

## THE INFLUENCE OF SMART BOARD MEDIA ON THE LEARNING OUTCOMES OF PANCASILA EDUCATION IN GRADE 1 STUDENTS OF ELEMENTARY SCHOOL MUHAMMADIYAH 1 KEDUNGGALAR

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### ABSTRACT

The implementation of Pancasila education at the elementary school level requires media such as smart boards in the learning-process to make teaching and learning more engaging. The use of instructional media has a positive impact on children's overall psychological development. This media not only serves as a visual or audio aid but also functions as an effective tool to foster learning interest, increase motivation, and facilitate the understanding of concepts that may be difficult to grasp. The type of research used was a quantitative approach with a Pre-Experimental Design. The researcher employed a One-Group Pretest-Posttest Design, conducted in a single class without a comparison group, using a pretest before the treatment was administered. This allows for more accurate results of the treatment, as they can be compared to the condition prior to the intervention. The findings of this study show that the use of smart board media had a significant effect on the learning outcomes of Pancasila Education among first grade students at SD Muhammadiyah 1 Kedunggalan. This is evidenced by the pretest results with an average score of 60.50, while the posttest results showed an average score of 86.50.

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### INTRODUCTION

Education in Indonesia consists of various levels, one of which is Elementary School (SD) which is the foundation of the education system. Elementary schools have a strategic contribution in fostering Pancasila values to students from an early age. So in the application of Pancasila values is the main focus in every aspect of learning and school activities. This includes integrating these values into the curriculum, teaching methods, teaching materials, and extracurricular activities. (Kartini & Dewi, 2021)

Education plays an important role in improving the overall quality of life. Through education, individuals have the opportunity to achieve better welfare, be actively involved in community life, and understand themselves more deeply, including in recognizing the potential, interests, and life goals they want to achieve. (Rifa Nur Fauziyah et al., 2022). Therefore, Pancasila education is a lesson that must be taught by all levels of education, in

Indonesia, from elementary school or elementary school to college. And shows the importance of Pancasila Education in the system 'National Education.

Pancasila education aims to form the young generation of Indonesia to become future leaders who are intelligent, have integrity, and can make a good contribution to the nation and state. Through this education, it is hoped that individuals will be created who not only have competencies that are in accordance with the demands of the times, but also have high social awareness as global citizens. To achieve this goal, Pancasila Education must develop two main aspects, namely the ability to understand and respond to various global issues, and the willingness to be actively involved in encouraging more positive change. The value of caring instilled in education must cross geographical and cultural boundaries, so that Indonesia's young generation is able to play a role as effective agents of change at the global level. (Roza, 2024)

However, from observation data and interview data conducted by the researcher with the first grade teacher at SD Muhammadiyah 1 Kedunggalar, that students have difficulty in understanding; material on the symbols of Pancasila. It can be seen from the students' learning scores that are below the Minimum Completeness Criteria (KKTP), which is 70. Of the 20 students in grade I, only 7 students achieved the KKTP, while 13 others did not meet the standard. This difficulty is suspected to be due to the learning method that only relies on package books and teacher explanations, which is less attractive to students. As educators, teachers are required to be able to overcome the learning obstacles faced by students so that the goals of learning can be achieved. The solution that can be used is the use of interesting learning media. Smart board media is considered appropriate because it can attract the interest of students who tend to get bored quickly and like new things. Thus, the use of smart boards is an effective strategy to improve the outcomes or grades of student learning.

In the implementation of Pancasila education at the elementary school level, the media is needed 'interesting learning to support the teaching and learning process. The use of learning media has a positive impact on children's overall psychological development. This media not only serves as a visual or audio aid, but also an effective means of fostering interest in learning, increasing motivation, and facilitating the understanding of concepts that may be difficult to understand. From a psychological point of view, learning media helps students visualize the material, connect new information with previous knowledge, and create a learning experience, which is more fun. Thus, the media A Role in Learning importance in making abstract material more concrete and meaningful in the life of ,student. (Magdalena et. al., 2021)

In learning media, board 'pintarr is a learning medium that, designed to enhance the learning and teaching process, with the main goal of attracting students' interest and helping them to understand more easily the subjects presented, teacher. This media plays an important role in creating 'The Atmosphere of the Learning Process' More 'interactive and fun, so students can more easily concentrate on the lesson. In the context of modern education, the use of learning media such as smart boards has a high urgency because it is able to support the effectiveness of the learning process as a whole. (Wulandari et al., 2020)

According to (Pjbl et al., 2024) Smart board media conveys information through various visual elements such as images, symbols, and phrases designed to attract attention and make it easier for students to understand. One of the main advantages of this medium is its flexibility in arranging and rearranging these elements, so that the appearance and structure of information can be adjusted to learning needs. In this way, smart boards are able to present a clear, dynamic and easy-to-understand visual representation. The ability to rearrange visual elements not only increases students' interest, but also facilitates the understanding of concepts that might be difficult if only conveyed orally. For example, teachers can use smart boards to display symbols or images related to a particular topic, and then rearrange them to illustrate the connections between concepts in a more concrete and visual way.

Smart board media has a great positive impact in encouraging student learning motivation. Its use not only provides solutions for students in understanding difficult subjects, but also creates an interesting learning posture atmosphere. With variations of the Learning São Paulo, Sã 'innovative, students Stuttgart more 'involved and not easily feeling bored. In addition, smart board learning media also provides encouragement with the active involvement of students in various classroom activities, such as discussions, presentations, and problem solving. So, this media provides a comprehensive positive value in improving the quality classroom learning process. (R. Putri & Kasrman, 2022).

The use of pictorial media is effective in improving 'Outcomes of Classroom Student Learning' 2 'Elementary school, especially in the subject of Pancasila symbols. Pictorial media provides visual representations that are helpful for students in providing an understanding of the meaning of each Pancasila precept. Through sticks or media such as flashcards that contain the values in the precepts of Pancasila, teachers

can convey material in a more concrete and interesting way. This approach has been proven to be able to increase students' understanding of the content of Pancasila Education material. (N. A. Putri et al., 2024)

Previous research focusing on the use of pictorial media has made an important contribution to improving the learning outcomes of elementary school students in various Pancasila symbols. However, as technology advances and a better understanding of children's learning characteristics, there is a need to explore the effectiveness of more interactive learning media, especially for younger age students. Therefore, this study aims to fill this gap by empirically examining the influence of the use of smart board media, which is equipped with interactive features such as touch and animation, on the achievement of 'learning' students in grade 1 of SD Muhammadiyah 1 Kedunggalar on the same material. This research is very important because of the differences in learning characteristics among students in grades 1 and 2, which require different approaches and learning media so that learning can be carried out optimally.

Nitiannini's research has an important value because it has great potential for the development of a more innovative media and is biased to adjust from what students want. This research is expected to provide an in-depth understanding for learning media developers about the principles of design and effective application of smart boards for Pancasila Education learning, including aspects of visual display, interactivity, relevant content, and ease of use. In addition, this research also has the opportunity to encourage innovation in the teaching strategy of Pancasila Education by providing concrete examples of the use of technology to give the impression of learning to be different, meaningful, and effective for students. Thus, the results of the research are not only for improving student learning achievement, but also for the professionalism of teachers and the quality of learning media as a whole.

## RESEARCH METHODS

The approach used is quantitative-experiment with quasiexperimental design. The opinion of 'Sugiyono (2021) is that 'quantitative research with the 'experiment' method aims to find out the causal relationship between free avaria' and variable-bound 'under controlled conditions. In the context of research, the variable is the application of the Smart Board media, the bound variable is the result of learning the material of Pancasila symbols in the 'Pancasila Education' lesson for students of Class 1 Muhammadiyah 1 Kedunggalar Elementary School.

In the research design, the application is QuasieExperiment with a one-groupppretes-posttes approach. In one group', it was studied in the study. Pretests are given before treatment, and posttests are given after treatments to ensure the accuracy of the final findings in the design of this study. Grade I students are first given a pre-test before being given treatment. The goal is to test them about learning Pancasila Education material on Pancasila symbols before giving them assignments. Then after experimentation and use of the Smart Board media, do a posttest on the niai from learning the Pancasila Education subject class '1.

The population of the study included all Grade 1 students in the school with a total of 20 students. And the population of this study is homogeneous because students have relatively similar characteristics, namely the learning environment, the curriculum applied, and the learning methods used by teachers at SD'Muhamadiyah'1 Kedunggalar. The sample is in the 'class'I of SD'Muhamadiyah one Kedunggalar with a total of '20 students..

The technique of 'data collection' is by 'test. The second is documentation, i.e. by 'how'to collect records of events. The documentation used is in the form of pictures of activities, student learning outcomes, and teaching modules.

This study uses an essay test instrument. The instrument is said to be good by meeting the requirements; validity or validation of the instrument, the reliability of the instrument, the degree of difficulty of the instrument, and, the power difference. If each question item meets all the criteria, then the question item is valid to use.

The normality test is used to test whether a variable is normal or not. Normal here in the sense of having a normal data distribution. This data was tested using the Sapiro Wilk normality test using SPSS 24. Take-decision-if the value of 'Significance is more than 0.05' then the residual value is distributed normally whereas. When the value of sig.<. 0.05, then not distributed.with'normal. Testing with SPSS application rocks.

To find out whether or not there is an influence of 'Papan'Pintar media on the 'learning outcomes' of Grade 1 students of SD Muhammadiyah 1 Kedunggalar is a hypothesis test tool using SPSS 24, namely the paired 'sample 'ttest.'The basis of the taking,' if the value of the Significance..(2'tailed) less than '0.05.,then Ho rejected and Ha could be accepted..If the value of 'Significance (2'tailed) is greater than '0.05, then

Ho is acceptable' and Ha's is rejected. If t counts .smaller than t.'the table is Accepted and Rejected.;If 't'count is greater than t'table, then 'Ho.rejected and Ha'dite..

## RESEARCH RESULTS

Testing from a validity aims to provide a value from an instrument to measure and obtain appropriate data from respondents. This process is carried out using the Pearson Correlation technique. In determining validity, the decision-making reference is based on significance values: if the significance value is greater than '0.05, the item is considered valid; if it is less than '0.05, the item is invalid. This validity test was performed using SPSS 24, and the results showed that as many as 20 variables met the valid criteria.

Testing of a reliability with SPSS v. 24. The basis of reliability is a reliable instrument if it has a value of more than '0.40. The known results are  $0.877 > 0.40$  The table below shows the data more clearly:

TableBUjiiReliability

ReliabilityStatistics.	
Cronbach'sAlpha	N ofItems
0,877.	20.

Testing of the level of difficulty of a question is performed with Windows-based SPSS 24. The results of the difficulty level analysis showed that values in the range of 0.00 to 0.30 were categorized as difficult questions, values between 0.31 to 0.70 in the medium value category, and values from 0.71-1.00 were included in the easy category. Of the 20 questions, 13 questions had medium criteria, while 7 questions had easy criteria.

Testing of the differentiating power of the questions was carried out using the Windows-based SPSS 24 application. Based on the results of the differentiating power analysis, 20items of nganda multiple-choice questions that have a positive index value can be classified as questions of good quality and worthy of being maintained and reused in the next test

Normality Table'

	Kolmogorov Smirnov'			Shapiro-Wilk		
	Statistics.	Df.	Sig..	Statistic'	Df	Sig.
PRETEST'	0,187	20	0,064	0,926	20	0,128
POSTTEST.	0,199	20	0,037	0,909	20	0,062

The decision criteria in the normality test of the instrument are based on its significance value: if the value of Sig.  $>0.05$ , then the residual is declared to have a normal distribution; and vice versa. Less than 0.05, the residual does not have a normal distribution. Based on the normality test, it is known that the pretest results show a Sig of  $0.128 > 0.05$ , The results of the posttest test show a significance value of 0.062 which is more than 0.05, so that a conclusion can be drawn, namely that the distribution is normal.

The 'paired sample' t-test is carried out to identify the difference between the pretest and posttest scores, which can show the influence of the use of smart board media on the achievement of students' learning outcomes in the subject of Pancasila Education The results of the 'paired sample t-test' test are carried out using 'SPSS 24 for Windows. The data of the paired 'sample t-test' test results can be seen in the following table:

Table' Test PairediSampleeT-Test'

Paired-Differences.						
'Red.	Deviation'	Std..	Error'	95% Confidence.		Sig. (2-tailed.)
				Mean	Intervene in the of the Difference.	
				Lower.	Upper.	

Pair 1	Pretest'	-	-26,000	4,757	1,064	-28,226	-23,774	-	19	0,000
	Posttest.								24,442	

The decision criteria applied are the paired sample t-test with the basis of its significance value) resulting from the analysis. If the significance value (2-tailed) is less than 0.05, then the hypothesis (H<sub>0</sub>) is rejected. Then the hypothesis (H<sub>a</sub>) is biased to be accepted. On the other hand, if the significance value (2-tailed) is greater than 0.05, then H<sub>0</sub> is accepted and the alternative hypothesis is rejected. Based on the Paired Sample t-test table, the significance value (2-tailed) was 0.000, which is less than 0.05. Thus, (H<sub>0</sub>) is rejected and (H<sub>a</sub>) is acceptable. It shows that this research has a significant influence on the application of smart board learning media with learning outcomes of Pancasila education grade 1 SD Muhammadiyah 1 Kedunggalar.

## DISCUSSION

The findings of the study indicate that the use of media has a very useful role in efforts to improve learning achievement. The application of learning media functions as a medium to assist teachers when teaching material and as an intermediary between teachers and students to ensure that learning becomes interesting and easier to understand. In the 'Pancasila' Education subject, the media plays a very important role for students in absorbing material related to Pancasila symbols. This study proves that the use of media has a significant impact on the level of student learning success.

According to (June, 2019), a media in learning plays a crucial role in the world of education, especially in schools. The media has a very important role needed to 'Supporting development' students, so that the knowledge and materials provided by the teacher can be accepted and understood effectively by the students. This theory is in line with the opinion (C. Rudi, S., 2020) Learning media is very useful for concretizing or simplifying various complex and difficult to explain concepts to 'Students

In the learning process, the researcher conveys the material according to 'with a learning plan using 'Board media' smart as an auxiliary tool. 'Deep' implementation 'Pretest,' Students tend to 'be passive and just try to do' that they can. This condition is exacerbated by the rowdy classroom atmosphere, which leads to a lack of student concentration. Concentration is an important factor in learning activities because through focus, students' Able to capture and remember material' that teachers teach. Getting Bigger' level of focus and learning drive, then learning outcomes' The gains will also increase.. (Winata, 2021)

The use of smart board media provides effective visual and interactive stimulation for students, so that they can understand the concept of Pancasila symbols through a more concrete and comfortable approach. Through this media, students can learn the symbols of Pancasila through dynamic simulations, which at the same time stimulate the activity of the right brain in terms of visualization and the left brain in understanding concepts. Support for this can be seen from the findings (Beno et al., 2022) which shows that the use of smart boards is able to provide a stimulus in learning interest' students, so that the learning situation becomes more new and meaningful. So, students do not easily feel bored and this media has proven to play a role in deepening students' understanding of the content of the Pancasila symbols.

The application of learning media in the form of smart boards shows something 'different' from the scores before and after the test obtained by students. The research was carried out in three stages, namely the provision of pretests, the process of learning using smart board media, and the provision of posttests. With this medium, students seem to be more actively involved in learning..

The results of the posttest score show that the application of smart board media provides a contribution to students in their learning achievements on the 'symbols of Pancasila' material. It can be seen that the average increase from students, which is 60.50 before the use of media (pretest) to 86.50 after (posttest). This finding indicates that smart board media is able to provide convenience in understanding the material of Pancasila symbols in a more visual and interactive manner.

Based on the results of the tests carried out, it was found that the use of smart board media has a significant influence on the learning outcomes of students from the subjects of Pancasila 1 Muhammadiyah 1 Elementary School Muhammadiyah 1 Kedunggalar. After treatment, there was a significant difference in the student's test scores. This is seen in hypothesis testing using a paired 'sample t-test, which shows the significance value (2-tailed) i.e. '0.000, which is less than a value of 0.05., so that the hypothesis can be accepted. Therefore, the use of smart board media has a positive contribution to student learning achievements in learning Pancasila symbols material in the classroom.

## CONCLUSION

The result of the calculation of the paired test sample t-test, obtained the value of the significance is for (2tailed), i.e. '0.000 less than'0.05. Therefore, '(Ho) is rejected and (Ha) is acceptable. A significant difference was seen in the scores of the two tests administered, with the average pretest score of 60.50 and the posttest increasing to 86.50. From this data, it can be concluded that the use of smart board media has a positive effect on the learning outcomes of Pancasila Education in grade 1 students of SD Muhammadiyah 1 Kedunggalar.

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