

Scramble Learning Model Improves Pancasila Education Outcomes in Primary School : Model Pembelajaran Scramble Meningkatkan Hasil Pendidikan Pancasila di Sekolah Dasar

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General Background: Education serves as a foundation for developing human potential and character, with Pancasila Education being central to instilling national values in Indonesian schools. **Specific Background:** At SD Negeri 032/II Tanjung Gedang, traditional lecture-based methods resulted in low engagement and suboptimal outcomes in Pancasila Education.

Knowledge Gap: Despite its success in other subjects, the Scramble learning model has rarely been applied in the context of Pancasila Education, leaving limited evidence of its effectiveness for civic and character education. **Aim:** This study aimed to evaluate the effectiveness of the Scramble learning model in improving fifth-grade students' learning outcomes in Pancasila Education. **Results:** Using Classroom Action Research across two cycles with 20 students, results showed a marked increase in achievement: from 40% pre-research to 65% in Cycle I and 90% in Cycle II, demonstrating substantial learning gains and improved participation. **Novelty:** The study contributes by extending the application of the Scramble model beyond its common use in language learning, showcasing its value for civic education. **Implications:** These findings highlight Scramble as a promising instructional strategy for enhancing engagement, comprehension, and achievement in Pancasila Education, thereby supporting the broader goal of character formation in primary education.

Highlight :

- The Scramble model significantly improved student learning outcomes.
- Its application made learning more active and engaging.
- The study showed improvements in students' character and understanding.

Keywords : Scramble, Learning Outcomes, Pancasila Education, Primary School, Character Education

Introduction

Education is a means or bridge for humans to develop their potential through the learning process. As we know, in the 1945 Constitution, Article 31, paragraph 1, it states that "every citizen has the

right to receive education." With education, it is hoped that it will produce a generation that is able to utilize existing progress as best as possible. And also create a generation that has high nationalism. Without education, there will be no such thing as progress [1]

One of them is Pancasila education which instills attitudes and behaviors in daily life based on Pancasila values [2]. Before the curriculum was established, this subject was called Pancasila and Citizenship Education (PPKn). PPKn is one of the important subjects to be taught because it is expected to be able to uphold the values of Pancasila as the foundation of the Indonesian state [3]. The name change is made in the Ministry of Education and Culture Research and Development Decree Number 56 of 2022 concerning the Guidelines for Implementing Curriculums in the context of restoring the selection of learning materials [4]. Pancasila education plays an important role in building students' character, because quality character will provide a solid foundation for the continued development of the nation [5]. Pancasila education in schools aims to instill the values of Pancasila as the basis of the state and a philosophy of life for students in schools[6]. In Pancasila education, the principles of democracy, justice, and just humanity are taught, which help students grow into positive and moral people[7]. The values in each point of Pancasila taught in schools can influence students' character in life [4].

Based on the pre-research conducted by the researcher, the results obtained showed that the teaching and learning process carried out by the teacher was still limited to friendly lectures and questions and answers [8]. This made students quickly feel bored, so that many focused on themselves, some played and chatted with their deskmates. The student learning process that occurs in the field when learning Pancasila education is that students' self-confidence is still lacking, this can be seen during the learning process where no students are interested in asking the teacher even though the students feel it is difficult and still copy their friends' answers.

The lack of learning outcomes of Pancasila Education is caused by the lack of students' ability to understand the learning materials, because students are required to take notes on the materials and do the assignments given by the teacher and in the textbooks [9]. These activities make students easily bored in learning Pancasila Education[10]. In fact, Pancasila education subjects provide a good understanding of the material due to the breadth of competencies learned by students [11]. In order to improve the learning outcomes of Pancasila Education, teachers need to implement varied models so that students not only follow the learning process but also involve themselves in the learning process [12]. Methods have an important role in teaching and learning activities. The learning process using this model can improve education [13]. Therefore, teachers are required to choose the right method so as not to cause Pancasila Education lessons to be boring and can damage students' interest in learning. There are many effective learning methods used in Pancasila Education lessons, one of which is the Scramble model.

Scramble comes from English, meaning struggle or struggle. The scramble learning model encourages students to creatively find answers to questions by randomly arranging letters to form a correct answer. In the scramble model, learning takes place in groups by matching question-and-answer cards given per question [14]. The final semester exam scores for fifth-grade students at SD Negeri 032/II Tanjung Gedang are as follows:

Number of Students	Achieved		not achieved		average value
	total	%	total	%	
20	8	40%	12	60%	58%

Table 1. Final Semester Exam Scores

Method

This research was carried out at SD Negeri 032/II Tanjung Gedang. The research used is the type of class action research (PTK) or also known as classroom action research (CAR) because in this

research, problem solving actions will be carried out using methods. learning, and will be tested to the optimal level of action using existing methods that can improve student learning outcomes, especially in Pancasila education subjects. This research was carried out in two cycles, namely cycle I and cycle II, where there were 2 discoveries in each cycle. Each cycle consists of planning, research, observation and reflection.

The research subjects were 20 fifth-grade students of SDN 032/II Tanjung Gedang. The data collection used in this study were qualitative and quantitative data. Qualitative data were in the form of observation sheets on the implementation of the scramble learning model and student motivation questionnaire sheets. While quantitative data were in the form of data obtained from 1) the percentage of the implementation of the scramble learning model obtained from the number of Yes and No answers on the observation sheet, 2) the percentage of student learning motivation and 3) the increase in learning outcomes obtained from the pretest and posttest results of student learning outcomes using the scramble model. The classroom action research model used in this study was the Kemmis and Taggart models.



Figure 1. Classroom action research design using the Kemmis & Taggart model

Result and Discussion

A.Result

This research was conducted with an optimal effort to improve the learning outcomes of Pancasila Education of fifth-grade students of SD Neigei 032/II Tanjung Gedang by using the Scramble model. This research was carried out in 2 cycles with each cycle consisting of 2 meetings, with a time allocation of 2×35 minutes.

Cycle I Research Results

1. Planning

The researcher prepares the learning materials that include, determines the subjects and materials to be taught, namely Pancasila Education, prepares a teaching model that is in accordance with the Scramble learning model, prepares question cards and answer cards, and prepares questions for cycle I. Pelaksanaan

The implementation of class actions in cycle I consists of 2 meetings by applying the scramble model in Pancasila Education lessons. Each meeting lasts 2×35 minutes, in accordance with the lesson plan made in the teaching module. The implementation of each meeting in cycle I is as follows:

2. Meeting 1

The researcher conducted classroom action research by acting as a teacher teaching the topic "Me and My Surroundings." The opening activity began with the teacher greeting and asking how the students were. Afterward, the teacher took attendance and guided students in prayer before beginning the lesson. The teacher then explained the learning objectives. In the main activity, the teacher explored students' understanding of the characteristics of regions in Indonesia. Afterward, the teacher directed students into four groups, each receiving a randomized set of questions and answers. After completion, each group took turns presenting the results of their questions and answers. In the closing activity, the teacher and students summarized the learning material, after leading students in prayer and finally offering greetings to conclude the lesson.

3. Meeting 2

The researcher conducted classroom action research by acting as a teacher teaching the topic "Me and My Surroundings." The opening activity began with the teacher greeting and asking how the students were. Afterward, the teacher took attendance and guided students in prayer before beginning the lesson. Next, the teacher explained the learning objectives and engaged in an icebreaker to further motivate students to participate.

In the main activity, the teacher explored students' understanding of the characteristics of regions in Indonesia. Afterward, the teacher directed students into four groups, each receiving a randomized set of questions and answers. After completion, each group presented their questions and answers, and the researcher praised successful students and encouraged those who had not yet achieved their goals.

In the closing activity, the teacher and students summarized the learning material, then guided students in prayer, and finally, the teacher concluded the lesson with a closing greeting. At the end of Cycle I, the second meeting, the teacher administered a test to determine students' achievement. The test was administered individually. Observasi

Researchers conducted observations during the implementation of cycle I. From the results of observations in cycle I, it was found that several students had difficulty completing the assigned tasks. Some students did not understand the explanations given, and some students obtained less than satisfactory results. The following is the assessment data for student learning outcomes in cycle I.

No	Student's Initial Name	KKTP	test scores	Ket
1	AZM	70	60	TT
2	AR	70	80	T
3	AC	70	70	T
4	HDF	70	70	T
5	MDEiS	70	70	T
6	MBS	70	70	T
7	MAM	70	60	TT
8	MAA	70	50	TT
9	MF	70	40	TT
10	NP	70	70	T
11	NS	70	80	T
12	PR	70	80	T
13	PNI	70	70	T
14	RAW	70	70	T
15	RAS	70	80	T
16	REi	70	40	TT
17	S	70	50	TT
18	SS	70	60	TT

19	WAF	70	80	T
20	ZGA	70	80	T
Students Achieved				13
Students Not Reached				7
Percentage of Students Achieved				65%
Percentage of Students Not Achieved				35%

Table 2. *Student Learning Outcomes in Cycle I*

Based on table 4.6, the learning outcomes of Pancasila Education in Cycle I can be seen that there were 13 students who had not achieved the KKTP with a percentage of 65% and 7 students who had not achieved it with a percentage of 35%.

4. Reflection

The successes and failures that occurred during the implementation of the actions in Cycle I can be explained as the researcher's inability to optimally manage and implement learning activities. Student learning outcomes in Cycle I still showed some students who appeared confused and struggled to understand the material.

To address these weaknesses and increase the success of Cycle I learning, Cycle II was necessary. This involved delivering the material more clearly, improving learning management by using learning with better facilities and infrastructure and explanations, and guiding students to be more thorough in implementing the Scramble model to avoid repeating the same mistakes as in Cycle I (Ernis, P. & Wahyuni, 2022). Hasil Penelitian Siklus II

1. Planning

The researcher conducted cycle I and evaluated its implementation. Based on these results, the researcher then prepared learning tools and materials for the Pancasila Education subject, specifically "Me and My Surroundings," developed a teaching module based on the Scramble learning model, and prepared test questions for cycle II.

2. Implementation

Cycle II was conducted in two sessions using the Scramble model for Pancasila Education learning, with a time allocation of 2 x 35 minutes per session. In accordance with the developed teaching module, the steps implemented in the learning process included initial activities, core activities, and closing activities.

a. Meeting 1

The researcher conducted classroom action research by acting as a teacher teaching the topic "Me and My Surroundings." The initial activity began with the teacher taking attendance and guiding students in prayer before beginning the lesson. Next, the teacher explained the learning objectives.

In the main activity, the teacher explored students' understanding of the material to be learned. After the explanation, the teacher divided the students into four groups, each receiving a randomized question and answer card. The teacher then directed the students to complete the questions. After completion, each group took turns presenting their questions and answers and offering their appreciation. The teacher then corrected any incorrect answers. In the closing activity, the teacher and students summarized the learning material, then guided the students in prayer, and finally, said goodbye.

b. Meeting 2

The researcher conducted classroom action research by acting as a teacher teaching the topic "Me and My Surroundings." The initial activity began with the teacher taking attendance and guiding students in prayer before beginning the lesson. Next, the teacher explained the learning objectives.

In the main activity, the teacher explored students' understanding of the material to be learned. After the explanation, the teacher divided the students into four groups, each receiving a randomized question and answer card. The teacher then directed the students to complete the questions. After completion, each group took turns presenting their questions and answers and offering their appreciation. The teacher then corrected any incorrect answers. In the closing activity, the teacher and students summarized the learning material, then guided the students in prayer, and finally, said goodbye.

3. Observation

The researcher conducted observations during the implementation of classroom action in Cycle II. Observations in Cycle I revealed that the learning environment was more controlled and orderly, and student learning outcomes had significantly improved. The following data summarizes the assessment of student learning outcomes in Cycle II:

No	Student's Initial Name	KKTP	test scores	Ket
1	AZM	70	80	T
2	AR	70	90	T
3	AC	70	80	T
4	HDF	70	70	T
5	MDEìS	70	80	T
6	MBS	70	80	T
7	MAM	70	75	T
8	MAA	70	60	TT
9	MF	70	60	TT
10	NP	70	80	T
11	NS	70	100	T
12	PR	70	90	T
13	PNI	70	80	T
14	RAW	70	80	T
15	RAS	70	90	T
16	REì	70	80	T
17	S	70	80	T
18	SS	70	80	T
19	WAF	70	90	T
20	ZGA	70	90	T
Students Achieved			18	
Students Not Reached			2	
Percentage of Students Achieved			90%	
Percentage of Students Not Achieved			10%	

Table 3. *Student Learning Outcomes in Cycle II*

4. Reflection

Implementation in Cycle II generally proceeded well and according to the learning plan. The implementation of the Scramble learning model in Pancasila education resulted in improved student learning outcomes. This was evident in the results of the tests completed in Cycle II, where students achieved a score of 90%.

B. Discussion

Based on the findings, the students who received the treatment experienced improvement compared to before the treatment. This was evident in the 65% increase in student learning before the treatment in Cycle I. The Scramble model was then implemented, resulting in an evaluation, which revealed a 90% increase in learning in Cycle II. Therefore, the Scramble learning model has had an impact.

By implementing the Scramble learning model, teachers can use the appropriate steps according to the syntax of each learning model. These steps serve as sequences and milestones, and operationally support the learning process effectively [15]. This learning model can enhance creativity and curiosity.

Conclusion

Based on the results of the classroom action research that has been presented, it can be concluded that by applying the Scramble model to the Pancasila Education subject with the material Me and My Surrounding Environment can improve the learning outcomes of fifth grade students of SD Negeri 032/II Tanjung Gedang. This is proven by the results of the initial conditions obtaining a score of 40% then becoming 65% in cycle I of the Scramble learning model, which then increased to 90% in cycle II. From the research process there are several suggestions, namely the Scramble learning model can be used as an alternative in learning Pancasila Education to improve student learning outcomes and as a teacher should pay more attention to the learning model in the teaching and learning process.

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