

INSTILLING CHARACTER IN STUDENTS TOWARDS BHINNEKA TUNGGAL IKA THROUGH VIDEO-BASED LEARNING MEDIA

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ABSTRACT

This study aims to investigate how to instil the character of Bhineka Tunggal Ika in elementary school students through video-based learning media. Teachers aim to cultivate this character by using video-based learning with Bhineka Tunggal Ika as the material. Learning videos are designed using the Canva application, and students will watch and listen to the storyline about the material presented in the videos. The desired character traits to be instilled include patriotism and discipline, both in terms of time management and behavior. To enhance the students' understanding of Indonesian culture, the teacher includes pictures of traditional houses, clothing, and dances. By doing so, students will become familiar with the unique characteristics and patterns of different tribes in Indonesia, which will aid in their language learning. The formation of student character is crucial from a young age as it affects their psychological development and knowledge growth, enabling them to think more creatively and critically about the future in the era of society 5.0. This study is a classroom action research (CAR) using observation before and after the implementation of the video. This study employed 2 classes, class 5 with the total of 23 students and class 6 with the total of 13 students. The result indicated that the students' characters of Bhineka Tunggal Ika were developed, in which they became more aware of how to act.

Keywords: Bhineka Tunggal Ika, literacy, culture, learning media

1. INTRODUCTION

2. Bhinneka Tunggal Ika is the motto of the Indonesian nation and is written on the Garuda Pancasila Bird, the symbol of the Indonesian state. The inscription is clearly displayed at the foot of the Garuda Bird. The 1945 Constitution has regulated this in article 36A, which states that "the State Emblem is the Garuda Pancasila with the motto Bhinneka Tunggal Ika". During a face-to-face lecture on the equalization program attended by elementary school teachers, one of the participants asked about the meaning of "Bhinneka Tunggal Ika". Although the participant knew that it was the motto of the Indonesian nation and meant 'unity in diversity', they were still confused about its significance when witnessing the Bhinneka Tunggal Ika march at the celebration of the Proclamation

of Independence on August 17, so the student asked the question, "what does Bhinneka Tunggal Ika really mean?". This attracts the researchers' attention to conduct further study, particularly on investigating how to instil this "Bhinneka Tunggal Ika" character. In fact, the motto "Bhinneka Tunggal Ika" contains two different concepts that seem to be contradictory: "Bhinneka" and "Tunggal Ika". The concept of "Bhinneka" recognizes the existence of diversity, while the concept of "Tunggal Ika" emphasizes unity. Diversity is characterized by differences, while unity is characterized by similarities (Anshori, 2022). To emphasize the students' understanding, the teacher's actions to provide residual motivation in the introduction of the media are crucial in learning abilities. Introducing cultures and differences is also an essential aspect of the teacher's job, as Indonesia is a nation full of ethnic and cultural diversity. Therefore, by providing significant explanations, teachers can help students understand and appreciate diversity and develop good character (Komara, 2018).

3.

2. LITERATURE REVIEW

3.1 Meaning of Bhinneka Tunggal Ika

The term "Bhinneka Tunggal Ika" was plucked from Mpu Tantular's Book of Sutasoma during the Majapahit kingdom around the 14th century. The term is listed in stanza 5 pupuh 139. This stanza is in full as below:

*Rw neka dh tu winuwus Buddha Wiswa, Bhinnêki rakwa
ring apan kena parwanosen, Mangka ng Jinatwa kalawan
iwatatwa tunggal, Bhinnêka tunggal ika tan hana
dharma mangrwa. [According to this book, Buddha and
Siwa are two different entities. They are indeed different,
but how can they be recognized? The truth is that Jina
(Buddha) and Siwa are one.]*

The Book of Sutasoma teaches religious tolerance, which places Hinduism and Buddhism together in harmony and peace. The two religions coexisted peacefully under the royal umbrella during the reign of King Hayam Wuruk. The diversity of those who are different reflects the objective reality of Indonesian society, which has a high level of diversity.

The diversity of Indonesian society can be found in various fields of life. In the political field, diversity is colored by the existence of different interests between individuals or groups. In the

economic field, diversity can be seen in the differences in the necessities of life, which ultimately have implications for the emergence of diversity in production patterns.

3.2 Character Planting

In the world of education, there are also colorful differences. There are teachers and students who each have different positions and functions. Teachers teach, and students learn. In addition, in education, there are various facilities and infrastructure. All the different elements of education work together to create an educational process in the form of a teaching and learning process (Mayang et al., 2020). Character building for students is essential in the realm of diversity. Teachers provide learning opportunities to students, and when technology is used for learning, there is an increase in knowledge gained by students (Setiawan, 2017). Generally, teachers provide learning media that are not lengthy and are ineffective for students who have a high level of thinking (Sriadhi, 2015). The cultivation of diversity is intended to make a positive contribution to the minds of students by introducing several things that are different from one tribe to another through interactive learning videos (Sitompul et al., 2019).

3.3 Bhineka Tunggal Ika Learning Concept

From work of art, its beauty is never based on uniformity. Beauty is created when there are differences between its parts that are united in one unity of themes. The diversity of the parts enriches the overall value and also elevates each other's value, (Nugroho, 2018). Differences in diversity are a reality, therefore differences no longer need to be discriminated against. Discriminating against differences can thus pose a danger of disintegration. Differences in diversity need to be synergized or managed by utilizing various differences into social capital to build togetherness, (Atmaja et al., 2020). The need to instil Bhineka ethics in students so that the values of struggle are valued. Through learning, the role of the teacher is prioritized so that students are accustomed to a spirit of character, faith and upholding the value of the nation's struggle.

4. METHODS

This research was conducted using Classroom Action Research, in which observation was made before and after having the students watch the video. The aim was to explain how to build student character through interactive video-based learning of Bhineka Tunggal Ika, which tells the flow of culture, ethnicity, and regions in Indonesia. This study employed 2 classes, class 5 with the total of 23 (10 male and 13 female) students and class 6 with the total of 13 (7 male and 6 female) students.

5. RESULTS & DISCUSSION

In essence, learning is the foundation for a person's change. Outwardly, humans want to know and learn more, but when a child wants to know, the efforts of an educator, who is their reference, are needed to provide changes to students so that the learning carried out will feel more flexible and enjoyable (Atmaja et al., 2020). Video-based learning media can be used to instil character in elementary school students by using Bhineka Tunggal Ika as the material and by including pictures of traditional houses, clothing, and dances to enhance their understanding of Indonesian culture.

This video-based learning media was found to effective to instil character in elementary school students. The results of this study showed several videos that were meaningful for learning, as they were carried out by teachers in a way that made students feel as though they were in situations and environmental conditions where there were images that could provide situations of their thoughts and feelings when learning.

The results of instilling student character through learning videos can be described through the videos and images below.

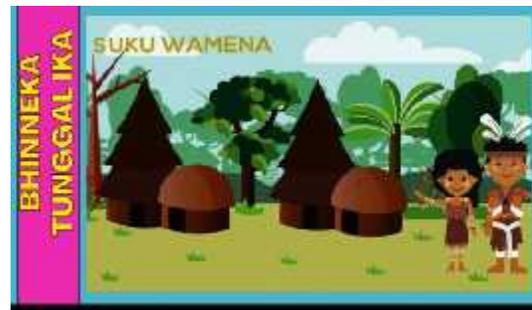


Figure 1. Ethnicity in Indonesia



Figure 2. Indonesia Culture Differences



Figure 3. Religious Belief Differences



Figure 6. Bhineka Tunggal Ika



Figure 4. Skin Color Differences



Figure 5. The Need for Changing



Figure 5. The Needs to Unite

Indonesia is a unitary state of the Republic of Indonesia that has a diversity of tribes, cultures, and skin color as described in the above pictures shown in the video. There are a need to accept all the differences by uniting to reach Bhineka Tunggal Ika

Bringing changes to the way students look at and think is the task of a teacher so that in the future students will make and place themselves into the community environment appropriately. After presenting students with some diversity, they are invited to think about the width and diversity of Indonesia, so that it becomes a cohesive whole.

6. CONCLUSION

It is the task of a teacher to bring about changes in the way students think and perceive the world so that they may become responsible members of their community. In order to anticipate the dangers of disintegration and realize the ideals of integration, it is essential to synergize differences in diversity. This can be achieved by fostering awareness, willingness, and the ability to see similarities in things that are different.

Differences are a reality in pluralistic societies such as Indonesia, and discrimination against them only leads to the danger of disintegration. Therefore, it is vital to manage or synergize diversity by utilizing the various differences to build social capital and promote togetherness. With video-based learning, students understand more quickly about material differences in cultural differences, religious beliefs, and skin color in Indonesia; and therefore, students can respect their friends in class even though they have different skin colors, and they can work well together when studying. This requires an awareness of the need for change, willingness to act upon that change, and the ability to see similarities in differences.

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