

The Development of Pancasila Cartoon Wayang Media On Students' Characters of 1st Grade Elementary School

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Abstract—Based on students' performance and an interview with first grade SDN Tambakaji 01 Semarang teacher, it is known that limited learning media significantly affects PPKn learning result. This study aims in examining the effectiveness of wayang cartoon media to incorporate principles of Pancasila in PPKn. This study is a research and development that implements the adaptation of Borg and Gall's development model done by Sugiyono, as follows: potential problems, data collection, product design, design validation, design revision, test. The form of research is pre-experimental design with one-group pretest-posttest design. Data collection was done through test, questionnaire, observation and documentation. The researchers employ non probability sampling with sampling purposive. This study shows that the development of Pancasila wayang media cartoon consists of: wayang cartoon, role play text, guidebook in using the media, storage box. The effectiveness of the media is justified through media and content experts' judgment. The result is considered very effective as represented by 97% and 96.5%, which concludes the moral principles of Pancasila cartoon affects cognitive learning significantly. This study also shows 0.597 improvement in students' understanding. This study encourages the use of the moral principles of Pancasila cartoon as a learning media in PPKn in order to emphasize the value of Pancasila. **Keywords**— *character, learning media, Pancasila cartoon wayang*

I. INTRODUCTION

One of the most important aspects in the national development is education. Indonesia is a country which becomes a member of United Nations (UN). A big agenda of United Nations through Sustainable Development Goals (SDGs) that should be succeeded in 2030 is quality education.

Based on the documentation data, observation, and interview in SDN Tambakaji 01 Semarang, learning outcomes of PPKn (Pancasila and Civic Education) is not optimal and affects students' characters. It is due to the lack of available learning media, particularly for PPKn, which is only in the form of textbooks and Pancasila picture hanging on the classroom wall. The cause of it is the teachers have difficulties in developing PPKn learning media because of the abstract materials, while the ages of elementary school students need real/concrete experiences (Rifa'i & Anni, 2012).

The solution that can solve the problem is learning media. The use of interesting learning media will increase students' interest in learning, so students'

attention to learning can be higher, and students' understanding will be better [1]. Wayang (Indonesian puppet) is a performing art of Javanese culture, often described as "shadow" or vague art that can move based on lakon (actor) played by dalang (puppeteer). UNESCO (United Nations Educational, Scientific, and Cultural Organization) has determined wayang as the world heritage (Sutaryo, 2017).

Wayang can be used as learning media. Cartoon wayang can provide direct experiences to the students and involve the five senses to be more sensitive and make the learning more impressive. Pancasila cartoon wayang media has some advantages, including: (1) providing concrete knowledge to students through role-playing learning process; (2) improving students' understanding ability of learning materials because students can directly learn by using concrete media; (3) stimulating the development of thought power, creativity, and language to build good attitude, mental, and characters according to Pancasila values through role-playing learning process by using the media in groups.

The development of Pancasila cartoon wayang media consists of the components as follows: (1) cartoon wayang with 5 different characters and 5 wayang in the form of Pancasila principles; (2) role-playing text; (3) guide book of wayang use; (4) storage box of cartoon wayang.

The result of this study shows that learning media of Pancasila cartoon wayang affects learning outcomes of first grade students in elementary school, so it affects students' character behavior to be better that reflects the moral principles of Pancasila.

II. METHOD

The method of this research was research and development used to create particular product, and to test the effectiveness of the product [7]. This research modified Javanese wayang into Pancasila cartoon wayang media adapted to the development level of elementary school students to build students' characters, PPKn subject in the 1st grade of elementary school for the materials about the meaning of Pancasila principles. This study employed Borg & Gall development according to Sugiyono (2015), which consists of 10 steps: (1) potential and problem; (2) data collection; (3)

product design; (4) design validation; (5) design revision; (6) product trials; (7) product revision; (8) trial use; (9) product revision; and (10) final product. The researchers limited to the trial use step, adjusted to the researchers' need to find out the effectiveness of Pancasila cartoon wayang media on students' characters.

The research subject was teacher and students of the 1st grade of SDN Tambakaji 01 Semarang. It employed purposive sampling, which is the sampling technique with particular consideration [7]. The techniques of data collection used were test and nontest. The test technique was in the form of pretest and posttest questions to investigate the learning outcomes of the materials taught by implementing Pancasila cartoon wayang media in PPKn learning. The nontest technique was by conducting observation through observation sheet, questionnaire of responses for the media use.

III. RESULT AND DISCUSSION

The Development of Pancasila Cartoon Wayang Media

The media development begins with pre research activities to investigate the media needs of the students and teacher through literature study. The components of developing Pancasila cartoon wayang media include: (1) cartoon wayang with 5 different actors and 5 wayang in the form of Pancasila principles; (2) role-playing text; (3) guide book of the media use; (4) storage box of cartoon wayang. The development result is presented as follows.



Figure 1. Storage box of the media



Figure 2. Pancasila cartoon wayang



Figure 3. Guide book and role-playing text

The feasibility assessment of cartoon wayang media of Pancasila principles by the media experts which includes media assessment as follows: (1) appropriateness aspect; (2) feasibility aspect; (3) quality aspect; (4) technical quality aspect; (5) ease of use aspect. The assessment result by the experts is considered feasible as learning media if it has minimum 75% [5].

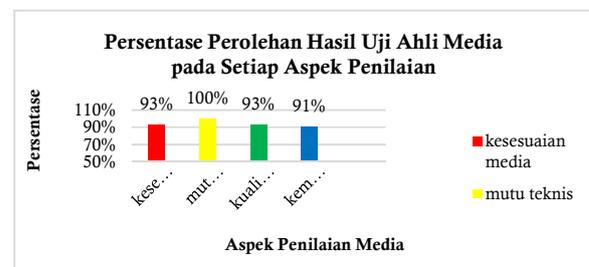


Figure 4. Percentage of the test result by the media experts on each assessment aspect

Students' Learning Outcomes

Based on the result of t test of pretest and posttest mean, t value is -12.685. Because t table is positive which is 2.045 then the value of t value changes into positive or absolute becoming 12.685 so that t value > t table then Ha is accepted which means that the use of Pancasila cartoon wayang is effectively applied in PPKn subject for students' learning outcomes. The conclusion of t-test calculation result is that there is a significant difference of learning outcomes before and after using Pancasila cartoon wayang media on 1st grade students of SDN Tambakaji 01 Semarang. The result of n-gain test of pretest and posttest data is presented in the table 1.

Table 1. The Result of n-gain Test

Category	Score
Pretest	47.8
Posttest	78.9
Mean difference	31.11
Class n-gain	0.597
Criteria	Medium

The table shows that with the improvement of students' mean score, the students' behavior reflects Pancasila values. Since learning outcomes do not only

affect the cognitive value, but also on the affective and psychomotor aspects. In using the media, students do not only look at and listen to the teacher, but they also directly role-play in groups to reflect the values of Pancasila. Group 1 role-plays the first principle entitled worship based on own religion. Group 2 role-plays the content of the second Pancasila principle entitled helping others is good. Group 3 entitled united we stand, divided we fall. Group 4 entitled the wisdom of class leader election. Group 5 entitled *gotong royong* (community self-help) makes work easy.



Figure 5. Learning with the media



Figure 6. All groups use Pancasila cartoon wayang media

IV. CONCLUSION

Pancasila cartoon wayang media which is developed facilitates students in learning the implementation of Pancasila values. Pancasila cartoon wayang media is effective in PPKn learning to develop the characters of elementary school students. By role-playing in groups, students do not only listen to the teacher, but also directly role-play the materials they learn. It is shown by the students' learning outcomes of pretest and posttest score. The result of n-gain test of pretest and posttest result is 0.597 with the medium criteria, which means that Pancasila cartoon wayang media is effective to build characters in accordance with Pancasila values.

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