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Improving Pancasila Education Learning Outcomes through the Example Non-Example Model in Grade III SDN 40 Sei Lareh Padang

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ABSTRACT

This study aimed to improve students' learning outcomes in Pancasila Education through the implementation of the Example Non Example learning model. The background of this study was the low learning outcomes, activeness, and participation of Grade III students in the learning process at SDN 40 Sei Lareh, Padang City. This research employed Classroom Action Research (CAR) using qualitative and quantitative approaches. The study was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of this study were the teacher and 26 Grade III students of SDN 40 Sei Lareh, consisting of 13 male students and 13 female students, during the second semester of the 2025/2026 academic year. Data were collected through observation, documentation, interviews, and learning outcome evaluations. The results showed that students' average learning outcomes improved from 64.1 in the pre-action stage to 75 in Cycle I and increased further to 88.24 in Cycle II. In addition, teacher and student activities also improved significantly and reached a very good category. Therefore, it can be concluded that the Example Non Example learning model effectively improved students' activeness and learning outcomes in Pancasila Education.

Informasi Artikel

Kata Kunci:

Example Non Example; Hasil belajar; Pendidikan Pancasila; Penelitian Tindakan Kelas; Sekolah dasar.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik pada pembelajaran Pendidikan Pancasila melalui penerapan model pembelajaran Example Non Example. Latar belakang penelitian ini adalah rendahnya hasil belajar, keaktifan, dan partisipasi peserta didik kelas III dalam proses pembelajaran di SDN 40 Sei Lareh Kota Padang. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan pendekatan kualitatif dan kuantitatif. Penelitian dilaksanakan dalam dua siklus yang masing-masing terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah guru dan 26 peserta didik kelas III SDN 40 Sei Lareh Kota Padang yang terdiri atas 13 peserta didik laki-laki dan 13 peserta didik perempuan pada semester II tahun ajaran 2025/2026. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, wawancara, dan evaluasi hasil belajar. Hasil penelitian menunjukkan bahwa rata-rata hasil belajar peserta didik meningkat dari 64,1 pada tahap pra tindakan menjadi 75 pada siklus I dan meningkat lagi menjadi 88,24 pada siklus II. Selain itu, aktivitas guru dan peserta didik juga mengalami peningkatan dengan kategori sangat baik. Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran Example Non Example efektif dalam meningkatkan keaktifan dan hasil belajar peserta didik pada pembelajaran Pendidikan Pancasila.

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1. Intoduction

Education plays an important role in improving the quality of human resources and advancing the nation through planned and meaningful learning processes. To achieve this goal, the government continues to make various efforts, one of which is curriculum reform as a guideline for implementing learning activities. [1] states that a curriculum is a set of educational plans systematically designed to achieve students' competencies. The curriculum not only functions as a guideline for learning but also serves as a strategic instrument in realizing national education goals so that students possess knowledge, skills, and attitudes in accordance with the demands of the times. Along with the development of societal needs, the curriculum in Indonesia continues to be refined, one of which is through the implementation of the Merdeka Curriculum, which provides flexibility for teachers and students to adjust learning according to students' needs and interests [2]. The Merdeka Curriculum also emphasizes active, meaningful, and relevant learning connected to real-life situations so that students are able to develop critical, creative, and independent thinking skills.

In the implementation of the Merdeka Curriculum, the Civics subject (PPKn) has been transformed into Pancasila Education. Although the name has changed, the substance of learning still focuses on instilling Pancasila values such as nationalism, responsibility, cooperation, and character building among students [3]. Pancasila Education has a strategic role in shaping students to understand, internalize, and apply Pancasila values in their daily lives. Therefore, Pancasila Education learning needs to be designed in an interesting, meaningful, and student-centered manner so that learning objectives can be achieved optimally. [4] states that Pancasila Education learning should provide contextual learning experiences so that students not only understand concepts but are also able to apply them in everyday life. Thus, teachers not only act as providers of information but also as facilitators who guide students in developing their potential, critical thinking skills, and social abilities.

To create meaningful learning, teachers are required to select learning models and media that suit students' characteristics. [5] explains that learning innovation is highly necessary to make the learning process more effective and engaging for students. The selection of appropriate learning models also affects students' learning outcomes. [6] states that learning outcomes in Pancasila Education are not only measured by cognitive abilities but also by students' appreciation and application of values in daily life. Therefore, teachers need to consider learning objectives, materials, students' conditions, and available facilities when selecting learning models to be used [7]. In addition, [8] emphasizes that improving learning outcomes requires well-prepared lesson planning so that the learning process can run systematically and effectively.

Based on these considerations, Pancasila Education learning within the Merdeka Curriculum should ideally be implemented through integrated planning, implementation, and assessment. In the Merdeka Curriculum, learning planning is outlined in the Deep Learning Lesson Plan (RPPM) as a guideline to ensure that learning activities are conducted systematically and purposefully [9]. The implementation of learning should also provide opportunities for students to actively participate in the learning process, while teachers act as facilitators who guide students throughout the activities. In addition, assessment should be systematically designed to obtain information regarding students' learning processes and outcomes as a basis for improving subsequent learning activities. Through the integration of planning, implementation, and assessment, learning is expected to create active, meaningful, and enjoyable learning experiences for students [10].

However, these ideal conditions have not been fully implemented in schools. Based on a preliminary study conducted in Grade III at SDN 40 Sei Lareh Padang on October 28–29, 2025 through document analysis, classroom observations, and teacher interviews, several problems were identified in the implementation of Pancasila Education learning. From the planning aspect, learning objectives had not been formulated in measurable terms and had not fully reflected Higher Order Thinking Skills (HOTS). The learning models used were also not specifically stated, resulting in learning procedures that were not systematically organized. In addition, learning activities were still general in nature and had not fully supported active, meaningful, and enjoyable learning. The use of digital media and assessment components had also not been designed optimally, causing the learning process to be less effective. These conditions indicate that the development of HOTS-based learning and the utilization of digital technology still need to be improved in elementary school learning processes [11].

These problems were also evident in classroom implementation. Learning activities were still dominated by the teacher, resulting in low student participation. Discussion and group work activities had not been optimally implemented, while learning media were still limited to textbooks and had not fully utilized digital technology. From the students' perspective, students tended to be passive, lacked confidence in expressing opinions, showed underdeveloped critical thinking skills, and demonstrated low communication skills. These conditions affected students' understanding of the learning materials and contributed to low learning outcomes in Pancasila Education. This was reflected in the Mid-Semester Assessment (STS) results for Grade III students of SDN 40 Sei Lareh Padang in the 2025 odd semester.

Table 1 Results of the third grade mid-semester exam at SDN 40 Sei Lareh, Padang City, for the Pancasila Education subject for the 2025/2026 academic year.

	Remarks

No	Student Name	KKTP	Pancasila Education Learning	Completed	Not Completed
1	AFA	75	90	√	
2	AGF	75	74		√
3	AR	75	80	√	
4	ABS	75	58		√
5	AA	75	30		√
6	AR	75	90	√	
7	ASA	75	85	√	
8	F	75	48		√
9	FF	75	62		√
10	GKH	75	72		√
11	HAR	75	23		√
12	KY	75	85	√	
13	KR	75	63		√
14	MTH	75	60		√
15	MFF	75	50		√
16	NTOR	75	75	√	
17	RN	75	47		√
18	RAS	75	40		√
19	RMP	75	38		√
20	RPP	75	80	√	
21	R	75	55		√
22	RA	75	50		√
23	RPB	75	77	√	
24	SK	75	70		√
25	VRR	75	85	√	
26	ZPP	75	82	√	

In the table above, out of 26 students, only 10 students (38.5%) achieved the Minimum Learning Mastery Criteria (KKTP) score of 75, while 16 students (61.5%) failed to achieve mastery, with a class average score of 64.1. These data indicate that most students had not yet achieved the expected competencies, highlighting the need for improvements in the learning process. Similar findings regarding low learning outcomes in Pancasila Education were also reported by Rahman and Reinita (2025) [12], who emphasized the importance of implementing more active and innovative learning approaches to improve elementary school students' learning outcomes.

One effort that can be made to overcome these problems is through the implementation of a learning model that actively involves students and helps them understand the material concretely. The Example Non Example learning model is one relevant alternative for Pancasila Education learning in Grade III elementary school. [13] states that the Example Non Example model uses visual media in the form of pictures or illustrations containing examples and non-examples of a concept to be analyzed by students. Through activities such as observing, discussing, and concluding from pictures, students are trained to think critically, express opinions, and cooperate in groups, making learning more active and meaningful. In addition, [14] explains that the Example Non Example model can increase students' confidence in expressing opinions, develop critical thinking skills, improve self-confidence, and train communication skills. By using visual media, students can more easily understand learning concepts concretely, thereby increasing their attention and participation in learning. Therefore, the Example Non Example model is considered suitable for implementation in Pancasila Education learning to improve the learning outcomes of Grade III students at SDN 40 Sei Lareh Padang City through Classroom Action Research (CAR).

2. Research Method

This study employed Classroom Action Research (CAR) as the research method. Classroom Action Research is a research approach aimed at improving the quality of learning processes and learning outcomes through systematic and reflective actions carried out directly in the classroom [15]. This study used both qualitative and quantitative approaches. The qualitative approach was used to describe the learning process narratively [16], while the quantitative approach was used to analyze numerical data related to students' learning outcomes [17]. The implementation of CAR was conducted in several cycles consisting of four stages, namely planning, action implementation, observation, and reflection [18]. The learning model applied in this study was the Example Non Example model, which utilizes visual media in the form of pictures or illustrations to help students understand learning concepts more concretely.

This study was conducted in Grade III of SDN 40 Sei Lareh Padang during the second semester of the 2025/2026 academic year. The research subjects consisted of 26 students, including 13 male students and 13 female students. The data collection techniques used in this study included test and non-test techniques. Qualitative data were obtained through observation, interviews, and documentation, while quantitative data were obtained through students' learning outcome tests conducted at the end of each cycle to determine the improvement in students' learning outcomes.

The formula used to calculate students' learning outcomes according to [19] is as follows:

$$\text{Nilai} = \frac{Jumla \quad skor\ yang\ diperoleh}{Skor\ maksimal} \text{ x } 100$$

The criteria for the level of achievement are determined as follows:

Table 2 Observation Conversion Table

Predicate	Score
Very Good (VG)	93–100
Good (G)	84–92
Fair (F)	75–83
Poor (P)	< 75

The data analysis in this study used qualitative and quantitative approaches. Qualitative data were analyzed descriptively through observations, interviews, and documentation to describe teacher and student activities during the learning process using the Example Non Example model. Meanwhile, quantitative data were analyzed based on students' learning outcome test results in each cycle to determine the

improvement in learning outcomes. The analysis results from each cycle were used as the basis for reflection and improvement in the subsequent learning cycle.

3. Results And Discussion

This research was conducted in Grade III of SDN 40 Sei Lareh, Padang City, in Pancasila Education learning on the Pancasila Elements during the second semester of the 2025/2026 academic year. In the implementation of the study, the researcher acted as the practitioner, while the Grade III teacher and colleagues served as observers. The implementation of Pancasila Education learning in each action was carried out using the Example Non Example model according to Wirawan (2022). The steps of the Example Non Example model according to Wirawan (2022) are: 1) media preparation and material introduction, 2) elaboration, 3) confirmation, and 4) drawing conclusions.

The implementation of the actions was divided into two cycles, namely Cycle I consisting of two meetings and Cycle II consisting of one meeting. The learning process in Cycle I Meeting I was conducted on Thursday, February 5, 2026, with the material "The Meaning of the Principles of Pancasila and Their Application in Daily Life." Then, Cycle I Meeting II was conducted on Monday, February 9, 2026, with the material "Figures and Characteristics of the Founders of Pancasila." Furthermore, Cycle II was conducted on Thursday, February 12, 2026, with the material "Emulating the Character of the Founders of Pancasila."

Before implementing the Pancasila Education learning process, the researcher first prepared the Deep Learning Lesson Plan (RPPM), student worksheets (LKPD), and evaluation instruments consisting of 10 multiple-choice questions along with the answer key. In addition, the researcher also prepared observation sheets covering the implementation of learning using the Example Non Example model. These observation sheets included the assessment of the RPPM, observations of teacher and student activities, as well as observations of students' attitudes and skills during the learning process.

The average score of students' Pancasila Education learning outcomes on the Mid-Semester Summative Assessment 1 was 64.1. After the implementation of Cycle I, the average score of students' learning outcomes increased to 75. Then, after continuing to Cycle II, the average score of Pancasila Education learning outcomes increased to 88.24. This indicates that the implementation of Pancasila Education learning using the Example Non Example model was able to improve students' learning outcomes.

3.1. Cycle I

In Cycle I Meeting I, the observation results of the Deep Learning Lesson Plan (RPPM) showed that most learning components had been well organized, although there were still several shortcomings in arranging learning activities that were not yet fully systematic and optimal. Based on the observer's observation results, the RPPM obtained a score of 36 out of a maximum score of 40, with a percentage of 90% and categorized as Good (B). In the implementation aspect, teacher and student activities in applying the Example Non Example model had not been carried out optimally, especially in the core learning activities and students' active involvement during discussions. The observation results showed that teacher activities obtained a score of 20 out of 24, with a percentage of 83.3% and categorized as Fair (C). Student activities also obtained a score of 20 out of 24, with a percentage of 83.3% and categorized as Fair (C). In terms of students' learning outcomes, the attitude aspect obtained an average score of 70.80 categorized as Poor (K), the knowledge aspect obtained an average score of 70.95 categorized as Poor (K), and the skills aspect obtained an average score of 70.67 categorized as Poor (K). Overall, the average student learning outcome in Cycle I Meeting I reached 70.80% and was categorized as Poor (K), indicating that the learning outcomes had not yet achieved the expected target.

In Cycle I Meeting II, the observation results of the RPPM showed improvement compared to the previous meeting. The RPPM had been arranged more systematically, and the learning steps had begun to align with the implementation of the Example Non Example model. The observation results showed that the RPPM obtained a score of 37 out of a maximum score of 40, with a percentage of 92.5% and categorized as Good (B). The implementation of learning also improved in both teacher and student activities. Teacher activities obtained a score of 21 out of 24, with a percentage of 87.5% and categorized as Good (B). Student activities also obtained a score of 21 out of 24, with a percentage of 87.5% and categorized as Good (B). This improvement could be seen from students' involvement, as they became more active in observing pictures, participating in discussions, and expressing opinions during the learning process. Students' learning outcomes also improved compared to the previous meeting. In the attitude aspect, the average score obtained was 79.76 categorized as Fair (C), the knowledge aspect obtained an average score of 82.20 categorized as Fair (C), and the skills aspect obtained an average score of 79.32 categorized as Fair (C). Overall, the average student learning outcome in Cycle I Meeting II reached 80.42% and was categorized as Fair (C). Although improvements had occurred, the learning outcomes in Cycle I had not yet reached optimal results; therefore, further improvements were needed in the next cycle.

3.2. Cycle II

In Cycle II, the observation results of the Deep Learning

Lesson Plan (RPPM) showed a very significant improvement compared to the previous cycle. The learning components had been systematically organized, and the learning steps were in accordance with the implementation of the Example Non Example model. Based on the observer's observation results, the RPPM obtained a score of 39 out of a maximum score of 40, with a percentage of 97.5% and categorized as Very Good (VG). In the implementation aspect, both teacher and student activities also showed significant improvement. Teacher activities obtained a score of 23 out of 24, with a percentage of 95.83% and categorized as Very Good (VG). Student activities also obtained a score of 23 out of 24, with a percentage of 95.83% and categorized as Very Good (VG). This improvement could be seen from students' active involvement in observing pictures, participating in discussions, cooperating in groups, and confidently expressing their opinions during the learning process. In addition, the teacher was able to implement the learning steps more systematically and effectively in accordance with the Example Non Example model. Students' learning outcomes in Cycle II also showed optimal improvement. In the attitude aspect, the average score obtained was 84.25 categorized as Good (B), the knowledge aspect obtained an average score of 91.53 categorized as Good (B), and the skills aspect obtained an average score of 88.94 categorized as Good (B). Overall, the average student learning outcome in Cycle II reached 88.24% and was categorized as Good (B). These results indicate that the implementation of the Example Non Example model was effective in improving students' activities and learning outcomes in Pancasila Education learning for Grade III students of SDN 40 Sei Lareh Padang City.

Table 3 The table of observation results for Cycle I and Cycle II is presented as follows :

Observation Results	Cycle 1				Cycle II
	P1	P2	Total	Average Percentage	Average Percentage
1. RPPM	90%	92,5%	182,5%	91,25%	97,5%
2. Implementation					
a. Teacher Aspect	83,3%	87,5%	170,8%	85,4%	95,83%
b. Student Aspect	83,3%	87,5%	170,8%	85,4%	95,83%
3. Learning Outcomes	70,80%	80,42%	151,2%	75%	88,24%

Based on the observations conducted in Cycle I and Cycle II, there was a consistent improvement across all observed aspects, namely the Deep Learning Lesson Plan (RPPM), learning implementation, and students' learning outcomes. These findings indicate that the implementation of the Example Non Example model in Pancasila Education had a positive impact on the quality of the learning process and learning outcomes through reflective actions in each cycle.

In the RPPM aspect, there was an improvement from Cycle I with an average of 91.25% (Good category) to 97.5% in Cycle II (Very Good category). This increase indicates that the learning plan became more structured, systematic, and aligned with the syntax of the Example Non Example model. This condition is in line with the principles of Classroom Action Research (CAR), which emphasizes continuous improvement in instructional planning to better meet students' needs and learning objectives.

Furthermore, in the learning implementation aspect, both teacher and student activities also showed a significant increase. The average learning activity in Cycle I was 85.4%, which increased to 95.83% in Cycle II, categorized as Very Good. This improvement shows that the teacher became more effective in implementing the learning steps systematically in accordance with the Example Non Example model, particularly in guiding observing, discussing, and concluding activities. On the other hand, students became more active, participative, and demonstrated higher engagement in the learning process. This indicates that the use of visual media in the Example Non Example model was able to foster more meaningful and collaborative learning interactions.

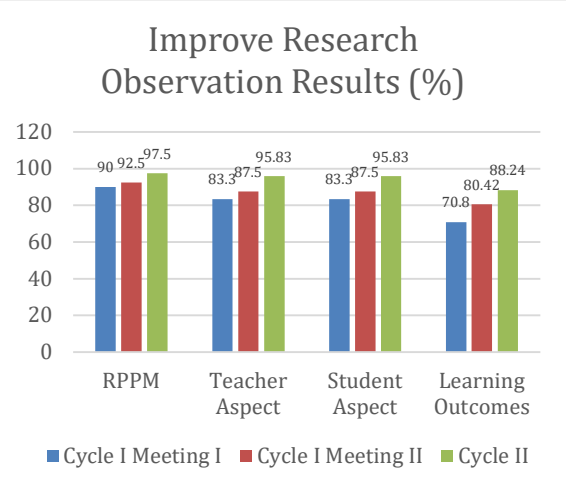
In terms of learning outcomes, a significant improvement was also observed from Cycle I to Cycle II. The average student learning outcomes increased from 75% (Fair category) to 88.24% (Good category). This improvement occurred not only in the cognitive aspect but also in attitudes and skills. Students showed development in expressing opinions, working collaboratively, and understanding Pancasila concepts. Pedagogically, this demonstrates that the Example Non Example-based learning model helps students construct knowledge more concretely through visual analysis and group discussion.

Overall, the results of the study show that the implementation of the Example Non Example model had a significant impact on improving the quality of learning. The improvement was evident not only in the final results but also in a more active, interactive, and meaningful learning process. This indicates that the implemented actions were effective and showed continuous improvement from Cycle I to Cycle II.

Therefore, it can be concluded that the implementation of the Example Non Example model is effective in improving the quality of planning, implementation, and students' learning outcomes in Pancasila Education in Grade III of SDN 40 Sei Lareh, Padang City. The improvements achieved also indicate that the learning process has met the predetermined success indicators; thus, the research was concluded in Cycle II in accordance with the principles of Classroom Action Research success.

The graph depicting the improvement in student learning outcomes in Pancasila Education through the Example Non

Example Learning model in Class III of SDN 40 Sei Lareh, Padang City is shown below:



This study aimed to improve students' learning outcomes in Pancasila Education through the implementation of the Example Non Example model in Grade III at SD Negeri 40 Sei Lareh Kota Padang. The findings revealed a consistent improvement from Cycle I to Cycle II in learning planning (RPPM), instructional implementation, and students' learning outcomes.

The improvement in the Deep Learning Lesson Plan (RPPM) from an average of 91.25% in Cycle I to 97.5% in Cycle II indicates that reflective revisions significantly enhanced the quality of instructional planning. The RPPM became more systematic, particularly in terms of alignment between learning activities, instructional methods, and students' characteristics. This finding confirms that well-structured lesson planning plays a crucial role in creating more directed and effective learning processes.

In terms of instructional implementation, there was an increase from 85.4% in Cycle I to 95.83% in Cycle II. This improvement shows that the teacher became more proficient in applying the steps of the Example Non Example model, including the use of visual media, group discussions, presentations, and drawing conclusions. In addition, classroom management improved in Cycle II, resulting in a more conducive learning environment where students were more active, engaged, and participative. This reflects a shift toward more interactive and student-centered learning.

The most notable improvement was observed in students' learning outcomes, which increased from 75% in Cycle I to 88.24% in Cycle II. This improvement covered attitude, knowledge, and skills domains. In Cycle II, students demonstrated better conceptual understanding, improved collaboration skills, and more responsible and active learning behavior. These findings indicate that the Example Non Example model not only enhances cognitive achievement but also supports the balanced development of affective and psychomotor domains.

Overall, the findings demonstrate that the Example Non Example model is effective in improving the quality of Pancasila Education learning in elementary school. Through image-based learning and group discussions, students were able to understand the material more easily while also developing critical thinking and teamwork skills.

Theoretically, this study supports constructivist learning theory, which emphasizes that knowledge is actively constructed through meaningful learning experiences. The use of visual media in the Example Non Example model helps students connect abstract concepts with real-life situations, making learning more meaningful.

Practically, this study provides several important implications. Teachers are encouraged to adopt the Example Non Example model as an alternative instructional strategy to enhance student engagement and learning outcomes. Schools may also integrate this model into the Merdeka Curriculum framework, as it promotes interactive, meaningful, and student-centered learning.

Although the study yielded positive results, several limitations were identified. In Cycle I, Meeting 1, there was a limitation in classroom time management, particularly during group discussions and presentations. The activities exceeded the planned time allocation, which reduced the time available for evaluation activities and affected their effectiveness.

In Cycle I, Meeting 2, a technical issue occurred during the use of learning media, as the projector experienced connection problems, causing delays in video-based instruction. This situation disrupted the smooth implementation of the planned learning activities.

Based on these limitations, future research should emphasize better time management, especially during core learning activities such as discussion and presentation, to ensure balanced learning implementation. In addition, the readiness of instructional technology, particularly projectors and video-based media, should be ensured prior to instruction to avoid technical disruptions and improve learning effectiveness.

Overall, the implementation of the Example Non Example model has proven effective in improving learning planning, instructional implementation, and students' learning outcomes in Pancasila Education. The consistent improvement from Cycle I to Cycle II indicates that reflective practice and continuous improvement contribute positively to both learning processes and outcomes. Therefore, the Example Non Example model can be considered an effective instructional strategy for enhancing the quality of elementary education.

4. Conclusion

Based on the results of the Classroom Action Research (CAR)

conducted in Grade III of SDN 40 Sei Lareh, Padang City, in Pancasila Education learning using the Example Non Example model, it can be concluded that the implementation of this model is effective in improving the quality of the learning process and students' learning outcomes. First, in the aspect of learning planning in the form of the Deep Learning Lesson Plan (RPPM), there was a significant improvement from an average of 91.25% in Cycle I to 97.5% in Cycle II. This improvement indicates that continuous reflection and revision were able to produce more systematic and well-structured learning plans that are aligned with the syntax of the Example Non Example model and students' characteristics.

Second, in the aspect of learning implementation, both teacher and student activities also showed consistent improvement, increasing from an average of 85.4% in Cycle I to 95.83% in Cycle II. This indicates that the application of the Example Non Example learning steps became more optimal, as shown by increased student engagement in observing images, participating in discussions, expressing opinions, and drawing conclusions. In addition, improved classroom management in Cycle II created a more active, interactive, and student-centered learning environment. Third, in terms of learning outcomes, there was an increase from an average of 75% in Cycle I to 88.24% in Cycle II. This improvement covers the domains of attitude, knowledge, and skills. Students showed better understanding of Pancasila concepts, improved collaboration skills, and more active and responsible learning attitudes during the learning process. This finding proves that the Example Non Example model not only improves cognitive achievement but also supports the balanced development of affective and psychomotor domains.

Overall, the findings of this study indicate that the Example Non Example model is effective in improving the quality of Pancasila Education learning in Grade III of SDN 40 Sei Lareh, Padang City. The gradual improvement from Cycle I to Cycle II demonstrates that reflective practice in Classroom Action Research plays an important role in enhancing the quality of planning, implementation, and learning outcomes.

Therefore, it can be concluded that the implementation of the Example Non Example model is an effective instructional strategy for improving the quality of Pancasila Education learning at the elementary school level, while also promoting active, meaningful, and student-centered learning.

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