Efforts to Improve Learning Outcomes Through Smart Board Media in Pancasila Education Subjects for Second Grade Students

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Abstract

The purpose of community service is to make a real and positive contribution to society through various useful activities.The learning outcomes of second-grade students at SD Negeri 37 Bengkulu City in Pancasila Education are still low. During the learning process, students tend not to pay attention to the teacher's explanations. This is due to the teacher-centered learning process, which results in poor student learning outcomes. This study aims to improve the learning outcomes of second-grade students in Pancasila Education subjects at SD Negeri 37 Bengkulu City through the implementation of Smart Board media. This research is a Classroom Action Research (CAR) consisting of two cycles. Each cycle consists of four stages: planning, action implementation, observation, and reflection. The subjects of this study were 20 second-grade students. Data collection techniques were conducted through tests (formative tests) and non-tests (observation and documentation). In the pre-cycle, the percentage of student mastery was 40% or 8 students; in cycle I, student mastery increased to 70% or 14 students; and in cycle II, the percentage of student mastery almost reached perfection at 90% or 18 students out of a total of 20 students. It can be concluded that Pancasila Education using Smart Board media can improve the learning outcomes of second-grade students at SD Negeri 37 Bengkulu City.

A. Introduction

One of the most important things for a country's progress is education (Darling-Hammond, 2017). Education is a learning process that involves developing an individual's skills, knowledge, values and attitudes (Pazah et al., 2024). The younger generation gains the values, abilities, and knowledge necessary to meet difficulties in the future through education (Haqqi et al, 2023). It is essential in moulding pupils' personalities and characters. Pancasila Education is one of the key subjects of character-building education (Wajdi, 2022). This subject is important because it imparts the morals, ethics, and social responsibility that are the cornerstone values of the state (Pramitasari, 2021). In addition to imparting knowledge of Indonesia's core ideals, Pancasila Education instills admirable virtues like justice, tolerance, solidarity, and accountability (Vijayanti, 2024). In actuality, though, learning outcomes in this area are frequently subpar.

There are still a number of problems with the learning outcomes that students in Pancasila Education at SD Negeri 37 Bengkulu City exhibit. In particular, it can be difficult for second-grade pupils to receive

satisfactory outcomes in Pancasila Education. The underutilization of interesting and interactive learning resources is one contributing cause. Many children still haven't attained learning outcomes that are satisfactory, according to preliminary observations. The teacher's use of unvarnished learning materials is a major contributing factor to this. Students who use repetitive teaching approaches are more likely to become easily bored and show less enthusiasm for participating in class.

Using more interesting and interactive learning media is one innovation that can be used to enhance students' learning outcomes (Mutia et al., 2022; Risdianto et al., 2023). The smart board is one such medium (Purnama et al, 2023). This technology is introduced as an innovative tool to solve complex problems, resulting in unique, realistic, and practical solutions for students (Liaw et al., 2020). With a visual and participatory approach, the smart board can aid students in understanding abstract topics in Pancasila Education. As a teaching aid, it can increase students' motivation to learn and facilitate their better understanding of the curriculum (Septianti et al, 2020). It is anticipated that the use of smart board media will increase students' motivation to learn and comprehend the content being taught, leading to better learning outcomes and a beneficial impact on their understanding of Pancasila Education in the second grade at SD Negeri 37 Bengkulu City. Thus, the goal of this project is to improve student learning outcomes in Pancasila Education by utilising smart board media.

In light of the aforementioned justification, the researcher is considering carrying out a study entitled "Efforts to Improve Learning Outcomes Through Smart Board Media in Pancasila Education Subjects for Second Grade Students of SD Negeri 37 Bengkulu City." The purpose of this project is to use smart board media to enhance the learning outcomes of second-grade students at SD Negeri 37 Bengkulu.

B.   Research Methods

Classroom Action Research is utilised in this study (CAR). With the help of the CAR approach, teachers actively solve difficulties in their own classrooms to raise the standard of instruction and learning (Sofa, 2023). In order to solve problems faced during the learning process, it is collaborative in nature, with the instructor acting as the researcher and the students acting as the subjects. Twenty second-graders from SD Negeri 37 Bengkulu are participating in the study, which makes use of smart board materials. The study was carried out in July and August of 2024. It was done in two cycles, with the planning, acting, observing, and reflecting phases making up each cycle.
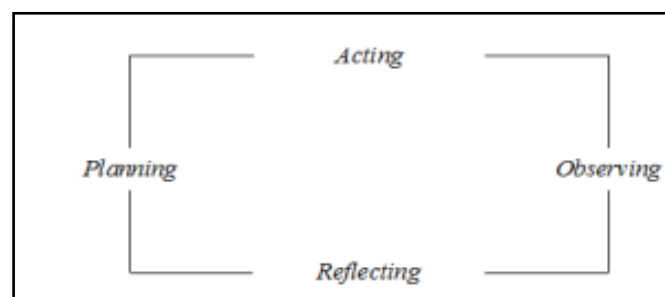

Figure 1. Action Research (CAR) Flow in the Classroom

Tests, documentation, and observation are among methods used in data collection. Using the senses to collect information, observers record their observations in order to keep track of and record significant occurrences. The documentation methodology is a way to find and gather information from written documents, photos, and artefacts from the past. The percentage approach described by the Ministry of Education and Culture (Mutmainnah&Ningsih,2023), yakni :

$$\text{Final Score} = \frac{Score\ Obtained}{Total\ Score} \times 100$$

The formula used to calculate the average learning outcomes of students is stated by Aqib (Gultom et al, 2023).

$$\mathcal{X} = \frac{\sum x}{n}$$

Information:

$\mathcal{X}$ = Average value

$\sum \mathcal{X}$ = Total value of all students

$\sum N$ = Total number of students

Student learning completeness percentage can be calculated using the following formula: (Sukiyati et al, 2023).

$$\text{Average Score} = \frac{\sum \text{Student who complated the learning}}{\sum \text{All Students}} \times 100\%$$

Is used for quantitative data analysis on learning outcomes. It goes like this: The evaluation results at the conclusion of each cycle are the main focus of this study. If at least 80% of students in Cycle I achieve learning success, then it indicates the success indicator. Furthermore, the research is deemed effective if several students get learning outcomes beyond the Minimum Mastery Criteria (KKM), which is established at 75. But the study will move on to Cycle II, and so on, if the success indicator in Cycle I is not satisfied.

C. Results and Discussion

Two cycles of Classroom Action Research (CAR) were conducted. At the conclusion of the learning process, evaluation questions in the form of cognitive learning evaluations included the final test results from Cycle I and Cycle II.

Pre-Cycle

The pre-cycle activity was conducted before the researcher implemented Cycle I and Cycle II. This stage was carried out on July 23, 2024. The initial step in this phase involved gathering information at SD Negeri 37 Bengkulu City through observation of the conditions and characteristics of the students, the teacher's teaching methods, and collecting students' learning outcomes before any intervention was applied.

Table 1. Learning Outcomes for Pre-Cycle

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	8	720	40 %	Pass
2.	<75	12	560	60 %.	Fail
Total		20	1.280	100%	
Average			**64**		

Based on the table above, it is evident that out of 20 students, only 8 students achieved the Minimum Mastery Criteria (KKM), with a percentage of 40%, which is categorized as "still lacking."

Cycle I

The researcher conducted Cycle I using Smart Board media in the Pancasila Education lesson for second-grade students on July 26, 2024. During the implementation of Cycle I, the researcher also carried out observations. Observation refers to the activity of monitoring the learning process, followed by reflection. The data obtained at this stage are as follows:

Table 2. Learning Outcomes for Cycle I

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	14	1220	70 %	Pass
2.	<75	6	360	30 %.	Fail
Total		20	1.580	100%	
Average			**79**		

Based on the table above, out of 20 students, 14 students achieved the Minimum Mastery Criteria (KKM), with a percentage of 70%, while 6 students still did not meet the KKM, which is categorized as "Good." Therefore, the implementation of learning in Cycle I showed a significant improvement compared to the previous stage.

Cycle II

Cycle II was conducted on August 2, 2024. The activities and stages in Cycle II were the same as those in Cycle I. However, what set Cycle II apart was the implementation of follow-up actions based on the reflections from Cycle I. The following table presents the results obtained in Cycle II:

Table 3. Learning Outcomes for Cycle II

No.	Score	Frequency	Total Score	Percentage	Remarks
1.	>75	18	1640	90 %	Pass
2.	<75	2	120	10 %.	Fail
Total		20	1.760	100%	
Average			**88**		

Table 3 shows the learning outcomes in Pancasila Education achieved in Cycle II. According to the data, out of 20 second-grade students, 18 students met the mastery criteria, with a percentage of 90%, while only 2 students did not reach the Minimum Mastery Criteria (KKM). This indicates that the learning process in this cycle, using Smart Board media, was successful, with 90% of the second-grade students achieving mastery.

From the results of this study, it can be concluded that the use of Smart Board media in Pancasila Education subjects in the second grade of SD Negeri 37 Bengkulu City can increase the effectiveness of student learning. There was a significant improvement in student performance from pre-cycle to Cycle I and II. In the pre-cycle, the percentage of student completeness was 40% (8 students), which then increased to 70% (14 students) in Cycle I, and reached 90% (18 out of 20 students) in Cycle II. These results show that the use of Smart Board not only improves student learning outcomes but also provides fresh ideas in the teaching and learning process in the classroom.

The suggestions for further research are that researchers can provide deeper and more comprehensive insights into effective ways to improve student learning outcomes through the use of smart board media.

D. Conclusion

Drawing from the study's findings, it can be said that second-grade children at SD Negeri 37 Bengkulu City in Pancasila Education can learn more effectively when Smart Board media is used. Between Cycle I and II and the pre-cycle, the pupils' performance improved. The mastery percentage of the students was 40% in the pre-cycle, or 8 students; it rose to 70% in Cycle I, or 14 students; and it almost achieved perfection in Cycle II, or 90%, or 18 out of 20 students, gaining mastery. The results show that using Smart Board media can improve student learning outcomes and introduce fresh ideas for the classroom teaching and learning process.

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