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The Effectiveness of The Radec Learning Model Assisted by Flashcard Media on Elementary School Students' Understanding of Pancasila Values

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ABSTRACT

*This study aimed to examine the effect of the RADEC (Read, Answer, Discuss, Explain, Create) learning model assisted by flashcard media*on elementary school students' understanding of Pancasila values. The study was motivated by students' limited understanding of the meaning, symbols, and implementation of Pancasila values in daily life. This condition is associated with teacher-centered learning practices, limited student participation during classroom activities, and the inadequate use of engaging instructional media. Therefore, an innovative learning model that actively involves students and facilitates conceptual understanding is needed. This research employed a quantitative approach using a Quasi-Experimental Design with a Nonequivalent Control Group Design. The research sample consisted of 53 students, comprising 26 students in the experimental class, which receiving the RADEC learning model assisted by flashcard media, and 27 students in the control class, which receiving conventional instruction. Data were collected through pretests and posttests and analyzed using normality, homogeneity, Independent Sample t-test, and N-Gain tests with IBM SPSS Statistics. The results indicated a significant effect of the RADEC learning model assisted by flashcard media on students' understanding of Pancasila values, with a significance value of 0.000 ($p < 0.05$). The mean score of the experimental class increased from 36.3 to 82.6, while the control class improved from 39.4 to 50.9. The average N-Gain score was 73.06 (high category) for the experimental class and 19.58 (low category) for the control class. These findings demonstrate that the RADEC learning model assisted by flashcard media is effective in improving elementary school students' understanding of Pancasila values.*

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1. INTRODUCTION

Education is one of the main pillars in developing quality human resources with character (Susanto et al., 2025). In the context of national education, the goal of education is not only oriented towards mastering knowledge and skills, but also towards developing

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students' character based on the values of Pancasila. This aligns with Law Number 20 of 2003 concerning the National Education System, which affirms that education functions to develop abilities and shape the character and civilization of a dignified nation. Therefore, elementary schools play a strategic role as the initial foundation for instilling character values in students. At this level, students are in a developmental phase that is crucial for the formation of attitudes, behavior, and ways of thinking. Therefore, instilling Pancasila values must be carried out through a meaningful and student-centered learning process (Kemendikbudristek, 2022).

Pancasila education is one of the subjects that plays a crucial role in shaping the character of the younger generation. Pancasila serves not only as the foundation of the state but also as the nation's philosophy of life, embodying the values of divinity, humanity, unity, democracy, and social justice (Kaelan, 2020). These values must be understood, internalized, and applied in daily life to develop citizens with character. According to Asmaroini (2016), the values of Pancasila serve as guidelines for social, national, and state life and must be instilled from an early age through education. Similarly, Antari and De Liska (2020) explain that Pancasila education plays a strategic role in building national identity while strengthening students' character amidst the development of science and technology. Therefore, Pancasila education is not simply about teaching students to memorize the Pancasila precepts; it must also foster a deep understanding of the meaning and implementation of these values in everyday life.

Understanding is a student's ability to grasp the meaning of a concept, explain it in their own words, and relate the concept to real-life situations. Ayuwardani (2023) states that indicators of understanding include the ability to translate, interpret, and extrapolate a concept. In Pancasila Education, understanding of Pancasila values is demonstrated through students' ability to explain the meaning of each principle, distinguish between behaviors that align with and contradict Pancasila values, and provide examples of their application in everyday life. Therefore, learning success is measured not only by the ability to memorize the material, but also by students' ability to internalize these values in their attitudes and behavior.

However, various studies indicate that students' understanding of Pancasila values is still suboptimal. Based on initial observations by researchers at SDN 1 Sumbergedong, most students still have difficulty explaining the meaning of each Pancasila principle and connecting it to everyday life. The learning process is also still dominated by lecture methods, resulting in students tending to be passive and simply memorizing material without understanding its meaning. These findings are supported by research by Farida and Paksi (2025), which showed that most elementary school students are unable to accurately identify the symbols or meaning of the Pancasila principles. Furthermore, a 2023 survey by the Coordinating Ministry for Human Development and Culture showed that students' understanding of Pancasila through school learning remains relatively low compared to the information they obtain from digital media. These findings suggest the importance of implementing more interactive and meaningful learning approaches to improve students' understanding of Pancasila values.

Several previous studies have shown that the RADEC model is effective in improving learning outcomes, critical thinking skills, and conceptual understanding. Research by Handayani et al. (2019) demonstrated that RADEC can increase students' active engagement in learning, while Fauziati and Kusumaningpuri (2021) found that the model is effective in developing 21st-century skills. Sopandi (2023) also explained that

the RADEC model encourages students to actively construct knowledge through the stages of Read, Answer, Discuss, Explain, and Create, thereby promoting meaningful learning experiences. On the other hand, research on the use of flashcards also shows that this medium can increase learning motivation and facilitate students' understanding of abstract material. However, previous studies have primarily examined the implementation of the RADEC model in science, mathematics, and other cognitive learning domains, with limited attention to Pancasila Education. Studies investigating the integration of the RADEC learning model with flashcard media to improve elementary school students' understanding of Pancasila values remain very limited. Therefore, further research is needed to examine the effectiveness of this combination in the context of Pancasila Education.

Considering the findings of previous studies and the identified research gap, the RADEC learning model assisted by flashcards was selected as the instructional approach in this study. The RADEC model encourages students to actively construct knowledge through the stages of Read, Answer, Discuss, Explain, and Create, while flashcards provide concrete visual support that helps elementary school students understand abstract concepts, including the values of Pancasila. The combination of the RADEC model and flashcards is expected to create a more interactive and meaningful learning environment that enhances students' understanding of Pancasila values.

Based on this description, this study offers a novel contribution by examining the integration of the RADEC learning model with flashcard media in Pancasila Education, specifically to improve fourth-grade elementary school students' understanding of Pancasila values. Unlike previous studies that mainly focused on science, mathematics, and critical thinking skills, this study applies the RADEC model in the context of Pancasila Education using flashcard media as learning support. This research is expected to contribute to the development of more innovative, active, and meaningful learning models, while also providing an alternative for teachers in creating Pancasila Education lessons that can help students not only understand the concepts but also implement Pancasila values in their daily lives. Therefore, the aim of this study is to examine the effect of the RADEC learning model assisted by flashcard media on the understanding of Pancasila values of fourth grade elementary school students.

2. LITERATURE REVIEW

2.1 Definition of Understanding Pancasila Values

Understanding is one of the most important learning objectives in the learning process. Understanding is defined as behavior that demonstrates a student's ability to grasp the meaning of a concept. Understanding includes the behavior of translating, interpreting, concluding, or extrapolating (calculating) concepts using words or other symbols of their own choosing (Ayuwardani, 2023). According to Nuraeni et al. (2020), understanding comes from the word understand which has several meanings, namely, understanding a lot of knowledge, opinions, thoughts, schools of thought or views, and understanding correctly. Therefore, understanding is the ability to understand or comprehend something in question. Understanding is the ability to explain knowledge/information that has been known in one's own words. Conceptual understanding consists of two meanings: first, it is a continuation of learning to instill

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concepts in one meeting; second, learning to understand concepts is carried out at a different meeting but is still a continuation of understanding concepts at that meeting; the instillation of concepts is considered to have been conveyed in the previous meeting (Magdalena et al., 2020).

Understanding the values of Pancasila is a crucial foundation for every citizen to develop a strong and meaningful sense of nationalism. Understanding the values of Pancasila is a comprehensive understanding of the Pancasila concept, which encompasses comprehensive, complete, and fundamental ideas, ideals, and values regarding human existence and its relationship with the environment. Therefore, it can serve as a foundation for life in society, the nation, and the state (Azzahra, 2022). With a good grasp of these values, individuals are expected to be able to apply them consistently and responsibly in various aspects of daily life. Understanding the noble values of Pancasila is also an obligation for every Indonesian citizen, as these values shape behavior reflected in daily life.

Understanding the values of Pancasila means internalizing the concept, which encompasses comprehensive ideas, ideals, and basic principles regarding human existence and its relationship with the environment. Therefore, Pancasila can serve as a guideline for life in society, the nation, and the state (Nurhayati & Ambari, 2020). Understanding these values is the process of recognizing, internalizing, and applying the fundamental principles rooted in national identity. These values are derived from experience, culture, and national character, thus reflecting a worldview that serves as a guide for action (Yusmiati & Ulfa, 2019). In the context of education, understanding the values of Pancasila is conveyed through structured learning at various levels, including elementary school, to foster a sense of national identity and statehood in accordance with the character of Pancasila.

Understanding the values of Pancasila also serves as a foundation for fostering a more focused understanding of the nation's ideology. These values are expected to become commitments that shape the character of citizens, such as moderation, professionalism, patriotism, strong nationalism, upholding the spirit of nationalism, fostering social solidarity, understanding national history, and respecting the services of heroes with an orientation toward future progress (Septian, 2020). Efforts to understand the moral values of Pancasila are a strategic step, given that Pancasila education has experienced dynamics in its application at various levels of education. Basically, the values of Pancasila as the nation's outlook on life have been embedded in the lives of the people long before they were officially formulated as the foundation of the state, so that understanding these values is the key to building a national and state life that is in harmony with Indonesia's identity.

2.2 Understanding the RADEC Learning Model

The RADEC learning model is a systematic five-stage learning approach (Read, Answer, Discuss, Explain, and Create) designed to develop students' conceptual understanding, higher-order thinking skills, and creativity. The RADEC learning model focuses on students, encouraging their involvement in mastering concepts, collaborating, solving problems, and generating ideas and work. This model adapts to the characteristics of education in Indonesia and aims to serve as a framework to help teachers design active, meaningful, and 21st-century learning experiences (Soepandi, 2023). The RADEC

learning model was first introduced by Soepandi at an international conference in Kuala Lumpur, Malaysia (Fauziati & Kusumaningpuri, 2021). The RADEC learning model is a learning approach that encourages students to develop 21st-century skills and understand the learning material more deeply. During learning activities, there are times when students must study the material independently without the help of others. The goal is to determine students' personal abilities and compare them with the abilities that can be achieved with assistance from others (potential development level).

The basic principle of the RADEC model is that all students have the capacity to learn independently and to learn more about knowledge and skills. The steps of the RADEC learning model emphasize students to carry out various activities in learning such as reading, discussing, explaining, exploring, solving problems, and creating works (Setiawan., et al., 2019). Several factors that support the implementation of the RADEC learning model are: The current curriculum requires a learning process that allows the development of all student potential needed for a better life (spiritual and social attitudes, knowledge, and skills), current information sources are widely available in the form of textbooks, supplementary books and other information sources such as videos, compact disks, and the internet (Ramadini., et al., 2021).

2.3 Flashcard Learning Media

Media are various forms of communication tools, both print and audiovisual, along with their devices, that function to support the achievement of learning outcomes. Learning outcomes are the abilities students possess after participating in the learning process (Setiawan, 2020). The word "media" comes from the Latin "medium," meaning "in the middle," "an intermediary," or "a connecting tool." In Arabic, media is understood as a means of conveying messages from the sender to the recipient. In learning activities, media function as a link between the message source and the recipient, stimulating the thoughts, feelings, attention, and motivation of students, encouraging them to actively participate in the learning process. Learning media are tools used to clarify certain parts of the material that are difficult to explain directly. These media function to convey messages and can stimulate students' thinking, motivation, attention, and willingness to learn, thus encouraging them to participate in the learning process (Ramadani et al., 2023). Learning media are a crucial element needed as a complement and an integral part of the success of the teaching and learning process. This is in line with Nurhikmah (2023), who stated that learning media is a means of conveying lesson material, especially in direct learning models, where the teacher acts as the information provider. Therefore, teachers should use appropriate media to make learning more effective.

Flashcards are learning cards containing writing or images that help students remember material. The writing on the cards can be letters, words, sentences, paragraphs, or numbers (Akbar, 2022). Flashcards, in their form, are graphic or two-dimensional media, specifically designed to convey various messages during the learning process (Febriyanto & Yanto, 2019). Flashcards are a learning tool that can help improve various aspects, including sharpening memory, developing independence, and increasing knowledge. Using flashcard-based learning media in classroom activities is expected to improve student understanding. Flashcards are simple yet effective because they contain images and keywords related to the learning material, presented in an engaging manner by the teacher. Furthermore, flashcards are easy to carry and use anytime, enabling

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students to study independently and retain the material better. Through the use of this media, students are expected to not only understand the content but also apply it to their daily lives. Thus, the application of Flashcard media in learning can make the learning process more interesting, active, and meaningful for elementary school students (Shafa., et al., 2022).

2.4 The Relationship between the RADEC Learning Model Assisted by Flashcard Media and the Understanding of Pancasila Values

The RADEC (Read, Answer, Discuss, Explain, and Create) learning model is suitable for teachers to implement learning that aligns with 21st-century learning criteria and HOTS (Host Values). The RADEC learning model was first introduced in Indonesia by Sopandi (Andriyani et al. 2024:407). Flashcards are a form of educational game consisting of cards containing images and words, specifically designed to improve various aspects, including memory (Wahyuni, 2020:10). The RADEC (Read, Answer, Discuss, Explain, and Create) learning model, when combined with flashcards, can foster a more active and meaningful learning process in understanding the values of Pancasila. During the reading and answering stages, flashcards serve as visual aids, helping students recognize the basic concepts of each principle more concretely. The visualization of symbols, behavioral examples, and keywords on flashcards strengthens students' focus, making it easier for them to remember and relate information to everyday experiences. Thus, flashcards not only support cognitive understanding but also increase student motivation and engagement from the beginning of the learning process.

Previous studies have consistently shown that the RADEC learning model improves students' conceptual understanding, learning outcomes, and critical thinking skills across various subjects. Similarly, flashcard media have been found to enhance students' motivation, memory retention, and conceptual understanding by providing concrete visual representations of learning materials. However, empirical studies examining the integration of the RADEC learning model with flashcard media in Pancasila Education remain limited. Therefore, this study investigates whether combining these two approaches can improve elementary school students' understanding of Pancasila values.

Furthermore, during the explaining and creating phase of the RADEC model, flashcards serve as a tool that enriches students' explanations of Pancasila values. Through the visuals and keywords contained in the flashcards, students can develop a more structured understanding and convey the meaning of each principle more clearly. When asked to create examples or learning products, flashcards help spark creativity, so that Pancasila concepts are not simply memorized but also understood and applied in real-life contexts. This combination contributes to students' deeper and more meaningful understanding of Pancasila values.

3. METHODS

This study employed a quantitative approach using a quasi-experimental method, as random assignment of participants was not feasible. The research adopted a Nonequivalent Control Group Design, involving an experimental class and a control class. Both groups were administered a pretest to measure students' initial understanding of Pancasila values. The experimental group received instruction through the RADEC

(Read, Answer, Discuss, Explain, Create) learning model assisted by flashcard media, while the control group was taught using conventional learning methods. At the end of the intervention, both groups completed a posttest to measure changes in their understanding of Pancasila values. This research design was adapted from the quasi-experimental framework proposed by Sugiyono (2022), with modifications to suit the objectives of the present study.

The research was conducted at SD Negeri 2 Surodakan during the second semester of the 2025/2026 academic year. The participants consisted of 53 fourth-grade students, comprising 26 students in Class IV-C as the experimental group and 27 students in Class IV-A as the control group. The participants consisted of fourth-grade students divided into one experimental class and one control class selected through purposive sampling based on comparable academic characteristics and recommendations from the school. The selection of the experimental and control classes was preceded by an Independent Samples t-test on the pretest scores, which produced a significance value greater than 0.05, indicating no significant difference in the students' initial abilities. Therefore, the experimental and control groups were assigned because both classes had equivalent baseline abilities. The independent variable was the implementation of the RADEC learning model assisted by flashcard media, while the dependent variable was students' understanding of Pancasila values. The RADEC model was implemented through its five learning stages: Read, Answer, Discuss, Explain, and Create, supported by flashcards as visual learning media to facilitate students' conceptual understanding of Pancasila values. The instructional procedures followed the RADEC syntax developed by Sopandi (2023), while the flashcards were adapted to meet the learning characteristics of elementary school students.

Data were collected using achievement tests and observation sheets. The achievement test, consisting of multiple-choice questions, was administered as both the pretest and posttest to assess students' understanding of Pancasila values before and after the treatment. Prior to implementation, the instrument underwent content validation by experts, followed by empirical validity testing, reliability testing, item difficulty analysis, and discrimination index analysis to ensure the quality of the test items. The empirical validity test showed that all 25 test items were valid (rcount > rtable = 0.349). The reliability test using Cronbach's Alpha yielded a coefficient of 0.821, indicating that the instrument had high reliability. The item difficulty analysis indicated that all items were in the moderate category, while the discrimination index analysis showed that 3 items were categorized as good, and the remaining 22 items were categorized as satisfactory. Observation sheets were used to evaluate the implementation of the RADEC learning model assisted by flashcard media throughout the learning process in the experimental class. The procedures for instrument development and validation were adapted from the educational evaluation guidelines proposed by Arikunto (2021), with adjustments based on the indicators of students' understanding of Pancasila values employed in this study.

Data analysis was performed using IBM SPSS Statistics version 27. Preliminary analyses included normality and homogeneity tests to verify that the data satisfied the assumptions for parametric statistical analysis. The research hypothesis was tested using an Independent Samples t-test to determine whether there was a significant difference in posttest scores between the experimental and control groups. Furthermore, the effectiveness of the RADEC learning model assisted by flashcard media was evaluated using the Normalized Gain (N-Gain) test, which measured the improvement in students'

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understanding of Pancasila values after the intervention. All statistical analyses were conducted at a significance level of $\alpha = 0.05$, following the procedures for parametric statistical analysis recommended by Ghozali (2021).

ChatGPT (OpenAI) were used solely to assist in refining academic language and improving manuscript structure. These AI tools were not used for research design, data collection, data analysis, interpretation of results, or the formulation of scientific conclusions. All scientific content, research findings, and the final version of the manuscript were independently reviewed, verified, and approved by the authors, who bear full responsibility for the accuracy and integrity of the published work.

4. RESULTS

This study involved a total of 53 fourth-grade students from SD Negeri 2 Surodakan, consisting of 27 students assigned to the control class and 26 students assigned to the experimental class. The control class participated in learning activities using conventional instructional methods supported by standard student textbooks, while the experimental class received instruction through the RADEC learning model integrated with flashcard media as a learning aid. To evaluate students' learning outcomes, both groups were administered a pre-test before the implementation of the instructional treatment and a post-test after the learning process had been completed. The use of pre-tests and post-tests enabled the comparison of students' academic performance before and after the intervention in each group. The following section presents a comparison of the pre-test and post-test results obtained by the control and experimental classes.

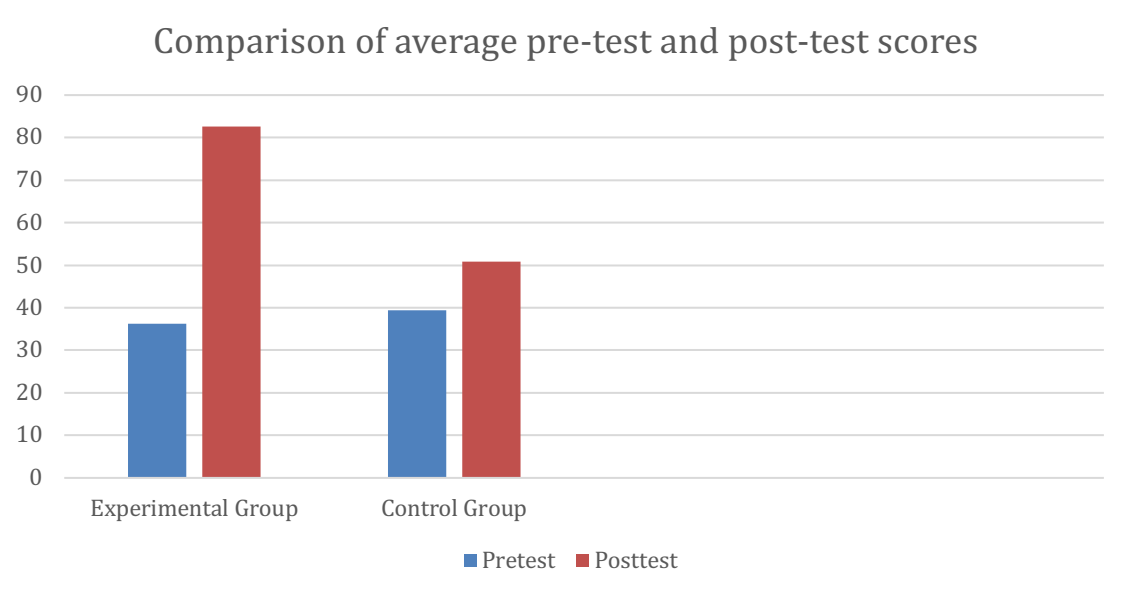


Figure 1. The comparison of results.

Table 1. Summary of Pretest and Posttest Results

Group	Students (n)	Average Pre-test Score	Average Post-test Score	Improvement
Control	27	39.4	50.9	11.5
Experimental	26	36.3	82.6	46.3

The results indicate that the average pretest score for the control class was 39.4, while that of the experimental class was 36.3. Following the instruction, the average posttest score for the control class rose to 50.9, whereas the experimental class reached 82.6. Overall, both groups showed improvement after the learning process; however, the experimental group demonstrated substantially greater improvement than the control group.

Table 2. Results of the Normality and Homogeneity Tests

Analysis	Variable	Sig	Decision
Normality	Pre-test Control	.578	Normal
	Post-test Control	.563	Normal
	Pre-test Experimental	.200	Normal
	Post-test Experimen	.200	Normal
Homogeneity	Pre-test	.201	Homogeneous
	Post-test	.591	Homogeneous

The prerequisite test results showed that all datasets were normally distributed (Sig. > 0.05). Furthermore, the homogeneity test indicated that the data were homogeneous, with significance values of 0.201 for the pre-test and 0.591 for the post-test. Therefore, the data met the assumptions required for parametric statistical analysis.

Table 3. Independent Sample T-Test Results

Variable	df	Sig. (2-tailed)	Interpretation
Pre-test	51	0.087	No significant difference
Post-test	51	0.000	Significant difference

The hypothesis test for initial ability, conducted using an independent-samples t-test, yielded a significance value of 0.087 ($p > 0.05$), indicating no difference in initial ability between the control and experimental classes. Conversely, the hypothesis test for final ability yielded a significance value of 0.000 ($p < 0.05$), demonstrating a difference in posttest results between the two classes.

Table 4. N-Gain Analysis Results

Group	Mean N-Gain	Category
Control	19.58	Low
Experimental	73.06	High

The effectiveness analysis using the N-Gain test revealed an average score of 19.58, categorized as low, for the control group. Meanwhile, the experimental group obtained an average N-Gain score of 73.06, categorized as high. These findings indicate that the implementation of the RADEC learning model assisted by flashcard media resulted in a greater improvement in students' understanding of Pancasila values than conventional instruction.

5. DISCUSSION

The main findings of this study indicate that the implementation of the RADEC learning model, assisted by flashcards, significantly contributed to improving elementary school students' understanding of Pancasila values. This success not only demonstrated a difference in learning outcomes between the experimental and control groups but also

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indicated that student-centered learning was more effective than conventional learning in building conceptual understanding. These findings demonstrate that the process of understanding Pancasila values is not achieved solely through verbal presentation of material; it requires learning experiences involving reading, thinking, discussing, re-explaining, and connecting concepts to everyday life. Thus, the RADEC model facilitates the knowledge construction process, enabling students not only to memorize the content of each Pancasila principle but also to understand its meaning and application in various real-life situations. These findings suggest that students' understanding develops more effectively when they actively construct knowledge rather than passively receive information from the teacher. This supports the constructivist perspective that meaningful learning occurs when students engage in interpreting, discussing, and applying concepts within authentic learning contexts. Therefore, the superior performance of the experimental group can be attributed to the active learning experiences provided throughout the RADEC learning process rather than merely to the delivery of instructional content.

The effectiveness of the RADEC model in this study can be explained by the characteristics of each learning stage. The Read stage encourages students to independently construct prior knowledge before the lesson begins. Furthermore, the Answer stage trains students to identify important information and develop thinking skills by solving questions. In the Discuss stage, students have the opportunity to exchange opinions, clarify concepts, and correct misunderstandings through interaction with peers. The Explain stage provides space for students to communicate their thoughts using their own language, while the Create stage encourages students to apply the knowledge they have acquired in the form of simple activities or products. This series of stages aligns with constructivism theory, which positions students as active subjects in constructing knowledge through meaningful learning experiences. Therefore, the increased understanding students gain is a logical consequence of a learning process that provides them with the opportunity to construct their own concepts. The findings of this study indicate that each stage of the RADEC model contributes to conceptual understanding in different ways. The Read and Answer stages encourage students to activate prior knowledge and identify key concepts, whereas the Discuss and Explain stages enable students to refine their understanding through social interaction and verbal explanation. Finally, the Create stage reinforces learning by requiring students to apply their knowledge in meaningful contexts. These learning processes are consistent with constructivist learning theory, which emphasizes that knowledge is actively constructed through experience and interaction.

The use of flashcards also strengthens the effectiveness of the RADEC model because it provides visual representations that help students grasp abstract concepts in the material on Pancasila values. The symbols of Pancasila and examples of their application become more easily understood when presented through engaging images and illustrations. From the perspective of multimedia learning theory, visual presentation of information can increase attention, strengthen memory, and facilitate the process of encoding information into long-term memory. This allows students to connect symbols, the meaning of precepts, and behavioral examples more systematically than if the material were presented solely through oral explanations or textbooks. Thus, the combination of the active stages in the RADEC model and the use of flashcards results in a more contextual, interactive, and meaningful learning experience for elementary school

students. This finding also indicates that flashcards function not merely as supplementary teaching media but as cognitive supports that help students organize and retain conceptual information. The visual representations provided by flashcards reduce the cognitive demands associated with processing abstract concepts, enabling students to connect the symbols, meanings, and real-life applications of Pancasila values more effectively.

The findings of this study reinforce those of Sopandi (2023), who stated that the RADEC model can increase active student engagement through the stages of Read, Answer, Discuss, Explain, and Create, thus making learning more student-centered. These findings also align with those of Setiawan et al. (2019), who explained that the RADEC model can improve thinking skills and conceptual understanding through reading, discussing, and re-explaining the material studied. Furthermore, this study supports the findings of Aini (2025) regarding the effectiveness of the RADEC model, using puzzles, in improving students' critical reasoning skills in Pancasila Education. Nevertheless, this study makes a novel contribution by combining the RADEC model with flashcards and focusing on understanding Pancasila values, not just learning outcomes, critical thinking skills, or general conceptual understanding. Therefore, this study expands the empirical evidence regarding the flexibility of implementing the RADEC model in Pancasila Education learning in elementary schools. Although the findings are generally consistent with previous studies, this research extends the existing literature by demonstrating that the effectiveness of the RADEC model is not limited to science, mathematics, or critical thinking instruction. Instead, the present findings indicate that the model can also facilitate students' understanding of value-based concepts, such as Pancasila values, when supported by appropriate visual learning media. This suggests that the success of the RADEC model depends not only on its instructional stages but also on the alignment between the learning model, instructional media, and the characteristics of the subject matter.

The implications of this research indicate that the success of Pancasila Education learning is strongly influenced by learning strategies that actively engage students in the learning process. Teachers act not only as conveyors of information but also as facilitators who create learning experiences that encourage students to think critically, discuss, express opinions, and relate Pancasila values to everyday life. These findings imply that improving students' understanding of Pancasila values requires instructional strategies that promote active participation, collaborative learning, and contextual understanding rather than relying primarily on teacher-centered instruction. The application of the RADEC model with flashcards can be an alternative learning method relevant to the implementation of the Independent Curriculum because it supports competency development.

6. CONCLUSION

This study demonstrates that the implementation of the RADEC (Read, Answer, Discuss, Explain, Create) learning model with the aid of flashcards is effective in improving the understanding of Pancasila values in fourth-grade elementary school students. The research findings indicate that the student-centered learning model, combined with engaging visual media, can create a more active and meaningful learning process and encourage students to construct their own understanding. The results of this study provide empirical evidence that the combination of the RADEC model and

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flashcards can be a relevant alternative learning strategy in Pancasila Education, particularly to support the implementation of the Independent Curriculum, which emphasizes the development of student competencies and character.

This research has both practical and theoretical value. Theoretically, the results enrich the study of the effectiveness of the RADEC model in Pancasila Education by providing evidence that the use of flashcards can strengthen the process of constructing students' understanding of Pancasila values. Practically, the research findings can serve as a reference for teachers in selecting learning models and media that can improve the quality of the learning process in elementary schools, so that learning is not only oriented towards achieving learning outcomes but also towards strengthening students' understanding of values and character development.

However, this study has several limitations. It was conducted in only one school with a relatively limited sample size, so the results cannot be widely generalized. Furthermore, the study only measured students' cognitive understanding after treatment and did not evaluate the sustainability of the application of Pancasila values in daily behavior. Other factors that could potentially influence student understanding, such as family environment, school culture, and individual student characteristics, were also not analyzed in depth.

Based on these limitations, it is recommended that future research involve a larger sample size with more diverse school characteristics to ensure stronger generalizability. Future research could also combine quantitative and qualitative approaches to gain a more comprehensive understanding of the process of internalizing Pancasila values. Furthermore, the use of the RADEC model can be combined with other innovative learning media or applied to different materials and educational levels, allowing for broader study of the model's effectiveness and making a greater contribution to the development of Pancasila Education in Indonesia.

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