

## Improving Student Learning Outcomes Through the Teaching at the Right Level (TaRL) Approach in the Pancasila Education Subject at SMA Negeri 1 Palembang

Nona Sundari<sup>1\*</sup>, Camellia<sup>2</sup>, Maimun<sup>3</sup>

<sup>1,2</sup> PPG FKIP, Universitas Sriwijaya, Indonesia

<sup>3</sup> SMAN 1 Palembang, Indonesia

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### Article Info

#### Article history:

Received May 01, 2025

Revised June 23, 2025

Accepted June 30, 2025

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#### Keywords:

Teaching at The Right Level (TaRL), Learning Outcomes, CAR

#### DOI:

<https://doi.org/10.22460/jpp.v4i1.27614>

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### Abstract

This research is a Classroom Action Research (CAR) aimed at improving student learning outcomes through the Teaching at The Right Level (TaRL) approach in the Pancasila subject at SMA Negeri 1 Palembang. The subjects of this classroom action research were the students of class XI.2, totaling 38 students. The instrument used in this research was the students' knowledge test scores to determine the improvement in learning outcomes across three cycles, from cycle one to cycle three. The classroom action research was conducted over three cycles, each consisting of several stages: planning, implementation, observation, and reflection, with each cycle held once per meeting. Data collection techniques involved written tests assessing students' knowledge in a qualitative descriptive form. The improvement in students' learning outcomes was obtained from the assessment results after each cycle. The conclusion of this study is that the implementation of the Teaching at The Right Level (TaRL) approach effectively improved student learning outcomes, evidenced by the classical completeness scores of 60% in cycle one, 78% in cycle two, and 97% in cycle three, showing continuous improvement according to the classical completeness criteria.



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### \*Corresponding Author:

Nona Sundari

PPG FKIP, Universitas Sriwijaya

Email Author: [nona.sundari2311@gmail.com](mailto:nona.sundari2311@gmail.com)

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## INTRODUCTION

Education is a systematically planned process aimed at creating ideal learning activities that enhance student participation and develop their individual talents.

Education plays a vital role in meeting students' needs and equipping them to lead independent lives while developing excellent social skills. Moreover, education serves to guide and support individuals as they grow and mature (Rahman et al., 2022). Therefore, education is essential in shaping a person's life, whether in the social, political, or academic spheres, and it is important for individuals to pursue the highest level of education possible. Education is also a key determinant of a nation's overall quality. Efforts to improve the quality of education can be pursued through teaching, which enables interaction between teachers and students, as well as between students and learning resources (Ubabuddin, 2019). Consequently, the government has an important influence over the direction and system of education and teaching in Indonesia.

Indonesia currently faces significant challenges in improving students' learning outcomes. One recurring issue is the varying levels of student understanding in grasping the subject matter. This situation necessitates a learning approach that aligns with students' actual learning abilities. Teachers play an essential role in facilitating the learning process and supporting students in developing their skills. According to Febriani et al. (2023), the Teaching at the Right Level (TaRL) approach focuses not on grade levels but on students' actual ability levels. Therefore, this approach offers a potential solution to the disparities in understanding that often arise in the classroom.

To address these issues, a research study on classroom action was conducted by applying the Teaching at the Right Level (TaRL) approach. This method prioritises students' capability levels over their grade levels (Suharyani et al., 2023). The TaRL approach is appropriate for teaching and learning processes aligned with the current curriculum, as it allows for instructional flexibility based on students' needs. This model is expected to encourage more active student participation in group discussions and task completion. In practice, the teacher first assesses students to determine their ability levels. Based on the results, the teacher forms groups consisting of students with similar capabilities and categorises them into high, medium, and low levels. The goal of implementing the TaRL approach is to ensure that all students reach the same level of understanding through different pathways, ultimately improving their learning outcomes. According to Mubarokah (2022), the TaRL approach aims to enhance student achievement by fostering collaborative learning experiences.

Based on observations and assessment data from Class XI.2 at SMA Negeri 1 Palembang, it was found that the average student mastery rate was only 60% in the Pancasila Education subject. Although teaching was delivered using the current curriculum and various methods, many students still did not achieve optimal learning outcomes, particularly in Pancasila Education. Evaluation data from Class XI.2 show that only about 60% of students met the Minimum Mastery Criteria (KKM). The figure suggests that a significant number of students struggle with the subject, likely due to differences in prior knowledge and ability levels within the class. Given this condition, an instructional approach that can more accurately meet students' learning needs is necessary. One relevant solution is the Teaching at the Right Level (TaRL) approach,

which emphasizes grouping students based on their actual competence rather than grade level. This allows for more targeted and effective teaching strategies suited to each student's needs. These circumstances have prompted the researcher to undertake classroom action research as an effort to improve the teaching and learning process.

Several previous studies support the effectiveness of the Teaching at the Right Level (TaRL) approach. Fitriani (2022) reported that this approach positively influences learning processes and student achievement. Cahyono (2022) found it improved students' literacy skills, and Peto (2022) confirmed its effectiveness in enhancing student learning outcomes.

Based on the discussion above, the researcher is interested in conducting research with the title Improving Student Learning Outcomes Through the Teaching at the Right Level (TaRL) Approach in the Pancasila Education Subject at SMA Negeri 1 Palembang.

## METHOD

This study employed a Classroom Action Research (CAR) approach aimed at improving students' learning outcomes. The research was conducted in a single class—Class XI.2 of SMA Negeri 1 Palembang focused on the subject of Pancasila Education. The CAR process was implemented over three cycles, each consisting of four phases: planning, implementation, observation, and reflection.

In the planning phase, the researcher developed instructional plans tailored to the needs of Class XI.2, including Pancasila Education learning materials based on the Teaching at the Right Level (TaRL) approach. During the implementation phase, the planned actions were carried out in the classroom. The observation phase involved collecting qualitative data through direct observation to evaluate the effectiveness of the TaRL approach. Finally, in the reflection phase, the researcher and the teacher collaboratively analysed the results to determine the impact and plan further improvements.

The study used both qualitative and quantitative data analysis techniques. Qualitative data were collected through observation sheets documenting student behaviour engagement, responses to instruction, and classroom interaction. Quantitative data were obtained through cognitive tests administered at the end of each cycle to measure learning improvements. These data were analysed using percentages of learning outcome improvements across cycles, average scores, standard deviations, and mastery percentages (Sugiyono, 2019). The subjects of this study were 38 students of Class XI.2 at SMA Negeri 1 Palembang. The object of the research was the implementation of the Teaching at the Right Level (TaRL) approach to improve student learning outcomes in Pancasila Education. According to Pandingan (2019), Classroom Action Research is an instructional process carried out in the classroom to enhance the quality and effectiveness of learning. As such, it is important for teachers to conduct CAR to create meaningful and impactful learning experiences.

At the outset, the researcher conducted a diagnostic assessment to map students' initial competency levels in the core content of Pancasila Education. Based on this assessment, the researcher categorised the students into three levels:

1. Advanced: students who demonstrated full and consistent mastery of the competencies.
2. Intermediate: students who showed partial understanding.
3. Needs Improvement: students who had not yet grasped the material.

The main instrument for data collection was an observation sheet, which was designed to document the implementation process and evaluate student behaviour throughout the learning activities. The sheet assessed engagement, responsiveness to the TaRL approach, and interaction in class. The observation was conducted systematically using indicators aligned with the research objectives to ensure the relevance and reliability of the collected data. Student learning outcomes are determined based on data obtained through cognitive assessments, which are then analysed using classical completeness percentage. The cognitive assessment is conducted to measure students' level of understanding and is administered in the form of written essay tests.

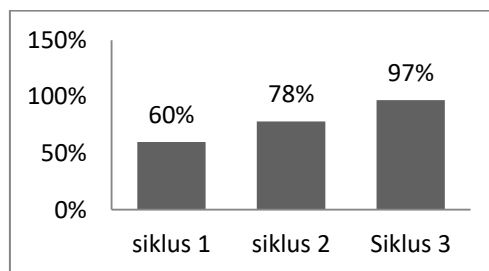
## RESULTS AND DISCUSSION

The Teaching at the Right Level (TaRL) approach was implemented at SMA Negeri 1 Palembang in Class XI.2, starting with the mapping of students' initial abilities. This mapping aimed to identify students' starting competencies so that the teacher could design instructional materials tailored to the students' learning needs, rather than based on their class level or age. Following the mapping results, the teacher grouped students according to their levels of understanding, dividing them into advanced, intermediate, and needing guidance groups. This aligns with Ahyar et al. (2022), who stated that the Teaching at the Right Level (TaRL) approach can be applied in the learning process by adjusting to students' competency levels, categorised as high, medium, and low, without being constrained by class grade or student age.

Table 2. Percentage of Learning Mastery

Category	Average Score	Number of Student		Classical Mastery Percentage
		Mastery	Not Mastery	
Cycle 1	78.57	23	15	60%
Cycle 2	90.76	30	8	78%
Cycle 3	96.97	37	1	97%

Diagram 1. Learning Mastery



### CYCLE 1

In the implementation of the first cycle, the process began with planning by preparing the teaching tools, including teaching modules, instructional materials, learning media, student worksheets, and cognitive assessments tailored to the students' learning needs. The second stage was the implementation phase, where the Teaching at the Right Level approach designed in the planning phase was applied during the learning process to improve student learning outcomes. The next stage was observation, aimed at directly monitoring the learning process to collect data on whether the classroom actions followed the plan or if improvements were necessary. The final stage was reflection, which involved reviewing what had occurred to identify successes, shortcomings, and the reasons behind them.

In cycle 1, the students' learning outcomes, based on the data in Table 1, showed an average mastery percentage of 60%. This result did not yet meet the criteria for Classroom Action Research. Therefore, improvements were needed in the subsequent cycle. During cycle 1, students' active participation in the learning process was still lacking. Hence, improvements were necessary by developing learning materials adjusted to the students' ability levels. Based on these reflections, improvements were planned for implementation in cycle 2.

### CYCLE 2

In the implementation of the second cycle, the stages of planning, implementation, observation, and reflection were carried out. Based on the reflection results from the first cycle, improvements were made by developing learning materials adjusted to the students' ability levels. As a result, the students' learning mastery in the second cycle reached 78% classical completeness. Although there was an improvement, it still did not meet the criteria for Classroom Action Research, so further improvements were necessary for the third cycle. In the second cycle, students were more actively involved, but not fully. Therefore, specific and constructive feedback is needed for students who require improvement, along with practical suggestions to help them achieve the learning objectives.

### CYCLE 3

In the implementation of the third cycle, the students' learning outcomes based on the data in Table 1 showed a classical mastery percentage of 97%. The average score obtained by the students in the third cycle met the criteria for Classroom Action Research, which is greater than 80%. The Teaching at the Right Level (TaRL) approach,

applied to improve student learning outcomes in the Pancasila subject at SMA Negeri 1 Palembang, has demonstrated that the predetermined learning objectives have been achieved.

The implementation of Teaching at The Right Level (TaRL) proved to be effective in the learning process to enhance students' learning outcomes and had a positive impact on students' active participation during the learning activities. Students responded well during question-and-answer sessions with the teacher and were active in group discussions. This was because the approach was tailored to the students' learning needs, and the teaching materials were connected to real-life contexts, which captured the students' attention and made it easier for them to understand the material delivered by the teacher.

Throughout the three cycles conducted by the researcher, the Teaching at The Right Level (TaRL) approach was proven to significantly improve students' learning outcomes at SMA Negeri 1 Palembang, with mastery percentages of 60% in cycle 1, 78% in cycle 2, and 97% in cycle 3. The increasing mastery percentage over the cycles was achieved by grouping students according to their learning ability levels. Moreover, the grouping through the TaRL approach allowed teachers to focus attention on students who needed guidance and to create an effective learning environment.

The results of this Classroom Action Research show that even though there were groups categorised as needing guidance or having low learning outcomes in the Pancasila subject, applying the Teaching at The Right Level approach had a positive effect on students, leading to significant improvements in their learning outcomes. Furthermore, the Teaching at The Right Level (TaRL) approach aligns closely with the Merdeka Curriculum, both emphasising that each student is unique and has different starting points in learning. In the Merdeka Curriculum, teachers are expected to conduct initial diagnostic assessments and provide learning tailored to students' needs, which corresponds with the principle of TaRL, grouping students based on their understanding levels rather than grade level.

The long-term effect and replication potential of the Teaching at The Right Level approach include increased student confidence because they learn at the appropriate level, experience success, and foster better interactions between teachers and students. This allows teachers to better understand each student's strengths and weaknesses. The Teaching at The Right Level approach can be replicated by developing good practices from early-grade classes into contextual TaRL-based learning models or modules. With proper support, TaRL has outstanding potential to be replicated widely and to provide a positive long-term impact on equitable student learning outcomes.

Research by Fitriani (2022) showed that the implementation of the TaRL approach significantly improved the learning outcomes of sixth-grade students in Pancasila material. Before applying TaRL, only 24.13% of students reached mastery. However, after two cycles of implementation, the mastery percentage increased to 86.48%. This research used a descriptive quantitative approach with data analysis showing a significant increase in student learning outcomes. Similarly, research by Peto

(2022) on the application of TaRL to address learning gaps among seventh-grade students showed that the mastery percentage was 50% in the first cycle and increased to 86.6% in the second cycle. This improvement demonstrated the effectiveness of the TaRL approach in overcoming learning disparities among students. Both studies indicate that the Teaching at the Right Level (TaRL) approach is effective in improving learning outcomes. The significant improvements in both studies suggest that TaRL can be broadly applied across various educational levels and subjects. Therefore, the TaRL approach can be considered an effective strategy for enhancing the quality of teaching and student learning outcomes.

## CONCLUSION

The implementation of the Teaching at the Right Level (TaRL) approach has been proven to improve student learning outcomes in the Pancasila subject, especially on the topic of threats, challenges, obstacles, and disturbances to Pancasila ideology. Therefore, the results of this classroom action research are expected to serve as a reference for high school teachers in addressing issues related to student learning outcomes in the classroom.

## ACKNOWLEDGMENTS

The author expresses sincere gratitude to all parties involved in this classroom action research who have contributed and supported the completion of this study. Thanks are extended to the Field Supervising Lecturer and Mentor Teacher for their guidance and knowledge throughout the article preparation process. The author also thanks Sriwijaya University Faculty of Teacher Training and Education for providing facilities and resources. Appreciation is also given to colleagues who have offered support during this research. It is hoped that this classroom action research will be beneficial for researchers, teachers, and students alike.

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