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Transformation of Interactive Based Pancasila Education Learning and Student Culture

Yuniar Mujiwati [1*], Romadhon [1], Diba Sofinadya [1], Muthomimah [2]

[1] Universitas PGRI Kanjuruhan Malang, Indonesia
[2] Sekolah Menengah Pertama Negeri 17 Malang, Indonesia
* Author Correspondence

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Abstract

This research aims to improve the quality of learning in Pancasila and Citizenship Education to be more participatory, adaptive, and contextual through the integration of interactive approaches based on the needs of students and responsive to the local cultural background. The background of this research is based on the findings that the learning process is still dominated by conventional lecture methods that do not actively involve students, thus having an impact on low motivation, participation, and learning outcomes. The subjects of the study were 31 students of class VIII-E State Junior High School 17 Malang with heterogeneous characteristics in terms of academic and socio-cultural abilities. The research method used is Class Action Research with the Kemmis and McTaggart spiral models which are carried out in two cycles, each consisting of the stages of planning, action implementation, observation, and reflection. Data was collected through observation, interviews, learning outcome tests, and documentation, then analyzed qualitatively and quantitatively. The results of the study showed a significant increase in student motivation, participation, and learning outcomes. Learning completeness increased from 45.2% in the pre-cycle to 74.2% in the first cycle, and reached 87.1% in the second cycle. The average score of students also increased from 69 to 82. Contextual interactive activity-based interventions tailored to the needs and cultural realities of learners have proven to be effective in creating a fun, relevant, and meaningful learning atmosphere. These findings contribute to the development of differentiation and local context-based Pancasila and Citizenship Education learning models in secondary schools.

Introduction

Pancasila and Citizenship Education has a strategic role in forming students who are aware of their rights and obligations as citizens (Azizan et al., 2024). Especially in the midst of the challenges of globalization and the information era, Pancasila and Citizenship Education learning must be adaptive and relevant to avoid the alienation of national values (Antuntu et al., 2024) associating Pancasila and Citizenship Education material with local reality is vulnerable to causing low student involvement (Wulandhari et al., 2025).

However, many Pancasila and Citizenship Education learning practices are still conventional with the dominance of teacher-centric teaching and memorization (Antuntu et al., 2024). The literature shows that non-contextual learning tends to lower students' motivation and understanding (Wulandhari et al., 2025). Finally, the goals of the curriculum that include critical and value-based thinking skills are not achieved (Antuntu et al., 2024).

In class VIII-E State Junior High School 17 Malang, the author observed that most students had difficulty understanding Pancasila and Citizenship Education abstract material due to the lack of local context (Wulandhari et al., 2025). Coupled with the heterogeneity of academic ability, a number of students are left behind in the learning process (Azizan et al., 2024). These preliminary findings reinforce the need for learning models that accommodate diversity of abilities (Antuntu et al., 2024).

These challenges demand adaptive and contextual learning, especially through approaches that suit the academic and cultural needs of students (Faridah et al., 2024). Teaching at the Right Level emphasizes adjusting the material according to the actual achievement of students (Antuntu et al., 2024). Meanwhile, Culturally Responsive Teaching integrates students' cultural values as a source of learning (Lailiyah et al., 2024). The synergy of Teaching at the Right Level and Culturally Responsive Teaching is expected to be able to present inclusive and liberating Pancasila and Citizenship Education learning (Faridah et al., 2024).

A number of previous studies have proven the effectiveness of the Teaching at the Right Level and Culturally Responsive Teaching approaches in improving the quality of learning in primary schools. Research conducted by Antuntu et al. (2024) shows that the application of Teaching at the Right Level through initial assessments to group students based on learning ability levels, followed by tailored interventions, is able to significantly increase students' literacy and numeracy achievements in the 3T area. Meanwhile, Lailiyah et al. (2024) prove that Culturally Responsive Teaching -based learning that recognizes and integrates students' cultural diversity into learning materials and methods has succeeded in increasing students' motivation, engagement, and conceptual understanding of thematic learning in multiethnic elementary schools. Furthermore, Azizan et al. (2024) also revealed that the application of Culturally

Responsive Teaching in Pancasila and Citizenship Education learning in urban elementary schools through the enrichment of Pancasila values based on local culture is able to increase the involvement and completeness of student learning above the Minimum Completeness Criteria. The three studies agree that both Teaching at the Right Level and Culturally Responsive Teaching are effectively applied in primary schools, but until now they are still being studied separately in different contexts and subjects. Based on this, this research is here to fill this gap by integrating the Teaching at the Right Level and Culturally Responsive Teaching approaches simultaneously in Pancasila and Citizenship Education learning in elementary school. This integration begins with an initial assessment to determine the learning group according to the student's ability, then continues with local culture-based learning that is adjusted to the level of ability of each student. Thus, this study offers an innovative learning model that not only targets academic achievement, but also strengthens the character of students' cultural diversity contextually, something that has not been explored much in previous research.

This study aims to design, implement, and evaluate the Pancasila and Citizenship Education learning model based on the synergy of Teaching at the Right Level and Culturally Responsive Teaching in class VIII-E State Junior High School 17 Malang. This research answers the gap in conventional practice of Pancasila and Citizenship Education with an adaptive, contextual, and empowering learning approach for students. His scientific contributions include the development of innovative models that can enrich the study of Pancasila and Citizenship Education pedagogy and the Independent Curriculum.

This research lies in the intersection of civics studies, contextual pedagogy, and the Independent Curriculum. The model developed is replicative and can be adopted in other contexts, including high schools in multicultural areas. It is hoped that this research will strengthen the transformation of Pancasila and Citizenship Education learning that is democratic, adaptive, and culturally relevant, as well as inspire teachers to implement student-centered learning.

Method

This research is a type of Classroom Action Research which was carried out in class VIII-E State Junior High School 17 Malang in the even semester of the 2024/2025 school year with 31 students who have diverse academic and cultural characteristics. This research is designed to improve the learning quality of Pancasila and Citizenship Education through the integration of the Teaching at the Right Level and Culturally Responsive Teaching approaches. The action design uses the Kemmis and McTaggart spiral model because this model emphasizes the process of continuous improvement through systematic reflection and repetitive actions that are considered more adaptive

and responsive to class dynamics than other Class Action Research models such as Lewin or Elliot. The action procedure consists of two cycles, each involving the stages of planning, implementing actions, observation, and reflection. The characteristics of the action in general involve the preparation of adaptive lesson plans, the creation of LKPDs based on differentiation of ability, contextual board game media, and discussions based on local culture. The initial assessment was carried out using a multiple-choice diagnostic test of 20 questions that had been validated through expert judgment by two Pancasila and Citizenship Education lecturers and a senior teacher, and tested for reliability using the Alpha Cronbach test with a value of 0.84, which indicated the reliability category. The results of the diagnostic test were grouped into three categories of ability: upper (scores of 85–100), middle (70–84), and lower (<70) based on the score intervals agreed upon with partner teachers according to the distribution of class scores. Culturally Responsive Teaching integration is carried out by first identifying local culture through informal interviews with students and teachers about relevant regional cultural customs, values, and symbols, then processed into Pancasila and Citizenship Education case discussion materials and board games based on local culture in Malang such as village deliberation simulations or traditional role plays. The collaborators in this study are teachers of Pancasila and Citizenship Education subjects in grade VIII-E who play an active role in observing the learning process, recording student involvement data, as well as reflection and evaluation of actions at the end of the cycle. The data collection technique was carried out in a triangulation manner with four instruments, namely student activity observation sheets, pretest and posttest questions to measure cognitive learning outcomes, interview guides to find out students' perceptions and learning experiences, and documentation in the form of photos, field notes, and LKPD results. Triangulation is applied to ensure the validity and validity of data by comparing results from different sources, techniques, and data collection times, as suggested by Creswell (2014). To overcome the potential for observation bias, an agreement between observers is made before the implementation of the action through an inter-rater agreement test which results in an agreement coefficient of 0.87. Qualitative data were analyzed through the stages of data reduction, presentation, and conclusion drawn, while quantitative data from test results were analyzed using the calculation of average scores, percentage of learning completeness based on Minimum Completeness Criteria 75, and comparison of grade increase from pre-cycle to cycle I and cycle II.

Results and Discussion
Results

The implementation of learning in cycle I showed an increase in student involvement compared to the pre-cycle. Based on the observation results, out of 31

students, as many as 22 people (71%) were actively involved in group discussions and question and answer sessions, while 9 students (29%) were still passive, tending to be silent or just following without participating. The average frequency of questions asked by students per meeting was 8 times, an increase compared to the pre-cycle which was only 3 times. The obstacles that arise are caused by differences in the level of academic readiness and confidence of students. The results of the first cycle of the posttest test showed that the average score of students reached 76, with 22 students (71%) achieving scores above the Minimum Completeness Criteria of 75. Compared to the pretest score with an average of 69 and initial completeness of 45.2% (14 students), there was an increase in completeness by 25.8%. Although these results show a positive impact of the intervention, the involvement of students is not completely evenly distributed, so it is necessary to improve the strategy in cycle II.

After the revision of the learning strategy in the form of adding contextual media and strengthening the association of the material with local culture, student involvement increased significantly. The results of the observation showed that 28 out of 31 students (90.3%) actively participated, both in discussions and questions and answers. The frequency of questions asked increased to 14 times per meeting, with more evenly distributed enthusiasm between groups. The results of the second cycle posttest showed that the average score of students reached 82, and learning completeness increased to 87.1% or 27 students out of 31 people. Compared to cycle I, there was an increase in average scores of 6 points and an increase in learning completeness by 16.1%. This proves that Teaching at the Right Level and Culturally Responsive Teaching based learning are effective in improving learning outcomes and student engagement.

Table 1. Summary of Pretest, Posttest Cycle I, and Cycle II Results

Information	Pretest	Postal test Siklus I	Postal test Siklus II
Grade Point Average	69	76	82
Number of Students Completed (≥75)	14 (45,2%)	22 (71%)	27 (87,1%)
Frequency of Q&A	3	8	14
Number of Active Students	11 (35%)	22 (71%)	28 (90,3%)

Comparisons between cycles showed an increase in students' learning completeness by 41.9% from pre-cycle to cycle II and an increase in average scores of 13 points. Learning interventions based on differentiation of abilities and local culture have been proven to be effective in increasing student motivation, participation, and learning outcomes. In addition, student involvement in discussions and classroom activities increased sharply, which can be seen from the surge in the frequency of

questions and answers and the number of students who were active in learning activities.

Discussion

The results of this study show that the application of Pancasila and Citizenship Education learning that integrates the Teaching at the Right Level and Culturally Responsive Teaching approaches has a positive impact on the motivation, engagement, and learning outcomes of students in grade VIII-E State Junior High School 17 Malang. Theoretically, these results support Vygotsky's principle of social constructivism which emphasizes the importance of providing scaffolding according to the proximal development zone of the learner. Through initial assessment, Teaching at the Right Level allows teachers to group students based on actual ability levels, so that the learning process is more directed and the gap in learning outcomes in heterogeneous classes can be reduced (Faridah et al., 2024). On the other hand, Culturally Responsive Teaching plays a role in increasing students' intrinsic motivation through learning materials that reflect their local values, experiences, and culture, creating a sense of belonging that can encourage confidence in active participation. This is in line with the findings of Lailiyah et al. (2024) that learners tend to be more engaged when learning is relevant to their cultural background. Mechanismally, Culturally Responsive Teaching works through positive cultural representation in the classroom, as described in Tajfel's theory of social identity, where cultural recognition can increase students' collective self-esteem as well as their academic motivation.

However, during the implementation of the first cycle, several obstacles were found, including the low active participation of students in the low-ability category in class discussions. This obstacle is caused by weak confidence and lagging material that hinders academic readiness, as also noted by Antuntu et al. (2024) in the context of differentiation-based Pancasila and Citizenship Education learning. In addition, the application of cultural-based differentiation such as Culturally Responsive Teaching has the potential to create dominant cultural bias in heterogeneous classes if it is not balanced with fair and representative management of materials. The complexity of classroom management with various levels of ability and cultural backgrounds is also a challenge for teachers, especially in developing learning scenarios, adaptive LKPD, and media that are able to accommodate the needs of all groups. Through reflection at the end of the first cycle, this obstacle was overcome by adjusting more contextual learning media, such as traditional games and local cases that are closer to the students' daily lives, as well as special guidance for low-ability groups. This strategy proved effective in cycle II, characterized by an increase in the number of active students, an increase in confidence, and a surge in average scores and percentage of learning completion.

Conceptually, the integration of Teaching at the Right Level and Culturally Responsive Teaching in Pancasila and Citizenship Education learning is in line with the principles of the Independent Curriculum which emphasizes differentiated, student-based, and contextual learning. The findings of this study also support the realization of the Pancasila student profile, especially in the dimensions of global diversity, critical reasoning, and cooperation as mandated by the Ministry of Education and Culture (2023). However, the effectiveness of this approach has its limitations. The results of the study cannot be directly generalized to other schools without contextual adaptation according to local socio-cultural conditions. Therefore, this study recommends that curriculum developers and education policy makers develop teacher training modules on the implementation of differentiation of abilities and the development of culturally responsive learning based on school contexts. Pancasila and Citizenship Education teachers in other schools are also advised to adapt similar strategies by adjusting cultural materials and assessing students' abilities so that learning is truly effective, student-centered, and meaningful in the spirit of Freedom of Learning.

Conclusion

Based on the results of the research conducted in two cycles, it can be concluded that the transformation of Pancasila and Citizenship Education learning through the integration of Teaching at the Right Level and Culturally Responsive Teaching approaches has proven to be effective in increasing the motivation, active involvement, and learning outcomes of students in grades VIII-E State Junior High School 17 Malang. The learning completeness of students increased significantly from 48.38% in the pre-cycle to 70.96% in the first cycle, and reached 90.32% in the second cycle, or an increase of 41.9% from the initial condition. Theoretically, this study contributes to developing an integrative model based on Teaching at the Right Level - Culturally Responsive Teaching that is adaptive to academic ability as well as responsive to the cultural background of students, which has rarely been tested simultaneously in Pancasila and Citizenship Education learning at the junior high school level. This strategy not only has an impact on improving cognitive aspects, but also strengthens social interaction and internalizing students' civic values contextually, in line with the principles of the Independent Curriculum. The practical implications of this study encourage Pancasila and Citizenship Education teachers in other schools to adapt a similar approach by adjusting local socio-cultural conditions and academic characteristics of students, and recommend to education policymakers to develop teacher training modules on the application of learning based on differentiation of abilities and culture. In the future, further research needs to be conducted to test the effectiveness of this Teaching at the Right Level - Culturally Responsive Teaching model at other levels of education, in different subjects, as well as to explore the role of mediator variables such as self-efficacy

and the perception of material relevance to student engagement and learning outcomes in the context of culturally based differentiation learning.

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