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THE APPLICATION OF PHENOMENON-BASED LEARNING TO ENHANCE STUDENTS' ABILITY TO INTERPRET AND ANALYZE CIVIC-RELATED INFORMATION WITHIN PANCASILA EDUCATION INSTRUCTION

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Abstract: *This study aims to examine the application of Phenomenon-Based Learning (PhBL) to enhance students' abilities to interpret and analyze civic-related information in Pancasila Education instruction. The study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research was conducted in Class XI-1 at SMA Negeri 3 Rantau Utara, involving 35 students over two action cycles. Data were collected through learning outcome assessments, classroom observations, and student questionnaires, then analyzed using descriptive quantitative and qualitative approaches. The findings indicate a progressive improvement in students' learning outcomes, with the average score increasing from 51.6 in the initial assessment to 60.2 in Cycle I and 75.6 in Cycle II. Classroom participation also increased from 65% in Cycle I to 90% in Cycle II, while 85% of students expressed positive responses toward the learning process. These improvements suggest that engaging students with authentic civic phenomena, collaborative discussions, and evidence-based inquiry can strengthen their capacity to interpret information, examine arguments, compare perspectives, and formulate logical conclusions. This study highlights the potential of PhBL as an instructional approach for developing critical civic reasoning and contextual understanding in Pancasila Education.*

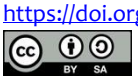
Keywords: *Phenomenon-Based Learning, Pancasila Education, Civic Information, Interpretation, Analytical Ability.*

Abstrak: Penelitian ini bertujuan untuk mengkaji penerapan *Phenomenon-Based Learning* (PhBL) dalam meningkatkan kemampuan peserta didik dalam menginterpretasikan dan menganalisis informasi terkait isu-isu kewarganegaraan pada pembelajaran Pendidikan Pancasila. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) berdasarkan model Kemmis dan McTaggart yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan di kelas XI-1 SMA Negeri 3 Rantau Utara dengan melibatkan 35 peserta didik selama dua siklus tindakan. Data dikumpulkan melalui tes hasil belajar, observasi pembelajaran, dan angket respons peserta didik, kemudian dianalisis menggunakan pendekatan deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan adanya peningkatan hasil belajar secara bertahap, dengan nilai rata-rata meningkat dari 51,6 pada asesmen awal menjadi 60,2 pada Siklus I dan 75,6 pada Siklus II. Partisipasi peserta didik juga meningkat dari 65% pada Siklus I menjadi 90% pada Siklus II, sedangkan 85% peserta didik memberikan respons positif terhadap proses pembelajaran. Temuan ini menunjukkan bahwa keterlibatan peserta didik dalam mengkaji fenomena kewarganegaraan yang autentik, diskusi kolaboratif, dan penyelidikan berbasis bukti dapat memperkuat kemampuan interpretasi, analisis argumen, perbandingan perspektif, serta perumusan kesimpulan logis. Dengan demikian, PhBL berpotensi menjadi pendekatan pembelajaran untuk mengembangkan penalaran kritis kewarganegaraan dan pemahaman kontekstual dalam Pendidikan Pancasila.

Kata Kunci: *Phenomenon-Based Learning*, Pendidikan Pancasila, Informasi Kewarganegaraan, Kemampuan Interpretasi, Kemampuan Analisis.

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INTRODUCTION

The rapid development of information and communication technologies has fundamentally transformed the ways individual access, interpret, and respond to information concerning social, political, and civic issues. In contemporary society, students are increasingly exposed to diverse sources of information through digital platforms, social media, online news, and other communication channels. Although this development provides opportunities for expanding knowledge and civic participation, it also presents significant challenges related to misinformation, disinformation, information manipulation, and the circulation of biased perspectives. Consequently, students are required not merely to access information but also to develop the ability to interpret its meaning, examine its credibility, identify underlying arguments, and analyze its relevance to real-life civic issues. McGrew et al. (2018) emphasize that civic online reasoning involves the ability to search for, evaluate, and verify social and political information encountered on the internet. Similarly, Breakstone et al. (2021) demonstrate that many students continue to experience difficulties distinguishing reliable information from misleading digital content. These findings indicate that the ability to interpret and analyze information constitutes an essential competency for preparing students to become informed, critical, and responsible citizens.

In the context of citizenship education, information interpretation and analysis are closely associated with the development of civic literacy and critical thinking. Civic literacy extends beyond the acquisition of factual knowledge about government institutions, constitutional principles, political systems, and citizens' rights and responsibilities. It also encompasses the capacity to understand civic issues, evaluate different perspectives, recognize the implications of public policies, and formulate reasoned judgments regarding matters affecting society. Westheimer and Kahne (2004) argue that meaningful citizenship education should develop citizens who are capable of participating critically and responsibly in democratic life. Furthermore, Kahne and Sporte (2008) emphasize that educational experiences can contribute to students' development of civic commitments and their willingness to engage in public affairs. From a cognitive perspective, Facione (1990) identifies interpretation and analysis as fundamental dimensions of critical thinking, involving the clarification of meaning, identification of relationships, examination of arguments, and evaluation of evidence. Therefore, strengthening students' abilities to interpret and analyze civic-related information should become an important pedagogical objective within contemporary citizenship education.

In Indonesia, Pancasila Education occupies a strategic position in developing students' civic knowledge, democratic attitudes, national identity, and responsibilities as citizens. As an educational subject grounded in the values of Pancasila, it provides opportunities for students to understand the relationship between constitutional principles, social realities, democratic practices, human rights, national unity, and social justice. However, the achievement of these educational objectives requires instructional practices that move beyond the transmission of normative knowledge and memorization of Pancasila values. Students need meaningful opportunities to examine how these values operate within actual social and civic contexts. The challenge becomes increasingly significant when students encounter complex contemporary issues, including social inequality, intolerance, environmental problems, political controversies, digital misinformation, and

conflicts concerning citizens' rights and responsibilities. Recent research by Agus et al. (2025) indicates that Indonesian civic education faces challenges in translating students' digital awareness into meaningful civic engagement. Similarly, Muhajir et al. (2025) highlight the importance of integrating digital literacy and political culture into Pancasila Education to strengthen students' critical understanding and responsible citizenship. These developments suggest that Pancasila Education needs instructional approaches that connect normative civic principles with students' experiences of contemporary social realities.

Nevertheless, classroom instruction in citizenship education may remain limited when learning activities predominantly emphasize teacher explanations, textbook-based materials, and the reproduction of conceptual knowledge. Such instructional practices can restrict students' opportunities to investigate authentic civic problems, compare competing perspectives, examine supporting evidence, and construct independent interpretations of information. As a result, students may demonstrate an understanding of civic concepts without necessarily possessing sufficient analytical competence to apply those concepts when responding to real-world situations. This concern is consistent with McGrew et al. (2018), who found that students across different educational levels encountered difficulties evaluating online claims, sources, and evidence. Breakstone et al. (2021) further demonstrate that even high school students can struggle to identify the credibility and reliability of digital information. In the Indonesian context, research on students' perceptions of hoaxes and political disinformation also highlights the importance of strengthening critical digital literacy among learners in the field of Pancasila and Civic Education (Ginanjar et al., 2026). Therefore, the pedagogical challenge is not simply how to deliver civic information effectively, but how to create learning experiences that enable students to interpret, question, examine, and critically analyze information related to citizenship.

One pedagogical approach that offers potential for addressing this challenge is Phenomenon-Based Learning (PhBL). This approach organizes learning around real-world phenomena that require students to investigate issues, integrate relevant knowledge, identify relationships among different aspects of a problem, and construct meaningful explanations. Rather than treating knowledge as isolated subject matter, phenomenon-based learning encourages students to explore complex phenomena through interdisciplinary perspectives and authentic learning experiences. Schaffar and Wolff (2024) explain that phenomenon-based learning has philosophical and educational roots associated with holistic understanding and the examination of real-world phenomena. Its pedagogical orientation provides opportunities for learners to connect theoretical knowledge with observable realities and develop a more comprehensive understanding of complex issues. This approach is also consistent with Dewey's (1938) conception of experiential education, which emphasizes the relationship between learning experiences, reflective thinking, and the construction of knowledge. Furthermore, Kolb (1984) argues that meaningful learning develops through the transformation of experience into knowledge through reflection and conceptualization. These theoretical perspectives provide a foundation for implementing phenomenon-based learning in Pancasila Education, particularly when students are encouraged to investigate actual civic phenomena rather than merely receive information about citizenship concepts.

The implementation of phenomenon-based learning is particularly relevant because civic issues are inherently interconnected and cannot always be adequately understood through a single disciplinary perspective. For example, issues concerning environmental degradation involve political decisions, economic interests, social responsibilities, legal regulations, and ethical

considerations. Similarly, discussions concerning human rights, democratic participation, corruption, and social inequality require students to interpret information from multiple sources and examine the relationships between factual evidence, public interests, and civic values. In this regard, PhBL can provide a learning environment in which students investigate authentic phenomena, formulate questions, gather relevant information, discuss alternative interpretations, and develop evidence-based conclusions. The importance of active and inquiry-oriented learning is also supported by Prince (2004), who explains that active learning approaches can improve students' engagement and learning processes. Hmelo-Silver (2004) similarly demonstrates the educational value of problem-oriented learning in developing flexible knowledge, effective problem-solving strategies, and self-directed learning. Although problem-based learning and phenomenon-based learning are not identical approaches, both offer relevant pedagogical insights concerning the importance of authentic inquiry, active knowledge construction, and meaningful engagement with complex problems.

Furthermore, the effectiveness of phenomenon-based learning can be understood through constructivist perspectives, which view learning as an active process of knowledge construction through interaction, experience, and reflection. Vygotsky (1978) emphasizes the significance of social interaction in cognitive development, suggesting that dialogue and collaborative activities can facilitate students' understanding of complex concepts. In classroom practice, these principles can be translated into collaborative investigations, group discussions, information comparisons, and presentations of analytical findings. Through such activities, students are encouraged to move beyond accepting information at face value and instead examine its meaning, context, relevance, and supporting evidence. This process is particularly important in Pancasila Education because students need to understand how the principles of Pancasila can be used as analytical frameworks for examining social and civic phenomena. Consequently, PhBL can potentially bridge the gap between conceptual knowledge of citizenship and the practical ability to interpret and analyze information related to contemporary civic issues.

Recent Indonesian studies also provide a relevant empirical foundation for strengthening this pedagogical direction. Muhajir et al. (2025) demonstrate the importance of integrating digital literacy and contextual learning into Pancasila Education to strengthen students' understanding of political culture and responsible citizenship. Agus et al. (2025) identify a gap between students' digital awareness and their actual civic engagement, indicating the need for more meaningful instructional strategies. Research by Salamor and Wuryandani (2026) also highlights the contribution of innovative learning materials to improving students' critical thinking skills in Pancasila and Civic Education. In addition, research on civic literacy through authentic text analysis suggests that students need instructional experiences that connect the interpretation of civic texts with their historical, social, and normative contexts (Siagian et al., 2026). These studies collectively reinforce the argument that Pancasila Education requires more contextual, interactive, and analytically oriented learning experiences. Nevertheless, the specific application of phenomenon-based learning to systematically strengthen students' abilities to interpret and analyze civic-related information remains an important area for further classroom-based investigation.

Despite the growing attention given to innovative learning approaches and digital literacy in citizenship education, several research gaps remain. First, existing discussions of Pancasila Education have frequently emphasized civic knowledge, character development, digital literacy, and civic engagement, while the specific cognitive processes involved in interpreting and analyzing civic-related information have received comparatively less pedagogical attention. Second, although phenomenon-based learning has been discussed as an approach to contextual and interdisciplinary learning, its application within Pancasila Education requires further empirical examination,

particularly in relation to students' civic information interpretation and analytical abilities. Third, there is a need for classroom-based interventions that document not only students' learning outcomes but also the instructional processes through which their interpretative and analytical competencies develop. Addressing these gaps is important because students' ability to understand civic information cannot be separated from their capacity to evaluate evidence, recognize different perspectives, and formulate reasoned judgments about public issues.

To address these gaps, the present study applies phenomenon-based learning as an instructional intervention to enhance students' ability to interpret and analyze civic-related information within Pancasila Education instruction. Employing a Classroom Action Research (CAR) design, the study focuses on improving classroom learning through systematic cycles of planning, action, observation, and reflection. The intervention engages students in investigating authentic civic phenomena and examining relevant information through collaborative inquiry, critical discussion, and evidence-based reasoning. Specifically, the study examines two central dimensions: (1) students' ability to interpret civic-related information, including identifying relevant information, understanding its meaning, and connecting it with broader civic contexts; and (2) students' ability to analyze civic-related information, including identifying arguments, comparing perspectives, examining supporting evidence, and drawing logical conclusions. Through this approach, the study seeks to contribute empirical evidence concerning the pedagogical potential of phenomenon-based learning in strengthening students' cognitive competencies in Pancasila Education. The findings are expected to provide practical implications for developing more contextual, reflective, and analytically oriented citizenship learning practices that prepare students to respond critically and responsibly to contemporary civic challenges.

The relevance of this intervention is further supported by research that connects citizenship education with critical inquiry and reflective learning. Saldıray and Doğanay (2024), through an action research study in citizenship education, demonstrate the importance of instructional interventions for developing students' critical thinking skills. Their work provides a relevant methodological and pedagogical reference for the present study, particularly regarding the use of iterative classroom improvement to strengthen higher-order cognitive competencies. In addition, Siagian et al. (2026) highlight the importance of contextual interpretation and authentic text analysis in developing civic literacy among students in Indonesian secondary schools.

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These studies reinforce the need to move toward learning practices that position students as active investigators of civic phenomena and critical interpreters of information.

Despite these contributions, the present study offers a distinct pedagogical focus by positioning students' abilities to interpret and analyze civic-related information as the primary learning outcomes of phenomenon-based learning. Rather than focusing exclusively on general critical thinking, digital literacy, or civic participation, this study emphasizes the cognitive processes through which students understand the meaning of civic information, examine arguments and evidence, compare different perspectives, and construct reasoned conclusions. The application of classroom action research also provides an opportunity to examine how instructional improvements occur through successive cycles of planning, implementation, observation, and reflection. Accordingly, this research seeks to answer how the implementation of phenomenon-based learning can improve students' abilities to interpret and analyze civic-related information in Pancasila Education instruction. Its expected contribution is to provide an empirically grounded

pedagogical framework for strengthening contextual, critical, and reflective learning in citizenship education.

METHODS

1. Research Design

This study employed Classroom Actior 422 rch (CAR) based on the model developed by Kemmis et al. (2014), consisting of four stages: planning, acting, observing, and reflecting. The research was conducted in two cycles to improve students' abilities to interpret and analyze civic-related information through the implementation of Phenomenon-Based Learning (PhBL) in Pancasila Education instruction. Each cycle involved systematic instructional planning, implementation, observation, and reflection to identify learning difficulties and determine necessary improvements. Classroom action research enables teachers to address instructional problems through systematic reflection and continuous improvement of classroom practices (Machali, 2022).

2. Research Participants and Procedures

The research was conducted in Class XI-1 at SMA Negeri 3 Rantau Utara, Indonesia, involving 35 students. Before the intervention, a pre-test was administered to identify students' initial abilities to interpret and analyze civic-related information. In **Cycle I**, the teacher implemented PhBL by introducing the phenomenon of intolerance in society. Students were guided to interpret relevant provisions of the 1945 Constitution concerning citizens' rights and obligations and analyze their relationship with violations of civic values through group discussions. During this cycle, students' participation and learning activities were observed, and their responses were collected. Reflection indicated that some students still experienced difficulties connecting real-world phenomena with constitutional principles. Therefore, additional instructional scaffolding, structured analytical worksheets, and current news materials were prepared for the next cycle. In **Cycle II**, the learning activities were improved by introducing the phenomenon of local democratic practices, particularly village deliberation (musyawarah desa) and citizens' participation in local elections. Students worked collaboratively to investigate these phenomena, interpret relevant civic information, compare perspectives, examine supporting evidence, and present their analytical findings. The teacher acted as a facilitator throughout the learning process. Observations and a post-test were conducted to evaluate changes in students' learning performance. Reflection focused on improvements in students' participation, interpretation, and analytical abilities.

3. Data Collection and Analysis

Data were collected through pre-tests, post-tests, classroom observations, and brief questionnaires. The assessment focused on two main dimensions: (1) **interpretation ability**, including identifying relevant information, understanding its meaning, and connecting it with civic contexts; and (2) **analytical ability**, including identifying arguments, comparing perspectives, examining supporting evidence, and formulating logical conclusions. The data were analyzed using descriptive quantitative and qualitative approaches. Quantitative analysis involved comparing students' mean scores and learning mastery percentages across the initial assessment, Cycle I, and Cycle II. The mean score was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

The percentage of students achieving learning mastery was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

Qualitative data from observations, questionnaires, and reflection notes were analyzed to identify changes in students' participation, collaborative engagement, and ability to interpret and analyze civic-related information. The research was considered successful when students demonstrated improvements in their interpretation and analytical abilities, as reflected in their assessment results and classroom participation. Particular attention was given to their ability to understand civic information, connect social phenomena with Pancasila values, examine arguments and evidence, and formulate logical conclusions. Improvements were evaluated by comparing the results of the initial assessment, Cycle I, and Cycle II.

RESULT AND DISCUSSION

A. The Implementation of Phenomenon-Based Learning in Pancasila Education Instruction

The implementation of Phenomenon-Based Learning (PhBL) in Class XI-1 at SMA Negeri 3 Rantau Utara was conducted through two classroom action research cycles. The learning activities were designed to connect constitutional concepts and Pancasila values with actual civic phenomena. In the first cycle, students explored the phenomenon of intolerance in society and examined its relationship with the constitutional provisions concerning citizens' rights and obligations. Students were encouraged to interpret relevant articles of the 1945 Constitution and discuss how violations of these principles affect social life. However, initial observations indicated that some students experienced difficulties connecting constitutional concepts with real-world phenomena, particularly when examining issues from different perspectives.

Based on the reflection of Cycle I, instructional improvements were implemented in Cycle II through the integration of current news reports, more structured analytical worksheets, and additional teacher scaffolding. The learning phenomenon was expanded to include local democratic practices, such as village deliberation and citizens' participation in local elections. Students were encouraged to investigate these phenomena, identify relevant civic principles, compare different perspectives, and present evidence-based arguments. This improvement created more opportunities for students to actively participate in discussions and develop their understanding of the relationship between constitutional principles and everyday civic practices.

The classroom observations revealed a positive transformation in students' learning engagement. During Cycle I, approximately 65% of students actively participated in discussions, while 35% remained relatively passive. Following instructional improvements in Cycle II, active participation increased to 90%. Furthermore, 85% of students expressed positive responses toward the learning activities, indicating that PhBL made the learning process more engaging and supported their critical thinking development. These findings suggest that the implementation of PhBL encouraged a shift from teacher-centered instruction toward more participatory, collaborative, and context-based learning.

This finding is consistent with Dewey's (1938) theory of experiential learning, which emphasizes that meaningful educational experiences emerge when students actively engage with real-life situations and reflect on their significance. Similarly, Vygotsky (1978) highlights the importance of social interaction in developing students' understanding through collaborative learning. In this study, group discussions and classroom presentations provided opportunities for students to exchange interpretations, clarify arguments, and construct knowledge collectively.

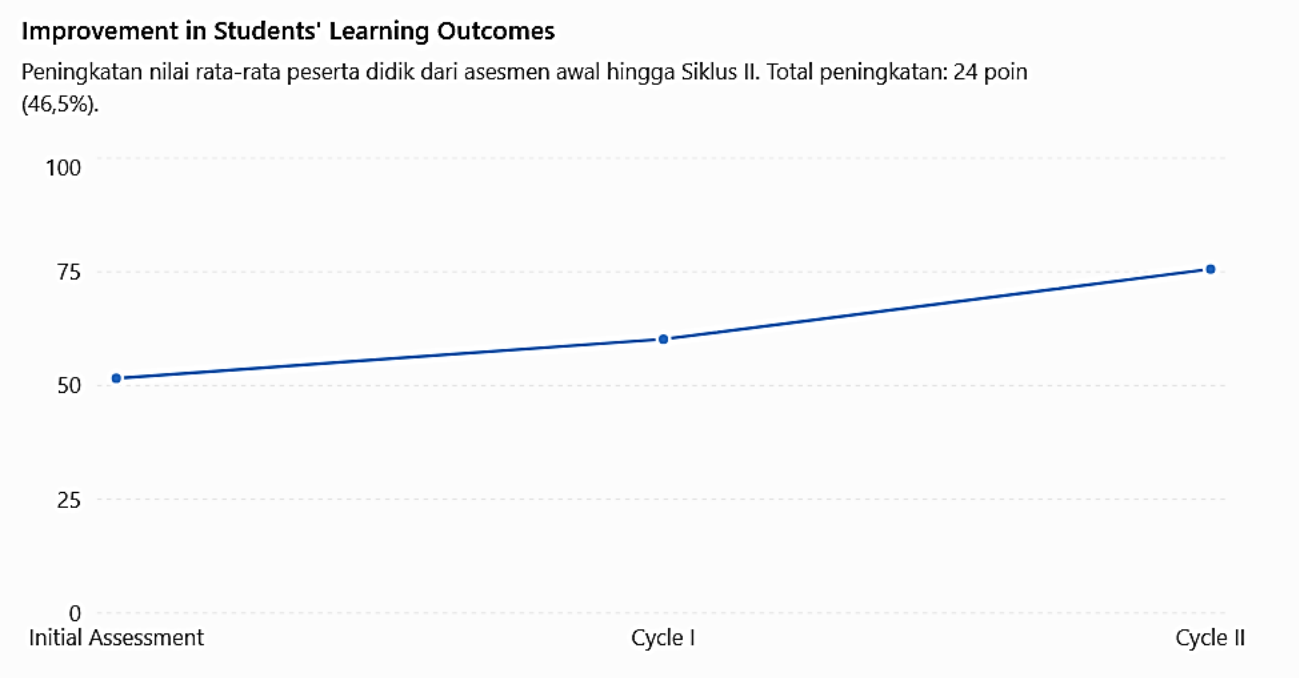
Therefore, PhBL functioned not merely as an instructional technique but also as a learning environment that connected civic knowledge with students' social experiences.

B. Improvement in Students' Ability to Interpret and Analyze Civic-Related Information

The quantitative findings demonstrated improvements in students' abilities to interpret and analyze civic-related information following the implementation of PhBL. The average assessment score increased from 51.6 in the initial assessment to 60.2 in Cycle I and reached 75.6 in Cycle II. This represents an overall increase of 24 points, equivalent to approximately 46.5% relative to the initial score. The improvement indicates that students gradually developed better competencies in understanding civic information, connecting constitutional principles with social phenomena, and constructing analytical conclusions.

Table 1. Improvement in Students' Learning Outcomes

Assessment Stage	Average Score	Score Improvement
Initial Assessment (Pre-test)	51.6	-
Cycle I	60.2	8.6
Cycle II	75.6	15.4
Overall Improvement	-	24.0 (46.5%)



Keterangan:

- Asesmen awal: 51,6
- Siklus I: 60,2 (meningkat 8,6 poin)
- Siklus II: 75,6 (meningkat 15,4 poin dari Siklus I)
- Peningkatan keseluruhan: 24 poin atau 46,5%.

The improvement was not limited to numerical achievement but was also reflected in the quality of students' responses. During the initial assessment, students predominantly demonstrated literal understanding by reproducing constitutional provisions without adequately explaining their relevance to contemporary civic issues. Following Cycle I, students began to establish connections between constitutional principles and social phenomena, although their interpretations and arguments still required further guidance. By Cycle II, students demonstrated greater capacity to examine civic issues, compare different perspectives, identify relevant

arguments, and relate constitutional provisions to actual democratic practices and violations of citizens' rights.

From the perspective of interpretation ability, students showed progress in identifying relevant information, understanding constitutional meanings, and connecting normative principles with social realities. Meanwhile, improvements in analytical ability were reflected in their capacity to examine arguments, compare perspectives, identify supporting evidence, and formulate more logical conclusions. These developments correspond with Facione's (1990) framework of critical thinking, which identifies interpretation and analysis as essential cognitive competencies for understanding information and examining relationships between ideas and arguments.

Furthermore, the findings can be interpreted through Kolb's (1984) experiential learning perspective. Students' engagement with authentic civic phenomena provided concrete experiences that could be examined through discussion, reflection, and conceptual understanding. Rather than simply memorizing constitutional provisions, students were encouraged to apply their knowledge when interpreting real-world situations. This process enabled them to develop a more contextual understanding of civic concepts.

The findings also reinforce the relevance of civic online reasoning discussed by McGrew et al. (2018), particularly the importance of evaluating information, examining evidence, and distinguishing between different claims. Although the present study focused on civic-related information within classroom instruction rather than exclusively on digital information, the underlying competencies are closely connected. Students need these abilities to respond critically to the increasing complexity of social and political information in contemporary society.

Consequently, the improvement from 51.6 to 75.6 suggests that PhBL has considerable pedagogical potential for strengthening students' interpretative and analytical competencies in Pancasila Education. The intervention enabled students to move beyond literal comprehension toward more contextual, reflective, and evidence-based understanding of civic information.

C. Pedagogical Implications and Challenges of Phenomenon-Based Learning

The findings indicate that the application of PhBL contributes to the development of a more contextual and participatory learning environment in Pancasila Education. By positioning actual civic phenomena as the starting point of instruction, students were encouraged to examine the relationship between constitutional principles, Pancasila values, and social realities. This approach made civic learning more meaningful because students were not merely introduced to abstract concepts but were also given opportunities to investigate how those concepts operate in everyday life.

An important pedagogical implication concerns the development of students' critical civic reasoning. The integration of phenomena such as intolerance, human rights violations, and local democratic practices provided opportunities for students to recognize civic problems, examine their underlying causes, and evaluate their implications for democratic life. This learning process is particularly relevant to Pancasila Education because students are expected not only to understand national values but also to apply them when interpreting and responding to contemporary citizenship issues.

Nevertheless, the implementation of PhBL presented several challenges. During Cycle I, some students experienced difficulties integrating information from different perspectives and connecting constitutional provisions with complex social phenomena. This condition demonstrated the importance of instructional scaffolding, particularly for students who were not

yet accustomed to inquiry-based learning. The improvements introduced in Cycle II, including structured worksheets, relevant news materials, and guided discussions, helped students develop more systematic interpretations and analytical arguments.

Time management also remained a challenge because investigating real-world phenomena required longer discussions, information examination, and group presentations than conventional instructional activities. Therefore, teachers need to select relevant and manageable phenomena, organize learning activities effectively, and provide appropriate guidance throughout the learning process.

Overall, the findings demonstrate that Phenomenon-Based Learning offers a promising pedagogical approach for improving students' abilities to interpret and analyze civic-related information. Its contribution lies in connecting civic knowledge with authentic experiences, encouraging collaborative inquiry, and developing evidence-based reasoning. However, these findings should be interpreted within the context of the present classroom action research involving 35 students in one class. Further studies involving different educational settings and comparative research designs are necessary to examine the broader applicability of this approach in Pancasila Education.

Table 2. Summary of Classroom Action Research Findings

Observed Aspects	Cycle I	Cycle II	Improvement
Average learning score	60.2	75.6	+15.4 points
Active student participation	65%	90%	+25 percentage points
Student learning responses	Initial responses indicated some difficulties	85% positive responses	Positive learning perception
Interpretation ability	Difficulty connecting constitutional provisions with civic phenomena	Better understanding of relationships between constitutional principles and real situations	Improved contextual interpretation
Analytical ability	Required guidance in examining different perspectives	Better ability to formulate arguments and conclusions	Improved analytical reasoning
Learning process	Required additional scaffolding	More structured and interactive discussions	Improved instructional quality

Source: *Classroom observation and assessment results.*

CONCLUSION

This study concludes that the implementation of Phenomenon-Based Learning (PhBL) contributes positively to improving students' abilities to interpret and analyze civic-related information in Pancasila Education instruction. The findings demonstrate an increase in students' average assessment scores from 51.6 in the initial assessment to 60.2 in Cycle I and 75.6 in Cycle II, representing an overall improvement of 24 points (46.5%). Beyond academic achievement, students also demonstrated greater participation in classroom discussions, improved ability to connect constitutional principles with real-world civic phenomena, and stronger capacity to formulate evidence-based arguments and conclusions. The integration of authentic phenomena,

collaborative discussions, current news materials, and structured instructional scaffolding enabled students to move beyond literal comprehension toward more contextual, reflective, and analytical understanding of civic issues. These findings highlight the pedagogical potential of PhBL as an alternative instructional approach for strengthening critical civic reasoning and making Pancasila Education more relevant to contemporary citizenship challenges. Nevertheless, further research involving broader educational contexts and different research designs is necessary to examine the applicability and effectiveness of this approach across diverse learning environments.

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