**JURNAL KAJIAN PENDIDIKAN DAN CAKRAWALA PEMBELAJARAN**

# APPLICATION OF SIMULATION TECHNIQUES TO IMPROVE STUDENTS' UNDERSTANDING OF RIGHTS AND OBLIGATIONS IN PANCASILA EDUCATION AMONG THIRD-GRADE STUDENTS AT SDN 029 BENTE, MANDAH DISTRICT, INDRAGIRI HILIR REGENCY

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***Abstract***

***Background:*** *Pancasila Education in elementary schools requires learning strategies that encourage active participation and help students understand the application of rights and obligations in everyday life. However, preliminary assessment at SDN 029 Bente indicated that third-grade students experienced difficulties understanding these concepts, with a class average of only 56.67.* ***Objective:*** *This study aimed to improve third-grade students' understanding of rights and obligations through the implementation of simulation techniques.* ***Method:*** *This study employed Classroom Action Research adapted from the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting. The participants were nine third-grade students, comprising four boys and five girls. The research was conducted in two cycles. Data were collected through written tests, classroom observations, and documentation and analyzed using quantitative and qualitative descriptive techniques.* ***Results:*** *The findings showed progressive improvement in students' understanding of rights and obligations. The class average increased from 56.67 in the pre-cycle to 72.22 in Cycle I and 92.22 in Cycle II. Classical learning mastery also improved from 22.22% to 77.78% and finally to 100%, exceeding the predetermined success criterion of 80%. Teacher activity increased from 80% to 100%, while student activity improved from 70% to 97.50%.* ***Novelty:*** *This study integrates simulation techniques with contextual scenario cards depicting rights and obligations in family and school environments. The approach provides students with opportunities to experience role-playing activities, identify rights and obligations, and understand their application in everyday situations.* ***Conclusion:*** *Simulation techniques improved students' understanding of rights and obligations and enhanced classroom participation through contextual role-playing activities and direct learning experiences. The distinctive contribution of this study is the use of contextual scenario cards as prompts for simulation activities, enabling students to enact and discuss examples of rights and obligations in familiar family and school settings.*

**Keywords:** *Simulation Techniques; Rights and Obligations; Pancasila Education; Elementary School Students; Classroom Action Research.*

## INTRODUCTION

Elementary education plays a strategic role in developing students' intellectual abilities and character as part of preparing them to become responsible citizens. At this level, learning should provide meaningful experiences that enable students to understand knowledge and connect it to their everyday lives. Pancasila Education is an important instrument for instilling the values of responsibility, discipline, and respect for others. Strengthening contextual learning is therefore essential to ensure that these values extend beyond conceptual understanding and develop into actual behaviors (Dewi & Abadi, 2022).

The topics of rights and obligations in Pancasila Education are particularly important because they are directly related to students' lives at home, at school, and in the community. Understanding these two concepts helps students recognize that exercising their rights must be accompanied by fulfilling their obligations responsibly. Agustina et al. (2026) found that students' ability to distinguish between rights and obligations is not always accompanied by consistent application in their daily behavior. This condition highlights the need for learning approaches that integrate conceptual understanding with practical experiences.

Learning about rights and obligations is also closely related to developing civic awareness from an early age. Mahmudah et al. (2024) emphasized the importance of education about rights and obligations in fostering individual awareness of social responsibility and civic life. Therefore, this topic should be taught through practical learning activities that enable students to identify their rights, understand their responsibilities, and develop behaviors that reflect a balance between the two.

The developmental characteristics of third-grade elementary school students require learning strategies that are concrete, interactive, and relevant to their everyday experiences. Learning that relies excessively on verbal explanations may limit opportunities for students to construct understanding through direct activities. Retnasari et al. (2024) highlighted the importance of developing interactive learning to support student engagement. Similarly, Safitri et al. (2024) demonstrated that character development through Pancasila Education requires active student participation and the habituation of values within the school environment.

Previous studies have proposed various alternatives to address students' difficulties in understanding the concepts of rights and obligations. Basri (2023) demonstrated that implementing the role-playing method could improve learning outcomes in Civics, particularly on the topic of rights and obligations, among third-grade elementary school students through classroom action research. Meanwhile, Cherlyana et al. (2026) found that the Problem-Based Learning model had a positive effect on students' understanding of rights and obligations. These findings reinforce the importance of participatory learning approaches in Pancasila Education.

Previous research has also demonstrated the effectiveness of innovative learning media and instructional models. Pramudya and Paksi (2024) developed Smart Box learning media, which was found to be valid and effective in improving students' understanding, attitudes, and

skills regarding rights and obligations. Firnanda et al. (2025) showed that implementing Problem-Based Learning and Cooperative Learning could improve third-grade students' understanding of similar subject matter. Nevertheless, these studies employed learning approaches that differ from the simulation technique examined in the present study. Although previous studies have examined role-playing, problem-based learning, and learning media, the present study focuses on the use of simulation as an instructional sequence that combines contextual scenarios, role enactment, guided discussion, and reflection. In this study, role-playing functions as part of the simulation process rather than being presented as an entirely separate intervention. This distinction clarifies the specific focus of the classroom action research.

Based on the literature review, further research is needed to specifically examine the implementation of simulation techniques to improve students' understanding of rights and obligations through classroom action research among third-grade students at SDN 029 Bente, Mandah District, Indragiri Hilir Regency. The novelty of this study lies in the application of simulation techniques as an alternative instructional intervention that connects conceptual understanding with the enactment of real-life situations. This study aims to improve students' understanding of rights and obligations in Pancasila Education through the implementation of simulation techniques among third-grade students at SDN 029 Bente.

## METHODS

This study employed a Classroom Action Research (CAR) approach using quantitative and qualitative data analysis to improve students' understanding of rights and obligations through the implementation of simulation techniques. The research design was based on the spiral model developed by Kemmis et al. (2014) which consists of four stages: planning, acting, observing, and reflecting. The study was designed to be conducted in two cycles, preceded by a pre-cycle activity to identify the initial learning conditions. The research was conducted at SDN 029 Bente, Mandah District, Indragiri Hilir Regency, Riau Province, from May to October 2026.

The research subjects consisted of all third-grade students at SDN 029 Bente in the second semester of the 2025/2026 academic year, totaling nine students, comprising four boys and five girls. The selection of participants was based on the identification of learning problems, allowing the study to focus on a classroom requiring instructional improvement without employing random sampling procedures. Initial observations indicated that some students experienced difficulties distinguishing between rights and obligations and relating these concepts to everyday life. The research intervention focused on implementing simulation techniques, while the measured outcome was students' understanding, with a Learning Objective Achievement Criterion (KKTP) of 65.

Data were collected through observation, written tests, and documentation. The research instruments consisted of teacher and student activity observation sheets using a four-point rating scale, as well as a comprehension test comprising 12 multiple-choice and simple open-ended questions. The test indicators covered the definition, identification, differentiation, and application

of rights and obligations. During the pre-cycle, initial observations, teacher interviews, and a preliminary test were conducted. Each cycle involved preparing instructional materials, implementing simulations through group assignments and role-playing activities, conducting observations and evaluations, and reflecting on the results. Tests were administered during the pre-cycle and at the end of each cycle, while documentation included instructional materials, student scores, and photographs of learning activities.

The written test was administered to assess students' understanding of the concepts of rights and obligations, including their definitions, identification, differentiation, and application in everyday life. Observation sheets were used to record the implementation of learning activities by the teacher and students' participation throughout the instructional process. Meanwhile, documentation served as supporting evidence to provide a comprehensive description of the learning activities. The quantitative data obtained from the written tests and the qualitative data derived from classroom observations were analyzed collaboratively during the reflection stage. This analysis aimed to identify students' learning difficulties, evaluate the effectiveness of the instructional process, and determine appropriate improvements for the subsequent learning cycle. Prior to their implementation, the research instruments were reviewed to ensure their relevance and alignment with the research objectives. The review focused on the clarity of the test items, the suitability of the assessment indicators, and the relevance of the observation criteria. Necessary revisions were subsequently made based on the reviewers' feedback.

Data were analyzed using descriptive quantitative and qualitative techniques. Observation data were analyzed by calculating the percentage of obtained scores relative to the maximum possible scores and then classified into five categories: excellent, good, fair, poor, and very poor (Purwanto, 2019). Test results were analyzed based on individual scores, class averages, classical mastery percentages, and improvement percentages across cycles. Students were considered to have achieved mastery if they obtained a minimum score of 65, with a target of 80% for classical mastery. Qualitative data were analyzed through data condensation, data display, and conclusion drawing (Miles et al., 2014) to support reflection and guide improvements in subsequent instructional actions.

## RESULTS AND DISCUSSION

### RESULTS

#### 1. Implementation of Simulation Techniques in Pancasila Education

This classroom action research was conducted with third-grade students at SDN 029 Bente, Mandah District, Indragiri Hilir Regency. The research subjects consisted of nine students, including four boys and five girls. The study was conducted in three stages: the pre-cycle, Cycle I, and Cycle II. Each cycle consisted of four stages: planning, acting, observing, and reflecting. The research intervention involved implementing simulation techniques to teach the topic of rights and obligations through role-playing activities based on everyday situations in students' family and school environments.

During the pre-cycle stage, Pancasila Education instruction was still dominated by lectures and assignments. The teacher explained the material directly, after which students were asked to read their textbooks and complete exercises. Based on the observation results, most students demonstrated relatively low levels of engagement during the learning process. Students tended to be passive, were reluctant to ask questions, and experienced difficulties distinguishing between rights and obligations when presented with simple situational examples. These conditions indicated the need for instructional interventions that would provide students with opportunities to participate actively and gain direct learning experiences.

In Cycle I, simulation techniques were implemented using scenario cards containing situations related to the exercise of rights and fulfillment of obligations in family and school environments. Students were divided into small groups to discuss role assignments based on the scenarios provided. Subsequently, each group performed the assigned situations in front of the class under the teacher's guidance. After the role-playing activities, the teacher and students discussed the content of the simulations, reinforced the concepts being learned, and formulated conclusions. All activities were monitored using teacher and student activity observation sheets.

In Cycle II, instructional activities were improved based on the reflection results from Cycle I. The improvements included simplifying the simulation scenarios, providing teacher demonstrations of role-playing activities, incorporating additional contextual situations, and increasing guidance for students experiencing difficulties. The teacher also provided motivation and simple rewards to encourage participation. Each student was given a more equal opportunity to perform assigned roles and express opinions. These instructional activities were accompanied by observations of teacher and student activities to identify improvements in the learning process following the instructional revisions.

## 2. Results of Teacher and Student Activity Observations

The observation results indicated improvements in teacher and student activities during the implementation of simulation techniques from Cycle I to Cycle II. In Cycle I, teacher activity obtained a score of 32 out of a maximum score of 40, equivalent to 80%, which was categorized as good. Meanwhile, student activity obtained a score of 28, equivalent to 70%, categorized as fair. In Cycle II, teacher activity reached the maximum score of 40, or 100%, categorized as excellent, while student activity obtained a score of 39, equivalent to 97.50%, also categorized as excellent. A summary of the observation results is presented in Table 1.

**Table 1.** Results of Teacher and Student Activity Observations

| Observation aspects | Cycle I | Category | Cycle II | Category |
|---|---|---|---|---|
| Teacher activity | 80% | Good | 100% | Excellent |
| Student activity | 70% | Fair | 97.50% | Excellent |

Source: Observation data (processed, 2026).

Based on Table 1, teacher activity increased by 20 percentage points, while student activity increased by 27.50 percentage points. These improvements indicate changes in instructional implementation and student engagement during simulation activities. In Cycle II, almost all

student activity indicators received a score of 4, while the active participation in discussions indicator received a score of 3. Nevertheless, the overall student activity percentage reached the excellent category. These observation results demonstrate that the instructional improvements implemented in Cycle II were accompanied by increased learning activity compared with Cycle I. These observation percentages describe the implementation and participation recorded during the two action cycles; they should be interpreted as descriptive evidence of classroom process rather than as independent proof that the simulation technique alone caused the improvement in test scores.

### 3. Students' Test Results on Understanding Rights and Obligations

Students' comprehension test results were obtained through assessments conducted during the pre-cycle, Cycle I, and Cycle II stages. The assessments were administered to determine changes in students' understanding of rights and obligations following the implementation of simulation techniques. The results indicated changes in individual scores, class averages, and learning mastery percentages at each stage of the research. Student achievement was assessed based on the Learning Objective Achievement Criterion (KKTP) established by the school, with a minimum passing score of 65. A summary of the test results is presented in Table 2.

**Table 2.** Summary of Students' Comprehension Test Results

| Indicators | Pre-cycle | Cycle I | Cycle II |
|---|---|---|---|
| Number of students | 9 | 9 | 9 |
| Total score | 510 | 650 | 830 |
| Mean score | 56.67 | 72.22 | 92.22 |
| Highest score | 70 | 90 | 100 |
| Lowest score | 40 | 60 | 80 |
| Students achieving mastery | 2 | 7 | 9 |
| Students not achieving mastery | 7 | 2 | 0 |
| Learning mastery | 22.22% | 77.78% | 100% |
| Learning non-mastery | 77.78% | 22.22% | 0% |

Source: Research data (processed, 2026).

Based on Table 2, the students' mean score increased from 56.67 in the pre-cycle to 72.22 in Cycle I and 92.22 in Cycle II. The number of students achieving the KKTP also increased, from two students in the pre-cycle to seven students in Cycle I and nine students in Cycle II. Conversely, the number of students who had not achieved mastery decreased from seven students to two students, with no students remaining below the mastery criterion at the end of Cycle II. Thus, all students achieved the established KKTP. The pattern is consistent across the three assessment stages: the class mean rose at each stage, while the number of students meeting the KKTP increased from two to seven and then to all nine students. These results address the research objective by documenting changes in students' assessed understanding during the implementation of the classroom action.

The development of students' mean scores and learning mastery percentages throughout the study demonstrated consistent improvements at each stage of the instructional intervention. During the pre-cycle, the mean score was 56.67, with a learning mastery percentage of 22.22%.

Following the implementation of simulation techniques in Cycle I, the mean score increased to 72.22, while learning mastery reached 77.78%. Furthermore, in Cycle II, the mean score increased to 92.22, with a learning mastery percentage of 100%. A comparison of the students' mean scores and learning mastery percentages is presented in Table 3 to illustrate the gradual improvement in learning achievement.

**Table 3.** Development of Students' Learning Mastery

| Research stages | Mean score | Learning mastery | Change in mean score |
|---|---|---|---|
| Pre-cycle | 56.67 | 22.22% | – |
| Cycle I | 72.22 | 77.78% | +15.55 |
| Cycle II | 92.22 | 100% | +20.00 |

Source: Research data (processed, 2026).

Based on Table 3, the mean score increased by 15.55 points from the pre-cycle to Cycle I, while the improvement from Cycle I to Cycle II reached 20 points. Overall, learning mastery increased by 77.78 percentage points from the initial condition to the end of the study. The research success criterion was established at a minimum of 80% of students achieving the KKTP. In Cycle I, the learning mastery percentage of 77.78% had not yet met this criterion. However, in Cycle II, learning mastery reached 100%, indicating that the research success criterion had been achieved. Therefore, the classroom action research was concluded at the end of Cycle II.

## DISCUSSION

### 1. Implementation of Simulation Techniques in Improving the Quality of the Learning Process

The implementation of simulation techniques in this study demonstrated a shift in the learning process from a teacher-centered approach toward a learning environment that provided students with greater opportunities to participate actively. This change is important because understanding rights and obligations requires more than memorizing definitions; students must also be able to recognize and apply these concepts in various real-life situations. Through role-playing activities, students had opportunities to observe the relationship between actions, the rights individuals receive, and the obligations they are expected to fulfill.

The improvement in student activity indicates that direct involvement in learning activities provides opportunities for developing interaction, communication, and collaboration. Jasmin et al. (2025) explained that Simulation and Game-Based Learning can support motivation, participation, and understanding of Pancasila values through interactive learning experiences. This finding is relevant to the present study because simulation activities allow students to construct their understanding through role-playing and discussion.

The findings of Rahmawati et al. (2025) also demonstrated that implementing a Problem-Based Learning model integrated with role-playing methods could improve learning outcomes in Pancasila Education. The similarity between the two studies lies in the use of contextual situations and role-playing as instructional strategies. However, the present study specifically implemented simulation techniques to teach rights and obligations to third-grade students,

whereas Rahmawati et al. focused on fourth-grade students through the integration of the Problem-Based Learning model.

The improvement in student activity during Cycle II also highlights the importance of revising instructional practices based on reflection results. Simplifying scenarios, providing role-playing demonstrations, offering individual guidance, and recognizing student participation helped reduce the difficulties identified in the previous cycle. Therefore, the successful implementation of simulation techniques depends not only on role-playing activities but also on the teacher's ability to manage instruction, provide guidance, and ensure that every student has an opportunity to participate. The improvement cannot be attributed to role enactment in isolation because Cycle II also included simplified scenarios, teacher demonstrations, additional guidance, and motivational rewards. These elements formed a combined instructional adjustment. The findings therefore support the usefulness of the overall simulation-based learning process in this classroom, while the present design does not determine the separate contribution of each component.

Ramadani and Muhammadi (2024) found that the Role-Playing model could improve learning outcomes in Pancasila Education by increasing teacher and student activity across successive cycles. These findings support the present study's results, indicating that role-playing-based instruction can serve as an alternative to learning environments that remain dominated by teacher explanations. The differences between the studies concern the instructional content, grade level, and characteristics of the research participants.

**2. Improvement in Understanding Rights and Obligations**

The improvement in students' mean scores and learning mastery indicates that implementing simulation techniques made a positive contribution to students' understanding. This improvement can be explained by the characteristics of the learning approach, which enables students to connect abstract concepts with concrete situations. When students act out obligations such as keeping the classroom clean or rights such as receiving an education, they do not merely identify actions based on definitions but also understand the relationship between those actions and everyday social life. A plausible explanation is that contextual scenarios provided concrete situations through which students could identify who receives a right and who has an obligation in a particular interaction. Enacting these situations, followed by teacher-guided discussion, gave students an opportunity to connect an abstract concept with familiar actions. However, the assessment data demonstrate improvement in measured understanding; they do not independently establish lasting changes in students’ behavior outside the classroom.

These findings are consistent with the research conducted by Noviyanti and Sari (2025), who demonstrated that using Game-Based Learning to teach rights and obligations could improve learning outcomes in Pancasila Education. Their study reported an increase in the mean score from 74 in Cycle I to 89 in Cycle II. The similarity between the two studies lies in the instructional topic and the use of activities that actively engage students. However, the present study

employed simulation techniques through role-playing activities based on everyday situations rather than a game-based learning approach.

Silaban et al. (2025) also found that implementing the Role-Playing model in Pancasila Education could improve elementary school students' participation and learning outcomes. These findings support the argument that role-playing activities can help students understand instructional content through direct experiences. Nevertheless, their study examined the topic of diversity around us among fourth-grade students, whereas the present study focused on understanding rights and obligations among third-grade students.

The findings of Ulmarhamah and Waldi (2024) demonstrated that the Role-Playing model could be used to improve learning outcomes in Pancasila Education, particularly within the element of the Unitary State of the Republic of Indonesia. The consistency of these findings indicates that role-playing-based instruction can be applied to topics related to social and civic life. The present study extends the application of this approach to the topic of rights and obligations by using students' experiences in family, school, and community environments as the primary learning contexts.

The study conducted by Ni'mah et al. (2023) on interactive media-based role-playing demonstrated that role-playing-based instruction could influence elementary school students' social attitudes and learning outcomes. These findings further suggest that role-playing experiences are not limited to subject-matter comprehension but also provide opportunities for students to develop their ability to express opinions and understand other people's perspectives. These aspects are relevant to the objectives of Pancasila Education, which integrates knowledge, attitudes, and social behavior.

**3. Supporting Factors and Instructional Implications**

The success of the intervention in Cycle II was closely related to adjustments made to accommodate students' learning characteristics. Simplified scenarios, role-playing demonstrations, and more intensive guidance helped students understand their tasks and connect them with the concepts being taught. In addition, providing equal opportunities for students to perform assigned roles encouraged participation among those who had previously lacked confidence. This indicates that simulation techniques require careful planning that considers students' abilities, experiences, and learning needs.

Musqiroh (2023) found that using Pancasila-themed comics supported by the Role-Playing method could help elementary school students understand Pancasila values. This study provides the perspective that role-playing activities can be combined with contextual learning resources to strengthen students' understanding. In the present study, scenario cards were used as instructional media to introduce situations closely related to students' experiences. This difference in instructional media demonstrates that simulation techniques can be implemented using simple learning resources adapted to individual school conditions.

The study by Rahmawati and Sanoto (2025) on the effectiveness of classroom management-based Role-Playing methods in Pancasila Education also highlighted the relevance of classroom organization to learning outcomes. This finding is consistent with the present study at SDN 029 Bente, where improvements in instructional implementation were accompanied by increased student activity. Therefore, group management, role assignments, time allocation, and teacher guidance are essential components of implementing simulation techniques.

The practical implication of this study is that elementary school teachers can use simulation techniques as an alternative instructional approach in Pancasila Education, particularly for topics related to behavior and social responsibility. Scenarios can be developed from simple situations that students encounter in their daily lives, such as keeping the classroom clean, using school facilities, following school rules, and respecting classmates' rights. Using contexts closely related to students' experiences can make learning more meaningful without requiring complex instructional media. For classroom practice, teachers should ensure that each scenario clearly identifies the situation, the people involved, the relevant right or obligation, and the reason for the action. A short reflection after each performance can help students explain the relationship between rights and responsibilities instead of merely memorizing or acting out examples.

Ramlah et al. (2026), in their study on the use of the Role-Playing method in Pancasila Education, also demonstrated the relevance of role-playing approaches to elementary school students' learning outcomes. Although their study employed a quasi-experimental design involving fourth-grade students, it provides empirical support for the use of role-playing as an instructional strategy. The present study offers a distinct contribution by implementing simulation techniques through classroom action research in a third-grade classroom, focusing on rights and obligations and making gradual instructional improvements across successive cycles.

## 4. Research Contributions and Limitations

The contribution of this study lies in implementing simulation techniques as an instructional intervention that integrates conceptual understanding, direct experiences, social interaction, and reflection in teaching rights and obligations. Unlike previous studies that employed games, digital media, or integrated instructional models, this study demonstrates that simulations using simple scenario cards can be implemented through two cycles of classroom action research. These findings provide teachers with a practical alternative for developing contextual and student-centered Pancasila Education instruction.

Nevertheless, the findings should be interpreted in light of the characteristics of the research participants and the research design. The study involved only nine students in a single classroom; therefore, its findings cannot be widely generalized. Furthermore, the reported improvements were based on comparisons of test results and observations across the research stages rather than inferential statistical testing. Future research could examine the implementation of simulation techniques with larger and more diverse groups of students across

different grade levels and develop instruments to measure the sustained application of the values of rights and obligations in students' everyday behavior.

## CONCLUSION

**Main Findings:** This study found that implementing simulation techniques improved third-grade students' understanding of rights and obligations in Pancasila Education at SDN 029 Bente. The class average increased from 56.67 in the pre-cycle to 72.22 in Cycle I and 92.22 in Cycle II. Classical learning mastery also increased from 22.22% to 77.78% and finally to 100%, exceeding the predetermined success criterion of 80%. Teacher activity improved from 80% in Cycle I to 100% in Cycle II, while student activity increased from 70% to 97.50%. **Research Contribution:** This study contributes to elementary Pancasila Education by providing classroom-based evidence of how simulation techniques can support students' understanding of rights and obligations through role-playing activities. The use of scenario cards depicting situations in family and school environments enabled students to experience, identify, and distinguish between rights and obligations in contexts familiar to their daily lives. **Theoretical and Practical Implications:** The findings highlight the importance of active participation, contextual learning experiences, and direct involvement in learning activities to develop students' understanding of Pancasila Education concepts. Practically, teachers can implement simulation techniques by preparing contextual scenarios, demonstrating role-playing activities, distributing roles equitably, providing individual guidance, and encouraging students to reflect on the rights and obligations represented in each situation. **Research Limitations:** This study was limited to nine third-grade students at one elementary school and involved two classroom action research cycles. The absence of a comparison group also limits the generalization of the findings and does not establish causal effects beyond the research context. Therefore, the results should be interpreted within the specific classroom setting in which the study was conducted.**Future Research Directions:** Future studies should involve larger and more diverse student populations and examine the implementation of simulation techniques across different topics in Pancasila Education and grade levels. Further research may also investigate the relationship between simulation-based learning, students' civic awareness, social responsibility, communication skills, and understanding of Pancasila values in elementary education. The findings should be understood as evidence of improvement within the specific classroom action research setting. Because the study involved nine students in one class and did not use a comparison group, the results do not establish that simulation techniques alone caused the improvement or that the same outcome will necessarily occur in other settings.

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