



The Development of Elementary School Teaching Materials Based on Pancasila Students to Improve the Character of Kayuh Baimbai

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Abstract. It is very important for the community in Banjarmasin to have a character development that is known as the motto of Kayuh Baimbai. Kayuh Baimbai is known as the reflection of the Banjarmasin community itself, with the meaning that it resembles or relates to communal work. On the other hand, the availability of materials for Pancasila-based students is inadequate. Reflecting on the issues, the purpose of this research is to improve the character of Kayuh Baimbai students in elementary school as the fulfillment of the needs of an independent curriculum.

This research uses research and development (R&D) methods with Brog & Gall research design. This research goes through 10 stages, namely research and information collection, planning, development of the initial form of the product, preliminary field test, revision of the main product, main field test, revision of the final product, as well as dissemination and implementation.

Based on the evaluation of content experts for elementary school teaching materials, design and media experts, Pancasila student value base experts, and kayuh baimbai character experts and continued with field testing, it shows that the level of quality of Pancasila-based teaching materials involving 4 experts, some aspects are at a very high level. Both declared valid and suitable for use ($X = 3.83$) were declared valid and suitable for use. Thus, there is a significant difference dominated by the results of the experimental class post-test with a higher score compared to the control class post-test. Therefore, Pancasila-based student teaching materials are feasible to use and have an excellent level of validity for improving the character of Kayuh Baimbai in 4th grade elementary school students.

Keywords: Elementary School · Kayuh Baimbai · Pancasila Students · Teaching Materials

1 Introduction

Since 2020, Pancasila student-based learning and the independent curriculum has been echoed. Following up to the Indonesian student optimism, then it takes some strategies to speed up the established of students who have a pancasila enthusiasm. Education became one of the facility to create Pancasila student generation. For the Indonesians citizens

Pancasila is an ideology to be valued. The existency of Pancasila for the Indonesian citizens became the interpretation of Indonesia, the idea of Pancasila is not for only the symbol, but also for the proof of fellowship of Indonesian citizens. This fellowship reflects the peace of the Indonesian citizen, which consist of various types of differences such as race, religion, ethnicity and others. Pancasila which is able to unite the various differences that exist in the midst of Indonesian society. Given the importance of the Indonesian citizen must have the noble values contained in a Pancasila, and can be implemented in everyday life.

In the field of education today, during the era of revolution 4.0, it is crucial to strengthen the sense of community that Indonesian citizens have. If the values of Pancasila are not fundamentally developed and strengthened in daily life, the rapid advance of technology can undoubtedly become one of the major problems. The Pancasila ideology has been negatively impacted by the rapid advance of technology in numerous ways. Cooperation can have an influence on contemporary Indonesian culture through technology, similar to the practice of communal work. It is clear that Indonesian citizens have previously engaged in direct communal work such as discussion, whereas this previous use has developed into indirect communal work such as technological advancement. So it is important for us to recognize and establish the enthusiasm of mutual cooperation in students so that the noble value of fellowship is not forgotten by the current technological era. It is expected that even though the progress of science and technology is growing, the noble values of Pancasila are still attached to the soul of the nation's next generation. This hope has also been conveyed in Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system, where it is stated in article 1 paragraph 2 that Pancasila and the 1945 Constitution of the Republic of Indonesia, which is based on religious values, are also the foundations of national education. This law also intends to prevent Indonesian national culture from being insensitive towards the demands of modern society. Therefore, we should always include Pancasila's moral values into our daily education. The values of Pancasila align with the people of South Kalimantan's motto, "Kayuh Baimbai," inspiring a sense of togetherness. The custom of the people of South Kalimantan, who once used the river as a mode of transportation by employing boats that were pedaled by multiple people simultaneously to travel to various locations, is the inspiration for Kayuh Baimbai. This demonstrates how the culture of cooperation in accomplishing a common objective, which is one of Pancasila's core values, that also has been ingrained in the South Kalimantan people from the very beginning. Kayuh Baimbai can be interpreted as association or cooperation. The concept of Kayuh Baimbai in Banjarese culture refers to the mentality that the people embraced in their daily life.

The characters of Kayuh Baimbai are considered as part of collaboration skills. The collaboration skills will have a beneficial impact on one of the life skills that the nation's future leaders must possess today since students are highly adept at using them in dealing with the many obstacles of developing science and technology. It will undoubtedly have an impact on the students' excellent cooperation skills if the character of Kayuh Baimbai can be developed at this time. Students' capacity to recognize the numerous differences that emerge during the cooperative activity can also be assessed. This is in line with the belief expressed by Agusta et al. [1] that the importance of collaboration skills, which

have the same meaning as Kayuh Baimbai, will have an impact on the capability of the following generation to continue innovating in order to face various challenges in life in the future.

From the explanation above, it can be taken to defined that the importance of planting and regenerating the values contained in Pancasila during the 4.0 revolution to the next generation of the nation. If we look at the current age level of students, it is very important for us to grow and introduce Pancasila values in everyday life to students at the elementary school level. Education at the elementary school level is considered as the main basic foundation for instilling a character in the nation's successors. So that in this study it is important that we provide a strategy for inculcating the spirit of Pancasila through the character of the kayuh baimbai to elementary school students. Elementary school education taken by Indonesian citizens from the age of 7 to 15 years (UUD No. 20 of 2003). In a journal published by Kusumawardani [2] Elementary school children are also subject to the decline in Pancasila values, this is proven by the frequent occurrence of violence and bullying which is a small part of the misery of many students' misbehavior by violating Pancasila values.

The Pancasila Student Program is used to implement the application of Pancasila values starting in elementary school. The Pancasila student program, which has received attention over the past two years, undoubtedly has a positive effect on how young people, particularly those in primary school, develop their moral character. Strengthening character education in the knowledge that Pancasila students can promote the birth of good humans by possessing six main characteristics, namely having critical reasoning abilities, being creative, independent, having faith, being devoted to God Almighty, having noble character, mutual cooperation, and global diversity, in the hopes that students will be able to independently implement character values that can be realized in daily behavior [3].

The solution to this issue is to create thematic instructional materials based on Pancasila students to enhance Kayuh Baimbai's character. The South Kalimantan region's elementary schools then make use of these instructional resources. There is no research that creates Pancasila-based teaching material products to enhance the character of Kayuh Baimbai according to several previous studies on the development of teaching materials conducted [4–7]. It is crucial for elementary school students to study and put the Kayuh Baimbai character into practice since it is a part of one of the characters that are required of and can be practiced as early as feasible by elementary school students.

The decision to use teaching materials as the end result of this research was made because they can be used by teachers and students as a medium for the transfer of information and knowledge, and they have been created to be able to boost students' motivation to learn and their sense of responsibility [4–7].

Looking at some of the existing references, researchers have not found any development of teaching materials based on Pancasila students and kayuh baimbai characters in 4th grade elementary school students, there are only a few mathematical comic developments containing Pancasila values to be developed on the character of elementary school students, and this previous research also proves that there is a significant increase in the character development of students in terms of their respective disciplines and hard work through a comic [8]. Character development must take place in learning activities that are

planned out in teaching materials because it cannot just happen through the evolution of comics [9]. Students can be guided by instructional materials to engage in activities that encourage the growth of Pancasila's expected values. Therefore, by including content and learning activities that refer to indications of achievement of cooperation skills, the correct product of teaching materials can be generated.

Additionally, if applied in line with Pancasila education, the construction of learning tools through instructional materials is very beneficial. According to researchers, learning tools can aid in the development of student character. This is also contrasted with earlier study by Julkifli, which has the drawback of being unable to give a variety of learning instruments through the creation of Pancasila and civic education learning [9].

Subsequent research examines the most relevant teaching materials that contain various things needed when developing the expected character. The development of thematic teaching materials is very relevant because thematic learning does not only develop one subject, but also raises certain issues or themes that have integrated several subjects such as Bahasa Indonesia, IPS, PPkn, IPA, SBDP, PJOK and others adapted to the theme to be discussed. So that the role of social studies learning is very important as one of the triggers for the integration of social character education. This is in line with the previous reference which states that it is important to integrate character education with school lessons, especially social studies which is considered as a good character development for students to face social activities in everyday life [10].

In order to strengthen the character of Kayuh Baimbai, the researcher will create Pancasila-based themed teaching resources for elementary schools. The research questions revolve around how the Pancasila student-based teaching materials are effective at enhancing the character of Kayuh Baimbai, according to experts, and how the effectiveness of the materials is determined based on the problems that have been studied and the solutions that have been identified. How do educators and learners react when Pancasila student-based teaching resources are used?

This study's ultimate goals are to explain the validity of Pancasila-based teaching materials in the perspective of experts, discover how well Kayuh Baimbai can be improved through the use of Pancasila-based teaching materials, and determine teachers' and students' reactions to their use.

2 Methodology of Research

The availability of development of teaching materials based on Pancasila students and the character of the kayuh baimbai is required. Then the appropriate method for this research use research and development (R&D) method within the design of Brog & Gall research. This research proceed 10 stages, that is research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, final product revision, and dissemination and implementation The shortcomings of this method were then added to the part of the development stage of teaching materials involving a team of 4 experts, namely experts in teaching material content or content feasibility at the elementary school level, design experts and teaching materials media, kayuh baimbai character experts, and Pancasila student base development experts. This activity was carried out before entering the pilot stage. This

research was carried out at a public elementary school in Banjarmasin, South Kalimantan, involving several elementary school teachers as reviewers on teaching materials based on Pancasila students and the kayuh baimbai character. Provide input on the development of teaching materials. The method carried out after the trial activities used directly by students, teachers and parents is interviews with users of these teaching materials, in the hope of obtaining information related to the shortcomings and advantages of teaching materials that have been developed, as well as obtaining input related to teaching materials that have been developed before. Enter the revision stage of teaching materials and printing of these teaching materials. To test its validity, this study was also equipped with the results of the experimental class post test with the control class post test with a total number of 19 students.

The instruments of data collection used; validation assessment questionnaire on the development of teaching materials, observation sheets on the development of the Pancasila base, observation sheets on the development of the kayuh baimbai character, a questionnaire on the effectiveness of developing elements of the Pancasila student base, a questionnaire on the effectiveness of the development of the kayuh baimbaicharakter, a questionnaire on the effectiveness of the elements of teaching materials and media in teaching materials, as well as observation sheets and tests on students in developing the character of the baimbai kayuh. In addition, the data collection process is also carried out through the interview stage to the users of teaching materials.

The development of this teaching material product was carried out in two elementary schools, namely SDN Banua Anyar 9 Banjarmasin, and SDN Pantai Hambawang, involving all 4th grade students in the SD, the teachers and parents of students. The two elementary schools were chosen because the location of the school is right in the village and right on the edge of the river as one of the factors that can influence or have the strong culture of the riverside community as the basis for the characteristics of the kayuh baimbai community. However, the development of the character of Pancasila students and the spirit of kayuh baimbai in the local community has begun to thin out, so it should be renrich, especially for local elementary school students, in the desire that it can be used by other elementary schools, especially those domiciled in the city of Banjarmasin and in general the people of South Kalimantan.

At the early stage of developing teaching materials, the research team made in-depth observations of how the life patterns of the local community could be integrated into a valuable teaching material and had the character base of Pancasila students.

3 Result of Research

Research on the development of teaching materials based on Pancasila students and the kayuh baimbai character has been carried out continuously since 2021 and 2022 as the implementation of the development of the trial development of these teaching materials. In the development of these teaching materials, they raised one of the teaching materials for elementary school students in grade 4 with the theme "*keindahan dalam keberagaman*" which is in Theme 1 Semester 1 of the 2013 curriculum. These teaching materials continue to be developed based on elements that contain the values of a Pancasila student. There are six main characteristics in realizing Pancasila students, namely

critical reasoning, creative, independent, devoted to God Almighty, good morals, mutual cooperation and global diversity [3, 11]. This teaching material is then strengthened by the development of the Kayuh baimbai character or better known as the cooperative character which has the same meaning as mutual cooperation.

This study provides positive results and an overall positive impact on the development of Pancasila student values at the elementary school level and provides positive reinforcement for the development of the kayuh baimbai character in South Kalimantan. This can be seen from several aspects that have been carried out during the research, both in terms of developing teaching materials until they are accepted and suitable for use at the elementary school level in South Kalimantan to the positive response from users both from teachers, students and parents of thematic teaching materials based on Pancasila student and the character of this Kayuh Baimbai. The results of the development of this book were also added to the integration of learning media that can be linked directly which has been included in several parts of this teaching material, several links that students can visit in the form of learning videos. Here are some examples of displaying thematic teaching materials for 4th Grade Elementary School based on Pancasila students and the kayuh baimbai character (Fig. 1).



Fig. 1. Thematic teaching materials based on pancasila students and Kayuh Baimbai characters

Four people are involved in the creation of thematic teaching materials based on Pancasila students and the characters from Kayuh Baimbai: experts in the development of the Pancasila student base, experts in the creation of teaching materials with content suitable for elementary school, experts in teaching materials media design. The expert committee's scores, which were determined by their input and evaluation, are as follows (Table 1).

Based on the evaluation of content experts for teaching materials for elementary schools, experts in design and media, experts in the Pancasila student value base, and experts in Kayuh Baimbai character, as well as field testing, it is evident that some aspects of the quality of teaching materials based on Pancasila that involved four experts are at an extremely high level. Both are deemed to be credible ($X = 3.83$) and valid.

Researchers assessed the value of effectiveness through the results of completion through the observation of the conventional results of the experimental class and the control class, processing the results as follows to determine the level of effectiveness of the use of pancasila student-based teaching materials to improve the character of Kayuh Baimbai (Table 2).

Table 1. Recap Scores Of Teaching Material Assessment Criteria By Expert Team

No	Expert	Average score
1	Content eligibility expert for elementary school	4,05
2	Design and media expert	3,67
3	Pancasila student value expert	3,31
4	Kayuh Baimbai character expert	4,32
	Evarage (X)	3,83

Table 2. Classical completeness results for experiment class and control class

Study groups	Total students	Test results	Average Pretest	Rerata Posttest	Frequency	Percentage (%)
experiment	19	Pancasila student value base	48,35	81,71	18	94,73
		Character of Kayuh Baimbai	44,56	88,24	17	89,47
control	19	Pancasila student value base	30,16	62,33	9	47,36
		Character of Kayuh Baimbai	28,21	54,81	10	52,63

Table 3. Recapitulation of teacher response questionnaire results

No	Indicator	Score	Grade	Category
1	Content feasibility aspect	71	A	Very good
2	Aspects of Feasibility of the design and media of teaching materials	72	A	Very good
3	Aspects of the basic values of pancasila students	60	A	Very good
4	Character of Kayuh Baimbai Aspects	30	A	Very good

Table 4. Recapitulation of student response questionnaire results

No	Indicator	Score	Grade	Category
1	Appearance aspects	1660	A	Very good
2	Material presentation aspects	2440	A	Very good
3	Benefit aspect	1186	A	Very good

With a higher score than the control class post test, the experimental class post test findings account for the majority of the significant difference. Therefore, it is possible and can be considered beneficial to adopt Pancasila-based student teaching materials, which also have a very good level of validity for enhancing Kayuh Baimbai in fourth-grade elementary school students. In order to assess and review teaching materials based on Pancasila students and enhance the character of Kayuh Baimbai, researchers gathered feedback from users of teaching materials during the development process before the product was finalized, specifically teachers and fourth grade students.

In order to analyze the requirements for creating thematic teaching materials based on Pancasila students and the character of Kayuh Baimbai, data collected throughout the development of teaching materials was gained through interviews with teachers and students using observation sheets. Researchers continuously work on improving the standard of teaching materials based on user feedback, which has already been evaluated by experts to give a level of validity of teaching materials. The following are the results of the teacher and student response questionnaire (Tables 3 and 4).

From the two data above, it can be seen and shows that the development of teaching materials can be accepted by users, namely teachers and students.

4 Discussion

In addition to enhancing Kayuh Baimbai's character, creating Pancasila student-based teaching resources is another option for helping elementary school-aged students enhance their cooperative character. This is demonstrated in the group work student activities, where each description inspires students to be able to take responsibility for the allocation of tasks in their groups, respect the opinions of friends, help group mates,

and appreciate the work of work group mates. The presentation of materials and activities in these teaching materials provides a meaningful experience for each student at each discussion. These four variables may be measured and seen through student learning activities and activity instructions included in instructional materials are indicators of the growth of collaboration [1].

The integration of local wisdom, which is expertly presented at every stage of learning by accessing barcode links as a form of using mobile learning technology, provides an example of how the presentation of the material on teaching materials provides character strengthening in embracing the surrounding environment. The implementation also prepares students for the technological abilities they must have in modern society; it is intended that students' technological capabilities will be well-directed. Students are taught to express opinions and provide responses while using this book, demonstrating strong ability to think critically.

This is consistent with previous research proving how using instructional technology can help students strengthen their critical thinking abilities [12]. Students can be motivated to enjoy learning in the digital world by incorporating technology-based learning into books. Students that use technology as a basis will be more motivated than those who use books alone with no digital engagement. Teaching materials must include motivation as a way of encouraging students to behave in interesting approaches [7].

Additionally, the development of these teaching resources conveys one of the abilities necessary for the 4.0 revolution era, namely the intertwining of student communication and creativity throughout learning activities. This is supported by numerous earlier studies that claimed that by creating instructional materials based on student needs, it will enhance students' capacity for original idea [1, 13].

Activities that lead and train students to collaborate, communicate, and think critically are provided as a result of the development of the Kayuh Baimbai character at each stage of the presentation of instructional materials. The group activities described in each sub-theme illustrate the existence of Pancasila-based teaching materials, and each lesson includes characters who are participating in the development of students' daily lives. This is consistent with the previous studies that concluded that Pancasila learning occurs through habituation, communication, and example, that can also contribute to the enhancement of religious, nationalist, independent, cooperative, and excellent integrity values in individuals [9].

Every content presented in instructional materials that encourages local wisdom and is effective in encouraging book users to be able to continue to recall the diversity of the environment they have, such as local culture and culture, is an indication about how to develop a loving character for the environment. This is based on Pancasila students' desire to enhance the character of Kayuh Baimbai. This statement has been supported by the availability of instructional materials that act as a guide for developing in students and awareness for the environment [14].

The development of thematic teaching materials for fourth grade elementary schools based on Pancasila students and Kayuh Baimbai characters can be seen and shown based on the discussion of the research's findings above, and it can be seen and demonstrated that these materials can be generated successfully and accepted by teachers and students in elementary schools.

5 Conclusion

This research resulted in the development of thematic teaching materials based on Pancasila students and the kayuh baimbai character which was declared valid by a team of experts and accepted by teachers, students, parents and schools which could be implemented in 4th grade elementary school students. The finding that using this thematic teaching material can be developed and easy to implement in everyday life is also proven to be able to develop the character of the kayuh baimbai of students in 4th grade students at SDN Banua Anyar 9 and SDN Pantai Hambawang, South Kalimantan. This research achieved a variety of benefits that had never been achieved before, including the creation of thematic teaching resources for fourth grade elementary schools based on Pancasila students that were successful in enhancing the character of the Kayuh Baimbai and receiving a positive response from students who were using the teaching materials.

In order to develop instructional materials based on Pancasila students with a different focus on character development, recommendations for further research can be considered as a reference.

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