Implementation of Game Methods to Improve Pancasila Knowledge and Attitudes of Elementary School Students in Sampang

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ABSTRACT

This study aims to examine the effectiveness of game-based learning in improving students' knowledge and attitudes toward Pancasila values in Pancasila Education for third-grade students at UPTD SDN Ketapang Barat 4. The study employed a classroom action research approach using the model of Stephen Kemmis and Robin McTaggart, which includes planning, action, observation, and reflection stages conducted in two cycles. The research participants consisted of 25 students. Data were collected through summative tests to measure cognitive achievement, attitude questionnaires to assess affective aspects, and observation sheets to record student participation and interaction during learning activities. The results indicate that the success criteria were not achieved in the first cycle due to limited student participation and incomplete implementation of the learning process. After improvements in the second cycle, the class average score increased from 81.12 to 83.84, and learning mastery improved from 60% to 100%. In addition, students' positive attitudes toward Pancasila values reached 85.2%–93.0%. These findings indicate that game-based learning effectively enhances student engagement, knowledge acquisition, and attitudes in Pancasila Education .

Keywords: Game Method, Pancasila, Student Knowledge, Attitude, Active Learning

INTRODUCTION

Pancasila education plays a strategic role in shaping students' character and national identity. As the foundation of the state and the national ideology, Pancasila's values must be systematically internalized through the educational process. The Independent Curriculum policy, initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, positions Pancasila education as an instrument for strengthening the Pancasila Student Profile, emphasizing the dimensions of faith, global diversity, mutual cooperation, independence, critical thinking, and creativity [1].

Normatively, Pancasila Education learning is not only oriented towards cognitive mastery, but also towards developing attitudes and behaviors that reflect national values. However, implementation at the elementary school level shows a gap between curricular objectives and actual classroom outcomes [2]. Several studies report low student interest and engagement in Pancasila Education learning, with high levels of enthusiasm still below 50%.

[1] Rukiyati Rukiyati, "National Education Goals in the Pancasila Perspective," *Humanika: Scientific Study of General Courses* 19, no. 1 (2020): 56–69, https://doi.org/10.21831/hum.v19i1.30160.

[2] FR Christiananda, Isna Rahmawati, and Sri Suwartini, "The Effect of Project Based Learning Model on Pancasila Education Learning Outcomes of Fourth Grade Elementary School Students," *Nusantara* 5, no. 3 (2025), https://doi.org/10.62491/njpi.2025.v5i3-19; Khofifatun Nafiah and Sani Safitri, "Analysis of the Appreciation of the Values of Unity in Diversity and Pancasila Applied in Elementary Schools," *Paedagoria* 15, no. 1 (2024): 110–15, https://doi.org/10.31764/paedagoria.v15i1.20005; Nur Rochmah Erinawati, "Instilling Pancasila Values Through Life Skill Learning During the Covid-19 Pandemic," *Ideguru* 7, no. 1 (2022), https://doi.org/10.51169/ideguru.v7i1.232; Awalia Marwah Suhandi and Dini Angraeni Dewi, "Implementation of Pancasila Values Towards the Essence of Humanist Values in Social Life Among the Young Generation," *Journal of Evaluation and Learning* 3, no. 1 (2021), https://doi.org/10.52647/jep.v3i1.32.

However, the process of learning Pancasila in elementary schools often faces various challenges. Initial findings at the UPTD SDN Ketapang Barat 4 confirm this condition. As many as 60% of students have not demonstrated an adequate understanding of the basic concepts of Pancasila, and only around 50% display a positive attitude in applying its values in everyday life. This condition indicates that the learning approach used has not fully been able to internalize the values meaningfully. Previous research has shown that student interest in learning Pancasila is still low, with only 40% of students showing high enthusiasm [3].

Various studies have shown that *game-based learning* has the potential to increase student motivation, engagement, and interaction in learning [4]. However, most research still focuses on improving motivation or cognitive learning outcomes in general. Research specifically testing the effectiveness of game-based learning methods on increasing interest, knowledge, and attitudes in the context of Pancasila Education in elementary schools is still limited. Thus, there is a *research gap* in the integration of affective and cognitive variables in game-based learning in Pancasila Education. This method not only makes learning more enjoyable but can also increase students' knowledge of Pancasila values. Game-based learning methods can increase student creativity and engagement in the learning process [5]. On the other hand, the need to increase students' interest and positive attitudes towards Pancasila learning is increasingly urgent [6]. With the Merdeka Curriculum emphasizing active and creative learning, teachers are required to find more engaging and effective methods. [7]stated that innovation in learning is crucial for students to be actively involved and have a positive attitude towards the material being taught.

Through the implementation of game-based learning, students can learn in a more natural and enjoyable way. For example, in learning about human rights, students can be invited to play simulation games in which they must play the roles of various parties involved in human rights issues. In this way, students will not only retain the information better but also understand the context and importance of the issue in their daily lives. This shows that fun and interactive learning can encourage students to participate more actively and learn more effectively [8]. Implementing game-based learning also requires careful preparation and planning. Teachers need to prepare and design games that are appropriate to the learning objectives and student

[3] Sutrisno Asyafiq, "The Role of Civics Education in Building Global Citizens," *Citizenship: Journal of Pancasila and Citizenship Education* 6, no. 1 (2018): 41–51, https://doi.org/10.25273/citizenship.v6i1.1880; Nur Fadhilah and Triyanto Triyanto, "Strengthening Pancasila Values in Elementary Schools," *Civics Journal: Media for Citizenship Studies* 15, no. 2 (2018): 161–69, https://doi.org/10.21831/jc.v15i2.20709; Muhammad Zainudin, "Building Indonesian National Character Based on Pancasila Values and Local Wisdom," *Ideguru* 1, no. 1 (2016).

[4] NN no. 2 (2024): 213–19; Mohan B. Sannathimmappa, Rajeev Aravindakshan, and Vinod Nambiar, "Engaging Students through Activity-Based Bingo Games in Immunology Course: Determining Students' Perception and Measuring Its Influence on Academic Performance," *Journal of Education and Health Promotion* 13, no. 1 (2024): 258, https://doi.org/10.4103/jehp.jehp_2074_23.

[5] Hefniy Hefniy and Siti Safiah, "Educational Game Tools in Increasing Interest in Learning Pai in Early Age Children," *Managere* 2, no. 1 (2020): 109–22, https://doi.org/10.52627/ijeam.v2i1.31.

[6] Arina Restian, Rissana Aprilia Rohmah, and Sigit Wiyatmiko, "The Important Role of Fifth Grade Teachers in Creating Students with Character According to the Pancasila Student Profile at Muhammadiyah 4 Batu Elementary School," *Autentik: Journal of Elementary Education Development* 8, no. 1 (2024): 96–103, https://doi.org/10.36379/autentik.v8i1.484; Feni Risal 'Alala et al., "Instilling Citizenship Attitudes Through Pancasila and Citizenship Education (PPKn) Learning for Students at State Elementary School 6 Pesisir Selatan, West Sumatra," *JIP (PGMI Scientific Journal)* 6, no. 2 (2020), https://doi.org/10.19109/jip.v6i2.5693.

[7] R. Xiana, "Learning Innovation with Simulation: Improving Students' Language Skills," *Scientific Journal of Education* 14, no. 1 (2021): 34–45.

[8] Yentri Anggeraini, "Interactive Teaching: Activities and the Use of Technology in the EFL Classroom," *LANGUAGE CIRCLE: Journal of Language and Literature* 13, no. 1 (2018); Andrea J. Casey and Ellen F. Goldman, "Enhancing the Ability to Think Strategically: A Learning Model," *Management Learning* 41, no. 2 (April 2010): 167–85, https://doi.org/10.1177/1350507609355497.

characteristics. Furthermore, it is important to organize the classroom atmosphere to support the effective implementation of the games. Therefore, students can experience the maximum benefits of game-based learning.

This research is needed in the formulation of the problem regarding the application of the game method in Pancasila Education learning can improve students' attitudes and knowledge at UPTD SDN Ketapang Barat 4. Based on the formulation of the problem, the focus of the study in this research is expected to provide a significant contribution to the development of more innovative and relevant learning methods, as well as assist educators in creating a more interesting and effective learning atmosphere, so that students' understanding and attitudes can be improved.

RESEARCH METHODS

This study used a Classroom Action Research (CAR) approach with the Kemmis & Taggart pattern consisting of four repetitive stages: planning, action, observation, and reflection. This pattern was chosen because it allows researchers to be directly involved in the learning process, while simultaneously conducting continuous evaluation and improvement. The research subjects were 25 third-grade students of SDN Ketapang Barat 4, who were selected based on initial observations that indicated low knowledge and attitudes towards Pancasila. With CAR, researchers were able to design interventions in the form of game methods, implement learning, observe student engagement, and reflect on the results for improvement in the next cycle.

The CAR procedure is implemented in two cycles, starting with the planning stage: researchers develop a Learning Implementation Plan (RPP) that integrates game methods, such as *Pancasila Bingo*, which requires students to match Pancasila values with everyday situations. Learning objectives are clearly defined, such as the ability to explain the meaning of the Pancasila principles. Next is the action stage: learning is carried out according to the RPP by involving students in educational games. After that, the observation stage: researchers record student interactions, participation, and attitudes using observation sheets. Finally, the reflection stage: analysis of test results, questionnaires, and observations is carried out to assess success and plan improvements for the next cycle. With this pattern, each cycle provides valuable feedback to increase the effectiveness of the game method.

The instruments used consisted of 1) a summative test to measure students' cognitive knowledge of Pancasila, 2) an attitude questionnaire to assess students' affective aspects of Pancasila values, and 3) an observation sheet to record students' behavior, participation, and social interactions during learning. These instruments were tested for validity and reliability before use to ensure the reliability of the research results.

In testing the validity of the instrument, a content validity test was conducted through *expert judgment* by two Pancasila Education lecturers and one third-grade teacher. The results showed that the instrument was suitable for use with minor revisions. Then, the empirical validity test of the questionnaire was tested using Pearson Product Moment correlation with the number of respondents (N = 25) and a significance level of 5%. The rtable value = 0.396. Of the 20 questionnaire items, 18 items had r count > 0.396 so they were declared valid, while 2 items were eliminated. Therefore, the questionnaire used consisted of 18 valid items.

The instrument reliability test on the questionnaire was calculated using the Cronbach's Alpha formula. The calculation results showed a Cronbach's Alpha value of 0.87, which is in the very high category (≥ 0.80). Therefore, the questionnaire was declared reliable and consistent in measuring students' attitudes towards game-based Pancasila learning. The scale

for the questionnaire instrument used a 4-level Likert scale to avoid neutral answers: 4 = Strongly Agree (SS), 3 = Agree (S), 2 = Disagree (TS), and 1 = Strongly Disagree (STS).

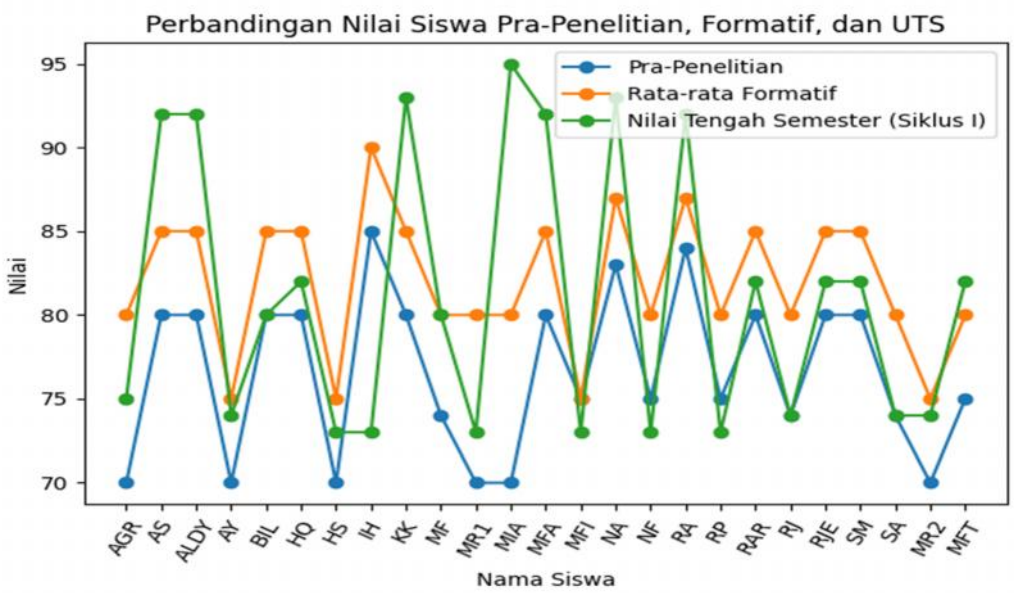
Summative test data were analyzed by calculating the average ($X^{-}=\sum XN$) and the percentage of completion (P=Number of Students Completed×Total Number of Students×100%). The success criteria were determined if ≥ 75% of students achieved the KKM. Questionnaire data were analyzed descriptively quantitatively by calculating the frequency and percentage of student responses. Observation data were categorized based on aspects of participation, cooperation, and positive attitudes. Data triangulation was carried out by combining test results, questionnaires, and observations to strengthen the validity of the study.

RESULTS AND DISCUSSION

Cycle I Research

Based on the data collected from formative and summative tests, observations of learning implementation, and questionnaires to determine changes in attitudes in accordance with the values of the Pancasila Profile after the application of the game method in Pancasila Education learning for grade III students at SDN Ketapang Barat 4, the researcher then analyzed the data as a reflection stage by determining indicators of research success criteria in cycle I, followed by presenting research data in the form of tables regarding the increase in students' knowledge achievement scores and attitudes in accordance with the values of the Pancasila Profile as follows:

Figure 1. Comparison of Pre-Research, Formative and Mid-Term Exam Student Scores



Based on the Comparison of Pre-Research, Formative, and Mid-Term Exam (Cycle I) Student Scores, there is a general improvement in student learning outcomes from the pre-research stage to the formative assessment and Mid-Term Exam. Pre-research scores tend to be in the range of 70–85 and are dominated by scores of 70–80, indicating that students' initial abilities are still in the sufficient category and not evenly distributed. After the learning activities were carried out, formative scores increased to the range of 75–90, with a dominant score of 80–85, indicating a positive student response to the learning process and an increase in conceptual understanding.

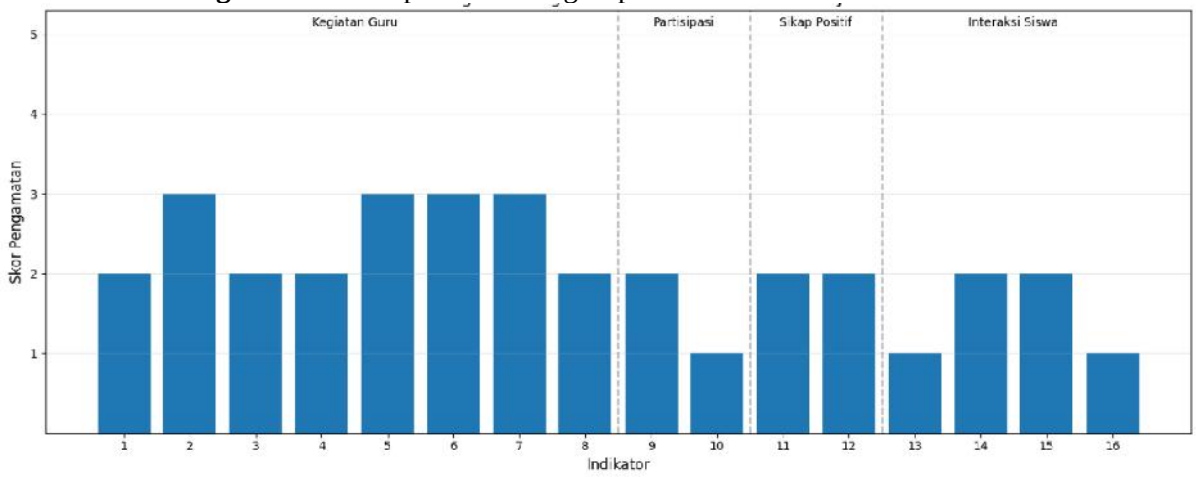
In the mid-term exam (UTS) stage of Cycle I, student scores ranged from 73 to 95, with some students even achieving scores above 90. This indicates that the learning activities in Cycle I have had a significant positive impact on student learning outcomes. In general, the mid-term exam scores were more often above the pre-research scores and for some students also exceeded the formative

scores, thus it can be concluded that the learning intervention was effective in improving student academic achievement.

However, this improvement was not entirely equitable. Some students experienced a decrease in mid-term exam scores compared to their formative scores, although they remained at or slightly above their initial scores. This situation indicates that success in formative assessments has not always been optimally translated into summative evaluations. Therefore, the results of Cycle I can be considered successful in improving learning outcomes in general, but still require improvement in subsequent cycles, particularly through remedial reinforcement, concept transfer exercises, differentiated learning, and mentoring for students whose results still fluctuate.

The results of the implementation observation data were obtained to find the factors related to the results of the cycle I test that made the success criteria not yet achieved, so that researchers can make improvements in subsequent learning activities. In this case, researchers obtained data from observers who were fellow researchers from the results of observations of the implementation of learning using the game method in the Pancasila Education Subject from aspects of teacher activities and student activities such as the level of participation, positive attitudes, and student interactions in learning, namely:

Figure 2. Bar Graph of Learning Implementation Observation Scores



Based on observations of learning activities, including teacher activities, student participation, positive student attitudes, and student interactions, the learning implementation percentage was 38.75%. This result indicates that the learning process has not been implemented optimally and is still in the low category.

In terms of teacher activities, most indicators were at scores of 2 and 3, indicating that learning had been implemented, but not optimally, particularly in classroom management and the application of more interactive learning strategies. In terms of student participation, student engagement was still low to moderate, as students were not yet equally active in discussions and group work. Meanwhile, in terms of positive student attitudes, most students had demonstrated fairly good behavior, such as good manners and attitudes in accordance with Pancasila values, although further strengthening was still needed. In terms of student interaction, interaction between students and teachers and between students was still relatively low, particularly in terms of the courage to ask questions and actively communicate during learning.

Overall, the results of this observation indicate that learning still requires improvement in the next cycle, especially in improving more interactive learning strategies, encouraging student participation in discussions, encouraging students' courage to ask questions, and using more varied and interesting learning methods so that the implementation of learning can increase significantly.

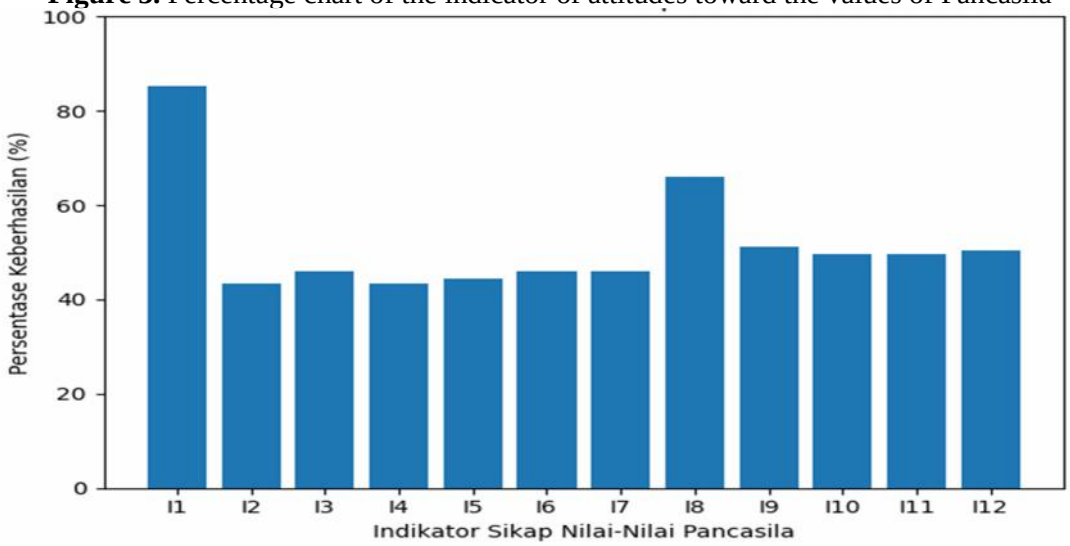
Next, the researcher continued collecting data on the improvement of attitudes towards Pancasila values or profiles after the students participated in Pancasila Education learning using the game method through a questionnaire, then the results were obtained in the following table:

Table 1. Data on Students' Pancasila Attitude Values Post-Learning

Student	Pancasila Values Attitude Point No:												Amount
	1	2	3	4	5	6	7	8	9	10	11	12	
1	4	2	2	2	2	3	2	2	3	3	2	2	29
2	4	2	3	2	2	2	2	3	2	2	2	2	28
3	5	2	2	2	2	2	2	3	2	2	2	2	28
4	4	3	2	2	2	2	2	3	2	2	2	2	28
5	4	2	2	2	2	2	2	3	2	2	2	2	27
6	5	2	2	2	2	2	2	3	2	2	2	2	28
7	5	2	2	2	2	2	2	3	2	2	2	2	28
8	4	3	2	2	2	2	2	3	2	2	2	2	28
9	4	2	2	2	2	2	2	3	2	2	2	2	27
10	4	2	3	2	2	2	2	3	2	2	2	2	28
11	4	2	2	2	2	2	2	3	2	2	2	2	27
12	4	2	2	2	2	2	2	3	2	2	2	2	27
13	4	2	2	2	2	2	2	3	2	2	2	2	27
14	5	2	3	2	2	2	2	3	2	2	2	2	29
15	4	2	2	2	2	2	2	3	2	2	2	2	27
16	4	2	2	2	2	2	2	3	2	2	2	2	27
17	4	2	2	2	2	2	2	3	3	2	2	2	28
18	4	2	2	2	2	2	2	3	3	2	2	2	28
19	4	2	2	2	2	2	2	3	3	2	2	2	28
20	4	2	2	2	2	2	2	3	2	2	2	2	27
21	4	2	2	2	2	2	2	3	2	2	2	2	27
22	4	2	2	2	2	2	2	3	2	2	2	2	27
23	5	2	3	2	2	2	2	3	2	2	2	2	29
Amount	98	50	53	50	51	53	53	76	59	57	57	58	
Success Indicator%	85.2	43.5	46.1	43.5	44.3	46.1	46.1	66.1	51.3	49.6	49.6	50.4	

Based on the questionnaire data above, the researcher presents it in the form of a bar graph which is presented below:

Figure 3. Percentage chart of the indicator of attitudes toward the values of Pancasila



Based on the bar graph data related to the observation of students' attitudes toward Pancasila values, which consisted of 12 indicators and participated by 23 students, the results showed that most students demonstrated fairly good attitudes. This is evident from the scores obtained by students, which ranged from 27 to 29 out of a maximum total score. This value indicates that, in general, students have demonstrated behavior that reflects Pancasila values in the learning process, although there are still several indicators that have not been optimally achieved.

Judging from the percentage of success indicators, the first indicator achieved the highest score, at 85.2%, indicating that the majority of students were able to demonstrate a positive attitude in this aspect. Furthermore, the eighth indicator also showed quite good results, at 66.1%, while the other indicators remained in the 43%–51% range. This suggests that understanding and application of Pancasila values in several aspects still need to be improved through more active and contextual learning activities.

Overall, observations indicate that students' attitudes toward Pancasila values have begun to develop, but are not yet fully developed. Therefore, teachers need to continue providing habituation, character building, and learning activities that can instill Pancasila values more deeply, so that students' positive attitudes can improve in subsequent lessons.

The results of the data collected from summative tests, observations, and questionnaires as cycle I activities, then analyzed, and finally interpreted with success indicators, it can be concluded that the research activities in cycle I were declared unsuccessful because the success indicators were not achieved at least or exceeded 80% or it can be said that there has been no increase in the results of knowledge and attitudes of Pancasila values or profiles of students in the Pancasila Education Subject through the Game Method in Class III Students of SDN Ketapang Barat 4.

Therefore, the researcher continued to cycle II and improved the findings that were supporting factors for the low increase in the results of students' knowledge and attitudes towards Pancasila values or profiles in the Pancasila Education Subject through the Game Method for Class III Students of SDN Ketapang Barat 4.

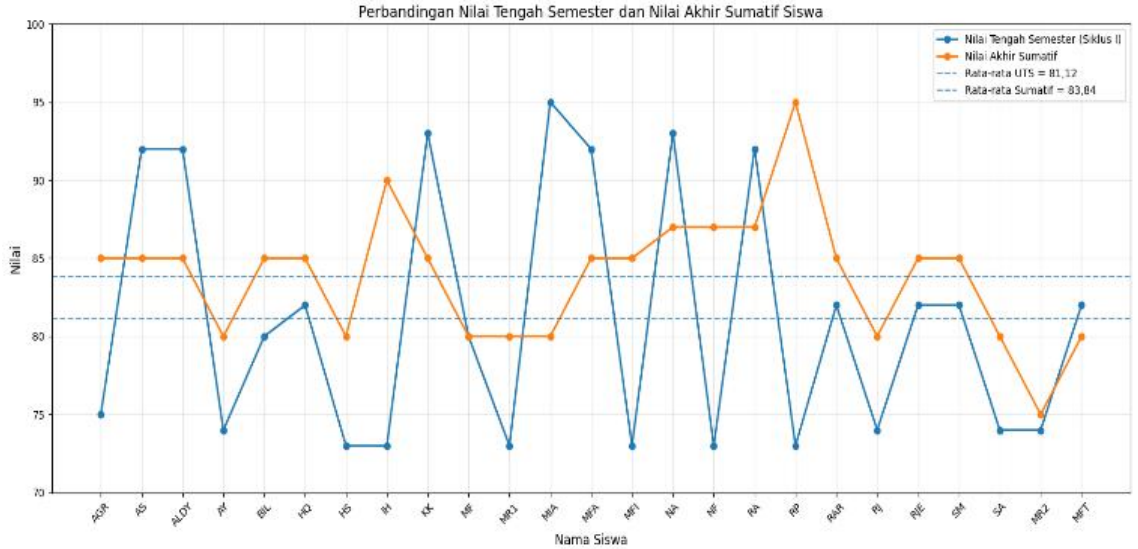
The improvements made by researchers at the planning stage are as follows:

1. Teacher activities that show very low learning implementation results will be improved, especially in the delivery of learning outcomes and objectives, learning management, question eliminators, and application of learning methods.
2. In the aspect of student participation , researchers will improve more active learning activities to stimulate students to be fully involved in a fun and meaningful way, then manage and facilitate them to work together in teams in learning activities.
3. Positive student attitudes . In this aspect, the researcher also acts as a teacher, politely and courteously delivering the material, so that students can emulate this positive attitude. This provides insights into positive attitudes and is useful for respecting differences in ethnicity, nation, race, and religion among peers and others.
4. Student interaction. Researchers will develop activities that reflect and stimulate student interaction during learning and game sessions, so they can enjoy learning.

Cycle II Research

In this second cycle, after the researcher improved the activities in the planning stage as in the findings in cycle I, data collection activities were carried out from the results of tests and observations to determine the increase in knowledge and questionnaire results to obtain the results of the increase in attitudes towards Pancasila values or profiles after learning using the game method was implemented, so that the following data was obtained:

Figure 4. X Comparison of Students' Mid-Semester Grades (Cycle I) and Final Summative Grades (Cycle II)



Learning Completion Graph

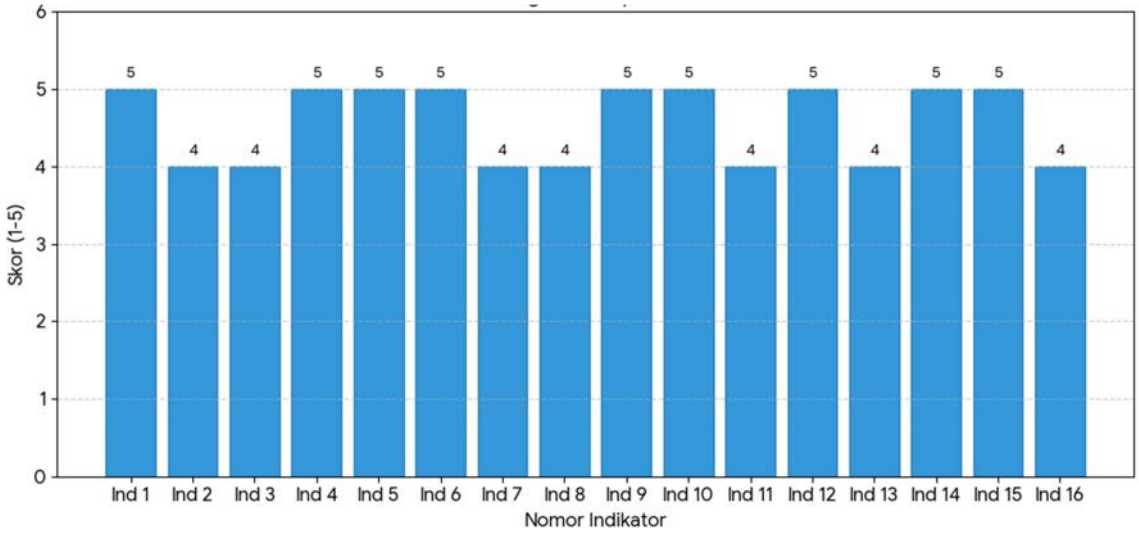
Based on the results of the midterm and final summative tests in Cycle II, student learning outcomes in Pancasila Education improved. The average class score in the midterm test was 81.12, while in the final summative test it increased to 83.84. This indicates an average increase of 2.72 points after the learning improvements in Cycle II.

In terms of learning completion, 15 students (60%) achieved completion in the midterm test, while 10 students (40%) failed. After the second cycle of learning, the final summative test showed that all 25 students (100%) achieved completion. This resulted in a 40% increase in learning completion.

These improvements indicate that the learning strategies implemented in Cycle II were able to enhance students' understanding of the Pancasila Education material. Furthermore, students who had previously not achieved the minimum completion criteria were able to improve their learning outcomes, enabling all students to achieve the expected competency standards. Based on these results, it can be concluded that the learning activities in Cycle II successfully improved student learning outcomes and met the research's success indicators.

Furthermore, the researcher obtained data from observers who were fellow researchers from the results of observations of the implementation of learning using the game method in the Pancasila Education Subject from the aspects of teacher activities and student activities such as the level of participation, positive attitudes, and student interaction in learning, namely:

Figure 5. Bar graph image of the results of observations on the implementation of learning using the game method in the Pancasila Education Subject in cycle II.



Based on the observation data of the learning implementation consisting of 16 indicators covering aspects of teacher activities, student participation, positive attitudes, and student interaction, the assessment results obtained with a score distribution in category 4 of 28 points (35%) and category 5 of 45 points (56.3%), while in score categories 1, 2, and 3 there were no scores. Overall, the percentage of learning implementation was 91.3%.

These results indicate that the quality of learning implementation is in the very good category. This is evident from the dominance of high scores (4 and 5) across almost all indicators. In terms of teacher activities, most indicators achieved maximum scores, such as conveying learning objectives, eliciting questions, building learning motivation, and mastery of the material. This demonstrates the teacher's ability to manage learning systematically and communicatively, ensuring that students understand the learning objectives.

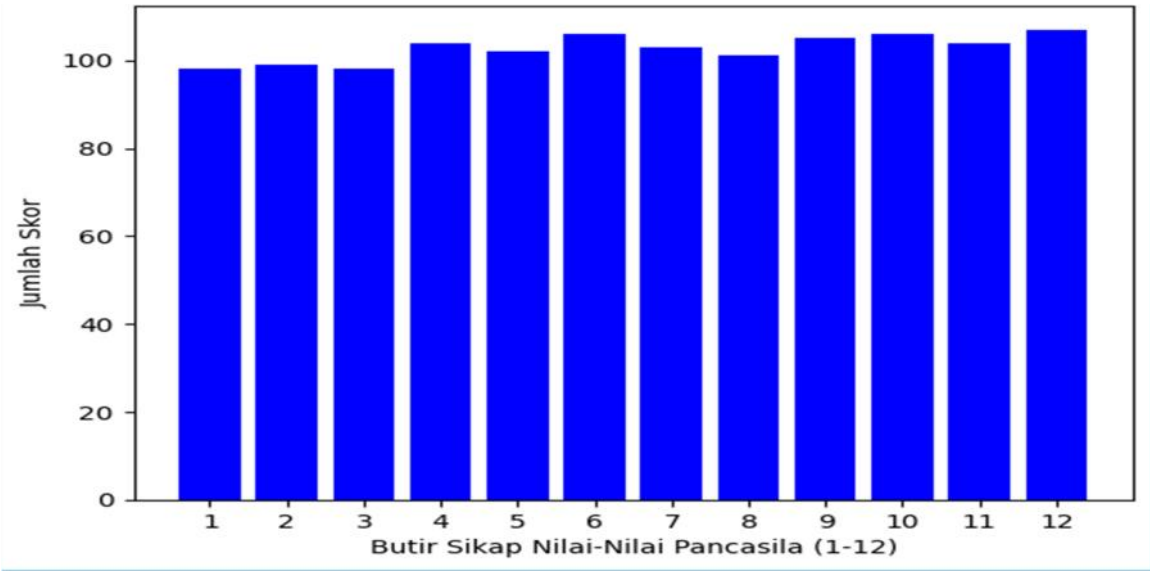
In terms of student participation, the indicator for student involvement in the learning process and group work scored very well. This indicates that students demonstrated a high level of active

participation in learning activities. Furthermore, in terms of positive attitudes, students also demonstrated behavior consistent with Pancasila values and maintained politeness and courtesy throughout the learning process.

Furthermore, regarding student interaction, students were quite active in asking questions, participating in learning activities such as educational games, and interacting with the teacher and classmates. This indicates that the learning environment was interactive, enjoyable, and participatory.

Overall, the observation results indicate that the learning process was very effective, as most indicators demonstrated optimal achievement. With an implementation rate of 91.3%, it can be concluded that the learning strategies and methods implemented by the teachers were able to create an active, conducive learning environment and support the achievement of learning objectives.
Next, the researcher continued the results of data collection on the improvement of attitudes towards Pancasila values or profiles after the students participated in Pancasila Education learning using the game method through a questionnaire, then the results were obtained in the following graphic image:

Figure 6. Graphic image of the results of the student response questionnaire regarding the improvement of attitudes towards Pancasila values or profiles in cycle II.



Based on the graphic image for the assessment of student attitudes towards 12 indicators of Pancasila values taken by 23 students, it is clear that in general the students' attitudes are in the very good category. This is seen from the scores obtained by students, which are mostly in the range of 4 and 5, with the total score of each student ranging from 47 to 53. This range of values indicates that the majority of students have demonstrated consistent behavior in implementing Pancasila values during the learning process.

When analyzed as a whole, the total score for each indicator shows a relatively high value. The indicator achievement percentage ranges from 85.2% to 93.0%, meaning all indicators have exceeded the minimum success threshold generally established in learning research. The indicator with the highest achievement is item 12 with a percentage of 93.0%, followed by items 6 and 10, which each reached 92.2%. This indicates that students are very good at demonstrating behavior related to the practice of Pancasila values in learning life, such as responsibility, cooperation, and respect for others.

Meanwhile, indicators with relatively lower percentages were found in items 1 and 3, with scores of 85.2%, although they were still in the very good category. This indicates that some students were not yet fully consistent in demonstrating their attitudes towards these indicators. However, overall, student behavior continued to show a positive trend.

From an individual perspective, most students achieved a total score above 50, indicating a fairly strong level of internalization of Pancasila values. Several students even achieved a score of 53, the highest score in the table, indicating that they consistently demonstrated excellent attitudes across nearly all assessment indicators.

Overall, the results of this analysis indicate that the implementation of learning that instills Pancasila values has been effective, as the majority of students were able to demonstrate attitudes consistent with these values throughout the learning process. With the indicator achievement rate all above 85%, it can be concluded that the indicators for success in instilling Pancasila values in students have been very well achieved.

The results of the data collected from summative tests and observations to determine the increase in students' knowledge, and questionnaires to obtain the results of the increase in students' Pancasila values attitudes after participating in Pancasila Education learning using the Game Method in cycle II activities concluded that the research activities in cycle II were declared successful exceeding far more than 80% by finding answers that there was a significant increase in students' knowledge results through the game method in Class III students of SDN Ketapang Barat 4. In addition, there was an increase in attitudes or Pancasila values or Students' Pancasila Profile after participating in Pancasila Education learning using the Game Method in Class III SDN Ketapang Barat 4.

Implications of Research Results

The results of the study indicate that the application of the game method in Pancasila Education learning in grade III of SDN Ketapang Barat 4 increased students' knowledge while strengthening positive attitudes towards Pancasila values. This improvement is evident from the active involvement of students during the learning process. The game method creates a more lively learning situation so that students show high enthusiasm to participate. This finding is in line with Jean Piaget's view that emphasizes that knowledge develops through active interaction between individuals and their learning environment. Piaget stated that "knowledge is constructed through active interaction with the environment" [9]reinforced by This statement provides a theoretical basis that play activities in learning are not merely entertainment, but a cognitive tool that allows students to process experiences into new knowledge. Thus, the game method provides space for students to directly experience the values being learned so that the learning process is not passive.

The research results also show that students construct their understanding through concrete experiences during game activities. In simulation activities that require cooperation, students not only learn the concept of mutual cooperation conceptually but also practice it in group interactions. This process demonstrates the construction of knowledge that occurs through social experiences. This is in line with the view [10]that emphasizes that cognitive development is formed through social interactions in the learning process. [11]emphasizes that learning occurs optimally when students are involved in meaningful social activities and receive support from the learning environment. From a conceptual perspective, games in Pancasila Education learning function as a social context that allows students to construct meaning in the values of togetherness, responsibility, and mutual respect through direct experience. Therefore, games not only improve cognitive understanding but also strengthen the process of internalizing values.

From a classroom action perspective, the differences in results between cycles I and II can be explained pedagogically. In cycle I, the learning process was not fully optimal because students were

[9] Jean Piaget, *The Psychology of the Child* (New York, NY: Basic Books, 1972).

[10] Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

[11] Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* .

still adapting to a different learning pattern from their previous habits. Unclear game instructions and unstructured role assignments resulted in some students not being fully engaged. This situation prevented the learning objectives from being achieved optimally. Improvements were made in cycle II through a more systematic explanation of the game rules, strengthening the teacher's role as a facilitator, and more effective group management. These changes encouraged more equitable student participation. This finding supports John Dewey's idea that "learning occurs through active participation and experience [12]. " In other words, the success of cycle II was not solely due to the use of games, but also to improved management of learning activities that enabled students to engage actively and reflectively.

Although the results show positive improvements, this study has several limitations that require academic criticism. First, the study was conducted in only one class, so the data coverage was relatively limited and not representative of the conditions of elementary schools as a whole. Second, the short duration of the study did not allow researchers to observe the sustainability of changes in student attitudes over the long term. Third, the types of games used were not systematically compared, so it is not yet possible to determine which form of game is most effective in Pancasila Education learning. Furthermore, external factors such as student characteristics, teacher teaching style, and classroom climate can also influence learning success but were not analyzed in depth in this study. Therefore, further research is needed with a wider school coverage, a more rigorous experimental design, and longitudinal measurements to gain a more comprehensive understanding of the effectiveness of game methods in strengthening the learning of Pancasila values in elementary schools.

CONCLUSION

This study concludes that the application of game-based learning methods in Pancasila Education in third-grade students at SDN Ketapang Barat 4 improved students' knowledge and strengthened positive attitudes toward Pancasila values. This improvement occurred because the game-based learning method encouraged students' active involvement in the learning process through direct experience and social interaction. This finding aligns with the constructivist theory proposed by Jean Piaget and Lev Vygotsky, which emphasizes that knowledge is built through active learning activities and interactions with the social environment.

The implications of this study indicate that the game method can be used as an effective learning strategy to improve conceptual understanding while shaping students' attitudes and character. This approach also supports the principle of experiential learning as explained by John Dewey, which states that direct experience is a crucial factor in meaningful learning. However, this study has limitations because it was conducted in a single class and for a relatively short duration, so the results cannot be broadly generalized. Therefore, further research is recommended to involve more schools, extend the research period, and test variations in game methods to obtain a more comprehensive understanding of the effectiveness of game methods in Pancasila Education learning in elementary schools.

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