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Enhancing Student Learning Achievement in Pancasila Education through the Implementation of Student Teams Achievement Division Model

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Abstract

This study aims to describe the improvement of student learning outcomes in Pancasila Education using the Student Teams Achievement Division model in 4th-grade elementary school. Pancasila Education is an essential subject because it not only provides knowledge about citizenship to students but also teaches values and attitudes that must be practiced and social skills that students must possess in their daily lives. This study applies a Classroom Action Research (CAR) type using a qualitative and quantitative approach. The subjects in this study were the teacher (researcher) and 25 students, consisting of 12 males and 13 females. The results of this study indicate an improvement in: a) teaching modules in cycle I with an average of 87.5% (B) and cycle II 95.83% (A). b) learning implementation on the teacher's aspect with an average of 85.71% (B) and cycle II 92.85% (A). c) learning implementation on the student's aspect with an average of 85.71% (B) and cycle II 92.85% (A). d) assessment of student learning outcomes in cycle I with an average of 75.57 (C) and cycle II with an average of 91.65 (A). Based on these results, it can be concluded that the Student Teams Achievement Division model can improve student learning outcomes in Pancasila Education for 4th-grade students. Future research and teaching practices can utilize the Student Teams Achievement Division model to enhance learning outcomes in Pancasila Education for fourth-grade elementary school students.
Keywords: Learning Outcomes, Student Teams Achievement Division model, Pancasila Education

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan peningkatan hasil belajar peserta didik pada pembelajaran Pendidikan Pancasila menggunakan model *Student Teams Achievement Division* di kelas IV Sekolah Dasar. Pendidikan Pancasila adalah mata pelajaran yang penting karena tidak hanya memberikan pengetahuan tentang warga negara kepada peserta didik, tetapi juga mengajarkan nilai-nilai dan sikap-sikap yang harus dilakukan serta keterampilan sosial yang harus dimiliki peserta didik dalam kehidupan sehari-hari. Pada penelitian ini menerapkan jenis Penelitian Tindakan Kelas (PTK) menggunakan pendekatan kualitatif dan kuantitatif. Subjek dalam penelitian ini adalah guru (peneliti) dan peserta didik berjumlah 12 orang laki-laki dan 13 orang perempuan. Hasil penelitian ini menunjukkan peningkatan pada: a) modul ajar siklus I dengan rata-rata 87,5% (B) dan siklus II 95,83% (SB). b) pelaksanaan pembelajaran pada aspek guru dengan rata-rata 85,71% (B) dan siklus II 92,85% (SB). c) pelaksanaan pembelajaran pada aspek peserta didik dengan rata-rata 85,71% (B) dan siklus II 92,85% (SB). d) penilaian terhadap hasil belajar peserta didik pada siklus I memperoleh rata-rata 75,57 (C) dan siklus II dengan rata-rata 91,65 (SB). Berdasarkan hasil tersebut dapat disimpulkan bahwa model *Student Teams Achievement Division* dapat meningkatkan hasil belajar peserta didik pada pembelajaran Pendidikan Pancasila kelas IV. Kedepannya peneliti lain dan guru dapat menerapkan model *Student Teams Achievement Division* pada pembelajaran Pendidikan Pancasila untuk meningkatkan hasil belajar peserta didik di kelas IV sekolah dasar.
Kata Kunci: Hasil Belajar, *Student Teams Achievement Division*, Pendidikan Pancasila

INTRODUCTION

The current education system in Indonesia is based on the Merdeka Curriculum, which was introduced by Nadiem Makarim as an enhancement of the 2013 curriculum. The Merdeka Curriculum features a diverse range of intracurricular learning activities, with optimized content that allows students to explore concepts in-depth and develop their competencies. The Merdeka Curriculum has been designed as a flexible curriculum framework, prioritizing essential subject matter and the development of students' character and competencies (Barlian, & Solekah, 2022). The Merdeka Curriculum offers a more relevant and interactive learning experience through project-based activities, providing students with a broader range of experiences. The primary objective of this

instructional approach is to enhance students' literacy and numeracy skills, as well as their subject-specific knowledge. Furthermore, the Merdeka Curriculum provides schools, teachers, and students with the autonomy to tailor their learning approach to suit their needs (Rahmadayanti & Hartoyo, 2022).

A notable development in the Merdeka Curriculum is the replacement of the Pancasila and Citizenship Education (PPKn) subject with Pancasila Education. Despite the name change, the focus of learning remains unchanged, with both emphasizing the importance of Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia. The incorporation of Pancasila Education as a subject in the Merdeka Curriculum demonstrates the government's commitment to fostering students who embody the values and morals enshrined in Pancasila. Furthermore, the Merdeka Curriculum seeks to cultivate citizenship character and promote students' social skills and character development through the Pancasila Student Profile Strengthening Project (Parwati et al., 2023).

The optimal learning process for Pancasila Education in the Merdeka Curriculum, as envisioned by the Minister of Education, Research, and Technology, emphasizes an engaging and relevant learning experience. This enables students to comprehend the practical application of Pancasila values in their daily lives. As a subject, Pancasila Education has a formal mandate to foster Pancasila values, which should be embodied in the attitudes and behaviors of Indonesia's future generations. By actively involving students in the learning process, Pancasila education can cultivate critical, analytical, and creative thinking skills. Interactive learning strategies, such as discussions, simulations, and case studies, can facilitate this approach Fadila & Anita, 2024).

Observations conducted on October 14, 15, and 16, 2024, in a 4th-grade elementary school class revealed several challenges related to teaching modules and the learning process. Notably, teachers relied solely on the modules provided by the government, whereas the Merdeka Curriculum encourages teachers to develop their own modules to facilitate effective learning and attain learning objectives. Additionally, the researcher observed several concerns during the learning process, including: (1) Teacher-centered instruction, where the teacher dominated the learning activities. (2) The teacher served as the primary source of knowledge, with students largely passive, hesitant to participate in discussions, and prone to distractions during instruction. (3) The teacher failed to employ teaching methods or models tailored to the students' needs and characteristics. (4) The teacher struggled to facilitate collaborative group work among students during the learning process.

The observed facts had a profound impact on the students, manifesting in the following ways: (1) The teacher's exclusive use of conventional methods, without supplementing with alternative learning models, resulted in a rigid and unengaging learning environment. This was evident in the numerous students observed engaging in conversations with their peers. (2) The lack of student involvement in the learning process led to boredom and distraction, causing students to disengage from the lesson and participate in unrelated activities. (3) The absence of collaborative learning opportunities fostered an environment in which some students developed selfish tendencies, demonstrating a reluctance to assist their peers in understanding concepts, and highlighting a need for teamwork and cooperation.

The learning process described above ultimately had a profound impact on student learning outcomes, which fell short of expectations. The subpar academic performance of students is largely attributed to their limited engagement during the instructional process (Setiyawan & Yunianta, 2018). A number of students have not yet attained the desired level of competence in their learning outcomes. Given the aforementioned challenges, it is essential to design and enhance learning outcomes to achieve improved results. To ensure effective and creative Pancasila education learning, instructors must select an appropriate learning model. As a model serves as a procedure for attaining specific

objectives, the accuracy of the learning model employed by instructors directly impacts the effectiveness of learning outcomes. To address the aforementioned challenges, one potential solution is to implement a learning model that fosters student engagement and direct understanding of the material, specifically the Student Team Achievement Division learning model. The Student Team Achievement Division model represents a fundamental cooperative learning approach. This model entails the formation of small, heterogeneous groups comprising 4-5 students, with a focus on collaborative learning (Sari, Ernawati, & Amaliah, 2023). The Student Team Achievement Division model is a cooperative learning approach that emphasizes team achievement, calculated by aggregating individual progress scores of all team members (Fayanda, 2023).

The researcher selected the Student Teams Achievement Division model to address the aforementioned challenges for several compelling reasons: (1) The Student Team Achievement Division model facilitates peer-to-peer opinion sharing among group members, fostering a collaborative learning environment; (2) all students are actively engaged in the learning process, promoting the development of active and creative learners; (3) the heterogeneous group composition enables students who excel to assist their peers who struggle with the material, ensuring that all students ultimately achieve mastery; (4) the Student Team Achievement Division model necessitates student collaboration, mutual support, and collective responsibility for completing tasks assigned by the teacher; and (5) the introduction of a competitive element, wherein all group members strive to become the champion, enhances students' motivation and enthusiasm for learning, rendering the learning process more enjoyable, meaningful, and effective. Ultimately, these factors contribute to improved student learning outcomes.

The Student Teams Achievement Divisions model offers several advantages, including: (1) Fostering collaborative goal achievement while promoting adherence to group norms; (2) Encouraging active peer support and motivation; (3) Facilitating peer-to-peer tutoring to enhance group success; (4) Promoting increased student interaction and adaptability; (5) Enhancing individual skills and competencies; (6) Developing group competence and cohesion; (7) Emphasizing cooperation over competition; (8) Cultivating a positive and supportive learning environment, free from resentment and negativity (Sumarni & Mansurdin, 2020).

The implementation of the Student Team Achievement Division (STAD) model in Pancasila education necessitates student collaboration in groups, where they assist one another in completing tasks assigned by the instructor. This collaborative approach cultivates a sense of responsibility, promotes mutual respect for diverse perspectives, and enhances motivation, engagement, and overall learning outcomes. Given the potential of the Student Team Achievement Division learning model to enhance student learning outcomes in Pancasila Education at the elementary school level, the researcher proposes a classroom action research study entitled “Enhancing Student Learning Outcomes in Pancasila Education through the Implementation of the Student Teams Achievement Division Model in Grade IV Elementary School”.

METHOD

This study is a classroom action research project that employs a mixed-methods approach, combining both qualitative and quantitative methodologies. Classroom action research is a collaborative and participatory research approach conducted within a classroom setting, involving both teachers and students as active participants (Fadila, Anita, & Waldi, 2024). Classroom Action Research (PTK) is a pragmatic research approach designed to enhance teaching and learning practices in the classroom. This improvement initiative involves taking deliberate actions to address problems and challenges that arise from the teacher's daily instructional activities in the classroom (Azizah, & Fatamorgana, 2021). Classroom Action Research (PTK) is a reflective inquiry-based research methodology implemented in a cyclical process by teachers or teacher candidates within the

classroom setting (Alfaqih et al., 2023). This study employs a cyclical approach, comprising four distinct phases: (1) planning, (2) action implementation, (3) observation, and (4) reflection.

This research utilizes a mixed-methods design, incorporating both qualitative and quantitative approaches. Qualitative research is a methodology that seeks to provide an in-depth understanding and explanation of social phenomena, by interpreting the context, experiences, and perspectives of individuals involved in the phenomenon, and gaining a nuanced understanding of the research context (Ardiansyah et al., 2023). Conversely, quantitative research is a research methodology employed to examine a specific population or sample, typically involving the collection and analysis of numerical data to identify patterns, trends, and correlations (Sugiyono, 2018). This study employs a mixed-methods approach, combining both qualitative and quantitative methodologies. In the qualitative component, the researcher conducts observations and provides a descriptive account of the classroom environment. Conversely, in the quantitative component, the researcher analyzes student learning outcomes using the Student Team Achievement Division model. The Student Team Achievement Division model comprises five distinct stages: (1) presenting material/information, (2) organizing students into groups, (3) guiding group learning, (4) evaluating student progress, and (5) providing rewards. This research was conducted during the second semester of the 2024/2025 academic year in grade IV of Elementary School.

This study comprises two cycles, with Cycle 1 spanning two sessions and Cycle 2 conducted in a single session. The research subjects include the teacher (researcher) and students, totaling 25 participants, consisting of 12 male and 13 female students. The classroom action research framework follows a sequential approach, outlining the researcher's activities throughout the research process. The cyclical research model encompasses four distinct stages: planning *(plan)*, action *(act)*, observation *(observe)*, and reflection *(reflect)* (Prihantoro & Hidayat, 2019). The planning phase involved the development of a teaching module utilizing the Student Team Achievement Division (STAD) model. The implementation phase entailed the application of the STAD model's syntax throughout the learning process. Observations were conducted during the learning process, focusing on aspects related to both students and teachers. A reflective session was held at the conclusion of the learning process, involving the class teacher, to discuss the learning process that had been undertaken. The research data comprised the results of observations of the learning process, tests, non-tests, and documentation of the learning process using the STAD model. The research instruments consisted of observation sheets designed to assess the teaching module, teacher, and student aspects. For a detailed illustration of the research flow, please refer to the diagram below :

Diagram 1. Class Action Research Process

This study employs a mixed-methods approach, generating both qualitative and quantitative data. The qualitative data is derived from observational studies conducted during each improvement action aimed at enhancing learning outcomes in Pancasila Education, utilizing the Student Teams Achievement Divisions (STAD) model in Grade IV Elementary School. In contrast, the quantitative data is obtained through observations of planning and implementation phases.

The data collected in this study will undergo both qualitative and quantitative analysis. Specifically, quantitative data analysis will be employed to determine the extent to which student learning outcomes improve as a result of the teacher's actions. To compute the percentage of

knowledge and skill learning outcomes, the following formula, as cited in Kemendikbud (2017), will be utilized :

$$\text{Score} = \frac{\text{total score achieved}}{\text{maximum possible score}} \text{ x } 100\%$$

The criteria for determining the level of success are as follows :

Table 1. Success Rate Criteria

Performance Rating Scale	Score
Excellent (A)	90 -100
Good (B)	80 -89
Satisfactory (C)	71-79
Unsatisfactory (D)	≤ 70

RESULT AND DISCUSSION

This study was undertaken in a Grade IV elementary school classroom, focusing on the Pancasila Education unit 4, semester II, during the 2024/2025 academic year. The researcher assumed the role of practitioner (teacher), while the Grade IV teacher served as an observer. The implementation of this action research was guided by the Student Team Achievement Division model, as proposed by Slavin (2015) due to its clarity, ease of implementation, and systematic approach. The Student Teams Achievement Divisions learning model consists of the following implementation steps: 1) Presenting material/information, 2) Organizing students, 3) Guiding learning groups, 4) Evaluating, and 5) Providing rewards. This classroom action research was conducted in two cycles, with Cycle I comprising two sessions and Cycle II consisting of one session. The research results for each cycle are presented in graphical form below :

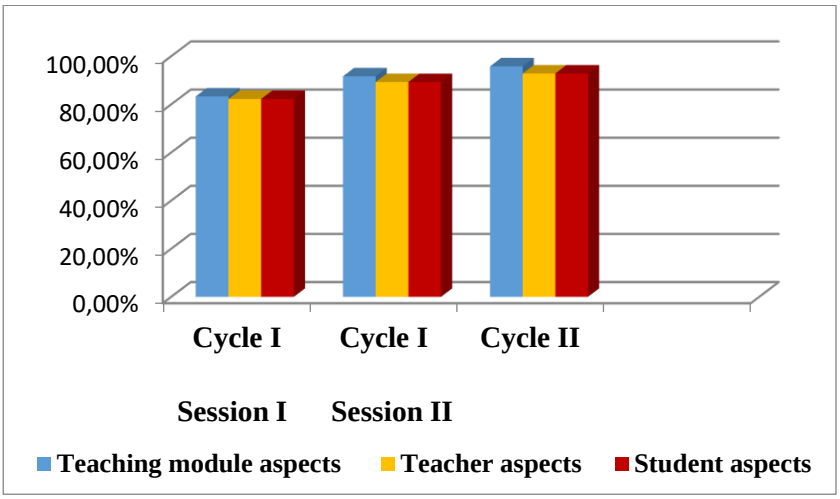

Figure 1. Cycle I-II Research Observation Results Improvement Graph

Based on the graph above, it addresses the research problem and discusses the learning outcomes of Grade IV Elementary School students in Pancasila Education using the Student Team Achievement Division model. Firstly, the development of instructional modules aims to enhance

student learning outcomes in Pancasila Education using the Student Team Achievement Division model for Grade IV Elementary School students. Prior planning is essential before commencing the learning process. Lesson planning assumes a pivotal role, serving as a guide and benchmark for achieving the desired objectives (Widyanto & Wahyuni, 2020). The learning planning in question in this research is the instructional module. The instructional module of the Independent Curriculum refers to a comprehensive set of tools, media, methods, instructions, and guidelines that are systematically designed to be engaging and tailored to the needs of students (Setiawan et al., 2022). A teaching module typically consists of the following components: 1) General Information Section, 2) Core Content Section, and 3) Appendices (Kemendikbud, 2022).

The observation results of the instructional module in Cycle I, Session 1, yielded a percentage of 83.3% with a Good (B) qualification, whereas Cycle I, Session 2, achieved a percentage of 91.67% with a Excellent (VG) qualification. The cumulative percentage for Cycle I, Sessions 1 and 2, was 87.5% with a Good (A) qualification. Moreover, in Cycle II, the percentage improved to 95.83% with a Excellent (A) qualification. Consequently, it can be concluded that the learning planning employing the Student Team Achievement Division model was successful as anticipated. Further details are presented in the table below:

Table 2. Summary of Evaluation Results for Instructional Module Aspects in Cycles I and II

No	Module Characteristics	Cycle I		Mean	Cycle II
		P1	P2		
1	General Information	4	4	4	4
2	Core Competencies	3	4	3,5	4
3	Learning Materials	4	4	4	4
4	Teaching Materials	1	2	1,5	3
5	Assessment	4	4	4	4
6	Display	4	4	4	4
Quantity		**20**	**22**	**21**	**23**
Percentage		**83.3%**	**91.67%**	**87.5%**	**95.83%**
Qualification		**B**	**A**	**B**	**A**

Furthermore, the implementation of Pancasila Education learning utilizing the Student Team Achievement Division model for Grade IV Elementary School students demonstrated an improvement, as evident from the observation results of the teacher aspect from Cycle I to Cycle II. Specifically, the implementation of Cycle I, Session 1, yielded a percentage of 82.24% with a Good (B) qualification, which increased to 89.28% with a Good (B) qualification in Cycle I, Session 2. Subsequently, the percentage further increased to 92.85% with a Excellent (A) qualification in Cycle II. This indicates a notable enhancement in the implementation stage of learning using the Student Teams Achievement Division model. Further details are presented in the table below:

Table 3. Summary of Teacher Aspect Observation Results in Cycles I and II

No	Characteristics	Cycle I		Mean	Cycle II
		P1	P2		
1	Introduction/Pre-Activity	3	3	3	4
2	Main/Core Activity Step 1 : Presentation of materials	3	4	3,5	4
3	Step 2 : Student organization	4	4	4	4
4	Step 3 : Group guidance	3	4	3,5	4
5	Step 4 : Evaluation	3	3	3	3

No	Characteristics	Cycle I		Mean	Cycle 2
		P1	P2		
6	Step 5 : Recognition	4	4	4	4
7	Conclusion/Post-Activity	3	3	3	3
Quantity		**23**	**25**	**24**	**26**
Percentage		**82.24%**	**89.28%**	**85.71%**	**92.85%**
Qualification		**B**	**B**	**B**	**A**

Thirdly, the implementation of Pancasila Education learning utilizing the Student Team Achievement Division model for Grade IV Elementary School students demonstrated an improvement, as evident from the observation results of the student aspect from Cycle I to Cycle II. Specifically, the implementation of Cycle I, Session 1, yielded a percentage of 82.24% with a Good (B) qualification, which increased to 89.28% with a Good (B) qualification in Cycle I, Session 2. Subsequently, the percentage further increased to 92.85% with a Excellent (A) qualification in Cycle II. This indicates a notable enhancement in the implementation stage of learning using the Student Teams Achievement Division model. Further details are presented in the table below:

Table 4. Summary of Student Aspect Observation Results in Cycles I and II

No	Characteristics	Cycle I		Mean	Cycle II
		P1	P2		
1	Introduction/Pre-Activity	3	3	3	4
2	Main/Core Activity Step 1 : Presentation of materials	3	4	3,5	4
3	Step 2 : Student organization	4	4	4	4
4	Step 3 : Group guidance	3	4	3,5	4
5	Step 4 : Evaluation	3	3	3	3
6	Step 5 : Recognition	4	4	4	4
7	Conclusion/Post-Activity	3	3	3	3
Quantity		**23**	**25**	**24**	**26**
Percentage		**82.24%**	**89.28%**	**85.71%**	**92.85%**
Qualification		**B**	**B**	**B**	**A**

Fourthly, the learning outcomes of students in Pancasila Education learning utilizing the Student Team Achievement Division model for Grade IV Elementary School students. Learning outcomes encompass the competencies and abilities acquired by students as a result of their learning experiences. (Tri et al., 2020). The learning outcomes are intended to assess students' mastery of the material that has been covered, as reflected in the assigned numerical or alphabetical grades determined by the educational institution (Utami, 2020). Learning outcomes comprise three primary dimensions: 1) Attitudinal aspect, encompassing students' behaviors associated with their participation in the learning process, 2) Cognitive aspect, pertaining to the knowledge acquisition processes undergone by students during the learning process, 3) Psychomotor aspect, concerning students' skills and competencies (Mustafa & Masgumelar, 2022).

The average knowledge score in Cycle I, Session 1, was 70.8, with a corresponding predicate of (C). This increased to 82, with a predicate of (B), in Cycle I, Session 2. Furthermore, the average score rose to 91.2, with a predicate of Excellent (A), in Cycle II. Similarly, the average skill score in Cycle I, Session 1, was 66.5, with a predicate of (D). This improved to 83, with a predicate of (B), in

Cycle I, Session 2. Subsequently, the average score increased to 92.5, with a predicate of Excellent (SB), in Cycle II. In Cycle I, Session 1, the combined average score for knowledge and skills was 68.65, with a predicate of (D). This increased to 82.5, with a predicate of (B), in Cycle I, Session 2. Finally, the average score rose to 91.65, with a predicate of Excellent (SB), in Cycle II. These results demonstrate that the learning outcomes of Pancasila Education using the Student Teams Achievement Division model exhibited significant improvement from Cycle I to Cycle II. The graph below illustrates this enhancement in student learning outcomes.

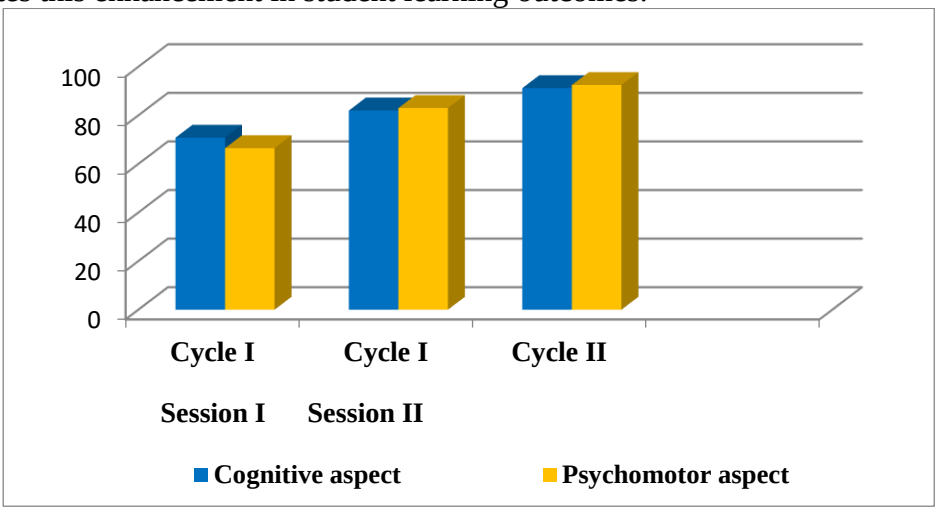

Figure 2. Enhancement of Student Learning Achievement from Cycle I to Cycle II

The significant improvement in student learning outcomes from Cycle I to Cycle II can be attributed to several factors. The continued refinement of lesson planning and the more effective implementation of the Student Teams Achievement Division (STAD) model created a more engaging and structured learning environment. Collaborative learning activities helped increase student participation and motivation, allowing students to better understand the material through peer discussion and teamwork. Additionally, the feedback and adjustments made after each session enabled the teacher to address learning obstacles more efficiently, leading to a more supportive and focused learning process in Cycle II. These improvements collectively contributed to the consistent rise in students' knowledge and skill scores.

Despite the positive outcomes achieved in this study, several limitations must be acknowledged. First, the research was conducted within a single class in one elementary school, involving a relatively small sample size of 25 students, which may limit the generalizability of the findings to broader educational contexts. Additionally, the dual role of the researcher as both the practitioner (teacher) and the primary data collector may have introduced a degree of subjective bias in observations and assessments. The implementation was also constrained by the limited duration of the action research, which only spanned two cycles, possibly restricting the full exploration of long-term impacts of the Student Teams Achievement Division (STAD) model on student learning outcomes. Furthermore, external factors such as students' prior knowledge, learning styles, and classroom dynamics, which were not controlled in this study, might have influenced the results. Future research with a larger sample size, longer observation periods, and the involvement of multiple observers is recommended to validate and strengthen the findings of this study.

CONCLUSION

Based on the research results, it can be concluded that the evaluation of the Pancasila Education learning module showed improvement from Cycle I to Cycle II, with the quality of

planning and implementation increasing from Good to Excellent. Observations of the learning process using the Student Teams Achievement Division (STAD) model also indicated progress, as both teacher and student aspects improved from Good to Excellent across the two cycles. Furthermore, student learning outcomes in knowledge and skills demonstrated significant enhancement, with average scores rising from an unsatisfactory level in Cycle I to an Excellent level in Cycle II.Based on the data obtained after implementing Pancasila Education learning using the Student Teams Achievement Division model, the learning outcomes of students from Cycle I to Cycle II showed an improvement. Future research and teaching practices can utilize the Student Teams Achievement Division model to enhance learning outcomes in Pancasila Education for fourth-grade elementary school students.

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