

The Influence of Spinning Wheel Media on Learning Outcomes of Pancasila Education in 2nd Class

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Abstract: Pancasila education subjects generally contain material that requires students to remember and understand the content of the material itself. However, in this case, competencies related to learning Pancasila education need to be improved. This is the background for research to determine the influence of spinning wheel media on the learning outcomes of grade 2 Pancasila education at SD Muhammadiyah 1 Krian which uses a quantitative approach. The population and sample in this study were all of Ali bin Abi Talib's 2nd class, totaling 25 students. The data collection technique uses tests, and the instrument used in this research is a learning outcomes test sheet containing 15 questions in the form of multiple choices. The results of the research show that with the spinning wheel media the Pancasila education subject in class 2 of SD Muhammadiyah 1 Krian increased with an N-gain value of 0.57 which is classified as moderate. Therefore, the use of spinning wheel media could be an alternative to improve student learning outcomes in learning Pancasila education in elementary schools.

Keywords: Learning Outcomes, Pancasila; Spinning Wheel Media.

INTRODUCTION

Pancasila is the basis of the archipelago which is the philosophy of life of the Indonesian nation and state which consists of five principles in Pancasila (Astardinata et al., 2023). In the 3rd principle of Pancasila which contains unity, which contains values in national and state life as a result of realizing the true nature of humans as social creatures (Astardinata et al., 2023). And Indonesia is a country consisting of various racial, religious and group differences.

Pancasila education is an important subject in Indonesia because it aims to instill the country's basic values in students from an early age. In elementary schools, Pancasila teaching aims to shape students' character so they understand and apply Pancasila values in everyday life (Puteri & Mintohari, 2022).

Pancasila education subjects generally contain material that requires students to remember and understand the content of the material itself. However, on average students tend to have difficulty understanding the material in Pancasila education subjects, because it is less interesting, boring and students often make mistakes in interpreting and understanding the values contained in Pancasila education material.

The use of learning media is a must for every teacher so that it helps clarify learning material and arouses students' interest and motivation in learning (Sihombing et al., 2023). Learning media functions to support teachers in delivering learning. Therefore, the use of media can increase student retention of information and learning materials (Untari, 2017)

In this case, teachers themselves are required to be innovative, adaptive and creative, and able to bring a pleasant learning atmosphere into the classroom and learning environment, where intensive teaching and learning interactions occur and take place from many directions (multiways and joyful learning) (Sihombing et al., 2023).

Furthermore, in the field there are several obstacles experienced by teachers, including teachers more often relying on students' books as learning resources (Adianti et al., 2021). Furthermore, teachers experience the problem of a lack of skills or abilities in making learning media and apart from that it is difficult to harmonize the material with learning media, adding that teachers do not have enough time to make learning media, because there is too much media that must be made in one day. Meanwhile, teachers' duties at school are not only to teach and create teaching materials such as media but also to carry out other activities.

In this case, competencies related to learning Pancasila education need to be improved. Student competency is the ability that must be possessed or achieved after participating in learning. Therefore, learning innovation must always be pursued by educators, to be able to help students in forming competencies within themselves, fun and interesting learning is a form of learning that educators hope to develop.

One of the media that can be developed is the spinning wheel learning media. According to Hamzah, et al (2019), rotating wheel media is a teaching aid in the shape of a wheel, where various information or questions regarding the learning material are placed on the parts of the wheel. When the wheel is rotated, the information or questions shown by the pointer are used as discussion material or assignments for students (Susmiarni et al., 2023). The use of spinning wheel media is intended so that children can think in a real and concrete way so that they can obtain and process information based on the picture instructions in it. According to Hamdanah and Hanik (2023), apart from containing images contained in the circle, the rotating wheel media also has needles or signs to guide the image. So this can arouse children's curiosity because the prediction of the circle being rotated is unpredictable (Susmiarni et al., 2023).

Spinning wheel media has been proven to play a role in improving student learning outcomes. Teaching materials in rotating wheel media can be adjusted to prioritize or required material needs. Every teacher must try to design innovative and varied learning activities so that students have high motivation when learning, so that it can influence learning outcomes. Apart from that, the use of media and the selection of work projects must be adjusted to the students' conditions (Nengtyas et al., 2023).

Therefore, this research aims to find out whether there is an influence in the application of spinning wheel media on the learning outcomes of class 2 Pancasila education at SD Muhammadiyah 1 Krian, especially class 2 Ali Bin Abi Talib.

METHOD

This research uses a quantitative approach and this type of research includes descriptive research. This type of descriptive research is research that discusses cause and effect, where the researcher aims to find out the effect of spinning wheel media on student learning outcomes in Pancasila education subjects. The population and sample in this study were all 25 grade 2 students of Ali bin Abi Talib. The study's sampling technique used a saturation sampling technique because the population was relatively small, less than 30 people (Sugiyono, 2013).

The data collection technique in this research is using tests, and the instrument used in this research is a learning outcomes test sheet containing 15 questions in the form of multiple choices, the subject matter of

Pancasila Education, Independent Curriculum Chapter 4, namely the Unitary State of the Republic of Indonesia with the sub-chapter Unity in Diversity and the test sheet is a test of cognitive learning outcomes.

Table 1. Indicators and Validity of Pretest and Posttest Questions

No	Aspect	Question Type	Criteria
1	Material	The question items are relevant to the determined learning objectives	Valid
2	Construction	Formulate sentences in the form of interrogative sentences that require students to answer	Valid
		The question formulation does not give rise to multiple interpretations	
3	Language	Sentence formulations use good and correct Indonesian	Valid
		The sentence formulations used are short and easy to understand	

Furthermore, the data analysis technique in this research uses descriptive statistical analysis. The type of descriptive research that the researcher used was causal correlation where the researcher intended to determine the effect of using spinning wheel media on the learning outcomes of Pancasila education among students. Researchers use N-Gain analysis with the Normalized Gain formula by Meltzer as follows (Silpia, 2019):

$$N - Gain : \frac{(posttest\ score - pretest\ score)}{(ideal\ score - pretest\ score)}$$

Meanwhile, there are three categories of normalized N-Gain scores, namely:

Table 2. N-Gain Criteria

CATEGORY	N-GAIN VALUE
High	$g > 0,7$
Medium	$0,3 \leq g \leq 0,7$
Low	$g < 0,3$

RESULTS AND DISCUSSION

Result

Presentation of data obtained from the results of research carried out at SD Muhammadiyah 1 Krian, especially class 2 Ali Bin Abi Talib, will be presented and the data will be presented. This research began on February 5 2024. Before the research was carried out, the researcher prepared several validation sheets which included validation of the teaching module and validation of the criteria for the spinning wheel learning media. Below is a validation table for the teaching modules used in the research:

No	Assessment items	Score	Conclusion
1	The relationship between learning outcomes and the flow of learning objectives	3	Good, can be used without revision
2	Identify materials that support the achievement of learning objectives	3	
3	Conformity of the language used with Indonesian	4	

Table 3. Validation of Teaching Modules

In the table presented above, it can be seen that the three assessment criteria items contained in the module received good scores. This can be seen in the conclusion section, the validator wrote that the teaching module used was in the good category and could be used without anything having to be revised. Next, below we will present a validation table for the learning media used, namely the spinning wheel media:

Table 4. Validation of Spinning Wheel Media

No	Assessment items	Score	Conclusion
1	Materials used	3	Suitable for use without revision
2	Material safety	3	
3	Media size	3	
4	Media color composition	4	
5	Suitability of media to students' level of development	4	

It can be seen in the validation table that the researcher submitted to the validator that the assessment items related to the suitability of the learning media used received a good score and in the conclusion section the validator wrote that the media used in this research was suitable for use without revision. Below is the real form of the spinning wheel media that has been created:

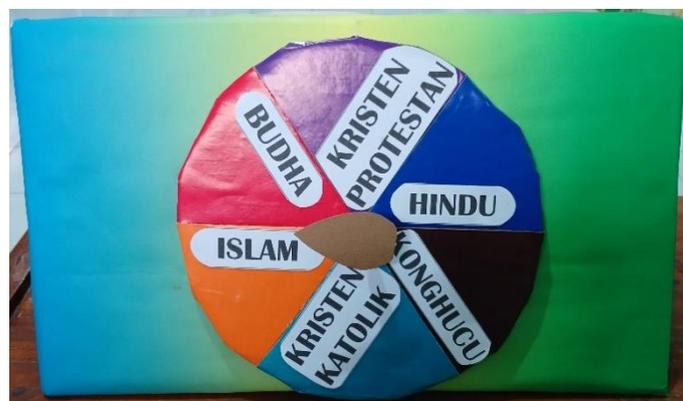


Figure 1. Front of The Rotating Wheel Media



Figure 2. The Back of The Rotating Wheel Media

Next, test data on Pancasila education learning outcomes for students will be presented, before and after the application of learning media in the form of a spinning wheel, which can be seen in the table below:

Table 5. Student Grade Data

No	Name	Pretest	Post Test
1	AA	48	65
2	AAP	60	80
3	ASF	40	85
4	ALS	58	82
5	AS	56	88
6	AR	48	78
7	BA	37	78
8	BB	35	78
9	HT	45	80
10	HKA	43	72
11	MA	40	77
12	MH	45	80
13	JS	50	85
14	PH	60	82
15	SN	55	80
16	PG	65	77
17	SA	70	90
18	JA	50	79
19	JH	55	82
20	RI	65	80
21	SA	70	88
22	ST	50	75
23	SY	55	75
24	YC	45	79
25	TK	50	80
Jumlah		1295	1995

Rata - rata	51,8	79,8
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Below is documentation when students use spinning wheel media:



Figure 3. The Students Using The Media

Furthermore, it can be seen in the table presented below that the Pretest score got a percentage of 51.8 while the Posttest score got a percentage of 79.8.

Table 6. Comparison of Pretest and Posttest Means

No	Test	Mean	N-gain	Category
1	Pretest	51,8	0,573	Medium
2	Posttest	79,8		

In this case, it can be seen that in the comparison of the average scores between the pretest and posttest there is a difference as depicted in the diagram below:

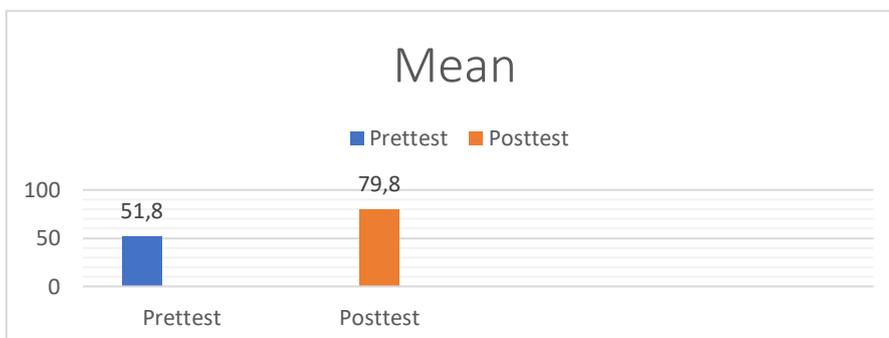


Figure 4. Pretest and Posttest Diagram

The research results obtained by using rotating wheel media reached a medium percentage which found an N-Gain value of 0.573 and was included in the medium category. So we can see that there is a difference between the average pretest and posttest scores of students before and after using learning media in the form

of a spinning wheel for students in Pancasila education material. The pretest score got an average of 51.8 while the posttest score got a better score, namely 79.8.

Discussion

In this research, the learning outcomes referred to are cognitive learning outcomes related to students' knowledge of the material contained in a lesson. Knowledge is an ability that encourages students to be able to recognize or know the existence of concepts, principles or facts (Ropii & Fahrurrozi, 2017). Furthermore, to support this, the use of learning media can be a supporting alternative. The use of learning media aims to convey information which contains learning material (Pagarra et al., 2022). Each educational unit should have supporting infrastructure, such as furniture, learning media, textbooks or textbooks, as well as other learning resources/equipment needed to support a sustainable learning process (Adianti et al., 2021). The availability and completeness of facilities and funds to support the smooth teaching and learning process must be ensured. With complete facilities, it is hoped that students will be more enthusiastic about learning and teachers will be able to maximize the learning process.

The media used in this research is a media called a spinning wheel, this media is included in visual media. The spinning wheel media makes students actively involved, it is easier for students to understand the material presented because in receiving the material students feel happy (Inayah & Prayogo, 2023). More clearly, the shape of the rotating wheel media is a colored and illustrated circle that is rotated, moving on its axis so that it stops at one of its parts (Guswita et al., 2022).

Implementing spinning wheel media in elementary schools requires teacher readiness to adapt this media in their learning plans. Apart from that, support from the school in providing tools and materials is also important for the successful use of this media.

With this background, it can be understood that the use of spinning wheel media in teaching Pancasila in elementary schools has the potential to have a positive impact on student learning outcomes. This media can make learning more interactive, interesting and effective, so that students can more easily understand and internalize the values of Pancasila.

The results of the research described above show that the learning outcomes of Pancasila education in class 2, especially class 2 students Ali Bin Abi Talib, increased when they were given learning media in the form of a spinning wheel. This increase can be seen in the average value of the pretest and postset given. The pretest score obtained was 51.8 while the posttest score obtained was 79.8.

The use of rotating wheel media in learning is also often studied by other researchers and shows satisfactory results, namely that there is an increase in learning activities and makes it easier for students to understand the material presented. (Juhaeni et al., 2022; Maulya et al., 2021; Tia et al., 2023)

Increasing learning outcomes can also be seen in the use of bingo media or spinning wheels which can help improve student learning outcomes (Handayani et al., 2023). In line with this, there is similar research which has in common that the use of Roullet or spinning wheel media has a positive effect on student learning outcomes in Pancasila educational material (Faisal et al., 2024).

There is another component that needs to be considered, namely teacher readiness. Implementing spinning wheel media in elementary schools requires teacher readiness to adapt this media in their learning

plans. Apart from that, support from the school in providing tools and materials is also important for the successful use of this media.

With this background, it can be understood that the use of spinning wheel media in teaching Pancasila in elementary schools has the potential to have a positive impact on student learning outcomes. This media can make learning more interactive, interesting and effective, so that it is easier for students to understand and internalize the values of Pancasila.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that there is an influence on the use of spinning wheel media on the learning outcomes of class 2 Pancasila education at SD Muhammadiyah 1 Krian. This is based on the N-Gain value obtained from the average of the pretest and posttest scores which was found to be 0.573 which is classified as moderate.

And it is hoped that the results of this research can become a reference source and scientific basis for further research related to the use of spinning wheel learning media for elementary school level and Pancasila education materials.

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