

The Effect of Flashcard Media on the Outcomes of Subject on the Introduction to Pancasila Symbols for Grade II of UPTD SD Negeri 122384 Pematangsiantar

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Abstract

This study aims to determine the effect of flashcard media on students' learning outcomes in Pancasila Education, specifically on the topic of recognizing Pancasila symbols, among second-grade students at UPTD SD Negeri 122384 Pematangsiantar. This research employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest model. The sample consisted of 20 students. Data were collected through tests administered before (pretest) and after (posttest) the implementation of flashcard media in the learning process. The results of data analysis showed a significant improvement in students' learning outcomes after the treatment. Hypothesis testing revealed that the calculated t-value ($t_{count} = 10.012$) was higher than the critical t-value ($t_{table} = 1.729$) at a significance level of 0.05. Since $t_{count} > t_{table}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that there is a significant effect of using flashcard media on students' learning outcomes in Pancasila Education. The findings suggest that flashcard media is an effective instructional tool for enhancing students' understanding of abstract concepts such as Pancasila symbols. The visual and interactive nature of flashcards helps students to learn more actively, increases engagement, and improves retention of learning materials. Therefore, it can be concluded that the use of flashcard media has a positive and significant effect on the learning outcomes of second-grade students in Pancasila Education at UPTD SD Negeri 122384 Pematangsiantar.

Keywords: flashcard media, learning outcomes, Pancasila Education.



INTRODUCTION

Education is a conscious, systematic effort to create a learning and teaching environment so that students can develop their potential. The teaching process determines the level of success in achieving learning objectives. Learning is considered a change in behavior as a result of experience and education (Santyasa, 2006). Learning itself is defined as the process of changing behavior in a positive direction through education or experience. The learning crisis has become a grim picture that has colored the face of global education between 2023 and 2025. This phenomenon creates a rather stifling irony: as school doors open wider to millions of children worldwide, the essence of education itself seems to be stagnant. According to the latest data from the UNESCO (United Nations Educational, Scientific, and Cultural Organization) Global Education Monitoring report (2024/2025), there is a widening gap between student attendance and their actual competencies, particularly in mastery of scientific literacy and problem-solving skills in elementary school. This condition is a bitter residue of the pandemic era that has not yet been fully resolved. The world of education is currently struggling to combat the impact of prolonged learning loss, with students' declining focus and cognitive capacity becoming a major challenge. Rather than simply catching up on curriculum development, educators now face a far more challenging task: restoring the foundations of critical thinking in the younger generation, which have been weakened by global transformations in recent years.

Good learning is an activity that fosters student interest and enthusiasm, encouraging them to continue learning until the end. One common problem in education is the lack of active learning, resulting in less than satisfactory learning outcomes, according to Rosmawati (2018). During the learning process, children are less encouraged to develop their thinking and creativity skills. Students are not given the full opportunity to manage their learning. Law No. 20 of 2003, Article 20, Paragraph 3, concerning the National Education System states: "National education develops skills and shapes the character and civilization of a nation that are valuable within the framework of national life education. The aim is to provide opportunities for students to become individuals who are devout to God Almighty, have noble character, are healthy, experienced, capable, creative, independent, and become democratic and responsible citizens."

This conscious effort plays a crucial role in developing better human resources. A teacher must broaden the perspective of subject matter. Furthermore, a teacher must be able to develop students' potential, talents, and interests within the learning process through student learning experiences. Therefore, teacher dominance must be shifted to students being more active in developing their potential in a fun, interactive, inspiring, challenging, and creative learning environment. The process of personality formation, education is defined as a systematic activity,





namely education that takes place through continuous stages and systemic activities that take place in situations and conditions in all interconnected environments (home, school, and community) that are directed towards the formation of students' personalities.

According to Gagne (Susanto, 2013), learning is a process by which an organism changes its behavior as a result of experience. Learning and teaching are two inseparable concepts. These two concepts are integrated in a single activity, where interaction occurs between teachers and students, as well as between students and students during the learning process. The teacher acts as the transmitter of messages, while the students are the recipients. In the teaching and learning process, media that can act as intermediaries ensures optimal communication between students and teachers. The role of learning media here is as a tool to facilitate students' reception of messages. Furthermore, creative use of media will increase the opportunity for students to learn more, plan their learning better, and improve skills in accordance with learning objectives.

Education is a fundamental aspect of national character development, with elementary school (SD) serving as the primary foundation for instilling national and moral values in the younger generation. One of the important materials taught at the elementary school level is an introduction to the symbols of Pancasila, the foundation of the Indonesian state. Pancasila, as the nation's ideology, not only serves as a guideline for national and state life but also serves as a foundation for character formation in students from an early age. Therefore, introducing Pancasila symbols to elementary school students, especially second graders, is crucial for instilling the nation's noble values from an early age.

However, the process of introducing Pancasila symbols in elementary schools still faces various challenges. One of the main challenges is students' low interest and understanding of the Pancasila symbols taught conventionally. Monotonous and uninnovative learning methods often leave students bored and uninterested in learning the material. This results in a low level of student understanding of the meaning and function of Pancasila symbols in everyday life. This situation is certainly a serious concern, given the importance of instilling Pancasila values in efforts to shape a national character with integrity and a national perspective.

In line with the times and technological advances, the world of education is required to continuously innovate in creating effective, engaging, and student-centered learning methods. One innovation that can be implemented in learning is the use of varied and interactive learning media. Learning media are tools that can facilitate teachers in delivering material while also helping students understand the concepts being taught. One learning medium currently widely used in elementary schools is flashcards. Flashcards are picture cards containing specific



information that can be used as visual aids in the learning process.

The use of flashcards in learning has several advantages, including improving student memory, facilitating conceptual understanding, and making the learning process more enjoyable and interactive. Furthermore, flashcards can also help students recognize and remember the symbols of Pancasila more easily because they are presented in an engaging visual format that is easy for elementary school-aged children to understand. Therefore, the use of flashcards is expected to be an alternative solution for improving students' understanding of the symbols of Pancasila.

Several previous studies have shown that the use of flashcards in learning can have a positive impact on improving students' understanding and learning interest. According to Sari (2018), the use of flashcards in elementary school learning can increase students' learning motivation and facilitate their understanding of the material being taught. This is in line with the results of research conducted by Putri (2019), which stated that flashcards are effective in learning to improve students' memory and understanding of the subject matter.

Furthermore, research conducted by Simanjuntak (2020) also showed that the use of flashcards can help students recognize Pancasila symbols better than conventional learning methods. At the UPTD SDN 122384 Pematangsiantar, the introduction of Pancasila symbols to second-grade students is still carried out conventionally, namely through oral explanations and the use of textbooks. This method is considered less effective in improving student understanding, because students tend to be passive and less actively involved in the learning process. Based on initial observations conducted at the UPTD SDN 122384 Pematangsiantar, it was discovered that most second-grade students still had difficulty recognizing and remembering Pancasila symbols. This was evident in the low student evaluation results on the Pancasila symbol recognition material and the lack of student enthusiasm for participating in the learning process. Based on observations and teaching practices in the field, specific problems at the UPTD of Elementary School 122384 Pematangsiantar, particularly in the Pancasila education subject in grade II, are identified. Eleven (55%) students scored above the Minimum Competency Minimum (KKM) and nine (45%) students scored below it.

This situation indicates a gap between the ideal situation, where students are able to recognize and understand Pancasila symbols well, and the actual situation in the field, where students still experience difficulties in understanding the material. Therefore, efforts are needed to address this problem, one of which is the implementation of innovative learning media tailored to the characteristics of elementary school students, such as flashcards. The use of flashcards in learning to recognize Pancasila symbols is expected to provide a more enjoyable



and meaningful learning experience for students. Flashcards enable students to learn visually and kinesthetically, making the material easier to understand and remember. Furthermore, flashcards can also increase student active participation in the learning process, as they can directly interact with the media used. This is in line with Arsyad's (2017) opinion, which states that interesting and interactive learning media can improve student motivation and learning outcomes. In addition, the use of flashcard media can also help teachers deliver material more effectively and efficiently. Teachers can use flashcard media as a tool in explaining Pancasila symbols, so that students can directly see the form and meaning of each symbol being taught. Thus, the learning process becomes more structured and systematic, and can increase the effectiveness of learning in the classroom. Based on the description above, it can be concluded that the use of flashcard media in learning to recognize Pancasila symbols for second-grade students of UPTD SD Negeri 122384 Pematangsiantar is very important to implement. The use of flashcard media is expected to be a solution in overcoming the problem of students' low understanding of Pancasila symbols, and can improve student motivation and learning outcomes. Therefore, this study aims to determine the effect of the use of flashcard media on the recognition of Pancasila symbols in second-grade students of UPTD SD Negeri 122384 Pematangsiantar.

METHODOLOGY

1. Research Design

This study aimed to determine the effect of flashcards on the recognition of Pancasila symbols among second-grade students at the UPTD SDN 122384. This quantitative research employed an experimental method. The researchers employed a pre-experimental approach using a One Group Pretest-Posttest Design. The research instruments used were learning outcome tests (pretest and posttest) and observations. The learning outcome tests were used to measure students' abilities before and after participating in the learning process. Observations were used to observe the learning process and student activities during the learning process. The data analysis technique used was statistical analysis using the t-test. The independent variable in this study was the flashcards, while the dependent variable was students' learning outcomes regarding the recognition of Pancasila symbols. The hypothesis in this study was that flashcards significantly influence the learning outcomes of students at the UPTD SD Negeri 122384. This study is expected to provide information on the influence of flashcards on the recognition of Pancasila symbols and serve as a reference for teachers and educators in selecting effective learning media.



Table 1. One-Group Pretest-Posttest Design

Pre-test	Perlakuan	Post-test
O ₁	X	O ₂

Source (Sugiyono 2019:75)

Description:

O₁: Pretest score (before treatment)

X: Treatment given

O₂: Posttest score (after treatment)

This experimental model involves three steps:

2. Population and Sample

According to Sugiyono (2020: 126), a population is a generalized area consisting of objects and subjects possessing a certain quantity and characteristics determined by the researcher to be studied and then conclusions drawn. Therefore, a population is not always about people, but also objects and other natural objects. A population is also known to be more than just the objects/subjects themselves. Therefore, the population in this study was all 20 second-grade students.

A sample is a number of subjects that reflect the population or possess the characteristics of the population according to Sugiyono (2013: 116). The sampling technique in this study used total sampling (densus sampling/saturated sampling), which is a sampling technique where all members of the population are used as samples (Sugiyono 2013: 124). Therefore, the sample in this study was all 20 second-grade students.

3. Data Collection Techniques

Bungin (2010:133) defines data collection techniques as the data collection instrument that determines the success or failure of a study. Data collection can be conducted using various sources and methods. There are two types of sources in data collection: primary and secondary sources. Primary sources are data sources that directly provide data to the research object, while secondary sources are sources that indirectly provide data to the data collector. Therefore, researchers use primary sources in data collection.

A. Observation

Hadi (Sugiyono, 2017:145) states that observation is a complex process, composed of various biological and psychological processes, two of the most important of which are



observation and memory. As a data collection technique, it has specific characteristics compared to other techniques. While interviews and questionnaires always communicate with one person, observation is not limited to people but also includes an unlimited number of natural objects.

B. Tests

Tests are tools for measuring student learning outcomes by providing a series of questions or assignments that students must complete (Halik et al., 2019:12). In this study, researchers used test techniques as a measuring tool to assess student learning outcomes from a cognitive perspective. The tests used by researchers were pretests and posttests with 25 multiple-choice questions.

C. Documentation

According to Sudaryono (2019:229), documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentary films, and relevant research data. In this study, documentation was used to collect data in the form of documents, drawings or photographs, and the like. The documents used included journals, books, and previous research to strengthen the research.

RESULTS

This research was conducted in the second grade of the UPTD SD Negeri 122384 Pematangsiantar for the 2025/2026 academic year. The population was all second grade students of SD Negeri 122384, with a sample size of 20 students. In this study, the researcher employed a pre-experimental study with a one-group pretest-posttest design. This section will describe the results of the research conducted. These results are based on the collected data and data analysis. This study aims to determine the effect of flashcard media on the learning outcomes of Pancasila Education in second grade students of UPTD SD Negeri 122384 Pematangsiantar, with a total of 20 students. Prior to conducting the study, the researcher conducted a pilot test of the instrument at the same level in a different school, which was conducted at SD Negeri 122354 Pematangsiantar. The trial was conducted to determine the number of 25 multiple-choice questions to be tested. Twenty questions were categorized as valid and five were invalid. The 20 questions were declared valid and were used in the pretest and posttest in the research class.

Based on the pretest results, the average student learning outcome was 56.25, with the highest score being 80 and the lowest being 25. Four students scored above the Minimum





Completion Criteria (KKM), while 16 students scored below the Minimum Completion Criteria (KKM). Based on the percentages, it can be concluded that the students' learning outcomes before using Flashcards were relatively low.

Furthermore, the average posttest score was 82. Therefore, after using Flashcards, students had better learning outcomes than before using Flashcards. After the pretest and posttest normality tests were met, the hypothesis testing proceeded. The test results yielded a t-value of 10.012 and a t-value of 1.729. Thus, $t_{hitung} > t_{tabel} = 10.012 > 1.729$ which means H_0 is rejected and H_a is accepted which indicates that there is an influence of Flashcard Media on student learning outcomes with regular learning.

DISCUSSION

The results of this study indicate that the use of flashcard media had a positive and significant effect on the learning outcomes of second-grade students in Pancasila Education, particularly on the topic of recognizing Pancasila symbols at UPTD SD Negeri 122384 Pematangsiantar. This can be seen from the increase in students' scores after the implementation of flashcard media, as well as the results of hypothesis testing which showed that the calculated t-value (10.012) was greater than the critical t-value (1.729) at the 0.05 significance level. Therefore, the alternative hypothesis (H_a) was accepted, indicating that flashcard media significantly improved students' learning outcomes. The improvement in students' learning outcomes occurred because flashcard media provides visual and interactive learning experiences that are suitable for elementary school students, especially second-grade learners who are still in the concrete operational stage of cognitive development. At this stage, students tend to understand concepts more easily through visual representations and direct interaction with learning materials. The use of colorful images and simple explanations on flashcards helped students recognize and remember the symbols of Pancasila more effectively.

In addition, flashcard media increased students' engagement and participation during the learning process. Before the implementation of flashcards, learning activities tended to rely on conventional teaching methods, which often made students less active and easily bored. However, during the treatment, students became more enthusiastic and motivated to participate in classroom activities. The interactive nature of flashcards encouraged students to answer questions, identify symbols, and recall information more confidently. As a result, students were able to retain the learning material better, leading to improved posttest scores. The findings of this study also support the theory that instructional media can improve the effectiveness of teaching and learning activities. Flashcards function not only as visual aids but





also as tools that stimulate students' memory and concentration. By combining images and short textual information, flashcards make abstract concepts easier to understand. In the context of Pancasila Education, the symbols of Pancasila become more meaningful and memorable when presented visually rather than only explained verbally.

Furthermore, the results of this study are consistent with previous studies which found that flashcard media can improve students' academic achievement and learning motivation in elementary education. Many studies have shown that visual learning media are effective in helping young learners understand concepts, enrich vocabulary, and strengthen memory retention. Therefore, the present study strengthens previous findings that flashcards are effective instructional media for elementary school students.

Despite the positive findings, this study has several limitations. First, the research only involved one class with a relatively small sample size of 20 students, which may limit the generalizability of the results. Second, the study used a pre-experimental design without a control group, making it difficult to compare the effectiveness of flashcard media with other teaching methods. Third, the research was conducted within a limited period of time, so the long-term impact of flashcard media on students' learning retention was not examined.

Based on these findings, teachers are encouraged to use flashcard media as an alternative instructional tool in Pancasila Education and other elementary school subjects. Flashcards can create a more enjoyable and student-centered learning environment, increase students' motivation, and improve learning outcomes. Future researchers are recommended to conduct studies with larger samples, longer research durations, and experimental designs involving control groups in order to obtain more comprehensive results regarding the effectiveness of flashcard media in elementary education.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that from the pretest results, the average value obtained is 56.25 which is classified as low. While the average value of posttest student learning outcomes is 82 which indicates that the results after being given treatment increased with a very large range. From the average pretest and posttest scores there is a difference of 25.75 and based on the data analysis of the pretest and posttest scores, it shows that the sig value (2-tailed) is $0.00 < 0.05$, where H_0 is rejected and H_a is accepted, meaning there is a significant difference between the learning outcomes of students who use Flashcard Media which is more improved. So it can be concluded that there is an Effect of Flashcard Media on the Learning Outcomes of Class II Students of UPTD



SD Negeri 122384 Pematangsiantar on the Introduction to Pancasila Symbols material for the 2025/2026 Academic Year.

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