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Improving Learning Outcomes of Pancasila Education Using Cooperative Learning in SMPN 4 Students of Probolinggo City

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ABSTRACT

Pancasila and Citizenship Education (PPKn) plays an important role in shaping character, understanding of national values, and students' awareness of democracy. However, the learning outcomes of PPKn at SMPN 4 Probolinggo City still show low achievements, with many students not yet reaching the Minimum Completeness Criteria (KKM). This research aims to improve PPKn learning outcomes through the application of *the Cooperative Active Learning* (CAL) model. The research method uses a descriptive quantitative approach by collecting data through observation, questionnaires, and documentation in grade VIII students. The CAL model emphasizes cooperative learning activities in small groups through group discussions, problem-solving, and evaluations so that students play an active role both cognitively and socially. The results of the data analysis showed that there was an increase in student learning outcomes after the implementation of the CAL model compared to before the implementation, both in terms of material understanding and social skills. In addition, students are more motivated, actively discuss, and able to apply PPKn material in the context of daily life. Thus, *the Cooperative Active Learning* model has proven to be effective in improving PPKn learning outcomes while fostering collaboration skills, individual responsibility, and active participation of students. This research is expected to be a practical reference for teachers in choosing innovative learning strategies to improve the quality of PPKn education.

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1. INTRODUCTION

Pancasila education plays an important role in shaping character and instilling national values in students. In addition to learning the basics of the state, these lessons foster a sense of love for the homeland, tolerance, and unity. This kind of goal is in line with the study of civic education which emphasizes that citizenship learning should develop cognitive understanding, affective commitment,

democratic participation, and social responsibility (Johnson & Johnson, 2016; Wood et al., 2018; Álamo-Bolaños et al., 2024).

Pancasila education is one of the most important subjects in the education curriculum in Indonesia, especially at the junior high school (SMP) level. This subject not only serves to introduce the basic values of the state, but also to shape the character and identity of students as the next generation of the nation. In international studies, civic education is understood as a vehicle to develop an understanding of democracy, social responsibility, and student participation in public life (Kosberg, 2024; Johnson & Johnson, 2016). SMPN 4 Probolinggo City, as one of the educational institutions in Indonesia, has a great responsibility in implementing effective Pancasila Education. However, student learning outcomes in this subject often still show unsatisfactory numbers. According to data obtained from the Probolinggo City Education Office, the average score of the final exam for Pancasila Education at SMPN 4 in the 2022/2023 school year only reached 70, even though the standard for graduation set was 75. This shows that there is a need to improve the teaching methods used.

One approach that can be applied to improve student learning outcomes is through the Cooperative Learning method. This method emphasizes cooperation between students in small groups to achieve shared learning goals; theoretically, cooperative learning relies on positive interdependence, individual responsibility, face-to-face promotive interaction, social skills, and group processing (Johnson & Johnson, 2016; Zhou & Colomer, 2024). Meta-analytic and review studies indicate that cooperative and collaborative learning can improve academic achievement when group work is supported by clear goals, interdependence, and individual accountability (Slavin, 2015; Gillies, 2016; Turgut & Turgut, 2018; Ridwan & Hadi, 2022).

In situations where students help and support each other, they are more likely to understand the concepts being taught. Peer interaction in cooperative groups can strengthen cognitive processing, social support, and a sense of responsibility for group achievement (Johnson & Johnson, 2016; Zhou & Colomer, 2024). By applying this method in learning, it is hoped that students can be more active in the learning process, which in turn will increase their understanding of Pancasila Education materials. High student engagement is also associated with better academic achievement and learning well-being (Wong et al., 2024). As a result, students will not only master academic knowledge, but also be able to internalize the values in Pancasila as a guide in their daily lives. Overall, the implementation of Cooperative Learning in the classroom has the potential to create a dynamic and collaborative learning environment, where students not only learn individually, but also build a learning community that supports and strengthens each other. It is important to form a young generation who are not only academically intelligent, but also have good social skills. This mechanism is also supported by studies on collaborative learning and computer-supported collaboration, which show that peer interaction, shared problem solving, and structured group communication are related to better learning performance (Laal & Ghodsi, 2012; Talan, 2021; Saqr et al., 2022).

Based on previous research, the use of cooperative learning has been proven to be effective in improving student learning outcomes at various levels of education. The findings of a second-order meta-analysis show that the cooperative learning model has a positive and moderate influence on student learning outcomes because it creates structured peer support and active learning interaction (Öztürk, 2023; Zhou & Colomer, 2024). Further reviews show that cooperative learning has a positive contribution not only to cognitive achievement, but also to motivation, affective outcomes, and critical thinking across several learning contexts (Fernández-Espínola et al., 2020; Öztürk, 2023; Boke et al., 2025; Güngör et al., 2026).

However, although the cooperative learning method is promising, challenges in its implementation remain. Some teachers may still feel hesitant to switch from the conventional teaching methods they have been using for years. Therefore, it is important to conduct further research on the level of student learning outcomes after the application of this method. This research is expected to provide a clear picture of the effectiveness of cooperative learning in the context of Pancasila Education at SMPN 4 Probolinggo City. By understanding the impact of this method, it is hoped that existing concerns can be addressed, and

teachers can be more confident in applying this approach in the classroom. In addition, the results of the research can also be considered for schools and policy makers in formulating more effective and innovative teaching strategies. This research can also open up opportunities to overcome obstacles that may be faced in the application of cooperative learning.

Improving learning outcomes needs to be done through a targeted and effective learning strategy. Teachers play the role of facilitators and motivators in creating an active and fun learning atmosphere. The learning approach should be student-centered to make them more engaged; active learning is consistently associated with stronger achievement and conceptual understanding than purely expository instruction (Freeman et al., 2014; Deslauriers et al., 2019).

Cooperative Learning is effective in improving students' learning activities and achievement by encouraging cooperation in small groups (Johnson & Johnson, 2016; Öztürk, 2023).

Active learning makes students directly involved, discuss, solve problems, and apply concepts in daily life. Further, active learning can strengthen student participation, conceptual understanding, and learning retention because students not only receive information, but also process and communicate ideas through interaction (Prince, 2004; Freeman et al., 2014; Deslauriers et al., 2019). However, students' perceived engagement does not always represent actual learning gains, so changes in scores and questionnaire responses need to be interpreted together (Deslauriers et al., 2019).

Active learning strategies in this context are interpreted as patterns of teacher and student activities that are oriented towards student activity. When students play an active role, they will find it easier to understand and remember the material learned; This is in accordance with the results of a systematic study that shows that active learning is related to students' cognitive, social, and behavioral involvement in achieving learning outcomes (Doolittle et al., 2023; Hartikainen et al., 2019).

Social skills are attitudes and abilities acquired through the learning process, although not all students have them equally. In a cooperative group, each member is encouraged to interact, work together, and support each other, so that the understanding of the material can develop collectively (Johnson & Johnson, 2016; Zhou & Colomer, 2024). For citizenship-oriented learning, collaborative and participatory pedagogy is important because civic competence involves knowledge, values, communication, and democratic participation (Johnson & Johnson, 2016; Dias & Soares, 2018; Wood et al., 2018; Álamo-Bolaños et al., 2024).

Nevertheless, the lecture model is still necessary within certain limits. Teachers are required to combine the lecture learning model with other more innovative models such as cooperative learning, so that learning becomes more interesting and effective. Meta-analysis studies show that traditional learning tends to be less effective when students are not given enough opportunities to interact, discuss, and construct meaning actively (Freeman et al., 2014; Deslauriers et al., 2019; Öztürk, 2023).

Cooperative learning is effective because it emphasizes student cooperation in structured groups. This method aims to improve achievement, tolerance, individual responsibility, and social skills through promotive interaction and positive dependency between students (Johnson & Johnson, 2016; Zhou & Colomer, 2024).

This research aims to find effective strategies to improve the learning outcomes of Pancasila Education at SMPN 4 Probolinggo City. The focus is on analyzing approaches, learning techniques, and factors that affect student understanding. This focus is relevant to civic education studies that emphasize active citizenship, democratic participation, and collaborative classroom experience as part of character and civic competence development (Johnson & Johnson, 2016; Wood et al., 2018; Kosberg, 2024).

With this background, this study will focus on measuring the level of learning outcomes of Pancasila Education for grade VIII students at SMPN 4 Probolinggo City after the application of *the cooperative learning* method. It is hoped that the results of this research can make a meaningful contribution to the development of teaching methods in schools and improve overall student learning outcomes. Through systematic and objective measurement, it is hoped that significant changes in the level of student ability can be identified after the application of this method. The results of this study are expected not only to

provide useful information for the development of teaching methods at SMPN 4 Probolinggo City, but also to make a meaningful contribution to educational practices in general. Thus, this research aims to improve overall student learning outcomes and assist educators in designing more effective and inspiring learning strategies. In addition, the findings obtained during the research can be a reference for schools to create a conducive and productive learning environment for students.

2. METHODS

This study uses a descriptive quantitative method. The location of the research is located at SMP Negeri 4 Probolinggo City which is right on Jl. Sunan Ampel no. 253. Probolinggo City, East Java. The time of this research is when the research is carried out. The research time is carried out in the Even Semester of the 2024/2025 Academic Year. The data collection techniques used in this study are tests and questionnaires. The instruments used in this study were in the form of questions totaling 20 items. The population in this study is grade VIII students at SMP Negeri 4 Probolinggo City in the even semester of the 2024/2025 school year which totals 120 students. Sampling is carried out by purposive sampling.

The research data was analyzed using descriptive statistics which included average, median, mode, and percentage calculations to describe student learning outcomes. Data presentation is also carried out through tables and graphs to make it easier to interpret. According to Sugiyono (2018), proper statistical analysis can provide a clear picture of the relationship between variables, thus helping to draw conclusions about the effectiveness of cooperative learning on the learning outcomes of Pancasila Education. The validity test of the instrument is used to ensure the feasibility and validity of the statement item. In the Cooperative Learning variable, out of 20 items, there are 18 valid items and 2 invalid items (items 5 and 15). Meanwhile, in the variable of Improving Learning Outcomes, out of 20 items, there were 18 valid items and 2 invalid items (points 8 and 20). This shows that most of the instruments are feasible to use in the research. Reliability tests show that all instruments have good to very good levels of reliability. Cronbach's Alpha value in the Cooperative Learning variable was 0.90 and Improvement in Learning Outcomes was 0.88, which is included in the very good reliability category. Other subscales also show the category of sufficient to very good, so that the instrument is declared consistent. The normality test was performed using Kolmogorov-Smirnov and Shapiro-Wilk. In the questionnaire before the implementation of cooperative learning, the results of Kolmogorov-Smirnov showed abnormal data (Sig. 0.006), while Shapiro-Wilk showed normal data (Sig. 0.083). Because the number of samples < 50, the reference used is Shapiro-Wilk so that the data is declared to be normally distributed. Meanwhile, in the questionnaire after the implementation of cooperative learning, both tests showed normal results (Sig. K-S 0.154; S-W 0.484). Thus, all research data are normally distributed and can be analyzed using parametric statistical tests.

3. FINDINGS AND DISCUSSION

The results section is compiled based on findings that directly answer the research objectives, namely the characteristics of the respondents, changes in student learning outcomes based on pretest and posttest scores, and student responses to the implementation of cooperative learning. SPSS outputs that are administrative, such as notes, syntax, and case processing summaries, are not displayed because they do not contribute directly to the academic interpretation of the research results.

3.1. Respondent Characteristics

Before presenting changes in learning outcomes, the characteristics of respondents need to be displayed to show the scope of the research subject. The data in Table 1 illustrate the distribution of students by gender and class, so that the reader gets an initial context regarding the composition of the participants involved in the study.

Table 1. Characteristics of respondents

Characteristic	Category	n	%
Gender	Male	53	44.5
	Female	66	55.5
Class	VIII A	10	8.4
	VIII B	28	23.5
	VIII C	24	20.2
	VIII D	14	11.8
	VIII E	9	7.6
	VIII F	8	6.7
	VIII G	12	10.1
	VIII H	14	11.8
Total		119	100.0

Table 1 shows that the study involved 119 students in grade VIII with a relatively balanced gender composition, namely 53 male students (44.5%) and 66 female students (55.5%). Respondents came from eight classes, so the data didn't just represent one specific class group. This characteristic is important because it ***provides*** the basis that the increase in learning outcomes analyzed comes from a fairly diverse group of respondents.

3.2. Students' Learning Outcomes Before and After Cooperative Learning

After the characteristics of the respondents were explained, the analysis was directed at changes in student learning outcomes. Table 2 presents descriptive statistics of pretest and posttest scores to show the difference in learning outcomes before and after the implementation of cooperative learning.

Table 2. Descriptive statistics of pretest and posttest scores

Variable	N	Minimum	Maximum	Red	Std. Deviation	Mean Gain
Pretest score	119	53.00	70.00	60.79	3.93	-
Posttest score	119	54.00	97.00	72.64	8.82	11.85

Table 2 shows an increase in the average score of learning outcomes from 60.79 in the pretest to 72.64 in the posttest. The average difference of 11.85 points shows a change in learning outcomes after cooperative learning is implemented. This increase is also seen from the maximum value that moved from 70.00 to 97.00. However, a larger standard of posttest deviation suggests that improvement does not occur equally in all students; Some students are doing very well, while others still need more intensive learning assistance.

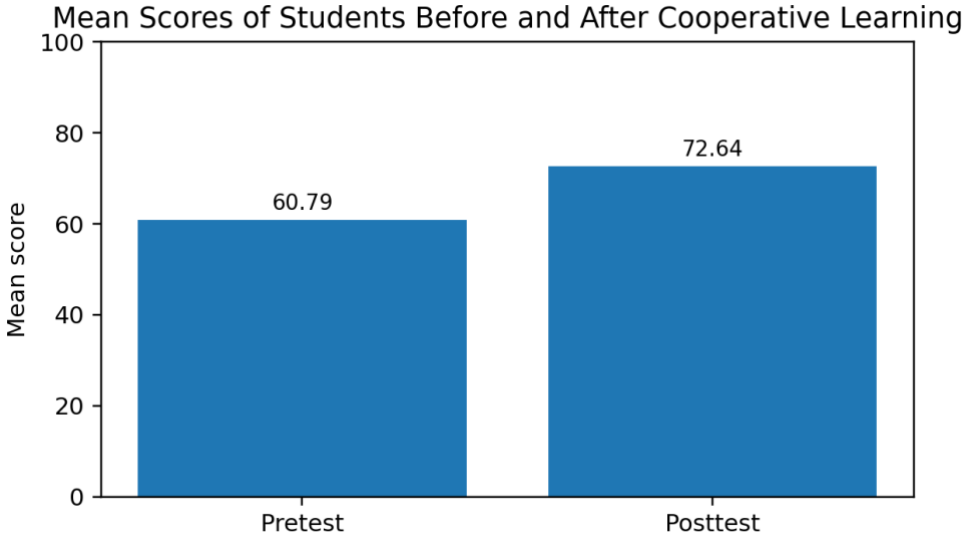

Figure 1. Comparison of mean pretest and posttest scores

3.3. Students' Responses to Cooperative Learning

In addition to test scores, students' responses to the learning process were also analyzed to see changes in their perception of learning activities. Table 3 shows a comparison of questionnaire scores before and after the implementation of cooperative learning as an indicator of student acceptance of the learning model used.

Table 3. Questionnaire scores before and after cooperative learning

Measurement	N	Red	Std. Deviation	Mean Difference
Before cooperative learning	119	61.26	4.70	-
After cooperative learning	119	71.46	9.20	10.20

Table 3 shows that the students' questionnaire score increased from 61.26 before the implementation of cooperative learning to 71.46 after the implementation. An increase of 10.20 points indicates that students respond more positively to the learning process after the cooperative model is used. An increase in standard deviation after treatment also indicates a variation in learning experience between students, so teachers need to ensure that all members of the group have the opportunity to participate in a balanced manner.

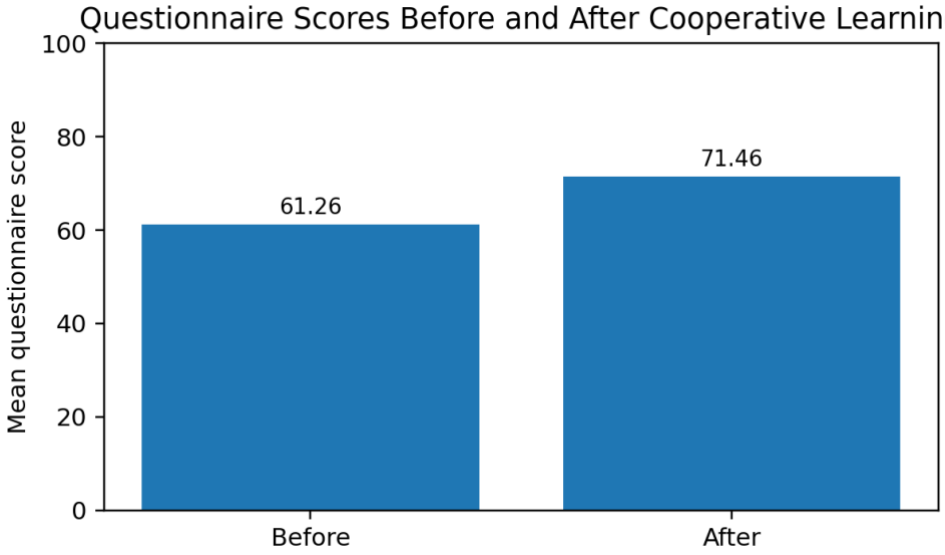

Figure 2. Comparison of questionnaire mean scores before and after cooperative learning

Overall, the results of the study show two main patterns. First, student learning outcomes increased after the implementation of cooperative learning, as seen from the increase in the average score from pretest to posttest. Second, students' responses to learning also improved, indicating that cooperative models have an impact not only on cognitive achievement, but also on learning engagement. Therefore, the main finding of this study is that cooperative learning has the potential to be a relevant learning strategy to improve the quality of learning of Pancasila Education at the junior high school level.

The findings of this study show that cooperative learning not only results in an increase in scores, but also changes the pattern of student involvement in learning Pancasila Education. An increase in posttest scores shows that students are better able to understand the material after they learn through discussion, peer explanation, and shared responsibility. This result is in line with cooperative learning theory which states that positive interdependence and individual accountability can strengthen academic achievement and social interaction (Johnson & Johnson, 2016; Öztürk, 2023; Zhou & Colomer, 2024).

The average increase of 11.85 points needs to be read as an indication that cooperative learning provides room for students to build understanding gradually. Students who were previously passive get learning opportunities from peers, while students who are more academically strong get space to reexplain concepts. This reciprocal explanation is important because active engagement and peer interaction can deepen conceptual understanding and learning retention (Prince, 2004; Freeman et al., 2014; Deslauriers et al., 2019). Similar findings have been reported in meta-analyses of cooperative learning, in which achievement gains are stronger when the learning process is structured and students receive opportunities to explain, compare, and evaluate ideas with peers (Turgut & Turgut, 2018; Ridwan & Hadi, 2022; Öztürk, 2023; Güngör et al., 2026).

Despite the increase, the larger standard deviation of the posttest indicates that there are problems that need to be examined. Increased variation in grades can mean that some students benefit greatly, but others have not experienced the same development. This is a critical note that cooperative learning needs careful structure, clear roles, and teacher monitoring so that group work does not merely become social interaction without equal participation (Johnson & Johnson, 2016; Zhou & Colomer, 2024). This suggests that teachers need to monitor group dynamics because collaborative activities can produce unequal benefits if participation, roles, or accountability are not balanced (Gillies, 2016; Zhou & Colomer, 2024; Vembye et al., 2024).

The increase in questionnaire scores also shows that students feel more engaging and participatory learning. However, a student's positive response should not be immediately understood as proof of full success. Better responses can arise because learning feels new, more crowded, or more fun. Therefore, affective responses need to be interpreted together with cognitive outcomes, classroom observation, and the quality of interaction in the group (Deslauriers et al., 2019; Tsai et al., 2020). This interpretation is important because active learning may increase students' perception of involvement while actual learning must still be confirmed through achievement indicators (Deslauriers et al., 2019; Talan, 2021).

In the context of Pancasila Education, cooperative learning has strategic value because learning materials are closely related to attitudes, responsibilities, deliberation, tolerance, and social life. These values are easier to understand when students experience firsthand the process of working together, listening to different opinions, and making decisions in groups. Studies on citizenship and civic education show that democratic habits are strengthened when students participate in collaborative, dialogic, and affective-cognitive learning experiences (Johnson & Johnson, 2016; Wood et al., 2018; Kosberg, 2024). Research on civic education and active citizenship emphasizes that learning democracy requires dialogic, affective, and cognitive experiences, not merely the transmission of concepts (Dias & Soares, 2018; Wood et al., 2018; Kosberg, 2024; Maulana & Milanti, 2023).

However, this research still has limitations. The design used is descriptive, so it is not possible to ensure that the increase in learning outcomes is entirely due to cooperative learning. This study also did not compare the treatment class with the control class. In addition, the data used mostly describe average changes, so future research should use quasi-experimental or experimental designs and examine the quality of group interaction more deeply (Freeman et al., 2014; Öztürk, 2023).

The practical implication of these findings is that teachers need to design cooperative learning in a structured manner. Groups must be formed proportionally, members' duties must be clear, individual assessments are still carried out, and teachers need to monitor the discussion process so that there are no students who dominate or only depend on other friends. Such implementation is consistent with the principles of positive interdependence, individual accountability, promotive interaction, social skills, and group processing in cooperative learning (Johnson & Johnson, 2016; Zhou & Colomer, 2024). Online and technology-supported collaborative studies also emphasize the need for careful task design, interaction monitoring, and evaluation of both individual and group learning performance (Saqr et al., 2022; Tian & Zheng, 2024).

4. CONCLUSION

The application of cooperative learning in Pancasila Education learning at SMPN 4 Probolinggo City shows an increase in student learning outcomes. The average pretest score of 60.79 increased to 72.64 in the posttest, while the questionnaire score increased from 61.26 to 71.46. These findings suggest that cooperative learning can help students be more active, engage in discussions, work together, and understand the material better. This model is relevant to be used in learning Pancasila Education because it not only improves cognitive aspects, but also supports the strengthening of social skills and values of togetherness. Further research is recommended using experimental design, control classes, and inferential analysis so that findings regarding the effectiveness of cooperative learning can be more strongly proven.

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