Improving Pancasila education learning outcomes with the CRT approach for grade V students of SDN 2 Prambanan

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Article info	Abstract
	The present study examines the improvement in Pancasila learning outcomes of fifth-grade students of SD Negeri 2 Prambanan through the application of the Culturally Responsive Teaching (CRT) approach. The research background was based on the low achievement of student learning outcomes, where as many as 74.6% of them obtained scores below the Learning Objective Completion Criteria (KKTP). This condition was derived from the lack of innovation in the learning process carried out by educators, so that students had difficulty understanding the material. This study used the Classroom Action Research (CAR) type with the Kemmis and McTaggart model, which includes four stages: planning, implementation of action, observation, and reflection. The research subjects were all 28 students of grade V SD Negeri 2 Prambanan, consisting of 16 male and 12 female students. Data collection techniques used included observation sheets, learning outcome tests, and documentation. The data analysis technique used was descriptive analysis with a percentage approach. The research results indicated an increase in learning outcomes in each cycle. In cycle I, 18 students (65.8%) achieved mastery, while in cycle II, this figure increased to 25 students (89.2%). These findings indicate that the Culturally Responsive Teaching (CRT) approach can have a significant positive impact on improving students' Pancasila learning outcomes, particularly in recognising local wisdom.

1. Introduction

Education is the process of transferring knowledge and values aimed at preparing individuals to face life's challenges (Enjelina et al., 2024). Educators today are required to adapt to the dynamics of modern development (Setyaningrum et al., 2024). Education is a consciously designed effort to create

a learning process and learning environment that enables students to develop their potential, including knowledge, skills, and attitudes (Sari et al., 2024). Beginning with thorough, directed, and systematic planning, education can be likened to a journey guided by educators to lead students toward maturity (Atmojo et al., 2025).

In the modern era, marked by the rapid development of Science and Technology (IPTEK), education plays a strategic role as the key to unlocking various opportunities and success (Muhtadin et al., 2024). Education is a crucial foundation for improving the quality of human resources (HR), and one vital element in achieving this is through meaningful and effective Pancasila Education (Sari et al., 2024). Pancasila education encompasses the nation's noble values and fosters attitudes and reasoning that are crucial for shaping students' character and national awareness (Masfiastutik et al., 2024).

Educators need to create a pleasant learning environment so that the subject matter can be well-received by students. One of the challenges in Pancasila education is the conceptual nature of the material and its abstract values, necessitating teaching strategies that connect it to students' concrete experiences (Gistituati et al., 2020). Selecting an appropriate learning approach that is relevant to students' needs is crucial for enhancing their understanding and interest in learning, which ultimately leads to optimal learning outcomes (Masfiastutik et al., 2024).

A learning process that is designed engagingly and tailored to students' characteristics will improve learning outcomes (Ferryka et al., 2024). Therefore, educators need to be able to select learning models that align with the objectives and learning materials being presented (Rahmawati et al., 2024). Currently, educators are required to be more innovative in improving student learning outcomes, which is heavily influenced by the delivery method (Ferryka et al., 2024). If material is delivered monotonously, students risk becoming bored, which can lead to poor learning outcomes (Wijayanti & Suswandari, 2022). The textbooks used in the implementation of the Independent Curriculum in Elementary Schools have changed from the 2013 curriculum (Kurniaman et al., 2025). However, teachers experience difficulties in implementing the learning process, especially for subjects that are only equipped with teacher guidebooks (Ramadani, A.S et al. 2024). Addressing these educational challenges is essential for ensuring a smooth learning process and facilitating students' comprehension of the material (Kurniaman et al., 2022). In the independent learning program, students should think freely and independently when designing e-modules that reflect their characteristics (Noviana et al., 2023). Educators have the autonomy to choose curriculum elements in e-learning modules that are tailored to students' needs, which supports the development of creativity and critical thinking through more flexible learning (Nguyen et al., 2025).

Pancasila Education in elementary schools is often considered uninteresting by several students, as it tends to be taught through rote learning, potentially leading to low learning outcomes (Meliyanti et al., 2018). One of the topics covered in Pancasila Education in first grade is the introduction of basic values such as cooperation, tolerance, and responsibility (Auliya et al., 2024). The goal of this learning is to foster an understanding of the concept of nationality and the values of Pancasila (Imamah & Haqiqi, 2022). Therefore, educators need to deliver material in a way that is accessible and understandable to students through everyday experiences (Susanto et al., 2025).

The Culturally Responsive Teaching (CRT) approach is an adaptive solution because it considers students' cultural backgrounds in the learning process (Opić, 2025). This approach enables learning to be more relevant and meaningful, as students can relate the material to their lives (Ayunin & Prasasti, 2025). According to (Saputra et al., 2024) Culturally Responsive Teaching (CRT) is an approach that enables students to experience meaningful learning by gaining appreciation and recognition for their cultural diversity and integrating it into the learning materials (Haryanti et al., 2024).

Pancasila Education materials can be linked to local cultures familiar to students, such as the tradition of cooperation in their neighbourhood, making them easier to understand and appreciate

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(Haryanti et al., 2024). Based on observations conducted on November 21, 2024, with fifth-grade teachers at Prambanan 2 Elementary School, it was revealed that the Pancasila Education learning process had not utilised the CRT approach (Radini et al., 2025). Educators still use the lecture method, where students listen without being encouraged to relate the material to their daily lives, so learning remains teacher-centred. Furthermore, data imply that student learning outcomes in Pancasila Education are still relatively low. Interviews revealed that 72% of the 28 participants.

2. Literature Review

Experts have varying perspectives on the definition of learning. Hamalik defines learning as a process of growth or change within an individual, reflected in new behaviours resulting from experience and practice (Lalita et al., 2024). These behavioural changes can include shifts from ignorance to knowledge, the emergence of new understandings, changes in attitudes, habit formation, skill mastery, the development of appreciation, and social and emotional development (Wicaksono, 2019). The learning process itself is evident in the implementation of learning activities. Designed in an engaging and meaningful way, learning can be realised through the application of an appropriate approach (Lambertus Kollo et al., 2024). An appropriate learning approach not only clarifies the information presented but also encourages students' motivation to learn more actively, thus positively impacting learning outcomes (Enjelina et al., 2024). The integration of Culturally Responsive Teaching within Pancasila education demonstrates significant potential for enhancing student engagement and learning outcomes by connecting curriculum content to students' cultural backgrounds (Putri et al., 2025)

One essential indicator used to assess success in the teaching and learning process is student learning outcomes (Setiawati & Rizqi, 2025). The learning outcomes achieved by students typically reflect their habits of thinking and acting (Hambali et al., 2025). Learning outcomes are the abilities students possess after receiving their learning experiences (Mufidah & Amir, 2021). Behavioural changes as a result of learning, in a broader sense, encompass cognitive, affective, and psychomotor domains (Kurniaman, Permana, et al., 2024). Simply put, learning outcomes can be defined as the abilities students acquire after participating in the learning process (Mulyani et al., 2022). In practice, learning outcomes are often used to describe students' level of achievement, presented in the form of scores or numbers (Kurniaman et al., 2024). The use of numbers in certain test results is intended to determine students' absorption after receiving the learning material (Ai Muflihah, 2021).

Culturally Responsive Teaching (CRT) is an educational approach that emphasises respect for students' cultural diversity (Hernita et al., 2024). This aligns with the opinion of Buchori & Harun (2020), who stated that the Culturally Responsive Teaching (CRT) approach is teaching that recognises and accommodates cultural diversity and customs in the classroom so that it can be integrated into the school curriculum, resulting in meaningful relationships (Nikicic & Varga, 2025). The Culturally Responsive Teaching (CRT) approach is like a wide-open learning window, adapting to the students' backgrounds and contexts (Mihelič et al., 2025). This approach is based on the understanding that each student brings a unique cultural background, which can influence how they understand material, interact in the classroom, and respond to learning (Beka & Bicaj, 2025). In the context of inclusive and equitable education, cultural diversity is not a barrier, but rather an asset that can be utilised to enrich the learning process (Siregar & Aulia, 2023). Therefore, it is crucial for educators to not only recognise this diversity but also actively integrate it into their teaching strategies (Gómez-Zepeda et al., 2023). This approach not only enhances cognitive abilities but also significantly boosts student engagement and appreciation for cultural diversity, evidenced by marked improvements in completion rates and active participation in culturally contextualised learning activities (Sihaloho et al., 2025).

CRT offers meaningful learning experiences, where students gain recognition and appreciation for cultural diversity and its integration with learning materials (Sandra et al., 2025). Through this

approach, students are seen not only as individuals who learn, but also as bearers of cultural identities worthy of respect and an integral part of the educational process (Sleeter, 2018). Learning experiences built within the cultural context of students provide a space for them to feel accepted, understood, and actively involved, ultimately creating more personalised and relevant learning. The goal of implementing learning through the Culturally Responsive Teaching (CRT) approach is to build a supportive, motivating, and inclusive learning environment by integrating students' cultures and backgrounds to increase their engagement, understanding, and learning outcomes (Zufriady et al., 2025). Learning that is relevant to students' lives can increase their engagement in the learning process and help them see the practical application of the material being studied (Huda, 2023). By integrating students' cultural elements into the learning process, CRT can increase students' learning motivation, conceptual understanding, and overall success (Suhardiyanto et al., 2025). CRT is not only a pedagogical approach, but also a form of commitment to social justice in education, where every student has an equal opportunity to develop by making their cultural background a strength, not a barrier.

3. Method

The research type used is a classroom action research using the Kemmis & McTaggart model. This research model consists of four stages: planning, action implementation, observation, and reflection. These four components represent the steps of a cycle. Therefore, Kemmis and McTaggart combined these actions and observations and subsequently used them as the basis for the next step, namely reflection, followed by a modification in the form of further actions and observations, and so on (Winarsih, 2022). The reason for using this model was due to problems encountered in the learning process. Furthermore, using this spiral model can improve student learning outcomes (Agustin, 2023).
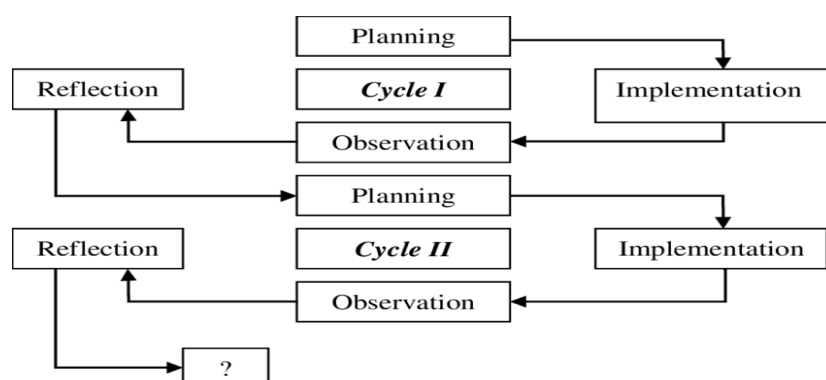

Figure 1. Kemmis and Mc. Taggart's classroom action research Cycle (Arikunto, 2009)

This research was conducted at SDN 2 Prambanan. The research period was from November 2024. The subjects were all 28 students in Grade V of SDN 2 Prambanan, consisting of 16 male and 12 female students. This class was selected for the study because 72% of the students' learning outcomes were below the minimum competency (KKTP), a result of the teachers' lack of innovative learning approaches.

4. Results

4.1 Cycle 1

Cycle I was implemented on November 26th, 2024, in Grade V of SDN 2 Prambanan. The learning activities used the Culturally Responsive Teaching (CRT) approach in the Pancasila Education subject,

with the topic 'Understanding Forms of Values in Everyday Life'. This approach was selected to connect the subject matter to the cultural background, social environment, and real-life experiences of students, thereby increasing engagement and learning outcomes.

The lesson began with a 15-minute opening activity. The teacher opened the lesson by greeting, checking student attendance, and preparing students mentally and motivating them to learn. Additionally, the teacher conveyed the learning objectives and apprehension by asking provocative questions such as, "Have you ever seen your friends helping their parents at home or participating in community service in the community?" This activity aimed to connect students' personal experiences with Pancasila values such as cooperation and responsibility.

The core activity lasted 80 minutes. During this stage, the teacher divided students into small, heterogeneous groups. Each group was asked to discuss examples of behaviour that reflect Pancasila values in everyday life, whether at home, school, or in the community. The teacher provided a worksheet containing simple case studies, such as helping each other or being honest when finding an item that doesn't belong to them. During the discussion, students were invited to share their perspectives based on real-life experiences and local culture. The teacher facilitated the discussion and encouraged each group member to participate actively. In addition, several students were asked to present the results of their group discussions to the class.

The closing activity lasted 25 minutes. The teacher invited students to summarise the material together and reflect on the Pancasila values they encountered in their daily lives. Numerous students were asked to share their experiences relevant to these values. A short written test was subsequently administered to assess student understanding. The teacher closed the lesson by providing motivation, explaining follow-up learning for the next meeting, and leading a group prayer. During the learning process, researchers and educators observed students' active participation in discussions, their courage to express their opinions, and their ability to relate Pancasila values to personal experiences. Observations indicated that students were more enthusiastic and actively engaged compared to previous, more conventional learning sessions.

The results of the student learning evaluation in Cycle I indicated significant improvement. Of the 28 students, 18 (65.8%) achieved learning completion with a minimum score of 75. The average class score increased to 74.2 from 66.5 in the pre-cycle phase. Student learning outcomes data in Cycle I are presented in the following Table 1.

Table 1. Student learning outcomes in cycle 1

No.	Indicators	Description
1.	Number of students	28
2.	Students who have completed the learning process	18
3.	Students who have not completed the learning process	10
4.	Percentage of students who passed	65.8%
5.	Average learning outcome score	74.2

Based on the data in Table 2, the classical completion rate for students in Pancasila Education learning in Cycle I reaches 65.8%, with 18 of the 28 students achieving scores above the established Learning Objective Completion Criteria (KKTP), which is 75. Although these results indicate an improvement compared to the pre-cycle, the classical completion rate is still below the success criteria established, which is a minimum of 80% of students achieving learning completion. Thus,

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there are still 10 students (not 8) who have not attained mastery, necessitating the implementation of Cycle II as a follow-up effort to optimise overall learning outcomes.

Overall, the implementation of the Culturally Responsive Teaching (CRT) approach in Cycle I was successful. Teachers implemented the learning process in accordance with the designed teaching materials, such as lesson plans and student worksheets. The learning process integrated local cultural values and students' personal experiences in understanding the Pancasila Education material. However, several obstacles were encountered during its implementation that impacted learning effectiveness.

4.2 Cycle 2

Cycle II was implemented as a follow-up to the reflection on Cycle I, which indicated that student learning outcomes had not yet achieved the classical success indicators. Learning activities in this cycle took place on Thursday, November 28th, 2024, in grade V of SD Negeri 2 Prambanan, from 7:30 to 9:30 a.m. WIB. The learning process continued using the Culturally Responsive Teaching (CRT) approach, with improvements to several key aspects previously formulated. These improvements included increasing active student involvement, dividing students into heterogeneous learning groups, and assigning less active students the responsibility as group leaders. The material taught remained within the scope of 'Understanding Forms of Values in Everyday Life', which aligns with the Pancasila Education learning outcomes for fifth-grade elementary students.

The activity began with a 15-minute opening, during which the teacher greeted students, took attendance, and provided brief motivational support by linking the lesson material to their lives. To foster interest in learning, educators played short videos showcasing examples of good behaviour in the school and family environment, subsequently linking them to the values of Pancasila. Students were asked to identify the values they saw in the videos, such as cooperation, responsibility, and tolerance.

Furthermore, the lesson moved on to the main activity, lasting 80 minutes. Students were divided into heterogeneous groups, with a balanced distribution of active and passive student characteristics. Students who had previously disrupted the lesson were assigned the role of group leader and tasked with directing the discussion and maintaining order in the group. Each group received a worksheet containing everyday scenarios and was asked to identify Pancasila values in these situations and discuss alternative actions consistent with those values. The discussion was lively, with students exchanging views and providing concrete examples from their environments. The educator acted as a facilitator, moving from one group to another to provide guidance, reinforcement, and clarification of the material.

The closing activity lasted 25 minutes. The educator invited students to summarise the learning outcomes using visual media displaying key Pancasila values. Several students were asked to share personal reflections on the values they most frequently encountered in their environment. The teacher subsequently administered a short evaluation test to determine their level of material understanding. At last, students were given a brief journal entry to observe behaviours in their home environment that reflected Pancasila values.

Observations during the lesson implied a significant increase in student engagement. Study groups were more dynamic, students actively engaged in discussions, and the classroom atmosphere was more conducive. Giving responsibility to previously passive or disruptive students proved effective in building their self-confidence and sense of responsibility. The results of the learning evaluation at the end of Cycle II revealed that students experienced significant improvements in learning outcomes. The following is data on student learning outcomes in Cycle II:

Table 2. Student learning outcomes in cycle 2

No.	Indicators	Description
1.	Number of students	28
2.	Students who have completed the learning process	25
3.	Students who have not completed the learning process	3
4.	Percentage of students who passed	89.2%
5.	Average learning outcome score	81.6

As seen in Table 2, the classical completion rate reaches 89.2%, exceeding the success indicator established in this study, which is a minimum of 80% of students achieving the KKTP (Competency Minimum Competency) score. The average class score also increases significantly from 74.2 in Cycle I to 81.6 in Cycle II. Thus, the Culturally Responsive Teaching approach has proven effective in improving student learning outcomes in Pancasila Education. This success also suggests that high student engagement, a conducive classroom atmosphere, and strategic group management are key factors in the success of meaningful and transformative learning.

5. Discussion

The analysis results from the pre-cycle, cycle I, and cycle II implied a significant improvement in fifth-grade students' learning outcomes in Pancasila Education Learning. This improvement was reflected in the increase in average scores and the students' percentage achieving learning completion at each stage of the action. In the pre-cycle phase, learning was still conducted without the Culturally Responsive Teaching (CRT) approach. The average student score was 66.5, with only seven students achieving completion, while 21 students had not yet reached the completion criteria. Therefore, the percentage of classical completion was only 28% of the total 28 students. Culturally Responsive Teaching (CRT) is an educational approach that acknowledges and integrates students' cultural backgrounds, experiences, and identities as essential elements of the learning process. CRT emphasises the use of students' cultural knowledge, prior experiences, and performance styles to make learning more relevant and effective (Gay, 2018). Similarly, Ladson Billings (1995) defines CRT as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. This approach assumes that culture deeply influences cognition and learning, and therefore, effective teaching should reflect cultural diversity in classroom practices (Win et al., 2024).

The CRT approach was implemented in cycle I, and learning outcomes improved. The average student score increased to 65.8%, with 18 students achieving completion and 10 students failing to achieve completion. The classical completion rate in this cycle reached 65.8%, although it still fell short of the minimum success target of 80%. The integration of Culturally Responsive Teaching within Pancasila education demonstrates significant potential for enhancing student engagement and learning outcomes by connecting curriculum content to students' cultural backgrounds (Putri et al., 2025). This pedagogical strategy has been shown to improve students' character, fostering attitudes such as nationalism, tolerance, and cooperation, aligning with the core tenets of Pancasila values (Telaumbanua, 2025). This approach not only enhances cognitive abilities but also significantly boosts student engagement and appreciation for cultural diversity, evidenced by marked improvements in completion rates and active participation in culturally contextualised learning activities (Sihaloho et al., 2025).

Furthermore, in Cycle II, the implementation of the CRT approach was strengthened, such as heterogeneous learning groups, empowering students to participate actively, and increasing the

integration of local cultural values into learning activities. As a result, the average student score increased to 81.6, with 25 students achieving completion and only three students falling short of the criteria. The classical completion rate also increased significantly to 89.2% in Cycle II. The application of CRT has demonstrably improved learning outcomes in various educational contexts by fostering critical thinking and cultural understanding among students (Novela et al., 2025). This integration aims to leverage students' cultural backgrounds as a resource for learning, thereby making Pancasila education more relevant and engaging (Maharotunnisa et al., 2025). This approach acknowledges the diverse contexts of learners and seeks to bridge the gap between their cultural experiences and the curriculum, fostering deeper understanding and improved learning outcomes in civic education (Patras et al., 2025).
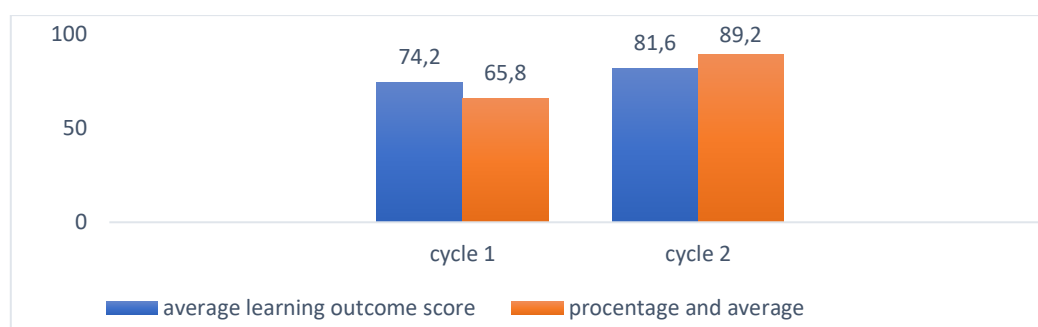

Figure 2. Diagram of average scores and percentage of second-grade student learning outcomes

Thus, it can be concluded that the Culturally Responsive Teaching (CRT)-based learning approach significantly contributes to improving student learning outcomes, as is demonstrated by the increase in achievement in Cycle II of this study (Dewi et al., 2023). This approach has proven effective because it integrates local cultural contexts familiar to students into the learning materials, creating a more relevant, engaging, and understandable learning experience (Awerman et al., 2023). Therefore, the CRT approach can be considered a potential learning strategy for broader application in elementary education contexts, to support inclusive and student-centred learning (Setiawan et al., 2025).

6. Conclusion and Implications

Derived from the results of classroom action research carried out in two cycles using the Culturally Responsive Teaching (CRT) approach in Pancasila Education learning in grade V of SD Negeri 2 Prambanan, it can be concluded that the CRT approach is effective in improving student learning outcomes. This is evidenced by the increase in average scores and percentage of learning completion from pre-cycle to cycle II. In the pre-cycle, only 28% of students achieved learning completion with an average score of 66.5. After applying the CRT approach in Cycle I, the percentage of completion increased to 65.8% with an average score of 74.2. Then in Cycle II, learning outcomes increased significantly with a rate of completion reaching 89.2% and an average score of 81.6. Thus, applying the CRT approach is proven to be able to improve students' understanding of Pancasila Education material, increase active involvement in the learning process, and create a more meaningful and contextual learning atmosphere. This approach is highly recommended for use by educators in order to improve the quality of the learning process and outcomes, especially in Pancasila Education learning in elementary schools.

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