



The Development of Pancasila Bingo Card Media to Increase Students' Learning Interest and Learning Outcomes

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Abstract

Low student interest and achievement in Pancasila education at the elementary level remain a major challenge, primarily due to monotonous and less innovative learning media, highlighting the need for more interactive and engaging approaches. This study aims to develop and examine the feasibility and effectiveness of the Pancasila Bingo Card media in improving learning interest and outcomes of fourth-grade students at SDN 1 Karekan in the topic of "The Meaning of Pancasila in Society." Pancasila Bingo Card media is an interactive educational game designed to make learning enjoyable and engaging for elementary school students. The research applied the ADDIE development model, including the analysis, design, development, implementation, and evaluation stages. Data were collected through observation, interviews, validation questionnaires, learning interest questionnaires, pre-tests, and post-tests. The results reveal that the Pancasila Bingo Card media is highly feasible, as evidenced by validation results from material experts (91.6%) and media experts (96.6%). Moreover, the media effectively increased students' learning interest (87%) and learning outcomes, with t-tests exhibiting significant differences and a high category of n-gain scores. The Pancasila Bingo Card media is highly feasible and effective in enhancing students' learning interest and outcomes. Educators can use this media as an innovative solution to address low learning interest and improve students' understanding of Pancasila Education in the future.

Keywords:

Learning Interest, Learning Outcomes, Pancasila Bingo Card, Pancasila Education

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Abstrak

Rendahnya minat dan prestasi siswa dalam pendidikan Pancasila di tingkat sekolah dasar masih menjadi tantangan utama, sebagian besar disebabkan oleh media pembelajaran yang monoton dan kurang inovatif, menyoroti kebutuhan akan pendekatan yang lebih interaktif dan menarik. Penelitian ini bertujuan untuk mengembangkan dan menguji kelayakan dan efektivitas media Kartu Bingo Pancasila dalam meningkatkan minat dan hasil belajar siswa kelas IV SDN 1 Karekan pada materi “Makna Pancasila dalam Kehidupan Bermasyarakat.” Media Kartu Bingo Pancasila merupakan permainan edukatif interaktif yang dirancang untuk membuat pembelajaran menjadi menyenangkan dan menarik bagi siswa sekolah dasar. Penelitian ini menggunakan model pengembangan ADDIE, yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui observasi, wawancara, angket validasi, angket minat belajar, pre-test, dan post-test. Hasil penelitian menunjukkan bahwa media Kartu Bingo Pancasila sangat layak, dibuktikan dengan hasil validasi dari ahli materi (91,6%) dan ahli media (96,6%). Selain itu, media ini efektif meningkatkan minat belajar siswa (87%) dan hasil belajar, dengan uji-t yang menunjukkan perbedaan yang signifikan dan skor n-gain yang berkategori tinggi. Media Kartu Bingo Pancasila sangat layak dan efektif untuk meningkatkan minat dan hasil belajar siswa. Pendidik dapat menggunakan media ini sebagai solusi inovatif untuk mengatasi rendahnya minat belajar dan meningkatkan pemahaman siswa terhadap Pendidikan Pancasila di masa depan.

Kata Kunci:

Minat Belajar, Hasil Belajar, Kartu Bingo Pancasila, Pendidikan Pancasila

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INTRODUCTION

Education plays an essential role in developing students' potential through teaching and learning activities. The main goal of these activities is to provide knowledge to students, where learning outcomes serve as a key indicator of students' understanding and the success of the educational process. Learning outcomes refer to the abilities achieved by students after experiencing learning activities (Yandi et al., 2023). High learning outcomes can be achieved when students are interested in learning. This interest encourages students to pay attention to and understand the material being taught. Learning interest plays a significant role in students' development, as high interest leads to active participation in learning and positively influences learning outcomes (Muliani & Arusman, 2022). Therefore, it is important to create a fun and engaging learning environment that captures students' attention, which in turn can improve their learning outcomes.

However, in actual learning practices, particularly in the subject of Pancasila education at the elementary school level, a problem has been identified: low student interest in learning, which negatively affects learning outcomes. This condition is caused by less engaging and monotonous teaching methods, making students less motivated to participate in learning and resulting in passive behavior during class activities (Rismayanti & Wibawa, 2024).

Therefore, developing engaging learning media is crucial to make learning activities more varied and interesting, while also enhancing students' motivation and interest in participating in the learning process (Azizatunnisa et al., 2022). Previous studies have shown that learning interest influences learning outcomes. The higher the students' learning interest, the better their learning outcomes (Fatimah et al., 2023; Prananda & Hadiyanto, 2022; Setiawan et al., 2022).

Based on observations and interviews conducted at SD N 1 Karekan, Banjarnegara Regency, several issues were uncovered in the learning process, such as students' lack of focus, low participation in class activities, poor learning outcomes, especially in Pancasila

education and monotonous learning activities that relied heavily on textbooks. These problems highlight the importance of using interactive and varied teaching methods to create a more enjoyable learning environment. To create a fun learning atmosphere, there is a need for innovative learning media that can increase students' interest and improve their learning outcomes (Siregar, 2022). Engaging learning media not only boosts students' enthusiasm but also enhances their understanding of the material, leading to better learning outcomes (Auliya et al., 2023; Nursella, 2024). Learning media also serves as a tool that helps bridge the teacher's explanation to students' understanding, making the learning process more effective and efficient (Nanda et al., 2024).

Learning media, in fact, plays an important role in creating an attractive and effective classroom environment, increasing students' interest in learning (Naffi'an et al., 2024). One type of media with the potential to create an enjoyable learning environment is game-based media. This is due to the fact that elementary school students generally enjoy playing games, so integrating games into the learning process can provide a more engaging and fun experience (Sari et al., 2021; Septianing et al., 2024). A practical and easy-to-use game-based media in learning is card media, such as bingo, which can actively increase students' involvement and motivation throughout the learning process (Nurlaelisah et al., 2023; Rahmasari, 2021).

Hence, the development of the Pancasila Bingo Card in this study is designed as an interactive game to encourage active student participation in learning activities. This media development is based on previous studies on using bingo games in history lessons, which found that bingo games can increase students' engagement in learning (Oktiani & Hastuti, 2020). Other findings also indicate that using bingo games can improve students' learning outcomes (Saputri et al., 2024). Moreover, research using Roulette Bingo in Indonesian language learning has demonstrated high validity and positive student responses (Kusumaningtyas et al., 2025; Mutmainnah et al., 2022).

Additionally, bingo has been shown to improve vocabulary acquisition in English

lessons for elementary and early childhood students (Khasanah et al., 2024; Rahmah & Permanik, 2023). Its effectiveness is also evident in mathematics education, where bingo enhances student learning outcomes and engagement (Hidayati et al., 2022; Nuraidah et al., 2023). Furthermore, bingo contributes to better conceptual understanding and academic achievement in citizenship education and Islamic religious studies (Derfi et al., 2023) and increased knowledge and attitudes toward balanced nutrition (Almira et al., 2022). These findings confirm that bingo is an adaptive, interactive, and effective learning medium across various subjects. However, research on the development of bingo card media in Pancasila education at the elementary school level remains limited, particularly on the topic of “The Meaning of Pancasila in Society.”

Based on the explanation above, this research is crucial to conduct in order to explore the development of game-based bingo learning media in Pancasila Education subjects at the elementary school level. Therefore, this study aims to develop a feasible and effective Pancasila Bingo Card media to improve the learning interest and learning outcomes of fourth-grade students at SDN 1 Karekan, Banjarnegara Regency, in the Pancasila education subject, specifically on the topic of “The Meaning of Pancasila in Society.”

METHODS

The research method used in this study is Research and Development (R&D). The development model applied is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, the researchers gathered information to identify learning needs through a needs assessment questionnaire. The design phase involved creating the concept for the Pancasila Bingo Card media, including selecting materials and developing questions. Next, in the development phase, subject matter experts and media experts produced and validated the media to ensure its feasibility. During the implementation phase, the media was tested in the classroom to observe students' responses to its application. The evaluation phase was then conducted to determine the effectiveness of the media when used in the learning process.

The systematic stages of the ADDIE development model are illustrated in Figure 1.

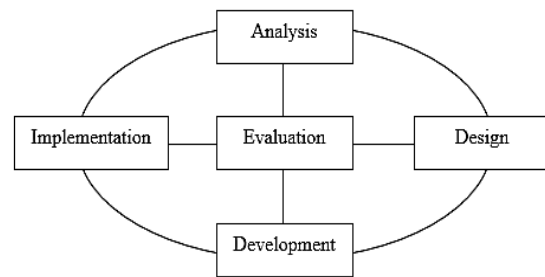


Figure 1. The ADDIE Development Model

This study involves two types of data: qualitative and quantitative. Qualitative data were obtained through direct classroom observations and interviews with the fourth-grade teacher to gather in-depth information about the learning process and identify students' needs. Meanwhile, quantitative data were collected through validation questionnaires completed by media and content experts to assess the feasibility of the developed learning media based on several aspects (see Table 1 and Table 2). In addition, quantitative data were also obtained from students' learning interest questionnaires and pre-test and post-test results completed by 24 fourth-grade students to measure the improvement in learning outcomes before and after using the Pancasila Bingo Card media.

Table 1. Material Expert Assessment

Assessment Aspects	Max. Score
Learning	24
Language	12
Presentation	24
Total Score	60
Total Percentage	100%

Table 2. Media Expert Assessment

Assessment Aspects	Max. Score
Learning	20
Display	24
Language	8
Application	8
Total Score	60
Total Percentage	100%

Next, data analysis refers to the techniques used by the researchers to evaluate the validation results regarding the feasibility of the Pancasila Bingo Card media and to analyze its effectiveness using the T-Test and N-Gain. To determine the feasibility of the media, it can be calculated using the following formula.

$$NP = \frac{R}{SM} \times 100\%$$

Information:

NP = the desired percent value
R = the value obtained
SM = maximum value

Table 3. Eligibility Criteria

Percentage Criteria	Percentage Criteria
76–100%	Very Worthy
51–75%	Worthy
26–50%	Worthy Enough
0–25%	Less Worthy

Next, to determine the effectiveness of the media, it can be calculated using the N-gain test with the following formula.

$$N - Gain = \frac{Posttest\ score - Pretest\ score}{Maximum\ score - Pretest\ score}$$

Table 4. Criteria for Average Improvement (Gain)

N-Gain Score	Category
$N\text{-gain} \geq 0.07$	Low
$0.03 < N\text{-gain} < 0.07$	Medium
$N\text{-gain} \leq 0.03$	High

RESULTS AND DISCUSSION

The development of the Pancasila Bingo Card media was designed to create an enjoyable learning environment that helps students understand the material being taught. The development of this media in this study followed the ADDIE development model, with the development stages, including the analysis stage. In this stage, interviews with the class teacher, observation of classroom activities, and the completion of teacher and student needs questionnaires were conducted. These

activities were carried out to identify issues occurring in the learning process. Based on the results of these activities, it was found that the learning outcomes in the Pancasila education subject were still relatively low. This was due to the students' low interest in learning, and the learning activities were primarily focused on the teacher's book. In classroom activities, many students were seen talking while the teacher explained, indicating a lack of interest in the lesson. Furthermore, based on the student needs questionnaire, it was revealed that most fourth-grade students required learning media to support their learning and aid in understanding the material. This provided the basis for the researchers to develop the Pancasila Bingo Card learning media to be applied to the material on "The Meaning of Pancasila in Society," aligning with the students' needs.

The second stage is the design stage. In this stage, the design of the Pancasila Bingo Card media was carried out by adjusting to the students' needs, learning achievements, and learning objectives related to the material on "The Meaning of Pancasila in Society." The Pancasila Bingo Card media consists of several components: the game board, 25 question cards, 20 knowledge cards, 3 reverse cards, and 3 bonus star cards. The content of this media focuses on the topic "The Meaning of Pancasila in Society", covering the understanding of each principle of Pancasila and its application in family, school, and community settings. Students were divided into two groups and took turns drawing cards; those who answered correctly placed a star on the game board until one group formed a complete line. The uniqueness of this media lies in the combination of gameplay and learning, which creates an active, enjoyable, and participatory classroom atmosphere. This interactive approach not only helps students grasp the material cognitively but also provides a meaningful learning experience through engaging activities.

The third stage is the development stage. In this stage, the process of creating the media based on the design that has been made was carried out. The results of the development of the Pancasila Bingo Card media can be seen in Figure 2 and Figure 3.



Figure 2. Pancasila Bingo Game Board



Figure 3. (a) Question Cards; (b) Knowledge Cards; (c) Reserve Cards; (d) Star Bonus Cards

In the development stage, the feasibility of the Pancasila Bingo Card media was also assessed by content and media experts through a media validation questionnaire. The results of the feasibility assessment of the Pancasila Bingo Card media provided by the content and media experts can be seen in Table 5 and Table 6.

Table 5. Result of Material Expert Assessment

Assessment Aspects	Max. Score	Score
Learning	24	24
Language	12	10
Presentation	24	21
Total Score	60	55
Nilai Percent	100%	91.6%
Criteria	Very Feasible	

Table 6. Result of Media Expert Assessment

Assessment Aspects	Max. Score	Score
Learning	20	20
Display	24	23
Language	8	8
Application	8	7
Total Score	60	58
Nilai Percent	100%	96.6%
Criteria	Very Feasible	

Based on the results of Tables 5 and Table 6, it can be seen that the content expert's assessment of the Pancasila Bingo Card media received a percentage of 91.6%, while the media expert's assessment obtained a percentage of 96.6%. The development of the Pancasila Bingo Card media was rated as very feasible by both the content and media experts, indicating that the developed media is highly suitable for implementation in classroom learning.

The fourth stage is the implementation stage. At this stage, the media developed and validated by experts was tested by applying it in classroom learning. The purpose of this trial was to determine whether the media could be implemented effectively and whether it could improve students' learning interest and learning outcomes. The trial was conducted in a fourth-grade class at SDN 1 Karekan, involving 24 students as respondents.

At the beginning of the lesson, students were given a pre-test consisting of 25 multiple-choice questions to assess their prior knowledge. The teacher then used the Pancasila Bingo Card media during the learning process. After the lesson, students completed a learning interest questionnaire containing 10 statements. At the end of the session, students were also given a post-test

with questions equivalent to those in the pre-test to measure their learning improvement. The results of the pre-test and post-test are presented in Figure 4.

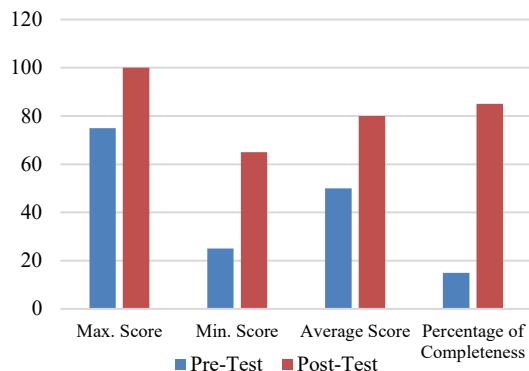


Figure 4. Results of the Pre-Test and Post-Test Learning Outcomes

Based on the data in Figure 4, the average score increased from 53 in the pre-test to 81 in the post-test. This indicates an improvement in students' understanding after participating in learning activities using the Pancasila Bingo Card media. Then, the results of the learning interest questionnaire are presented in Table 7.

Table 7. Results of the Students' Learning Interest Questionnaire

Questionnaire	Percentage	Criteria
Learning Interest Questionnaire	87%	Highly Feasible

According to the data in Table 7, the results of the questionnaire on students' interest in learning achieved 87% percentage, indicating that students' interest in learning using the Pancasila Bingo Card media is very high.

The last stage in this development model is the evaluation stage. In this stage, the data from the pre-test and post-test results were analyzed to determine the effectiveness of the Pancasila Bingo Card media in improving students' learning outcomes. This study used the Shapiro-Wilk normality test to test the pre-test and post-test data for data distribution. The data from the Shapiro-Wilk normality test are presented in Table 8.

Table 8. Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	0.935	24	0.124
Post-test	0.964	24	0.534

Based on the results of the Shapiro-Wilk normality test in Table 8, it was found that the pre-test significance value was 0.124, and the post-test was 0.534. The criteria used in this normality test are that if the significance value is more than 0.05, the data is declared normally distributed. In contrast, the data is declared abnormally distributed if the significance value is less than 0.05. Hence, it can be concluded that this study's pre-test and post-test data are normally distributed. Because both data sets were normally distributed, the next paired t-test was carried out to determine whether using the Pancasila Bingo Card media affected student learning outcomes.

The t-test results revealed a difference in the average pre-test and post-test with a significance value (2-tailed) of 0.001. In the paired t-test, the significance value (2-tailed) of less than 0.05 indicates a significant difference between the pre-test and post-test scores. In comparison, the significance value (2-tailed) of more than 0.05 denotes no significant difference between the pre-test and post-test scores. From these data, it can be concluded that using the Pancasila Bingo Card media affected student learning outcomes as evidenced by the significance (2-tailed) value of 0.001, meaning a significant difference between the pre-test and post-test scores. After it was known that there was a significant difference between the pre-test and post-test scores, the N-gain test was then carried out to determine how much the average increase in pre-test and post-test scores is. The N-Gain test was used to measure learning improvement proportionally, providing a more accurate and fair assessment of instructional effectiveness. The results of the N-gain test are shown in Table 9.

Table 9. N-Gain Result

	N	Min	Max	Mean	Std. Dev
N-Gain	24	0.44	1.00	0.6041	0.14545

The N-gain test results in Table 9 revealed that the N-gain value was 0.14545, indicating that it was more than 0.07, which is included in the high category. This indicates that the effective application of the Pancasila Bingo Card media significantly improved the learning outcomes of fourth-grade students in Pancasila Education.

Discussion

The results of the data analysis indicate that the Pancasila Bingo Card media for the topic of “The Meaning of Pancasila in Society” received very positive evaluations from experts and is therefore considered suitable for use in learning activities. The novelty of this research lies in the integration of game-based learning specifically designed for Pancasila Education, which has not been widely explored in previous studies. This media combines educational content with interactive gameplay, providing a fresh and engaging approach to teaching civic values. Several factors support this feasibility. The Pancasila Bingo Card media increased students’ active participation during the learning process (Masrohah et al., 2019). This active participation help reduce boredom and improve students’ focus during classroom activities (Ekatushabe et al., 2021; Azhari, 2023). In addition, using the Pancasila Bingo Card media also encouraged more intensive interaction and cooperation, both among students and between students and teachers. This aspect contributed to increasing students’ learning motivation (Morales-Sánchez et al., 2021).

Further, the Pancasila Bingo Card media is suitable for use in the classroom because it has been proven effective in increasing students’ learning interest. Game-based learning is an approach that can enhance student interest and engagement in the learning process while also promoting better understanding and creating a more enjoyable learning experience (Hidayat et al., 2023). The Pancasila Bingo Card requires students to actively participate in the learning process through play, which can reduce boredom and improve focus and material retention. Using interactive media that aligns with students’ characteristics also helps capture their attention during learning activities (Saputra,

2023). As learning interest increases, students are more likely to pay attention to what is being taught, facilitating easier comprehension of the material (Bakri et al., 2022; Zebua et al., 2024). Previous research has also demonstrated that using bingo games in learning can significantly increase students’ interest in learning (Tambunan & Rahman, 2023; Tarigan et al., 2021). As such, this study contributes to educational media by showing how combining gameplay and content enhances motivation and learning outcomes, which can be adapted for other subjects.

Also, the Pancasila Bingo Card media is appropriate to be implemented in the learning process, as it effectively improves students’ learning outcomes. The findings of this study indicate that selecting the right learning media impacts not only teachers but also students’ academic achievement. Appropriate learning media can make learning more engaging, easier to understand, and enhance students’ learning outcomes (Rambe & Erika, 2025; Wulandari et al., 2023). Using the Pancasila Bingo Card creates a more interactive learning environment, which helps students stay enthusiastic throughout the lesson. This enthusiasm contributes to increased student activity during the learning process (Chahyadi et al., 2024). In such conditions, students are more likely to understand the presented material. Previous studies also found that using bingo-based media increased student engagement, improved learning outcomes, and made learning more enjoyable (Safitri & Marlina, 2020).

Based on the results of this study, it can be concluded that the development of the Pancasila Bingo Card media effectively increased both learning interest and learning outcomes of fourth-grade students on the topic of “The Meaning of Pancasila in Society.” This conclusion is supported by previous studies, which reported that using bingo games in learning can enhance students’ motivation and academic achievement.

Nonetheless, this study is limited to the subject of Pancasila Education, specifically the topic of “The Meaning of Pancasila in Society” for fourth-grade students at the elementary level. This study implies that the Pancasila Bingo Card media developed can facilitate students’ engagement in the learning process.

Future research should test the media in other subjects, grades, and formats, including digital versions, to assess broader impact.

CONCLUSION

The study results uncover that the Pancasila Bingo Card learning media for Pancasila Education, specifically on the topic of “The Meaning of Pancasila in Society” for fourth-grade students, is feasible to be used in classroom learning. This is evidenced by expert evaluations from both content and media experts regarding the development of the Pancasila Bingo Card media. The learning interest questionnaire results indicate high student interest in learning using this media. The paired t-test results also demonstrate a significant difference in student learning outcomes before and after using the Pancasila Bingo Card in learning activities. Furthermore, the N-gain test results exhibit a high average increase in learning outcomes. Thus, it can be concluded that the Pancasila Bingo Card media effectively improve students’ learning interest and learning outcomes. The media can be an innovative solution for educators, especially primary school teachers, to make Pancasila education more interesting. This medium can be widely applied to increase student engagement, thereby creating a positive impact on their understanding of Pancasila values.

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