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Application of The Power of Yet Strategy in Enhancing the Analytical Skills of Grade X.10 Students on Non-Military Threat Materials

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Abstract
Students' limited analytical skills in understanding non-military threats remain a significant challenge in Pancasila Education, particularly in achieving higher-order thinking competencies. This study aims to improve students' analytical skills in examining non-military threats through the implementation of *The Power of Yet* strategy. The study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research was conducted at SMA Negeri 6 Malang during the odd semester of the 2025/2026 academic year, involving 33 students from Grade X.10. The intervention was implemented over two cycles, with four learning sessions in each cycle. Data were collected through analytical skills tests, classroom observations, questionnaires, documentation, and students' reflective journals. Quantitative and qualitative descriptive analyses were employed to examine improvements in mean scores, classical mastery percentages, and learning engagement. The findings revealed that students' mean analytical skills scores increased from 58.3 in the pre-cycle to 71.0 in Cycle I and 83.7 in Cycle II. Classical mastery also improved progressively from 33.3% to 60.6% and subsequently reached 84.8%. These findings indicate that *The Power of Yet* strategy effectively strengthens students' analytical skills by encouraging a growth mindset, facilitating structured reflection, and promoting active engagement in analyzing non-military threats within Pancasila Education.

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Introduction

Analytical ability constitutes an essential 21st-century competency for students, playing a vital role in fostering critical thinking, decision-making, and real-world problem-solving skills (Subro & Fawaid, 2025). To cultivate such critical thinking capabilities, classrooms must be deliberately structured to encourage deep philosophical and dialogic exploration (Gultom, 2025). Within Pancasila Education, analytical capacity serves as a crucial foundation helping learners comprehend increasingly complex and dynamic national issues, including non-military threats (Yustitia, 2023). Pancasila Education functions not merely as a formal academic subject, but as a moral foundation and protector of traditional faiths and cultural diversity in Indonesia (Gultom & Mari, 2025). Furthermore, the Merdeka Curriculum emphasizes learning paradigms that enable students to critically, reflectively, and responsibly analyze socio-political phenomena as an effort to bolster the Pancasila Student Profile (Sari, 2024). In elementary and secondary contexts, Pancasila Education is implemented through relevant course materials to instill social care character (Rafifah et al., 2024) and enriched with concrete media such as word-picture cards to strengthen initial comprehension (Janah et al., 2024). Therefore, the instructional process must transcend simple rote conceptual mastery to develop students' capabilities in identifying problems, dissecting root causes, and evaluating alternative solutions based on empirical evidence (Syahada et al., 2022). Developing these analytical capacities equips students to navigate societal, national, and state challenges rationally and responsibly (Nisa et al., 2018).

However, these ideal expectations were not fully reflected in the initial Pancasila Education learning process in Grade X.10 at SMA Negeri 6 Malang. Based on pre-cycle diagnostic test results, students' analytical skills were categorized as low, yielding a class mean score of 58.3 and a classical mastery rate of only 33.3%, indicating that the majority had not met the Minimum Mastery Criterion (KKM = 75). Specifically, regarding the indicator of distinguishing types of non-military threats, students achieved a mean score of 62 with 38% mastery. The capacity to identify the causes and impacts of threats registered a mean score of 55 with 28% mastery, while evaluating threat mitigation strategies yielded a mean of 58 with 30% mastery. These baseline metrics underscore that students experienced substantial difficulties in performing comprehensive analyses of complex socio-political scenarios. These findings highlight a notable discrepancy between intended curriculum competencies and actual student performance, necessitating innovative instructional interventions via classroom action research.

The deficit in analytical skills stems from several interrelated instructional factors. Teacher-centered pedagogical practices have traditionally rendered students passive recipients of information, thereby restricting opportunities for independent analytical engagement (Mujahida & Rus'an, 2019). In field practice, Pancasila Education teachers frequently require pedagogical adaptations to implement differentiated learning effectively at the senior high school level (Manobi et al., 2024). Moreover, classroom environments have not fully facilitated collaborative discussion, expression of reasoned opinions, or critical evaluation of solutions (Astuti et al., 2023). Cultivating student discipline and social attitudes relies heavily on structured environments grounded in local wisdom (Lestari et al., 2025), alongside synergistic

guidance from both teachers and parents (Lessnusa et al., 2024; Tasane et al., 2024). Low academic self-efficacy and a view of errors as academic failures further compound student hesitation (Wiguna et al., 2022), while a lack of social support degrades achievement motivation (Nurrahman & Kharunisa, 2024). Consequently, student motivation to grapple with complex analytical tasks remains diminished, stifling the optimal evolution of analytical thinking (Huliatunisa et al., 2020).

Unaddressed, persistent deficits in analytical capacity risk impeding overall learning outcomes in Pancasila Education (Duha et al., 2021). Students will continually struggle to differentiate non-military threats, trace cause-and-effect dynamics, or formulate contextualized mitigation frameworks (Kashuri, 2024). In the long term, sub-optimal analytical competence constrains higher-order critical thinking, sound judgment, and problem-solving abilities essential for 21st-century citizenship (Rofi'ah & Rokhmaniyah, 2024). This gap compromises students' readiness to navigate broader civic responsibilities objectively and responsibly (Laelasari et al., 2023). Hence, targeted instructional strategies that simultaneously enhance analytical rigor and academic motivation are urgently required (Mar'ah et al., 2025).

A promising pedagogical framework to resolve these challenges is 'The Power of Yet' strategy. Anchored in growth mindset theory, this approach posits that human cognitive abilities can continuously expand through effort, effective practice, and perseverance (Yohanes, 2026). In this study, 'The Power of Yet' was operationalized through affirmative 'yet' phrasing, case-based student worksheets, motivational posters, collaborative group discussions, and refined in Cycle II via gallery walk activities and structured reflection. Contextual teaching models integrated with literacy further stimulate student reading interest (Putri et al., 2024), while collaborative cultural mapping tools effectively enhance critical thinking abilities (Indawati et al., 2025). Combining these elements encourages risk-taking, receptivity to feedback, and collaborative case analysis (Nisa et al., 2018). Furthermore, an empathetic multicultural classroom climate nurtures inclusive, socially perceptive individuals (Gultom, 2025). Thus, 'The Power of Yet' strategy fosters both academic growth and cognitive resilience (Harapan, 2025).

Prior empirical research confirms that growth mindset interventions and 'The Power of Yet' positively influence learning motivation, academic resilience, and achievement (Anista et al., 2026). Case-based learning and collaborative discourse significantly enhance critical and analytical thinking by involving students in authentic problem evaluation (Virliana & Fauziah, 2025). In today's digital era, robust digital literacy is vital for students to analyze information rationally (Sholeha et al., 2024). Furthermore, gallery walk methods improve peer interactions, feedback quality, and active engagement (Octavian, 2024). Nevertheless, prior literature often treats growth mindset, case-based learning, or gallery walk methods in isolation (Robianti et al., 2025). The scientific novelty of this study lies in the synergistic integration of 'The Power of Yet' strategy with case-based learning and gallery walk methods to elevate high school students' analytical skills regarding non-military threats in Pancasila Education.

Accordingly, the main research question is: How can the implementation of 'The Power of Yet' strategy improve the analytical skills of Grade X.10 students at SMA Negeri 6 Malang on non-military threat materials? The primary objective is to evaluate and enhance these analytical

capacities through structured action research. Theoretically, this study enriches the literature on growth mindset applications in civics education. Practically, it provides secondary school educators with a viable model for designing active, reflective, and student-centered learning environments (Nurfida et al., 2025).

Method

This study employed a Classroom Action Research (CAR) framework based on the Kemmis and McTaggart spiral model, comprising four iterative phases: planning, acting, observing, and reflecting across two cycles (four sessions per cycle). The research was conducted during the odd semester of the 2025/2026 academic year at SMA Negeri 6 Malang. The research subjects consisted of 33 students in Grade X.10. The object of investigation was students' analytical skills pertaining to non-military threat concepts, operationalized across three core dimensions: (1) distinguishing types of non-military threats, (2) identifying causes and impacts, and (3) evaluating mitigation strategies. The pedagogical intervention involved implementing 'The Power of Yet' strategy using prompt-driven worksheets centered on the word 'yet', affirmative classroom posters, and case-based group discussions. In Cycle II, action refinements included gallery walk exhibitions, structured reflective journals, and enhanced peer feedback mechanisms. Data collection techniques encompassed pre- and post-cycle analytical tests, classroom observations, student perception questionnaires, documentary records, and student reflective journals. The analytical test instrument underwent rigorous content validation by academic experts, empirical validity testing via Pearson Product-Moment correlation, and reliability testing yielding a Cronbach's Alpha coefficient of 0.82 (indicating high internal consistency). Data were analyzed using quantitative and qualitative descriptive statistics, evaluating mean score progressions and classical mastery percentages against predetermined success criteria (defined as ≥80% of students obtaining a score ≥75).

Results and Discussion

Results

Pre-cycle baseline assessments established the initial analytical skill levels of Grade X.10 students prior to intervention. As detailed in Table 1, baseline analytical performance was markedly low, failing to meet classical success thresholds. The overall class mean score reached only 58.3, with a classical mastery rate of 33.3% (11 out of 33 students achieving the KKM threshold of 75). These baseline metrics confirmed widespread student difficulty in analyzing non-military threat scenarios critically, justifying the implementation of 'The Power of Yet' strategy.

Table 1. Pre-Cycle Student Learning Outcomes

Analytical Dimension (Scale 0–100)	Mean Score	Mastery Rate (≥75)
Distinguishing non-military threat types	62	38%
Identifying causes and impacts	55	28%

Evaluating mitigation strategies	58	30%
Total Class Average / Mastery	58.3	33.3% (11 / 33 students)

As reflected in Table 1, students performed highest in distinguishing threat types (mean = 62, mastery = 38%), whereas identifying causes and impacts yielded the lowest performance (mean = 55, mastery = 28%). Evaluating mitigation strategies recorded a mean of 58 with 30% mastery, underscoring pronounced deficits in deeper cognitive synthesis and evaluation.

In Cycle I, instructional activities integrated 'The Power of Yet' strategy through worksheets containing 'yet' prompts, affirmative visual posters, and collaborative discussions centered on five contextual case studies. These activities aimed to cultivate a growth mindset, empowering students to articulate analytical reasoning without fear of failure. Following Cycle I execution, post-test evaluations were conducted.

Table 2. Cycle I Student Learning Outcomes

Analytical Dimension (Scale 0–100)	Mean Score	Mastery Rate (≥75)
Distinguishing non-military threat types	74	67%
Identifying causes and impacts	70	58%
Evaluating mitigation strategies	69	55%
Total Class Average / Mastery	71.0	60.6% (20 / 33 students)

Cycle I outcomes demonstrated noticeable progress over baseline metrics (Table 2). The class mean score rose from 58.3 to 71.0, while classical mastery increased from 33.3% to 60.6% (20 students achieving mastery). Across dimensions, distinguishing threat types reached a mean of 74 (67% mastery), identifying causes/impacts reached 70 (58% mastery), and evaluating mitigation reached 69 (55% mastery). Although encouraging, classical mastery remained below the 80% target, necessitating refined pedagogical actions in Cycle II.

Cycle II action refinements addressed Cycle I evaluative findings by incorporating gallery walk exhibitions across six distinct case stations, structured reflection sheets, and scaffolded peer feedback. These enhancements intensified active cognitive engagement and peer learning.

Table 3. Cycle II Student Learning Outcomes

Analytical Dimension (Scale 0–100)	Mean Score	Mastery Rate (≥75)
Distinguishing non-military threat types	86	87.9%
Identifying causes and impacts	83	81.8%

Evaluating mitigation strategies	82	78.8%
Total Class Average / Mastery	83.7	84.8% (28 / 33 students)

Cycle II results confirmed substantial cognitive gains (Table 3). The class mean score escalated to 83.7, while classical mastery reached 84.8% (28 out of 33 students surpassing KKM). Dimension-specific scores improved markedly: distinguishing threat types achieved 86 (87.9% mastery), identifying causes/impacts reached 83 (81.8% mastery), and evaluating mitigation reached 82 (78.8% mastery). Because classical mastery exceeded the predetermined 80% threshold and the mean score surpassed 75, the action research cycle was concluded successfully.

Table 4. Recapitulation of Learning Outcomes Across Cycles

Stage	Analytical Mean	Classical Mastery (%)	Mastered Students
Pre-Cycle	58.3	33.3%	11 Students
Cycle I	71.0	60.6%	20 Students
Cycle II	83.7	84.8%	28 Students
Total Overall Gain	+25.4 Points	+51.5 Percentage Points	+17 Students

As summarized in Table 4, student analytical performance exhibited consistent upward trajectory across intervention stages. Overall mean scores gained 25.4 points, classical mastery expanded by 51.5 percentage points, and 17 additional students achieved mastery, establishing the empirical efficacy of the intervention.

Discussion

The empirical findings demonstrate that 'The Power of Yet' strategy, when systematically paired with case-based learning and reflective peer interactions, effectively elevates students' analytical capabilities regarding non-military threats. The observed progression underscores the strategy's positive impact on higher-order cognitive engagement (Wotheysen et al., 2025). During Cycle I, initial gains reflected an adaptation phase wherein students acclimated to growth mindset principles and case analysis (Hidayati et al., 2025). Initial hesitations in independent problem analysis and argumentation were evident (Firmansyah et al., 2025; Bima & Fauziah, 2023), informing target refinements for Cycle II.

The pedagogical enhancements introduced in Cycle II, notably gallery walk exhibitions and structured peer feedback, amplified learning quality. Gallery walk activities enabled students to compare analytical perspectives across groups, critique alternative solutions, and refine their reasoning collaboratively (Karyatin, 2017; Syaharani & Agustini, 2025). This structure fostered deeper evaluative judgment and cognitive flexibility. Mechanistically, 'The Power of Yet' framework redefines academic friction as a constructive stage of learning rather than failure (Afandi, 2022). Incorporating the affirmative word 'yet' reconfigures student perceptions of cognitive challenge, promoting perseverance (Utami, 2020). When merged with contextual case studies, students systematically practice problem identification, cause-and-effect tracing, and strategy evaluation (Side & Munawwarah, 2025; Zulaika et al., 2024).

These outcomes align with Dweck's growth mindset theory, which posits that viewing intelligence as malleable enhances resilience and learning motivation (Pakpahan & Rosito, 2026;

Hasanah & Idris, 2025). Furthermore, case-based social interaction aligns with constructivist learning theories (Ahmad et al., 2025). The findings corroborate broader empirical research documenting the efficacy of growth mindset and case-based interventions in promoting academic resilience and analytical acuity (Hamida et al., 2023; Wahdania et al., 2026; Fauziyah & Rofiki, 2024).

Beyond cognitive gains, non-cognitive improvements were clearly observed. Students displayed heightened communication confidence, active peer engagement, and reflective self-awareness regarding their learning trajectories (Ismayanti et al., 2020). For educators, the intervention highlights effective strategies for facilitating participatory, student-centered learning (Utomo & Agustin, 2024; Ridwan et al., 2025).

Study limitations warrant acknowledgment. First, the single-class sample restricts broader statistical generalizability (Katijo & Suyadi, 2024). Second, two action cycles provide limited insight into long-term skill retention (Budi, 2023). Third, assessment focused specifically on analytical capacity, leaving other constructs like creative synthesis unexplored (Syahri & Ahyana, 2021). Nevertheless, the results offer meaningful implications for civics pedagogy, demonstrating how growth mindset integration fosters critical thinking and academic resilience (L. O. P. Sari et al., 2025; Noorjannah et al., 2026; Siregar & Albina, 2024).

Conclusion

Based on classroom action research findings, implementing 'The Power of Yet' strategy significantly improves Grade X.10 students' analytical skills on non-military threat materials in Pancasila Education. Mean analytical scores progressed from 58.3 at pre-cycle to 71.0 in Cycle I, reaching 83.7 in Cycle II. Classical mastery expanded from 33.3% to 60.6% and ultimately 84.8%, successfully exceeding the 80% benchmark. The synthesis of 'yet' affirmative frameworks, contextual case studies, structured reflection, and gallery walk exhibitions provides an effective pedagogical model for developing higher-order thinking skills in secondary civics education.

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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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