

## Optimizing Student Participation in Pancasila Education Learning through Cooperative Learning at MTsN 1 Indramayu

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**Abstract:** Pancasila education plays a crucial role in shaping students character, civic awareness, and democratic attitudes. However, learning practices at MTsN 1 Indramayu tend to be teacher-centered, resulting in low student participation and suboptimal learning outcomes. This study aims to optimize student participation in Pancasila Education learning through the implementation of the cooperative learning model, specifically the Team Game Tournament (TGT) type. The study was conducted with Grade VII students at MTsN 1 Indramayu using an actualization-based approach through planned learning activities, observation, and evaluation. The TGT model integrates group cooperation, educational games, and healthy competition to actively involve students in the learning process. The results indicate that the application of the TGT model increases student participation, motivation, collaboration, and learning outcomes. Students become more active in discussions, more confident in expressing opinions, and more responsible for their individual and group tasks. In conclusion, Cooperative Learning using the TGT model is effective in creating an interactive and student-centered learning environment and can serve as an alternative instructional strategy to improve the quality of Pancasila Education learning.

**Keywords:** cooperative learning; Pancasila education; student participation; Team Game Tournament (TGT)

### INTRODUCTION

Pancasila Education is a core subject within the Indonesian national education system, serving as a foundation for character building, civic awareness, and the development of democratic values among students. As the philosophical basis of the Indonesian state, Pancasila embodies moral, social, and political values that must be understood, internalized, and practiced by every citizen. In the context of formal education, Pancasila Education plays a vital role in preparing students to become responsible, ethical, and participatory citizens who are capable

of contributing positively to society. Therefore, the learning process of Pancasila Education should not merely emphasize the transmission of knowledge but should also foster students' active engagement, critical thinking, collaboration skills, and moral reasoning (Kaelan, 2014). The positive influence of civics learning on student morale is also seen in the improvement of abilities students to understand other people's perspectives and empathize. A study conducted by Nurjanah & Hakim (2020) found that students who received learning Civics with the role method-playing and simulations show an increase in capability empathize and understand different perspectives. This finding indicates that civics learning provides opportunities for students to experience and feel the position I can get someone else strengthen students' moral foundations.

The era of globalization is marked by acceleration in all aspects, requiring humans to quickly adapt to the ever-changing technology. The world of education has undergone significant changes as a result of the development of information technology, and these developments are beginning to be seen as beneficial for the educational sector. However, while education has experienced significant progress over time, this progress has not been supported by advances in human resources (HR) capable of adapting to the changes occurring in the educational sector itself. Some teachers continue to use traditional learning methods (Fitriah & Mirianda, 2019). PPKn lessons in elementary school do not only focus on cognitive mastery; students also strive to internalization of principles and building democratic character. However, the conventional teacher-centered approach still dominates learning practices, so that social interaction and construction of meaning are not optimal. Theoretically, civics learning requires an approach that: (1) Encourage social interaction; (2) Delivering contextual learning experiences; (3) Activating cognitive processing through visual and verbal stimuli

Thus, the integration of cooperative models and learning media becomes a pedagogical necessity, not just a necessity. Aspect other morals influenced by Civics learning is tolerance and appreciation to wards diversity. Comparative studies conducted by Lestari & Mahmudah (2020) at school-school multicultural. find that students who learn Civics with an approach multiculturalism shows the level of tolerance and awards to difference Which is more compared to students who did not receive similar approach. This finding confirms that the strategic role of PKn in shaping character student who are able to live harmoniously in a society diverse.

In practice, however, the implementation of Pancasila Education in schools often faces various challenges. One of the most prominent issues is the dominance of teacher-centered learning approaches, particularly lecture-based instruction. This method positions students as passive recipients of information rather than active participants in the learning process. At MTsN 1 Indramayu, this condition has resulted in low levels of student participation during Pancasila Education lessons. Many students tend to listen without actively engaging, show limited enthusiasm for discussions, and are reluctant to ask questions or express their opinions. Such passive learning behavior negatively affects both the learning atmosphere and students' achievement of learning objectives (Freire, 1970).

Only about 30-40% students in various small-scale research that truly understand and *can provide real examples* practicing the Pancasila Principles, while the rest are only able to memorize the text. Behavior that considers deviation (such as cheating or truancy) as "*common things*" reached a significant number in students due to the dominant influence of *peer-group* (peers) who ignore discipline. This means that the practice of Pancasila values has not

been implemented in the younger generation. On the other hand, Atmawarni and Kesuma (2021: 231) state that Pancasila values are crucial for adolescents in their search for identity, fostering moral development and national character. The importance of moral development is to raise awareness among the younger generation, as the nation's future generation, about their roles and responsibilities, preventing selfishness, acting wisely, and spearheading the nation's success.

Empirical observations conducted in Grade VII classes at MTsN 1 Indramayu reveal that only 52.2% of students demonstrate adequate levels of literacy, participation, and learning engagement. This finding indicates that a significant number of students have not yet developed the expected competencies in terms of active learning and civic engagement. This situation is particularly concerning because Pancasila Education places strong emphasis on affective and psychomotor domains, such as democratic attitudes, cooperation, social responsibility, and critical thinking skills. When students are not actively involved in the learning process, the internalization of Pancasila values becomes superficial and less meaningful (Sardiman, 2016).

Low student participation not only impacts academic performance but also hinders the development of essential social and civic competencies. Learning requires engagement. actively learning people, so that they will be better able to develop learning capacity and full potential, aware of and able to use potential learning resources available around you (Dimiyati & Mudjiono, 2002: 115-117). Students who are rarely involved in discussions or collaborative activities have fewer opportunities to practice communication skills, teamwork, and respectful argumentation. Moreover, passive learning environments limit students' ability to develop confidence, independence, and responsibility for their own learning. If such conditions persist, the broader goals of Pancasila Education—namely, the formation of religious, moral, and democratic citizens—may not be achieved optimally (Bloom, 1956).

Furthermore, strengthening character education within the curriculum is also an important strategy. Teachers must develop learning programs that focus not only on cognitive aspects but also on students' affective and psychomotor aspects. For example, by including subjects or activities related to ethics, morals, and character. According to Sitorus (2021), group guidance services can be used as a method to improve students' manners. In this service, students are encouraged to discuss and reflect on their behavior, thereby understanding the importance of moral values in everyday life. Collaboration between teachers and parents is also crucial in addressing moral degradation. Parents and teachers must work together to provide consistent moral education at home and at school. Sudarsono and Syahrul Amin (2021) emphasize the crucial role of parents and teachers in shaping children's character. Teachers can hold regular meetings with parents to discuss students' moral development and find joint solutions to emerging problems. This way, students gain a comprehensive understanding of the importance of morals in their two primary environments: home and school.

To address these challenges, it is necessary to implement innovative and student-centered learning models that encourage active participation and meaningful learning experiences. One learning approach that is considered suitable for this purpose is Cooperative Learning. The teaching profession is a profession that plays a very important role in the life of a nation due to the very important position of education in the context of national life. In the implementation of education, teachers hold a leadership role, so it is important to improve the quality of teacher

professionalism. Every teacher has the opportunity and desire to further develop and realize their potential (Putri & Imaniyati, 2017; Ratnasari, 2019) Among the important components in the world of education, teachers are one of the determining factors for the success and failure of the teaching and learning process, therefore a teacher should have full awareness to continue to be enthusiastic in honing their potential and competencies, including professional competence, pedagogical competence, social competence, and personality competence. Cooperative Learning emphasizes collaboration among students in small, heterogeneous groups, where each member is responsible not only for their own learning but also for the success of the group. This model aligns with the core values of Pancasila, particularly mutual cooperation (*gotong royong*), social justice, and democratic decision-making (Trianto, 2011).

Marlina (2019) defines differentiated learning in six criteria, including flexible learning, assignments that are appropriate to the readiness or interest in learning but still based on learning objectives, based on each individual's learning needs—each, there are varying success criteria, participant Students have the right to determine their own learning methods and activities that are structured. Among various types of Cooperative Learning, the Team Game Tournament (TGT) model offers unique advantages in enhancing student participation. The TGT model integrates cooperative group work with educational games and structured tournaments, creating a learning environment that is both competitive and collaborative. Through this model, students engage in discussions, solve problems together, and participate in academic games that test their understanding of the material. The element of competition is designed to be healthy and motivating, encouraging students to actively contribute to their team's performance while maintaining fairness and sportsmanship (Johnson and Johnson, 2009).

Previous studies have demonstrated that the TGT model is effective in improving student engagement, motivation, and learning outcomes, particularly in social science and civic education subjects. Research findings indicate that students who participate in TGT-based learning show increased enthusiasm, improved collaboration skills, and higher academic achievement compared to those taught using conventional methods. These findings suggest that the TGT model has strong potential to address the issue of low student participation in Pancasila Education learning (Slavin, 2015).

Based on these considerations, this study focuses on optimizing student participation in Pancasila Education learning through the implementation of the Cooperative Learning model type Team Game Tournament (TGT) at MTsN 1 Indramayu. The study aims to examine how the application of the TGT model can enhance student participation, foster collaborative learning, and improve learning outcomes. Furthermore, this study is expected to contribute to the development of more effective instructional strategies for Pancasila Education, supporting the broader goal of cultivating students who not only understand Pancasila values cognitively but also internalize and apply them in their daily lives.

## **RESEARCH METHODOLOGY**

This study employed a descriptive qualitative research design with an actualization-based approach to optimize student participation in Pancasila Education learning through the implementation of the Cooperative Learning model type Team Game Tournament (TGT). This design was chosen to examine learning processes and student participation in a natural

classroom setting and to describe changes in student behavior during the learning activities. The research was conducted at MTsN 1 Indramayu, West Java, with Grade VII students as the research subjects. The selection of the research site and participants was based on initial observations indicating low levels of student participation and engagement in Pancasila Education learning.

The focus of this research was on improving student participation, which was observed through several indicators, including students' active involvement in group discussions, willingness to ask and answer questions, ability to express opinions, cooperation and responsibility in group activities, and enthusiasm during the learning process. These indicators were aligned with the objectives of Pancasila Education, which emphasize the development of affective and psychomotor aspects in addition to cognitive achievement.

The learning intervention applied in this study was the Cooperative Learning model type Team Game Tournament (TGT). The implementation of the TGT model followed several stages, beginning with lesson planning and preparation of learning materials and instruments. Students were then divided into heterogeneous groups to encourage cooperation among students with different academic abilities. Learning activities were carried out through group discussions, followed by academic games and tournament sessions designed to reinforce students' understanding of the learning material. The learning process concluded with evaluation and reflection to assess student participation and learning effectiveness.

Data collection was conducted through direct classroom observation and documentation. Observation was used to record students' participation during learning activities using structured observation sheets, while documentation included lesson plans, student work, photographs, and other supporting records. These data were used to describe changes in student participation before and after the implementation of the TGT model. Data analysis was carried out using descriptive qualitative techniques by interpreting observation results and participation percentages to identify patterns, improvements, and challenges in the learning process.

To ensure data validity, triangulation techniques were applied by comparing observation data with documentation results. Ethical considerations were also maintained throughout the research process by ensuring that learning activities were conducted in accordance with school regulations and that student data were used solely for academic purposes. Through these procedures, this study aimed to provide an accurate description of the effectiveness of the TGT model in optimizing student participation in Pancasila Education learning at MTsN 1 Indramayu.

## **RESULTS AND DISCUSSION**

The results of this study indicate that the implementation of the Cooperative Learning model type Team Game Tournament (TGT) had a positive impact on student participation in Pancasila Education learning at MTsN 1 Indramayu. Prior to the implementation of the TGT model, classroom learning was dominated by teacher-centered instruction, resulting in low levels of student participation. Hermawan and Rahayu (2020) further explained that in the implementation TGT type cooperative learning, students are grouped into small groups which consisting of four to six people.

Observation data showed that only 52.2% of students demonstrated adequate participation, literacy skills, and learning engagement. Many students were passive, reluctant to ask questions, and hesitant to express their opinions during learning activities. After the implementation of the TGT model, a notable change in student behavior was observed. Students became more actively involved in the learning process, particularly during group discussions and tournament sessions. The use of academic games and structured competition encouraged students to participate more enthusiastically and confidently. Many students who were previously reluctant to speak began to express their opinions, respond to questions, and contribute ideas during group activities. The cooperative structure of the TGT model allowed students with different academic abilities to support each other, resulting in more balanced participation among group members.

The observation results also showed improvements in students' motivation and learning enthusiasm. Students appeared more confident and engaged during learning sessions, particularly during the game and tournament stages. The cooperative atmosphere created through heterogeneous grouping allowed students with different academic abilities to support one another, resulting in more balanced participation among group members. Overall, the findings indicate that the TGT model effectively enhanced student participation and created a more student-centered learning environment in Pancasila Education classes.

Furthermore, the results indicate that student motivation and learning enthusiasm increased significantly. Students appeared more focused and attentive during learning activities and showed greater responsibility toward completing both individual and group tasks. The tournament stage created a positive competitive atmosphere that motivated students to prepare better and actively engage in learning. This improvement in motivation contributed to a more dynamic and interactive classroom environment, where students were no longer dependent solely on the teacher for information.

In addition to participation and motivation, improvements were also observed in students' social interaction and learning discipline. Students demonstrated better cooperation, mutual respect, and discipline during learning activities. They listened more attentively to their peers, respected differing opinions, and followed classroom rules more consistently. The structured stages of the TGT model helped reduce off-task behavior and created a more orderly and conducive learning environment. These findings suggest that the TGT model not only enhances student participation but also supports the development of positive learning attitudes and social skills in Pancasila Education classes.

Overall, the results show that the implementation of the Cooperative Learning model type Team Game Tournament (TGT) effectively transformed the learning process from a teacher-centered approach to a student-centered approach. This transformation led to increased student participation, improved motivation, better collaboration, and a more interactive classroom atmosphere, supporting the objectives of Pancasila Education learning.

**Table 1. Student Participation Before and After the Implementation of the TGT Model**

No	Indikator	Sebelum Model TGT (%)	Sesudah Model TGT (%)
1	Active participation in group discussions	50,0	82,0
2	Willingness to ask questions	48,0	78,0
3	Ability to express opinions	52,0	80,0
4	Cooperation and responsibility in group activities	55,0	85,0
5	Learning motivation and enthusiasm	56,0	88,0
<b>Average Student Participation</b>		52,2 %	82,6%

Sources (author, 2025)

Sukerta (2020) conducted a classroom action research (CAR) on the implementation of the Cooperative Learning model, Team Games Tournament (TGT) type, in teaching Pancasila and Civic Education (PPKn) for Grade XII Social Science students. The results of the study showed a significant improvement in students' learning activities, increasing from 62.37% in Cycle I to 83.07% in Cycle II. In addition, students' learning outcomes also improved, indicating that the TGT model is effective in creating an active, collaborative, and enjoyable learning environment. I Made Sukerta's research is highly relevant to the present study because both are applied in the subject of Pancasila Education/PPKn and utilize the TGT learning model. Another similarity lies in the research objective, which is to enhance students' learning activities and engagement during the learning process. However, the difference between the two studies is found in the research subjects and context. The present study is conducted on seventh-grade students at MTsN 1 Indramayu and is implemented in the form of the actualization of basic ASN values. Therefore, this research is not only oriented toward improving learning activities but also toward strengthening character values, cooperation, and student participation in accordance with the objectives of Pancasila Education.

Based on the two previous studies, it can be concluded that the Cooperative Learning model of the Team Games Tournament (TGT) type has been proven to be effective in improving students' learning activities, participation, and learning outcomes. Therefore, this actualization research is important as an effort to develop and strengthen the implementation of the TGT model in Pancasila Education learning at MTsN 1 Indramayu, particularly in addressing the problem of low student participation and supporting the achievement of learning objectives oriented toward character building and the internalization of Pancasila values.

## CONCLUSION

The findings of this study support educational theories that emphasize the importance of active and cooperative learning in improving student participation. According to Slavin (2015), the Team Game Tournament model increases student motivation and engagement by

combining cooperative learning with structured competition. This is consistent with the results of this study, where students showed higher participation and enthusiasm during learning activities after the implementation of the TGT model.

Furthermore, the increased student participation observed in this study aligns with the theory of cooperative learning proposed by Johnson and Johnson (2009), which emphasizes positive interdependence and individual accountability. Through the TGT model, students were encouraged to actively contribute to their groups, as individual performance affected group success. This condition motivated students to engage more actively in discussions and learning activities.

The findings also support Bloom's (1956) learning taxonomy, which highlights the importance of integrating cognitive, affective, and psychomotor domains in the learning process. The TGT model not only improved students' cognitive understanding of Pancasila Education material but also enhanced affective aspects such as motivation, cooperation, and responsibility, as well as psychomotor aspects such as active participation and communication skills.

In the context of Pancasila Education, active participation is essential for internalizing civic values such as democracy, cooperation, and responsibility. Dewey (1938) emphasizes that democratic values are best learned through experience. The interactive and collaborative learning environment created by the TGT model allowed students to practice these values directly during classroom activities. Therefore, the implementation of the TGT model contributed not only to improved participation but also to more meaningful learning experiences aligned with the objectives of Pancasila Education. During the implementation of the actualization project titled "Optimizing Student Participation in Pancasila Education Learning Through Cooperative Learning at MTsN 1 Indramayu," several technical and non-technical obstacles were encountered in the field. However, efforts were made to resolve each obstacle to prevent it from hindering the activity. The following describes these obstacles and strategies for addressing them.

**Table 2. Obstacles and Anticipation of the TGT Learning Model**

No.	Activity (Kegiatan)	Constraint (Kendala)	Anticipation (Antisipasi)
1.	Conducting consultation regarding the actualization design with the mentor and coach	The mentor and coach have tight schedules, making it difficult to find a meeting time	Adjusting the schedule to the mentor/coach's free time
2.	Arranging the TGT model lesson plan (RPP)	Difficulty adapting the lesson plan components to the TGT model and limited references	Seeking references from reliable sources or guidance from senior teachers and revising the lesson

No.	Activity (Kegiatan)	Constraint (Kendala)	Anticipation (Antisipasi)
		for TGT lesson plan examples	plan based on the mentor's suggestions
3.	Conducting Observation	Low student participation and mostly quiet during learning	Giving explanations about the observation and a little guidance to the students
4.	Conducting learning as well as trial and simulation of the TGT model	Students do not yet understand the steps of TGT and limited time for the trial/simulation implementation, as well as differences in students' academic abilities	Providing explanations and examples before practice and managing learning time efficiently, focusing on the core activities, and dividing student groups heterogeneously and in a balanced manner
5.	Conducting further consultation with the mentor	Difficult to adjust the meeting schedule and there are several revisions	Arranging the meeting time according to the mentor's free schedule and completing the revisions in detail
6.	Conducting Evaluation after the activity	Students experience fatigue after learning and processing the evaluation results takes time	Managing the time for evaluation implementation and using Excel tools to speed up data processing
7.	Reporting the results of the activity to the leadership	Writing the report requires time and accuracy, and the leadership's time is very tight	Compiling the report from the beginning to the end of the activity by recording each stage and adjusting to the leadership's free time for a meeting

Sources (author, 2025)

Overall, the results and discussion demonstrate that the Cooperative Learning model type Team Game Tournament (TGT) is an effective instructional strategy for optimizing student participation in Pancasila Education learning at MTsN 1 Indramayu. The model successfully transformed the learning process from teacher-centered to student-centered, thereby supporting the development of active, collaborative, and responsible learners.

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