Utilization of Pictures Story Media Using the Story Jumper Paltform to Instill Pancasila Values

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Abstract

This research aims to examine the use of online illustrated stories using the storyjumper platform as a medium for instilling Pancasila values in undergraduate students of the Mathematics Education Study Program at Sunan Kalijaga University. The method used in this research is a descriptive qualitative research method which aims to understand the phenomenon of the implementation and evaluation plans of the study program in instilling Pancasila values through the media of illustrated stories. The results of this research are that the use of ICT-based picture story learning media, besides being fun, is also able to provide learning motivation, especially for students. Storyjumper, which is a type of learning application that utilizes this technology, contributes to the creation of illustrated stories that instill Pancasila values. Although in practice, students experience several obstacles in terms of using the platform, solutions can be found. Choosing picture stories in learning is one of the media used by students because it has many positive values or advantages. Among the advantages of this media are that it is easy and flexible; cheap and economical; increasing student creativity; help and provide insight into the values of Pancasila.

Keywords: *Picture Stories, Storyjumper, Pancasila Values*

Abstrak

Penelitian ini bertujuan untuk mengkaji pemanfaatan cerita bergambar secara online menggunakan platform storyjumper sebagai media untuk menanamkan nilai-nilai Pancasila pada mahasiswa S1 Program Studi Pendidikan Matematika Universitas Sunan Kalijaga. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif deskriptif yang bertujuan untuk memahami fenomena tentang rencana pelaksanaan dan evaluasi dari pihak program studi dalam menanamkan nilai-nilai Pancasila melalui media cerita bergambar. Hasil dari penelitian ini adalah pemanfaatan media pembelajaran cerita bergambar berbasis TIK disamping menyenangkan juga mampu memberikan motivasi belajar terutama bagi mahasiswa. Storyjumper yang merupakan jenis aplikasi belajar dengan memanfaatkan teknologi tersebut memberikan sumbangsih atas pembuatan cerita bergambar penanaman nilai-nilai Pancasila. Walaupun dalam praktiknya, mahasiswa mengalami beberapa kendala dalam hal penggunaan platform, namun dapat dicari solusinya. Pemilihan cerita bergambar

pada pembelajaran menjadi salah satu media yang digunakan mahasiswa karena memiliki banyak nilai positif atau kelebihan. Diantara kelebihan yang ada dalam media ini adalah bersifat mudah dan fleksibel; murah dan ekonomis; meningatkan kreatifitas mahasiswa; membantu dan memberikan wawasan pengetahuan tentang nilai-nilai Pancasila.

Kata kunci: Cerita Bergambar, Storyjumper, Nilai Pancasila

Introduction

The development of technology that occurs today is very influential on life, especially in the world of education. The rapid development of the globalization era requires the world of education to adjust the development of information technology to efforts to improve the quality of education (Kharisma &; Arvianto, 2019; Kumalasani, 2018). Information technology can be used to access knowledge easily and quickly, so the existence of information technology in education can produce quality human resources so as to determine the success of the world of education in Indonesia (Hariyanti, 2019; Nurjanah, 2018). Technology has developed and impacted human social activities. From this impact, several applications were born that can support the improvement of the quality of education. From several existing applications can be used for learning innovation. One application in the era of the industrial revolution 4.0 is the *Story Jumper Platform*. In this digital era, many people use the platform to increase their creativity.

In today's technological era, reading activities are still a factor that needs to be boosted by improving the quality of one's reasoning patterns. In addition, reading can open a window of knowledge so that you can learn new knowledge that develops with the times. Reading has also always been associated with literacy. Literacy is a skill in terms of material selection, distribution and a competency that has an interrelationship at every level of education. Literacy is the basis of knowledge to learn in honing writing and reading skills (Sudjarwati &; Fahyuni, 2019).

Literacy itself has various types, one of which is moral literacy. The importance of pancasila education as one of the moral literacy in basic education in the industrial revolution era 4.0 is becoming increasingly pursued. Judging from the data that positions Indonesia as a country with a negative category, this is enough to describe the psychological condition of Indonesian citizens tend to experience moral decline or moral degradation. So that in basic education, the picture of moral degradation of current students will be a reflection on the future of the nation (Dianasari &; Hidayah, 2019).

Moral degradation itself is now spreading and infecting Indonesian society. The era of globalization provides dominant changes leading to moral and moral crises. It is hoped that the world of education can minimize these problems by educating moral education for children (Wachidah et al., 2017). This is in line with the research of Septiani (2022), Negara et al. (2022), and Sudjarwati & Fahyuni (2019) which states that the interest in reading and moral understanding of Indonesian youth is still low.

Increasing moral literacy can be done through Pancasila education. Pancasila education is often associated with everyday life which involves various kinds of behaviors and needs. The purpose of Pancasila education according to Aji et al. (2022) is to have a mission to build values, morals, and norms as a whole and sustainably. Furthermore, the purpose of Pancasila Education is to form the character of a good citizen, who knows, wants and is aware of his rights and obligations. In addition, through Pancasila education, one's reading interest can also be increased with interesting media. One of them is through the medium of picture stories. This is also applied in the learning process in college. There are lecturers who recommend students, especially in the Mathematics Education study program, to use the *story jumper* platform as a means to create learning media in the form of picture stories and even as material for the final learning project as well as a form of evaluation. This is very helpful to increase creativity, hone their abilities as well as shape the character of students in applying the values of Pancasila.

In line with this, several studies, namely Masfufah et al., Solihah et al. (2022), and Darniyanti et al. (2021) stated that picture stories can be an effective medium in learning because they are interesting, effective, and easy to use. The use of media is expected to attract students' attention in learning so that they can like Pancasila lessons (Anugrah and Deden 2022). Other research findings, namely Indaria et al, Soemarmi et al,, Sri Nurhidayah, Noviardani, Norma Diana Fitri (2022) stated that teaching using Storyjumper is *recommended because* Storyjumper *is* a *web tool* that can be used by teachers to create and distribute books by students while maximizing local knowledge. Using *Storyjumper* can help teachers improve their tech skills and, in turn, motivate students to learn more. *Storyjumper* is perfect for classroom teaching because of its use of interesting animations.

The purpose of this research is as a form of collecting student project information to design picture story learning media with material on the application of Pancasila values. From the background above, the author is interested in knowing more about the use of picture story media using the *Storyjumper* platform for Semester 1 students of the Mathematics Education Study Program, Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga. The formulation of the problem of this article is 1) how do students design picture story media with material on the application of pancasila values? 2) What is the perception of students in using *the Storyjumper* platform to create picture stories? 3) how is the application of Pancasila values with picture story media?

Research Methods

The research method used is a descriptive qualitative research method. In general, research methods are defined as scientific ways to obtain data with specific goals and benefits. Because the focus of the research used to obtain an overview of the steps for utilizing picture story media uses the storyjumper application to instill Pancasila values in semester students at UIN Sunan Kalijaga, Faculty of Tarbiyah and Teacher Training Mathematics Education Study Program. According to Cresswel, qualitative

research is those methods of exploring and understanding meanings that a number of individuals or groups of people ascribe to social or humanitarian problems. Based on the explanation above, researchers can conclude that the qualitative descriptive research used in this study aims to understand the phenomenon of the implementation plan and evaluation of the study program in instilling Pancasila values through picture story media. This is considered appropriate considering that the focus of research is a program held at UIN Sunan Kalijaga uniquely and not found in other universities.

In this study, the research subjects were lecturers and students of semester 1 class B in the Mathematics Education Study Program. With the number of class B students who were made the subject of research were 28 and 1 lecturer. The instrument in this study was used to see how successful picture story media was in providing an impact in instilling Pancasila values in students. In this study, which is descriptive qualitative, the instrument used is an observation sheet used during the process of designing and making picture story media. While in this study the data collection techniques used by the author are interviews, observation and documentation.

The Data Analysis Techniques for this study include data reduction, data display and drawing conclusions / verification. Test the validity of the data in this study using a reliability test, data credibility test or trust in the results of research in this study using triangulation techniques.

Results and Discussion

The first step in this research is to conduct an analysis by collecting information with literature study methods and field studies. Literature studies are carried out by collecting research from relevant sources, and examining concepts about learning media in the form of picture stories as a basis for development. Meanwhile, field studies are carried out by distributing forms to lecturers and students containing questionnaires related to the use of picture story media using the *storyjumper* application and its correlation with the cultivation of Pancasila values using *google forms* and through direct interviews.

Through an interview conducted by researchers with a lecturer who teaches the Pancasila course, Mrs. Fina Hanifah Hidayati M, Pd on October 16, 2023. He explained that the purpose of giving picture story project assignments using this *storyjumper* platform was not only as a Midterm Test assignment but also as a place for student creativity. ***"Along with this goal, the most important goal is how this project can instill the values of Pancasila in the soul and behavior of students in everyday life,"*** he explained. Mrs. Fina also added that the making of picture stories took the theme of Pancasila values which were integrated in Mathematics learning. This is done because, the students supported by Mrs. Fina are 1st semester students of the Mathematics Education Study Program so that there is still a correlation with the study program taken by students. Furthermore, Mrs. Fina's hope is that the results of this online picture story can be a learning medium for anyone who accesses, both from children to adults.

In addition to interviews with lecturers who teach Pancasila courses, in obtaining data or information related to the use of picture story media, researchers also collect data with techniques in the form of observation and distribution of questionnaires with students through *googleform.* The questionnaire instruments for students are as follows:

Table.1 Questionnaire Questions to Students

No.	Question
1.	Explain the extent to which you know the storyjumper platform application
2.	Can you operate/use the storyjumper platform application?
3.	What do you think about using the storyjumper platform to create picture stories?
4.	Write down the title plan that you will take for the picture story project.
5.	Explain the relationship between the title you took and Pancasila?
6.	What kind of pancasila values do you want to put forward in the picture story?
7.	Through the project of using picture stories, has your understanding of the values of Pancasila increased? Explain your answer
8.	Who are you targeted to access picture stories using the storyjumper platform?
9.	What obstacles / difficulties did you face when working on the picture story project?
10.	Explain what is your purpose in utilizing picture story media using storyjumpers in the application of pancasila?

Generally, students and students are familiar with picture stories or more popularly known as comics, because comics present visually interesting picture stories so that they can increase student interest to students to read. However, not all picture stories spread in the market contain educational elements. Seeing the fame of picture stories / comics that are liked by many children even to adults, picture stories have a large space to be used as learning media.

According to Febriyandani &; Kowiyah (2021), the appeal of comics/picture stories themselves lies in interesting illustrations and relatively little reading capacity. Picture stories are widely used, the illustrations have interesting colors, the story is simple, can exercise imagination, as well as the characters are alive, so it attracts a person of all ages to read.

There are various kinds of online features that one can use to create a picture storybook, one of which is a *storyjumper.* Storyjumper is a site that gives teachers, students, parents, and writers an intuitive tool to write and illustrate a story. The purpose of Storyjumper is to inspire anyone who wants to write a story that has illustrations (Storyjumper, 2018). Storyjumper does not give anyone a limit to be able to write and also read, so anyone who is registered can read every story written by others. But the Storyjumper site does not provide a variety of languages to use, so

every user must know English to be able to use it.

Some of the features contained in Storyjumper are as follows:

a. On the main page there is a Search Column that gives users a way to be able to search for storybooks with keywords from the search.

b. On the main page of the logged in user displays 4 sections, namely My Personal Books which displays the results of story books that have been written by logged-in users, Enjoy These Books which displays selected story books that have the highest rating, Recently Published Author which displays the most recent story books, and the last section is Books I Like which displays the favorite story books of logged-in users.

c. There are 2 types of users, namely registered users (Members) and unregistered users (Visitors). Visitors can search and read written storybooks. The display that Storyjumper gives to visitors when opening the site is displaying column 7 searches, displaying the features of Storyjumper, and displaying categories from existing story books. While members Users can register to become members by selecting Sign in with Google, Login with Facebook, or by registering personal data on the form provided on Storyjumper. With the user registered as a member, the user can read, write, like the storybook, comment on the storybook and can buy the book according to the predetermined price. During the story creation process, Storyjumper provides various interesting features, such as users can provide text to the story, properties that support the course of the story, many backgrounds, and features to add voices that can be users as narrators in the story (Muhammad Fadhila, 2018)

With the various advantages and disadvantages of this *storyjumper* platform, students try to use it to create a storybook with the theme of Pancasila values integrated with Mathematics. The results obtained in the questionnaire for students conducted on October 25, 2023 can be described more clearly with each question according to the following number. The first student questionnaire question begins with the extent to which students know the *storyjumper* platform application. Based on this question, only 7 students or 25% of 28 students answered that they were new to web tools or *storyjumper applications* after getting assignments from lecturers.

The second question on the student questionnaire is about the ability of students to operate/use the *storyjumper* platform application in making picture stories. The result obtained is that as many as 65% of students stated that they could operate the storyjumper *platform application* well. While the rest still feel hesitant in operating the application because they have not tried and studied the *storyjumper* more deeply.

The third question is about students' opinions regarding the use of the storyjumper platform to create picture stories. All students think that this *storyjumper* platform application is very useful, interesting and helpful in making picture story books. Like the answer from one of the students*, "I think this storyjumper platform is very useful for creating and making it easier for someone to design picture stories. That's because many features such as characters, backgrounds, and sounds can be done in the same web. And the final result also resembles a picture story book in general which is also equipped with a cover that can be designed by yourself".* Another student also shared the same opinion, "*It is very useful for people who really have a hobby or ask to work, especially for people who want to make picture story books because the features provided greatly facilitate their interest. Teachers who use storyjumpers as a learning medium by making picture story books according to the theme taught must also be very helpful in explaining the material".*

The next question is about the title plan that students will take for the picture story project. There are several picture story titles that will be made by students, including:

1. We are Indonesia, the soul of Pancasila
2. The Math Disregard
3. Cultural Exhibitions
4. The Fun of Ideology in Mathematics
5. The Beauty of Please Help Selflessly
6. Building People for National Development
7. Riot Leaves for School
8. Social Ethics in the Environment
9. Preserving Culture
10. KPK and Pancasila

There are 10 titles for 10 groups. As mentioned in the interview with Mrs. Fina, in completing the project assignment of using picture stories, students work with groups. ***"A group of two or three students working together to complete a picture storybook title".***
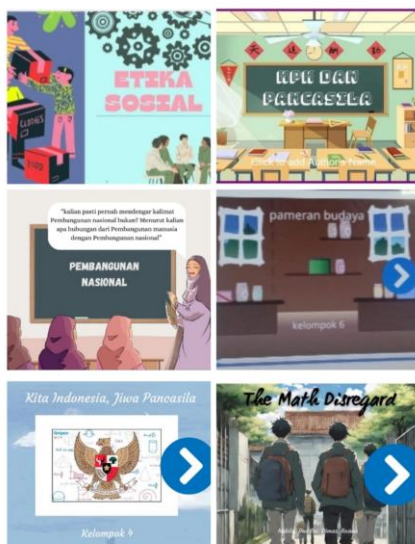

Figure 1. Display of some examples of Pancasila theme picture book covers

The fifth question is the relationship between the theme/title that students take and Pancasila. Based on the questionnaire answers that have been distributed, several answers from students emerged, including the following:

1. The theme we take is in accordance with our material pancasila as a noble covenant and a builder of tolerance values and unifying the nation
2. There is a relationship between the content of the second Pancasila and the theme we took
3. With the cultural exhibition, we can showcase Indonesian products to the international arena so that our products are widely known as a form of love for the homeland
4. Preserving culture and mutual tolerance
5. The relationship between the chosen theme and Pancasila is to tell about the importance of implementing norms from Pancasila values in everyday life, especially in the school environment
6. Here we take the theme of national development is the application of the fourth precept, which in national development must certainly be in accordance with the national goals of the Indonesian nation based on pancasila as well
7. We will use the KPK calculation (the smallest multiple of alliances) so that the results lead to a number that is the date of an event or occurrence in the history of the formulation of Pancasila
8. We take the theme according to the 2nd precept of just and civilized humanity, here we explain the aspects of helping and helping each other.
9. There is a relationship with the value of the third precept Pancasila and the 4th precept on the importance of deliberation and unity with each other.
10. Preserving culture and mutual tolerance

The conclusion of some of the students' answers is that these students have been able to correlate the values of Pancasila with mathematics subjects as well as describe them in everyday life.

Figure 2. Offering page

The next question is about the values of Pancasila that students want to raise in picture stories. Student responses to these

questions have several answers that have similarities and similarities, so the researcher summarizes the answers from students as follows:

1. Pancasila as a noble covenant, Pancasila as the philosophy of life of the Indonesian nation, Pancasila as the legal basis
2. The value of unity, the value of Musyarawah, social justice, human values.
3. Tolerance, love of the motherland and unity of Indonesia
4. In making a decision, we must accept the opinions of other members and negotiate the results together to get the right agreement.
11. Caring, empathy, help, ethics when organizing or social aspects.

The seventh question is about how students understand the values of Pancasila after utilizing picture story media. From this question, all students answered having an increased understanding. According to them, with the picture story, they can illustrate how to form characters according to Pancasila values that can be applied in everyday life.

Figure 3. A storyline that integrates Pancasila with Mathematics

The eighth question is about who is targeted by students to access picture stories using the *storyjumper* platform . The student's answer to this question is that the target or target audience will be all circles, both young and old, both men and women. However, the priority is for children at the basic level. This is felt because children at that age will be more interested in picture story media, so it will be easier to also capture the moral message contained in the story.

Questions related to the obstacles / difficulties that students face when working on picture story projects become the ninth question. Based on the responses given by students, there are several obstacles in designing and utilizing picture stories, among others, finding or creating characters (characters), because of the limitations that exist on the platform, but solutions can be found with the help of other applications. Another obstacle is how to arrange continuity between one slide and another because in *storyjumpers* there are very limited characters, characters, and settings.

Picture. 3 Examples of characters and settings in the *storyjumper platform*

The last question is the purpose of students utilizing picture story media using storyjumpers in the application of Pancasila. Some of the objectives of students utilizing picture story media using *storyjumpers* to instill Pancasila values are as follows:

1. Through picture stories using *storyjumpers*, we can give messages or advice in a more interesting way.
2. Conveying to the community that it is important for us to preserve the culture in Indonesia so that it is not extinct and not recognized as the culture of other countries.
3. With picture stories we can convey a material or message to others in a more interesting way, so that the attention given by readers is also good. If readers are interested in what is presented, it will certainly make it easier for them to understand the message that a writer wants to give.

5. To facilitate understanding in practicing the values of Pancasila. Through picture stories we can convey important messages about the values of pancasila, this way especially children and adolescents will be interested in reading.

6. Develop imagination, ideas, creativity and knowledge related to technological developments so that they can produce a work. Examples of picture story products can be accessed in the following link

https://www.storyjumper.com/book/read/163055971/6537bd13578ef

https://www.storyjumper.com/book/read/164211551/My-Practice-Book

https://www.storyjumper.com/book/read/162741611/6524b5feac586

Conclusion

The use of picture story learning media based on Telecommunication Information and Computers besides being fun is also able to provide learning motivation, especially for students. *Storyjumper*, which is a type of learning application by utilizing technology, contributes to making picture stories instilling Pancasila values. Although in practice, students experience several obstacles in terms of using the platform, solutions can be found. The selection of picture stories in learning is one of the media used by students because it has many positive values or advantages. Among the advantages of this media is that it is easy and flexible; cheap and economical; remind students of creativity; and assist and provide insight into knowledge about the values of Pancasila.

Suggestions and Recommendations

Based on the research that has been carried out, in this section researchers want to provide some suggestions that may be useful for future research. Further research development can be further deepened through the case study method or through quantitative research, which is investigating students in certain cases. This is also related to the concept of media that takes students as participants.

Henceforth, it would be better if teachers and lecturers introduce and provide socialization to students, students and parents about the existence of online media. So that students in Indonesia do not only know books as the only source or medium of learning. However, online media will be more practical, easy and accessible to the public at any time.

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