Paidea :
Jurnal Pendidikan dan Pembelajaran Indonesia
2026, 6(2), 63-75
https://doi.org/10.56393/paidea.v6i2.4672

Application of Learning Videos in Improving Learning Outcomes in Pancasila Education on the Material of the Unitary State of the Republic of Indonesia for Grade XI

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Article History
Received: 22 July 2026;
Revised : 2 September 2026;
Accepted: 22 November 2026.

Keywords
Learning Video;
learning Outcomes;
Pancasila Education;
Indonesian Unity.

Abstract
The low learning outcomes of students in the Pancasila Education subject, particularly on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia, indicate the need for learning innovations capable of enhancing students' understanding and engagement in the learning process. This study aims to improve students' learning outcomes through the application of learning videos. This research is a Classroom Action Research using the Kemmis and McTaggart model with four stages: planning, action implementation, observation, and reflection, conducted over three cycles. The research subjects were 33 students of class XI-2 at Sekolah Menengah Atas Negeri 6 Malang in the even semester of the 2025/2026 academic year. Data were collected through learning outcome tests, observations, interviews, documentation, and questionnaires, with instruments including test questions, observation sheets, interview guidelines, documentation sheets, and student response questionnaires. Quantitative data were analyzed descriptively by calculating average scores and learning completeness percentages, while qualitative data were analyzed through data reduction, data presentation, and conclusion drawing. The results showed that the average learning outcome increased from 64.85 in the pre-cycle with classical completeness of 42.42% to 82.76 in cycle I, increased to 88.03 in cycle II, and reached 91.64 in cycle III with 100% classical completeness from cycle I onward. Thus, the application of learning videos is proven effective in improving learning outcomes in Pancasila Education on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia and is worthy of being an alternative learning medium in similar learning contexts.

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How to Cite : Oktafiane, N. D., Wadu, L. B., & Dewi, N. A. (2026). Application of Learning Videos in Improving Learning Outcomes in Pancasila Education on the Material of the Unitary State of the Republic of Indonesia for Grade XI. *Paidea : Jurnal Pendidikan Dan Pembelajaran Indonesia*, *6*(2), 63–75. https://doi.org/10.56393/paidea.v6i2.4672

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Introduction

Pancasila Education is a subject with a strategic role in shaping students into citizens with character, national insight, and the ability to practice Pancasila values in daily life (Mazid et al., 2024). In the Merdeka Curriculum, Pancasila Education learning is not only oriented toward knowledge mastery but also toward developing critical, collaborative, and reflective thinking skills, as well as the ability to solve problems related to national and state life (Dewi, 2022). Pancasila Education also needs to be designed as a dialogical space capable of fostering students' critical thinking skills through reflective and participatory learning approaches (Gultom, 2025). One material with an important role is Maintaining the Integrity of the Unitary State of the Republic of Indonesia, as it provides an understanding of the importance of unity, national integration, and citizens' responsibility in maintaining the nation's integrity (Afifah et al., 2024). This requires teachers to create active, meaningful, and contextual learning so that students not only understand concepts theoretically but can also relate them to real-life realities (Kristidhika et al., 2020). The success of such learning is reflected in improved student learning outcomes as an indicator of achieving learning objectives (Namoun & Alshanqiti, 2020).

Although Pancasila Education is expected to shape students with character and critical thinking, its implementation in class XI-2 at Sekolah Menengah Atas Negeri 6 Malang still faces various challenges. Based on initial observations and diagnostic tests before the action, the average student learning outcome was still in the low category, at 64.85, with classical completeness reaching only 42.42%, or 14 out of 33 students achieving scores meeting the Learning Objective Achievement Criteria of 75. These results indicate that most students have not optimally mastered the material on Maintaining the Integrity of the Unitary State of the Republic of Indonesia. Furthermore, during the learning process, some students were still found to be inactive in discussions, hesitant to express opinions, and unable to connect the material to real problems in their surroundings. This condition indicates a gap between the expected learning outcomes and the actual classroom learning situation.

The low learning outcomes of students are suspected to be influenced by several interrelated factors. The learning process is still dominated by verbal material delivery, causing students to become passive recipients of information (Awalia et al., 2026). The use of less varied learning media makes conceptual material difficult to understand because students do not obtain concrete pictures of the phenomena being studied (Febriani et al., 2024). This condition is further exacerbated by the not-yet-optimal differentiation of learning implemented by teachers in responding to the diverse needs and characteristics of students in the classroom (Manobi et al., 2024). Additionally, the low involvement of students in discussion and question-and-answer activities means the learning process has not been able to build meaningful learning experiences (Lim et al., 2023). This condition impacts low learning motivation and affects students' learning outcomes (Andi et al., 2024).

If the various problems in the learning process are not immediately addressed, the goal of Pancasila Education to shape students with both conceptual understanding and national character will be difficult to achieve (Wagino, 2025). In the short term, students will experience difficulties understanding the learning material, resulting in low learning outcomes and suboptimal achievement of the specified competencies (Hidayat et al., 2024). In the long term,

low understanding of the values of unity, nationalism, and the integrity of the Unitary State of the Republic of Indonesia can affect students' ability to apply these values in community life (Rukiyati et al., 2023). Therefore, a learning innovation is needed that can increase student engagement while facilitating understanding of the material being studied (Deslauriers et al., 2019).

One alternative solution that can be applied to address learning problems is the use of video as a learning medium. Learning videos can present material through a combination of visual, audio, illustration, and contextual example elements, making it easier for students to understand abstract concepts (Galatsopoulou et al., 2022). The use of video can also increase students' attention, motivation, and engagement in the learning process because the material is delivered more attractively and interactively (Brame, 2016). In this study, learning videos are combined with observing, group discussion, question-and-answer, presentation, and reflection activities so that students have the opportunity to actively construct knowledge through meaningful learning experiences. Thus, the application of learning videos is expected to improve students' learning outcomes on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia (Hapsari et al., 2026).

Several previous studies have shown that the use of learning videos has a positive impact on improving student learning outcomes. Research by Cahyaningsih & Sofyan (2021) reported that video media can improve concept understanding, learning motivation, and student activity in the learning process. Research by Subhan et al. (2025) also showed that learning videos are effective for presenting material that requires visualization so that students can more easily connect concepts with real conditions. Furthermore, simple visual learning media such as word-picture cards have also been proven to strengthen students' understanding of Pancasila Education at the elementary school level (Janah et al., 2024). However, most of these studies were conducted in different subjects or educational levels, so the characteristics of Pancasila Education learning have not been widely examined. The novelty of this research lies in the application of learning videos in Pancasila Education on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia through a three-cycle Classroom Action Research design focused on improving the learning outcomes of class XI-2 students at Sekolah Menengah Atas Negeri 6 Malang.

Based on this description, the research question is whether the application of learning videos can improve student learning outcomes in the Pancasila Education subject on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia in class XI-2 at Sekolah Menengah Atas Negeri 6 Malang. The purpose of this study is to improve student learning outcomes through the application of learning videos on this material. Theoretically, this research is expected to enrich the study of the effectiveness of audiovisual-based learning media in Pancasila Education. Practically, the results of this research are expected to serve as an alternative for teachers in selecting innovative learning media to improve the quality of the learning process and student learning outcomes, as well as to become a reference for future researchers developing similar research.

Method

This research is a Classroom Action Research using the Kemmis and McTaggart model, consisting of four stages: planning, action implementation, observation, and reflection, across three action cycles (Prihantoro & Hidayat, 2019). The research was conducted in the even semester of the 2025/2026 academic year at Sekolah Menengah Atas Negeri 6 Malang with 33 students of class XI-2 as research subjects. The action given was the application of learning videos on the material *Maintaining the Integrity of the Unitary State of the Republic of Indonesia* in the Pancasila Education subject. Each cycle consisted of one meeting that included activities of watching learning videos, group discussions, question-and-answer, presentations, reflection, and ended with a learning outcome test. Data were collected through learning outcome tests, observations, interviews, documentation, and student response questionnaires. Quantitative data were analyzed descriptively by calculating average scores and learning completeness percentages, while qualitative data were analyzed through data reduction, data presentation, and conclusion drawing. The research success indicator was set when the average learning outcome increased in each cycle and at least 85% of students achieved the Learning Objective Achievement Criteria of 75 (Mutiasih, 2022).

Results and Discussion

Results

Before the learning action was implemented, the researcher first conducted initial observations and diagnostic tests to determine the initial condition of student learning outcomes in class XI-2 at Sekolah Menengah Atas Negeri 6 Malang on the material *Maintaining the Integrity of the Unitary State of the Republic of Indonesia*. The test results showed that most students still experienced difficulties in comprehensively understanding the material. This condition was evident from the low class average score and the large number of students who had not yet achieved the Learning Objective Achievement Criteria of 75. Based on the initial test taken by 33 students, the highest score was 72 and the lowest score was 50, with a class average of 64.85. Of all students, only 14, or 42.42%, achieved learning completeness. These results indicate that classical learning completeness had not met the predetermined success indicator, necessitating corrective action through the application of learning videos. The pre-cycle learning outcomes are presented in Table 1 below.

Table 1. Pre-Cycle Learning Outcomes

Description	Result
Number of Students	33
Highest Score	72
Lowest Score	50
Average Score	64.85
Completeness Percentage	42.42% (14 out of 33 students)

The action implementation in cycle I was carried out by applying learning videos as the main medium in the Pancasila Education learning process. Learning videos were combined with observing, question-and-answer, group discussion, presentation of discussion results, and learning reflection activities. Through the application of audiovisual media, students were

expected to understand the material more concretely, attractively, and meaningfully. After the action in cycle I was completed, the researcher administered a learning outcome test to determine the level of students' material mastery. The evaluation results showed a very good improvement compared to the initial condition. The class average score increased to 82.76, with the highest score reaching 84 and the lowest score at 80. All students achieved scores above the Learning Objective Achievement Criteria, so the classical learning completeness percentage reached 100%. The recapitulation of student learning outcomes in cycle I is presented in Table 2.

Table 2. Student Learning Outcomes in Cycle I

Description	Result
Number of Students	33
Highest Score	84
Lowest Score	80
Average Score	82.76
Completeness Percentage	100%

The increase in the class average score indicates that the use of learning videos can help students understand the material concepts more effectively. In addition to improving learning outcomes, video media also encourages students to be more focused during learning, actively participate in discussions, and more easily understand the examples presented through visualization in the video.

Based on the reflection results in cycle I, the learning process in cycle II continued to use learning videos with improvements in the discussion process, provision of concept reinforcement, and optimization of student involvement in learning activities. These improvements were made to enhance the quality of the learning process so that students' understanding of the material would improve further. The evaluation results in cycle II showed an increase in learning outcomes compared to the previous cycle. The class average score increased to 88.03, an increase of 5.27 points from cycle I. The highest score increased to 93, while the lowest score reached 85. All students maintained learning completeness, so the classical completeness percentage remained at 100%.

Table 3. Student Learning Outcomes in Cycle II

Description	Result
Number of Students	33
Highest Score	93
Lowest Score	85
Average Score	88.03
Completeness Percentage	100%

The table above shows that the corrective actions taken in cycle II had a positive impact on improving student learning outcomes. Although classical completeness had been achieved in cycle I, the increase in the class average score indicates that the quality of students' material mastery continued to develop.

The action implementation in cycle III aimed to optimize learning outcomes while ensuring that the improvement in learning outcomes obtained in the previous cycle could be maintained consistently. Learning continued to use learning videos combined with group discussions, presentations, question-and-answer, and reflection as efforts to strengthen students' understanding of the material. The evaluation results showed that the class average score increased again to 91.64, an increase of 3.61 points compared to cycle II. The highest score increased to 96, while the lowest score reached 88. All students continued to obtain scores above the Learning Objective Achievement Criteria, so classical learning completeness remained at 100%. The student learning outcomes in cycle III are presented in Table 4 below.

Table 4. Student Learning Outcomes in Cycle III

Description	Result
Number of Students	33
Highest Score	96
Lowest Score	88
Average Score	91.64
Completeness Percentage	100%

These results indicate that the continuous application of learning videos can consistently improve student learning outcomes. In addition to maintaining classical learning completeness, the increase in average scores in each cycle indicates that the quality of students' understanding of the material is also improving. Since the research success indicator was achieved as early as cycle I, namely, classical learning completeness reaching 100% and the average learning outcome continuing to increase in each cycle. The action in this research is declared successful.

To provide a comprehensive picture of the development of student learning outcomes during the classroom action research, a recapitulation of learning outcomes in each cycle was conducted. This recapitulation shows a consistent increase in the class average score from cycle I to cycle III. Additionally, classical learning completeness remained at 100%.

Table 5. Recapitulation of Learning Outcome Comparison Across Cycles

Indicator	Cycle I	Cycle II	Cycle III	Description
Average Score	82.76	88.03	91.64	Consistently increasing
Highest Score	84	93	96	Increasing each cycle
Lowest Score	80	85	88	Increasing each cycle
Completeness Percentage	100%	100%	100%	Completeness maintained
Average Increase	-	+5.27	+3.61	Increase occurred each cycle

Based on the recapitulation of the consistent increase in the class average score from cycle I to cycle III, it can be seen that the use of learning videos has a positive impact on improving student learning outcomes. The class average score increased from 82.76 in cycle I to 88.03 in cycle II and increased again to 91.64 in cycle III. Thus, the application of learning videos is proven effective in improving student learning outcomes in the Pancasila Education subject on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia.

Discussion

The results showed that the application of learning videos can improve student learning outcomes in the Pancasila Education subject on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia. This improvement is evident from the development of learning outcomes in each cycle until all students achieved classical learning completeness. This finding indicates that the use of learning videos can create a more effective, engaging, and meaningful learning process, helping students understand the material more optimally (Noetel et al., 2020).

The improvement in learning outcomes that occurred in each cycle indicates that the actions given had a positive impact on the learning process. In cycle I, although all students had achieved learning completeness, the learning process was not yet optimal because students were still adapting to the use of learning videos as the main medium. Some students were still inclined to be passive during discussions and were not fully confident in expressing opinions. This condition is natural considering that students were still adjusting to a more active learning pattern than before (Sletvold et al., 2025).

Based on the reflection results in cycle I, several improvements were made in cycle II, including the teacher providing clearer directions before the video was played, strengthening the group discussion process, providing broader opportunities for students to ask questions and express opinions, and reaffirming the important concepts contained in the learning video. These improvements were able to enhance the quality of interaction during learning so that students more easily understood the material being studied. This result is evident from the increase in the average learning outcome in cycle II and the further increase in cycle III. This indicates that the process of reflection and action improvement in each cycle is an important factor in improving learning effectiveness (Simmons et al., 2021).

The success of the action in this research was not only due to the use of learning videos as audiovisual media but was also influenced by systematically designed learning steps. The presentation of material through video allows students to obtain information in both visual and audio forms simultaneously, making the concepts being learned more concrete and easier to understand (Mayer, 2024). Additionally, the activities of watching videos, discussing, asking questions, presenting discussion results, and reflecting provide opportunities for students to actively construct knowledge through interaction with the teacher and group members (Doolittle et al., 2023). Thus, the improvement in learning outcomes is the result of the synergy between the use of video media and the application of student-centered learning (Candraningrum et al., 2024).

The results of this research align with multimedia learning theory, which explains that learning will be more effective when information is presented through a combination of visual and verbal elements, thereby enhancing students' attention, understanding, and memory (Mayer, 2024). Furthermore, the results support constructivist theory, which views knowledge as being actively constructed by students through learning experiences, social interaction, and reflection processes (Rai, 2025). In this research, learning videos function as an initial stimulus that helps students observe phenomena, while discussion and presentation activities serve as means to collaboratively construct knowledge (Kalengkongan, 2026).

The results of this research are also consistent with various previous studies stating that the use of learning videos can improve learning outcomes, motivation, and student engagement in the learning process (Subhan et al., 2025). This finding is further reinforced by research by Lestari et al. (2025), which emphasized that character values and discipline can be effectively instilled through contextual learning based on local wisdom, making it relevant to efforts to strengthen national character in Pancasila Education. The similarity of these results indicates that video media is an effective learning alternative because it can present material more attractively, contextually, and understandably (Jundu et al., 2020). If other studies show different improvements in learning outcomes, these differences can be influenced by student characteristics, learning materials, the quality of the video media used, and the learning model combined with the media (Nurizka, 2021).

Beyond cognitive aspects, the success of Pancasila Education also needs to be supported by the development of students' social attitudes and character as part of the goals of civic education (Lessnusa et al., 2024). During the learning process, students appeared more enthusiastic about participating in activities, more focused on the material, actively discussing with their groups, and more confident in expressing opinions during presentations. This active involvement aligns with the findings of Tasane et al. (2024), which emphasized the importance of synergy between teachers and parents in shaping student discipline and responsibility, which also influences their readiness to participate in classroom learning. These positive responses indicate that video media can enhance learning motivation and student engagement in the learning process (Chen, 2024). From the teacher's perspective, the use of learning videos also helps make material delivery more systematic, efficient, and engaging, making it easier for teachers to manage learning and facilitate class discussions (Pellas, 2025).

The increase in student motivation and engagement in this research is also inseparable from the social support provided by teachers and peers, as stated by Nurrahman and Kharunisa (2024) that social support plays an important role in enhancing student achievement motivation at the senior high school level. However, during the action implementation, several obstacles were still encountered. In the early stages of learning, some students were still inactive in discussions and required encouragement from the teacher to participate. Additionally, the management of discussion and presentation time needed to be adjusted so that all learning stages could be implemented optimally. The use of video media also requires the readiness of supporting equipment such as LCD projectors, speakers, and adequate power sources. To overcome these obstacles, the teacher provided motivation to students to be more active, managed learning time more effectively, provided reinforcement of material not yet understood, and ensured that all learning equipment was prepared before activities began (Nguyen et al., 2021).

This research has several limitations. The research was only conducted in one class with a limited number of students, so the results cannot be generalized to broader conditions. Additionally, the research action was only focused on the material *Maintaining the Integrity of the Unitary State of the Republic of Indonesia*, so the effectiveness of using learning videos on other Pancasila Education materials still requires further research. This research was also conducted within a relatively short time, so it has not been able to measure the impact of using learning videos on long-term learning retention. Many studies on learning videos only measure

short-term outcomes or explicitly mention the absence of a delayed posttest, so it is reasonable that research with a short implementation time cannot yet conclude long-term retention (Costa & Borges, 2026).

In the context of Pancasila Education, students' understanding of national values can also be strengthened through learning that fosters cultural empathy and multicultural awareness, as emphasized by Gultom (2025) that transformative pedagogy based on cultural empathy is relevant for building students' civic awareness. Practically, the results of this research indicate that learning videos can be used as an effective alternative learning medium to improve learning outcomes in Pancasila Education, especially for material requiring concept visualization and contextual examples. This statement is supported by several research results showing that the use of learning videos can significantly improve student learning outcomes. Research by Afriani et al. (2023) found that contextual-based learning videos can significantly improve learning outcomes in Pancasila and Citizenship Education (PPKn) before and after their application. This research is also reinforced by Juwita et al. (2024), who reported an increase in fourth-grade student learning completeness from 42.86% to 92.86% through the use of audiovisual media. Additionally, research by Rismayanti et al. (2024) showed that the use of interactive videos proved to increase average scores and learning completeness, from an initial condition of 41% to reaching 100% in cycle II. These findings are consistent with research by Rafifah et al. (2024), which showed that the cultivation of social care character can be effectively integrated through the content of Pancasila and Citizenship Education subjects in elementary schools. This research also provides implications that teachers need to integrate video media with student-centered learning strategies so that the learning process becomes more active, meaningful, and enjoyable (Brame, 2016). Theoretically, this research strengthens previous findings regarding the effectiveness of audiovisual media in improving student learning outcomes, so it can serve as a reference for future researchers developing the use of learning videos on different materials, educational levels, or learning models (Manulang et al., 2024).

Conclusion

Based on the results of the classroom action research, it can be concluded that the application of learning videos can improve learning outcomes in Pancasila Education on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia for students in class XI-2. This improvement is indicated by the increase in the average learning outcome from the initial condition of 64.85 with classical completeness of 42.42% to 82.76 in cycle I, then increasing to 88.03 in cycle II, and reaching 91.64 in cycle III with classical learning completeness of 100% from cycle I onward. This research shows that learning videos are effective as a learning medium because they can support more engaging material delivery, increase student involvement in the learning process, and strengthen concept understanding, which has an impact on improving learning outcomes. Thus, the application of learning videos can be an effective alternative medium for improving learning outcomes in Pancasila Education, especially on the material of Maintaining the Integrity of the Unitary State of the Republic of Indonesia, while still considering the characteristics of the material, students, and similar learning contexts.

Acknowledgments

The authors would like to thank Universitas PGRI Kanjuruhan Malang for the academic support provided during the research implementation. The authors also express gratitude to the entire academic community of Sekolah Menengah Atas Negeri 6 Malang for providing the opportunity and support in the implementation of research activities.

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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