

## **Efforts to Improve Understanding of PPKn on Pancasila Symbols Material Through the Discovery Learning Model**

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### **Abstract**

The aim of his research is to increase PPKn understanding of Pancasila symbols material through the discovery learning model for class III students in the even semester of the 2022/2023 academic year. This research method is classroom action research following Kemmis and Taggrat. This research includes 3 cycles of planning, implementation, observation and reflection. The research time is 1 month, namely May 2023 with research subjects of 25 students. The data collection techniques used were observation, tests, field notes, interviews and documentation. The results of the research show that the use of the Discovery Learning model can improve PPKn understanding of Pancasila symbols material for class III SDK Ignatius Slamet Riyadi I Cijantung. This can be proven by the results of the increase in the percentage of comprehension tests in each cycle, namely in cycle I it increased, namely in cycle I = 48%, cycle II = 68% and cycle III = 88%. The results of the research show that the use of the discovery learning model can improve PPKn understanding of Pancasila symbols material at SDK Ignatius Slamet Riyadi I Cijantung.

Keywords: Comprehension, PPKn, Discovery Learning Method

## **1 INTRODUCTION**

Education is a conscious effort that is deliberately designed to achieve a set goal. Education develops the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Learning Pancasila and Citizenship Education (PPKn) can train students' skills as one of the main subjects in elementary school, in doing so they must pay attention to the environment where the PPKn subject is given. In general, Pancasila symbols have existed in the lives of Indonesian people. The practice of Pancasila symbols in this environment does not conflict with the messages of Pancasila. Pancasila is the basic philosophy of the Republic of Indonesia which was officially ratified by the PPKI on 18 August 1945 and stated in the preamble to the 1945 Constitution, promulgated in the Republic of Indonesia News Year II No. 7 together with the body of the 1945 Constitution.

1) The star which has five corners symbolizes the first principle of Pancasila, namely Belief in One Almighty God. Stars symbolize light, like the light radiated by God to every human being. The star symbol is also interpreted as a light to illuminate the five basic principles of the State (Preamble to the 1945 Constitution, paragraph 4), 2) The chain symbolizes the second principle of Pancasila, namely Just and Just Humanity. The chain consists of rectangular and circular chain links. The rectangular chain links symbolize men,

while the circular ones symbolize women. The interlocking chains also symbolize every human being, male and female, growing from each other and needing to unite so that they become strong like a chain. The meaning of the symbol of the second principle of Pancasila is that Indonesian people can embody human values in the form of an attitude of mutual love, being tolerant, not being arbitrary towards other people. 3) The Banyan Tree symbolizes the third principle, namely Indonesian Unity. The banyan tree represents a large tree that can be used by many people as a shelter under it. , 4) The Bull's Head symbolizes the Fourth Principle of Pancasila, namely Democracy Led by Wisdom in Representative Deliberations. The Bull's Head symbolizes a social animal that likes gatherings, such as only musyawah where people have to gather to discuss something. Democracy Led by Wisdom in Deliberation and Representatives is a value that has the principle of being in harmony with the essence of the people. The essence of the people is a whole in togetherness, 5) Rice and Cotton symbolize the fifth principle of Pancasila, namely Social Justice for All Indonesian People. Rice and cotton can represent the fifth principle, because rice and cotton are human needs, namely food and clothing, as the main conditions for achieving prosperity.

Based on the results of observations made by researchers at the Ignatius Slamet Riyadi 1 Cijantung Catholic Elementary School, East Jakarta, it was found that PPKn learning was based on Pancasila symbols and it turned out that student learning outcomes were less than satisfactory, students usually did not understand the material in depth, even concepts. -the concepts conveyed or the problems taught do not belong to the knowledge of the students. This may mean there is no interaction between the teacher and students, as well as students' responses to the verbal presentation of the material.

In PPKn subjects there is a lack of understanding of how to learn well and student learning outcomes are not good and have not yet reached the Minimum Completeness Criteria (KKM) which has been set, namely 75. There are many factors why or why students' grades are low in PPKn subjects, because they do not understand the concept of the material. teachers, lack of interest and low motivation to learn, lack of self-confidence, lack of attention and support from parents, even a learning environment at home that is not supportive. So the researcher concluded that there is still an opportunity, and the possibility of improving student learning outcomes, through changes in learning that students are expected to be able to participate actively.

The research chose and offered the Discovery Learning method as a way to make it easier for students to learn PPKn subjects, especially in understanding the Pancasila Symbols material. Because the Discovery Learning learning model is an easy way to absorb and release information from the brains of students and teachers. Using the Discovery Learning model, students tend to learn more easily with their own notes which use letter shapes and add different colors to each of their.

## 2 RESEARCH METHODS

The research method used in this research is Classroom Action Research. This Classroom Action Research was carried out independently. In this case the researcher is directly involved in planning action, implementing action, observing and reflecting. In accordance with the research title taken, the following research objectives were found: efforts to increase PPKn understanding of Pancasila symbols material through the discovery learning model for class III students at SDK Igantius Slamet Riyadi 1 Cijantung, East Jakarta.

This classroom action research was carried out at SDK Igantius Slamet Riyadi 1 Cijantung, East Jakarta, specifically in class III, with 25 students. This Classroom Action Research was carried out in the Even Semester of the 2022/2023 Academic Year. This research was conducted from March to May 2023. The data source was the Ignatius Slamet Riyadi 1 Cijantung Catholic Elementary School (SDK), East Jakarta. The research subjects were class III students with a total of 25 students, consisting of 15 girls and 10 boys, and the class teacher as collaborator.

### 3 RESULT AND DISCUSSION

Anas (2014) said that, "Comprehension is a person's ability to understand or understand something after it is known or remembered. In other words, understanding is knowing about something and being able to see it from various aspects. A student is said to understand something if he can provide an explanation or provide a more detailed description of it using his own words. Meanwhile, according to Moch Uzzar Usman (2013) understanding refers to the ability to understand the meaning of material.

Ahamad Susanto (2013) said that understanding is defined as the ability to absorb the material or materials that have been studied. According to Bloom, understanding is how capable students are of receiving, absorbing and understanding the lessons given by the teacher to students, or the extent to which students can comprehend and understand what they read, see, experience or feel in the form of research or observation results. what he did straight away. Comprehension is a person's ability to grasp the meaning and meaning of the material being studied, which is expressed by explaining the main content of a reading or changing data presented in a certain form to another form.

Pancasila Symbols; Pancasila is the basis of the Indonesian state, apart from that we have a state symbol, namely the Garuda Bird, in the middle of the Garuda Bird's body there are the five symbols of Pancasila, each of which has the meaning of that symbol. First Principle: with the symbol of the Star, which says Belief in One Almighty God. The star has five corners symbolizing the light radiated by God to every human being. The star symbol is interpreted as light to illuminate the five foundations of the country.



Picture. 2.1 Star Emblem

Second Principle: with the chain symbol, which reads Just and Civilized Humanity. This chain image symbol is used as a symbol of the second principle of Pancasila. Those who apply human values in the form of attitudes and actions that recognize equality, by developing an attitude of mutual love, being calm, not being arbitrary towards other people.



Figure 2.2 Chain Symbol

Third Principle: with the symbol of the Banyan Tree, which reads Indonesian Unity. What is symbolized by the Banyan Tree is likened to the diversity that exists in Indonesia. Meanwhile, its single, strong root symbolizes unity and oneness above existing differences.



Figure 2.3 Banyan Tree Symbol

Fourth Principle: with the symbol of the Bull's Head, which reads Democracy Led by Wisdom in Deliberation and Representation. Bullheads are creatures that like to gather, when they gather together they become strong and difficult for their enemies to attack.



Figure 2.4 Bull Head Symbol

Fifth Principle: with the symbol of Rice and Cotton, which reads Social Justice for All Indonesian People. The symbols of rice and cotton are basic human needs that must be

present in order to survive. The meaning of this symbol is that every Indonesian citizen has the right to a life and livelihood that is fair and without discrimination.



Figure 2.5 Symbols for Rice and Cotton

Discovery Learning Model; Hosna (2014) said that a model is to develop an active way of learning to think by finding it yourself, investigating it yourself, then the results obtained will be loyal and long-lasting. "Meanwhile, according to Kurniasih (2014), Discovery Learning is a learning process that occurs when lessons are not presented with learning in its final form. "Discovery Learning is a learning method where the material is delivered indirectly by the teacher, but students are required to be active in determining the learning materia.

**Pre-Action Description:** This Classroom Action Research was conducted at the Catholic Elementary School (SDK) Ignatius Slamet Riyadi 1 Cijantung, East Jakarta. The researcher chose class III as the subject of this research, with a total of 25 students, consisting of 10 male students and 15 female students. This research was carried out from May 9 to May 19 2023. Before taking action, to determine the initial conditions the researcher made observations during the Civics learning process. This observation was carried out with the aim of determining the level of students' understanding of Civics subjects.

**Action Description:** Based on the implementation of the action, it is carried out three times in cycles with different activities, action implementation schedules. Regarding the action implementation schedule used in accordance with the agreement between researchers and collaborators which is carried out three times a week, namely every Tuesday, Wednesday and Thursday, according to the needs of class III researchers and collaborators at SDK Igantius Slamet Riyadi I.

In cycle I, the researcher started the lesson by saying an opening greeting and praying, recording student attendance, making chants to encourage the students to "applause". Then, the researcher explains the Discovery Learning model that will be applied in the learning process and its objectives. After that, the researcher conveyed the learning objectives that students must understand. In cycle I, observational research was carried out on the course of the learning process and student activity during the learning process. When learning activities take place, the researcher first conveys the objectives of PPKn learning using the Discovery Learning model. Then the researcher gave a test to determine the extent of the students' understanding after being given lessons through the Discovery Learning model which had been explained by the teacher. The students were confused and asked the teacher to repeat the explanation. But there are a small number of students who pay attention to the teacher's explanation and begin to understand it.

Based on the results of observations during the activity of explaining the symbols of Pancasila, it can be analyzed that PPKn learning using the Discovery Learning model has

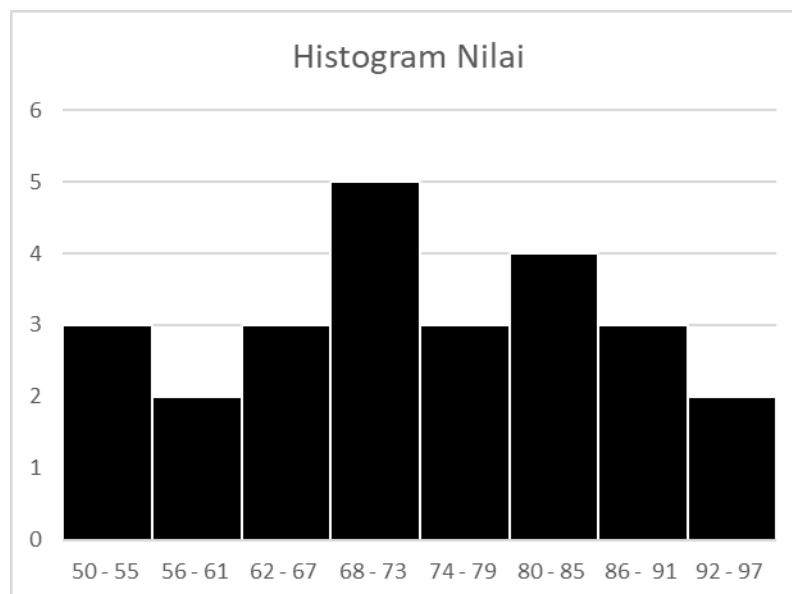
not been optimal, there are still students and groups who are not interested, concentrating, imaginative and creative in their learning. And don't understand what learning is using the Discovery Learning Model.

Paying attention to the results of reflection observations in cycle I shows that PPKn learning using the Discovery Learning model has gone well. This is proven by the findings of data evidence from efforts to increase students' learning understanding. However, this increase has not yet reached the standards implemented, so further planning for cycle II is necessary. Learning is carried out in stages so that students can understand the Pancasila symbols in the Pancasila principles along with examples of their application. Researchers first prepare a Learning Implementation Plan (RPP) and post-test sheet.

Actions in cycle I, the researcher will identify students who have successfully achieved the minimum completion criteria (KKM) and students who have not succeeded in achieving a passing score. Paying attention to students who have not succeeded and the percentage of those who have succeeded have not reached the learning target, those who have not passed are given remedial learning. The goal is that in the next cycle you will pay full attention and concentration to achieve the KKM.

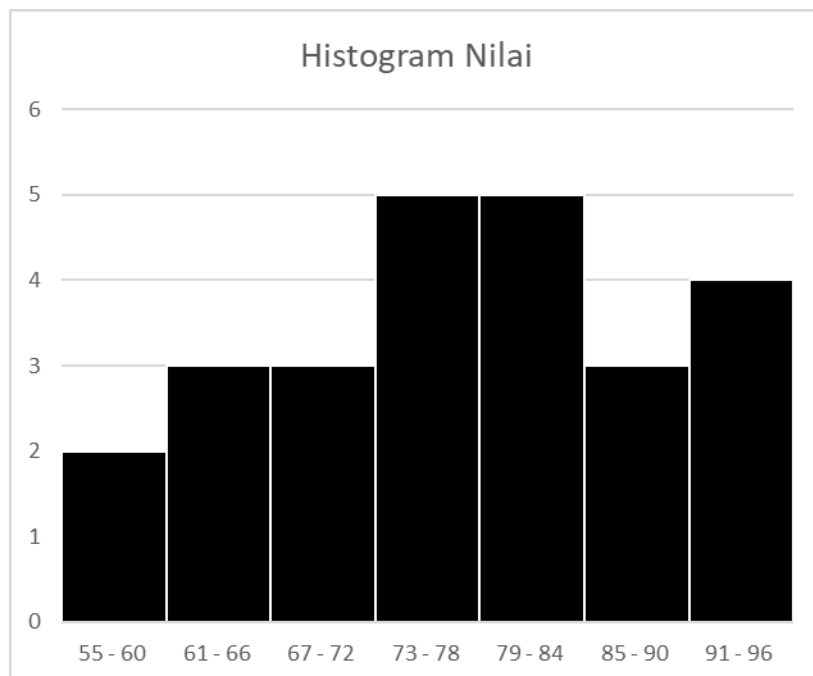
In the implementation of cycle II, the researcher hopes that the evaluation results will be even better than those carried out in cycle I, and hope that students will understand what the Discovery Learning model is. For observation in cycle II, during the activities it was apparent that PPKn learning using the discovery learning model was starting to be liked and interested by students, so the cycle II posttest was given as an indicator of learning outcomes which focused on three abilities, namely: Explaining, mentioning and identifying.

Meanwhile, in implementing cycle III, researchers hope that the evaluation results will be even better than those implemented in cycle II, and hope that students will understand what the Discovery Learning model is. For observation in cycle III, during ongoing activities.



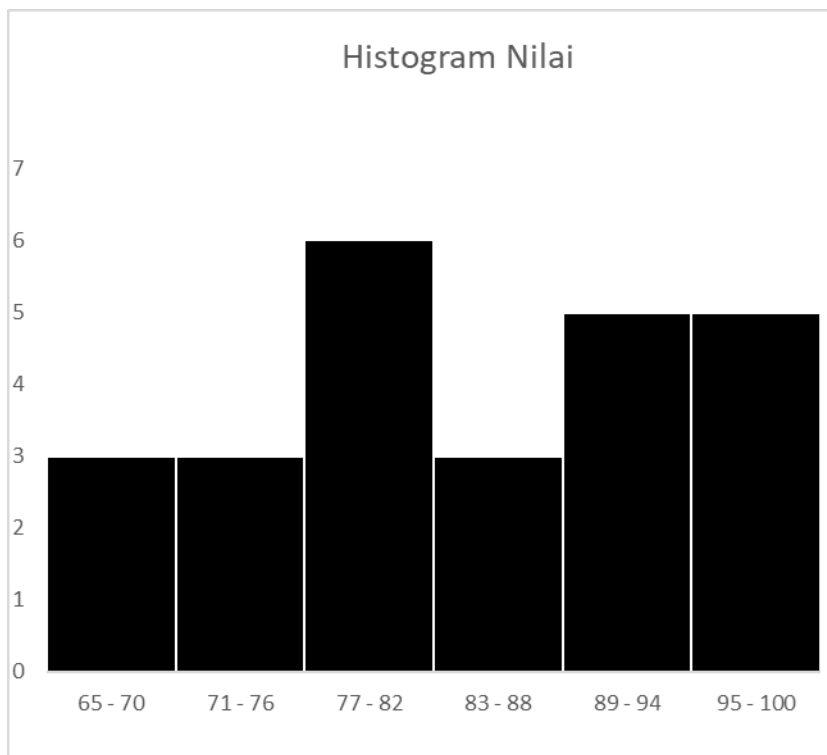
Graph 4. 1 Histogram of Variable

Based on table 4.2 and graph 4.1 recap of the scores above, it can be seen that the highest score is 97, the lowest score is 50. In the results of cycle II there were 12 students or 48% who had reached the KKM, while there were 13 students who had not yet achieved the KKM or by 52%. The percentage of students who have completed the KKM is greater than those who have not completed it. However, these results have not yet reached the criteria for research success. The research is said to be successful if 80% of students reach the KKM. Looking at the results of cycle I shows that it is not satisfactory for research.



Graph 4.1 Histogram of Variable

Based on table 4.3 and the score recapitulation graph above, it can be seen that the highest score is 96, the lowest score is 55. In cycle II there were 17 students or 68% who had reached the KKM, while there were 8 students or 32% who had not yet reached the KKM. The percentage of students who have completed the KKM is greater than those who have not completed it. However, these results have not yet reached the criteria for research success. The research is said to be successful if 80% of students have reached the KKM. Looking at the results of cycle II shows that the research still needs to be continued into cycle III.



Graph 4. 3 Histogram of Variable

Based on table 4.4 and graph 4.3 the recapitulation of the scores above can be seen that the highest score is 95, the lowest score is 65 in cycle 3, there are 22 students or 88% have reached the kkm value, while there are 3 students who have not reached the kkm value or 12% of the percentage of students. The education that you have completed is greater than that which has not been completed.

The presentation of students who completed the kkm was 88%, which shows that 22 students had done it, out of a total of 25 student who had reach the kkm.

Paying attention to the results of learning completion for students from cycle I, cycle II to cycle III has increased. In other words, learning Civics subjects on Pancasila symbols using the Discovery Learning Model can improve student learning outcomes or the hypothesis of action can be accepted.

#### 4 CONCLUSION

Based on the results of Classroom Action Research (PTK) through learning process improvement activities that have been implemented from pre-cycle to cycle III in Civics subjects, researchers can draw the following conclusions:

1. Students' ability to carry out PPKn learning about Pancasila symbols, after carrying out improvements to the learning process using the discovery learning learning model, the results of PPKn understanding show significant changes. In cycle I, students only reached 48%, in cycle II, students' PPKn understanding results had reached 68%, and finally in cycle III, students' understanding results increased, reaching an average value of 88%.
2. Educators must always improve the quality of their learning, by being able to design and choose learning methods so that students can be motivated and interested in participating in learning activities.

3. Educators must be able to understand the characteristics of students, so that students who are not yet very capable or do not yet understand the Civics subject material receive improvements.

4. Educators need to increase the number of examples and practice PPKn questions so that students are able to solve the practice questions.

The impact or influence of the research results above can be described as follows; 1) students better understand the concepts of the material being taught, 2) students are more interested and have motivation to learn, 3) students become more confident in expressing opinions, 4) students increasingly receive parental attention and encouragement, 5) students are more imaginative in the environment study at home and realize that having a study group is important, to be able to discuss the material they have studied with each other.

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