

# Integration of Card Sort Method and Self-Reflection in Learning Pancasila Values in Senior High School

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## Abstract

The acquisition of Pancasila values among adolescents is increasingly challenged by low student participation and the predominant use of technology for non-educational purposes. These factors have contributed to a decline in students' comprehension and internalization of Pancasila values in daily life. This study aimed to examine the effectiveness of integrating the Card Sort method with structured self-reflection activities to enhance the understanding of Pancasila values among tenth-grade students at State Senior High School 6 Malang. A Classroom Action Research design guided by the Kemmis and McTaggart spiral model was employed, conducted over two cycles with thirty-three participants. Data were systematically collected through pre-tests, post-tests, classroom observations, and student reflection journals. The results demonstrated a substantial improvement in students' understanding of Pancasila values, reflected in higher post-test scores and active engagement during learning activities. Furthermore, self-reflection activities enhanced students' awareness of their civic rights, responsibilities, and attitudes as Indonesian citizens. The integration of collaborative, interactive, and reflective instructional strategies proved effective in promoting both cognitive learning outcomes and the cultivation of positive character traits aligned with Pancasila principles. These findings highlight the importance of implementing integrated collaborative and reflective pedagogical approaches in Pancasila Education to foster meaningful student engagement, participation, and internalization of civic values, particularly in the digital era.

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## Introduction

Pancasila education occupies a strategic position within the Indonesian national education system because it plays a critical role in shaping students' character, reinforcing national identity, and cultivating responsible and civilized citizens. The values embedded in Pancasila extend beyond mere ideological principles; they serve as an ethical and practical foundation guiding the behavior of Indonesian citizens in everyday life. Consequently, Pancasila Education in schools should not be limited to a formal subject within the curriculum but must also function as a bridge between ideal concepts and the real-life needs of students. Effective Pancasila learning requires approaches that integrate cognitive understanding with practical application, enabling students to internalize these values in diverse social contexts. However, in practice, the teaching of Pancasila values continues to encounter significant methodological challenges. Current approaches tend to be predominantly verbal, normative, and theoretical, lacking the contextualization necessary for meaningful learning. This gap is particularly evident among the digital generation, who engage more with technology and interactive learning environments. As a result, innovative and contextualized instructional strategies are urgently needed to make Pancasila education relevant, engaging, and impactful for contemporary students.

Various reports indicate that learning Pancasila Education in secondary schools faces significant challenges. According to the Ministry of Education, Culture, Research, and Technology (2023), seventy-two percent of high school students perceive Pancasila learning as theoretical and monotonous, which may hinder meaningful engagement with the material. Observation data at State Senior High School 6 Malang further reveal that sixty-five percent of students prefer to use gadgets for non-educational purposes during lessons (Kusuma, 2022), reflecting a lack of sustained attention and motivation. In addition, Junaedi (2022) reported that fifty-eight percent of students experience difficulties in applying Pancasila values within the context of their daily lives. These findings suggest a persistent conceptual-practical gap in Pancasila education, as noted by Fitriasari and Masyitoh (2020), where students' understanding remains largely theoretical and is not functionally actualized in social interactions or civic practices. Such a gap indicates that current pedagogical approaches may not effectively bridge the ideal principles of Pancasila with the lived experiences of students. Addressing this issue requires the implementation of instructional strategies that contextualize Pancasila values and actively involve students in meaningful learning experiences.

This challenge is further compounded by the pervasive influence of digital technology, which significantly affects the mindset, behavior, and social interactions of the younger generation. On one hand, technological advancements present opportunities for educational transformation, enabling innovative instructional strategies and access to diverse learning resources. On the other hand, digital technology can pose serious threats to moral and civic values, fostering tendencies toward hedonism, individualism, and pragmatism (Arifin & Harahap, 2021). The widespread use of social media and exposure to digital content that often contains intolerance, hate speech, and misleading information intensifies the difficulty of internalizing ethical and civic values. In this context, traditional teaching approaches may no longer be sufficient to develop students' character and ethical reasoning. Therefore, there is an

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urgent need for a participatory, reflective, and contextual learning model that actively engages students in meaningful experiences, strengthens their critical thinking, and builds resilience in their character. Such a model can serve as a bridge between digital-era challenges and the cultivation of moral, civic, and social competencies essential for responsible citizenship.

Several previous studies have attempted to address these challenges by implementing active learning methods. Suardana (2021) demonstrated that the Card Sort method was effective in enhancing Civic Education learning outcomes by twenty-eight percent, as it actively trained students in concept analysis and decision-making. Similarly, research by Fatimah (2023) and Gumilar et al. (2024) showed that self-reflection activities could increase the internalization of moral values by up to sixty-eight percent through the structured contemplation of personal experiences. Despite the demonstrated effectiveness of each method individually, most studies have been conducted in isolation, without exploring the potential synergies between these approaches. There remains a paucity of research explicitly examining the integration of the Card Sort method and self-reflection activities into a single, cohesive learning model. Furthermore, the application of such an integrated model within digital platforms aligned with the Independent Curriculum has not been extensively investigated. Addressing this research gap could provide valuable insights into designing Pancasila Education that is both interactive and reflective, thereby enhancing students' cognitive, moral, and civic development in contemporary learning environments.

This study addresses a clear research gap in the field of Pancasila Education. A review of the existing literature indicates that no comprehensive research has yet examined the integration of the Card Sort method and digital self-reflection into a single learning design focused on Pancasila values. Furthermore, the limited studies connecting the use of these integrated methods with the strengthening of the Pancasila Student Profile in the digital era suggest that both conceptual and empirical gaps remain unaddressed. The novelty of this research lies in the development of a digital-based learning model that combines structured concept classification activities through the Card Sort method, guided reflection on personal values, and the practical application of these values in real-life contexts. By integrating these elements, the model aims not only to improve students' cognitive understanding but also to cultivate their ethical reasoning, civic awareness, and character development. This approach provides a holistic framework that aligns with contemporary educational needs, bridging theoretical understanding with meaningful, contextualized practice in the digital age.

This research is designed to address specific conditions observed at State Senior High School 6 Malang, which reflect broader national trends. Many students continue to perceive Pancasila as an abstract set of principles that lacks direct relevance to their daily experiences and social interactions. This perception is further exacerbated by the widespread presence of digital intolerance and the growing threats of social disintegration, which challenge students' moral reasoning and civic awareness. Consequently, there is an urgent need to develop a learning model capable of grounding Pancasila values in ways that are both adaptive and transformative. Such a model must facilitate the meaningful internalization of values, linking conceptual understanding with practical application in students' everyday lives. By doing so, it can strengthen students' character, enhance their civic competence, and foster resilience

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against the negative influences of the digital era. This approach emphasizes not only knowledge acquisition but also the cultivation of ethical, social, and civic dispositions essential for responsible citizenship.

Conceptually, the proposed learning model is designed to integrate all three domains of Bloom's taxonomy. The cognitive domain is addressed through structured Card Sort activities that enhance students' conceptual analysis and decision-making skills. The affective domain is cultivated via guided self-reflection, enabling students to explore and internalize personal and moral values. The psychomotor domain is developed through the practical implementation of Pancasila values in real-life actions, ensuring that learning extends beyond theory into meaningful practice. The adoption of a digital approach aligns with the principles of the Independent Curriculum, which emphasizes flexible, adaptive, and contextually relevant learning experiences tailored to students' socio-cultural environment. By leveraging digital media, the model aims to increase student engagement, foster interactive learning, and support the development of responsive citizenship literacy. Ultimately, this integrative approach is intended to create a holistic and transformative Pancasila Education that equips students with the knowledge, attitudes, and skills necessary to navigate the challenges of contemporary society.

Based on the background and critical review of the literature, this study is designed to address the following research questions: (1) How does the integration of the Card Sort method and digital-based self-reflection influence students' understanding of Pancasila values in Grade X-2 at State Senior High School 6 Malang? (2) To what extent does this integrated learning model enhance students' ability to apply Pancasila values in their daily lives? (3) How are Pancasila values manifested through reflection-based learning and collaborative activities in the context of the digital era? This study is expected to make a theoretical contribution by advancing the development of an innovative, digital-based model for value education, integrating cognitive, affective, and psychomotor domains. In addition, it aims to provide practical implications for addressing the persistent challenges in the internalization of Pancasila values among secondary school students, thereby promoting meaningful learning experiences, active engagement, and the cultivation of responsible and reflective citizenship in contemporary educational contexts.

## Method

This study employed a Classroom Action Research design following the Kemmis and McTaggart model, which is particularly suitable for cyclical improvement through collaborative reflection between teachers and researchers in authentic learning settings. The research was conducted at State Senior High School 6 Malang during February–March 2025, involving thirty-three students in Grade X-2 who were purposively selected based on initial diagnostic results indicating low engagement and academic achievement below the minimum standard. The intervention was implemented over two cycles, each consisting of three meetings, following the stages of planning, acting, observing, and reflecting. The learning model integrated the digital Card Sort method with self-reflection activities via Google Form, beginning with conceptual learning, group-based classification of twenty contextual case cards, and individual digital

reflection. Pre-test and post-test instruments, each containing twenty multiple-choice items, were validated by two experts (Civic Education lecturers and nationally certified teachers) for content relevance, language clarity, and cognitive level, and piloted on ten non-participant students with a Cronbach's Alpha reliability of 0.85. Quantitative data were analyzed using the Wilcoxon Signed-Rank Test due to a Shapiro-Wilk normality result of  $p < 0.05$ , while qualitative data were examined through thematic coding, including open coding of reflection journals, grouping initial themes such as "awareness of rights and obligations" and "digital behavior change," categorization into cognitive, affective, psychomotor, and inter-observer dimensions, and compilation into a matrix. Data validity was enhanced through source triangulation (observations, student reflections, group discussions) and methodological triangulation (participatory observation and document analysis). Success indicators included a minimum fifteen percent increase in post-test scores, active participation of at least seventy-five percent of students in discussions, a fifty percent increase in the use of educational gadgets, and enhanced depth of reflective arguments along with observable shifts in attitudes aligned with the Pancasila Student Profile. This research design addresses the empirical gap in developing digital-reflective learning models within secondary school Pancasila Education.

## Results and Discussion

### Results

The implementation of Classroom Action Research that integrates the Card Sort method and self-reflection in Pancasila Education significantly impacted the cognitive, affective, and behavioral development of Grade X-2 students at State Senior High School 6 Malang. Quantitative analysis of pre-test and post-test scores revealed an average increase of 18.5%, from 78.4 in the first cycle to 92.9 in the second cycle, with the Wilcoxon Signed-Rank Test indicating  $Z = -3.21$  and  $p < 0.01$ , confirming a statistically significant improvement. Additionally, the proportion of students achieving scores above the Minimum Completeness Criteria increased from 45% in the first cycle to 85% in the second cycle. This improvement was closely associated with the enhanced instructional strategies applied in the second cycle.

Enhancements in cycle II included the introduction of varied case contexts, structured discussion roles, and gamification elements in digital reflection activities. Observational data showed that active student participation in group discussions increased from 52% to 82%, reflecting a shift from passive-reactive behavior in the first cycle to initiative-critical engagement in the second cycle. Student reflections provided qualitative evidence of this behavioral change, exemplified by statements such as, "I just realized that every right I have at school also means that I have a responsibility to respect the rules." These findings suggest that structured and participatory learning approaches effectively foster deeper understanding and internalization of values.

Furthermore, the use of digital devices for educational purposes increased from 35% to 68%, indicating a positive shift in students' digital behavior toward more productive and reflective engagement. Collectively, these results reinforce that the integration of active-participatory methods and digital self-reflection can bridge the gap between normative



understanding and the practical application of Pancasila values in students' daily lives. Detailed comparisons of each indicator and their improvements across cycles are presented in Table 1.

**Table 1.** Comparison of Pre-test and Post-test Results

Indicator	Cycle I	Cycle II	Increased
Average Score	78,4	92,9	+14,5 (18,5%)
MOH Completeness ( $\geq 75$ )	45%	85%	+40%
Active Participation	52%	82%	+30%
Use of Educational Gadgets	35%	68%	+33%

The data presented in the table demonstrate a substantial improvement across multiple learning indicators between the first and second cycles. Students' average scores increased by 14.5 points, equivalent to an 18.5% gain, reflecting a notable enhancement in their conceptual understanding of Pancasila values. The proportion of students meeting the Minimum Competency Criteria increased by 40%, indicating that a significantly larger number of students achieved the required learning standards. Active participation in group discussions rose by 30%, signaling heightened engagement and collaboration during learning activities. In addition, the use of digital devices for educational purposes increased by 33%, demonstrating a positive shift in students' technology use toward productive and reflective learning behaviors. These quantitative improvements collectively indicate that the integration of the Card Sort method and digital self-reflection effectively enhances both cognitive mastery and active involvement, while also fostering responsible digital behavior among students.

## Discussion

The substantial improvement in students' learning outcomes highlights the effectiveness of learning strategies that integrate the Card Sort method with digital self-reflection in fostering interactive, contextual, and meaningful educational experiences. This is evidenced by an 18.5% increase in the average post-test scores and a rise in the proportion of students meeting the Minimum Competency Criteria from 45% in the first cycle to 85% in the second cycle. These findings align with constructivist learning theories (Bruner, 1961; Vygotsky, 1978), which emphasize that knowledge is actively constructed through experiential engagement and social interaction. The Card Sort activities provide opportunities for students to classify information, engage in discussions, and make logic-based decisions, thereby strengthening analytical thinking skills and supporting conceptual synthesis (Tahani et al., 2024). Furthermore, the enhancements introduced in cycle II, such as increased variety of case scenarios and structured group roles, were directly correlated with a rise in active student participation from 52% to 82% and notable improvements in the quality and depth of classroom discussions. These outcomes demonstrate that the combination of interactive methodologies and digital reflection can effectively transform learning into an engaging and cognitively stimulating process.

A notable transformation was observed in students' digital behavior following the implementation of Google Form-based self-reflection activities. As reported in the results section, the use of gadgets for non-educational purposes decreased from 65% to 32%, while their

use for educational purposes increased to 48%. These findings are consistent with the pedagogical amplifier theory (Mishra & Koehler, 2006), which posits that technology can enhance learning outcomes when effectively integrated into an appropriate pedagogical framework. Furthermore, students' reflective narratives, such as, "I have just realized that not only do I have the right to use school WiFi, but also have the obligation to maintain ethics online," demonstrate that self-reflection activities can effectively cultivate digital ethical awareness (Muqarriba, 2024). These results indicate that the strategic incorporation of digital tools within reflective learning not only promotes productive technology use but also reinforces students' understanding of online responsibilities, thereby supporting the broader goals of Pancasila value internalization in the digital era.

The study results indicated that 62% of students demonstrated an enhanced ability to relate Pancasila values to concrete, real-life situations. These findings are consistent with transformative learning theory (Mezirow, 1991), which emphasizes the importance of shifting students' perspectives through meaningful and reflective learning experiences. For instance, case discussions on freedom of speech in social media during Card Sort activities enabled students not only to understand these rights normatively but also to critically evaluate their ethical implications. A student's reflection, stating, "I just understood, if we are free to express our opinions but still have to be polite and responsible," illustrates the internalization of Pancasila values in practical contexts. Challenges observed in the first cycle, such as time constraints during discussions, were successfully mitigated in the second cycle through an improved role-sharing strategy, which enhanced the effectiveness of collaborative learning and promoted deeper engagement among students (Effendi, 2023). These outcomes suggest that integrating structured discussion roles with reflective and participatory methods facilitates meaningful application of values in daily life.

This study highlights that a learning approach integrating physical, cognitive, and reflective activities can effectively enhance academic outcomes, digital literacy, and the internalization of Pancasila values among students. The practical implication of these findings is that this model can serve as a reference for developing contextualized and digital-based curricula in secondary schools, providing a framework that balances knowledge acquisition with values education. Consistent with Selwyn's (2020) perspective, the integration of technology in education should be purposefully directed toward character development rather than merely facilitating access to information. By combining interactive digital tools with structured reflection and collaborative learning, this approach ensures that students not only engage cognitively but also cultivate ethical awareness, responsible behavior, and civic competence in line with the principles of Pancasila.

These findings are not only relevant within the context of State Senior High School 6 Malang but also have broader applicability for other schools with similar characteristics. In particular, schools that face challenges related to digitalization and low student engagement in Pancasila Education can adapt this integrated learning model to improve both participation and value internalization. By incorporating active, collaborative, and reflective strategies alongside digital tools, educators can create more engaging and meaningful learning experiences that foster cognitive understanding, ethical awareness, and responsible citizenship. This

demonstrates that contextually adapted, technology-enhanced instructional models can address both pedagogical and social challenges in contemporary secondary education.

## Conclusion

The findings of this study indicate that the integration of the Card Sort method with digital-based self-reflection is effective in enhancing students' understanding of Pancasila values, promoting active participation, and improving the application of values in real-life contexts among Grade X-2 students at State Senior High School 6 Malang. Significant improvements were observed across cognitive, affective, and psychomotor domains through structured case classification activities and guided reflective exercises. Despite these positive outcomes, the study was limited by a relatively small sample size within a single class and a short intervention period. Therefore, future research is recommended to examine the effectiveness of this learning model across more diverse grade levels, subjects, and sociocultural contexts, while also exploring potential mediating variables such as digital literacy or moral resilience to deepen the understanding of the mechanisms underlying value internalization in the digital era.

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## Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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