

Achievement of Excellent Learning Outcomes Through the Implementation of the Pancasila Inquiry Learning Model in Grade IV Elementary School Students

Nur Rahmatan Mursalin*
DDI A.G.H. Abdurrahman Ambo Dalle Islamic
University, Indonesia

Husnul Khotimah Rustam
ITKES Muhammadiyah Sidrap, Indonesia

Article Info

Article history:

Received: Mei 15, 2026
Revised: Juni 02, 2026
Accepted: Juni 22, 2026

Keywords:

Inquiry learning model; learning outcomes; meaning of the relationship between symbols; and the principles of Pancasila.

Abstract

Background of study: Low student engagement in Pancasila learning can impact learning outcomes. The inquiry learning model is seen as capable of increasing student engagement in the learning process. Aims and scope of paper: The objective of this study was to improve student learning processes and outcomes through the application of the inquiry learning model. The subjects were all 18 fourth-grade students at Public Elementary School 46 in Parepare City. Methods: This research is a Classroom Action Research (CAR) which uses a quantitative approach. Result: The results of the study showed that there was an increase in cognitive learning outcomes, namely students were able to implement Pancasila values in all cycles guided by teachers. In the affective domain, students were able to be more independent, sensitive and empathetic to friends who were experiencing difficulties. Quantitatively, I. Student activity also increased from 66.04% in cycle I to 83.64% in cycle II. The average value of students from their learning outcomes was 95. Teacher activity increased from 61.11% in cycle I to 88.88% in cycle II. Conclusion: Thus, it can be concluded that the application of the inquiry learning model is able to improve the learning outcomes of fourth grade students at SDN 46, Parepare City.

To cite this article: Mursalin, N. R., & Rustam, H. K. (2026). *Achievement of excellent learning outcomes through the implementation of the Pancasila inquiry learning model in Grade IV elementary school students. Jurnal Ilmiah Tarbiyah Umat, 26-32*

INTRODUCTION

Background of the study: Pancasila is the basis of the state, national ideology, and a source of values that serve as a guideline in the life of society, nation, and state in Indonesia. As the philosophical basis of the state, Pancasila contains fundamental values that reflect the identity of the Indonesian nation, namely the values of divinity, humanity, unity, populism, and social justice. These values not only function as a foundation in the administration of government, but also as a guideline in the formation of the character of citizens with personalities in accordance with the nation's identity (Kaelan, 2016).

In the national education system, efforts to internalize Pancasila values are realized through Pancasila and Citizenship Education (PPKn). PPKn is a subject designed to form students into citizens who understand and are able to carry out their rights and obligations responsibly. According to Winataputra and Budimansyah (2012), PPKn has a strategic role in developing civic competencies which include aspects of *civic knowledge*, *civic skills*, and *civic dispositions*. Through PPKn learning, students are expected to be able to implement Pancasila values in various aspects of social life.

*** Corresponding author:**

Nur Rahmatan Mursalin, DDI A.G.H. Abdurrahman Ambo Dalle Islamic University, Indonesia

nurrahmatanmursalin@ddipolman.ac.id

The importance of strengthening Pancasila values through PPKn learning is increasingly relevant in the midst of the development of globalization which is characterized by the rapid advancement of information and communication technology. Globalization has brought various changes in people's mindsets, lifestyles, and social interactions, especially the younger generation. On the one hand, this condition provides opportunities for improving the quality of human resources, but on the other hand, it also has the potential to erode national values if it is not balanced with strong character education. The phenomenon of declining nationalism, low social concern, and increasing individualistic behavior are challenges that need to be responded to through education that is oriented towards strengthening national character and values (Winarno, 2014).

In line with this, PPKn has a function that is not only oriented to mastering citizenship concepts, but also to forming attitudes and behaviors in accordance with Pancasila values. Through a planned and continuous learning process, students are expected to be able to develop an attitude of tolerance, responsibility, discipline, democracy, and concern for the social environment. Thus, PPKn is an important instrument in realizing the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, capability, creativity, independence, democracy, and responsibility.

Civil service subjects have an important role in forming citizens who understand and are able to carry out their rights and obligations responsibly, so that they become intelligent, skilled, and characterful individuals in accordance with the values of Pancasila and the 1945 Constitution. However, in practice, the learning process still tends to use a conventional approach, where the teacher becomes the center of information. In fact, PPKn learning has characteristics that emphasize activities such as experimentation, observation, data collection, concept testing, and drawing conclusions. The low learning outcomes of students are influenced by several factors, including students' difficulties in understanding the material and lack of active involvement in the learning process.

Rationale of the study: Based on these problems, the inquiry learning model was chosen as an alternative solution. This model requires students to actively think and engage in intellectual activities, so that they can process learning experiences into more meaningful. Through this approach, students are expected to be able to discover the concepts learned on their own and improve their learning outcomes. As in the research of Jundu et al., (2020) it was found that the use of the guided inquiry learning model has a considerable influence on the science learning outcomes of students at SDI Wae Raton.

Literature review: Various studies (Amijaya et al., 2018; Lovisia, 2018; Sutarningsih, 2022) shows that the inquiry learning model is effective in improving student learning outcomes. However, most of the research still focuses on science, social studies, and mathematics subjects, while the application of the inquiry model to Pancasila Education subjects in elementary schools is still limited. In addition, research that specifically examines the achievement of student learning outcomes through the Pancasila Inquiry model in grade IV elementary school students has not been widely conducted.

Based on learning conditions that still tend to be teacher-centered, a learning model is needed that is able to increase student activity and understanding. Therefore, this research is important to examine the effectiveness of the Pancasila Inquiry model in improving student learning outcomes.

Gap analysis: The novelty of this research lies in the application of the Pancasila Inquiry model in learning Pancasila Education in grade IV elementary school students with a focus on achieving learning outcomes, so that it can provide empirical evidence regarding the effectiveness of the model in supporting active and meaningful learning.

Purpose or Hypotheses of the study: Thus, based on this background, the author intends to conduct a research entitled "The Application of the Inquiry Learning Model to Improve Student Learning Outcomes in the Material of Understanding the Meaning of the Relationship between Symbols and the Precepts of Pancasila in Class IV of SD Negeri 46 Parepare City".

METHOD

Research Design: The type of research applied is Classroom Action Research (PTK) based on quantitative experiments. Pandiangan (2024) stated that PTK is research conducted by teachers in the classroom with the aim of improving the learning process so that it can improve student learning outcomes. This research is carried out through the application of an inquiry learning model which is expected to be able to improve student learning outcomes in the material of understanding the meaning of the relationship between symbols and the precepts of Pancasila in grade IV of SDN 46 Parepare City

Participant : The subjects of the study were 18 people in grade IV students of SDN Kota Parepare

Population and the methods of sampling Instrumentation (sample of questions, scoring method, and psychometric properties (validity and reliability)) :

Instrument : The data collection techniques used in this study include observation, tests, and documentation. The selection of the technique is based on its suitability with the focus of research that focuses on the learning process and outcomes. The data collected includes process data, which is obtained through observation sheets of teacher and student activities, as well as data on student learning outcomes obtained through evaluations or tests.

Procedures and if relevant, the time frame : The implementation of the research is carried out in two cycles, where each cycle consists of stages of planning, implementation of actions, observation, and reflection. Each cycle is a series of interrelated activities. If in the first cycle the results obtained have not reached the success indicators, then the research will be continued to the next cycle until the expected goals are achieved.

Analysis plan (describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation) :

The data analysis technique uses the results of observations and student test results which are measured using student cognitive assessment instruments related to student knowledge and analysis in PPKN lessons, especially in the theme of Pancasila values. The success of the application of Pancasila values in learning can be measured through changes in students' knowledge, attitudes, and behaviors in accordance with the values contained in the five precepts of Pancasila. In the aspect of the One Godhead, students show a religious attitude by carrying out worship according to their religion and beliefs and respecting differences in beliefs. In the aspect of Fair and Civilized Humanity, success is shown through behavior of respecting the rights of others, being polite, caring, and having empathy for others. In the aspect of Indonesian Unity, students are able to work together, respect diversity, and maintain harmony in the school environment. Furthermore, in the aspect of Leadership Led by Wisdom in Deliberation/Representation, students are able to express opinions politely, respect the opinions of others, and actively participate in deliberations to reach mutual agreement. As for the aspect of Social Justice for All Indonesian People, students show a fair, responsible, disciplined attitude, and are able to carry out their rights and obligations in a balanced manner.

RESULTS AND DISCUSSION

Results

1. Cycle I

a. Planning

In the planning stage of the first cycle, the researcher prepared a learning tool that included a Learning Implementation Plan (RPP), teaching materials, Student Worksheets (LKS), evaluation instruments, and observation sheets for teacher and student activities. All of these devices are prepared with reference to applicable learning guidelines and consulted with the principal. The material taught focuses on understanding the relationship between symbols and the precepts of Pancasila. In addition, the researcher also prepared supporting media, including documentation tools.

b. Implementation

The actions in the first cycle are carried out by the researcher as a teacher, while the class teacher acts as an observer. The learning activities follow the steps of the inquiry model, namely orientation, problem formulation, hypothesis, data collection, hypothesis testing, and conclusion drawn. The activity began with opening, perception, and delivery of learning objectives. In the core

activity, students are directed to be active in the thinking process through the inquiry stage. The activity ended with joint reflection and the administration of an evaluation test to measure student understanding.

c. Observation

The results of observations in the first cycle show that the activities of teachers and students are still in the sufficient category (C). Several stages of the inquiry have not been carried out optimally, especially at the stage of data collection and motivation. Student activities have also not been optimal, as can be seen from the low participation in several stages of learning. Overall, the level of achievement of student activities in the first cycle has not met the success indicators.

d. Reflection

Based on the results of the evaluation, the average score of student learning outcomes in the first cycle reached 72.22 with a percentage of learning completeness of 61.11%. These results show that learning has not reached the set success indicators. The obstacles found include students who are not used to inquiry-based learning, lack of focus during learning, and ineffective group cooperation. Therefore, improvements were made in cycle II.

2. Cycle II

a. Planning

Planning in cycle II is prepared based on the results of reflection in cycle I by making improvements to learning tools and implementation strategies. The researcher again prepared lesson plans, teaching materials, worksheets, evaluation instruments, and observation sheets with adjustments to improve the quality of learning.

b. Implementation

The implementation of cycle II is carried out in the same steps as cycle I, but with improvements in aspects of classroom management, motivation, and guidance to students. Teachers are more active in facilitating students during the inquiry process so that student involvement increases.

c. Observation

The results of observations in cycle II showed a significant increase. Teacher and student activities have reached the good category (B). Each stage in the inquiry model can be carried out more optimally. Students show higher activeness in formulating problems, collecting data, and drawing conclusions.

d. Reflection

The results of the evaluation showed an increase in student learning outcomes. The average class score increased to 84.44 with a learning completeness rate of 83.33% or 15 out of 18 students have achieved learning completeness. The increase in average scores and learning completeness shows that the application of the Pancasila Inquiry learning model is effective in improving the learning outcomes of grade IV students. With the achievement of the established success indicators, the research was stopped in cycle II.

Discussion

The results of the study show that the application of the inquiry learning model is able to improve the learning outcomes of grade IV students on the material on the relationship between symbols and the precepts of Pancasila. This increase can be seen from the average score of student learning outcomes which increased from 72.22 in the first cycle to 84.44 in the second cycle. This increase occurs because students no longer only receive information from the teacher, but are actively involved in the process of discovering knowledge through observing activities, formulating problems, gathering information, testing hypotheses, and drawing conclusions. According to Sanjaya (2016), the inquiry learning model places students as active learning subjects so that they are able to develop critical thinking skills and understanding concepts more deeply.

The improvement of learning outcomes is also influenced by each stage of the inquiry model that is applied systematically. At the orientation and problem formulation stage, students are encouraged to identify the relationship between the symbols and precepts of Pancasila so that curiosity arises about the material studied. Furthermore, at the stage of data collection and hypothesis testing, students discuss and look for relevant information to prove the answers they propose. This process helps students build knowledge independently in accordance with Bruner's (1966) constructivist theory which emphasizes that learning will be more meaningful when

students discover the concepts learned for themselves. The results of this study are in line with the research of Izzatika et al., (2023) which shows that the inquiry learning model has a positive effect on improving the learning outcomes of elementary school students because it is able to increase student engagement and learning activities during the learning process.

In addition to improving learning outcomes, the application of the inquiry learning model also supports the development of Pancasila values in learning. During group discussion activities, students learn to work together, respect the opinions of friends, deliberate, and take responsibility for group tasks. These attitudes reflect the implementation of the values of Indonesian Unity, Wisdom Led by Wisdom in Deliberation/Representation, and Social Justice for All Indonesian People. According to Kaelan (2016), the values of Pancasila are basic values that must be internalized through the educational process in order to become a guideline in behaving and acting. Thus, the increase in learning outcomes obtained by students not only shows success in the cognitive aspect, but also indicates the development of understanding and appreciation of Pancasila values.

The findings of this study are also in line with the research of Atmaja (2024) which shows that the inquiry approach in learning Pancasila and Citizenship Education is able to increase students' understanding of Pancasila values, critical thinking skills, and collaborative skills. The research confirms that the inquiry model is not only effective in improving learning outcomes, but also helps students internalize civic values through active and participatory learning experiences. In the context of Pancasila and Citizenship Education, the results of this study support the view of Winataputra and Budimansyah (2012) that the goal of PPKn is not only to develop *civic knowledge*, but also *civic skills* and *civic dispositions*. The increase in student activity from 66.04% to 83.64% indicates the development of communication, cooperation, and participation in learning skills. Meanwhile, the increase in learning completeness from 61.11% to 83.33% shows that the inquiry model is able to help students better understand the concept of the relationship between symbols and the precepts of Pancasila.

The improvement of student learning outcomes in this study shows that the inquiry learning model is able to create more meaningful learning than teacher-centered learning. In the first cycle, some students still had difficulty expressing their opinions and connecting symbols with the precepts of Pancasila. However, after learning improvements in cycle II, students showed better ability to identify problems, gather information, and explain the meaning of the Pancasila symbol precisely. These changes show that students' active involvement in the process of discovering knowledge has a positive impact on the understanding of the concepts studied.

These findings are supported by research by Rusmiati et al., (2025) which found that the use of the LKPD-assisted inquiry learning model has a significant influence on the learning outcomes of Pancasila Education for elementary school students. The study showed that students who learned through the process of inquiry and discovery obtained better learning outcomes than students who learned by conventional methods. These results reinforce the study's findings that the increase in average scores from 72.22 to 84.44 occurred because students gained the opportunity to build their own knowledge through active learning activities.

The results of this study are also supported by research by Yani et al., (2024) which shows that the inquiry learning model has a significant effect on the learning outcomes of elementary school students. The study explained that inquiry learning is able to improve students' critical thinking skills, curiosity, and participation in the learning process, thus having an impact on improving learning outcomes. These findings are in line with the conditions found in this study, where students become more active in connecting the symbols of Pancasila with the meaning contained in each precept.

Implications : In addition to improving learning outcomes, the application of the inquiry learning model also contributes to strengthening Pancasila values which are the main goals of Pancasila Education learning. During the learning process, students are trained to work together in groups, respect the opinions of friends, listen to the results of other group discussions, and take responsibility for assigned tasks. The activity reflects the implementation of the values of Indonesian Unity, Peoples Led by Wisdom in Deliberation/Representation, and Social Justice for All Indonesian People.

Furthermore, the success of the inquiry learning model in this study shows that Pancasila Education learning will be more effective if students are given the opportunity to discover and construct their own knowledge. Learning that only focuses on delivering material tends to make students passive and memorize concepts, while inquiry learning encourages students to understand the meaning of Pancasila values through the process of thinking, discussing, and solving problems together. Therefore, the increase in average scores, learning completeness, and student activities in this study shows that the inquiry learning model is an effective alternative to improve the quality of learning of Pancasila Education in elementary schools.

Limitations : This research is limited to the application of the inquiry learning model in Pancasila subjects in grade IV elementary school students. The focus of the research was only to examine the achievement of student learning outcomes after the application of the inquiry learning model without comparing it with other learning models. The measurement of learning outcomes is limited to the learning outcomes obtained by students during the implementation of the research. In addition, this research was conducted in one class and within a certain period of time so that the results of the research could not be generalized widely to all levels or different elementary school contexts.

Suggestions : Teachers are advised to apply the inquiry learning model in Pancasila Education learning because it has been proven to be able to improve student activities and learning outcomes. In order for the implementation to be more optimal, teachers need to design contextual problems, provide sufficient guidance at each stage of inquiry, and manage group discussions effectively so that all students can actively participate in the learning process. Schools are expected to support the implementation of inquiry learning models through the provision of media, learning resources, and learning environments that support student inquiry activities. This support is important to create more interactive and student-centered learning. Researchers are then advised to develop research on inquiry learning models in other Pancasila Education materials or examine their influence on more specific aspects, such as critical thinking skills, collaboration skills, and internalization of Pancasila values. In addition, research can be conducted at a higher level of education and a more diverse number of subjects to obtain more comprehensive and generalizable findings

CONCLUSION

Based on the results of the classroom action research carried out in two cycles, it can be concluded that the application of the inquiry learning model is able to improve the quality of the learning process and outcomes of Pancasila Education in grade IV students of SD Negeri 46 Parepare City. The improvement in the quality of the learning process was shown by the increase in teacher activity from 61.11% in the first cycle to 88.88% in the second cycle, as well as the student activity from 66.04% to 83.64%. The improvement shows that the inquiry learning model is able to encourage more active student involvement in observing, discussing, gathering information, testing hypotheses, and drawing conclusions.

The application of the inquiry learning model has also proven to be effective in improving student learning outcomes on the material on the relationship between symbols and the meaning of Pancasila precepts. This is shown by the increase in the average score of student learning outcomes from 72.22 in the first cycle to 84.44 in the second cycle. In addition, the percentage of learning completeness increased from 61.11% (11 out of 18 students) in the first cycle to 83.33% (15 out of 18 students) in the second cycle. With the achievement of the success indicators that have been set, the inquiry learning model has proven to be effective in increasing students' understanding of the material on the relationship between symbols and the meaning of Pancasila precepts while supporting more active and meaningful learning.

ACKNOWLEDGMENT (IF ANY)

The acknowledgement is a form of appreciation for the contribution of an institution or an individual who is not considered as the writer for example an institution or an individual who provides the research funding of this publication.

AUTHOR CONTRIBUTIONS STATEMENT

The Author Contributions Statement can be up to several sentences long and should briefly describe the tasks of individual authors. Please list only 2 initials for each author, without full stops, but separated by commas (e.g. JC, JS). In the case of two authors with the same initials, please use their middle initial to differentiate between them (e.g. REW, RSW). The Author Contributions Statement should be included at the end of the manuscript before the References.

REFERENCES

- Amijaya, L. S., Ramdani, A., & Merta, I. W. (2018). PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING TERHADAP HASIL BELAJAR DAN KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK. *Jurnal Pijar Mipa*, 13(2), 94–99. <https://doi.org/10.29303/jpm.v13i2.468>
- Atmaja, T. S. (2024). Penerapan Pendekatan Inkuiri dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan di Madrasah Aliyah. *Juwara Jurnal Wawasan dan Aksara*, 4(1), 217–229. <https://doi.org/10.58740/juwara.v4i1.111>
- Bruner, J. (1966). *Toward a theory of instruction*. Harvard University Press.
- Izzatika, A., Erni, E., Hermawan, J. S., Tias, I. W. U., & Yudisthira, A. (2023). Pengaruh Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar Peserta Didik Kelas V Sekolah Dasar. *Jurnal Basicedu*, 7(3), 1969–1980. <https://doi.org/10.31004/basicedu.v7i3.4307>
- Jundu, R., Tuwa, P. H., & Seliman, R. (2020). Hasil Belajar IPA Siswa SD di Daerah Tertinggal dengan Penerapan Model Pembelajaran Inkuiri Terbimbing. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(2), 103–111. <https://doi.org/10.24246/j.js.2020.v10.i2.p103-111>
- Kaelan. (2016). *Pendidikan Pancasila*. Paradigma.
- Lovisia, E. (2018). Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Hasil Belajar. *Science and Physics Education Journal (SPEJ)*, 2(1), 1–10. <https://doi.org/10.31539/spej.v2i1.333>
- Rusmiati, D., Perdana, D. R., & Habibi, R. K. (2025). *Pengaruh model pembelajaran inkuiri berbantuan LKPD terhadap hasil belajar pendidikan pancasila di sekolah dasar*. 13(1), 59–66.
- Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana.
- Sutarningsih, N. L. (2022). Model Pembelajaran Inquiry untuk Meningkatkan Prestasi Belajar IPA Siswa Kelas V SD. *Journal of Education Action Research*, 6(1), 116. <https://doi.org/10.23887/jear.v6i1.44929>
- Winataputra, U., & Budimansyah, D. (2012). *Pendidikan Kewarganegaraan Dalam Perspektif Internasional (Konteks, Teori, dan Profil Pembelajaran)*. Gramedia.
- Yani, F., Witarsa, R., & Masrul, M. (2024). Pengaruh Model Pembelajaran Inkuiri terhadap Hasil Belajar IPAS di Sekolah Dasar. *Journal of Education Research*, 5(1), 705–710. <https://doi.org/10.37985/jer.v5i1.879>