

IMPROVEMENT OF PANCASILA EDUCATION LEARNING OUTCOMES THROUGH THE CULTURALLY RESPONSIVE TEACHING APPROACH ASSISTED BY MEDIA RECALLING CARDS IN GRADE IV ELEMENTARY SCHOOL**Dessy Ariska Hendra Permatasari¹, Elly's Mersina Mursidik², Reni Sujianti³**Universitas PGRI Madiun¹, Universitas PGRI Madiun², Sobrah State Elementary School³Dessyariskahp94@gmail.com¹, Elly's Mersina Mursidik@gmail.com², renisujianti@gmail.com³**Keywords**Teaching Responsive
Culture, Memory Cards,
Learning Outcomes**Abstract**

The low results Study students caused by lack of relevance approach learning with background behind culture students. Combination CRT approach with Recalling Card media is designed For give experience learning that is relevant, interactive, and meaningful for students. Research This aiming For increase results Study student class IV Sobrah State Elementary School on the eyes Pancasila Education lessons through approach Teaching Responsive Culture (Culturally Responsive Teaching/CRT) assisted by Recalling Card media.

Study This use method Classroom Action Research (CAR) with approach descriptive qualitative. Subject study is 23 students fourth grade at Sobrah State Elementary School. Data is collected through observation, testing, documentation, and interviews. Research implemented in two cycles, each consisting of from stage planning, action, observation, and reflection. Data analysis techniques used is descriptive qualitative with steps data reduction, data presentation, and conclusion and verification. Research results show existence significant improvement in results Study students. In the cycle first. percentage completeness reached 69.6%, while in the cycle second increase to 86.9%. The CRT approach allows student For understand material through context culture them. while the Recalling Card media helps increase concentration and participation student.

Implications study This is approach Teaching Responsive Culture assisted by Recalling Card media can used as a learning strategy innovative that supports implementation Independent Curriculum. Teachers are advised For integrate aspect culture local in learning For increase relevance and meaningfulness material for students. Research This give contribution important in development method responsive learning to diversity culture in Indonesia.

Writer Correspondence : Dessy Ariska Hendra PermatasariE-mail: Dessyariskahp94@gmail.com**INTRODUCTION**

In the world of global education, one of the challenge main is ensure achievement inclusive and relevant learning with need student from various background behind culture. UNESCO emphasized importance approach education that pays attention diversity culture For support objective sustainability (SDGs), especially on the goals the fourth that prioritizes education quality for all. Approach teaching responsive culture (Culturally Responsive Teaching/CRT) has become solution recognized innovation in a way international For overcome gap in results learning (Suardi F, 2024).

In Indonesia, the challenges faced in Pancasila Education is lack of relevance learning with context local students. Many teachers are still use method conventional, so that student difficult understand the values of Pancasila in general applicable. In fact, Pancasila Education is essential moral and ideological foundations for formation character nation. According to

Safitri, (2024), the CRT approach is capable of increase results Study Because give room for student For to hook material learning with experience culture they.

Urgency study This based on the importance increase results learn Pancasila Education through appropriate approach with need students. Recalling Cards, as an interactive and visual - based learning medium, can help student understand concepts abstract in Pancasila Education in general concrete. Combination The CRT approach with Recalling Card media provides experience interesting and relevant learning for student school base (Dinila S, 2024).

Study previously show effectiveness various method learning in increase results learning. For example, the Problem Based Learning (PBL) approach applied by(Hanun, 2023) succeed increase results learning Pancasila Education in grade V of elementary school. In addition, it Ambarwati, (2023)also emphasizes that You can use flash card media increase understanding student to the concept of Pancasila. However, research that combines CRT approach and Recalling Card media still limited, especially at the level of school base class IV.

Az-zahroh, (2023) mention that based approach culture own relevance tall in implementation Independent Curriculum, because push student For understand values nationality through perspective local . More further research Cahyati et al. (2024) showed that the PBL model is capable increase achievement Pancasila Education learning with give relevant challenges in a way contextual to student.

Study This offer approach new with combining CRT and Recalling Card media as a learning strategy innovative. In the context of Independent Curriculum, approach This in accordance with Spirit based learning projects and exploration culture local (Cholilah, 2023). Lesnussa A, (2024) show that combination of CRT and card media can increase activity learning, but its implementation in Pancasila Education still need exploration more carry on .

Study This aiming For Identifying effectiveness approach teaching responsive culture in increase results learning Pancasila Education at school base Class IV. Evaluating Use of Recalling Card media as tool help interactive learning. Providing recommendation strategic for teachers in implement learning CRT based and Recalling Card according to with Independent Curriculum.

RESEARCH METHOD

Study This use type Classroom Action Research (CAR) which aims to For increase results Study student through Culturally Responsive Teaching (CRT) approach with Recalling Card media. According to (Nilam S, 2023), PTK is research designed For repair practice learning that takes place in class through a series cycle action.

The approach used in study This is descriptive qualitative. Research This focuses on data collection in the form of description of learning process and results Study students. Approach This relevant For describe impact integrated CRT approach with Recalling Card media in increase results Study student class IV (Hardikarini D, 2024).

Population study is all over student class IV at Sobrah State Elementary School, District Wungu, Regency Madiun. Research sample This consists of from 23 students selected class IV purposive sampling based on availability and participation they in the learning process that becomes subject research. Selection sample This in line with recommendation Lesnussa A, (2024)who suggested use sample representative in study based on class.

Data collection techniques in study This includes : Observation , Conducted For monitor activity Study student during the learning process use CRT approach and Recalling Card media. Test, Test evaluation done at the end every cycle For measure improvement results Study students. Documentation, Data in the form of photos, video recordings , and documents results Study student collected For support analysis. Interview, Used For get information more deep from teachers and students related experience learning with methods applied Dinila S, (2024).

Data analysis techniques used in study This is descriptive qualitative, with steps as following : Data Reduction , Data obtained through observation, testing, documentation, and interviews reduced For focusing on relevant information. Data Presentation, Data is presented in form tables, diagrams and narratives descriptive For make it easier Interpretation.

Conclusion and Verification, Conclusions are drawn based on analysis of data that has been compiled and verified through data (Suardi F, 2024) triangulation .

Study This done in two cycles, where each cycle consists of from four Stages : Planning, Designing plan learning that combines CRT and Recalling Card media. Action, Execute learning in accordance plan. Observation, Observing implementation learning and response Students. Reflection, Analyzing results observation and test For determine step improvements to the cycle next (Safitri, 2024). Research methods This designed For answer problem Pancasila Education learning in class IV as well as give solution innovative through CRT based approach cultural and interactive.

RESULTS AND DISCUSSION

In this study, the initial stage was carried out by the researcher by conducting an initial test/cognitive diagnostic test to determine the basic abilities possessed by students. The approach used was the Culturally Responsive Teaching approach assisted by Recall Cards, initial data was obtained based on the results of diagnostic tests carried out by 23 students, there were a total of 9 students who succeeded reach KKM score that has been set is 75, while 14 students who scored below the KKM are 60.8%. This can be seen in the table below.

Table 1. Pre-cycle learning outcomes

MOH	Number of students	Percentage	Group
$\geq$	9	40%	complete
$\leq$	14	60.8%	Not finished yet

Based on the table, it shows that the learning outcomes of grade 4 students in the Pancasila Education subject. In relation to this, learning innovations are needed that can attract students' attention to concentrate more and understand the material by using the *Culturally Responsive Teaching approach assisted by Recalling Card* learning media. Culturally Responsive Teaching Approach is a solution for teachers to facilitate cultural diversity and strengthen their understanding of their cultural identity through the integration of the culture around students with the material being taught. So that students not only succeed in understanding the subject matter, but can also add to their cultural identity. Meanwhile, to help facilitate students in concentrating on learning, they can use learning media in the form of *Recalling Cards* which contain information about the identity of the Indonesian people, the aim of which is for students to easily understand the differences in the identity of the Indonesian nation through memorizing cards, each of which consists of an identity in a region in Indonesia.

Cycle 1

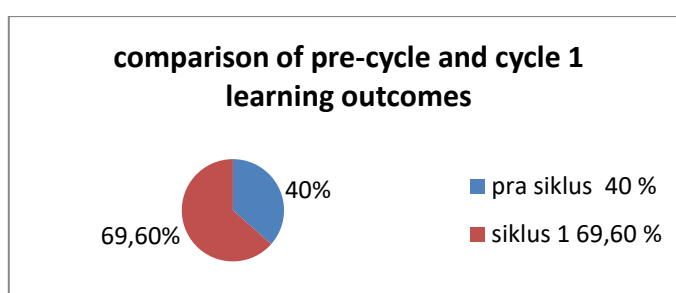
In cycle 1, it is an effort to improve student learning outcomes by using *Culturally Responsive Teaching* In this cycle 1 activity, students' enthusiasm in learning can be seen from the responses given by students when the teacher provides material on the identity of Indonesian society which is linked to the cultural identity of students by presenting material that is integrated with the surrounding culture, as well as providing evaluation questions that are integrated with the culture around students. Students can provide feedback in the form of answering teacher questions and explaining the differences in cultural identities around them with those in other areas. However, there are still students who are not fully able to distinguish the identities of people in other areas. This finding shows the effectiveness of *Culturally Responsive Teaching* integrated into the subject. This can be seen from the table presented in detail below.

Table 2. Learning outcomes of cycle 1

Group	Data
Students complete	17
Incomplete students	6
Percentage of completion	69.6%
Highest score	60
Lowest score	50

Based on table 2, it can be seen that the number of students who completed was 17 students. Based on these results, the data in the table shows an increase in the number of students who completed using the *Culturally Responsive Teaching approach* compared to the pre-cycle results of 69.6%. This can be seen in the figure below.

Figure 3. Comparison of pre-cycle and cycle 1



Although there was an increase in the number of students who completed cycle 1, there were still 6 students who did not complete using *Culturally Responsive Teaching*. The researchers observed that students who did not complete had difficulty concentrating and often played with stationery such as pencils and rulers. In addition, some students still did not dare to answer questions given by the teacher.

Cycle 2

After reflecting on the activities of cycle 1, it was found that there were still 6 students who had not completed the material on the identity of the Indonesian nation. This made the researcher make improvements by using the Recalling Card game which was able to make students more concentrated and brave in answering questions and could improve their understanding of the material on the identity of the Indonesian people. This Recall Card is a picture card containing cultural identity in Indonesia. Furthermore, students form groups and each group member takes turns memorizing the memory card to answer questions from the teacher. From the results of playing the recalling card, there was an increase in learning outcomes which are presented in detail below.

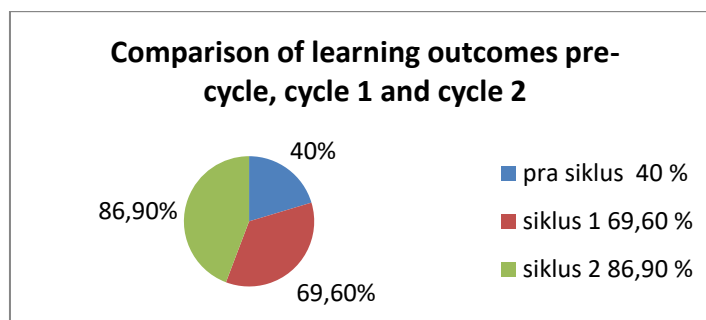
Table 3. Learning Results of Cycle 2

Group	Data
Students complete	20
Incomplete students	3
Percentage of completion	86.9%
Highest score	100
Lowest score	65

From the results of cycle 2 actions, there was an increase in the percentage of completion of Pancasila Education learning from 69.6% in cycle 1 to 86.9% in cycle 2. Actions in cycle 2 showed that with the Culturally Responsive Teaching approach assisted by recalling

card media, it can improve student learning outcomes in Pancasila education subjects. This can be seen in the picture below.

Figure 4. Comparison of pre-cycle, cycle 1 and cycle 2



Based on the diagram above, it can be seen that there is an increase in student learning outcomes, which initially in cycle 1 the percentage of completion was 69.60% increasing in cycle 2 which was 86.90%, this is supported by an increase in the number of students in the complete category from 17 students to an increase of 20 students. The Culturally Responsive Teaching Approach assisted by Recalling Card media can improve learning outcomes in Pancasila Education subjects because students can learn according to their cultural identity and by playing Recalling Cards in the form of cards containing the identity of the people in Indonesia, students are more familiar with the cultural diversity of their people, so that student understanding increases.

CONCLUSION

Study This show that implementation Culturally Responsive Teaching (CRT) approach assisted by Recalling Card media significant can increase results Study student class IV in Pancasila Education learning . Through study action classes held in two cycles, it is seen existence improvement percentage completeness results Study from cycle First to cycle Secondly . The CRT approach allows student For to hook material lesson with background behind culture them , so that make learning more meaningful and relevant. Media Recalling Card, which is in the form of card interactive with content culture local, proven effective in increase concentration and participation student during the learning process. With Thus, the combination CRT approach and Recalling Card media can become a learning strategy innovative that can applied in a way wide For repair quality Pancasila Education learning at the elementary level school basic. Research This also provides contribution important in development method learning based on culture in accordance with implementation Independent Curriculum.

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