

MASTERY OF PANCASILA AND CITIZENSHIP EDUCATION THROUGH VIDEO-BASED MEDIA

Eli Sumarni^{1*}, Siti Mayang Sari², Lili Kasmini³, Akmaluddin⁴, Mutiawati⁵

¹²³⁴⁵ Department of Education Quality Assurance, PGSD, Universitas Bina Bangsa Getsempena, Banda Aceh, 23112, Indonesia

*eli.sumarni1978@gmail.com

ABSTRACT

The current generation of the nation's children has changed in which the children of the Indonesian nation no longer have the character they were before the independence and the unity are now very fragile. The stability and security of the nation is threatened due to events and issues of national division. Learning Pancasila and citizenship education (PPKn) helps students build the character of Bhineka Tunggal Ika. Strengthening Bhineka Tunggal Ika character education for students can be carried out in classroom in many ways. The purpose of writing this article is to explain the process of strengthening of the character of Bhineka Tunggal Ika through video-based media in pancasila and citizenship education lesson in class VI SDN Pertiwi Lambarot. The method used is descriptive qualitative. In this study, the researcher relied on the researcher's observation to collect data through direct observation in the field. In the sense that researchers did not participate in these activities, then the observations were passive participatory observations (passive participation). Students in class VI SDN Pertiwi Lambarot were used as research subjects, totalling 15 students, 10 female students and 5 male students. The research data is a learning process based on video media. It was found that students paid serious attention and had positive attitude in responding to materials presented in the video.

Keywords: Pancasila and citizenship education (PPKn), Bhineka Tunggal Ika, character education, video-based learning

1. INTRODUCTION

Shaping one's personality or character in accordance with the values of society is important as a part of education goal. The application of character strengthening in the classroom is normally carried out by the teacher through pleasant classroom management. However, the selection of learning models with appropriate learning context will also help the achievement of Pancasila and citizenship education (PPKn) goals, which is to increase love for the motherland and to improve the students' strong positive character and national insight. Movement of literacy in students can strengthen the values of national character, namely religious, nationalist, independent, mutual cooperation, and high integrity, so as to give birth to the souls and attitudes of students who have confidence and strong resilience in facing threats in national integration.

Education, particularly in Pancasila and citizenship education (PPKn) is very important because education is the culmination of expanding one's knowledge in order to maximize one's potential for life and avoid backwardness, discomfort, and poverty (Komara, 2018). Human well-being can be improved by education. As a result, the education system of a nation becomes very important, particularly because education is the most important strategy for the welfare of a nation (Mayang et al., 2021).

Educators certainly have a strong desire to create innovative and effective learning materials to enhance students' engagement,

creativity, and achievement. However, supporting the learning materials of Pancasila and citizenship education (PPKn) for students often presents challenges in daily school assignments, particularly to implement character strengthening of Bhineka Tunggal Ika. This challenge might be helped by the use of teaching materials as one of the indicators of successful learning. Students can learn and develop character values through character education by using media. The learning media that could be used include digital media with learning materials about culture (Setiawan, 2017). This learning media has started to be used in elementary school, such as to teach students in class VI SDN Pertiwi Lambarot. In this study, the researchers would like to observe how is the implementation of this learning media in strengthening students' Bhineka Tunggal Ika character.

2. LITERATURE REVIEW

2.1 Character Reinforcement

Learning the values of Pancasila and citizenship education (PPKn) including learning the original character values of the Indonesian nation with Bhinneka Tunggal Ika becomes the basis for history teachers to use in class, particularly in designing the lessons with skills, forming students' awareness, cultivating national values, developing local and national events that inspire and connect, so that the students' motivation to study history does not fade, and so that learning history has an important meaning for students' personal development (Anshori, 2022). In connection with the above opinion, Pancasila and citizenship education (PPKn) as one of the disciplines taught in schools also has a strategic role in forming dignified national character and civilization as well as forming Indonesian people who have noble character, which are pious, full of tolerance, love for fellowship, respectful for the opinions of others and have high solidarity with fellow human beings and their environment (Setiawan, 2017).

Sholeh and Sadiman (2018) state that students are expected to be able to receive, understand, and remember learning messages of lesson learned, particularly to reinforce their characters.

2.2 Video-Based Media

Information and communication technology media can reach a wider audience and is the most widely used in this era. Video content can help students learn in class, especially in the lower grades of elementary school. Daryanto (2018) argues that video is an example of audio-visual media which refers to learning materials that can be seen with the eyes and heard with the ears. Videos work well as learning tools for large groups, individuals, and classes, (Kusumawati & Dewi, 2019).

To achieve successful and effective learning objectives, teachers must have a deep understanding of educational and teaching media during the learning process. They need to pay attention carefully when selecting the media to be used as a learning tool. The selection and use of appropriate and good media during the learning process can help smooth, effective, and efficient achievement of learning objectives, which overcome the use of conventional methods and animate the learning process (Sriadi, 2015).

According to Munadi (2019), video, known as visual media or audio-visual media, is a medium for conveying messages. There are two types of audio-visual media: first, pure audio-visual media, which combines the functions of sound and image equipment; secondly, the mix audiovisual which include moving pictures. Slides, OHP, and other audio-visual equipment fall into the first category, while motion pictures, television, and video fall into the second (Kartika et al., 2019).

Furthermore, the purpose of audio-visual media is to: (1) clarify the presentation of messages so that they are not too verbal; (2) overcome the constraints of space, time, and senses; and (3) overcome the passive nature of students if used appropriately and in various ways (Mayang et al., 2021).

3. METHODS

The method used was descriptive qualitative. In this study, researchers relied on observations or collected data through direct observation in the field. In the sense that researchers did not participate in these activities, then the observations were passive participatory observations (passive participation). Grade VI students at SDN Pertiwi Lambarot were used as the subjects of this study. There were 15 students, 10 female and 5 male students. The research data is a learning process of strengthening the character of Bhinneka Tunggal Ika based on video media. The observation data was analysed through description of the findings.

4. RESULTS & DISCUSSION

One of the indicators of successful learning is the use of learning media. Through the process of character education, students can learn and develop character values. The learning media used in this research process is learning about strengthening the character of Bhineka Tunggal Ika using video-based media at SDN Pertiwi Lamgarot.

Learning Pancasila and citizenship education material was done by focusing on strengthening the character of Bhinneka Tunggal Ika based on video media in class VI of SDN Pertiwi Lamgarot, particularly by explaining the contents of the video and by showing a video about strengthening the character of Bhinneka Tunggal Ika of Nusantara Cultural Material. In the video there was an explanation of the diversity of ethnic groups, the reasons for becoming a unified country, the causes of conflict between communities and individuals, how to overcome conflict between communities. Further explanation is provided below

1. The existence of ethnic groups in Indonesia

Indonesia is a country of literature that is rich in natural resources as well as rich in the diversity of ethnic groups, including the Minangkabau tribe, Betawi tribe, Wamena, and many other tribes.

2. The reason of the Indonesian state becoming a unitary state

Because of the many ethnic differences owned by Indonesia, Indonesia has become a unitary state.

3. The Cause of conflicts between communities and individuals

The differences that Indonesia has actually given rise to conflicts between the Indonesian people. In cities there is still fanaticism, not infrequently the triggers are caused by trivial things, such as the differences that each other has.

4. How to overcome the occurrence of conflicts between communities

To overcome this is to respect each other for all differences, starting from differences in culture, beliefs, and differences in skin color. It is time for us to change for the better. Where the majority unites with the minority in a sense of solidarity. Starting from the students' themselves then get used to it in others. Because the difference is the reason to unite. People need to respect and appreciate each other because of Bhinneka Tunggal Ika, in which although we are different, we are still one.

During the learning process. The seriousness with which students responded to the material indicated that this video implementation attracted the students' attention. When the teacher monitors the students during the teaching and learning process, they participated very actively. The students had positive attitude in responding to the material presented. There were 13 out of 15 students who showed strong engagement to the video.

Further observation also showed that the students became more aware about the Bhinneka Tunggal Ika concept, and they show enthusiasm to unite with their classmates even though they are different

5. CONCLUSION

Based on the result of the observation, it was found that the application of video-based media of Nusantara Cultural Material was successful in engaging the students' attention to learn Bhinneka Tunggal Ika concept. Additionally, it was also found that students at class VI of SDN Pertiwi Lamgarot learned and applied the Bhinneka Tunggal Ika character during and after they watched the video. They seemed to became more aware to act based on Bhinneka Tunggal Ika concept.

6. ACKNOWLEDGMENTS

Thank you to the supervisor until now for always providing the best motivation in writing this article. Thank you very much.

7. REFERENCES

- Anshori, S. (2022). Kontribusi ilmu pengetahuan sosial dalam pendidikan karakter. *Jurnal Analisis Sosiasal*, 3(1), 1–28.
- Daryanto, J. (2018). Penggunaan media pembelajaran video interaktif untuk meningkatkan pemahaman *tembang macapat* dalam pembelajaran bahasa daerah pada siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 6(1), 8-15.
- Kartika, Y., Wahyuni, R., Sinaga, B., & Rajagukguk, J. (2019). Improving Math creative thinking ability by using math adventure educational game as an interactive media. *Journal of Physics: Conference Series*, 1179(1). <https://doi.org/10.1088/1742-6596/1179/1/012078>

- Komara, E. (2018). Penguatan pendidikan karakter dan pembelajaran abad 21. *SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education*, 4(1), 17-26.
- Kusumawati, N. A., & Dewi, K. A. P. (2019). Pengembangan media pembelajaran berbasis teknologi informasi dalam meningkatkan mutu pembelajaran pendidikan agama hindu abad 21. *Adi Widya: Jurnal Pendidikan Dasar*, 4(2), 168-174.
- Mayang, G., Efendi, A., & Prakisyana, N. T. (2021). The effectiveness of problem-based learning assisted by EdPuzzle on students' critical thinking skills. *Indonesian Journal of Informatics Education*, 5(1), 9-15.
- Munadi, R., Sanjoyo, D. D., Perdana, D., & Adjie, F. (2019). Performance analysis of tunnel broker through open virtual private network. *TELKOMNIKA (Telecommunication Computing Electronics and Control)*, 17(3), 1185-1192.
- Setiawan, D. (2017). Kontribusi tingkat pemahaman konsepsi wawasan nusantara terhadap sikap nasionalisme dan karakter kebangsaan. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 9(10), 20-33 <https://doi.org/10.24114/jupiis.v9i1.6457>
- Sholeh, I., & Sadiman, S. I. (2018). Penggunaan mind mapping untuk meningkatkan pemahaman konsep perumusan dasar negara pancasila pada siswa sekolah dasar. *Jurnal Pendidikan Indonesia*, 4(2), 200-205.
- Sriadhi. (2015). Analisis Karakteristik Media Pembelajaran Dan Motivasi Berdasarkan Gaya Belajar Siswa Sekolah Menengah Kejuruan. *Educandum*, VIII, 37-47.