of students achieving learning completeness, while in cycle II the average student score increased to 76.00, achieving the KKM target of 75 with classical completion reaching 93%.

The criteria for completion and incompleteness are based on indicators for determining the minimum completion criteria (KKM), and the KKM score for the Pancasila education subject at SDN Utan Panjang 01 is 75 with the complete category indicating that the student has obtained a score that reaches the KKM. Meanwhile, the incomplete category shows that there are still students who have not reached the KKM score. From daily test study results data on Pancasila education subjects.

Based on the results of a survey conducted by research, namely interviews with class teachers, information was obtained that there were many problems that resulted in low learning outcomes, including students not daring to express their opinions and being less active in asking

questions. questions about the material being taught, such as not doing much of the assignments given. by teachers, there are students who talk to themselves during the learning process which results in less absorption of learning material so that student learning outcomes are unsatisfactory and tend to be low. Students still consider Pancasila education lessons to be difficult lessons if delivered using conventional methods, namely teachers only deliver the material through lectures without implementing appropriate learning models. As a result, students feel bored and fed up during the learning process due to the lack of variety of methods used and the lack of teachers who equip students with problem-solving skills.

This is the main basis for writers and researchers to conduct research on "Improving Learning Outcomes of Pancasila Education on Democratic Attitude Material Through Simulation Methods (Classroom Action Research on Grade 5 Students, Odd Semester, Jakarta Academic Year 2023/2024 SDN Utan Panjang 01) Learning with The simulation method is expected to influence student learning outcomes including cognitive, affective and psychomotor aspects of students, so that students are able to think, be active and creative.

Based on the background description, it is known that the problems that can be identified are as follows:(1)There are students who don't pay attention when the teacher explains the learning material.(2)Lack of students' ability to solve problems.(3)Lack of active student participation in learning Pancasila Education.(4)There are some students who do not do the assignments given by the teacher.(5)The tendency to use a lecture model when presenting material.(6)The learning outcomes obtained by class V students at SDN Utan Panjang 01 in the Pancasila Education subject are still low.

The aim of this research is limited to "Improving Pancasila Education Learning Outcomes on Democratic Attitude Material Through Simulation Methods (Classroom Action Research on Class V Students, Odd Semester, Jakarta, Academic Year 2023/2024, SDN Utan Panjang 01)".

## 2 RESEARCH METHODS

This research uses a qualitative approach and the type of research used is Classroom Action Research (PTK) which is carried out in 2 cycles with 2 meetings. Classroom Action Research is one way to improve and increase teacher professionalism. Classroom Action Research can be carried out effectively by every teacher to improve the quality of learning without having to leave their first teaching assignment. This research is a form of reflective research, taking certain actions to improve and improve classroom learning practices in a more professional manner (Mulyasa, 2015: 154-155).

According to Kemmis & Mc Taggart (Arikunto et al, 2010: 137) stated that there are four steps presented in implementing PTK, namely planning, implementation, observation and reflection. At the planning stage, researchers explain what, when, where, by whom, and how the action is carried out. Then at the implementation stage, the researcher applies the contents of the class action plan under study. The next stage of observation or observations is carried out by observers who have been appointed previously. Furthermore, in the final stage of reflection, the researcher restates what has been done to realize the level of success that has been achieved and shortcomings during the lesson, as well as making improvements for the next meeting.

The factors examined in this research are: (1) teacher activities in implementing Pancasila education democracy material together using a combination of simulation learning models, (2) student activities when studying Pancasila education democracy material using a combination of simulation learning models and (3) Student learning outcomes in Pancasila Education learning democracy material using a combination of simulation learning models.

The research setting took place at SDN Utan Panjang 01 Jakarta in the odd semester of the 2023/2024 academic year. The research subjects were 30 students in class VB, consisting of 15 men and 15 women, and the researcher acted as a teacher. The data instruments used are observations of teacher and student activities as well as question items to evaluate student learning outcomes. Data collection methods use distribution, frequency, percentage and description.

Based on the results of a survey conducted by researchers on April 30 2023 in class V, namely at SDN Utan Panjang 01, Central Jakarta, for the 2023/2024 academic year, the results of daily tests on Pancasila education subjects were obtained from 30 lessons, the average in cycle I was 65.00. with 53% of students achieving learning completeness, while in cycle II the average student score increased to 76.00, achieving the KKM target of 75 with classical completion reaching 93%.

### **3 RESULT AND DISCUSSION (11pt)**

#### **3.1 Sub Hasil (10pt)**

This Classroom Action Research (PTK) was carried out in class V of SDN Utan Panjang 01 Jakarta in the odd semester of the 2023/2024 academic year with a total of 30 students consisting of 15 male students and 15 female students.

The learning process uses the simulation method. Through this learning, it is hoped that it can improve student learning outcomes in class V Pancasila education subjects at SDN Utan Panjang 01 Jakarta.

All aspects studied starting from teacher activities, student activities, and learning outcomes tend to improve at each meeting. In terms of teacher activity, each meeting tends to increase, this is because the quality of learning carried out by teachers at each meeting is getting better. The average score and completeness of student learning before the classroom action was implemented increased from an average score of 45.0 with classical completeness of 20% of students completed and after carrying out the action using the simulation method in the first cycle of learning the average became 65.00 with completeness. 53% of students completed the lesson. Meanwhile, in cycle 2 the students' average score increased to 76.00, reaching the KKM target (75) with classical completion reaching 93% of students who had completed their learning outcomes.

#### **3.2 Sub Pembahasan (10pt)**

Increased learning completeness from pre-cycle, cycle I, and cycle II in accordance with learning theory regarding simulation learning methods. The theory put forward by Suprijono, (2009:43) is that learning is an active learning method that uses pictures and they are paired or sequenced into a systematic sequence, such as arranging pictures in sequence, showing pictures, giving descriptions of pictures and explaining pictures. . In contrast to image media, this simulation is in the form of images that have not been arranged sequentially and those who use them are students, while image media is in the form of complete images that are used by teachers in learning. process. By arranging pictures, teachers can find out students' abilities in understanding the concept of the material and practice logical and systematic thinking, they can see students' abilities in arranging pictures sequentially, showing pictures, giving descriptions and explaining pictures, so that students can find the material themselves. concept by reading the picture. By having pictures related to the learning material, students will be more active and the final goal of the learning process can be achieved, namely learning outcomes will increase.

From observations of the learning process, problems were found, including students not paying enough attention to delivering material using the simulation method, in the learning process there were still many students who were busy themselves and did not occupy their respective seats, students did not dare to convey their opinions to the group. Apart from that, because they are used to the previous learning process, many students

are still confused and unable to pay attention/do the assignment sheets given by the teacher.

The teacher's use of the simulation method by utilizing images that are less than optimal can be seen in the learning activity plans that have not been implemented by the teacher. So that at the next meeting we must try to carry out the planned learning activities. At the second meeting of cycle 1, problems as above were still found. So that teachers continuously motivate students to play an active role in learning. Even though many planned activities have been implemented, they are not optimal, this can be seen from the results of the observer's assessment of the learning carried out which is still below the very good criteria. Teacher activity in cycle 1 at the first meeting was found to be 83% with good criteria, at the second meeting 85% met good criteria, and at the third meeting 87% met good criteria.

At the cycle 2 meeting, the problems had reduced, as shown by, among other things: students dared to express their opinions to the group, students had taken their respective seats. From the results of observing teacher activities in learning in cycle 2, a percentage value of 89% was obtained at the first meeting and 98% at the second meeting. The teacher tries to improve and add activities that have not been implemented in cycle 1. All indicators of teacher activity are implemented in learning in cycle 2.

Based on the results of the analysis, it is known that 6 or (20%) students completed the exam before the action. After being given action in cycle I, there was an increase in the number of student completions to 16 students or (53%). After being given action in cycle II there was an increase again in the number of students completing the test to 28 students or (93%). There were 24 students who had not finished before being given action or (80%). After being given action in cycle I it decreased to 14 students or (47%). After taking action again in cycle II, there were still 2 or (7%) students who had not completed it. This research was declared successful, shown by 93% of 30 students having achieved the Pancasila Education learning outcomes set by KKM  $\geq 75$ . In other words, efforts to improve Pancasila Education learning outcomes through simulation methods, globalization material for grade 5 students at SDN Utan Panjang 01 have been achieved. implemented successfully.

Thus, the simulation learning method seeks to encourage students to learn actively, based on student experience, invites students to think critically, and is contextual learning. In general, it can be seen that learning using the simulation method carried out by teachers for grade 5 students at SDN Utan Panjang 01 from cycle 1 to cycle 2 has improved well, this means that learning Pancasila Education by applying the simulation method can improve Pancasila. Educational learning outcomes.

### 3.3 Gambar (10pt)

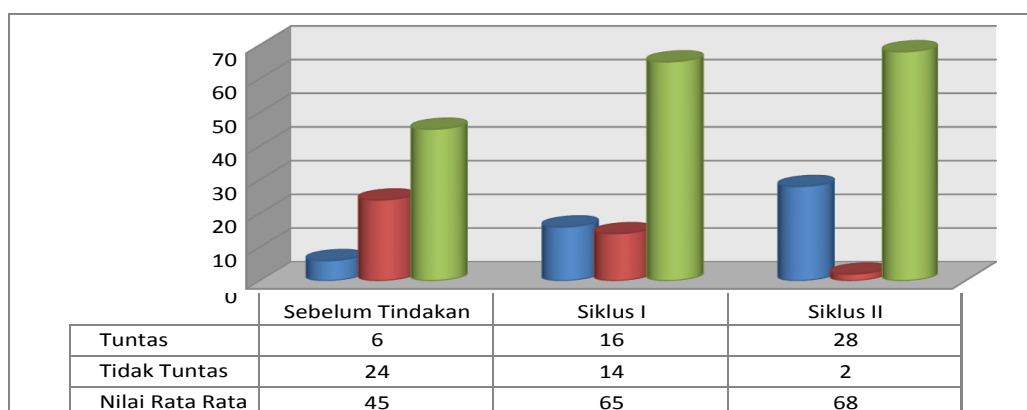


Diagram 1

Comparative graph of the completeness of Pancasila education learning outcomes for class 5 SDN Utan Panjang 01 Pre-Cycle, Cycle I and Cycle II.

It can be seen that there is an increase in learning outcomes from pre-cycle to cycle 2. Scores above the KKM from pre-cycle 6 students increased in cycle 1 to 16 students, increasing again in cycle 2 to 28 students from 30 students. There is an increase in Pancasila Education learning outcomes in each cycle. a simulation learning method is carried out. The lowest value in the pre-cycle was 20, the highest value was 80.00 and the average value was 45.00, the lowest value in the first cycle was 40, the highest value was 100 and the average value was 65.00 and the lowest value in the cycle II is 40, the highest value is 85.00 and the average value is 76.00. In cycle I the highest score reached 100, then in cycle II it decreased to 85.00 because the student during cycle II was sick, causing his concentration in studying to be disturbed.

#### **4 CONCLUSION (11pt)**

Based on analysis of research data in Classroom Action Research (PTK) at SDN Utan Panjang 01 using the simulation method by carrying out actions, namely changing the delivery of material, forming group discussions, students observing a problem, commenting on questions given, students are trained to solve problems, practice understanding, practice skills, and answer questions as asked. These steps can improve student learning outcomes in Pancasila education learning, the average in cycle I was 65.00 with learning completion reaching 53% of students. Meanwhile, in cycle 2 the students' average score increased to 76.00, reaching the KKM target (75) with classical completion reaching 93% of students who had completed their learning outcomes.

#### **5 REFERENCES (11pt)**

- B.Uno,Hamzah.Teori Motivasi dan pengukurannya. Jakarta : Bumi Aksan, 2007.  
 Fadillah,M. Desain Pembelajaran PAUD.Rosdakarya.Bandung,2014.  
 Hamalik, Oemar. Proses Belajar Mengajar. Bumi Aksara. Jakarta,2004.  
 Hasibuan, J.J dan Moedijono, Proses Belajar mengajar. Bandung, Remaja Rosdakarya, 2012  
 Hasibuan, J.J, dan Moedjiono, Proses Belajar Mengajar. Bandung, Remaja. Rosdakarya, Cet.ke-1, 1986.  
 Muslihuddin,Ade Sudrajat dan Ujang Hendra. Revolusi Mengajar.Bandung:HPD press,2012.  
 Nasution, Noehi, Materi Pokok Psikologi Pendidikan, Jakarta: Universitas Terbuka,2004.  
 Ngalm Purwanto,Psikologi Pendidikan,(Bandung:Remaja Karya),1987.  
 Purwanto,Evaluasi Hasil Belajar, Yogyakarta Pustaka Pelajar,2010.  
 Sapriya, dkk. Konsep Dasar IPS. Bandung: Laboratorium Pendidikan Kewar- ganegaraan UPI,2007.  
 Sa'ud, Udin Syaefudin. Perencanaan Pengajaran. Bandung: Rosda.Sickafus, E. Heuristics for Solving Technical Problems,2004.  
 Taniredja,Tukiran.dkk.pendidikan kewarganegaraan di perguruan tinggi muhammadiyah. Alfabeta:Bandung,2009.  
 Taufik, Agus, dkk. Pendidikan Anak di SD. Jakarta: Universitas Terbuka Trianto. Mendesain Model Pembelajaran Inovatif, Progesif, dan Kontekstual. Jakarta: Prenadamedia,2014.  
 Tukiran,Taniredja,dkk. Model – model Pembelajaran Inovatif. Bandung: Alfabeta,2011.  
 Udin S.,Winataputra.Strategi Belajar Mengajar.Jakarta: Universitas Terbuka Depdiknas  
 Undang – Undang Dasar 1945,(Jakarta:Sinar Grafik),2004  
 W.AQ Gerungan. Psikologi Sosial Bandung : Refika Aditma,2000.

Winarno. Paradigma Baru Pendidikan Kewarganegaraan Isi Standar dan Penilaian.  
Jakarta:Bumi Aksara,2010.