

Development of Big Book Media to Increase Understanding of Pancasila Values in Early Class

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Abstract—This study aims to produce a big book media about the values of Pancasila to foster the behavior of characters of early grade students in elementary schools that meet the eligibility criteria. This research is motivated by the problem in which the lack of learning media in elementary schools that contain pancasila values. This research is a research and development to develop big book media. Research subjects are the principal, teacher, and student. Data collection techniques used in this study were observation, interviews, documentation, and questionnaires. The data validity checking technique used is the triangulation technique for qualitative data, and the percentage for quantitative data. This research used the design from Borg and Gall. In this research, the steps are as follows: a) conducting preliminary research, b) planning, c) prototype development, and d) expert testing. The results showed that the big book media that contained Pancasila values for early grade students in elementary schools met the eligibility criteria based on the results of expert and material validation tests. The level of eligibility of the media developed from the results of the validation of material experts is the first big book is 98.1% (very eligible), second 98.1% (very eligible), third 98.1% (very eligible), fourth 96.4% (very eligible), and fifth 98.1% (very eligible). As for the results of the validation of media experts, the feasibility level is that the first big book gets 83.75% (very eligible), second 85% (very eligible), third 83.75% (very eligible), third 82.5% (very eligible) and fifth 88.75% (very eligible).

Keywords: *big book, Pancasila values, elementary students*

I. PRELIMINARY

Pancasila as a way of life for the Indonesian people has values that must be taught to students in order to be able to be internalized optimally in each individual. The process of internalizing Pancasila values is carried out from an early age, including in primary schools. Having the values of Pancasila in itself will certainly distinguish students from other citizens of the earth.

To internalize the values of Pancasila to be able to guide students in behavior must naturally come to the action stage. Character education figure, Lickona [1]

explains that to be able to form humans with good character there are three components that must be developed, namely moral knowing, moral feeling, and moral action. Knowledge of Pancasila values will underlie the growth of student's feelings and behavior that reflects the values of Pancasila. As an action on this, in the lower grade elementary schools, there is already a special PPKn learning content, part of which is essentially competence related to Pancasila values. It is hoped that these competencies are taught well by the teacher so that the understanding of the values of Pancasila is truly possessed by students.

The problem that then arises is when it is collided with the level of development of elementary school students who are at a concrete operational stage, while Pancasila values are abstract. Therefore it is necessary to present learning media to concretize Pancasila values that are abstract. One of the media used is the big book. This media is a media that is suitable for early elementary school students because of its size that is not too small, accompanied by interesting pictures and writing. Through the use of big book media, it is hoped that students will be motivated to learn, so that the information conveyed by the teacher in the learning process can be received optimally. Articles written by Rahim and Harun [2] explain that the use of big books gives rise to feelings of pleasure and meaningful learning for students in classroom learning. This is indicated by students being motivated to read and enjoy learning. Researchers assume that with fun learning will be an intermediary for students to be able to understand the learning message well.

II. BIG BOOK TO TEACH PANCASILA VALUES TO ELEMENTARY SCHOOL STUDENTS

Big book is one of the media that can be used to teach Pancasila values. Zein [3] defines media from the word medium which is defined as an intermediary. In the context of learning, of course, learning media will become an intermediary until the learning message from the teacher to students arrives. The role of the media here will minimize student errors in receiving learning messages. Big book is one of the media that teachers can use to convey learning messages to a group of students more easily [4].

The use of big books as a learning medium is suitable for elementary school students because they are loved by children and can be developed by teachers [5]. Big books are large books that are usually used for low grade children. In the big book will be presented readings and simple illustrations in accordance with the level of language and cognitive development of children. In use, children can read on their own or listen to the teacher read the contents of the book by occasionally showing pictures of illustrations to students. The purpose of using a big book is for students to be able to interpret the story or illustrations in the book well so that the message in it can reach students optimally.

The use of books in the learning process, especially for children is very good. Books that are relevant to the topic of learning will be able to support students in learning in class. The illustrations in the book with a variety of cultural backgrounds will be able to create a diverse class society [6]. Furthermore Essa [6] explained that the criteria for a good book are in terms of text, appearance in general, and illustration.

The benefits of using a big book for children are as follows:

- a) Children easily remember the descriptions in it.
- b) Students are interested in the model of the book.
- c) The formation of active interactions between teachers and students.
- d) Students imitate the teacher's style in reading books.
- e) Increasing the frequency of students asking questions about the contents of the book [7]

Pancasila values taught by teachers through big book for elementary school students include the values of the Almighty Godhead, Fair and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom Wisdom in Consultation / Representation, and Social Justice for All Indonesian People. These values are then outlined in the form of real behavior whose presence is manifested in the form of stories in the developed big book media.

III. INITIAL PRODUCT DEVELOPMENT RESULTS

The initial product development was preceded by a preliminary study through interviews and observations. The preliminary study activities show the data that the teacher teaches to Pancasila values is limited to using the pictures in student books. The media used is limited to pictures, or miniature models of the State to teach the Pancasila precepts. Likewise, when there were not many observations about the books used for learning Pancasila values, the specific content was Pancasila values. Many story books are available about characters, but the contents in general. The contents of the book which are related to the practice of the principles of Pancasila are still very minimal.

Limited use of media has made it difficult for students to understand the values of Pancasila. Some students understand when taught, but have difficulty when answering questions about the test. This means that learning messages stored in students' brain memory are very limited. The cause was diagnosed because students felt not interested in using limited learning resources.

Based on the research findings, students prefer learning by using media in which contains stories. This is marked in reading activities, students are very enthusiastic. It's just not uncommon for students to get bored quickly if reading material support is less attractive both in terms of appearance of images and writing. Therefore created learning media in which contains the story, but is also supported by pictures, and is equipped with attractive colors. The teacher also said that the size of the media made is not too small so that students can be watched closely Learning media is expected to be able to illustrate concrete examples of the values of the Pancasila precepts.

On the basis of the findings of the preliminary study, it reinforces the reasons for the development of a big book on Pancasila values. The presence of a big book about Pancasila values will make it easier for students to learn about the material. Big books developed in this research are big books that contain stories and pictures. The stories are arranged not too long, and are supported with illustrated images with various colors that are interesting for students. There are 5 big books developed for each of the Pancasila principles.

IV. PRODUCT PLANNING AND DEVELOPMENT

The product planning stage is done by first identifying the content of Pancasila values in the big book product that will be prepared. The content of the values of the Pancasila precepts developed into a big book in this study includes five precepts, namely the Almighty God, Just and Civilized Humanity, Indonesian Unity, Society Led by Wisdom Wisdom in Consultation/Representation, Social Justice for All Indonesians.

In the first precept we get the value of acknowledging the existence of God Almighty, which is reflected in the behavior of praying before engaging in activities, carrying out the obligations of worship, must not force the will of adherents of different religions, and must respect others who are performing worship. In the second principle, the value of helping others is realized by helping fallen friends, caring for others which is implemented in the form of seeing sick friends. In the third precept identified the value of patriotism which was manifested in the flag ceremony activities, as well as the same sense of unity that was realized by uniting in cleaning up a joint class. The results of the identification of the fourth precepts value is deliberation, which is realized by deliberation to reach consensus schedule. As for the fifth precept, is

the exercise of the right to play together, manifested by the sharing behavior of toys between brothers and sisters

Second, determine the contents of the story in the big book that is in accordance with the values of the Pancasila precepts. After identifying the first and fifth precepts, a big book was prepared for the implementation of the first and fifth precepts, one book each. In the first big book the title of the story was "Andi and Rafa". This story raises the theme of Andi and Rafa's school. Every day when they start and end their studies at school, Andi and Rafa start by praying with friends. Even though they both have different religions, they are good friends. Even when there is tutoring at school, Rafa reminds Andi to perform the Dhuhr prayer first when the call to prayer is heard. The implementation of Ibadan, and prayer are manifestations of the recognition of the existence of God. As for Rafa, Andi reminded Andi to pray and not to disturb is a form of tolerance.

The second book is entitled "Visiting Ani". In this story the story is raised about Ani who is ill. When the teacher delivered it to my friends, they agreed to visit Ani after school. However, when she wanted to see Ani, Ema, one of Ani's friends, fell on the trip. Teacher and other friends rushed to help Ema. The behavior of visiting friends who are sick and helping friends who fall is the realization of the second precepts.

The third book is titled "Clean My Class". This story starts from the activities of students on the first day of school, which follows the flag ceremony. During the flag ceremony, the headmaster delivered the program to keep the class clean. In order for the clean class to be expected students unite to clean it together, because they have a sense of the same fate and responsibility for the cleanliness of their class.

The fourth book is titled "Let's deliberate". The story in this fourth book is about deliberation activities to arrange class picket schedules. In this story it is depicted about Ito with Toni fighting over each other's picket day. This situation is calmed by Gea. In the end both of them were at peace and accepted the results of the deliberation to be carried out responsibly.

The fifth book is entitled "Diligently Saving". This story contains about Berry who fought over toys with her sister. Next Give the advice of his parents to share new toys with his sister, and play together, because the younger sibling also has the right to play. Sharing toys and saving money is the embodiment of the five precepts of Pancasila.

The feasibility of developing a big book product and developing it is tested before it is used in field trials. The feasibility of a big book product in this study is reviewed from two things: feasible according to the material expert, and the media expert. Feasibility test by material experts is done by assessing the product in terms of content and language feasibility. The

validation test is carried out twice by considering the results of the validator's assessment. The validation test results of the material experts in this study produced data that the big book about the values of Pancasila as a whole was declared very feasible. The level of eligibility for the first big book is 98, 1% (very eligible), the second 98, 1% (very eligible), the third 98, 1% (very eligible), the fourth 96.4% (very eligible), and the fifth 98, 1% (very eligible).

Some revisions from the material experts include: 1) The suitability of the contents of the story about the message values of Pancasila, 2) The consistency of the use of terms about the values of Pancasila, 3) The ease of mention of the character's story, and 4) The suitability of the choice of words or terms. Product eligibility validation from media experts is carried out on physical appearance, graphic design, and language. The results of the validation of media experts showed that the first big book got 83.75% (Very Eligible), the second 85% (very feasible), the third 83.75% (very feasible), the third 82.5% (very feasible), and fifth 88.75% (very feasible). In general, suggestions from media experts on the developed big book products include: 1) cover appearance (logo, written form), 2) laying out the preface, 3) the suitability of the illustrations with the story settings, 4) color selection, 5) layout and type selection fonts, and 6) techniques for making illustrated images so they don't break.

V. PRODUCT REVIEW

The stage of developing a big book media product on Pancasila values is based on the results of a preliminary study of the availability of instructional media in schools. Data from the results of the preliminary study indicate that there is no learning media in the form of a big book related to the values of Pancasila in schools. Learning media material is also still rarely found in schools. The teacher is limited to using pictures in student books. This has become one of the causes of students when working on repetition questions that is wrong.

The unavailability of learning media whose material is related to the material to be taught is indeed an obstacle to the optimal learning message to students. This is consistent with the opinion of Zein [3] that the media are defined as intermediaries. In this case the intermediary between the teacher and students in the teaching and learning process has a role to minimize student errors in receiving learning messages.

The learning media intended by the teacher here is in the form of a big book containing material about the values of the Pancasila precepts. The existence of big book media has become a teaching tool for teachers. Thus the learning material will become more concrete and can be understood by students more easily. The presence of learning media as a tool, so that teachers are still needed. The existence of instructional media as teaching aids is in accordance with the opinion of

Sudhana and Rifai [8] which explains that teaching media are teaching aids.

Big book developed in this research is a type of visual media that will be used by teachers to teach material about the values of the Pancasila precepts. The use of this media will be in groups. This is in accordance with the opinion of Jackman [4], that the big book is a medium used by teachers to convey learning messages to a group of students. Through the use of big book media, it is hoped that students' understanding of the values of Pancasila will become easier.

The development of big book media for low grade students in elementary schools is based on the consideration that elementary school children like reading material that is accompanied by simple illustrations according to their level of cognitive development. The basis for the development of big book media in this study is supported by Suyanto's opinion [5] that big book is one of the learning media that is favored by children, especially low class children.

In the process of developing the big book media in this study, its feasibility was tested through validation of media and material experts. The results of the validation of media experts showed that the first big book got 83.75% (very eligible), the second 85% (very feasible), the third 83.75% (very eligible), the third 82.5% (very eligible), and fifth 88.75% (very eligible). This feasibility is certainly obtained because in the development of the big book, it has paid attention to aspects of good media. Essa (2014: 319) explains that the criteria for a good book are in terms of text, general appearance, and illustration. All of these have been fulfilled in the development of the big book media which contains material about the values of Pancasila.

Furthermore, the eligibility criteria from the material experts obtained data that the first big book is 98, 1% (very eligible), second 98, 1% (very eligible), third 98, 1% (very eligible), the fourth 96.4% (very eligible), and fifth 98, 1% (very eligible). This can be interpreted that the content of material contained in the big book media is in accordance with the competencies of Pancasila values for the low class.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the development obtained data that the big book media about the values of Pancasila in this study meet the feasibility aspects of the validator of the media and material experts. Eligibility criteria from material experts obtained data that the first big book is 98, 1% (very eligible), second 98, 1% (very eligible), third 98, 1% (very eligible), the fourth 96.4% (very eligible), and fifth 98, 1% (very eligible). The eligibility criteria of the media experts that the first big book got 83.75% (very eligible), the

second 85% (very eligible), the third 83.75% (very eligible), the third 82.5% (very eligible), and fifth 88.75% (very eligible).

Furthermore, suggestions were given that: a) the teacher needs to use learning media that makes it easy for students to understand the learning material, b) the media developed must contain the appropriate material, and c) media development is based on the level of student development.

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