



Development of Education Pancasila Citizenship Learning Media based on Edutainment as an Effort to Nurture the Character of Students of SDN 105343 Ramunia I/II

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Abstract

In this very modern era, it is possible that Indonesian children, especially students, prefer more modern things, so that in learning there are many media that can be used to attract students' interest in learning so that it becomes more interesting. motivated in learning. Pancasila Citizenship Education is the subject that students are least interested in, there are very few people interested in it, therefore edutainment-based interactive media in learning Pancasila Citizenship Education can be useful in attracting students' attention to learning Pancasila Citizenship Education. The media used can make students have a high level of interest and curiosity so that students become more active, creative and have a higher enthusiasm for learning.

Kata Kunci: Media Development, Edutainment Based, and Developing Student Character

Abstrak

Di zaman yang sangat moderen ini tidak menutup kemungkinan anak-anak Indonesia khususnya pelajar lebih menyukai hal-hal yang lebih moderen, sehingga dalam pembelajaran sudah banyak media yang dapat digunakan untuk menarik minat belajar siswa sehingga menjadi lebih menarik. termotivasi dalam belajar. Pendidikan Pancasila Kewarganegaraan merupakan mata pelajaran yang paling sedikit diminati oleh siswa, peminatnya sangat sedikit, oleh karena itu media interaktif berbasis edutainment pada pembelajaran Pendidikan Pancasila Kewarganegaraan dapat bermanfaat dalam menarik perhatian siswa untuk belajar Pendidikan Pancasila Kewarganegaraan. Media yang digunakan dapat membuat siswa memiliki tingkat minat dan rasa ingin tahu yang tinggi sehingga siswa menjadi lebih aktif, kreatif dan memiliki semangat belajar yang lebih tinggi.

Keywords: Pengembangan Media, Berbasis Edutainment, dan Menumbuhkan Karakter Siswa

Introduction

The development of science and technology (IPTEK) today has brought rapid changes in the world of education, especially in aspects of human life. These developments have greatly assisted

humans in seeking and obtaining information easily.

With the advancement of IPTEK, tasks that were once done manually by humans can now be performed by machines. This, of course, demands that

humans think more progressively in all aspects to avoid being left behind. Character education is a way in which someone seeks to change the mindset of an individual or student and build their character so that they become someone useful to others or themselves.

Character education aims to make students more creative, innovative, intellectual, and of high integrity, and it involves components of managing awareness or willingness to take action. Why character education? Because character education is very important, serving as a vessel or process within the educational sphere to shape a child's personality into a better one. This is also included in the content of Presidential Regulation number 87 of 2017 concerning the strengthening of character education, which states that "the strengthening of character education (PPK) is defined as an educational movement under the responsibility of educational units to strengthen students' characters through the harmonization of heart, feelings, thoughts, and sports in collaboration between educational units, families, and communities as part of the National Mental Revolution Movement (GNRM). In essence, Civic Education is one of the educational concepts that functions to shape young generations as citizens with character.

The connection of civic education to character development has dimensions that cannot be separated from the aspect of shaping the character and public morality of citizens. Civic Education is taken from the term Civic Education, translated into Indonesian by experts as Civic Education and Civic Education. Civic Education is the cultivation of awareness in the new generation aimed at helping students become democratic citizens (Budi Juliardi, 2015).

Therefore, Civic Education must become one of the important subjects to be mastered. Not only as knowledge, but also as a skill. Civic education is part of the

comprehensive national education system. Therefore, the process of civic education is included in the curriculum and learning at all levels of education from elementary school to university. The function and role of Civic Education are for the achievement of national educational goals.

To understand the course/subject of Civic Education, it is designed, developed, implemented, and evaluated in the context of national educational goals. Because all of these are the foundation and mindset of Civic Education. Civic Education is a form of molding individuals to support and strengthen the politics in their country, as long as that politics is the result of consensus. It is not possible for Civic Education to oppose or contradict the politics existing in the country. On the contrary, Civic Education supports and strengthens its politics. The purpose of Civic Education itself is for its citizens to become good citizens, because good citizens indirectly support the sustainability of the country concerned. The process of civic education is to empower and cultivate learners in the sense that the process and results of education must be able to facilitate learners to engage in learning processes to broaden their insights, to build learning abilities that will be useful for life and living in that country.

Civic education is an educational process to build exemplary will and the ability to develop creativity that reflects the nation's identity which is filled with socio-cultural values of Indonesian-ness. Civic Education (Civic Education) which proportionally places aspects of education, such as: teaching the history of nation formation, values of patriotism and love of the homeland, the spirit of defending the country and good manners, within the Indonesian education curriculum.

Character education also functions to develop learners to become good individuals and strengthen character education is not only taught indoors but can also be taught outdoors. As for the

values of character education based on the nation's culture such as honesty, discipline, religiosity, creativity, independence, and curiosity in positive aspects. In this regard, efforts to cultivate students' character through interactive Pancasila Civic Education learning media, interactive media learning is something that can provide knowledge from a teacher or educator to students in Pancasila Civic Education learning.

Method

Pancasila Civic Education as a subject can be integrated with character education. This research aims to examine this integration with interactive learning media so that students can be interested in Pancasila Civic Education.

Results and Discussion

This section discusses interactive learning media as an effort to cultivate character education in Pancasila Civic Education lessons. Additionally, it also elaborates on student characters.

The use of media or aids is acknowledged by many educational practitioners to greatly facilitate learning activities both inside and outside the classroom, especially aiding in improving student learning achievement. However, in its implementation, not many teachers utilize it, and even the use of the monotonous lecture method remains quite popular among teachers in their teaching processes. The limitation of learning media on one hand, and the weak ability of teachers to create such media on the other, contribute to the proliferation of the lecture method.

To address the issues faced by students, in this case, besides teaching materials and learning methods, media is one of the crucial components in a learning process. As expressed by Rayandra (2012: 25), "Learning media is everything that can convey information or messages in interaction during the learning process. The use of learning sources and media is a strategy in learning."

According to Hamid (2011: 17), one form of learning media is based on Edutainment. Edutainment comes from the words education and entertainment. Education refers to teaching/lessons, entertainment refers to amusement. The term edutainment implies that there is an element of entertainment in the learning process without losing the educational aspect. Edutainment learning introduces a fun or enjoyable learning approach while still maintaining the learning objectives, thus it is hoped that this type of learning can generate students' interest in the subject. Edutainment media can be applied to all subjects, including Pancasila Civic Education. The aim of entertainment in the implementation of learning is to make learning enjoyable, so students feel comfortable, safe, happy, and relaxed. The classroom environment should not feel tense, intimidating, uncomfortable, threatened, or pressured. Therefore, it is expected that students' learning achievements as well as their characters will improve accordingly.

The concept of edutainment would indeed be very appealing if developed systematically and structuredly. If executed well, the classroom learning environment would undoubtedly change from something daunting to something enjoyable, from something boring to something gratifying, or from something disliked to something yearned for by the students. Therefore, the researcher attempted to develop edutainment-based learning media with a formulated problem statement. This study aims to develop Pancasila Civic Education learning media based on edutainment.

Interactive Learning Media Pancasila Civic Education

Interactive media is the integration of digital media including a combination of electronic texts, graphics, images, and sound, into a structured digital environment that allows people to interact with data for specific purposes (Arindiono & Ramadhani, 2013). The digital

environment includes the Internet, Telecommunications, Interactive Digital TV, and Interactive Games. Interactive Pancasila Civic Education learning media, or it can also be called as a tool that is integrated with the aim of improving the quality of teaching and learning activities. Learning media is a tool that can support success in the teaching and learning process in schools or outside schools, thus it can be a means of delivering learning information by teachers to students or vice versa. Thus, the goals in teaching and learning can be achieved, and it facilitates and streamlines the ease of learning.

Media is a tool that channels messages and can stimulate the minds, feelings, and desires of students, thus encouraging the learning process within them (Hidayat, 2010). Media can provide positive energy that can change students' attitudes and behaviors towards creativity and dynamism, so in this regard, the role of media is crucial in learning, where nowadays media plays an important role not only as a tool but also as an efficient learning support tool. The correct and appropriate use of learning media can support the learning process that influences educational character, and the use of good and varied learning methods can affect students' positive learning behaviors such as improving the learning process and results, redirecting children's attention that can foster learning motivation, direct interaction between students and the environment, and students' ability to learn independently according to their abilities, providing students with experiences about events in their environment.

Learning media has specific benefits that can be considered as research subjects, including: 1) standardizing the delivery of learning materials; 2) making the teaching-learning process more interesting; 3) reducing teaching time; 4) making students' learning quality more interactive (Handhika, 2012).

Civic education is a process of cultivating and empowering learners

throughout their lives through exemplary behavior and the development of their creativity in learning aimed at developing individuals' insight, attitudes, and life skills (Winataputra, 2019). Civic education is a process of education that builds exemplary behavior, willingness, and the ability of learners to develop their creativity in forming good morals aimed at reflecting the identity of a nation (Rahmat, 2021). Pancasila Civic Education is indeed not easy to understand, so students must focus when teachers are explaining Pancasila Civic Education material. Most teachers use lecture methods in their teaching, which cause students to quickly become tired and bored in learning Pancasila Civic Education. Media can help teachers convey ideas or concepts in learning so that students are more active and not bored. Basically, teachers have a modern perspective in the teaching-learning process because, in essence, Pancasila Civic Education does not lie in mastering it as a science alone, but in how to use Pancasila Civic Education to achieve success in life (Purnamasari & Herman, 2016).

In the modern era, the role of teachers is no longer just as a source of learning but tends to be more of a facilitator. Pancasila Civic Education learning using media is a preferred method of learning by students, especially Pancasila Civic Education learning with media related to technology (Hidayat, 2010). There are many types of Pancasila Civic Education learning media, such as print media, electronic media, concept map media, and teaching aids media. These media are created with the aim of making students more active and motivated in learning Pancasila Civic Education using interactive learning media. Character is something that depicts a person's personal attitude in their identity that does not require judgment-based calculations, so its formation does not have to be through a separate subject. This means that we can provide character education by integrating

it into every existing subject. A good character learning situation in the classroom can also arise because of the selected learning strategies such as cooperative learning, which emphasizes collaborative learning directly in actions in teaching declarative and procedural knowledge. By selecting the appropriate learning strategies or models, the objectives of character development can be integrated into learning.

One of the subjects, Pancasila Civic Education, is provided for twelve years from elementary school, junior high school, senior high school, and with the highest number of teaching hours, it will certainly be an effective way to shape various characters in students. This shows that without adequate prior knowledge of Pancasila Civic Education, someone can succeed as long as they have characters and attitudes that support learning Pancasila Civic Education. Rachman in (Prabowo & Sidi, 2010) argues that character education must be carried out with the 3Ks: consistent, continuous, and consequential, as a conscious and planned effort to cultivate and shape characters in students. A student who increasingly shows interest in the subject demonstrates that there has been a change in them. In this case, the author adopts interactive Pancasila Civic Education learning media to shape students' characters. The media used in Pancasila Civic Education learning can be anything such as LCD, TV, applications, and many others that can make students have a high curiosity in learning because in the teaching-learning process using interesting and interactive media, students' potential in reasoning and creativity can be developed. Interactive Pancasila Civic Education learning media directs learning that gives students the freedom to learn actively and enjoyably and provides students with the freedom to be challenged to be creative, thus encouraging their creativity.

Learning Pancasila Civic Education is not just about receiving or memorizing

formulas, but students can build meaning from what they are learning by being active, investigating, understanding, and proving the application of what they have learned. The learning process does not have to be solely focused on cognitive aspects but can also include intuition, discipline, perseverance, and student creativity. Character education related to Pancasila Civic Education aspects such as precision, responsibility, or logical thinking can already be depicted. Therefore, in interactive Pancasila Civic Education learning media, student character can be further enhanced.

Therefore, interactive Pancasila Civic Education learning media can actually instill and strengthen students' motivation, appreciation or acknowledgment of Pancasila Civic Education, students' contributions to learning, strong interest, mental attitudes of confidence and trust, perseverance, and resilience.

Conclusion

The implementation of interactive Pancasila Civic Education learning media in building students' character can be done by teachers by observing and adjusting the conditions, and it must be done gradually, patiently, and diligently. The aim of this implementation is to cultivate students' characters to be more achievement-oriented, highly creative, motivated in learning, and in other positive aspects. Teachers are required to be creative, open-minded, hardworking, diligent, patient, and sincere in providing the utmost benefit to students.

And let's not forget that no matter how good the tools or vehicles we use, they still depend on the user or driver who operates them.

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