

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

IMPROVING THE PROCESS AND LEARNING OUTCOMES OF PANCASILA EDUCATION USING THE NUMBERED HEADS TOGETHER COOPERATIVE MODEL ASSISTED BY ANIMATION MEDIA

Riska¹, Abdulah², Nurlev Avana³

Universitas Muhammadiyah Muara Bungo Indonesia^{1,2,3}

Email: sandiariska212001@gmail.com¹, bdulahmpd63@gmail.com²
avananurlev10@gmail.com³

Received: 06-08-2025
Revised: 07-08-2025
Accepted: 20-08-2025

Abstract

This research was motivated by the low student participation and suboptimal learning outcomes in the Pancasila Education subject for Grade V students at SDN 130/II Pasir Putih. The learning process tended to be monotonous as it relied solely on textbooks, without the support of engaging instructional media. To address this issue, the study aimed to improve the learning process and student outcomes by implementing the cooperative learning model of the Numbered Heads Together (NHT) type assisted by animation media. This study is a Classroom Action Research (CAR) conducted in two cycles. Each cycle consisted of two meetings, covering the stages of planning, implementation, observation, and reflection. The research subjects were 20 fifth-grade students. Data were collected through teacher and student activity observations, as well as learning outcome tests, and analyzed using both quantitative and qualitative methods. The results of the study showed a significant improvement in both the learning process and outcomes. Teacher activity observation scores increased from 76% in the first cycle to 95.8% in the second cycle. Student activity also improved from 70.8% to 91.7%. Furthermore, the number of students who achieved a score of ≥ 70 increased from 12 students (60%) in the first cycle to 17 students (85%) in the second cycle. Thus, it can be concluded that the implementation of the Numbered Heads Together model assisted by animation media is effective in enhancing the quality of the learning process and outcomes in Pancasila Education.

Keywords: NHT Model, Animation Media, Pancasila Education

(*) Corresponding Author: Riska/

INTRODUCTION

Education is a fundamental aspect in the development of a nation, as it enables individuals to develop their potential, skills, and character necessary for life in society. One of the subjects that plays an important role in shaping the character and personality of students from an early age is Pancasila Education. This subject not only aims to provide an understanding of the foundations of the national ideology, but also to instill moral values, nationalism, and a sense of patriotism in students. Thus, Pancasila Education plays a role in shaping a young generation with strong character and a clear sense of national identity (Kadir, 2018).

According to Dewi et al. (2023), Pancasila as the foundation of the state, a way of life, and the nation's ideology must be internalized in national and civic life. The Ministry

of Education, Culture, Research, and Technology (MoECRT), through the Merdeka Belajar (Freedom to Learn) initiative, is committed to prioritizing Pancasila Education as part of strengthening the profile of Pancasila Students. In the Merdeka Curriculum, Pancasila Education aims to shape students who are faithful, devoted to God Almighty, possess noble character, have global diversity awareness, work collaboratively, are independent, think critically, and are creative. In schools, Pancasila Education is applied through civic learning practices based on Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of *Bhinneka Tunggal Ika* (Unity in Diversity), and a commitment to the Unitary State of the Republic of Indonesia. The subject serves to shape, guide, and nurture students into good citizens with the character traits of Pancasila Students, directing them to become faithful, devout to God Almighty, critical thinkers, collaborative, globally-minded, independent, and creative individuals.

Currently, Pancasila Education faces various complex challenges in its implementation across educational levels. As a subject intended to shape students' character and personality, it should be an inseparable part of the education process. However, field realities show that there are still many obstacles that need to be addressed to make this subject more effective in building students' character (Grashella et al., 2023).

One of the main problems faced in teaching Pancasila Education is the lack of student interest in the subject. Many students perceive it as boring and unengaging. This is largely due to the conventional and non-interactive teaching methods that still dominate. Lecture-based methods often make students feel bored and uninterested in exploring Pancasila values. As a result, students tend to study only to meet academic requirements, without truly internalizing the values in their daily lives (Putriningsih, 2021).

In addition, many teachers still struggle to teach Pancasila Education in engaging and relevant ways. Some have limited understanding of innovative teaching methods and lack access to training in more interactive instructional strategies. The lack of competence in developing creative learning media also presents a significant obstacle. In today's digital era, the integration of technology into teaching can be an effective solution to improve student understanding. Unfortunately, few teachers are capable of integrating technology into Pancasila Education, leading to monotonous and outdated teaching practices.

Based on a preliminary classroom observation conducted by the researcher on November 5–6, 2024, in Grade IV at SDN 130/II Pasir Putih, it was found that low student participation in the learning process was one of the main issues in teaching Pancasila Education at the elementary level. Many students were not actively involved in the learning process, whether in asking questions, participating in discussions, or expressing opinions. Moreover, students' understanding of the material was often limited due to conventional and unvaried teaching methods. Monotonous methods such as lectures and individual assignments with minimal interaction caused boredom and decreased motivation to learn. Consequently, students became passive and disengaged in learning.

The lack of student participation was also influenced by the limited use of methods that promote interaction and collaboration among students. Teacher-centered learning resulted in students becoming passive recipients of information, with little opportunity for critical thinking or developing social skills. As a result, they not only struggled to understand the material but also lacked the confidence to express their thoughts and engage in discussions, leading to poor learning outcomes.

Table 1

**Midterm Exam Scores in Pancasila Education for Grade V Students at SDN 130/II
Pasir Putih**

No	Name	(KKKTP)	Score	Mastery Status
1	AC	70	60	Not Achieved
2	AK	70	80	Achieved
3	AA	70	75	Achieved
4	AP	70	80	Achieved
5	AR	70	75	Achieved
6	AN	70	60	Not Achieved
7	AZ	70	65	Not Achieved
8	DA	70	70	Achieved
9	DB	70	80	Achieved
10	FR	70	60	Not Achieved
11	IA	70	65	Not Achieved
12	MI	70	80	Achieved
13	MC	70	65	Not Achieved
14	MA	70	60	Not Achieved
15	NS	70	70	Achieved
16	NH	70	70	Achieved
17	PP	70	65	Not Achieved
18	PI	70	70	Achieved
19	RK	70	60	Not Achieved
20	SM	70	70	Achieved
TOTAL SCORE			1,380	
AVERAGE SCORE			69	
STUDENTS ACHIEVING KKTP			11 (55%)	
STUDENTS NOT ACHIEVING KKTP			9 (45%)	

source: Grade IV Teacher, SDN 130/II Pasir Putih

The table above shows that student learning mastery remains low. Only 11 students (55%) reached the Minimum Mastery Criteria (KKTP), while the remaining 9 students (45%) had not yet achieved it. Those who did not meet the standard showed difficulties in responding to teacher explanations, expressing opinions, asking questions, collaborating in groups, and summarizing material.

Another issue is the lack of engaging and age-appropriate learning media for elementary school students. Many teachers still rely on text-based and lecture methods without integrating technology or other interactive media. Yet, in today's digital era, the use of technology-based instructional media—such as animation, interactive videos, and educational games—can significantly enhance student comprehension. Animation media, for instance, can present abstract concepts visually, making them easier for students to understand, more engaging, and more memorable.

To address these various issues, innovations in learning models are needed to improve student engagement and comprehension. One such model is Numbered Heads Together (NHT). According to Aprido et al. (2024), this cooperative learning model emphasizes group collaboration and individual accountability in completing learning tasks. In NHT, students are divided into small groups, with each member assigned specific roles and responsibilities. Students actively discuss the material within their groups and work together to solve tasks before presenting their group's results to the class.

The Numbered Heads Together model offers several advantages over conventional teaching methods. First, it increases student engagement, as learners are encouraged to participate actively in group discussions. Second, NHT promotes collaboration and peer support in understanding the material, making it easier for students to grasp new concepts. Third, the model enhances students' social skills, including communication, teamwork, and respect for others' opinions. Therefore, implementing the Numbered Heads Together model can create a more interactive and enjoyable learning environment (Apduludin, 2021).

Besides choosing the appropriate learning model, the use of instructional media is also essential in improving teaching effectiveness. The application of animation media in teaching has shown a strong influence on students in terms of attention, interest, motivation, and more. Animation can present material visually and interactively, making it easier for teachers to explain concepts and helping capture students' interest due to its unique and engaging nature (Nazmi, 2021)..

RESEARCH METHOD

This type of research is classroom action research (CAR), which is carried out in several cycles. Arikunto et al. (2020) also state that classroom action research is a type of research that describes both the process and the outcomes, with the aim of improving the quality of learning:

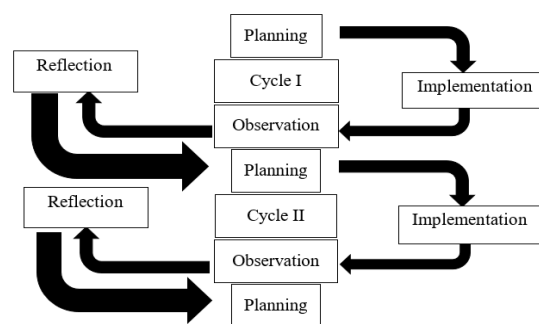


Figure 1. Classroom Action Research Procedure Source (Arikunto, 2017)

This research will be conducted in Grade IV at SD Negeri 130/II Pasir Putih, focusing on the subject of Pancasila Education. SD Negeri 130/II Pasir Putih is one of the primary education units located in Pasir Putih Sub-district, Rimbo Tengah District, Bungo Regency, Jambi Province. This research will be conducted in the second semester of the 2024–2025 academic year. The scheduling is based on the academic calendar for the 2024–2025 school year, as classroom action research (CAR) requires multiple cycles that necessitate an effective learning process in the classroom. This classroom action research was carried out in the 2025/2026 academic year, during the odd semester, at SDN 130/II Pasir Putih in Grade V for the Pancasila Education subject. The total number of students was 20, consisting of 9 male students and 11 female students. The object of this research is the improvement of the learning process and outcomes in Pancasila Education through the implementation of the Cooperative Learning Model of the Numbered Heads Together (NHT) type in Grade V at SDN 130/II Pasir Putih.

RESEARCH RESULTS AND DISCUSSION

Teaching Activities from the Educator's Perspective

Teaching activities from the educator's perspective showed a significant improvement from Cycle I to Cycle II. In the first cycle, the teacher's implementation of the learning process was not yet fully optimal. Although the NHT model had been applied, the teacher appeared somewhat hesitant in managing group discussion time and providing balanced feedback to each group. However, in Cycle II, the teacher demonstrated improved skills in delivering the material, facilitating discussions, and giving appreciation for

students' contributions. This was reflected in observational data of educator activity, which increased from 83.33% to 94.44% (categorized as "very good").

According to Slavin (2005), cooperative learning models, including the NHT type, are effective when teachers can create a collaborative and interactive learning environment. The teacher is not merely a transmitter of information, but also a facilitator who guides students to engage in active and independent learning. This finding aligns with research by Alfiyanti and Erita (2023), which showed that the teacher's implementation of the learning process improved from 70.83% in Cycle I to 95.83% in Cycle II when using the NHT model, also positively impacting student engagement. Data collection techniques were carried out using test sheets, observation sheets, and documentation. The data analysis technique used in this study was data reduction.

Student Learning Process

The student learning process throughout the study also demonstrated positive changes. In the first cycle, several students remained passive during group discussions, lacked confidence in expressing their opinions, and did not yet exhibit high learning motivation. However, in the second cycle, student participation increased significantly. They became more actively engaged in discussions, showed enthusiasm in answering questions, and collaborated more effectively within their groups. Based on observational data, the number of students in the "Very Good" and "Good" categories increased, while those in the "Fair" and "Poor" categories decreased significantly.

This finding is consistent with Lie (2008), who stated that cooperative learning encourages students to assist one another in understanding the material, while also fostering individual and group responsibility. The use of animation media further supported this improvement by enhancing students' attention and engagement, as it presented the material in a more visual and appealing manner.

Research conducted by Rasima and Mansurdin (2025) supports this finding, showing that student activity increased from 83.33% in Cycle I, Meeting I to 95.83% in Cycle II due to the systematic implementation of the NHT model. This is also corroborated by Alfiyanti and Erita (2023), who reported an increase in student activity from 66.67% to 91.67%, indicating a substantial improvement in the student learning process.

Learning Outcomes

Student learning outcomes served as the primary indicator of success in this study. In the first cycle, only 60% of students achieved mastery learning, while in the second cycle this figure increased to 85%, meaning that 17 out of 20 students scored above the Minimum Mastery Criteria (KKTP). The class average score also improved, rising from 76.5 in the first cycle to 88.25 in the second cycle. Remarkably, some students even achieved perfect scores (100), which did not occur in the first cycle.

This improvement in learning outcomes demonstrates that the use of the Numbered Heads Together (NHT) learning model assisted by animation media effectively helped students gain a better understanding of the subject matter. This aligns with the findings of Nora et al. (2024), who reported an increase in cognitive learning mastery from 31.81% to

90.90%, and affective learning from 49.49% to 84.08% after applying the NHT model in Pancasila Education.

The results of this study are also consistent with the findings of Rasima and Mansurdin (2025), who observed an increase in knowledge-based learning outcomes from 67.2% to 88%, and in skill-based outcomes from 73.9% to 89%. The overall average student score also improved significantly, from 71.704% to 88.84%.

CONCLUSION

Based on the results of classroom action research conducted over two cycles, it can be concluded that the implementation of the Numbered Heads Together (NHT) cooperative learning model integrated with animation media has successfully improved both the learning process and learning outcomes in Pancasila Education for Grade V students at SDN 130/II Pasir Putih.

1. Learning Process

From the teacher's perspective, improvement was evident in the results of the classroom observation. In the first cycle, the teacher's activity score reached 76% (categorized as sufficient), and increased to 95.8% in the second cycle (categorized as very good). This improvement indicates that the teacher was able to manage the learning process more effectively and variably, especially in facilitating group discussions and utilizing animation media.

From the students' perspective, their engagement in the learning process also showed improvement. In the first cycle, student activity reached 70.8% (categorized as moderately active), increasing to 91.7% in the second cycle (categorized as very active). Students became more involved in expressing opinions, asking questions, and participating in group discussions. This shows that the NHT model effectively encourages student participation and collaboration.

2. Learning Outcomes

Student learning outcomes also improved significantly. In the first cycle, out of 20 students, only 12 students (60%) achieved a score of ≥ 70 (Minimum Mastery Criteria/KKTP), while 8 students (40%) did not meet the criteria. In the second cycle, the number of students who met the KKTP increased to 17 (85%), with only 3 students (15%) still below the standard. This indicates that the use of the NHT model assisted by animation media had a positive impact on students' understanding of the Pancasila Education material.

REFERENCES

- Alfiyanti, D. G., & Erita, Y. (2023). Peningkatan Proses Pembelajaran Pada Mata Pelajaran Pendidikan Pancasila (Pp) Pada Kurikulum Merdeka Dengan Menggunakan Model Cooperative Learning Tipe Numbered Heads Together (Nht) Di Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 1489–1504. <https://doi.org/10.36989/Didaktik.V9i2.824>.
- Apdoludin, K. S., Hamzah, I., Zunarti, R., Nafis, M., & Kurniawan, A. (2023). *Belajar Dan Pembelajaran Berbasis Scientific Approach*. Deepublish Publisher.

- Aprido, Muktar, Andriono, Asister, Tarida, Immanuel, Luvi, A., Manihuruk, L. M. E., Silaban, W., & Sibarani, I. (2024). Model Pembelajaran-Kooperatif. RCI Press.
- Arikunto, S., Suhardjono, & Supardi. (2020). Penelitian Tindakan Kelas. Bumi Aksara.
- Arikunto. (2020). Prosedur Penelitian: Suatu Pendekatan Praktik. Rineka Cipta.
- Dewi, R. K., Sary, K. R. C., & Hanifah, H. (2023). Pendidikan Pancasila. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia.
- Grashella, P. M. F. J. L. P., Putriani, F., Santika, H., Mudhoffar, K. N., & Putri, N. G. A. (2023). Peran Pendidikan Pancasila Dalam Membentuk Karakter Peserta Didik Di Sekolah. Jurnal Kewarganegaraan, Vol. 7 No.
- Kadir, A. (2018). Dasar-Dasar Pendidikan. Jakarta: Kencana Prenadamedia Group.
- Nazmi, M. (2021). Penerapan Media Animasi Untuk Meningkatkan Minat Belajar Peserta Didik Pada Mata Pelajaran Geografi Di SMA PGII 2 Bandung. Jurnal Pendidikan Geografi, 17(1), 48–57.
- Putriningsih, N. K. (2021). Penilaian Hasil Proses Belajar Mengajar. PT.Remaja Rosdakarya.
- Rasima, J., & Mansuridin. (2025). Peningkatan Hasil Belajar Peserta Didik Pada Pembelajaran Pendidikan Pancasila Menggunakan Model Cooperative Learning Tipe Numbered Head Together Di Kelas IV Sd Negeri 15 Ulu Gadut Kota Padang. Asian Journal Of Control. <https://doi.org/10.1002/asjc.903>.
- Rasima, J., & Mansuridin. (2025). Peningkatan Hasil Belajar Peserta Didik Pada Pembelajaran Pendidikan Pancasila Menggunakan Model Cooperative Learning Tipe Numbered Head Together Di Kelas IV Sd Negeri 15 Ulu Gadut Kota Padang. Asian Journal Of Control. <https://doi.org/10.1002/asjc.903>.