

Enhancing Pancasila Education Outcomes: Fostering Unity in Diversity with the Discovery Learning Method

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Abstract

The purpose of this study was to enhance student learning outcomes on the topic of Unity in Diversity using the Discovery Learning method in class X AKL during the even semester of the 2023/2024 academic year. This research applied a classroom action research (PTK) approach, conducted in three cycles with four stages: planning, acting, observing, and reflecting. The study took place from February to May 2024, involving 28 students as participants. Data were collected through tests, interviews, and observations. The results showed a significant improvement in students' learning outcomes in Pancasila Education, especially regarding Unity in Diversity. Each cycle demonstrated a progressive enhancement in understanding, facilitated by the Discovery Learning method. This approach empowered students to actively engage in the learning process by exploring, analyzing, and drawing conclusions independently. Such activities deepened their comprehension and encouraged critical thinking. Observation during the lessons revealed increased student participation and enthusiasm, while test scores reflected improved levels of understanding and knowledge retention. The findings highlight the effectiveness of the Discovery Learning method in fostering both cognitive and affective learning outcomes. This research offers valuable guidance for educators seeking to adopt innovative teaching strategies to improve learning outcomes student in Pancasila Education.

Kata kunci: discovery learning, learning outcomes, unity in diversity

1 INTRODUCTION

Here is a revised and expanded version of your paragraph, following proper proofreading standards and improving clarity and flow: In accordance with the provisions of Article 37 of Law No. 20 of 2003, Civic Education is mandated to shape students into responsible and virtuous citizens with a strong Pancasilaist character. This makes Civic Education one of the core subjects that must be taught in high schools. Civic Education plays a vital role in fostering not only students' understanding of citizenship but also their ability to actively contribute to societal progress. From an academic perspective, Civic Education is instrumental in developing students' critical, analytical, and reflective thinking skills. It encourages them to identify and solve problems independently while fostering a sense of responsibility.

These competencies are essential for nurturing an awareness of living harmoniously in a diverse society, and for contributing positively to the nation and the state. Beyond academics, Civic Education also carries a socio-cultural mission. It provides students with opportunities to apply the knowledge, values, and skills they have acquired through real-life social participation. This might include engaging in community service, collaborative problem-solving initiatives, or projects that promote social cohesion. Through such activities, students gain practical experience in contributing meaningfully to society, guided by their abilities and developmental levels.

Moreover, Civic Education plays a crucial role in shaping students to embrace and respect diversity. By acknowledging variations in religion, culture, language, and social backgrounds, Civic Education helps students become intelligent, skilled, and ethical citizens aligned with the values of the 1945 Constitution. This holistic approach ensures that Civic Education not only imparts theoretical knowledge but also instills a deep sense of civic responsibility and moral integrity in students, preparing them to thrive in a multicultural and dynamic society (Ridwan & Utami, 2020).

Civic Education is a subject designed to develop the potential of Indonesian citizens by equipping them with the knowledge, attitudes, and civic skills necessary for intelligent and responsible participation in social, national, and state activities. The primary goal of Civic Education is to nurture individuals who can contribute meaningfully to society, uphold democratic values, and foster harmony within Indonesia's richly diverse cultural landscape. At its core, Civic Education aims to instill critical thinking, problem-solving skills, and a sense of social responsibility in students. By promoting an understanding of citizenship, the subject empowers learners to navigate the complexities of life in a pluralistic society, guided by the foundational principles of Pancasila. This aligns with the overarching vision of Civic Education: to produce knowledgeable, skilled, and character-driven individuals who are committed to the nation's ideals.

To realize the vision, mission, and objectives of Civic Education, teachers play a central role. They are tasked with designing learning activities that are not only innovative but also engaging and responsive to students' needs (Sulistiyongingrum, 2015). Employing creative teaching strategies is crucial for fostering active student participation and improving learning outcomes. However, the practical implementation of Civic Education often falls short of these aspirations. Many classrooms still rely heavily on traditional lecture methods, which focus primarily on delivering basic concepts without incorporating interactive media or diverse learning models. While this conventional approach may effectively convey theoretical knowledge, it tends to be monotonous and uninspiring. Consequently, many students perceive Civic Education as a dull subject (Utami, Widiatna, Ayuningrum, et al., 2021).

The lack of variety in teaching methods, coupled with minimal integration of real-world applications, further diminishes students' interest and motivation. Addressing these challenges requires a shift towards more dynamic and participatory instructional methods that bring the principles of Civic Education to life and make learning an engaging and meaningful experience (Musliah, 2021).

To revitalize Civic Education, it is essential to adopt innovative pedagogical approaches that prioritize student-centered learning (Sudarmin et al., 2023). Techniques such as project-based learning, discussions, and the integration of digital tools can make lessons more dynamic and relevant. Furthermore, employing contemporary methods like Discovery Learning allows students to actively explore, analyze, and apply the concepts they learn, fostering a deeper understanding and long-term retention. In conclusion, Civic Education holds immense potential to shape future generations of responsible citizens. However, realizing this potential requires educators to move beyond traditional teaching methods and embrace strategies that engage students both cognitively and emotionally. By doing so, Civic Education can become a subject that not only informs but also inspires, equipping students with the skills and values needed to contribute positively to Indonesia's diverse and democratic society.

Through a deep understanding of Pancasila, students can develop attitudes and behaviors that align with noble values such as honesty, justice, unity, equality, and mutual cooperation. With a solid foundation in Pancasila Education, students will be able to become responsible individuals who respect differences, empathize with others, and collaborate within the framework of unity and integrity. Thus, Pancasila Education aims to develop the potential of students, which is why a Pancasila Education teacher must be both qualified and professional (Syam et al., 2022). If the teacher lacks the necessary qualifications, the goals of Pancasila Education will inevitably remain unfulfilled. To improve student learning outcomes, one effective approach is to use the Discovery Learning method, as this method

aligns well with the advancements of today's sophisticated era (Utami, Widiatna, Herlyna, et al., 2021).

A person's learning outcomes can be assessed by observing changes in their behavior, which include mastery of knowledge, thinking skills, and motor skills (Muzaqi & Utami, 2020). Learning outcomes reflect the changes in behavior that occur as a result of the learning process. Similarly, the research conducted by Iftitah highlights a significant difference in the creative thinking abilities of students based on the teaching model used. Specifically, it demonstrates that students who are taught using the Problem Based Learning (PBL) model show greater development in creative thinking compared to those taught using the Discovery Learning model (Iftitah et al., 2023).

This finding underscores the impact that different teaching strategies can have on fostering critical thinking and creativity in students. However, the present study places a greater emphasis on the Discovery Learning model, which has been shown to improve students' overall learning outcomes. While Iftitah's research focused on the comparative effects of both models, this study suggests that Discovery Learning is particularly effective in enhancing students' academic performance. Discovery Learning encourages students to actively engage in the learning process by exploring concepts independently and constructing their own understanding, which can lead to more meaningful learning experiences. This model promotes a more interactive and student-centered approach, where students take on a more active role in their education. By facilitating hands-on learning and encouraging inquiry, Discovery Learning helps students develop both critical thinking and creative problem-solving skills. In contrast to traditional teacher-centered methods, Discovery Learning fosters deeper engagement with the material, which can positively affect students' cognitive abilities and academic outcomes.

With the gap, while previous studies, including Iftitah's, have emphasized the importance of teaching models in developing creative thinking, this study highlights the particular benefits of Discovery Learning in enhancing students' learning outcomes. As a result, educators should consider integrating Discovery Learning strategies into their teaching methods to promote not only creativity but also academic achievement, thus equipping students with the skills needed to succeed in a rapidly changing world.

This study focuses on enhancing student learning outcomes concerning the topic of Unity in Diversity. The Unitary State of the Republic of Indonesia, characterized by a rich diversity of cultures, regional languages, races, ethnicities, religions, and beliefs, embodies unity, which is symbolized by the national motto. The phrase "Unity in Diversity" can be traced back to the Sutasoma manuscript, authored by Mpu Tantular in the 14th century during the Majapahit Kingdom. Mpu Tantular, a follower of Tantrayana Buddhism, found peace and security within the predominantly Hindu Majapahit kingdom. The concept of Unity in Diversity later emerged as a significant topic of discussion among Muhammad Yamin, I Gusti Bagus Sugriwa, and Bung Karno during the BPUPKI sessions, approximately two and a half months before the Proclamation of Indonesian Independence. Bung Hatta himself acknowledged that the motto "Unity in Diversity" was introduced by Bung Karno after Indonesia's independence. Several years later, when designing the National Emblem of the Republic of Indonesia, represented by the Garuda Pancasila bird, the motto was incorporated into the emblem (Laia et al., 2024). This symbol was officially adopted during a Cabinet Meeting of the Republic of Indonesia, chaired by Bung Hatta, on February 11, 1950, based on a design created by Sultan Hamid II.

The research conducted by Yuhasnil also highlights efforts made by Civic Education teachers to improve students' understanding of the concept of Unity in Diversity. The study shows that teachers have focused on enhancing students' comprehension through both in-class lessons and supplementary tutoring sessions. However, the research employed only a descriptive method, without making any efforts to actively improve students' learning outcomes (Yuhasnil et al., 2022).

This gap in the existing research presents an opportunity to explore more effective methods for enhancing student performance. In response to this, our study aims to fill this gap by employing the Discovery Learning method as a means of improving learning

outcomes, specifically in the topic of Unity in Diversity. Unlike Yuhasnil's study, which only focused on descriptive analysis, our research will actively seek to improve students' understanding and academic achievements in the subject matter. The Discovery Learning method offers an interactive, student-centered approach that encourages active participation and critical thinking. By engaging students in problem-solving and self-directed learning, it promotes a deeper understanding of complex concepts. In the case of Unity in Diversity, Discovery Learning can help students not only comprehend the idea but also appreciate its relevance in a multicultural society. This approach has the potential to significantly enhance both cognitive and affective learning outcomes, thus addressing the limitations of previous studies and offering a more comprehensive approach to teaching PPKn.

In conclusion, while previous studies, such as the one by Yuhasnil, have contributed valuable insights into the teaching of Unity in Diversity, they fall short of directly improving student outcomes. Our research, through the implementation of the Discovery Learning method, aims to bridge this gap and provide a more effective strategy for enhancing students' understanding and academic performance in the topic of Unity in Diversity. This study underscores the importance of incorporating innovative teaching methods that foster active engagement and critical thinking, ultimately contributing to more meaningful learning experiences.

2 RESEARCH METHODS

The primary goal of this research is to improve the learning outcomes of students in class X AKL at SMK Garuda Jakarta by implementing a classroom action research (Utami et al., 2022) approach using the Discovery Learning method (Sulfemi, 2019). The research was conducted over the course of the even semester, from February to May 2024, during the 2023/2024 academic year. The research employs a qualitative method with a classroom action research approach. This approach involves teachers conducting research in their own classrooms, reflecting on their practices, and aiming to enhance their performance as educators, ultimately improving student learning outcomes. The research follows a cyclical process, which consists of four stages: planning, implementation, observation, and reflection. These stages are repeated across cycles to assess and refine the learning process.

The Discovery Learning method encourages interactive learning, where both teachers and students actively engage in the learning process. In today's digital era, this method presents numerous opportunities to incorporate various learning media. By integrating technology into lessons, such as through online learning applications or other available digital tools, the Discovery Learning method fosters more effective learning experiences. This integration of technology allows for a more dynamic, student-centered approach, which can significantly enhance the learning process. Data for this research was collected from multiple sources, including input from both the teachers and students of class X at SMK Garuda Jakarta. Additionally, student performance was assessed through post-test results. The data collection methods included tests, observations, interviews, and documentation. To ensure the validity of the findings, data triangulation was employed. This technique involves comparing and cross-checking the collected data with external sources to ensure its accuracy and reliability.

The criteria for determining the success of this research are based on the improvement of student learning outcomes. After each cycle, the research compares the learning outcomes from the previous cycle with those from the current cycle. The goal is to show significant progress in students' understanding and performance, demonstrating the effectiveness of the Discovery Learning method in enhancing their academic achievements. Through the implementation of this classroom action research, it is expected that the Discovery Learning method will contribute to improving both the engagement and academic outcomes of students at SMK Garuda Jakarta. As each cycle progresses, the

research aims to refine the teaching practices and learning strategies, ultimately creating a more effective and engaging learning environment for the students. The success of this method will be measured not only through test scores but also through qualitative feedback from both students and teachers, ensuring a comprehensive evaluation of the approach's impact.

3 RESULT AND DISCUSSION

Before the researchers implemented the intervention, they began by conducting a pre-cycle to assess the initial conditions and to establish a baseline for student learning outcomes. This pre-cycle, followed by a series of up to three subsequent cycles, was carried out during the learning process from February to May 2024. The main objective of this initial phase was to gather essential data on the current state of students' learning outcomes in class X, specifically during the even semester at SMK Garuda Jakarta.

The pre-cycle observation served as a crucial starting point for understanding the existing challenges and areas for improvement in student performance. It allowed the researchers to identify gaps in knowledge and assess the level of student engagement and comprehension prior to implementing the Discovery Learning method. This baseline data was essential in determining the effectiveness of the chosen intervention and served as a reference point for evaluating the changes in learning outcomes across the cycles.

Throughout the research period, which spanned from February to May 2024, the researchers made continuous observations of the students' progress. These observations focused on various aspects of the learning process, including students' active participation, their ability to grasp new concepts, and their performance in assessments. The researchers also paid close attention to how well the Discovery Learning method was being implemented, noting any challenges or obstacles encountered during the teaching process.

By systematically analyzing the results of the pre-cycle and subsequent cycles, the researchers were able to monitor the effectiveness of the Discovery Learning method and its impact on student learning outcomes (Maharani & Damia, 2023). This iterative approach, involving multiple cycles of planning, implementation, observation, and reflection, allowed for ongoing refinement of the teaching strategies to better meet the needs of the students. Ultimately, the researchers aimed to foster a deeper understanding of the material, improve student engagement, and enhance academic performance in the subject matter.

3.1 Result

After implementing the Discovery Learning method in the learning activities, it was observed that there was a notable improvement in student learning outcomes over the course of the cycles. In Cycle I, the average score of students was 68, which marked a significant improvement compared to the pre-cycle scores. This indicates that the initial application of the Discovery Learning method began to have a positive impact on student understanding and engagement with the material.

In Cycle II, the average score increased further to 79, showing continued progress from the previous cycle. This steady increase suggests that students were becoming more familiar with the learning process and the Discovery Learning approach, which likely contributed to their enhanced performance. The improvement in scores between Cycle I and Cycle II demonstrates the effectiveness of this method in fostering a deeper understanding of the material and encouraging active participation from the students.

Finally, in Cycle III, the average score reached 86, marking the highest improvement observed throughout the cycles. This significant increase from Cycle II highlights the cumulative effect of the Discovery Learning method, as students continued to build on their knowledge and skills. By the end of Cycle III, the majority of students had achieved a solid understanding of the Unity in Diversity material, reflecting the success of the method in enhancing their learning outcomes.

The data collected from the Pre-Cycle, Cycle I, Cycle II, and Cycle III show a clear trend of improvement, demonstrating the positive impact of the Discovery Learning method on students' learning outcomes. This increase in average scores not only reflects the effectiveness of the teaching strategy but also underscores the importance of continuous reflection and adjustment in the learning process. The use of Discovery Learning helped engage students more actively, enabling them to better grasp complex concepts related to Unity in Diversity.

This aligns with previous research by Amar, which explored the effectiveness of the Discovery Learning method in improving student learning outcomes in Civics education, particularly in the subject of Ethnic, Religious, Racial, and Intergroup Diversity within the framework of Unity in Diversity. This study was conducted with Grade VII students during the even semester of the 2022/2023 academic year at MTs Insan Kamil Jakarta. The classroom action research was carried out in three cycles, each consisting of four stages: planning, implementation, observation, and reflection. The research spanned three months and involved 30 students as research subjects (Amarrullah et al., 2023).

Data collection in this study was conducted through various methods, including tests, interviews, observations, documentation, and field notes. The results of the research demonstrated a significant improvement in student learning outcomes, with their scores surpassing the established Minimum Completeness Criteria (KKM) of 75. The average scores of the students increased in each cycle: Cycle I = 64.6, Cycle II = 72.5, and Cycle III = 82.6. Furthermore, interviews with students confirmed that Civics lessons using the Discovery Learning method were engaging, enjoyable, and contributed to positive learning outcomes. What differentiates this study from previous research is that in the earlier study, the average student score only reached the KKM of 75 after Cycle III, whereas in this research, the average student score surpassed the KKM of 75 by Cycle II.

This study emphasizes the effectiveness of the Discovery Learning method in enhancing student achievement and interest in Civics education, particularly in subjects related to cultural and social diversity. The results demonstrate that Discovery Learning not only helps students understand the material more deeply but also fosters a more active and participatory approach to learning. By engaging students in an interactive learning process, this method encourages critical thinking, collaboration, and self-directed learning, which are crucial skills in today's diverse and ever-changing world.

Furthermore, the research highlights the importance of adapting teaching methods to meet the diverse needs of students, especially in a multicultural and multi-ethnic society like Indonesia. As such, the findings of this study have important implications for educators, suggesting that the Discovery Learning method could be a valuable approach to improving learning outcomes in various educational contexts, particularly in the fields of social studies and civics education.

3.1.1 Pre-Cycle

In the pre-cycle phase of this research, the researchers administered an initial test to assess the students' learning outcomes before the intervention. The results revealed that only 7 out of 28 students achieved scores above the Minimum Completion Criteria (KKTP), while 21 students did not meet the required standards. This initial assessment provided a clear indication of the challenges faced in the students' academic performance, highlighting the need for instructional improvement.

Upon reflection, the researcher observed that the traditional lecture method, which was used during the learning process, was not engaging for the students. The lack of interactive elements made the lessons feel monotonous and less stimulating, leading to disengagement. Many students appeared bored and were not attentive during the lessons. This disengagement likely contributed to the low learning outcomes observed in the pre-cycle test. The researchers concluded that a more dynamic and student-centered approach was needed to foster better engagement and improve overall learning outcomes. Thus, the decision was made to implement the Discovery Learning method, which is known for its

interactive and inquiry-based nature, to enhance students' involvement and academic achievement in subsequent cycles.

This reflection underscores the importance of adopting diverse teaching methods that cater to the varied learning styles and needs of students. By moving away from traditional, teacher-centered approaches and embracing more active learning strategies, educators can create more stimulating and effective learning environments that encourage students to take a more active role in their education. The findings from the pre-cycle served as a valuable starting point for this research, guiding the implementation of strategies aimed at improving student learning outcomes in the following cycles.

3.1.2 Cycle I

The results of Cycle I, which involved the implementation of the Discovery Learning method on the sub-topic of the meaning of Unity in Diversity, indicated that there was some improvement in student learning outcomes, though it fell short of expectations. After the completion of the cycle, the average score of the 28 students was 68. Out of these, only 10 students achieved scores above the Minimum Completion Criteria (KKTP) of 85, while 18 students failed to meet the required score. This led to a completion rate of just 35%, which is significantly lower than anticipated, as many students' scores were still below the KKTP threshold set by the school.

Upon reviewing the learning activities and observing the classroom dynamics, it became apparent that the learning environment was not yet conducive to optimal student engagement. Several factors contributed to this lack of effectiveness. There were still students who appeared disengaged, remaining silent during discussions and not actively participating in answering questions or contributing to class debates. Some students seemed indifferent to the lessons, and others created distractions by being preoccupied with personal activities, further disrupting the flow of the class. These behaviors hindered the overall learning process and impacted the achievement of desired learning outcomes.

This observation highlighted the need for further refinement of the teaching strategies and classroom management techniques in subsequent cycles. The results from Cycle I underscored that simply implementing the Discovery Learning method was not enough to ensure success; rather, it required a more focused effort on creating a more engaging, interactive, and supportive classroom environment. Moving forward, the goal would be to increase student participation, improve classroom dynamics, and ensure that the learning process is both enjoyable and effective for all students.

In the following cycles, the researcher aimed to address these issues by incorporating more structured activities and strategies to enhance student involvement and encourage a greater sense of responsibility for their own learning. By doing so, the researcher hoped to create a more conducive environment that would ultimately lead to improved learning outcomes and higher completion rates among students.

3.1.3 Cycle II

In the implementation of Cycle II of the Discovery Learning method, focused on the sub-topic of the meaning of Unity in Diversity, as well as addressing additional sub-materials, the results showed significant improvement. The average score across the 28 students was 79. Of these, 18 students met the completion criteria, while 10 students did not, as their scores did not reach the Minimum Completion Criteria (KKTP) of 85. Consequently, the percentage of students who completed the material was 64%, with 36% of students still not meeting the expected standard. While this represents progress, it remains below the desired outcome, as there were still a number of students whose scores fell short of the KKTP established by the school.

Despite this, Cycle II demonstrated notable positive changes compared to the previous cycle. Students appeared more engaged and enthusiastic during the learning process, which was evident from their active participation in identifying the sub-materials and their involvement in group discussions. There was an increased level of enthusiasm in the

classroom, with more students volunteering answers, engaging in discussions, and responding to questions. However, despite these improvements, some students still hesitated to respond to questions or contribute to the group discussion, indicating that full participation had not yet been achieved. Additionally, there were still occasional instances where students were seen chatting with their peers, which disrupted the flow of the class.

These observations suggest that while the Discovery Learning method has proven to be effective in fostering student engagement and improving learning outcomes, there are still areas that require further refinement. Specifically, it is crucial to address the remaining hesitation among some students to participate fully in class activities and to reduce off-task behaviors that distract from the learning process. In the next cycle, efforts will be made to enhance classroom management, encourage more inclusive participation, and ensure that all students are fully engaged in the learning process. These adjustments aim to build on the progress made in Cycle II and ensure that a higher percentage of students achieve the desired learning outcomes.

3.1.4 Cycle III

In the implementation of Cycle III of the Discovery Learning method, significant progress was observed. During this cycle, the researcher showed a video titled *Unity in Diversity*, which provided a dynamic and engaging approach to the topic. The average score achieved by the 28 students was 86, with 23 students meeting the completion criteria and 5 students falling short of the Minimum Completion Criteria (KKTP), which was set at 85. As a result, the percentage of students who met the KKTP was 86%. While this indicates substantial improvement, the 5 students who did not meet the KKTP highlight areas that still require attention in future cycles.

Cycle III also witnessed a noticeable increase in student engagement and participation compared to the previous cycles. Students displayed a higher level of focus and attention throughout the lesson, actively listening to the teacher and engaging more with the content. The increased courage to respond to questions and share opinions was particularly evident, signaling a boost in students' confidence and willingness to participate. These behaviors reflect a shift toward a more active and involved classroom environment.

Overall, the classroom atmosphere in Cycle III became more conducive to learning. The students' heightened activeness and participation led to a significant improvement in the overall learning experience. This increase in student involvement can be attributed to the more interactive and visually stimulating teaching strategies employed, such as the use of multimedia resources like videos, which captured the students' attention and made the learning process more engaging.

While Cycle III demonstrated significant success in improving student outcomes, it also highlighted the need for continued efforts to ensure that all students meet the required learning standards. Moving forward, it will be essential to maintain and build upon the positive changes observed in student engagement, while addressing the remaining challenges for the students who have not yet reached the KKTP. The next cycle will focus on refining the methods used in Cycle III, ensuring even greater participation, and providing additional support to the students who are still struggling to meet the learning objectives.

The data illustrated in the diagram clearly shows a trajectory of continuous improvement in student outcomes throughout the three cycles.

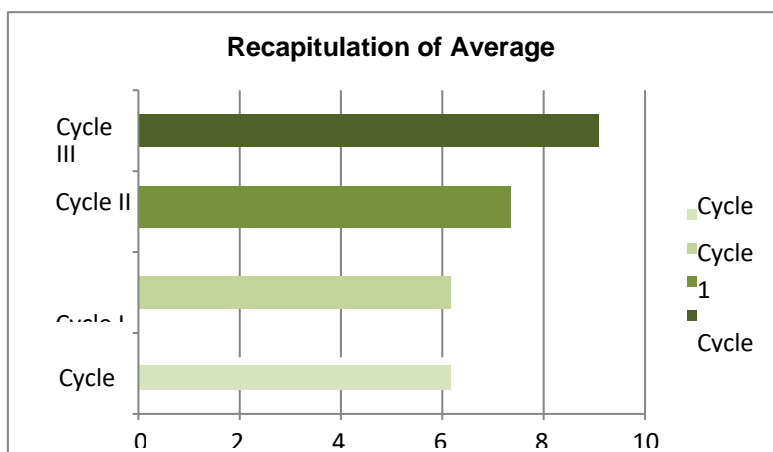


Figure 1. Recapitulation of Student Results

Cycle I served as a baseline, revealing initial challenges in student engagement and the need for adjustments in the learning environment. By Cycle II, improvements were evident, though more refinements were needed to reach the desired outcomes. The most notable improvement came in Cycle III, where the majority of students not only met but exceeded the established criteria, demonstrating that the intervention strategies had a significant positive impact on student learning.

These results emphasize the importance of an iterative approach in educational interventions, where continuous reflection and adjustment lead to increasingly effective outcomes. The Discovery Learning method, with its focus on active, student-centered learning, proved to be highly effective in enhancing student motivation, participation, and academic achievement. The increase in student engagement and the improvement in academic performance from Cycle I to Cycle III indicate that the strategies implemented were indeed beneficial.

3.2 Discussion

The results from the implementation of the Discovery Learning method in Pancasila Education lessons on the topic of the Frame of Unity in Diversity reveal a positive trend in student learning outcomes across the three cycles. As shown in Table 1, there was a clear progression in both the number of students completing the tasks and the overall class average scores.

Table 1. Recapitulation of student learning outcomes

Stage	Number of Students Completed	Number of Incomplete Students	Percentage of Completion	Description
Cycle I	10	18	35%	Not Completed
Cycle II	18	10	64%	Not Completed
Cycle III	23	5	86%	Completed

Table 1 shows that cycle I had an average score of 68. Cycle II had an average score of 79. And the average value of cycle III was 86.

The results from the three cycles of implementing the Discovery Learning method demonstrate a promising trend of improvement in student learning outcomes, albeit with some challenges that still require attention.

In Cycle I, the results indicated that only 64% of students met the task completion criteria, highlighting the need for improvements in both student engagement and the classroom environment. Despite the class achieving an average score of 79, the fact that

36% of students did not meet the Minimum Completion Criteria (KKTP) suggests that the learning conditions were not fully conducive to active participation. Many students appeared disengaged, and several failed to participate in class discussions or respond to questions. This lack of engagement, coupled with distractions like side conversations or indifference to the learning process, pointed to the need for an enhanced classroom atmosphere that would encourage greater involvement and active learning. The learning environment during this cycle, though functional, required refinement to foster deeper engagement and ensure that all students were actively participating.

In Cycle II, a noticeable improvement in student performance was observed. With 79% of students completing the tasks, the classroom demonstrated progress in terms of engagement, though the average class score remained at 79. However, despite the increase in the number of students meeting the task requirements, the fact that some students still did not meet the KKTP target of 85 indicated that further refinements were needed. The researcher recognized that while Cycle II showed progress, it was not sufficient to reach the desired outcomes for all students. As a result, this cycle provided valuable insights into the areas that still needed to be addressed, particularly regarding the instructional methods and strategies employed to engage the remaining students who had not yet met the learning objectives.

The most significant improvement was observed in Cycle III, where 86% of students completed the tasks, surpassing the KKTP target. The class average score increased to 86, demonstrating a substantial improvement in overall student performance. This cycle also marked a notable shift in student engagement, as students exhibited increased enthusiasm and active participation throughout the lessons. They were more willing to contribute to discussions, respond to questions, and take initiative in their learning. This heightened engagement suggested that the learning environment had become more conducive to learning, with students taking greater ownership of their educational experience. The change in classroom dynamics was evident, with students showing improved focus, motivation, and responsibility for their learning. The positive shift in student behavior and participation was a strong indicator that the Discovery Learning method had a meaningful impact on fostering a more interactive and student-centered approach to learning.

However, while Cycle III demonstrated substantial improvements, it is essential to acknowledge that 14% of students still did not meet the required completion criteria. This suggests that despite the overall success, there remain gaps in student learning that need to be addressed. These gaps may be attributed to individual learning needs, varying levels of prior knowledge, or the need for more personalized support. In response, the researcher plans to further refine the teaching strategies in future cycles, focusing on providing additional support for the students who have not yet met the learning objectives. This could involve more differentiated instruction, additional resources, or targeted interventions aimed at helping these students reach the desired outcomes.

The findings from this study underscore the effectiveness of the Discovery Learning method in enhancing student engagement, participation, and academic achievement. The iterative nature of the research, with its continuous reflection and adaptation of teaching strategies, allowed for the identification of areas for improvement and the refinement of instructional practices. Moving forward, the researcher aims to further optimize the learning environment to make it more inclusive and effective for all students. The process of ongoing improvement highlights the importance of teacher adaptability and responsiveness to student needs (Utami & Vioeza, 2020). It is clear that an effective teaching approach requires continuous evaluation and adjustment to ensure that all students can meet the established learning outcomes. As the researcher continues to refine these methods, the goal is to create an even more engaging and supportive learning environment that fosters academic success for every student.

4 CONCLUSION

The findings of this study highlight the promising potential of the Discovery Learning method in improving student learning outcomes, specifically within the context of Pancasila Education, focusing on the material of Unity in Diversity. The significant progress observed throughout the study is encouraging, yet it is important to recognize that a small percentage of students (14% in Cycle III) still did not meet the established learning objectives. This indicates that, despite notable improvements, certain gaps in student understanding and performance remain, which necessitates further refinement in instructional strategies. The persistence of these gaps underscores the importance of ongoing adjustments to better cater to the diverse needs of all students.

The Discovery Learning method, as demonstrated in this study, has proven to be an effective approach for fostering student engagement and improving academic achievement. By promoting interactive, student-centered learning, this method allows students to take an active role in their educational journey, thereby encouraging deeper learning and critical thinking. The positive impact of this approach is evident in the progressive increase in average scores across the cycles. However, the fact that a minority of students still fell short of meeting the learning objectives highlights the need for more targeted interventions and differentiated teaching strategies. To ensure that all students are able to meet the desired academic standards, additional support may be necessary for those who have yet to achieve the required level of proficiency.

A key insight derived from this study is the critical importance of continuous reflection and adaptation in teaching practices. While the overall trend in student learning outcomes was positive, the persistence of learning gaps for a small group of students serves as a reminder that teaching must be dynamic and responsive. Teachers need to remain attuned to the diverse learning needs of their students, making strategic adjustments to their methods to ensure every student reaches their full potential. Ongoing monitoring of student progress and timely, targeted interventions are essential in bridging the gaps and ensuring that all students achieve the desired learning outcomes.

Moreover, this study reinforces the central role of improving learning outcomes as the primary objective in educational practice. The focus on Pancasila Education and the material of Unity in Diversity exemplifies how active learning methods like Discovery Learning can effectively address students' needs. Over the course of the cycles, a clear improvement in student performance was observed: Cycle I, with an average score of 68, was below the Minimum Completion Criteria (KKTP) of 85, signaling the need for further refinement of teaching strategies; Cycle II showed progress with an average score of 79, though still falling short of the target; and Cycle III demonstrated a substantial leap, with an average score of 86, indicating that the learning objectives were met and even exceeded. This progression validates the effectiveness of the Discovery Learning method in enhancing student outcomes, though it also highlights areas where further work is needed.

Looking ahead, the researcher plans to continue refining the instructional strategies employed in this study. The goal is to ensure that all students, including those who have not yet met the required standards, benefit from the intervention. This will involve adapting the learning approach based on individual student needs, providing targeted support, and ensuring that teaching methods are inclusive and responsive. By fostering a more personalized and inclusive learning environment, the researcher hopes to address the remaining gaps and ensure that every student has the opportunity to succeed.

Ultimately, this study underscores the vital importance of adaptive teaching strategies, continuous assessment, and the ongoing commitment to improvement in achieving optimal educational outcomes for all students. The findings emphasize that teaching is a dynamic process that requires reflection, flexibility, and responsiveness to student needs. Moving forward, the researcher aims to further refine the methods used in this study, with the ultimate goal of creating an inclusive, effective, and sustainable learning environment that promotes success for every student.

In conclusion, the Discovery Learning method has proven to be an effective tool for improving student learning outcomes in Pancasila Education, particularly in the material of Unity in Diversity. However, to fully unlock its potential, continuous refinement of teaching practices and increased individualized support for students are necessary. By creating an environment that is responsive to student needs and consistently adapting teaching methods, educators can ensure that all students achieve the desired learning outcomes. This study highlights the importance of flexibility, reflection, and ongoing improvement in the teaching and learning process, and it serves as a valuable contribution to the field of education, offering insights for future research and practice. This revision further develops your conclusion by providing a more comprehensive discussion of the findings and their implications, strengthening the connection between the study's results and the broader educational context. It also emphasizes the importance of flexibility and ongoing adaptation in teaching practices, which is crucial for continued success in improving student outcomes.

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