Utilization of Pentalearner Media to Improve Understanding of The Concept of Pancasila Values in Pancasila Education Learning

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Abstract

This study aims to determine the Utilization of Pentalearner Media to Improve Understanding of the Concept of Pancasila Values in Pancasila Education Learning at Sd N 066055 Medan. This type of research is Classroom Action Research (CAR). Based on the results of classroom action research that has been carried out in two cycles in class III SDN 066055 Medan City, it can be concluded that the use of Pentalearner media is significantly able to improve the understanding of the concept of Pancasila values in students. The application of this media in the learning process of Pancasila Education is carried out through a contextual and interactive approach, namely with the Problem Based Learning (PBL) learning model and the Culturally Responsive Teaching approach, which is adjusted to the characteristics and learning needs of phase B students. Pentalearner media designed in the form of five learning sides is proven to be effective in encouraging active student involvement in learning activities. Students not only memorize the precepts of Pancasila, but are able to explain the meaning of each precept, identify behaviors that are in accordance with the values of Pancasila, recognize the national symbol and the figures who formulated Pancasila, and apply these values in everyday life. This is reflected in the increase in student learning outcomes from pre-action to cycle I, and further increased in cycle II. The average student score increased from 60.78 in the pre-test to 80 in the post-test of cycle I, and reached 90.26 in the post-test of cycle II. Classical completeness also increased from 52.63% in the pre-test to 94.73% at the end of cycle II. In addition, the average N-Gain value of 0.77 is included in the high category, which indicates the effectiveness of using this media.

Keywords : Media, Pentalearner, Conceptual Understanding, Pancasila Values

INTRODUCTION

Pancasila education plays a crucial role in fostering citizenship skills as part of the 6Cs, ensuring that the younger generation remains rooted in the nation's culture and has a foundation for daily thinking and behavior based on Pancasila (Atiyah, Miarsyah, & Sigit, 2020). This material is ideally introduced in elementary school, as at that age, children are in the concrete operational stage, where they begin to develop logical thinking skills and understand concrete concepts. The learning characteristics of Pancasila education require that students not only master theory but also be able to apply it in their daily lives, thereby deepening their understanding of Pancasila values.

At the 3rd grade level of elementary school, learning Pancasila values is not only aimed at enabling students to memorize the Pancasila principles, but also to be able to understand their meaning and apply them in everyday life. However, based on observations and learning experiences at SDN 066055 Medan City, obstacles are still found in the learning process of Pancasila Education, especially in terms of understanding the concept of Pancasila values by 3rd grade students. Students tend to have difficulty linking abstract material with real situations they experience, so that learning becomes less meaningful and not contextual (Chang, Panjaburee, Lin, Lai, & Hwang, 2022). This problem is reinforced by the lack of variety of learning media used. Learning is often still one-way and dominated by lecture methods or written assignments. Therefore, learning media are needed that are able to touch various learning styles of students, as well as provide active, contextual, and enjoyable learning experiences (Maradika, Alya Putri, Eni Kumalasari, Wulan Aulia Azizah, 2023).

Hamalik (Ipansyah et al., 2024) stated that the use of media in the learning process can foster new interests and curiosity, increase motivation, and stimulate learning activities, even influencing the psychological aspects of students. Therefore, the development of learning media should be interesting in order to facilitate students' understanding of the material; one of which is physical media, because with direct experience through touch and observation, students more easily remember and internalize information (Mustofa et al., 2024). In line with the function of Educational Technology according to Unik (Abidin et al., 2022) the media also plays a role in providing learning tools, overcoming obstacles in the learning process, utilizing technology efficiently and effectively, offering alternatives to improve the performance of educational institutions, and encouraging the birth of new innovations to solve various problems in the field of education (Rinda et al., 2024).

The selection of learning media is based on the characteristics of the Pancasila Education subject, students' learning styles, the level of difficulty of the material, and the school environment. The analysis results indicate that the most appropriate media to develop is Pentalearner. This three-dimensional media (Makabong, 2023) is multifunctional, can be used in groups or individually, and has been adapted to the learning theme and students' needs. Research on third-grade elementary school students shows that the use of the smart box as part of Pentalearner increases learning motivation thanks to its attractive image display and colors. In addition, the smart box is able to focus students' concentration,

thus positively impacting their learning outcomes and creativity in the learning process (Anah et al., 2024).

Pentalearner media is an interactive educational box designed to improve students' understanding of Pancasila values through five integrated learning sides. The first side invites students to find words related to Pancasila values to practice reading skills and recognize key vocabulary. The second side presents activities to identify behaviors that are in accordance with and incompatible with Pancasila, so that students can understand positive and negative attitudes in everyday life. The third side focuses on recognizing the parts of the Garuda Pancasila symbol and their meanings to strengthen understanding of state symbols (Mustofa et al., 2024). The fourth side introduces the characters of the formulators of Pancasila and is equipped with group and individual assessment boxes as a means of evaluation and reflection on learning (Manurung et al., 2022). Meanwhile, the fifth side connects the symbols of the Pancasila principles with their respective meanings, helping students build conceptual and ideological understanding in a concrete and comprehensive manner (Kariyadi & Suprapto, 2017).

Based on the problems above, the researcher wants to develop learning media to help students understand learning through "Utilization of Pentalearner Media to Improve Understanding of the Concept of Pancasila Values in Pancasila Education Learning at SDN 066055 Medan City"

RESEARCH METHODS

This type of research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a form of reflective research that involves specific actions to improve and enhance classroom learning practices in a more professional manner (Zuriah, 2021) . The purpose of CAR is to improve the quality and practice of teaching and learning carried out by teachers, improve and enhance their teaching performance, find solutions to classroom learning problems to improve the quality of learning, and foster new innovations in the learning process. CAR consists of four stages: planning, action, observation, and reflection (Rinda et al., 2024).

This CAR research was conducted at SD Negeri 066055 Medan. The researchers chose this school as the research location. The research was conducted during the even semester of the 2024/2025 academic year. The subjects of this study were third-grade students at SD NEGERI 066055 Medan, located in Denai District, in the 2024/2025 academic year. The number of students in the class was 19 students, 10 boys and 9 girls (Suargana & Anggraeni Dewi, 2021).

The object of this research is the Pentalearner Learning Media. This research is a classroom action research (CAR) carried out in two cycles. Each cycle consists of four stages: the planning stage, the action/implementation stage, the observation stage, the analysis and reflection stage (OCTAVIANTY & Rachman, 2020). As for the implementation scheme of the classroom action research, the author refers to the following opinion below: the

classroom action research (CAR) cycle model according to Suharsimi Arikunto (Darniyanti et al., 2021).

The test in this study was used to determine conceptual understanding in each learning cycle of the material presented. The test consisted of five essay questions structured with learning indicators to determine the level of conceptual understanding in the "Let's Get to Know Pancasila" material. The test took the form of a pre-test and a post-test

RESULTS AND DISCUSSION

Description of Research Results

The implementation of Pentalearner media in Pancasila Education learning in grade III of SDN 066055 Medan City was carried out through the Problem Based Learning (PBL) learning model combined with the Culturally Responsive Teaching approach. This process was carried out in two cycles with the aim of improving students' understanding of the concept of Pancasila values (Jera, 2020).

This Pentalearner media consists of the first side inviting students to find words related to Pancasila values to practice reading skills and recognize key vocabulary. The second side presents activities to identify behaviors that are in accordance with and incompatible with Pancasila, so that students can understand positive and negative attitudes in everyday life. The third side focuses on recognizing the parts of the Garuda Pancasila symbol and their meanings to strengthen understanding of state symbols. The fourth side introduces the characters of the formulators of Pancasila and is equipped with group and individual assessment boxes as a means of evaluation and reflection on learning (Novita & Ismail, 2022). Meanwhile, the fifth side connects the symbols of the Pancasila principles with their respective meanings, helping students build conceptual and ideological understanding in a concrete and comprehensive manner (Frisda et al., 2023) .

The following are the steps for using Pentalearner learning media:

1. Arranging Seating: The teacher arranges the students' seating in a U shape to facilitate interaction and observation of the media.
2. Initial Stimulus: The teacher presents interesting pictures related to the material to increase students' curiosity.
3. Reinforcement of Material: The teacher invites students to sing two songs with the theme of Pancasila as a form of reinforcement of the values that will be learned.
4. Pentalearner Media Exploration: Students are divided into groups. Each group is given 5 minutes to explore Pentalearner media in turn. After 5 minutes, the next group will take turns.
5. In-Media Quiz: Before returning to their seats, each student must complete an individual quiz within the Pentalearner media as a form of initial evaluation.
6. LKPD Work: Groups that have finished using the media will continue by working on the Student Worksheets (LKPD) in groups.

In cycle I, the teacher begins the lesson by presenting contextual problems related to everyday life that reflect the values of Pancasila. Students are then divided into small groups

and given Pentalearner media, a pentagon-shaped media containing the five main aspects of Pancasila values (Juansyah, 2015).

The use of this media allows students to explore Pancasila values more interactively. Each group is asked to discuss the issues presented in the Pentalearner media and then present their understanding. At the end of the activity, a group reflection is held to relate these values to the students' personal experiences (Pratama & Batubara, 2021).

Observations in Cycle I showed increased student engagement, but some students were still less active in expressing their opinions and their pre-test scores were still low. Students' conceptual understanding of the meaning and application of Pancasila in everyday life remained low. However, when the Cycle I post-test was administered again, there was a slight improvement in students' conceptual understanding (Rudiawan & Asmaroini, 2022).

Entering cycle II, the teacher refined the learning strategy by providing more intensive guidance, clarifying instructions for using Pentalearner media, and providing concrete examples that were more relevant to the students' culture and daily lives (Veronica & Nasution, 2022). Furthermore, presentation activities were reinforced with teacher reinforcement in the form of prompting questions and feedback.

The implementation of Pentalearner media in cycle II showed significant improvement. Students appeared more enthusiastic, actively engaged in discussions, and were able to relate Pancasila values to real-life events at school and at home. Evaluation results indicated an overall improvement in conceptual understanding (Setiaji et al., 2022) . Most students were able to explain the meaning of Pancasila values and provide examples of their application accurately.

Table 1. Student Learning Outcomes Data

No	Student Name	Pre-Test Cycle 1	Post-Test Cycle 1	Post-Test Cycle 2
1.	Aisha	90	90	100
2.	Aliyah	80	85	90
3.	Adrian	40	60	85
4.	Dafa	20	65	90
5.	Grandpa	40	80	90
6.	Doni	80	85	95
7.	Dawn	40	85	90
8.	Fariz	70	80	90
9.	Julisman	20	65	85
10.	Kevin	90	95	100

11.	Massino	80	90	95
12.	Natasha	70	80	85
13.	Nazwa	85	95	100
14.	Rachel	60	90	95
15.	Miss	65	80	95
16.	Rizky	90	90	100
17.	Sarah	20	65	85
18.	Surya	20	45	50
19.	Sylvia	85	95	100
	Average/Mean	60.78947	80	90.26316
	Completion Percentage (%)	52.63%	73.68	94.73

Average Score Improvement Data Between Cycles

1. From Pre-Test to Post Test Cycle 1 increased by 19.21 points
2. From Post-Test Cycle 1 to Post-Test Cycle 2 increased by 10.26 points

Table 2. Data on the N-Gain Index of Individuals and All Students

No	Name	Individual N-Gain
1.	Aisha	1.00
2.	Aliyah	0.50
3.	Adrian	0.75
4.	Dafa	0.87
5.	Grandpa	0.83
6.	Doni	0.75
7.	Dawn	0.83
8.	Fariz	0.66
9.	Julisman	0.78
10.	Kevin	1.00
11.	Massino	0.75
12.	Natasha	0.50
13..	Nazwa	1.00

14.	Rachel	0.87
15.	Miss	0.85
16.	Rizky	0.50
17.	Sarah	0.81
18.	Surya	0.37
19.	Vira	1.00
N-Gain Average		0.77 (High Category)

Overall, the implementation of Pentalearner media has proven effective in improving the conceptual understanding of Pancasila values in third-grade students. This media not only facilitates enjoyable and contextual learning but also helps students internalize the nation's noble values through an approach that is close to their experiences and culture (Hasanah & Nurhasanah, 2020).

Discussion of Research Results

Based on the results of research conducted in class III of SDN 066055 Medan City regarding the Utilization of Pentalearner Media to Improve Understanding of the Concept of Pancasila Values in Pancasila Education Learning, the discussion of the results of this research refers to the theoretical study explained in Chapter II (Cahyaningsih et al., 2021) .

Utilization of Pentalearner Media in Pancasila Education Learning

Based on the theory proposed by Arsyad and Sadiman, learning media is a tool capable of effectively conveying messages from teachers to students. In this study, Pentalearner media meets the principles of effective learning media development as described by Sudjana and Haryono. This media is tailored to the needs of Phase B students, supports the applicable curriculum, and facilitates interactive and contextual learning. Pentalearner as a learning medium has been proven effective in increasing student engagement in Pancasila Education learning. This is in accordance with the benefits of learning media according to Sudjana and Riva'i (Siraj et al., 2022) , where interesting media can increase learning motivation, provide meaning to the material presented, and reduce boredom in the learning process (Santoso & Rusmawati, 2019).

Improving Understanding of the Concept of Pancasila Values

Students' understanding of the concept of Pancasila values before the implementation of Pentalearner media tended to be rote and did not yet touch on aspects of deep meaning. However, after using Pentalearner media, which touches on the cognitive, affective, and psychomotor domains, students showed improvement in explaining the meaning of the Pancasila principles, providing examples of their application in everyday life, and displaying positive attitudes toward Pancasila values (Selly et al., 2022).

This improvement aligns with Dimyati and Mudjiono's view that comprehension is the ability to translate, interpret, and grasp a concept as a whole. In learning using

Pentalearner, students not only memorize Pancasila values but also identify behaviors consistent with the principles, recognize Pancasila symbols, and understand the roles of Pancasila's founding fathers through hands-on activities within the medium.

Relevance to the Objectives of Pancasila Education

The results of the study indicate that Pentalearner media supports the achievement of Pancasila Education objectives in phase B as stated in the Decree of the Head of BSKAP Kemendikbudristek Number 008/H/KR/2022. Students are able to explain the meaning of the Pancasila principles, identify the application of Pancasila values in families and schools, and display attitudes of mutual cooperation, tolerance, and cooperation in everyday life (Sitepu et al., 2023) .

Specifically, through various aspects of the Pentalearner media, students demonstrated an increased understanding of the values of Divinity, Humanity, Unity, Democracy, and Justice. This demonstrates that this media not only assists teachers in delivering material but also shapes students' character with the spirit of Pancasila (Resnani & Hasnawati, 2020) .

Synthesis Between Theory and Field Facts

Pentalearner media-based learning integrates Pancasila values into concrete learning experiences, aligning with the theory of meaningful learning. Field findings indicate that learning becomes more contextual and enjoyable. This demonstrates that the theory regarding the importance of learning media as a tool to stimulate students' attention, interest, and learning activities can be applied in real-world settings.

Pentalearner media directly addresses the need for Pancasila learning at the elementary school level, which demands a learning approach that is not only informative, but also educational, reflective, and contextual

CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles in class III SDN 066055 Medan City, it can be concluded that the use of PentaLearner media can significantly improve the understanding of the concept of Pancasila values in students. The application of this media in the learning process of Pancasila Education is carried out through a contextual and interactive approach, namely with the Problem Based Learning (PBL) learning model and the Culturally Responsive Teaching approach, which is adjusted to the characteristics and learning needs of phase B students.

The Pentalearner media, designed in the form of five learning sides, has proven effective in encouraging active student involvement in learning activities. Students not only memorize the Pancasila principles, but are able to explain the meaning of each principle, identify behaviors that are in accordance with the values of Pancasila, recognize the national symbol and the figures who formulated Pancasila, and apply these values in everyday life. This is reflected in the increase in student learning outcomes from pre-action to cycle I, and further increased in cycle II. The average student score increased from 60.78 in the pre-test to 80 in the post-test of cycle I, and reached 90.26 in the post-test of cycle II. Classical

completeness also increased from 52.63% in the pre-test to 94.73% at the end of cycle II. In addition, the average N-Gain value of 0.77 is included in the high category, which indicates the effectiveness of using this media.

Thus, Pentalearner media can be concluded as a learning media that is not only fun and easy to use, but also capable of developing conceptual understanding and Pancasila character values comprehensively for elementary school students.

Suggestion

Based on the findings and research results that have been obtained, the researcher provides several suggestions as follows:

First, teachers are expected to develop and utilize innovative learning media such as PentaLearner in daily lessons, particularly in Pancasila Education. The use of this media has been proven effective. can increase students' interest in learning, active involvement, and understanding of concepts in a more comprehensive and meaningful way.

Second, schools are advised to support the use of creative and contextual learning media by providing resources and training for teachers. Schools can also integrate PentaLearner media as part of learning innovations that support the creation of an active and enjoyable learning environment.

Third, future researchers are expected to develop further research with a broader scope, encompassing both material, educational levels, and learning media design. This research can also serve as a reference for designing similar media that emphasizes strengthening character and national values within the Merdeka curriculum.

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