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Improving the Process and Learning Outcomes of Pancasila Education through the Discovery Learning Model in Grade III of Elementary School

Saviny Alqorama Ayda[1*], Abdulah[2], Megawati[3]

[1,2,3]Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Muara Bungo, Indonesia

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Corresponding Author:
Author Name*: Saviny Alqorama Ayda
Email*: savinyalqorama@gmail.com

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ABSTRACT

This classroom action research was conducted at SDN 91/VI Rantau Panjang VI. The objective of the study was to improve the learning process and outcomes of Pancasila Education in Grade III through the implementation of the Discovery Learning model. The research was carried out in two cycles, each consisting of two meetings. Data were collected using teacher and student observation sheets and student achievement tests. The results showed significant improvement in both teaching performance and student engagement. In the first cycle, the teacher's observation score increased from 64.70% (Fair) in the first meeting to 76.47% (Good) in the second. In the second cycle, the scores rose to 82.35% and then to 94.11% (Very Good). Student activity also increased from 57.14% (Poor) to 71.42% (Fair) in the first cycle, and further improved to 92.85% (Very Good) in the second cycle. Learning outcomes improved as well, with only 9 students (64.28%) achieving mastery in the first cycle, increasing to 13 students (92.85%) in the second. These findings confirm that the Discovery Learning model effectively enhances both the learning process and outcomes in Pancasila Education and is recommended as an alternative instructional strategy.

Keywords: discovery learning, pancasila education, learning process, learning outcomes, elementary school

INTRODUCTION

Education plays a fundamental role in shaping the character, values, and competencies of young learners. In the context of Indonesian education, Pancasila Education holds a central position as it serves as a means to instill the national ideology, promote civic responsibility, and nurture the moral foundation of students from an early age [1], [2]. Particularly at the elementary level, Pancasila Education is expected not only to transfer knowledge but also to foster the development of noble character, critical thinking, and a deep sense of nationalism.

Despite its vital importance, the learning process and outcomes of Pancasila Education in many elementary schools remain suboptimal. Various studies and classroom observations have shown that traditional learning methods, which are often teacher-centered and lecture-based, tend to result in passive learning, low student motivation, and limited understanding of values. This condition demands the implementation of more effective, student-centered learning strategies that actively engage learners in the construction of knowledge.

One such approach is the Discovery Learning model. Rooted in constructivist theory, Discovery Learning encourages students to explore, investigate, and find solutions independently or in groups through guided inquiry [3], [4], [5]. This method helps develop learners' critical thinking, creativity, and ability to understand concepts more deeply. When applied to Pancasila Education, Discovery Learning allows students to experience moral dilemmas, analyze real-life situations, and draw conclusions based on reasoning and shared discussion [6], [7], [8]. As a result, students are more likely to internalize Pancasila values meaningfully rather than memorize them superficially.

Several prior studies have explored the effectiveness of Discovery Learning. Marlena and Aulia [9] demonstrated that the model significantly improved student learning outcomes in Pancasila Education at the primary level. Similarly, Apriliana et al. [3] implemented Discovery Learning in Grade I of SD Negeri 2 Brangkal and found that it improved both student engagement and conceptual understanding. Other studies focused on different subjects, such as science; Mahmada and Hilyana [10] reported that Discovery Learning positively affected learning outcomes in science for Grade III students. Additionally, Rosiana [11] integrated IT-based Discovery Learning in elementary schools and concluded that it enhanced student outcomes and participation.

While these studies have proven the model's effectiveness, most of them were limited either to early grade levels or to specific subject areas outside of civic

and moral education. Moreover, studies on Discovery Learning in the context of Grade III Pancasila Education remain limited, especially in schools like SDN 91/VI Rantau Panjang VI, where traditional pedagogical methods still dominate. This indicates a research gap and highlights the novelty of the present study—implementing Discovery Learning to improve not only the learning outcomes, but also the learning process (as measured by teacher performance and student activity) in Pancasila Education for Grade III students.

The implementation of Discovery Learning in this context is expected to transform the classroom into a more dynamic and participatory environment. Students will be given opportunities to observe, ask questions, hypothesize, test ideas, and reflect on their learning processes [12], [13]. Through such activities, it is anticipated that both the learning process—as reflected in student engagement and teaching effectiveness—and the learning outcomes—as measured through assessment—will show marked improvement [14].

The objectives of this study are twofold. First, to determine whether the implementation of Discovery Learning can improve the quality of the teaching and learning process in Pancasila Education [15], [16]. Second, to evaluate the impact of the model on students' academic achievement and understanding of Pancasila values [17], [18], [19], [20], [21]. Through a classroom action research approach, the study applies cycles of planning, action, observation, and reflection to ensure continuous improvement and responsiveness to student needs [22], [23], [24], [25].

In conclusion, enhancing Pancasila Education through innovative teaching models is essential for nurturing students who are not only academically competent but also morally grounded and civically responsible. The Discovery Learning model presents a promising alternative to conventional teaching methods and, if proven effective, can be adopted widely in elementary education settings across Indonesia.

RESEARCH METHODS

This study employed Classroom Action Research (CAR), an approach designed to improve educational practices through iterative cycles of planning, acting, observing, and reflecting [26], [27]. The model used in this research was based on the framework developed by Kemmis and McTaggart. CAR is particularly suitable for addressing practical problems in the classroom, where the teacher-researcher can directly intervene to improve learning outcomes. The primary focus was on improving the quality of the learning process and student outcomes in Pancasila Education through the implementation of the Discovery Learning model.

1. Research Design

The research design followed the Kemmis and McTaggart model of CAR [28], [29], which is systematic and cyclical in nature. The process consists of two main cycles, each containing four stages:

a. Planning: This stage involved identifying problems in the classroom, formulating action plans, preparing teaching materials, observation instruments, and evaluation tools.
b. Action: During this phase, the Discovery Learning model was implemented in classroom teaching according to the prepared plan.
c. Observation: Data collection was carried out simultaneously during the teaching process, focusing on teacher performance, student engagement, and classroom dynamics.
d. Reflection: The collected data were analyzed to evaluate the effectiveness of the intervention. If results were not satisfactory, modifications were made, and the cycle continued.

Each cycle was conducted over two meetings, allowing sufficient time to implement changes and observe progress. The goal was not only to see improvement in academic achievement but also in the learning process itself, including student participation and critical thinking.

Table 1. Research Design Based on Classroom Action Research Model

Cycle I
Planning → Action → Observation → Reflection
Cycle II (if necessary)
Revised Planning → Action → Observation → Reflection

2. Research Subjects

The subjects of this study were students of Grade III at SDN 91/VI Rantau Panjang VI, comprising 14 students (boys and girls). This group was selected based on preliminary observations which showed that both student engagement and academic performance in Pancasila Education were relatively low. The school is located in a rural setting, and students often rely heavily on teacher instruction, with limited opportunities for active exploration or discussion in class. Therefore, it provided a relevant and challenging environment to test the effectiveness of the Discovery Learning model.

3. Data Collection Techniques

Several instruments were used to collect data [30], [31]:

a. Observation Sheets: Used to monitor both teacher activities and student responses during the learning process.
b. Learning Outcome Tests: Administered at the end of each cycle to assess students' mastery of the subject.
c. Field Notes: Used by the researcher to record qualitative data such as classroom atmosphere, student reactions, and challenges encountered.
d. Documentation: Includes photographs, students' work, and other records to support the data analysis.

These multiple instruments allowed triangulation to enhance the validity of the findings. Observations were made using a structured rubric to ensure objectivity and consistency across cycles[32], [33].

4. Data Analysis Techniques

Data analysis combined quantitative and qualitative methods:

a. Quantitative Data were derived from test results and observation scores [34], [35], [36], [37], [38]. Percentages were calculated to determine the level of success using the formula:

$$\text{Learning Completeness (\%)} = \frac{\text{Number of Students Achieving KKM}}{\text{Total Number of Students}} \times 100$$

b. Qualitative Data were interpreted from field notes and documentation to gain deeper insight into how students interacted with the material and how classroom dynamics changed with the implementation of Discovery Learning [39], [40], [41], [42].

5. Success Criteria

The success of the intervention was measured using the following indicators:

a. At least 75% of students must achieve the Minimum Mastery Criteria (KKM) in the learning outcome test.

b. Observation results from both teachers and students should reach a minimum score of "Good" (at least 75%) according to the rubric.

c. An observable improvement in student activity, engagement, and ability to participate in class discussions and inquiry tasks.

These criteria ensured that the research did not only focus on academic results but also on the holistic improvement of the learning process. The success indicators aligned with the competencies expected in the Pancasila Education curriculum, such as civic responsibility, moral reasoning, and collaborative learning.

RESULT AND DISCUSSION

1. Improvement in the Learning Process

The implementation of the Discovery Learning model significantly improved the quality of the learning process in Grade III Pancasila Education. Based on teacher observation sheets, the process saw an upward trend: from 64.70% (Fair) in the first meeting of Cycle I, to 76.47% (Good) in the second. In Cycle II, the scores rose further to 82.35%, and finally to 94.11% (Very Good). This indicates a steady and substantial increase in instructional effectiveness.

Student observation data also reflected improvements. In Cycle I Meeting I, student activity was only 57.14% (Poor). It improved to 71.42% (Fair) in Meeting II. In Cycle II, the results increased to 85.71% and 92.85% (Very Good), indicating that students became more engaged, enthusiastic, and participative.

Table 2. Observation Score Improvement

Cycle/Meeting	Teacher (%)	Students (%)
Cycle I - Meeting I	64.70	57.14
Cycle I - Meeting II	76.47	71.42
Cycle II - Meeting I	82.35	85.71
Cycle II - Meeting II	94.11	92.85

These results align with the constructivist learning principles outlined by J.S. Bruner, who advocated for inquiry-based approaches as a means to facilitate deeper understanding and long-term retention of knowledge [6]. who emphasized that Discovery Learning facilitates active engagement, allowing learners to construct their own understanding through inquiry-based tasks. As students explored values embedded in Pancasila through real-life scenarios and guided discovery, their motivation and involvement significantly increased.

2. Improvement in Learning Outcomes

Academic outcomes were also positively affected. In the post-test of Cycle I, only 9 out of 14 students (64.28%) achieved the Minimum Mastery Criteria (KKM). However, in Cycle II, the number increased to 13 students (92.85%). This outcome confirms that the Discovery Learning model effectively enhanced student understanding and retention.

Table 3. Improvement in Student Learning Outcomes

Cycle	Students Achieving KKM	Percentage (%)
Cycle I	9	64.28
Cycle II	13	92.85

This finding is consistent with the work of L. Marlena and N. Aulia, who highlighted the impact of the Discovery Learning model on improving civic education outcomes among elementary learners [43]. who showed that the application of the Discovery Learning model in Pancasila Education resulted in improved academic performance. Similarly, E.A. Apriliana et al. demonstrated significant improvements in students' mastery of Pancasila concepts through structured discovery-based interventions in early primary education [44]. noted increased student mastery in early-grade learners through structured discovery activities. These results reinforce that Discovery Learning not only enhances student engagement and inquiry but also results in measurable improvements in academic achievement, as supported by prior studies [45], [46].

3. Theoretical and Practical Implications

Theoretically, the success of this study validates constructivist learning theory which posits that knowledge is best acquired through active, experiential learning rather than passive reception. The Discovery Learning model, rooted in this theory, promotes deeper understanding by requiring students to interact with content meaningfully.

Practically, the results of this research suggest that Discovery Learning can be a powerful instructional strategy in civic and moral education such as Pancasila Education. Its application in a rural elementary classroom setting demonstrates that even in low-resource environments, active learning can be effectively implemented with proper planning and support.

In conclusion, both the learning process and outcomes in Pancasila Education improved significantly with the implementation of the Discovery Learning model. This finding is aligned with recent educational research affirming the model's efficacy across multiple disciplines in primary education [47].

The findings of this study reinforce the belief that active learning approaches like Discovery Learning are not merely alternative methods, but rather essential strategies for 21st-century education—especially in shaping students' character and critical thinking skills from an early age. Theoretically, it is evident that student-centered learning models remain relevant and applicable even in rural primary school contexts such as SDN 91/VI Rantau Panjang VI. This demonstrates that limited infrastructure does not necessarily hinder effective learning when teachers are able to design meaningful learning experiences.

Practically, the successful implementation of Discovery Learning in this study highlights the importance of shifting teachers' paradigms in classroom management and instructional design. This success supports broader adoption of the model, particularly in subjects like Pancasila Education that emphasize values, civic engagement, and reflective learning. Moving forward, it is crucial to ensure that teacher training, curriculum materials, and school policies support discovery-based learning as a core pedagogical approach in primary education.

CONCLUSION

Based on the results of the study, it can be concluded that improving the process and learning outcomes of Pancasila Education through the Discovery Learning model in Grade III of SDN 91/VI Rantau Panjang VI includes the following:

The improvement in the learning process is evident from the teacher observation sheet scores which increased from 64.70% (Fair) in Cycle I Meeting I to 76.47% (Good) in Cycle I Meeting II. In Cycle II Meeting I, the percentage reached 82.35% (Very Good), and continued to increase to 94.11% (Very Good) in Cycle II Meeting II. Likewise, the student learning process improved, with scores rising from 57.14% (Poor) in Cycle I Meeting I to 71.42% (Fair) in Cycle I Meeting II. It further increased in Cycle II Meeting I to 85.71% and reached 92.85% (Very Good) in Cycle II Meeting II.

Student learning outcomes also improved as shown in the test results. At the end of Cycle I, only 9 students (64.28%) achieved the Minimum Mastery Criteria (KKM). This number increased to 13 students (92.85%) in Cycle II, proving that the Discovery Learning model can effectively enhance student learning outcomes.

1. Implications

The findings of this research support the theoretical framework of constructivist learning and reinforce the importance of student-centered models in elementary education. Practically, this study provides evidence that Discovery Learning can be effectively applied even in resource-limited rural classrooms. It also emphasizes the role of teachers as facilitators of learning who can design meaningful tasks and guide students through the discovery process. Schools and educators are encouraged to integrate active learning strategies into civic and moral education subjects to promote deeper understanding and long-term retention.

2. Recommendations for Further Research

Future studies should explore the following areas:

a. The long-term impact of Discovery Learning on students' civic attitudes and moral reasoning in Pancasila Education.
b. Comparative studies between Discovery Learning and other inquiry-based models such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL).
c. The adaptation of Discovery Learning in digital learning environments or hybrid classrooms, especially in response to the increasing integration of technology in education.
d. The effectiveness of Discovery Learning in improving other thematic subjects in primary education such as Science or Social Studies.

Further research with larger sample sizes and across diverse educational contexts would enhance the generalizability and robustness of these findings.

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