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VOL. 5 NO. 6 (2024): DINASTI INTERNATIONAL JOURNAL OF EDUCATION MANAGEMENT AND SOCIAL SCIENCE (AUGUST - SEPTEMBER 2024)

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Articles

The Effect of Using The Picture and Picture Learning Model Assisted by The Pancasila Board On The Learning Outcomes of Pancasila Education In Grade 4 Elementary School

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DOI:

<https://doi.org/10.38035/dijemss.v5i6.3017>

Keywords: Pancasila Board, Pancasila Education, Learning Outcomes, Smart Board

ABSTRACT

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2024-09-05

HOW TO CITE

Putri Kinanti, S. ., & Zulfadewina, Z. (2024). The Effect of Using The Picture and Picture Learning Model Assisted by The Pancasila Board On The Learning Outcomes of Pancasila Education In Grade 4 Elementary School. *Dinasti International Journal of Education Management And Social Science*, 5(6), 1732–1740.
<https://doi.org/10.38035/dijemss.v5i6.3017>

More Citation Formats ▼

ISSUE

[Vol. 5 No. 6 \(2024\): Dinasti International Journal of Education Management and Social Science \(August - September 2024\)](#)

SECTION

ISSN



E-ISSN: 2686-6331



P-ISSN: 2686-6358

DIJEMSS MENU

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Focus and Scope

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3. Authors can submit articles separately, arrange for the non-exclusive distribution of manuscripts that have been published in this journal into other versions (e.g., sent to the author's institutional repository, publication into books, etc.), by acknowledging that the manuscript has been published for the first time in the Dinasti International Journal of Education Management and Social Science (DIJEMSS).

JOURNAL VISITOR



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109–123.

<https://doi.org/10.54170/harati.v3i2.228>

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Yayasan Dinasti (Dinasti Publisher), Arcade Business Center 6th Floor Unit 6-03 Jl. Pantai Indah Utara 2 Kav. C1, PIK, Kec. Penjaringan, Daerah Khusus Ibukota Jakarta 14460

PUBLISHER

Dinasti International Journal of Education Management and Social Science (DIJEMSS) is managed and published by **Dinasti Publisher** under the auspices of the **Yayasan Dharma Indonesia Tercinta (DINASTI)** and in collaboration with several institutions, the Faculty of Education, the National University of Malaysia, Faculty of Economics, Krisnadwipayana University, Faculty of Economics and Business, Winaya Mukti University, Bandung, Faculty of Economics, Muhammadiyah University Cirebon, Corruption Supervisory Commission (KPK Tipikor), Ekasakti University, Padang Indonesian Academy of Accountancy, Piksi Ganesha Polytechnic, Bandung, Bogor Academy of Technology, Bogor Telecommunication Academy, Indonesian National Tourism Academy, Bandung, Indonesian Polytechnic Piksi Ganesha, Kebumen, STIES Indonesia Purwakarta, STMIK Farewell, Kerawang and STIE Mahaputra Riau.

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DOI: <https://doi.org/10.38035/dijemss.v5i6>

Received: 10 July 2024, Revised: 4 August 2024, Publish: 5 September 2024

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The Effect of Using The Picture and Picture Learning Model Assisted by The Pancasila Board On The Learning Outcomes of Pancasila Education In Grade 4 Elementary School

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Abstract: Pancasila Education is still perceived as tedious and challenging. Based on the findings of these observations, it is evident that students' level of interest in Pancasila Education subjects remains relatively low. The teaching and learning process of Pancasila material sometimes relies solely on textbooks and the lecture approach, resulting in suboptimal classroom outcomes. This study employs quantitative methodologies. The objective of this study is to investigate if the utilization of Pancasila Board media in Pancasila Education has an impact on the learning outcomes of fourth-grade students. This study used a quasi-experimental research method known as the Quasi Experimental Design, specifically utilizing the "Post test Only Control Design". After analyzing the research data, it was found that the control class meeting achieved an average score of 69.417. This demonstrates that pupils' comprehension of the assessed topic is significantly deficient due to the continued inadequacy of media or instructional techniques. The outcomes of the experimental class, which received treatment in the form of learning via the Pancasila Board media, differ significantly when compared to other classes. The experimental group achieved an average score of 78.568 after receiving treatment.

Keyword: Pancasila Board, Pancasila Education, Learning Outcomes, Smart Board.

INTRODUCTION

According to a passage from the amendment to article 40 paragraph 4 of the National Education Standards specified in (Presiden RI, 2022), the forthcoming curriculum, known as the Merdeka Belajar Curriculum, replaces the Civics topic with Pancasila Education. However, the content remains unchanged, focusing on Pancasila Education and Citizenship Education. The state's development of civic education is to ensure that every person attains the status of a virtuous citizen (Maftuh et al., 2023). This can be understood as a citizen who has civic intelligence, specifically intellectual civic intelligence, social and emotional intelligence, and spiritual civic intelligence. Civic obligations encompass various aspects, including a sense of pride, a commitment to the well-being of the nation, and active

engagement in communal affairs. Learning materials on citizenship as per the Ministry of Education (in Juan & Sena, 2023) the objective is to cultivate skills, particularly the capacity for critical, rational, and creative thinking, regarding citizenship matters. This includes intelligent and responsible participation in societal activities, with a conscious demeanor. The aim is to foster positive and democratic development, shaping individuals with Pancasila character in their everyday lives within Indonesian society. Ultimately, the goal is to achieve a prosperous national and state life, while maintaining respectful relations with other countries. Civic Education is a deliberate and organized endeavor to impart knowledge and understanding of the state, fostering a sense of national consciousness and promoting a mindset, attitude, and behavior that is aligned with the principles of Pancasila. Its purpose is to ensure the preservation and upholding of the Republic of Indonesia (Nabilah et al., 2023). Different global regulations directly using information and communication technology. Developing knowledge, understanding and ability to analyze civic relations and love for the country are the learning objectives of Pancasila Education at the basic level.

According to the Education Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture, enhancing the content and learning methods of Pancasila education subjects, such as personality development, reading, writing, numeracy, and 21st century skills, is essential to boost confidence and comprehension of the national philosophy. These improvements should be tailored to meet the evolving needs and demands of the present era (Kemendikbudristek BSKAP, 2022). To enhance self-assurance and comprehension of the national ideology, it is imperative to enhance the substance and instructional approach of Pancasila education subjects, encompassing personality development, literacy, numeracy, and 21st century skills, in alignment with contemporary demands and evolving circumstances. Consequently, the implementation of Pancasila education would cultivate individuals who possess the capacity to engage in global thinking while taking action at a local level, guided by Pancasila as the foundation and essence of the nation. The inclusion of Pancasila education subjects has a crucial role in the endeavor to implant and communicate the importance of adhering to the principles of Pancasila to all individuals, positioning Pancasila as a guiding principle towards the attainment of a prosperous Indonesia.

Observations made by researchers at SDN Susukan 03 Pagi show that the learning outcomes of Pancasila Education are still relatively low. Pancasila education is still considered a very boring and difficult lesson. Looking at the results of these observations, it can be seen that the level of student interest in Pancasila education is still low. In addition, educators when presenting teaching materials for Pancasila education only focus on using textbooks and always tend to use the lecture method, so that the methods and learning media used by teachers in the process students find learning less interesting. Each learning media has its own characteristics. These characteristics appear in the use of learning models and the appearance of the media presented. Each type of media has certain abilities and characteristics that can be used for specific purposes. The characteristics of learning media that distinguish it from other types of media. (In Ilmu et al., 2020) Gagne classifies learning media into seven groups, namely performance objects, oral communication, print media, still images, moving images, audio films, and machine learning. The seven categories of educational resources pertain to the capacity to execute tasks in line with the established learning hierarchy, which includes offering learning stimuli, igniting curiosity in learning, simulating learning behavior, supplying external circumstances, directing thought processes, communicating information, assessing outcomes, and offering feedback. To address the aforementioned issues, researchers will employ the picture and picture learning model with the assistance of the Pancasila Board (Smart Board).

The picture and picture learning model is considered to have appropriate characteristics to be applied, because the characteristics of this learning model through pictures and paintings increase the dynamic and creative personality of students (Utami, 2023). Through this model students must be proactive, because in this case the teacher will use interesting visual materials arranged randomly. Therefore, students become interested and increase their curiosity and desire to express and solve problems. It is also worth remembering that innovation means that every lesson offers a change with something different to keep students' attention. As opposed to just being creative, it means that every lesson in the classroom should create a sense of challenge for students to solve problems using methods, techniques or technical means that they can absorb themselves. A learning model is a collection of materials used by teachers as a guide in teaching to achieve learning objectives. According to (Shiddiq et al., 2023) Learning in this model aims to present new experiences that are different and always arouse student interest. Wahyudi, et al (2023) argue that the picture and picture learning model is effective in group learning because the work produced depends on the efforts of each group member. The image and picture model is an instructional strategy that places students as the focal point of the learning process and equips them for real-world scenarios by immersing them in authentic situations. It is an instructional methodology that incorporates imagination, strategic thinking, and fictional elements to engage students and integrate real-world scenarios into the classroom (Habibi & Adnan, 2021). Picture and picture is a learning method that uses images to facilitate the delivery of material to students, making the learning process easier to understand and more enjoyable (Jaryati et al., 2022). The use of the picture and picture learning model assisted by Smartboard (Pancasila Board) media can be used to support an innovative and interactive learning process.

Smart Board media is a graphic media that can be used to display learning messages in a practical way, which is presented using a board with additional images, letters, etc. Smart board media is a type of learning media that is integrated with student objects. Smart board media is an effective learning tool and can convey messages to the target (Maghfi, 2020). Smart board media is delivered in the form of images, symbols, or words that can be easily rearranged to visually reflect the information being sent. According to (Suryanti, 2021), this media can be utilized for instructing hijaiyah letters, as well as letters, numbers, pictures, and other symbolic objects. The specific content and focus of the instruction can be tailored to the needs and learning goals of people or groups utilizing this media. Board media refers to several types of boards, such as flannel boards and magnetic boards, which are designed to effectively communicate information and engage students in critical thinking and learning (Kamaladini, 2021). Smart board materials can increase student motivation because they are presented in an attractive manner and make it easier for students to understand learning materials. Smart Board media is designed to improve to develop students' cognitive abilities and introduce the concept of Pancasila Education in accordance with the independent curriculum for grade IV elementary school students so that learning activities become fun and interesting activities. The problem statement in this study is: "Does the utilization of the picture and picture learning model in Pancasila Education, with the assistance of the Pancasila Board media, have an impact on the academic performance of fourth-grade students at SDN Susukan 03 Pagi?" The objective of this study is to investigate whether the utilization of the picture and picture learning model, with the assistance of Pancasila Board media, has an impact on the academic achievements of fourth-grade students in Pancasila Education at SDN Susukan 03 Pagi.

METHOD

This study employs quantitative methods of quasi-experimental research, specifically utilizing a Quasi Experimental Design. This study employs the "Post test Only Control

Design" methodology. The Posttest Only Control Design is a research study that assigns people to two groups, namely the experimental group that receives therapy and the control group. The experimental group received treatment in the form of a learning activity process utilizing the Pancasila Board media, while the control group, undergoing conventional learning, was supported by the lecture approach. According to Handayani (2020), population refers to the complete set of individuals, events, or objects that share similar features and are being investigated. The study population consisted of SDN Susukan 03 Pagi. The sample approach employed was purposive sampling. According to Sugiyono (2019) the sample is part of the number and characteristics of the population. The participants in this study consisted of 61 individuals who were students from class IV A and class IV B of SDN Susukan 03 Pagi.

The research was carried out in the odd semester of the 2023/2024 academic year at SDN Susukan 03 Pagi, situated on Jl. H. Baping, Susukan, Kec. Ciracas, East Jakarta City, DKI Jakarta, with a postal code of 13750. Researchers utilized the full predetermined population by employing a sampling approach. A total of 61 students were sampled from both classes (IV A and IV B) at SDN Susukan 03 Pagi. The experimental class, IV B, consisted of 31 students who were taught using the picture and picture learning model assisted by the Pancasila Board (Smart Board). The control class, IV A, consisted of 30 students who received conventional model treatment. The instrument utilized in this study is an examination. The test consists of 30 multiple-choice questions, each with options labeled as a, b, c, and d.

RESULTS AND DISCUSSION

Description of Research Result Data

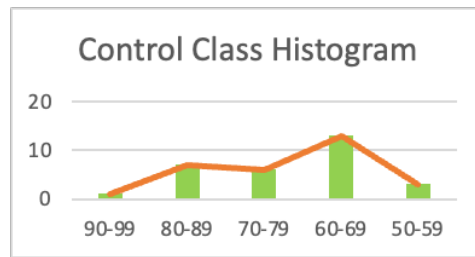
The objective of this research is to examine the alterations in student learning outcomes in the subject of Pancasila Education, specifically the class IV curriculum on Pancasila as the Value of Life, at SDN Susukan 03 Pagi. Subsequently, the research data is analyzed. Following the completion of distinct educational activities in both the experimental and control classes, the researcher obtains data on student learning outcomes through testing methodologies. Class IV A, which served as the control group, received Pancasila Education learning material that emphasized Pancasila as a fundamental life value. However, instead of employing the Pancasila Board media, the class teachers utilized traditional teaching tools such as books and blackboards. The experimental Class IV B received the therapy of acquiring Pancasila Education utilizing the picture and picture learning model, with the assistance of the Pancasila Board.

The following is the posttest data from the description test results using the Microsoft Excel application:

Table 1. Frequency Distribution of Control Group Posttest Values

No.	Interval	Edge of Interval Class	Frekuensi	Cumulative Frequency	Relative Frequency	Middle Value
1	90-99	89,5-99,5	1	1	3,3	94,5
2	80-89	79,5-89,5	7	8	23,3	84,5
3	70-79	69,5-79,5	6	14	20	74,5
4	60-69	59,5-69,5	13	27	43,3	64,5
5	50-59	49,5-59,5	3	30	10	54,5
Average			69,417			
Standard Deviation			9,399			

Source: Research data

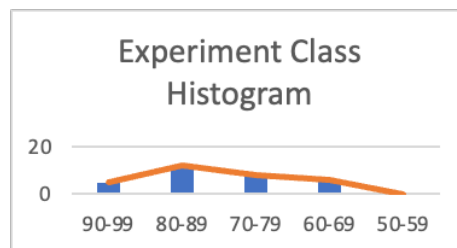


Source: Research Results

Figure 1. Histogram of Control Class Posttest Score
Table 2. Frequency Distribution of Posttest Values of Experimental Group

No.	Interval	Edge of Interval Class	Frekuensi	Cumulative Frequency	Relative Frequency	Middle Value
1	90-99	89,5-99,5	5	5	16,1	94,5
2	80-89	79,5-89,5	12	17	38,7	84,5
3	70-79	69,5-79,5	8	25	25,8	74,5
4	60-69	59,5-69,5	6	31	19,4	64,5
5	50-59	49,5-59,5	0		0	54,5
Average			78,568			
Standard Deviation			9,643			

Source: Research Data



Source: Research Results

Figure 2. Histogram of Experimental Class Posttest Values

Based on the data statistics, it is evident that the control class has an average posttest score of 69.417, whereas the experimental class has an average posttest score of 78.568. This indicates that the mean posttest score of the experimental group is higher than the mean posttest score of the control group. The disparity in posttest results between the two classes is 9.151. The standard deviation of the posttest for the experimental class is 9.643, which is smaller than the standard deviation of the control class posttest of 9.399. This indicates that the experimental class has a standard deviation that is closer to the average, while the control class has a standard deviation that is further from the average.

Because standard deviation discusses how far or how close the value of the data is close to the average. If the smaller the standard deviation the closer to the average. The higher the standard deviation the further away from the data range of the variable. Before being given treatment, the control class (IV A) and the experimental class (IV B class) must have the same initial ability to know that there is no significant difference in initial ability. For this reason, both classes were held a normality test and an equality test of two variances called a homogeneity test.

Analysis of Reliability

After the legitimacy test is carried out, at that point the unwavering quality test is carried out on the inquire about instrument. The reason of the unwavering quality test is so that we are able discover out the level of consistency of the answers to the inquire about

disobedient. The instrument can be said to be great on the off chance that it has reliable answers. The unwavering quality test utilized is the Kuder Richardson procedure equation of the KR-20 sort, to be specific:

Table 3. Reliability Test

Value rcount	Value rtable	Result	Description
0,892	0,7	$0,892 > 0,7$	Instrumen Reliabel

Source: Research Data

If the Cronbach's alpha value $\alpha > 70$, then the instrument has good reliability, in other words the instrument is reliable. If the Cronbach's alpha value $\alpha < 70$ then the instrument tested is not reliable. The table states that the value of $r_{count} > r_{table}$, namely $0.892 > 0.7$, so it can be said that the data on the instrument is reliable.

Data Analysis

Normality Test

The purpose of the normality test is to ascertain whether the population being studied follows a normal distribution or not. The testing procedure employed is the Liliefors formula. A normality test was performed on the data from both the experimental and control groups, which included the posttest findings of each group. Below are the findings of the normalcy test calculations that have been conducted:

Table 4. Calculation Results of Normality Test for Experimental Classes

Experimental Class	N	Ncount	Ntable	Criteria	Description
Posttest	31	0,147	0,161	$0,147 < 0,161$	The data is normally distributed

Source: Research Data

Table 5. Calculation Results of Control Class Normality Test

Control Class	N	Ncount	Ntable	Criteria	Description
Posttest	30	0,017	0,161	$0,017 < 0,161$	The data is normally distributed

Source: Research Data

In accordance with the guidelines for testing the normality test, if $N_{count} < N_{table}$ then H_0 is accepted & H_1 is rejected. Conversely, if $N_{count} > N_{table}$ then H_0 is rejected & H_1 is accepted. The table above was used to calculate the results using the Liliefors formula. The distribution of the control class yielded a value of 0.017, whereas the experimental class yielded a result of 0.147. Since the estimated value of the control and experimental classes exceeds the table value, the data in this study can be classified as regularly distributed.

Homogeneity Test

A homogeneity test was conducted to validate the data acquired. By using data obtained from student learning outcomes (posttest) in both groups. The homogeneity test on the data from this study uses the f test. After the f_{count} has been obtained, compare the f_{count} with the f_{table} value. If $f_{count} < f_{table}$ then the two groups of data have homogeneous variances and vice versa. Note the table and the figure below:

Table 6. Homogeneity Test Results

Fcount	Ftable	Criteria	Description
1,051	1,85	$F_{count} < F_{table}$	Homogen

Source: Research Data

The results of table 6 show that the result of the f_{count} value on the data from the research that has been done is 1.051. The data in this study has an f_{table} of 1.85. So it can be

concluded that the data in this study are homogeneous, because they get the value of $f_{\text{count}} < f_{\text{table}}$. In accordance with the basis for decision making in the Homogeneity Test, namely if the value of $f_{\text{count}} < f_{\text{table}}$ then the data is homogeneous. And so on the contrary.

Hypothesis Testing

Hypothesis testing is employed to ascertain whether there exists a noteworthy disparity between the means of two or more groups within a given data collection. The t-test is commonly employed when the data being examined follows a normal distribution and has a homogenous variance, meaning that the variances are balanced between groups. The subsequent outcomes of the posttest examination conducted on the experimental group and the control group are as follows:

Table 7. Hypothesis Results

tcount	ttable	Criteria	Description
3,472	2,042	tcount > ttable	There is an Influence

Source: Research Data

Table 7 shows that the t test results obtained a value of 3.472. The value of $t_{\text{count}} > t_{\text{table}}$, namely $3.472 > 2.042$. Based on the guidelines for statistical test assessment, if $t_{\text{count}} < t_{\text{table}}$, If H_0 is accepted, it indicates that there is no discernible disparity in the learning outcomes of Pancasila Education between the experimental and control classes. Conversely, if $t_{\text{count}} > t_{\text{table}}$, if H_0 is rejected, it indicates that there is a significant disparity in the learning results of Pancasila Education between the experimental class and the control class. The hypothesis test decision indicates that the utilization of the picture and picture learning model, with the assistance of the Pancasila Board, has a significant impact on student learning outcomes in the Pancasila Education subject, specifically in understanding Pancasila as a life value. All assumptions are satisfied and there is a significant influence of utilizing the Pancasila Board in picture and picture learning, as demonstrated by improved learning outcomes.

Discussion

From the research data that has been analyzed, the average obtained at the control class meeting is 69.40. This shows that students' abilities about the material tested are still very low because the media used are monotonous. During the learning process in the control class, the emphasis is primarily on textbooks, and professors predominantly rely on the lecture technique. The outcomes of the experimental class, which received treatment in the form of learning via the Pancasila Board media, differ significantly when compared to other classes. After receiving treatment for two sessions of the learning process in the experimental class, the average posttest score in the experimental class was 75.55. Upon comparing the average posttest results of the two classes, it is evident that the experimental class has achieved higher learning outcomes than the control class. This phenomenon can occur due to the use of the picture and picture learning model in the experimental class, which is supported by the Pancasila Board. This approach necessitates increased student engagement and activity during the learning process.

Students are divided into small groups of 3 to 5 people. Each student then answers one question on the question paper posted on the board. In group work, this is done so that students can exchange ideas with their group members so that each individual can understand the material of Pancasila as the value of life. In the control class, students experienced learning activities using learning materials in the form of textbooks and whiteboards by following the lecture method, so students often only listened passively while absorbing the lesson. Students' activities mainly consisted of taking notes and occasionally asking

questions. Activities that only listen and take notes can cause boredom for students, causing students to not pay attention to the lessons being taught.

From the two learning activities discussed above, it can be understood that in learning by using the picture and picture learning model assisted by the Pancasila Board, students get a deeper learning experience so that they get better learning outcomes on the material of Pancasila as the value of life compared to the lecture learning method.

CONCLUSION

The findings of the data analysis and discussion presented in the preceding chapters demonstrate that employing appropriate media and strategies for learning will undoubtedly yield more gratifying learning outcomes. Utilizing the Pancasila Board medium and employing suitable instructional approaches can effectively enhance student motivation and ultimately lead to improved outcomes in Pancasila Education. The experimental group achieved a superior mean score compared to the mean score of the control group. The experimental class had a mean score of 78,568, whereas the control class achieved a mean score of 69,417. The validity test yielded 8 incorrect responses out of a total of 30 questions. Furthermore, the reliability test shows that the calculation results using the conbrach's alpha formula, which is 0,892. Then the data in the validity test class is reliable, because the coefficient from the calculation results is greater than 0,7, namely $0,892 > 0,7$. Furthermore, the results obtained through the normality test on the distribution of the control class and experimental class are 0,017 and 0,147. So that the data distribution is said to be normal, because the value of the tcount table. In the homogeneity test. shows that this study has homogeneous data because it obtained a test value of $f = 1.051$. In accordance with the basis for decision making in the Homogeneity Test, namely if the value of $f_{\text{count}} < f_{\text{table}}$, then the data is classified as homogeneous. The picture and picture learning model assisted by the Pancasila Board learning media can produce better Pancasila Education learning achievement than only relying on conventional learning methods assisted by textbooks and blackboards, with the statistical results of the t test of 3,472. So if $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected which means there is a difference in learning outcomes of Pancasila Education in the experimental class and control class. And the average value of posttest results from class IV B using the Picture and Picture learning method assisted by Pancasila Board learning media is greater than class IV A only using conventional learning methods with textbook and whiteboard learning media, namely $78,568 > 69,417$.

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