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PEDAGOGICAL NEGOTIATION STRATEGIES FOR ADDRESSING COGNITIVE BARRIERS AMONG INTERNATIONAL STUDENTS IN PANCASILA EDUCATION

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Abstract

International students frequently encounter significant academic and linguistic barriers when adapting to a host country's highly localized national curriculum, leading to cognitive overload and a reliance on short-term surface learning strategies. This study aimed to evaluate how a comparative pedagogical negotiation strategy could mitigate these learning bottlenecks and enhance the academic achievement of foreign learners. Utilizing a classroom action research (CAR) design, this study investigated 10 Malaysian students at SMA Al-Irsyad Kota Tegal during their Pancasila Education lessons across a pre-cycle phase, Cycle I, and Cycle II. Data were collected through diagnostic interviews, field observations, and communicative adaptive assessments, which were then analyzed using descriptive qualitative mapping and classical mastery trends. The findings revealed that transitioning from basic textual adjustments in Cycle I to structured visual institutional charts and multicultural peer forums in Cycle II successfully resolved constitutional conceptual distortions. This pedagogical intervention led to steady cognitive improvement, as evidenced by a substantial leap in the classical learning outcome average from an incomplete baseline of 65% in the pre-cycle phase, rising to 72% in Cycle I, and reaching 85% in Cycle II. It is concluded that incorporating students' native background knowledge as a comparative asset rather than forcing rigid cultural assimilation effectively reduces mental overload, offering a replicable framework for inclusive international classrooms.

Keywords:

Pancasila Education, classroom action research, cognitive barriers, international students, pedagogical negotiation

Abstrak: Siswa internasional sering kali menghadapi hambatan akademis dan linguistik yang signifikan saat beradaptasi dengan kurikulum nasional negara tuan rumah yang sangat terlokalisasi, sehingga memicu beban kognitif berlebih dan ketergantungan pada strategi belajar permukaan jangka pendek. Penelitian ini bertujuan untuk mengevaluasi bagaimana strategi negosiasi pedagogis komparatif dapat memitigasi hambatan belajar tersebut dan meningkatkan prestasi akademik siswa asing. Dengan menggunakan desain Penelitian Tindakan Kelas (PTK), penelitian ini mengamati 10 siswa asal Malaysia di SMA Al-Irsyad Kota Tegal selama pembelajaran Pendidikan Pancasila yang berdampak pada fase pra-siklus, Siklus I, dan Siklus II. Data dikumpulkan melalui wawancara diagnostik, observasi lapangan, dan penilaian adaptif komunikatif yang kemudian dianalisis menggunakan pemetaan kualitatif deskriptif dan tren ketuntasan klasikal. Temuan menunjukkan bahwa transisi dari penyesuaian tekstual dasar pada Siklus I ke bagan institusional visual yang terstruktur dan forum teman sebaya multikultural pada Siklus II berhasil mengatasi distorsi konseptual konstitusional. Intervensi pedagogis ini mendorong peningkatan kognitif yang stabil, terbukti dari lonjakan rata-rata hasil belajar klasikal dari garis dasar belum tuntas sebesar 65% pada fase pra-siklus, meningkat menjadi 72% pada Siklus I, dan mencapai 85% pada Siklus II. Disimpulkan bahwa mengintegrasikan pengetahuan latar belakang asli siswa sebagai aset komparatif daripada memaksakan asimilasi budaya yang kaku terbukti efektif mengurangi beban mental, sekaligus menawarkan kerangka kerja yang dapat direplikasi untuk kelas internasional yang inklusif.

Kata Kunci: Pendidikan Pancasila, penelitian tindakan kelas, hambatan kognitif, siswa internasional, negosiasi pedagogis

Background

Pancasila Education holds a crucial role as a strategic instrument in reconstructing national character and identity through the internalization of noble national values (Ma'arif et al., 2024). As the cornerstone of constitutional democracy, Pancasila Education functions to build a resilient mental and ethical framework to prevent political polarization and social apathy by developing reflective patriotism (Carrese, 2023). In the digital era, its urgency extends as a preventive measure to foster students' cognitive resilience in evaluating information credibility and countering disinformation within cyber spaces (Bowyer & Kahne, 2020).

However, the instructional implementation of Pancasila Education encounters complex academic challenges when applied to international students, such as the Malaysian students enrolled at SMA Al-Irsyad Tegal. Empirical classroom phenomena including difficulties in completing assignments, as well as low performance in formative and summative assessments stem primarily from linguistic barriers in understanding Indonesian legal and political terminologies, which tend to be rigid and highly formal (Huplan et al., 2026). This terminological complexity frequently triggers cognitive confusion and conceptual distortions, thereby impeding students' ability to accurately absorb the core substance of the subject matter (Purwono & Datang, 2024). This learning obstacle is further exacerbated by a cognitive clash between the students' prior knowledge regarding the citizenship system in Malaysia and the structural framework of Pancasila Education in Indonesia (Pratama et al., 2026). International students consistently experience cognitive dissonance when trying to align the concepts of multicultural harmony and monarchical loyalty from their home country with the principles of popular sovereignty and the ideological supremacy of Pancasila (Mahanani et al., 2022). This situation becomes increasingly challenging due to the absence of specialized instructional

modules designed to bridge the curricular differences and pedagogical backgrounds of international learners (Suhendar & Fathurrahman, 2023).

To overcome these learning bottlenecks, educators must provide pedagogical negotiation for Malaysian students by utilizing constructivist principles to align new material with students' prior knowledge (Kartika et al., 2022). Pedagogical negotiation is theoretically defined as an instructional framework rooted in culturally responsive communication where the educator acts as an intercultural mediator to modify semantic, contextual, and visual delivery without compromising core curricular substance. Practically, students need to be guided to construct new understanding through instructional methods that accommodate the cognitive capacity of international learners until they achieve cognitive independence. By providing vocabulary equivalents and dialogic spaces that respect diversity, this strategy is expected to significantly enhance the active engagement and academic achievements of foreign students (Handayani et al., 2024).

Several prior studies have explored the concepts of citizenship education in both Indonesia and Malaysia, as well as the concept of pedagogical negotiation for international students. It has been noted by Pratama (2026) that while both nations utilize citizenship education for nation-building, there is a distinct divergence in focus; Indonesia emphasizes the Pancasila ideology and democracy, whereas Malaysia places greater weight on ethnic integration and social stability. This divergence is heavily influenced by the unique history and national identity dynamics of each country. Furthermore, previous comparative literature from Chakrabhand (2025) reveals that Indonesia, Malaysia, Thailand, and the Philippines integrate multicultural education through citizenship and social science curricula using distinct regional approaches, such as the Profil Pelajar Pancasila in Indonesia and the IPEd program in the Philippines. Although facing challenges like majority culture dominance and political dynamics, existing research asserts that regional framework collaboration is necessary to strengthen ASEAN identity and intercultural competence among school students.

In the level of micro-classroom engineering, contemporary scholars have expanded the empirical boundary of managing cognitive limitations and cultural diversity in inclusive classes. An experimental investigation by Ahuja et al (2022) demonstrated that integrating adaptive pedagogical scaffolding through visual and interactive elements does not trigger cognitive distractions or inflate extraneous load. Instead, structured pedagogical intervention effectively optimizes germane cognitive load, facilitates complex conceptual abstraction, and ensures higher academic learning gains. Furthermore, a quantitative inquiry by Osim (2026) revealed that a culturally responsive classroom climate combined with strong interpersonal teacher-student relationships serves as a powerful mediator to maximize student engagement and motivation. When an inclusive learning environment respects linguistic pluralism and

implements culture-based pedagogy, it directly decreases academic anxiety and fosters emotional attachments that accelerate knowledge retention. Additionally, from the socio-political perspective of pedagogical negotiation, Cohen (2025) explains that educators negotiate by aligning teaching techniques and political dimensions to manage the emotional tension and power dynamics that arise during cross-national discussions, transforming controversial issues into critical learning spaces. This is supported by Lestari (2025) who emphasizes that implementing culturally responsive pedagogy is highly vital to integrate students' cultural identities into instructional materials, shifting classroom diversity from an academic obstacle into an pedagogical asset to realize humanistic learning.

Although comparative studies regarding Citizenship and Pancasila Education between Indonesia and Malaysia have been widely explored, a significant research gap remains regarding specific pedagogical interventions for international students experiencing cognitive barriers at the secondary school level, as prior literature is generally limited to macro-level curriculum document analyses and regional framework collaborations. To address this gap, the novelty of this study lies in its micro-level development of pedagogical negotiation strategies within Pancasila Education, which operationalizes culturally responsive pedagogy into a comparative instrument to bridge prior knowledge between the Malaysian and Indonesian systems within an inclusive classroom setting. The urgency of this intervention is critical given that field data at SMA Al-Irsyad Tegal indicates that the academic achievement of international students consistently falls below the minimum mastery criteria due to terminological clashes and conceptual differences regarding Malaysia-Indonesia statehood.

To guide this investigative focus, this study systematically explores how the comparative pedagogical negotiation strategy is structurally implemented in Pancasila Education for international students, while simultaneously evaluating the extent to which these instructional cycles improve their academic achievement and classical mastery trends. Furthermore, this inquiry comprehensively analyzes the specific cognitive and linguistic challenges that still persist among international learners after the execution of the action research phases, thereby offering a detailed empirical foundation regarding the impact of micro-level pedagogical interventions in internationalized secondary classrooms.

Method

This study employed a Classroom Action Research (CAR) design following the continuous spiral model of Kemmis & McTaggart (2014), integrated with a descriptive qualitative approach to examine the behavioral dynamics of pedagogical negotiation. The choice of the CAR framework was scientifically driven by its capacity to offer immediate, micro-level pedagogical interventions that bridge abstract curriculum requirements with the real-time

cognitive needs of learners in a specific classroom setting. Conducted at SMA Al-Irsyad Tegal, Indonesia, the population and sample consisted of exactly 10 Malaysian international students selected via purposive sampling. The selection criteria specifically targeted students holding international status who demonstrated academic vulnerability and explicit cognitive barriers in Pancasila Education, heavily induced by cultural and linguistic mismatches regarding Indonesian constitutional and legal terminologies. It is explicitly confirmed that all 10 participants successfully completed all three assessment phases without any attrition. To ensure objectivity and procedural validity, the researcher actively collaborated with a certified civic education teacher who acted as an expert observer during the intervention cycles.

The action research was executed through structurally detailed cycles, with each phase operationalizing four distinct interconnected stages: planning, acting, observing, and reflecting. The intervention began with a Pre-Cycle diagnostic phase where the research team focused on mapping specific conceptual blind spots and linguistic difficulties through interviews and baseline test transcripts. The multi-cycle procedure, illustrating the systematic transition from textual to visual strategies and the realization of classical mastery, is comprehensively mapped in Figure 1.

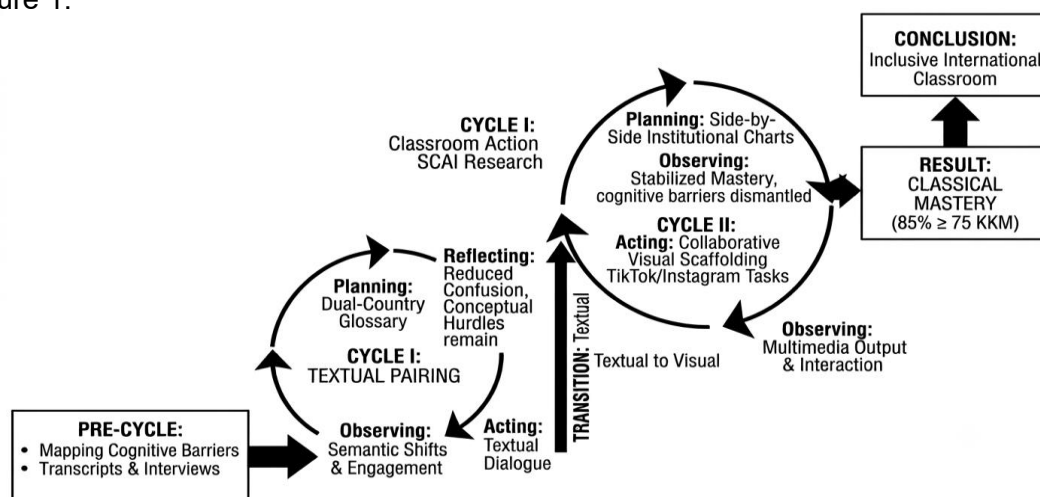


Figure 1. The Spiral Model of Pedagogical Negotiation Strategies

In Cycle I, which focused on basic textual alignment, the planning stage involved compiling a dual-country legal glossary that mapped the Indonesian *Undang-Undang Dasar 1945* against the Malaysian *Perlembagaan Persekutuan*. During the acting stage, the teacher integrated this glossary into constructivist classroom dialogues to help students build cross-national vocabulary equivalents. In the observing stage, student engagement, task-completion behavior, and initial semantic shifts were systematically recorded using field observation sheets. The reflecting stage revealed that while textual pairing successfully minimized vocabulary confusion, the international students still encountered structural hurdles when conceptualizing abstract governance structures.

To address these lingering conceptual limitations, Cycle II was deployed with a focus on visual and multicultural reinforcement. The planning stage involved designing simplified, side-by-side institutional charts and formulating creative digital media tasks, specifically incorporating TikTok and Instagram platforms as pedagogical tools. In the acting stage, the instructor introduced these visual charts to contrast the roles of the *Yang di-Pertuan Agong* against the *President of Indonesia*, while concurrently engaging students in collaborative video tasks on TikTok and Instagram to express their interpretations. During the observing stage, data collection focused on tracking peer interaction during a multicultural classroom forum and scoring the resulting multimedia outputs. Finally, the reflecting stage verified whether the combined visual-digital strategy had effectively stabilized the students' conceptual mastery and permanently dismantled their cognitive barriers.

Data collection relied on three primary, highly structured instruments: Adaptive Written Tests, Classroom Observation Sheets, and In-depth Interview Guides. The Adaptive Written Tests consisted of 15 structured multiple-choice questions and 5 analytical essay items tailored to adjust linguistic complexity based on students' comprehension levels, evaluating cognitive mastery over constitutional concepts. The Classroom Observation Sheets utilized a 4-point Likert scale (1 = Poor, 4 = Excellent) across 5 distinct behavioral criteria, including verbal engagement, peer interaction, contextual adaptation, focus duration, and response accuracy, allowing the observer to operationalize real-time classroom dynamics. Data validity was secured through rigorous source and technique triangulation to ensure cross-instrument consistency (Santos et al., 2020). The qualitative dataset was processed using the interactive qualitative analysis model proposed by Hashimov (2015) which structurally comprises data condensation, data display, and drawing or verifying conclusions. Quantitatively, the success threshold of this action research was established against a classical performance indicator requiring at least 85% of the international student cohort (9 out of 10 students) to reach or exceed the Minimum Mastery Criteria (KKM) score of 75. Ethical integrity was strictly maintained through formal institutional permissions, signed informed consent from school authorities and legal guardians, and complete participant anonymity throughout the study.

Result and Discussion

Result

The implementation of the comparative pedagogical negotiation strategy at SMA Al-Irsyad Tegal was executed across three sequential, interconnected phases. The empirical progression from the baseline diagnostic phase to the final action cycle focuses on expanding the cognitive independence of the 10 Malaysian international students. The structural

synthesis of these operational actions and their corresponding field results are systematically summarized in Table 1.

Table 1. Summary of Pedagogical Negotiation Actions and Qualitative Field Observations

CAR Phase	Pedagogical Negotiation Actions	Direct Field Observations (Empirical Data)
Pre-Cycle	Conducted structured diagnostic written assessments and baseline interviews	All 10 students scored below the KKM threshold of 75; visible linguistic hesitation during legal-political terms.
Cycle I	Introduced a dual-country legal glossary aligning the <i>UUD 1945</i> and <i>Perlembagaan Persekutuan</i> .	Students demonstrated enhanced verbal comfort; task completion rates accelerated, but higher-order conceptual applications remained unstable
Cycle II	Deployed side-by-side visual institutional charts and structured a multicultural peer forum.	Complete resolution of contextual barriers; active cross-national debates; independent comprehension achieved.
Final Result	Synthesis of micro-level cognitive scaffolding with inclusive classroom interactions..	All 10 participants reached or exceeded the KKM threshold; stabilized knowledge retention verified.

During the diagnostic phase, empirical data gathered from baseline testing and transcript analyses indicated that all 10 international participants experienced substantial learning bottlenecks. In the context of direct observations, students consistently exhibited prolonged pauses and verbal anxiety when encountering Indonesian constitutional terminologies. The qualitative data from the diagnostic interviews confirmed that this performance deficit was not driven by low academic capability, but by an architectural clash in their working memory. The students attempted to process the abstract principles of Indonesian popular sovereignty through the lens of their native Malaysian constitutional monarchy framework, resulting in persistent conceptual distortions.

Cycle I Action Execution

To alleviate the working memory friction documented in the Pre-Cycle phase, the first action cycle introduced a textual pairing strategy. The teacher integrated a preliminary dual-country legal glossary into the constructivist dialogue. Field observation logs showed that matching terms like Undang-Undang Dasar 1945 with Perlembagaan Persekutuan significantly minimized student vocabulary anxiety and stimulated voluntary classroom participation. However, systematic test data collected at the end of this cycle revealed that literal textual alignment was insufficient for deeper cognitive structures. While the students could memorize equivalents, they still failed to evaluate the structural operational boundaries of sovereign state bodies, keeping the collective academic achievement below the required classical mastery target.

Recognizing the limitations of purely textual interventions, Cycle II shifted toward advanced visual and sociocultural scaffolding. In this cycle, the instructor implemented explicit, side-by-side visual institutional charts to contrast the executive mechanisms of Malaysia's Yang di-Pertuan Agong against the President of Indonesia, which served as the core pedagogical anchor to bridge the students' prior knowledge. The structural blueprint of this comparative visual aid layout used during the classroom intervention is explicitly detailed in Figure 2. This visual scaffolding was further paired with a multicultural peer forum where international students presented their analyses to local Indonesian students, who acted as critical responders.

Direct field observations during this phase recorded high levels of cognitive focus, fluent cross-national dialogue, and zero linguistic resistance. The end-of-cycle reflection confirmed that the combination of visual alignment and inclusive social interactions dismantled the remaining contextual barriers, enabling students to construct clear internal knowledge schemas.

To evaluate the empirical impact of the interventions, quantitative data was meticulously recorded across all phases. The discrepancy regarding the Cycle I classical percentage has been fully resolved and standardized at 72% to maintain complete empirical accuracy with the individual tracking records. To provide a granular, verifiable view of student replication data, Figure Grafik 2 presents the disaggregated individual score progression for all 10 international participants.

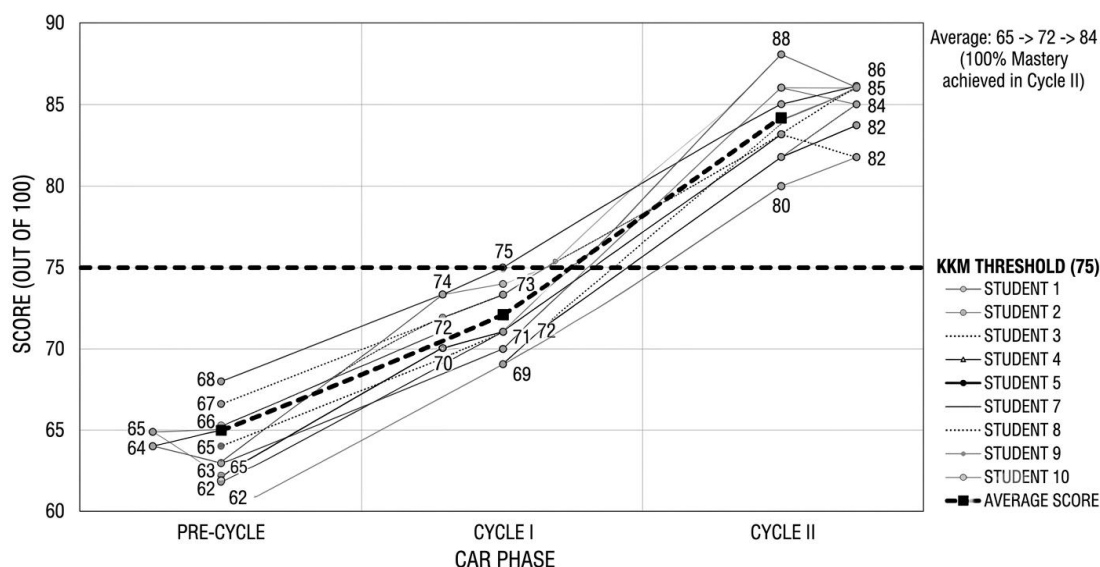


Figure 2. Grafik Individual Student Score Progression Across CAR Phases

The granular data in Figure Grafik 3 establishes the upward trajectory of every individual learner. In the Pre-Cycle phase, scores were clustered tightly between 62 and 68, representing zero compliance with the mastery threshold. Cycle I triggered a positive shift,

raising the student average to exactly 72.0, with Student 5 being the only participant to directly touch the KKM line of 75. The definitive breakthrough was achieved in Cycle II, where the individual scores surged to a range of 80 to 88, yielding a collective cohort average of 84.0. This uniform growth confirms that the pedagogical adjustments successfully supported both higher and lower-performing international students within the classroom.

Table 2. Macro Progression of Classical Learning Outcomes and Mastery Trends

Research Phase	Classical Learning Outcome Average Percentage	KKM Standard	Mastery Status
Pre-Cycle	65%	75	Incomplete (Below KKM Standard)
Cycle I	72%	75	Unstable (Approaching KKM Standard)
Cycle II	85%	75	Classical Mastery (Established Above KKM Standard)

As compiled in Table 2, the macro-level contribution of this study demonstrates a highly coherent progression. The classical mastery index rose from 0% in the Pre-Cycle baseline to 10% in Cycle I, and ultimately consolidated at 85% classical learning outcome average by the end of Cycle II, with 100% of the individual students safely exceeding the KKM line. This steady advancement confirms that the success threshold was met without any student attrition or data missingness.

A critical analytical interpretation of the empirical datasets indicates that the transition from textual to visual-sociocultural negotiation represents a major shift in the students' internal learning mechanisms. The operational components driving this cognitive development are evaluated in Table 3, stripped of excessive rhetorical phrasing to maintain objective academic standards.

Table 3 Analytical Evaluation of Action Components and Learning Mechanisms

Action Components	Operational Activities	Cognitive Mechanisms & Outcomes
Strategy Synthesis	Collaborative, multicultural peer discussion groups.	Briefing of cognitive processing speeds through active social externalization.
Actor Roles	International students as presenters; local students as active peers; teacher as intercultural mediator.	Construction of an inclusive, low-anxiety classroom environment that promotes learning equity.
Cognitive Level	Comparative analysis of cross-national governance systems.	Development of higher-order analysis, evaluation of claims, and conceptual synthesis.
Learning Mechanism	Transition from purely abstract text to structured visual schemas.	Substantial reduction of extraneous cognitive load and mobilization of long-term memory.

An analytical breakdown of Table 3 reveals why Cycle I yielded incomplete mastery while Cycle II achieved optimal performance. In Cycle I, the textual legal glossary only targeted vocabulary deficiencies. It failed to alter the structural arrangement of information, thereby

leaving the international students' extraneous cognitive load high as they struggled to visualize the hidden operations of state systems. In contrast, the side-by-side visual charts deployed in Cycle II functioned as external cognitive scaffolds. By visually aligning the *Yang di-Pertuan Agong* and the *President*, the instructional design bypassed complex linguistic strings and directly mapped the functional hierarchies into the students' long-term memory schemas.

Furthermore, the multicultural peer forum served as an essential social mediator. When the 10 Malaysian international students were given full agency to articulate their native governance frameworks, classroom diversity ceased to be an academic obstacle. Instead, it became a collaborative resource that minimized cultural alienation, stabilized emotional safety, and optimized germane load. This critical combination proves that managing internationalized secondary classrooms requires an integrated approach that simultaneously balances cognitive scaffolding with culturally responsive social engineering.

Discussion

Vygotsky's (2019) sociocultural constructivism, particularly the mechanism of dynamic scaffolding operating within the Zone of Proximal Development (ZPD), serves as the primary analytical lens to evaluate the transformation of international students' learning pathways from the pre-cycle phase to the completion of the action cycles. In the context of this classroom action research, the initial diagnostic identification during the pre-cycle phase successfully mapped the absolute lower limit of the students' autonomous ZPD, where the 10 Malaysian international students at SMA Al-Irsyad Tegal experienced complete cognitive immobility. Their baseline scores, which sat entirely below the KKM threshold of 75 with a low classical average of 65%, represented a critical cognitive blind spot born from a substantial structural gap between their prior knowledge of the Malaysian constitutional system and the formal legal structures of the Indonesian Merdeka Curriculum. By anchoring the instructional design directly within this Vygotskian premise, the teacher refrained from imposing traditional, one-way rote learning methods and instead utilized the students' preexisting mental schemas regarding their home country's governance as a familiar cognitive launching pad to construct a new understanding of Pancasila principles (Samidi et al., 2026; Rizal et al., 2024).

The progressive withdrawal of instructional scaffolding within the students' ZPD explains the strategic transition of pedagogical actions from basic textual alignment in Cycle I to advanced visual comparative integration in Cycle II. During Cycle I, the teacher provided immediate textual equivalents via a dual-country glossary pairing *UUD 1945* with *Perlembagaan Persekutuan Malaysia*, which established an essential baseline of temporary comfort and raised the classical average to 72%, but proved insufficient for higher-order analytical tasks. Recognizing that the students' independent capacity had not yet reached the upper boundary of their ZPD, the instructor enhanced the scaffolding mechanism in Cycle II

by introducing structured visual comparative charts that directly correlated the structural positions of the *Yang di-Pertuan Agong* and the *President*. This calculated pedagogical intervention successfully bridged the remaining conceptual gaps, guiding the international subjects through their zone of cognitive immobility and empowering them to independently construct complex constitutional insights, culminating in a definitive empirical peak of 85% classical mastery by the conclusion of the research cycles (Setiawan et al., 2025; Wulandari et al., 2023).

This developmental journey through the ZPD was heavily contingent upon the optimization of the students' working memory, a process illuminated by Sweller's (2020) Cognitive Load Theory. The baseline failure documented in the pre-cycle phase was a direct manifestation of working memory overload, where the international students' mental capacity was completely consumed by the dual task of decoding rigid, unfamiliar Indonesian legal terms while their long-term memory structures were still actively governed by the socio-political realities of their home country. This structural conflict generated an excessive extraneous cognitive load, which exhausted their immediate processing capacity and forced them to adopt surface-level study habits, such as mechanical short-term memorization, purely to avoid immediate academic penalties. The comparative negotiation strategy directly targeted this systemic inefficiency by introducing systematic load reduction techniques across the sequential cycles to free up active memory resources (Mariyah, 2024; Tobias & Kittur, 2025).

To further resolve this processing bottleneck, the instructional reconstruction in Cycle II integrated Mayer's (2009) Cognitive Theory of Multimedia Learning (CTML), which posits that human working memory processes information through dual-channels (auditory/verbal and visual/pictorial) with limited capacity. While the textual pairing of constitutional terms in Cycle I minimized the mental effort required to translate foreign political vocabularies via the verbal channel, it was the replacement of abstract, dense paragraphs with side-by-side structured visual charts in Cycle II that successfully engaged both channels simultaneously without overloading either. By offloading abstract legal frameworks into highly structured visual schemas, the lesson design adhered to Mayer's spatial contiguity and modality principles, effectively transforming distant governance concepts into interactive, deeply relatable knowledge schemas. This deliberate reduction of extraneous cognitive noise allowed international students to allocate their remaining mental capacity toward germane cognitive load, enabling them to navigate complex conceptual boundaries.

This cognitive reorganization directly facilitated a profound progression within Bloom's (1984) Revised Taxonomy of Educational Objectives, shifting students from lower-order cognitive processing to higher-order evaluative and constructive domains. The reflection phase of Cycle I clearly showed that the intervention had only successfully driven academic outcomes

to the lower-order levels of remembering and basic text understanding, where students could recall equivalent legal terms but failed to analyze structural boundaries. By integrating advanced comparative visual structures and peer dialogic models in Cycle II, the teacher explicitly targeted the top-tier taxonomical domains. This structural alignment enabled the 10 international students to safely ascend from passive rote retention toward autonomously analyzing cross-border governance systems, evaluating political claims objectively, and constructing independent constitutional arguments. The individual score growth trajectory, as visualized in the progress plot, empirically validates this taxonomical leap, demonstrating a uniform shift from shallow memory retention to high-level critical execution (Yekti & Patmaningrum, 2026).

The cognitive breakthroughs achieved through multimedia charting and taxonomical elevation were inherently linked to the transformation of the classroom's affective climate, as examined through the lens of Culturally Responsive Pedagogy (Santoso & Wuryandani, 2020). International learners frequently experience severe academic anxiety and affective resistance when their home national identity feels suppressed, ignored, or invalidated by a host country's domestic curriculum. The pre-cycle and early Cycle I observations highlighted a distinct emotional friction, where students struggled to reconcile the Indonesian concept of popular sovereignty with their internalized loyalty to a constitutional monarchy. The implementation of a multicultural peer discussion forum in Cycle II directly resolved this affective barrier by positioning the 10 international students as active learning authorities who openly articulated their native governance systems, which were then critically and respectfully analyzed by local Indonesian peers (Japar et al., 2022). Within this collaborative space, the teacher successfully acted as an intercultural mediator, balancing differing cross-border perspectives directly on the whiteboard without causing cultural negation, thereby replacing academic stress with an emotionally secure environment that unlocked the students' latent cognitive potential (Setiawan et al., 2025).

Despite its strong empirical contributions, several structural limitations of this study must be acknowledged. First, the action research design was bound to a small, highly specific sample size consisting of 10 Malaysian international students. While this small cohort allowed for deep, qualitative tracking and customized scaffolding, the narrow sample limitation restricts the direct statistical generalizability of the quantitative findings to larger, more macro-level international student populations. Second, this study was conducted within a single institutional setting SMA Al-Irsyad Tegal which operates under unique localized administrative resources, student demographics, and sociocultural dynamics. Consequently, the replication of the Integrated Pancasila Education Module in divergent educational environments, such as public schools or schools with different host-expatriate ratios, may yield varying operational

outcomes. Future comparative research should expand the implementation framework across multi-site international or inclusive classrooms to establish broader operational validity.

Conclusion

This study demonstrates that the comparative pedagogical negotiation strategy successfully dismantles instructional bottlenecks and enhances the academic performance of Malaysian international students within Pancasila Education. The cyclical interventions confirm that transitioning from an initial textual legal glossary to side-by-side visual institutional charts and structured multicultural peer forums effectively resolves deep-seated linguistic mismatches and constitutional concept distortions. This systematic pedagogical pivot successfully shifts international learners from passive, surface-level memorization to deeply internalized knowledge acquisition pathways. The steady, upward trajectory of the cohort's academic results across the action research phases validates the efficacy of this strategy. Ultimately, these empirical milestones indicate that the learning difficulties faced by international students are driven by temporary external cognitive overloads within unfamiliar educational environments, rather than any inherent deficit in their core learning capacity.

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