



Effectiveness of Using Norm Bags in Improving Pancasila Learning Outcomes in Grade IV Students at Pengkol 01 Elementary School

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ABSTRACT

This issue stems from learning methods that are less engaging and tend to be monotonous, causing students to become passive and less enthusiastic in class. This study aims to enhance student learning motivation by utilizing a visual learning medium called Norm Pocket. The research employs Classroom Action Research (CAR) conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. Data collection techniques include observation and interviews, while data analysis is performed both qualitatively and quantitatively. Quantitative analysis employs percentage formulas to assess the effectiveness of the media in enhancing student motivation. The results indicate that using the Norm Pocket has a positive impact on students' enthusiasm for learning. In Cycle I, the percentage of motivated students was 50%, which increased to 75% in Cycle II. This improvement demonstrates that the Norm Pocket is effective in creating an enjoyable learning atmosphere, supporting the achievement of learning objectives in Pancasila Education. Therefore, the Norm Pocket is a viable and innovative alternative learning medium for use in primary schools.

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1. INTRODUCTION

Education is the primary foundation for forming individuals who are characterized as intelligent and capable of competing in the future (Rahmat, 2016). Education aims to create a supportive atmosphere where learners feel comfortable and motivated to engage in learning actively, enabling them to develop their full potential (Ratnaningsih & Nastiti, 2018). As teachers, we certainly understand the conditions and background of each learner better. Not infrequently, we encounter students who tend to be passive during learning, especially in the subject of Pancasila Education (Suratman, 2018).

Pancasila education is a subject that plays a role in shaping the character and personality of students (Natalia & Saingo, 2023). Through this learning, the fundamental values of Pancasila can be instilled in students, enabling them to grow into citizens who are faithful, responsible, and love their country. Learning about Pancasila in class often feels less interesting for students, as it tends to be theoretical and monotonous. As a result, their enthusiasm for learning becomes low. Therefore, it is important to use learning media that can revive their enthusiasm for learning (Febryana et al., 2023).

Based on observations made by the teacher during teaching and learning activities, it was found that the enthusiasm for learning among fourth-grade students of SD N Pengkol 01 in the subjects of Pancasila Education was relatively low. By utilizing learning media Bags of Norms, it is hoped that students' enthusiasm for learning in Pancasila Education subjects, particularly in the material on Forms of Norms and Rules in Daily Life, will increase. Learning media play an important role in stimulating the spirit of learning. The use of simple visual media can also help students understand the material more easily, making learning more meaningful (Ikrom et al., 2025).

Based on previous research, learning media have been proven to help increase students' learning motivation. Research conducted by Cahyati & Rhosalia (2020) showed that the use of image media can increase students' enthusiasm for learning mathematics. In Cycle I, the level of achievement in students' learning enthusiasm reached 74.58%, while in Cycle II, this figure increased to 89.58%. This study aims to enhance the learning enthusiasm of fourth-grade students at Elementary School Pengkol 01 in their Pancasila Education lessons by utilizing the Norm Bag media. Through this research, it is hoped that students' enthusiasm for learning will increase, and the Bag of Norms media can be used effectively as a tool that motivates students to be more enthusiastic in learning.

2. METHODS

This research employs the Classroom Action Research (PTK) method, which is conducted directly in the classroom with the primary objective of enhancing the quality of learning. The research process was conducted in stages through several cycles, each involving four main steps designed to achieve better results. The stages begin with action planning, which is then implemented in classroom learning activities. After the action is taken, the following process involves observation of its implementation. The final step is reflection, which involves analyzing the data obtained during the implementation of the action to evaluate its success and determine the next step for improvement (Arikunto, 2012).

This research focuses on Pancasila Education subjects, specifically material on Forms of

Norms and Rules in Daily Life, in class IV at Elementary School Pengkol 01, which consists of 24 students, 10 boys and 14 girls. In learning, the Norm Bag Media is used to help the learning process. This research aims to support teachers' professional development, thereby increasing students' enthusiasm for learning through targeted steps. Additionally, this research offers learners opportunities to express their opinions, both individually and in groups.

This research consists of four stages in each cycle, namely planning, implementation, observation, and reflection. Data were obtained through observation, interviews, and documentation. After that, the data obtained were analyzed qualitatively and quantitatively. To measure the effectiveness of using Kantong Norma media in increasing students' learning motivation, the data from the questionnaire were processed and presented in percentage form (Ratnaningsih & Nastiti, 2018).

Quantitative data analysis was conducted using student observation sheets. To determine learning outcomes, instruments such as multiple-choice tests and short-answer tests were used, along with evaluations provided by teachers. The test results were then calculated in percentage form using the formula from (Satriani, 2016):

$$\text{Average Score Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

The observation scores obtained from all students are classified based on the categories according to (Syafitri et al., 2023) as follows:

Table 1. Observation Score Categories

Score Range (%)	Category
81-100	Very good
61-80	Good
41-60	Simply
21-40	Less

In addition, individual absorption is calculated using Purwanto's formula (Syafitri et al., 2023):

$$NP = \frac{R}{Sm} \times 100$$

Description:

- NP: Expected percentage value
- Raw scores obtained by learners
- SM: Ideal maximum score of the test
- 100= Constant

Meanwhile, the classical learning completeness of fourth-grade students of Elementary School Pengkol 01 in Pancasila Education subjects is calculated using the formula from (Satriani, 2016):

$$\text{Classical of Students who passed} = \frac{\text{Number of students who passed}}{\text{Total number of students}} \times 100\%$$

3. RESULTS AND DISCUSSION

Based on the researcher's observations of teacher and student activities during Pancasila Education learning using the Norm Bag media, it is evident that positive developments have occurred. In cycles I and II, student activities and the way teachers teach using this media show an increase that falls into the good category. Additionally, the percentage of teacher activity in the learning process falls into the good category. Thus, it can be concluded that learning Pancasila Education using the Kantong Norma media is effective.

3.1. Pre-Cycle

This research begins with a pre-cycle stage to understand the initial conditions of the learning process at Elementary School Pengkol 01. Researchers observed the course of learning and analyzed the learning outcomes of Pancasila Education in grade IV students. Based on the results of observations, it is known that in learning Pancasila Education, educators have never utilized the Norm Bag media.

The use of visual learning media encourages students to be more active in their learning. Pre-cycle result data is presented in the following table:

Table 2. Pancasila Education Learning Outcomes of Pre-Cycle Class IV Students

No.	Indicator	Value
1	Number of learners	24
2	Learners who completed their study	10
3	Students who have not completed their learning	14
4	Percentage of classical completion	42%
5	Percentage of classical incompleteness	58%
6	Average value	72

Based on the data in the table, only 42% of students achieved learning completeness, specifically 10 out of 24 students. The average score obtained by students is 72, while the Minimum Completion Criteria (KKM) for Pancasila Education subjects at SD N Pengkol 01 is set at 75. Therefore, it is necessary to make improvement efforts to help improve students' learning outcomes.

3.2 Cycle I

In implementing the first cycle, the researcher utilized the Bag of Norms media to teach material about values in daily life as part of the Pancasila Education learning process. This activity was conducted in two meetings. Initially, researchers prepared all learning tools, including teaching modules, teaching materials, learning media, LKPD, and evaluation sheets. Learning begins with opening activities that include prayer, attendance, and providing initial motivation to students. Then, the core activities begin with sparking questions, followed by the presentation of relevant learning videos. After that, learners are divided into groups to

work on the Candy Norm LKPD and present the results of their discussions.

During the learning process, active students are given appreciation through the use of the Norm Bag, which is a bag containing cards with positive norms in line with Pancasila. The purpose of providing the Norm Bag is to enhance students' learning outcomes in the subject of Pancasila, specifically about norms. Based on observations in the first cycle, the learning outcomes of some students were still low. However, the use of the Norm Bag media has proven to be quite effective in improving the learning outcomes of fourth-grade students at Elementary School Pengkol 01 in the subject of Pancasila Education.

The evaluation data in this cycle is presented in the following table:

Table 3. Learning Outcomes of Pancasila Education Students in Class IV Cycle I

No.	Indicator	Value
1	Number of learners	24
2	Learners who completed their study	12
3	Students who have not completed their learning	12
4	Percentage of classical completion	50%
5	Percentage of classical incompleteness	50%
6	Average value	76

Based on the data in the table, the level of classical completeness has reached 50%, but it has not met the targeted percentage of completeness in this study, which is 65%. Therefore, further action is needed in Cycle 2, considering that 12 students have not yet met the Minimum Completion Criteria (KKM) in Pancasila Education subjects.

3.3 Cycle II

In the implementation of the second cycle, researchers again utilized Pancasila Education learning through the Norm Bag media, focusing on the application of Pancasila values in everyday life, just as was done in the first cycle. This cycle was carried out in two meetings. In the planning stage, researchers and collaborators discussed finding solutions to the various challenges encountered in the previous implementation. Researchers also prepared teaching tools, which included teaching modules, teaching materials, learning media, student worksheets (LKPD), and evaluation sheets. The teaching modules and evaluation sheets that were prepared were customized to accommodate students' abilities and characteristics, allowing for optimal learning. The learning process followed the flow outlined in the teaching module, progressing from the introduction stage to the core part and concluding with the closing. In this second cycle, student engagement improved significantly compared to the first cycle. Learners who were previously more passive began to show enthusiasm for learning and obtained better results. This improvement occurred because the Norm Bag media used was quite interesting and fun, thus helping students understand the material more easily.

The results of observations during Cycle 2 showed that student learning outcomes improved significantly. The data on student test results are presented in the following table.

Table 4. Learning Outcomes of Pancasila Education Students in Class IV Cycle II

No.	Indicator	Value
1	Number of learners	24
2	Learners who completed their study	18
3	Students who have not completed their learning	6

No.	Indicator	Value
4	Percentage of classical completion	75%
5	Percentage of classical Incompleteness	25%
6	Average value	80

Based on the data displayed in the table, it can be concluded that the use of the Bag of Norms media in learning Pancasila Education has had a positive impact on students' learning outcomes. Classical completeness reached 75%, with 18 students having reached the KKM and six students still not. In the reflection stage, the researcher analyzed and compared the results from the first and second cycles to assess the extent to which the learning outcomes of fourth-grade students at SDN Pengkol 01 had improved and whether these results were achieved by the predetermined success criteria. The analysis results showed that the percentage of completeness increased from 50% in the first cycle to 75% in the second cycle. Improvement: This has met the success indicators determined in the study, so the action was stopped at cycle 2. The test results data are presented in the following table.

Table 5. Results of Assessment of Pancasila Education Learning Outcomes of Class IV Students

No.	Indicator	Pre Cycle	Cycle I	Cycle II
1	Class average	72	76	80
2	Learners who completed learning	10	12	18
3	Learners who have not yet completed learning	14	12	6
4	Percentage of completion of classical	42%	50%	75%
5	Percentage classical incompleteness	58%	50%	25%

Based on the data shown, using Norm Bag media in teaching Pancasila Education to grade IV students at SD Negeri Pengkol 01 has proven to be quite effective in enhancing student learning outcomes. The level of learning completeness reached 75%, indicating improvement compared to the results of the first cycle. Additionally, the rise in class average scores further supports that the Norm Bag media is a practical and applicable teaching strategy for helping students better understand Pancasila Education material. This media not only impacts cognitive aspects but also creates a more fun and interactive learning environment. Students appear more enthusiastic, focused, and less easily bored during lessons, making the learning process more effective.

The effectiveness of Norm Bag's media aligns with various international research findings that confirm interactive and contextual learning media can significantly enhance student learning outcomes and motivation. For example, the development of interactive learning media has been shown to enhance understanding of the concept of citizenship and improve actual student learning outcomes (Rachmadtullah et al., 2018; Setiyadi et al., 2019). Story-based media, such as comics and picture books, have also proven effective in conveying Pancasila values in an engaging and easy-to-understand manner for elementary school students (Astri & Rahman, 2021). Additionally, digital media such as video tutorials and interactive multimedia are known to significantly boost students' motivation to learn through a pleasing multisensory and visual approach (Martiani & Tetep, 2018; Neacsu & Bucuroiu, 2020).

Therefore, incorporating Norm Bag's media into Pancasila Education helps improve students' academic performance while also boosting their emotional engagement and interest in learning. This aligns with 21st-century learning principles that emphasize an active, engaging, and meaningful approach.

4. CONCLUSION

This study demonstrates that the use of Kantong Norma media in Pancasila Education learning for grade IV students at Pengkol 01 Elementary School has significantly improved student learning outcomes. The completion rate increased from 50% in cycle 1 to 75% in cycle 2, indicating that Kantong Norma media is effective in supporting the achievement of learning objectives. As a form of reward and reinforcement of values, Kantong Norma improves student learning outcomes. Overall, this study demonstrates that interactive and enjoyable learning using Kantong Norma media can enhance learning outcomes, improve academic achievement, and foster a more meaningful learning environment. Therefore, this medium is highly suitable for use as a learning medium to improve learning outcomes in Pancasila.

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