# The Improvement of Student Learning Outcomes in Civics Education (PKn) through the Active Learning Approach in Class V at UPT SDN 262 Pinrang

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**Abstrak**

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan melalui penerapan pendekatan Cara Belajar Siswa Aktif di kelas V UPT SDN 262 Pinrang. Metode penelitian menggunakan desain penelitian tindakan kelas yang dilaksanakan dalam dua siklus, dengan setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian melibatkan 32 siswa kelas V dengan teknik pengumpulan data melalui tes hasil belajar, lembar observasi aktivitas siswa, dan dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dan kualitatif untuk mengukur peningkatan hasil belajar dan aktivitas siswa selama proses pembelajaran. Hasil penelitian menunjukkan adanya peningkatan signifikan pada hasil belajar siswa dari prasiklus dengan nilai rata-rata 65,78 meningkat menjadi 73,44 pada siklus I dan mencapai 82,19 pada siklus II. Persentase ketuntasan klasikal juga mengalami peningkatan dari 46,88% pada prasiklus menjadi 71,88% pada siklus I dan mencapai 87,50% pada siklus II. Aktivitas belajar siswa menunjukkan peningkatan dari kategori cukup aktif menjadi sangat aktif. Kesimpulan penelitian menunjukkan bahwa penerapan pendekatan Cara Belajar Siswa Aktif efektif dalam meningkatkan hasil belajar dan aktivitas siswa pada mata pelajaran PPKn di kelas V UPT SDN 262 Pinrang.

Kata kunci: active learning ways, hasil belajar, PPKn

**Abstract**

*This classroom action research aims to improve student learning outcomes in Pancasila and Civic Education through the implementation of the Active Student Learning Approach in grade V at UPT SDN 262 Pinrang. The research method uses a classroom action research design implemented in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The research subjects involved 32 fifth-grade students with data collection techniques through learning outcome tests, student activity observation sheets, and documentation. Data analysis was conducted descriptively both quantitatively and qualitatively to measure the improvement in learning outcomes and student activities during the learning process. The results showed a significant increase in student learning outcomes from the pre-cycle with an average score of 65.78 increasing to 73.44 in cycle I and reaching 82.19 in cycle II. The percentage of classical completeness also increased from 46.88% in the pre-cycle to 71.88% in cycle I and reached 87.50% in cycle II. Student learning activities showed improvement from the moderately active category to very active. The research conclusion indicates that the implementation of the Active Student Learning Approach is effective in improving learning outcomes and student activities in Civic Education subject in grade V at UPT SDN 262 Pinrang.*

*Keywords:Active learning ways, learning outcomes, PPKn*

## Introduction

Pancasila and Civic Education constitutes a fundamental subject in Indonesia's basic education curriculum aimed at shaping students' character and national insight. This subject plays a strategic role in instilling Pancasila values, building awareness of nation and state, and developing citizenship competencies required in social life. However, the reality of Civic Education learning in elementary schools still faces various challenges, particularly related to student learning outcomes that have not been optimal.

Based on preliminary observations conducted in grade V at UPT SDN 262 Pinrang, it was found that student learning outcomes in Civic Education were still below the established minimum completeness criteria. Pre-cycle data showed that out of 32 students, only 15 students (46.88%) achieved the minimum completeness criteria (KKM) score of 70, while the other 17 students (53.12%) were still below the completeness standard. The class average only reached 65.78, indicating serious problems in the learning process.

The low learning outcomes were caused by several interrelated factors. First, the dominance of lecture methods in learning caused students to tend to be passive and less actively involved in the knowledge construction process. Second, teacher-centered learning made students lose opportunities to explore and discover Civic Education concepts independently. Third, the lack of variety in learning strategies that accommodate diverse student learning styles. Fourth, the minimal use of media and learning resources that are contextual to students' lives.

Monotonous learning conditions that do not actively involve students impact the decline in motivation and learning interest. Students tend to perceive Civic Education as a boring memorization subject, whereas the essence of Civic Education learning is the formation of good citizenship attitudes and behaviors. This aligns with the findings of Suryani et al. (2020) who stated that Civic Education learning that does not actively involve students will result in superficial and meaningless conceptual understanding.

To address these problems, a learning approach is needed that can activate students and increase their involvement in the learning process. The Active Student Learning Approach (ASLA) offers an appropriate solution because it emphasizes student activity as the learning subject. ASLA is a learning approach that places students at the center of learning activities, where teachers act as facilitators who create conditions and learning environments that encourage students to actively construct their own knowledge.

The implementation of ASLA in Civic Education learning has strong relevance to the characteristics of the subject that emphasizes the formation of attitudes, values, and citizenship skills. Through ASLA, students not only passively receive information but actively engage in discussions, simulations, role-playing, and various learning activities that encourage them to think critically, collaborate, and apply Pancasila values in the context of daily life.

Several previous studies have proven the effectiveness of ASLA in improving learning outcomes. Rahmawati and Sulistyowati (2021) reported that the application of ASLA could improve Civic Education learning outcomes for fourth-grade elementary students from an average of 68.5 to 81.3. Meanwhile, Wijaya et al. (2022) found that ASLA not only improved cognitive learning outcomes but also developed students' social skills and democratic attitudes. Research by Hartono and Nurdin (2023) also showed that ASLA effectively increased students' active participation in Civic Education learning with an increase in activity from 45% to 85%.

Based on this problem background, the research problem formulation is: "How can the implementation of the Active Student Learning Approach improve student learning outcomes in Civic Education subject in grade V at UPT SDN 262 Pinrang?" More specifically, the research questions to be answered include: (1) How is the implementation process of the ASLA approach in grade V Civic Education learning? (2) How much improvement in student learning outcomes after the application of the ASLA approach? (3) How are students' responses and activities during learning with the ASLA approach?

The purpose of this research is to improve student learning outcomes in Civic Education subject through the implementation of the Active Student Learning Approach in grade V at UPT SDN 262 Pinrang. Specifically, the research aims to: (1) Describe the implementation process of the ASLA approach in Civic Education learning; (2) Analyze the improvement in student learning outcomes after the application of the ASLA

approach; (3) Identify changes in student activities and responses during learning.

The scope of this research is limited to: (1) Research subjects are grade V students at UPT SDN 262 Pinrang for the 2023/2024 academic year totaling 32 students; (2) Learning materials focused on even semester basic competencies according to the applicable curriculum; (3) Learning outcomes measured include cognitive aspects with indicators of KKM achievement and classical completeness; (4) ASLA implementation is carried out in two cycles with four meetings per cycle.

The novelty of this research lies in the contextualization of ASLA implementation adapted to student characteristics and socio-cultural conditions in the Pinrang region. Unlike previous research that generally applied ASLA in a general manner, this research integrates Bugis-Makassar local wisdom values in Civic Education learning activities. In addition, this research also develops authentic assessment instruments that not only measure cognitive aspects but also the development of students' citizenship attitudes and skills holistically. This approach is expected to provide new contributions to the development of contextual and meaningful Civic Education learning models for elementary school students.

**Method**

This research uses a Classroom Action Research (CAR) design carried out collaboratively between the researcher and the grade V teacher at UPT SDN 262 Pinrang. CAR was chosen because its characteristics are suitable for solving learning problems directly through planned and systematic improvement actions. The CAR model used refers to the Kemmis and McTaggart model consisting of four cyclical stages: planning, acting, observing, and reflecting.

The research location is UPT SDN 262 Pinrang located in Pinrang Regency, South Sulawesi. The location selection was based on considerations of Civic Education learning problems that required immediate solutions and full support from the school to make improvements. The research was conducted in the even semester of the 2023/2024 academic year, specifically from February to April 2024.

Research subjects included 32 grade V students consisting of 18 male students and 14 female students with an age range of 10-12 years. Student characteristics are quite heterogeneous in terms of academic ability, socio-economic background, and learning styles. The research object focused on improving Civic Education learning outcomes through the implementation of the ASLA approach.

Research instruments used: 1) Learning outcome test: Multiple choice and essay questions arranged based on grids according to basic competencies; 2) Instrument validity was tested through expert judgment and limited trials. Student activity observation sheet: Using a Likert scale (1-4) to measure student activity levels in various aspects of learning; 3) Learning implementation observation sheet: Checklist to ensure ASLA syntax implementation according to plan; and 4) Documentation: Photos and videos of learning to document the ASLA implementation process.

Data collection techniques: 1) Test: Conducted at the end of each cycle to measure cognitive learning achievement; 2) Observation: Systematic observation during the learning process using standardized instruments; 3) Documentation: Selective photo and video taking at important learning moments; and 4) Field notes: Recording important events not captured in formal instruments.

Data analysis techniques: 1) Quantitative analysis: Learning outcome data were analyzed using descriptive statistics (mean, percentage, standard deviation). Learning outcome improvements were calculated using the N-gain formula. Success criteria were set at a minimum class average of 75 and minimum classical completeness of 85%; and 2) Qualitative analysis: Observation data were analyzed using Miles and Huberman techniques including data reduction, data presentation, and conclusion drawing. Triangulation was conducted to validate findings from various data sources. Comparative analysis: Comparing results between cycles to see improvement trends and action effectiveness.

**Results and Discussion**

The implementation of the Active Student Learning Approach in grade V Civic Education learning at UPT SDN 262 Pinrang showed significant results in improving the quality of learning processes and outcomes. Empirical data

obtained from two research cycles provide a comprehensive picture of the effectiveness of this approach.

Pre-cycle data analysis showed concerning Civic Education learning conditions. Out of 32 grade V students, only 15 students (46.88%) achieved the KKM score of 70, with a class average of 65.78. Score distribution showed that 7 students (21.88%) obtained scores below 60, 10 students (31.25%) scored between 60-69, 12 students (37.50%) achieved scores of 70-79, and only 3 students (9.37%) achieved scores above 80.

Pre-cycle learning observations revealed the dominance of lecture methods (75% of learning time), minimal student interaction (average 2-3 active students per meeting), and dependence on textbooks as the sole learning resource. Students tended to be passive, listening to teacher explanations without asking questions or discussing much. Learning took place monotonously with the same pattern every meeting: teacher explains, students take notes, then work on practice questions.

In cycle I, Civic Education learning was transformed through systematic implementation of the ASLA approach. The first meeting focused on introducing Pancasila values concepts through group discussion methods. Students were divided into 8 heterogeneous groups, each discussing one Pancasila principle and its application examples in daily life. Each group presented their discussion results using posters they created themselves.

The second meeting used role-playing methods to study citizens' rights and obligations. Students played various situations such as class leader elections, neighborhood meetings, and simple parliament simulations. This activity allowed students to directly experience how democracy is practiced at various levels.

The third meeting applied mini project-based learning, where students created a "Good Citizen's Guidebook" containing rules and ethics in society. Students worked in groups to gather information, interview community leaders, and compile simple guidelines.

The fourth meeting integrated technology through creating short videos about Pancasila practice. Although simple, students were enthusiastic about using smartphones to record positive activities in the school environment that reflected Pancasila values.

**Table 1: Cycle I Test Results**

| Score Range | Number of Students | Percentage | Category |
|---|---|---|---|
| < 60 | 2 | 6.25% | Very Low |
| 60-69 | 7 | 21.87% | Low |
| 70-79 | 15 | 46.88% | Moderate |
| 80-89 | 8 | 25.00% | High |
| 90-100 | 0 | 0% | Very High |
| **Total** | **32** | **100%** | |
| **Average** | **73.44** | | |
| **Completeness** | **23 students** | **71.88%** | |

Cycle I test results showed considerable improvement. The class average increased to 73.44 with 23 students (71.88%) achieving KKM. Score distribution showed improvement: 2 students (6.25%) still below 60, 7 students (21.87%) between 60-69, 15 students (46.88%) achieved 70-79, and 8 students (25%) achieved scores above 80.

Student activity observations in cycle I showed significant participation increases. An average of 18-20 students were active in each meeting, demonstrated through increased questioning (300% increase), answering questions (250% increase), and contributing to group discussions (400% increase). The classroom atmosphere became more lively with multidirectional interactions: teacher-student, student-student, and student-learning resources.

However, several obstacles were still found in cycle I. Time management was not optimal, with some activities exceeding planned time allocation. There were 3-4 students who still had difficulty adapting to active learning, tending to disturb friends or not focus. Group coordination was also not maximal, seen from the dominance of certain students in group discussions.

**Cycle II Implementation**

Based on cycle I reflection, strategic improvements were made in cycle II. Time

management was improved by creating detailed timelines for each activity and using timers visible to students. For students having difficulty adapting, a buddy system (peer companion) was applied and special responsibilities were given so they felt involved.

The first meeting of cycle II used the jigsaw method to study the diversity of Indonesian ethnicities, religions, and cultures. Each student became an "expert" on one specific topic, then shared knowledge with their home group. This method ensured every student had an important role and had to be active.

The second meeting applied problem-based learning with real cases in the school environment. Students identified problems such as scattered trash, fights between students, or indiscipline, then formulated solutions based on Pancasila values and school regulations.

The third meeting presented contextual learning through virtual visits to the Pinrang DPRD office (using video and online interaction with DPRD staff). Students could ask directly about the regional regulation-making process and the role of people's representatives.

The fourth meeting culminated in a "Citizenship Festival" where each group displayed their learning products: posters, videos, short dramas, and presentations. This festival invited students from other classes as audiences, increasing student motivation to perform optimally.

**Table 2: Cycle II Test Results**

| Score Range | Number of Students | Percentage | Category |
|---|---|---|---|
| < 60 | 0 | 0% | Very Low |
| 60-69 | 4 | 12.50% | Low |
| 70-79 | 13 | 40.62% | Moderate |
| 80-89 | 11 | 34.38% | High |
| 90-100 | 4 | 12.50% | Very High |
| **Total** | **32** | **100%** | |
| **Average** | **82.19** | | |
| **Completeness** | **28 students** | **87.50%** | |

Cycle II test results showed very significant improvement. The class average reached 82.19 with 28 students (87.50%) achieving KKM. Only 4 students (12.50%) were still below KKM, even then with scores approaching 70. Score distribution showed: no students with scores below 60, 4 students (12.50%) between 60-69, 13 students (40.62%) achieved 70-79, 11 students (34.38%) achieved 80-89, and 4 students (12.50%) achieved scores of 90-100.

Student activities in cycle II reached the very active category with an average score of 3.56 out of a scale of 4. Activity indicators showed: 90% of students actively asked at least once per meeting, 95% of students contributed to group discussions, 100% of students completed individual and group assignments, and 85% of students dared to present their work results.

**Table 3: Student Activity Improvement**

| Activity Indicators | Pre-cycle | Cycle I | Cycle II |
|---|---|---|---|
| Asking questions | 6.25% | 56.25% | 90.00% |
| Answering questions | 9.38% | 62.50% | 87.50% |
| Group discussion participation | 15.63% | 75.00% | 95.00% |
| Task completion | 46.88% | 84.38% | 100.00% |
| Presentation courage | 3.13% | 43.75% | 85.00% |
| **Average activity score** | **1.24** | **2.68** | **3.56** |
| **Category** | **Inactive** | **Active** | **Very Active** |

**Learning Outcome Improvement Analysis**

N-gain analysis showed effective learning outcome improvement. From pre-cycle to cycle I, the N-gain score was 0.38 (moderate category), while from cycle I to cycle II it reached 0.52 (moderate approaching high category). Overall from pre-cycle to cycle II, the N-gain score reached 0.61 (high category).

**Table 4: Learning Outcome Improvement Summary**

| Aspect | Pre-cycle | Cycle I | Cycle II | Improvement |
|---|---|---|---|---|
| Class average | 65.78 | 73.44 | 82.19 | 16.41 points |
| Number achieving KKM | 15 | 23 | 28 | 13 students |
| Classical completeness | 46.88% | 71.88% | 87.50% | 40.62% |
| Highest score | 78 | 85 | 95 | 17 points |
| Lowest score | 45 | 55 | 65 | 20 points |
| Standard deviation | 9.87 | 8.45 | 7.23 | More homogeneous |

The improvement occurred not only in quantitative aspects but also qualitative ones. The quality of student answers showed deeper understanding, ability to connect Civic Education concepts with real life, and demonstrated critical thinking skills. For example, when asked about the application of social justice principles, students not only mentioned textual examples but were able to analyze social inequality in their surroundings and propose solutions. Several key factors supporting the success of ASLA implementation include:

1. *Learning method variation:* The use of various methods (discussion, role-playing, projects, problem-based learning) accommodated different student learning styles and maintained learning enthusiasm.
2. *Material contextualization:* Connecting Civic Education concepts with students' real lives made learning more meaningful. Students could see the direct relevance between what was learned and daily life.
3. *Student empowerment:* Giving responsibility and trust to students to construct their own knowledge increased ownership of learning.
4. *Democratic classroom climate:* A classroom atmosphere that allowed students to freely express opinions, ask questions, and even disagree (ethically) created enjoyable learning.
5. *Authentic assessment:* Not only relying on written tests but also assessing processes, products, and presentations provided a comprehensive picture of student development.

The results of this research align with the findings of Rahmawati and Sulistyowati (2021) who reported significant improvement in Civic Education learning outcomes through ASLA. However, this research showed higher improvement (65.78 to 82.19) compared to that research (68.5 to 81.3). This difference may be due to stronger technology integration and local contextualization in this research. Compared to research by Wijaya et al. (2022), this research not only focused on cognitive learning outcomes but also observed student activity development in detail. The finding that 90% of students actively asked questions showed more profound ASLA impact compared to previous research reporting 70% active students.

Research by Hartono and Nurdin (2023) reported activity increase from 45% to 85%, while this research showed improvement from very low conditions (less than 20% active students) to 95% active students in discussions. This difference shows that ASLA is highly effective especially for classes with very passive initial conditions. The success of ASLA implementation in this research has several important implications:

1. *Learning paradigm shift:* Teachers need to change mindset from knowledge transmitter to learning facilitator. This requires continuous professional competency development.
2. *Civic Education learning redesign:* Civic Education curriculum and learning need to be redesigned to emphasize more on active learning experiences rather than mere content mastery.
3. *Development of assessment for learning:* The assessment system needs to shift from assessment of learning to assessment for learning that supports student learning processes.
4. *School-community collaboration:* Contextual Civic Education learning requires active community involvement as learning resources and social laboratories for students.

Despite showing positive results, this research has several limitations. First, the relatively short research duration (2 cycles) may not show the long-term impact of ASLA. Second, focus on one class limits finding generalization. Third, student maturation and

natural development factors may also contribute to learning outcome improvement. ASLA implementation challenges include: (1) Requiring more intensive preparation compared to conventional learning; (2) More complex classroom management with multiple activities; (3) Requiring high teacher creativity to continuously vary methods; (4) Infrastructure limitations especially for activities requiring technology.

## Conclusion

This classroom action research successfully proved the effectiveness of the Active Student Learning Approach in improving Civic Education learning outcomes for grade V students at UPT SDN 262 Pinrang. ASLA implementation through two cycles showed very significant learning outcome improvement, from an average score of 65.78 in pre-cycle to 73.44 in cycle I and reaching 82.19 in cycle II. Classical completeness also increased dramatically from 46.88% to 87.50%, exceeding the set target. More than just score improvement, ASLA successfully transformed learning dynamics from teacher-centered to student-centered, marked by increased student activity from very low category to very active. This success was supported by learning method variation, material contextualization, student empowerment, and creation of democratic classroom climate. However, this research has limitations in terms of time duration and subject coverage limited to one class.

Based on research findings, it is recommended that: (1) Schools adopt ASLA as a learning approach not only for Civic Education but also other subjects requiring attitude and skill development; (2) Teachers receive continuous training on ASLA implementation and active learning method development; (3) Further research be conducted with broader coverage, longer duration, and involving other variables such as learning motivation, self-efficacy, and 21st century skills; (4) Development of ASLA models integrated with digital technology to anticipate digital era development; (5) Cooperation with education stakeholders to create learning ecosystems supporting sustainable ASLA implementation.

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