

Application of Board Game Pancasila Dadu (Pandu) in Civic Learning

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Abstract- Citizenship education is one of the subjects that has an important role in introducing the Pancasila Philosophy to today's young generation. But unfortunately, the fact in the field shows that when the researcher observed in class 5 of MI Al Huda during Civics learning, found several problems in the delivery of material, among the problems that arise are students less interested in PKn learning because the material tends to be textual and lots of reading must be understood by students. The method used in this research is descriptive qualitative which is one of the types of research included in the type of qualitative research. The researcher will elaborate on the application of the media Board Game Pancasila Dadu to Civics learning in 5th grade MI Al Huda Malang based on the results of direct observation, interviews from various sources and documentation relating to these activities. The results of this study indicate that the play of Pancasila Dadu has a very positive impact on Civics learning in Grade 5 of MI Al Huda Malang namely: (1) 5th grade students of MI Al Huda become PKn learning spirit. (2) 5th grade students of MI Al Huda strongly agree that the Pancasila Dadu game is used as a learning media to introduce students to the precepts in the Pancasila. (3) Pancasila Dadu game successfully attracts students' learning interest in Civics lessons in 5th grade MI Al Huda Malang.

Keywords: civic education, Pancasila, Board Game

I. INTRODUCTION

Learning becomes a media for a teacher to transfer understanding to the students about the concept of science. Learning will be effective when it fulfills the elements of learning. Those elements, are stated by Oemar Hamalik [1]. One of his books entitled "Proses Belajar Mengajar" (The Process of Instruction) defines that instruction is a structured combination consisting of humanity elements, facilities, equipment's, and procedures affecting each other. Civics is a media of preparing citizens as what expected by the nation through social scientific and curriculum Aziz & Sapriya [2]. As time goes on, the urgency of Civics becomes an obligatory subject in every school level. Civics is a subject matter focused on various self-developments such as religion, socio-cultural, language, age, and tribes to be Indonesian citizens who are intelligent, and character-built based on Pancasila and National Law 1945 [3] However, in fact, Civics learning becomes the process of knowledge transfer and skill building without being internalized with values contained in the knowledge. Evaluation method also tends to put the emphasis on cognitive aspects, so that the learning process at school seems to be a knowledge transfer rather than

teaching how to think scientifically and how to internalize values through cognitive comprehension. Students are only prepared for cognitive aspects without understanding of values in it [4].

The researcher conduct observation in the fifth year of Islamic Elementary School Al Huda while Civics learning. He found some problems on teaching method. Students are neither enthusiastic nor interested in Civics learning because the teaching is too textual and too much memorization. Moreover, monologue applied by the teacher bores the students. According to Dihad [5], instruction in elementary school is important learning phase for a child in his/her growing and developing age as well as sensitive phase in development of moral values. It is because the phase is very important, so teachers of Elementary School must dedicate their lives, skills and teaching competences. They must get more professional, innovative and competitive. Based on the problems, the researcher tried to design an instructional medium of Civics. The medium is board game – based Civics learning entitled *Pancasila Dadu (PANDU)* as an instructional innovation in Civics curriculum of Elementary School.

According to Berland and Lee [6] board games are games that provide recreational activities, are played in groups, and can lead them to play competitively, cooperatively, and collaboratively. The purpose of this board game is to foster a creative, confident and responsible attitude. Generally, there are various benefits from this kind of game, as stated by a clinical psychologist from the third generation, Saskhya Aulia Prima, M.Psi. One of them is from the intelligence aspect. Board game has the same benefit as gadget; it needs suitable strategies in order to win the game. Moreover, carefulness is needed to observe the model while playing the game; they can also practice how to control their emotion. Besides that, children's motor capacity can also be trained through board game. Another benefit of board game is to practice children's social competence. Children's can be trained to adapt their new friends, environment, communication and sportiveness of being the winner or the loser in a game.

While specifically, this Pancasila Dadu board game, aims to facilitate students in understanding the values contained in Pancasila, students provide examples of attitudes related to moral values in everyday life. So that it can provoke children's creativity in thinking and imagining.

II. THEORETICAL REVIEW

Theory of Learning by Doing

According to Rusman [7] A contextual approach as a learning approach that facilitates student learning activities to find, process, and find more concrete learning experiences (related to real life) through involving learning activities trying to do and experience themselves (learning by doing). Thus learning is not just viewed from the product side, but the most important is the process. In this context, the teacher facilitates students to find their learning experiences through the media board game Pancasila Dadu (PANDU). With this game students are expected to get a real learning experience (in everyday life). Syaiful Bahari Djamarah [8] states that educative interactions should be built by teachers based on the application of students' activities, namely learning by doing. In addition, doing activities or work is a form of statement from students that learning is essentially a change that occurs after doing activities or work. In the low classes in elementary school, this activity can be done while playing so that students will be active, happy, happy, creative and not binding.

Dewey said, as quoted by Muis Sad Iman [9] the meaning of the term Learning by Doing is that children must be together, investigate and observe themselves, think and draw their own conclusions, build and decorate themselves according to existing instincts at him. It appears here children learn while working and work while studying. From Dewey's explanation it can be concluded that Learning by Doing learning is a learning method that invites students to be directly involved through observation and activities so that students can provide conclusions about what he is doing. But Learning by doing needs to be balanced with a mature concept for the teacher in preparing the material to be taught. Teachers need to collaborate subjects with appropriate learning by doing techniques so that the objectives in learning are achieved as expected. As what Roberts [10] has stated that: "... We must move beyond" learning by doing "for our fields' philosophical underpinnings and practical approaches to becoming more influential in mainstream education". This means we need to move beyond learning by doing so students get interesting learning experiences.

Theory of Free Discovery Learning

According to Bruner in Komalasari [11] in learning emphasizes the influence of culture on one's behavior. He said that the learning process will run well and creatively if the teacher gives the opportunity for students to find a concept, theory, rules, or understanding through the examples found in their lives. According to the view of Bruner (1964) that learning theory is descriptive, intended to provide results, because the main purpose of learning theory is to explain the learning process. While learning theory is perspective intended to achieve the objectives and the main goal of learning theory itself is to determine the optimal learning method, for example, learning theory predicts what is the maximum age of a child to learn addition, while learning theory describes how to teach addition.

Bruner introduces the theory of Free Discovery Learning as a learning method that aims to encourage students to think more critically and deeply on an issue through an observation of the surrounding environment and then they make conclusions based on these observations. The principle of learning that seems clear in Discovery Learning is the material or learning material that will be delivered is not delivered in the final form but students as students are encouraged to identify what they want to know followed by finding their own information then organizing or forming (constructive) what they know and they understand it in a final form.

Objectives and Benefits of Learning Free Discovery Learning

Discovery Learning (DL) is a way to convey ideas or ideas through discovery. According to Akinbobola & Afolabi in Prasetyana et al [12] the use of discovery approaches can involve students in problem solving activities, independent learning, critical thinking, and understanding and creative learning. DL Media is a teaching media that seeks to lay the foundation and develop ways of scientific thinking, students are placed as learning subjects, the role of the teacher in DL learning media is a learning guide and learning facilitator. The strength of DL Media is that it is able to foster student motivation, arouse curiosity. DL learning activities not only memorize, so the concepts and principles are easy to remember longer. Meanwhile according to According to Hosnan in Josephine et al [13] the objectives of this learning media, are:

- 1) In finding students have the opportunity to be actively involved in learning.
- 2) Through learning by discovery, students learn to find patterns in concrete and abstract situations, and also extrapolate a lot of additional information.
- 3) Students learn to formulate question and answer strategies that are not ambiguous and use question and answer to obtain useful information in finding.

Another benefit of Discovery Learning is revealed by Reiser that:

In summary, in a discovery learning context, the student is in the primary control of the interaction. The student's goals and interests determine the learning agenda. Students are successful to form hypotheses, test these hypotheses, and observe the results. Students learn by referring principles from the gathered observations, rather than by the teacher communicating the central principles. This situation contrasts with more didactic and constraining teaching strategies in which an instructor presents ideas that have been included in a pre-established curriculum designed according to the logical structure of the domain of study. The arguments for discovery learning have included claims for both cognitive and motivational benefits. The proposed cognitive benefits are that students learn better or learn more general skills when learning by discovery. The proposed motivational benefits are that students find a domain more intrinsically motivating when learning through exploration, and that they will develop more positive attitudes toward the domain and toward their

abilities. Next we briefly review the arguments and evidence bearing on these issues.

III. RESEARCH METHODS

The method used in this research was descriptive qualitative which is one of the research methods in qualitative research design. This research was aimed at finding out occurrence or fact, situation, phenomena, variables and condition during the research. The researcher wanted to describe what really happens during the research conduct. The subject of the research was the key informants consisting of students and teacher at MI (Islamic Elementary School) Al Huda Malang. The research was held at MI Al Huda Malang located at Jl. Selat Sunda VIII D-20, the sub district of Lesanpuro, District of Kedungkandang, Malang City, The Province of East Java. The research was conducted for 1 month started from May until June in 2019.

The data collected in this research was based on the primary data gained from the field research, including closed interview (questionnaires) and direct observation to students and teachers at MI Al Huda. The technique of data analysis was descriptive analysis. The data were analyzed inductively, where the conclusion was drawn based on scientific thinking from various responses gained. Another word, the researcher tried to scrutinize social-politic symptom by interpreting problems or issues existing in the data. In this case, the researcher collected the data directly gotten from students and teachers at MI Al Huda Malang. Then the data were presented and verified. Finally, the data were summarized to draw the conclusion so that the problems of the researched can be answered.

IV. RESULTS AND DISCUSSION

The researcher created a snake game to support this research. The game was designed based on the materials of Civics. The descriptions of the games are as follows:

- 1) The format of media which will be designed in form of board game. The game has square form with the size as A3 paper size.
- 2) The board game was made by using carton overlaid by art paper which is laminated containing visual-background boutique picture with dark blue color. The board game of Pancasila Dadu sized A3 paper made of carton has 49 cube sections, where each cube painted with Pancasila picture and key words reflecting the values contained in Pancasila.
- 3) The character and the status board consisted of four characters of Punokawanya who became the game prawn. Moreover, there was one Dadu consisting of six sides with the painting of the first until the fifth with symbols. The first symbol until the fifth symbol and one symbol of Garuda.
- 4) There are game rules besides the board game of Pancasila Dadu as the game guidelines and the rules.



Picture 1. Model of Board Game Pancasila Dadu

Consisting of three aspects assessed such as; the effectiveness of learning assistance, the impacts for the students and the effectiveness of the media use. The score for each question are divided into four categories; score 4 for strongly agree, score 3 for agree, score 2 for disagree, and score 1 for strongly disagree. Then, the data collected were analyzed by using descriptive analysis. From 26 respondents, based on the results of the study that 44.6% of respondents answered very agree, while 46.5% of respondents answered agree. Furthermore, 8.1% of respondents answered disagree and 0.8% of respondents answered very disagree. This means that as many as 91.1% answered in the positive category and 8.9% of respondents answered in the negative category.

The researcher it can be concluded that 91,1% students provided positive responds to the Pancasila Dadu Board Game. In short, it can be said that the media of Pancasila Dadu Board Game is suitable and effective to be applied in Civics learning to the fifth year students at MI Al Huda Malang. we can say that the Pancasila Dadu game can't only improve students 'cognitive abilities, but also can improve students' affective and psychomotor attitudes [14].

Based on the above table, it can be concluded that overall the Pancasila dice game has a positive impact on students and is very effective when applied in the teaching of civic learning in class 5nd MI Al Huda Malang. This is in line with what is conveyed by Wiratmojo, P and Sasonohardjo in Falahudin [15] which says that the use of instructional media in teaching and learning can generate new interests and desires, generate motivation and stimulation of learning activities, and even bring psychological influences on students. The use of instructional media in the orientation phase of teaching will greatly assist the effectiveness of the learning process and the delivery of messages and content at the time.



Picture 2. The figure of Pancasila Dadu



Picture 3. Dice model

The research was done during the Civics learning in the fifth year classroom at MI Al Huda Malang. In this game, try out has been done for three times. The first try out was intended to be a media introduction of Pancasila Dadu board game to the students. Then, at the first meeting, the researcher previously explained the purpose and the intention of the game of the game rules of Pancasila Dadu. Then in the second try out, the students gradually started to understand the rules of Pancasila Dadu Games. However, most students got difficult to understand to answer the question during the game. In the third try out, students had been familiar with the game and they were able to play the game by themselves.

The data collected were the students' responses towards the media of Pancasila Dadu board game through closed interview (questionnaires) with 26 students who are in the fifth year at MI Al Huda Malang. The questionnaires consisted of 10 questions

V. CONCLUSION

In carrying out learning in class, careful preparation and appropriate strategies are needed so that learning activities can be carried out effectively and pleasantly, while the desired competition can be achieved. For this reason, a teacher needs to think innovatively in preparing for learning, one of which is to use game media as a learning medium for students. One of the favorite games for children is the media board game, many of these types of board games commonly used by children in games include monopoly and snakes and ladders. So far, the Civic learning activities in schools tend to be textual and only oriented towards understanding the material books. For this reason, the Pancasila Dadu (Pandu) board game media is designed as a form of Innovation for fifth grade students so that the Civic learning becomes more interesting to learn in class. There are many benefits to this game, besides children can learn while playing (Learning by Doing) children also get new experiences from their observations, discussions and activities. (Free Discovery Learning).

Besides that, the Pancasila Dadu (Pandu) board game teaches many character values to children, namely honest character, responsibility, cooperation, harmony, tolerance and so on. Because the Pancasila Dadu board game is designed by including elements of fun, learning, and good character. So it is very suitable if implemented in learning at school or at home.

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