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Strengthening the Value of Pancasila in Elementary Schools in Online Learning Through Whatsapp Group Media

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ABSTRACTS

Pancasila is a formulation and guideline in the life of the nation and state for the people of all Indonesia. In applying the values in Pancasila, this can be done in various ways such as using a media application called WhatsApp. Material on Pancasila will be given in the group so that students can easily gain knowledge about the values contained in Pancasila. "Reading is fundamental for a person to gain another ability. However, there are still areas in Indonesia that still do not read. The aim of the core research is to provide innovation in literacy learning in grade 4 primary school. The study was conducted during a pandemic with an online learning system. . Students are given learning with sticky notes, where sticky notes are used as a medium. Sticky notes contain questions that must be matched with other sticky notes based on the same color. From the description above, we use this approach to test literature and theories so that they can fit the circumstances of the location we are researching. This is the basis for us to use a quantitative approach. The quantitative approach in this study was to determine the extent of the implementation of learning with Sticky Notes was to increase grade 4 students' reading interest in textbooks during the covid-19 pandemic. This approach emphasizes finding data to be processed systematically and using mathematical calculations. From the results of the study get an increase owned by students.

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1. INTRODUCTION

In this day and age the ideology in the Indonesian state of pancasila is still less applied to the values contained in pancasila to the younger generation so that many young people still lack care and a sense of nationalism towards the Indonesian state. Therefore, there needs to be the application of pancasila values to the younger generation, especially elementary school students with the aim that students can apply the values contained in pancasila to community life and can apply them back to the next generation (Maftuh, 2008). Pancasila starts from the first precept to the last precept is interrelated, and the first precept as the basis for the implementation of the next precepts. The precepts are: 1) The Supreme Divinity, 2) Just and civilized humanity, 3) The Unity of Indonesia, 4) populism led by wisdom in representative consultation, 5) Social justice for all Indonesia people. Of the five precepts, several values are in a row, namely divinity, humanity, unity, democracy and justice (Sitorus, 2016).

There are many ways to strengthen the values of pancasila. According to (Kaelan, 2014) pancasila values are actualized in concrete life such as the practice of realization of deliberation to achieve consensus, tolerance, tolerance, humanitarian realization such as helping people who are in difficulty. Strengthening the values of pancasila is inseparable from the participation of students as part of the citizens. The characters of the students in Elementary school can be used as a reference. In the process of preparing media in Strengthening the values of pancasila that will done, because according to (Mares et al., 2015), good media is media appropriate to the age of the student. Presenting a systematic paradigm within Citizenship education has three domain is academic domain, domain curricular and socio-cultural domains. Domain Academics are a variety of thoughts about Citizenship education growing in a community environment Scientific. Curricular domain is a concept Praxis of citizenship education in Formal and non-formal education. The socio-cultural domain is the concept and praxis in the community. Based on the statement above strengthening pancasila values in elementary schools include in the academic domain (Wahab & Sapriya 2011).

Efforts in strengthening the values of pancasila in elementary schools can be seen from the activities carried out in the school itself. Activities in elementary schools that can support to strengthen the values of pancasila are: 1) (Popi et al., 2012) argues that humans always seek to replicate the holy world to the real world, by trying to receive God's goodness through religious activities. Therefore, a region is materially related to various religions. 2) (Pachur 2015) suggests that deliberation can be consciously controlled. If students are not included in the selection of class leaders, then the practice of democracy does not work. Unsuccessful democracy can lead to disasters, such as anarchy and ignorance (Markopoulus, 2015). So, the activity of choosing the class leader by including his students is an effort to minimize ignorance and anarchy. 3) (Gregory et al., 2011) suggests that an effective way of learning is when one is teaching others. That way, students who have high intellectual abilities will teach students in their group who have intellectual abilities under them. This instills the value of humanity in students, namely teaching to others in a group. If the level of appreciation to humans is low, it will increase group differentiation (Luke, 2009). Thus, working together in small groups is one of the efforts to minimize social differentiation in the classroom. 4) Learning done by teachers is not just transmitting knowledge but there are several processes that make students actively involved in learning. Not only students who are female or male but all students in the class have the right to follow the learning with the teacher. The actions of this teacher are a strengthening of the value of justice (Durrani, 2018). Suggested that the uneven distribution of education, will cause conflict. So, to avoid conflict, teachers instill the

value of justice early on. 5) Activities such as cleaning the school environment. A clean school environment becomes an interest to be seen and occupied so that the school remains an inspiration in the implementation of learning, Then we must always take care of it. This activity reinforces the value of unity. Between students, teachers, and school employees. Other activities that reinforce value Unity is the ceremony. Flag on Monday and picket class on every class. The flag ceremony reflects union between students, teachers, and employees school. Class pickets reflect unity between students and each other to together clean the class. The whole activity, carried out in order to strengthen the values of Pancasila in the basis that has elements of heterogeneous school residents. The above activities involve school residents to participate in activities. This is in accordance with statement (Mardikanto, 2010) which states that participation is the participation of a person or group of members of the community in an activity. The purpose of this research is to knowing the strengthening of Pancasila values in public elementary school 179 Sarijadi and know the obstacles in the process Strengthening. The results of this study are expected It can provide benefits for some both theoretical and practically. Theoretically, this research it is expected to support engineering theory. Social needs change. Attitudes and individual values to overcome a problem. Practically for the author, readers, communities and subjects this research VAT will be used to add knowledge and knowledge to understand about strengthening values Pancasila as the basis of the state to return strengthened as a reference in life nation and state. In applying the values of Pancasila can be done in various ways, one of which is to use the media, namely the WhatsApp application. This WhatsApp media can make it easier for teachers to teach the values contained in Pancasila to students, especially elementary school students because only by creating a group containing students and teachers, teachers can send the material to WhatsApp groups so that the material can be conveyed easily without students having to look for material about Pancasila values in books or other media.

There are many methods to apply Pancasila values to elementary school students but because of the current pandemic conditions to do learning become ineffective. But still the values of Pancasila must be applied to students, especially students of public elementary school 179 Sarijadi so that these students can become better individuals.

2. THEORETICAL FRAMEWORK

Pancasila is the basis of the State of Indonesia that must be slow learner students. Learn early on. Because in Pancasila itself there are values and morals that slow learner students must know in their daily activities when at home, at school, or in the community. It certainly will make it easier for classroom teachers to handle slow learner students during the process learning in the classroom. As Arikunto, (2002) says, competencies that must be possessed by a teacher so that he is ready to do everything. Here the class teacher is required to have sufficient competencies and skills to handle children who special needs with other normal children attending school Inclusion.

Communication is a process that relates to humans. the environment around it. If there is no communication, man will be isolated from the environment around it. But if there is no environment, communication will become an insignificant activity. In other words, humans communicate. It's about making contact with the environment. When humans communicating, of course, requires a medium of communication. WhatsApp social media as a tool communication, that the pattern of communication that is often used is a pattern of communication One-way and two-way, this pattern allows as a support, and as system or means used to perform long-distance communication. WhatsApp is a cross-platform mobile app. Different from Short Message service (SMS) application is a facility that can only text and

Paid, then the WhatsApp application is and send not in the form of text only But it can also be in the form of images, video messages, and audio in large quantities. limited. In other words WhatsApp is an instant messaging application for smartphones, WhatsApp functions almost the same as the SMS application (Irham et al., 2018).

3. METHODS

The approach used in this study is the quantitative approach. Quantitative research is a research approach that represents the understanding of positivism, while qualitative research is an approach that represents a familiar naturalistic research (phenomenology) (Mulyadi, 2011). Quantitative approach is an approach that in the proposed research, process, hypothesis, down to the field, data analysis and data conclusion up to its writing using aspects of measurement, calculation, formula and certainty of numerical data. Conversely, qualitative approach is an approach that in the proposed research, process, hypothesis, down to the field, data analysis and data conclusion up to the writing using aspects of tendencies, non-numerical calculations, descriptive situational, in-depth interviews and content analysis. The first stage conducted in this study was to survey the number of students who were in the school with an interview with the principal. The number of students recorded is as many as 14 students. Then we selected samples from the population and obtained as many as 14 students with details of men as much as 21.4% (3 students) and women as much as 78.6% (11 students).

We gave questions to students, using pretest and posttest methods as many as 10 questions given to elementary school students 179 likes to be. This research was conducted at Jl. Sarimanis public elementary school no blok 17, RT.01/RW.11, Sarijadi, Kec. Sukasari, Bandung City, West Java, Indonesia 40151.

4. RESULTS AND DISCUSSION

4.1. Demography

The study was conducted at a state elementary school. Students have studied citizenship education. In the early stages of the study, surveys were conducted on the number of 4th graders. The number of students recorded is 14 students in grade 4. Then the we distributed 14 students with details of 21.4% (3 male students) and 78.6% (11 female students) with an average age of 10-11 years. Of these students have a good understanding and not good in understanding the subjects of school and pancasila literacy, namely from male students in understanding pancasila, social sciences and literacy subjects of pancasila values by 4 students who do not understand, but male students in the lessons and literacy of pancasila values from 10 students who already understand. And the results of the research conducted prove that elementary school is the right place to do research because it has a different background, teachers are quite good at understanding the literacy of pancasila values, in contrast to students and parents who do not understand the literacy of pancasila values.

4.2. Phenomena in the learning process

From the research process, we prepared some materials and sought information through school teachers regarding the level of educational understanding of students and students in elementary school. Then we provide learning through Youtube videos and Power points as a method of delivery about character education, elementary school subjects and literacy of pancasila values. The steps are as follows:

- (i) The first session, we asked about the educational understanding of elementary school students and teachers
- (ii) In the second session, we distributed pre-tests through google form to students in elementary school, to find out how well students understand in doing learning in school and literacy pancasila values and get fairly good results, but there are some students who lack a good understanding of school subjects and literacy pancasila values.
- (iii) The third session, then we give lessons on the literacy of pancasila values and develop students in their subjects also through Youtube videos and power points.
- (iv) The fourth session, then shares post-test questions with 4th graders and gets an increase in results from pre-tests that have previously been distributed.
- (v) Fifth session, we provide evaluations to teachers and parents of students to pay more attention to their students and students.

From these results, all turned out to have a positive and beneficial impact for students and teachers in literacy knowledge of pancasila values and distance learning media with the google Meet application, WhatsApp group.

4.3. Pre-test and post-test results

Learning activities in public elementary school 179 Sarijadi are conducted online. Tools and media used in learning through google meet and google form. We introduce google meet and google form to students and students through video calls via google meet. This method as an interactive learning media solution used in online learning during pandemics. In addition to introducing the two applications, we also spread online questionnaires via google form distributed to students through the WhatsApp group application to find out the extent of material understanding about strengthening pancasila values in elementary schools.

Based on the collection of data through a quisioner that the author shared with 14 students of grade IV (Four), showed that teachers already understand what the values of pancasila are, but for students and guardians they still do not understand the values of pancasila, but actually to understand the values of pancasila, all students apply some of the values of pancasila in their daily lives. Based on the collection of quisioner data that the author shared with 14 students in public elementary school 179 Sarijadi, showed an increase in understanding from the teachers of students and their student guardians, and increasingly motivated to learn more about literacy strengthening pancasila values. The results showed that the average post-test score was 77.96% greater than the average pre-test score of 45.32%, so the difference was 32.64%.

Table 1 describes the questions that have been asked pre-test and post-test. The first package made is a pre-test box. The creation of this questionnaire was distributed to students of grade IV elementary school, which aims to find out how far the material about the values of pancasila by filling out 10 questions. After that, we will provide material about the values of pancasila through Youtube media and power point media. After explaining the material, we redistributed questionnaires with the same question, namely in the form of posttest to students with the aim of understanding the material regarding strengthening pancasila values.

The results point to several points of discussion:

- (i) For question number one the result increases by 22.0% when the material is on
- (ii) Meaning of pancasila
- (iii) For question number two the result increased slightly by 22.3% when understanding how much pancasila amounts.

- (iv) For question number three the result increased by 33.0%, presented material about the number of pancasila amounting to 5
- (v) For question number four the result increased by 25.8% after presenting pancasila material as the symbol of the state.
- (vi) For question number five the results increased by 26.1% after being given an understanding of the application of pancasila behavior in everyday life
- (vii) For question number six the result is quite increased by 45.8% when given an understanding of the first precept, namely about the supreme divinity.
- (viii) For question number seven the result increased by 44.0% when given an understanding of the second precept of just and civilized humanity.
- (ix) For question number eight the result increased by 49.4% when given an understanding of the third precept
- (x) For question number nine the result increased by 29.9% when given an understanding of the fourth precept.
- (xi) For question number ten the result increased by 28.1% when given an understanding of the fifth precept.

Based on the results of I am strengthening the value of pancasila in elementary schools in online learning through WhatsApp Group media shows that the enthusiasm of students is very high, evidenced by an increase in understanding from pre-test to post-test. Teaching and learning activities in public elementary school 179 Sarijadi are conducted online. The learning media used is Zoom Meet, WhatsApp groups, and Google Form for students (Utari, 2017; Chasanatun et al., 2021). This method is a solution in applying distance learning with interactive learning media.

Table 1. Students' pre-test and post-test results.

no	Question	Pre-test	Post-test	Gain
1	Do you know what is pancasila?	58.2%	80.2%	22.0%
2	Do you know the number of pancasila?	56.1%	78.4%	22.3%
3	Did you know that Pancasila has 5?	45.5%	78.5%	33.0%
4	Did you know Pancasila was designated as the base of Indonesia?	55.3%	81.1%	25.8%
5	Do you guys apply the values of pancasila to everyday life?	52.1%	78.2%	26.1%
6	Do you always obey god almighty?	32.4%	78.2%	45.8%
7	Do you always picket in class with your friends?	31.5%	75.5%	44.0%
8	Do you like to fight with your peers?	21.8%	71.2%	49.4%
9	Did you participate in the selection of the chief disciple?	50.2%	80.1%	29.9%
10	Do you often help your different religions when in distress?	50.1%	78.2%	28.1%

5. CONCLUSION

The conclusion of this study is that there are still many students who do not understand and apply the literacy of pancasila values. The results showed that the average post-test score was 77.96% greater than the average pre-test score of 45.32%, so the difference was 32.64%. Therefore, we can increase interest, knowledge, and applications in materials related to the literacy of pancasila values. This increased understanding can be done by continuing to teach and provide examples of literacy of pancasila values to students through media, such as

videos from Youtube and power points that contain pancasila value literacy. Because the use of online learning is quite effective during the current pandemic.

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7. AUTTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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