

THE IMPACT OF THE CASEL MODEL WITH SIMULATION ON FIFTH GRADERS' LEARNING OUTCOMES IN GOTONG ROYONG

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Abstract

This study explores the impact of using the CASEL learning model with simulation methods on fifth graders' understanding of Pancasila Education, focusing on gotong royong a cultural value stressing cooperation and tolerance. This value is essential for developing students' social-emotional and cognitive competencies. To ensure both groups started equally, a balance test using daily repeat scores was conducted before treatment. Learning outcomes were then measured with a posttest and compared using an independent t-test. Results showed that students using the CASEL model with simulations achieved better learning outcomes than those taught with traditional methods. Not only did their conceptual knowledge improve, but their social-emotional competencies also increased significantly when these elements were combined. Therefore, the CASEL learning model with simulation presents an effective alternative strategy to enhance the quality of Pancasila Education. It offers teachers a practical approach to design interactive and collaborative learning experiences.

Additionally, this model supports schools in providing adequate facilities needed for effective simulations, helping create a dynamic learning environment that fosters both cognitive and social-emotional growth in students.

Keywords: CASEL learning model, simulation method, learning outcomes

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dampak penggunaan model CASEL berbantuan metode simulasi terhadap hasil belajar siswa kelas V tentang Pendidikan Pancasila, khususnya materi gotong royong sebagai nilai budaya yang menekankan kerjasama dan toleransi sangat relevan untuk pengembangan kompetensi sosial-emosional dan kognitif siswa. Untuk memastikan bahwa kedua kelompok penelitian berada pada kondisi awal yang setara, dilakukan uji keseimbangan menggunakan nilai ulangan harian sebelum perlakuan dimulai. Selanjutnya, hasil belajar diukur melalui posttest dan dibandingkan antara kedua kelompok menggunakan uji t-independen. Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran CASEL dengan pendekatan simulasi memberikan hasil belajar yang lebih baik dibandingkan dengan metode pembelajaran tradisional. Selain peningkatan pengetahuan konseptual, kompetensi sosial dan emosional siswa juga mengalami peningkatan signifikan ketika pembelajaran sosial-emosional digabungkan dengan pendekatan simulasi. Oleh karena itu, model pembelajaran CASEL dengan pendekatan simulasi dapat digunakan sebagai alternatif strategi pembelajaran yang efektif untuk meningkatkan kualitas pembelajaran Pendidikan Pancasila. Model ini bisa menjadi pilihan yang efektif bagi guru dalam merancang pengalaman belajar yang interaktif dan bersifat kolaboratif, sementara dukungan dari pihak sekolah dalam menyediakan fasilitas yang cukup untuk pelaksanaan simulasi yang efektif.

Kata kunci: Model pembelajaran CASEL, metode simulasi, hasil belajar

INTRODUCTION

Education in Indonesia currently faces a series of challenges, including a lack of students' social and emotional skills development amid increasing academic pressure. Many students have difficulty controlling emotions, difficulty communicating with others, and stress in dealing with pressure that causes academic achievement to be hampered (Jannah & Surayanah, 2024). According to Annisa Ika Wijayanti et al. (2023), the 2018 PISA survey results show that 41% of students in Indonesia experience bullying several times a month, this figure is higher than the average of OECD countries (Organization for Economic Co-operation and Development). According to a report from the Federation of Indonesian Teachers' Unions (FSGI), during 2023, there were 30 incidents of bullying recorded in educational institutions in Indonesia, with around 30% occurring at the elementary school (SD) level.

These cases of bullying not only have a negative effect on the mental health of students, but can also hinder the process of character development and social-emotional skills which are the main concerns in the Pancasila Student Profile (Rosa, 2023). The Independent Curriculum Policy emphasizes the development of the values of mutual cooperation, tolerance, and independence, as well as creating a safe and inclusive learning environment. This approach aims to prevent bullying by reinforcing students' social and emotional values in the daily learning process (Kemendikbudristek, 2022). Choosing the right learning model can affect students' enthusiasm in participating in learning. The learning model that is often used by educators is the lecture learning method. The lack of variety in learning models can result in a lack of development of students, both in terms of cognitive aspects and aspects of their social-emotional abilities (Almaghfiroh & Darmawan, 2025).

Cases of bullying also occur in the experimental class and the control class. However, the issue of bullying is not the main focus of this study. The main focus is on the use of lecture methods applied in both classes, which causes students to feel bored and less interested in the Gotong Royong material, hindering their cognitive understanding. During an interview with one of the educators of grade V of SDN Dawu 2 and SDN Wonokerto 1, the researcher received information that during the learning process of the subject of Pancasila Education which is a subject that is less in demand, the educator admitted that he still uses the lecture method in delivering material so that many students tend to be bored during learning. The learning results of Pancasila education in the past show that there are still some students who get a range score below the KKM. In an effort to improve students' understanding, this study applied the *CASEL* model assisted by simulation methods that aimed to encourage students' active involvement, as well as assist them in applying the concepts that have been taught.

According to CASEL, (2013) type *CASEL (Collaborative for Academic, Social, and Emotional Learning)* is a learning model that includes five aspects of social- emotional competence or commonly called the CASEL framework which consists of *Self Awareness, Self Management, Social Awareness, Relationship Skills* and *Responsible Decision-Making*. *CASEL* emphasizes that advances in social and emotional abilities not only have an effect on students' social interactions, but also have the potential to improve their academic performance (Edi et al. 2024). The Meaning of Collaboration in *CASEL (Collaborative for Academic, Social, and Emotional Learning)* refers to a learning method that focuses on social and emotional aspects, which is carried out jointly by all members of the school community, including students, educators, parents, and all other relevant parties (Ritonga & Purwati, 2024). The researcher established a simulation method to help the model *CASEL* in learning is to support students to be active and be able to apply concepts directly, especially in mutual cooperation learning that contains Indonesian cultural values (Kadek et al. (2025). By developing social skills related to the value of mutual cooperation, students can learn to regulate their emotions, work together in a team, and appreciate the differences that exist within the group, which can contribute to improving their academic results, both in cognitive abilities and in social skills.

However, although a number of studies show a relationship between social-emotional skills and academic achievement, the application of the CASEL model in elementary schools, especially in teaching Pancasila education subjects on mutual cooperation materials, is still very limited. Most previous studies have tended to discuss *the CASEL* model and simulation methods separately or only highlight cognitive aspects without comprehensively integrating the development of social and emotional competence. This research offers authenticity by integrating *the CASEL learning model* assisted by the simulation method in the context of Pancasila Education, especially in the material of mutual cooperation for grade V elementary school students. This research provides a well-rounded way of learning, which not only improves students' cognitive learning outcomes, but also strengthens social-emotional skills that are important in character building and, contributing to the context of Pancasila Education which still rarely utilizes simulation methods supported by *the CASEL model*, so as to offer innovative and applicable learning strategies at the elementary level. This novelty is expected to enrich the educational literature and provide practical implications for teachers in improving the quality of learning and character development of students. Based on this background, this study aims to explore the impact of the application of the CASEL learning model supported by the simulation method on the learning outcomes of Pancasila Education on the gotong royong material of grade V students.

METHODS

This study used a quantitative approach with an experimental design of a quasi-experimental post-experimental control group. The courses were grade V students from two elementary schools, namely SDN Dawu 2 (experimental group) and SDN Wonokerto1 (control group), who had been tested for the equality of their academic characteristics. The experimental group received learning the CASEL Model using the simulation method, while the control group used the traditional method. The data is collected through a posttest test of Pancasila Education gotong royong material, with valid and reliable instruments. Data analysis used an independent t-test to compare the learning outcomes of the two groups. The research stages include instrument preparation, treatment implementation, posttest, and data analysis, in accordance with the experimental research literature Education (Sugiyono, 2022).

RESULT AND DISCUSSION

Before the treatment was applied, the researcher evaluated the balance using the daily test scores of Pancasila Education class VI received by students in class V.

Table 1. Independent Sample T-Test Test on Balance Test

Levene's Test for Equality of Variances		Independent Samples Test								
		t-test for Equality of Means								
		FSig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
Value	Equal variances assumed	1.910	.174	-.569	44	.572	-.783	1.376	-3.555	1.990
	Equal variances not assumed			-.569	40.880	.573	-.783	1.376	-3.561	1.996

Based on the table above, the results of the independent t-test show a significance value (2-tailed) of 0.572, which is higher than 0.05. This showed no significant difference between the daily test scores in the experimental group and the control group. Therefore, both groups had equal initial abilities so that differences in learning outcomes after treatment could be attributed to the learning model used. Furthermore, a statistical prerequisite test is performed to ensure that the data meets the parametric testing assumptions.

Table 2. Normality Test

Tests of Normality							
Kolmogorov-Smirnova					Shapiro-Wilk		
	Information	Statistics	Df	Sig.	Statistics	Df	Sig.
Value	Experiment	.153	19	.200*	.952	19	.425
	Control	.195	19	.055	.908	19	.069
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the Shapiro-Wilk normality test, a significance value of 0.425 was obtained for the experimental group and 0.069 for the control group, both greater than 0.05. This shows that the posttest results are distributed normally. The next prerequisite test is to conduct a homogeneity test, the data is considered homogeneous if the significance value is greater than 0.05.

Table 3. Homogeneity Test

Test of Homogeneity of Variances			
Value			
Living Statistic	df1	df2	Sig.
.397	1	36	.532

The variance homogeneity test showed a significance value of 0.532 (>0.05), which indicated that the variance of the data of the two groups was homogeneous, allowing the use of an independent t-test to examine the difference in average learning outcomes between the two groups. Descriptive statistical data showed that the experimental group (SDN Dawu 2) had an average (mean) of 82.63 with a standard deviation of 10.704, while the control group (SDN Wonokerto 1) had an average of 74.42 with a standard deviation of 13.652. The median and range scores for the experimental group were also better than those for the control group, indicating that the learning performance of students in the experimental group was higher and more stable. The *Independent Sample T-Test* was used to identify statistically significant differences between the treatment group (experiment) and the non-treatment group (control).

Table 4. Uji Independent Sample T-Test

Independent Samples Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
		FSig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Value Equal variances assumed	.397	.532	2.063	36	.046	8.211	3.980	.139	16.282
Equal variances not assumed			2.063	34.062	.047	8.211	3.980	.123	16.298

The results of the independent t-test supported this result with a significance value of 0.046 which was less than 0.05, indicating a marked difference between the learning achievement of students who applied the CASEL learning model with the help of the simulation method and those who followed the traditional method. However, because the significance figure obtained is quite close to the threshold of 0.05, this is due to several limitations in the implementation of the research. One factor is inadequate teaching time, so the use of methods has not reached the ideal level. In addition, the efficiency of study time is also hampered because it coincides with competition activities at school, which results in some students having to solve posttest questions in a hurry. This situation risks interfering with students' focus and performance, so that the exam results are not optimal.

In the implementation of the activity, there were some students who did not accept the members of their group, but were able to discuss and exchange ideas well with their members, as well as other groups. The researchers also found good cooperative relationships between members, active participation in learning and their enthusiasm in presenting their answers. One class had five groups, three of which wanted to repeat the presentation because they were not satisfied with the results. And there are also group leaders who encourage or motivate their members who are introverted or lack confidence. This shows the suitability of CASEL theory which plays a crucial role in creating a learning atmosphere that accommodates all, cooperates, and produces. Despite differences in initial attitudes, the development of social-emotional skills provides students with the opportunity to constructively address these differences, increase engagement, and encourage each other to achieve maximum learning outcomes. Based on the findings above, it is very relevant to the five CASEL frameworks in the CASEL theory itself.

According to CASEL's theory, (2013) there are five frameworks, including:

1. Self Awareness

Students are able to be aware of their personal emotions and feelings, such as enthusiasm or rejection of group members, as well as understand how these emotions affect their actions within the group. Indirectly, students have experienced the stage of self-awareness by showing their emotional or emotional side. Self-awareness is a person's ability to understand and recognize one's emotions, thoughts, principles, and strengths and weaknesses(Sahlan, 2025).

2. Self *Management*

Students regulate their emotions and behaviors, maintaining focus and composure during discussions despite feeling discomfort towards certain members. This allows discussions to go smoothly and participation to remain active. At this stage, students have experienced a self-management stage, this is evidenced by their ability to lead their emotional feelings towards the dissatisfaction of the results of the division of their group members and choose to stay focused on the discussion in solving simulation problems. Self-management is the ability to function well in achieving goals, as well as an adaptive attitude in facing obstacles(Octaviana & Ramadhani, 2021).

3. Social Awareness

Students demonstrate empathy and the ability to understand the point of view of others who come from different backgrounds or characters, so that they can work together and respect each other in groups. At this stage, students have undergone a phase of social awareness. Researchers found that there was one group whose members included students who had disabilities. Even so, they still invited the students to discuss solving problems. Self-awareness is a person's psychological state related to the feelings, thoughts, and behaviors of others(Al Haikal et al., 2021).

4. Relationship *Skills*

When in groups, there are group members who are able to build and maintain healthy relationships through cooperation, effective communication, and group leaders who motivate less confident members, thus creating an inclusive and supportive learning environment.

According to Nadia et al., (2023) which states that the ability to interact with social is dynamic communication between individuals, social communities, and relationships between individuals and group partners, where there is a positive interaction between them. According to Setyowati & Utami, (2025) Discussion activities are able to encourage students to continue to think so that their thinking skills are always honed to produce critical thinking from students.

5. Responsible *Decision-Making*

In the last stage, there are several groups that want to repeat the presentation reflecting their awareness of the quality of the work and responsibility for the learning process, as well as the ability to make decisions that take into account consequences and ethical norms. Decision-making is the formulation of a number of action options in the face of the conditions faced and choosing the most appropriate option among the various options available after an assessment of the efficiency of these options to achieve the goals set by the decision-maker (Mahanum, 2021).

Thus, the results of the study clearly show the implementation of CASEL's social-emotional competencies in a group learning atmosphere. This confirms that the development of social-emotional aspects in students not only helps academic ability, but also forms an attitude of collaboration, empathy, and responsibility that is very important in learning and social interaction in the school environment. According to Goleman, (2009) Explaining the learning process that includes managing emotions, interacting skills, and making wise decisions is essential to improve students' cognitive potential and learning outcomes.

Emotional intelligence also greatly contributes to students' thinking abilities and academic achievement or learning outcomes because emotional intelligence has a great influence not only on a person's social relationships, but also has a strong link with logical thinking skills and decision-making processes (Susilowati & Haryati, 2024). This is evidenced by the research findings on the results of the daily tests of the experimental group and the control group which at the beginning of the balance test showed the equivalence in learning outcomes. This is also in line with the opinion Allo et al., (2024) According to him, social-emotional learning is able to improve students' social interaction skills, reduce violence, and improve learning outcomes. Students who strengthen their EQ tend to be able to face academic challenges with more confidence and better thinking power (Nurhikmah et al., 2021).

In previous studies, findings that are aligned with CASEL that have been carried out by previous researchers, namely research conducted by Istiqlaliyah Mahardika et al., (2024) with the title "Implementation of Integrated PBL of TaRL and CASEL to Improve the Active Role and Learning Outcomes of Students in Science Learning". The results of this study indicate an increase in student activity, this is evidenced by an increase in the percentage of student activity starting from reading material, concluding material and having the courage to express opinions.

In addition to affecting student activity, student learning outcomes also showed an increase in the second cycle correlation with the active role of students in the learning process. Other research, namely Rahmaningrum et al., (2024) with the title "Implementation of CASEL Components to Improve the Learning Outcomes of Grade 1 Students in Indonesian Subjects". The results of this study indicate that the results of student learning testing show that the application of CASEL elements in grade 1 students in Indonesian subjects. Not only are students' learning abilities improved, but also their ability to develop social and emotional skills well, so that students become more confident and excited in the learning process. Based on previous research, it can be seen that CASEL does not only focus on emotional intelligence, but also CASEL is able to have an impact on students' cognition or student learning outcomes.

In the simulation activity, students showed enthusiasm when they wanted to make a presentation in front of the class, the researcher also captured a sense of satisfaction in themselves when they had solved the problem and had finished presenting the simulation in front of the class. This shows that their confidence in overcoming problems increases and has an effect on their cognitive value. This is in accordance with the theory of Bandura, (1997) which explains that Self-Efficacy is one of the important aspects of Bandura's theory. Definition of self-efficacy, which refers to students' belief in their ability to complete a task or achieve a goal. This belief not only supports social-emotional development, but also impacts their cognitive abilities (Lailatul Fajri et al., 2024). Not only that, the researcher also found that their cooperation was led by the chairman starting from the division of roles to solving problems based on their experiences. The learning method carried out aims to present a more real learning experience through making replicas of replicas of experiences that are close to real conditions and carried out in a safe environment without risk (Nirvana, 2022).

The learning outcomes in the cognitive realm of level V students in the Pancasila Education material regarding mutual cooperation are influenced by a number of internal factors related to psychological aspects, including the mental state of the individual, attitudes, talents, interests, and motivation of students (Rafid, 2021). A good mental atmosphere allows students to be more focused and effective in receiving, processing, and storing information, thereby increasing their understanding of the concept of mutual cooperation. Meanwhile, students' talents and interests affect their ability and readiness to understand the material more deeply. Learning motivation plays a role as the main force that encourages students' efforts and perseverance in mastering the content of the lessons. This not only strengthens the psychological aspects and attitudes of students, but also stimulates cognitive functions such as understanding, analysis, and applying the values of mutual cooperation in a real context. This is also in line with the Sulastris & Abdullah, (2025) which states that motivation and confidence have a positive and significant impact on the success of education in vocational school students.

Learning outcomes in the cognitive realm of level V students in Pancasila Education materials regarding mutual cooperation can also be influenced by external factors. External factors such as social factors in schools, which include students' relationships with teachers, peers, and supportive learning environments and facilities, play an important role in improving the learning outcomes of grade V students on the topic of Pancasila Education about mutual cooperation. A good social environment creates mental and emotional states that strengthen cognitive processes, such as students' attention, understanding, and analysis of mutual cooperation values. With active social interaction and collaborative learning experiences, students can hone their critical thinking skills and incorporate knowledge more deeply (Nadiva & Kaharuddin, 2024). The environment at school plays an important role in influencing the academic achievement of grade V students at SD Inpres 46 Klagete Sorong City. Proving that physical, social, and mental aspects in school have a great contribution to students' learning abilities (Lagu et al., 2023).

Practically, this learning model can be an effective and fun alternative strategy for teachers in teaching Pancasila Education, especially in mutual cooperation materials, with the hope of improving the quality of learning and the character of students as a whole. Teachers can Implement CASEL learning model assisted by simulation methods with manner integrate the development of social-emotional skills in a Structured deep Teaching and Learning Activities, so that students not only understand material Intellectual property but also get Applying Skills deep self-management, problem-solving, and responsible decision-making. In practice, teachers have the opportunity to combine reflection personal, group discussions, and simulation of cases that challenge critical thinking skills and ethics student.

Critical thinking is the ability to think rationally and orderly when making choices or overcoming existing problems and being able to formulate ideas or convey messages to create real beliefs and actions, or that are produced (Fardan et al., 2023). Implementation of this model in shaping Pancasila Student Profile is very Influential, Especially deep Aspects of thinking critical Independence, and mutual cooperation. Strengthening field cognitive through the CASEL approach push students to not Simply memorizing or understanding concepts, but also Apply knowledge in a meaningful way in social life and in decision-making that ethical. Thus, this model Contribute to printing a generation that is not only superior in the field academic, but also has a character that strong and Readiness to facing social challenges in era modern.

CONCLUSION

Based on the results of the studies and analyses that have been carried out, it can be emphasized that the use of the CASEL teaching model assisted by the simulation method has a positive and significant impact on the learning outcomes of Pancasila Education with the topic of mutual cooperation in grade V students. This learning approach has proven to be effective not only in improving students' cognitive understanding of the material, but also in improving social and emotional skills that support the learning process sum.

These results confirm the importance of including social-emotional aspects in education to achieve optimal learning outcomes and build students' character as a whole. For future researchers, it is recommended to explore the effectiveness of the CASEL learning model and simulation methods by testing on schools with different conditions, longer durations and other relevant subjects.

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