

Improving Students Understanding of Garuda Pancasila Symbols through the Make a Match Cooperative Learning Model Assisted by Picture Cards

Rina Hastuti^{1*}, Kus Eddy Sartono², Anwar Novianto³

^{1,2,3} Elementary school education, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia

Correspondence author: Rina Hastuti, rinahastuti.2025@student.uny.ac.id

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Abstract

This study was motivated by first-grade students' low understanding of the symbols of the Garuda Pancasila emblem and the suboptimal development of patriotism in Pancasila Education at SD Negeri Janggi. The study aimed to improve students' understanding of the Garuda Pancasila symbols and foster patriotism through the implementation of the Make a Match cooperative learning model assisted by picture cards. This Classroom Action Research (CAR) was conducted in two cycles, consisting of planning, action, observation, and reflection stages. The participants were all first-grade students of SD Negeri Janggi in the 2025/2026 academic year. Data were collected through tests, observations, and documentation and analyzed using descriptive quantitative and qualitative techniques. The findings revealed a significant improvement in students' understanding, with the average score increasing from 48.5 in the pre-cycle to 66.7 in Cycle I and 83.3 in Cycle II. Learning mastery improved from 0% to 66% and reached 100% in Cycle II. In addition, students' learning activities and patriotism also improved. Therefore, the Make a Match learning model assisted by picture cards was effective in enhancing students' understanding of the Garuda Pancasila symbols and fostering patriotism among elementary school students.

Keywords: Make a Match, Understanding Symbols, Garuda Pancasila, Love of The Homeland, Classroom Action Research.

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman siswa kelas I SD Negeri Janggi terhadap simbol pada lambang Garuda Pancasila serta belum optimalnya penanaman karakter cinta tanah air dalam pembelajaran Pendidikan Pancasila. Penelitian ini bertujuan untuk meningkatkan pemahaman siswa terhadap simbol Garuda Pancasila dan menumbuhkan karakter cinta tanah air melalui penerapan model pembelajaran kooperatif tipe Make a Match berbantuan media kartu bergambar. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah seluruh siswa kelas I SD Negeri Janggi Tahun Pelajaran 2025/2026. Data dikumpulkan melalui tes, observasi, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan adanya peningkatan pemahaman siswa yang ditunjukkan oleh kenaikan nilai rata-rata dari 48,5 pada pra siklus menjadi 66,7 pada siklus I dan 83,3 pada siklus II. Ketuntasan belajar meningkat dari 0% menjadi 66% dan mencapai 100% pada siklus II. Selain itu, aktivitas belajar dan karakter cinta tanah air siswa juga mengalami peningkatan. Dengan demikian, model Make a Match berbantuan kartu bergambar efektif meningkatkan pemahaman simbol Garuda Pancasila dan karakter cinta tanah air siswa sekolah dasar.

Kata Kunci: Mencocokkan, Pemahaman Simbol, Garuda Pancasila, Cinta Tanah Air, Penelitian Tindakan Kelas.

INTRODUCTION

Education has a strategic role in forming human resources with character in accordance with national education goals (Gunawan et al., 2026; Zafrullah, ;Zafrullah, Gunawan, et al., 2024). In the implementation of the Independent Curriculum, Pancasila Education is an important subject to instill the nation's noble values from elementary school, such as mutual cooperation, responsibility, and love of the homeland (Mulyani & Suprpto, 2024; Nasution et al., 2025; Suyanti et al., 2023). However, learning in the field is still often oriented towards memorization and dominated by lecture methods, so that students do not yet understand in depth the meaning of the symbols and values in the Garuda Pancasila symbol (Maida et al., 2025). This situation has resulted in poor conceptual understanding and a decline in patriotism, as evidenced by a lack of enthusiasm for flag ceremonies, a lack of memorization of the national anthem, and a low sense of pride in national symbols.

This phenomenon indicates that Pancasila Education learning has not been fully effective in fostering students' understanding of state symbols and patriotism. Initial observations in first-grade students at Janggi Public Elementary School revealed a low level of student understanding of the symbols on the Garuda Pancasila emblem and the meaning of each principle. This was reflected in a lack of enthusiasm during flag ceremonies, a lack of memorization of the national anthem, a low level of respect for the Red and White flag, and a lack of pride in national symbols. Most students were also unable to connect the symbols on the Garuda Pancasila emblem with the corresponding principles and understand their meaning. These findings indicate that Pancasila Education learning has not been optimal in fostering conceptual understanding and strengthening national character from an early age.

Teachers as learning facilitators have an important role in creating learning experiences that not only develop cognitive aspects, but also affective and psychomotor aspects (Adreyani, 2024; Fauzi & Mustika, 2022; Hutapea & Sitinjak, 2022; Ramadana & Widayati, 2025). Therefore, concrete, active, and enjoyable learning innovations are needed, tailored to the characteristics of elementary school students. One alternative that can be implemented is the Make a Match cooperative learning model, using picture cards as a medium, which encourages students to learn through interaction, cooperation, and direct concept matching activities (Farida, 2024). The implementation of this model is expected to improve students' understanding of the symbols on the Garuda Pancasila emblem while fostering a character of love for the homeland and pride in national identity through meaningful learning experiences.

Tabel 1. Initial Observation Results of Understanding Pancasila Symbols and Character

No	Student Name	Understanding the Symbols of the Garuda Pancasila Emblem	Indicators of Love for the Homeland	Comprehension Score (0–100)	Love of Country Score (0–100)	Category
1	A.Zahra	Not yet familiar with the meaning of each symbol	Lack of enthusiasm during flag ceremonies	45	40	Low
2	Muhammad Zakir.	Calls out the principles without understanding their meaning	Lack of memorization of the national anthem	50	50	Low
3	Irsa	Doesn't know the meaning of the bull's head	Lack of respect for the flag during ceremonies	46	44	Low
4	Nazwa	Only memorizes the order of the principles	Lack of understanding the meaning of the red and white flag	52	48	Low
5	Rizhal	Cannot yet relate the symbols and principles	Lack of active participation in national activities	50	50	Low
6	Revan	Answers uncertainly about the meaning of the gold chain	Lack of concern for national symbols	48	42	Low

Based on the results of observations and reflections of first-grade teachers at Janggi State Elementary School, most students have not been able to name or explain the meaning of the symbols on the Garuda Pancasila symbol correctly and still have difficulty connecting the symbols with the appropriate principles. Low student engagement in learning, lack of motivation, and weak character of love for the homeland indicate that the learning process is still dominated by lecture and memorization methods, so that students only remember the names of symbols without understanding the meaning and values contained in them. This condition is exacerbated by the minimal use of interesting learning media that are appropriate to the characteristics of first-grade students who are still at the concrete thinking stage.

The material of the Garuda Pancasila symbol has an important role in instilling the values of divinity, humanity, unity, democracy and justice from an early age (Cahyani et al., 2025; Indriani & Ulfatun, 2023; Rohmawaty & Imron, 2025). Therefore, Pancasila Education learning should not only focus on cognitive aspects, but also develop attitudes and character through active, concrete, and enjoyable learning experiences. The use of visual media and cooperative activities that directly involve students is expected to help them understand the meaning of the Garuda Pancasila symbol more deeply, while fostering a love of the homeland and practicing Pancasila values in everyday life (Adriannuh et al., 2023).

Understanding the symbols of the Garuda Pancasila emblem is fundamental to the development of Pancasila character and patriotism from elementary school age. However, observations in first-grade students at Janggi Public Elementary School indicate that most students still struggle to connect the symbols with the corresponding principles and understand their meaning. This situation results in a low appreciation of national values and patriotism, resulting in Pancasila education not being able to optimally internalize the values of divinity, humanity, unity, democracy, and justice.

This low understanding is influenced by learning methods that are still dominated by lectures and memorization, minimal use of visual media, and a lack of active student involvement in the learning process. First-grade students are at a concrete thinking stage and therefore require active, enjoyable learning experiences supported by media appropriate to their developmental characteristics. As a result, learning becomes less meaningful because students only verbally recognize the symbols without being able to connect them to Pancasila values in everyday life.

Based on these conditions, learning innovations are needed that can activate students and facilitate conceptual understanding. The Make a Match cooperative learning model, using picture cards, was chosen because it aligns with the characteristics of elementary school students who enjoy learning through games, interaction, and cooperation. By matching symbols with their meanings, students are expected to gain concrete and meaningful learning experiences, thereby enhancing their understanding of the symbols on the Garuda Pancasila emblem and fostering a love for their homeland.

RESEARCH METHODOLOGY

This study used the Classroom Action Research (CAR) method, referring to the Kemmis and McTaggart (1988) model, which consists of four main components in each cycle: (1) planning, (2) acting, (3) observing, and (4) reflecting. The action implemented in this study was the implementation of the Make a Match cooperative learning model assisted by picture cards.

This study was conducted at SD 1 Negeri Janggi, Karau Kuala District, Barito Selatan Regency, Kalimantan tengah, during the first semester of the 2025/2026 academic year. The research participants were all first-grade students of This study was conducted at SD 1 Negeri Janggi. This study aims to improve students' understanding of the symbols on the

Garuda Pancasila emblem and foster a love of the homeland through the implementation of the Make a Match cooperative learning model assisted by picture cards. This classroom action research was carried out in stages and repeatedly, following the basic principles of the spiral model from Kemmis and McTaggart, which includes four main stages: planning, acting, observing, and reflecting. The following are the research stages:

1. Planning Stage: Developing learning materials, picture cards, and observation and testing instruments.
2. Implementation Stage: Implementing the Make-a-Match cooperative learning model using picture cards in the learning process.
3. Observation Stage: Observing student activities, cooperation, and understanding during the learning process.
4. Reflection Stage: Evaluating the results of the actions, identifying obstacles, and planning improvements for the next cycle.

RESULTS AND DISCUSSION

Initial Conditions (Pre Cycle)

Based on the results of initial observations conducted before the learning activities were implemented, it was found that the ability of first-grade students at Janggi State Elementary School in understanding the symbols on the Garuda Pancasila emblem was still at a low level. Most students were only able to list the order of the Pancasila principles without being able to explain the meaning of the symbols on the Garuda shield. When asked about the meaning of symbols such as stars, chains, banyan trees, bull heads, and rice and cotton, students tended to answer hesitantly or even unable to provide a correct answer. .

Tabel 2. Pre-Cycle Value Data

No	Student Name	Mark
1	A. Zahra	45
2	Muhammad Zakir	50
3	Irsa	46
4	Nazwa	52
5	Rizhal	50
6	Revan	48
Number		291
Average		48,5

Completed	0 Student (0%)
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Based on Table 2, the diagnostic test results indicate that the class average score remains below the minimum completion criteria, which is 48.5. All students have not achieved the expected completion standard. In addition to cognitive aspects, the character indicator of patriotism is also suboptimal. This is evident in the students' lack of enthusiasm when singing the national anthem, their less-than-orderly behavior during ceremonies, and their lack of pride in national symbols. These conditions indicate that the previous learning process has not been able to instill a deep conceptual understanding or national values, necessitating improvements through more active and meaningful learning strategies.

Cycle I Research Results

The implementation of the first cycle began with the implementation of the Make a Match cooperative learning model, using picture cards as the medium. The learning process was designed to create an active, interactive, and enjoyable learning environment through matching symbol cards with the meaning cards of the Pancasila principles. At this stage, the teacher divided students into small groups and then randomly distributed cards to be matched within a specified time.

Throughout the learning process, positive changes were observed compared to the pre-cycle stage. Students showed greater enthusiasm and were actively involved in each learning activity. They moved around to find matching cards, discussed with their group mates, and attempted to understand the meaning of each card. Interaction between students also began to develop well, although some students still needed direction and guidance from the teacher to participate optimally.

Tabel 3. Cycle I Value Data

No	Student Name	Mark	Description
1	A. Zahra	65	Incomplete
2	Muhammad Zakir	70	Completed
3	Irsa	58	Incomplete
4	Nazwa	72	Completed
5	Rizhal	67	Completed
6	Revan	68	Completed
Number		400	
Average		66,7	
Completed		4 Student (66%)	

Table 3 shows that the observation results show that most students were able to correctly match symbols with the meanings of the Pancasila principles. However, some students still experienced difficulties, particularly in understanding more abstract symbols. Based on the evaluation results at the end of Cycle I, the class average score increased to 66.7. Four out of six students had achieved the Minimum Completion Criteria (KKM), while two students still needed further guidance. The learning completion percentage reached 66%, indicating an improvement compared to the pre-cycle stage.

In addition to improvements in cognitive aspects, positive developments were also seen in affective aspects, particularly patriotism. Students appeared more enthusiastic when singing the national anthem and paid more attention to the teacher's explanations regarding national symbols. Although the results obtained in Cycle I did not fully meet the expected targets, the implementation of the Make a Match learning model, supported by picture cards, had a positive impact on improving student understanding and fostering a sense of patriotism.

Cycle II Research Results

The implementation of actions in Cycle II was a follow-up to the results of the reflections in Cycle I. Improvements were made through refining the picture cards, using simpler language, providing contextual examples, and re-explaining the rules of the Make a Match game. These improvements made the learning process more focused and effective.

During the lesson, students demonstrated more active participation compared to Cycle I. They were more confident in finding matching cards, actively engaged in discussions, and collaborated with their group mates. The classroom atmosphere became more conducive and interactive, enabling all students to participate in the learning process.

Tabel 4. Cycle II Value Data

No	Student Name	Mark	Description
1	A. Zahra	80	Completed
2	Muhammad Zakir	85	Completed
3	Irsa	82	Completed
4	Nazwa	88	Completed
5	Rizhal	84	Completed
6	Revan	81	Completed
Number		500	
Average		83,3	
Completed		6 student (100%)	

Table 4 shows that the evaluation results showed significant improvement. All students were able to correctly match the Garuda Pancasila symbol with the meaning of the precepts and explain their meaning using simple sentences. The class average score increased to 83.3, with a learning completion percentage of 100%, thus all students met the Minimum Completion Criteria (KKM).

In addition to improved learning outcomes, students' patriotism also developed. Students were more enthusiastic about participating in learning activities, showed respect for national symbols, and were able to relate the meaning of the Pancasila symbol to everyday behavior. Overall, the implementation of the Make a Match cooperative learning model, supported by picture cards, proved effective in improving understanding of the Garuda Pancasila symbol and fostering patriotism in first-grade students.

Implementation of the Make a Match Model Assisted by Picture Cards

The implementation of the Make-a-Match cooperative learning model, using picture cards, was carried out systematically through the stages of planning, implementation, observation, and reflection in each cycle. During the implementation process, student activity and participation improved, indicated by more active involvement in discussions, group collaboration, and the ability to match symbols and the meanings of the Pancasila principles.

The results of the study showed a significant increase in students' understanding of the symbols on the Garuda Pancasila emblem. In the pre-cycle phase, most students still struggled to connect symbols with the meanings of each principle because the learning process was dominated by lecture methods. After implementing the Make-a-Match model, using picture cards, the average score and learning completion rate increased gradually until all students achieved completion in the second cycle. These findings indicate that learning involving play activities, discussions, and the use of visual media can enhance conceptual understanding more meaningfully than teacher-centered learning.

This success is due to the characteristics of the Make-a-Match model, which encourages social interaction, cooperation, and active student involvement. The use of picture cards also helps first-grade students, who are still in the concrete operational stage, connect abstract concepts with visual representations, making the material easier to understand. Thus, learning not only improves learning outcomes but also creates an active, enjoyable learning experience that aligns with the developmental characteristics of students.

The findings of this study are consistent with those reported by Wulandari et al., (2022), who found that the implementation of cooperative learning supported by interactive multimedia significantly improved elementary school students' learning outcomes and classroom participation. These findings are also supported by more recent studies on the Make a Match learning model assisted by picture cards. Nurdin et al., (2024), reported that the use of Make a Match with picture cards significantly improved fifth-grade students' science learning outcomes, while Dewi et al., (2022), found that Make a Match assisted by flash cards effectively enhanced elementary students' science competencies. Likewise, Siregar & Lumbanraja, (2023), demonstrated that the integration of Make a Match with flash cards increased students' learning outcomes and classroom engagement. Collectively, these studies reinforce the effectiveness of the Make a Match cooperative learning model supported by visual card media in promoting active participation and improving elementary school students' learning outcomes.

In addition, the research Beheshti et al., (2024) showed that activity based collaborative learning increased student interaction, engagement, and conceptual understanding. This finding was also supported by Sembiring et al., (2025) which confirms that constructivist learning with collaborative activities and appropriate media can improve students' thinking skills, creativity, and learning outcomes. Therefore, the application of the Make a Match model, using picture cards, has proven effective in creating active, meaningful learning that aligns with the cognitive developmental characteristics of elementary school students.

Theoretically, this finding reinforces Slavin's cooperative learning theory, which states that student interaction and shared responsibility can enhance learning effectiveness. This finding also aligns with Piaget's cognitive development theory, which explains that early elementary school students understand concepts more easily through direct experience and concrete media. Therefore, the application of the Make a Match model, using picture cards, has proven effective in improving understanding of the symbols in the Garuda Pancasila emblem while creating more active, meaningful, and student-centered learning.

Improving Understanding of the Symbols in the Garuda Pancasila Symbol

Research data shows a significant improvement in students' understanding of the Garuda Pancasila symbol. The average score increased from 48.5 in the pre-cycle phase to 66.7 in the first cycle, and reached 83.3 in the second cycle, with a classical completion rate of 100%. These results demonstrate that the implementation of the Make a Match learning

model, supported by picture cards, can gradually and continuously improve students' conceptual understanding.

This improvement indicates that the activity of directly matching symbols with their meanings provides a meaningful learning experience. Based on constructivist theory, knowledge is built through experience and active student involvement in the learning process. Through the activity of matching cards, students are encouraged to remember, compare, analyze, and connect the Garuda Pancasila symbol with the corresponding principle, thereby strengthening conceptual understanding.

These research results also support the discovery learning theory proposed by Bruner (1966), which states that learning will be more effective when students actively discover the concepts they are learning. In this study, students not only received explanations from the teacher, but were also directly involved in finding the relationship between the symbols and meanings of each Pancasila principle.

This finding is in line with Dewi et al., (2021) and Karmina et al., (2021), which shows that the Make a Match learning model effectively improves conceptual understanding in elementary school students because it is able to create an active, fun, and collaborative learning atmosphere. Thus, improving understanding of the Garuda Pancasila symbol is not only influenced by repetition of the material, but also by the application of more interactive, concrete, and student-centered learning strategies.

Improving Patriotism

In addition to improving cognitive aspects, the implementation of the Make-a-Match cooperative learning model, aided by picture cards, has also been shown to strengthen students' patriotism. This improvement is demonstrated through greater enthusiasm when singing the national anthem, respect for national symbols, and the ability to explain the meaning of the Garuda Pancasila symbol with pride. These findings reinforce the view Kaelan, (2021), Pancasila education is not only oriented towards mastering concepts, but also towards internalizing national values through meaningful learning experiences. Collaborative activities in the Make a Match model encourage cooperation, responsibility, and mutual respect as concrete implementations of Pancasila values.

The results of this study also align with the findings of Kristiansen, (2021) which shows that activity based cooperative learning can improve the character, involvement, and learning outcomes of elementary school students. In addition, Mira-Galvañ & Gilar-Cobi, (2021) reported that active and collaborative learning significantly impacted the <https://journal.thamrin.ac.id/index.php/JPKMHthamrin/article/view/3561/2944>

development of social-emotional competencies and the strengthening of civic values. Theoretically, these findings also support Bandura's social learning theory, which asserts that character develops through social interaction, observation, and direct experience. Thus, the Make a Match model not only enhances conceptual understanding but also strengthens patriotism through active, collaborative, and contextual learning experiences.

CONCLUSION

Based on the results of classroom action research conducted in two cycles in grade I of Janggi State Elementary School in the 2025/2026 academic year, it can be concluded that the implementation of the Make a Match cooperative learning model assisted by picture cards is effective in improving students' understanding of the symbols on the Garuda Pancasila symbol. The improvement is seen from the average class score which was originally 48.5 in the pre-cycle to 66.7 in the first cycle, then increased to 83.3 in the second cycle. The percentage of learning completion also increased from 0% in the pre-cycle to 66% in the first cycle and reached 100% in the second cycle. In addition to improving learning outcomes, this model also has a positive impact on the development of the character of love for the homeland. Students showed higher enthusiasm, were able to appreciate state symbols, and relate the meaning of each symbol to daily behavior. These findings confirm that cooperative learning assisted by concrete media can be an effective alternative in improving conceptual understanding while strengthening character education in elementary school students.

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