Teacher's Response to Application of Dukasan Media on Pancasila and Civic Education Learning

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This study analyzes the teacher's response to the application of media Dukasan. Dukasan Media is a Pancasila and Civic Education learning innovation media developed from games based learning models in the form of board games. The method used in this study is a qualitative descriptive method. Data collection uses interviews, observation, and documentation. Data analysis uses interactive analysis with stages of data reduction, data presentation, and conclusion drawing. Test the validity of the data using technical triangulation and source triangulation.

The results showed that most members of the teacher community argued that the Dukasan media was in accordance with the learning objectives of the Pancasila and Civic Education with the level of respondents with the agreed category having the highest average score of 54.37%, the category strongly agreeing with an average of 43.13% and the category not agree to have the lowest score of 2.5%. Some respondents who did not agree were further findings for researchers to get input regarding media mismatches. Based on the results of the open questionnaire, it was stated that not all material contained in the Dukasan media was considered too general and not all Pancasila and Civic Education materials were memorized and could be contained in the insight card. An insight card must more specifically adjust curriculum in learning Pancasila and Civic Education.

Keywords: *Dukasan Media, Pancasila and Civic Education*

INTRODUCTION

The industrial revolution 4.0 demands the world of education to always and constantly adjust technological developments in an effort to optimize human empowerment according to the times. The adjustment is carried out by integrating information and communication technology in education, especially in the learning process. Innovation and educational media as well as designing, researching, improving, and teaching others how learning media have an impact on the success of learning. The success of learning supported by several aspects often requires teachers to innovate in carrying out the teaching and learning process. The development of learning methods, sources, and media was developed as an effort to succeed in learning. The use of learning media is one step that can be done as a form of variation and innovation of teachers in implementing learning so that the ability of students to develop optimally. With learning media, it will make it easier for teachers to deliver lesson messages. Learning media can foster participation, communication and creativity of students in understanding learning material (Bukhingham, 2015).

The use of learning media will create learning that is innovative, varied and fun, so that learning activities will motivate students to understand the material being taught. Modified media for learning purposes and equipped with knowledge will make it easier for students to classify material (Lin et al, 2015). Various media that can be used in learning aim to package learning to attract the attention of students and increase the desire of students to learn. Activities that provide stimuli to attract students' attention are important, especially learning activities must be fun activities for students. Learning activities that provide space for play activities will enable active and participatory action from students. (Yam, S.C. 2015). Games that are modified and utilized in the world of education and learning become breakthroughs that are felt to have a positive impact on the development of student competencies.

A study in the development of intellectual skills of students in schools, was examined by Berchah Pitoewas in 2016 with the title "Increasing Intellectual Skills by Using Media Meditation" the results showed that during three cycles there were significant changes in the results of intellectual skills assessment from 33.3% to 84 , 4%, it can be concluded that dukasan media is effective in improving intellectual skills in learning PPKn. With the application of innovation media Dukasan in PPKn learning can increase learning motivation in students. The game / game elements in the Dukasan media add to the enthusiasm of learners, the classroom conditions become more alive and students become more active, and the level of saturation in learning decreases, and the understanding of PPKn material increases. Understanding of PPKn material called civic knowledge must be able to be developed in accordance with the needs and development of the times.

The results of the study conducted by Heong et al (2011) entitled "The Needs of Analysis of Learning Higher Order Thinking Skills for Generating Ideas" showed that HOTS-based learning will support creativity, innovation, and problem solving skills in daily life. The ability to solve problems is an important aspect in facing challenges in the 21st century (Sharp, 2008). High-level thinking skills will be categorized in the form of analyzing, evaluating, and creating skills. Then the modification of Bloom's taxonomy revealed by Anderson at the stage of high-level thinking skills in the form of analyzing, evaluating, and creating. The media innovation of the Dukasan is certainly very good if it is able to be packaged with the development of HOTS-based learning contained in insight card components. Based on this background, this study was conducted to modify the development of HOTS-based Dukasan media and analyze the response of Dukasan media users. Therefore to describe the response, the researcher formulated the title "*Teacher's Response to Application of Dukasan Media on Pancasila and Civic Education Learning*"

LITERATURE REVIEW

Constructivism Theory

The view of constructivism learning is the process of forming knowledge. The things that are characteristic of constructivism learning include students who are not seen as something but rather have a purpose, learning must consider as optimal as possible the process of involvement of students, knowledge is not something that comes from outside, but is personally constructed, learning is not the transmission of knowledge, it involves setting the situation of the learning

environment, and the curriculum is not just a matter of learning, but a set of learning, material and resources.

In the process of learning the role and the application of appropriate media learning it is also important. The choice of learning media must consider the construction of students' knowledge. The choice of media must be based on the right media so that it attracts the attention of the students and gives them the clarity of the object they are observing and the learning material they observe is also in accordance with the experience of the students. All activities planned by the teacher are based on the principle that a learning media must have characteristics where if students use the media students feel interested in learning the material and feel facilitated by the presence of these learning media.

Constructivism is the process of building or compiling new knowledge in the cognitive structure of students based on experience. The philosophy of constructivism considers that knowledge is formed not only from objects, but also from the individual's ability as a subject that captures every object he observes. According to constructivism, knowledge is indeed from outside, but is constructed by and from within a person. Constructivism is a learning process that explains how knowledge is arranged in humans. The elements of constructivism have long been practiced in the process of learning and learning both at the elementary, secondary and university levels, although it is not yet clearly visible. Learning is the result of the efforts of the students themselves (R. Subakti, 2012). In the teaching and learning process, teachers do not necessarily transfer knowledge to students in a perfect form. In other words, students must build that knowledge based on their own experiences.

Based on several opinions above it can be concluded that the view of constructivism learning is a process of forming knowledge. Where such assistance must be carried out by students in the learning process by actively carrying out activities, actively thinking, drafting concepts and materials and giving meaning to things learned. Things that are characteristic of constructivism learning include students not being seen as something passive but having a goal, learning must consider as optimal as possible the process of involvement of students, knowledge is not something that comes from outside, but is personally constructed, learning is not the transmission of knowledge, it involves setting the situation of the learning environment, and the curriculum is not just a matter of learning, but a set of learning, material and resources. The use and development of learning media rests on this constructivist theory.

Instructional Media

Learning is a process in human personality. To achieve a learning goal, several components of learning are needed, one of which is learning media. According to Hamalik (2008), the function of learning media is: to realize effective learning situations, the use of media is an internal part of the learning system, learning media is important in order to achieve learning goals, the use of media in learning is to accelerate the learning process and assist students in efforts understand the material presented by the teacher in class, and the use of media in learning is intended to enhance the quality of education.

Learning media in general is a tool for teaching and learning. The purpose of media use is to divert conventional based learning activities towards gigantic media (Lin, 2010). That means we need a good understanding of developing the media (Sumalee et al, 2018). Learning media is

everything that can be used to stimulate the thoughts, feelings, attention, and abilities of students that encourage the learning process. This is in line with Gagne's statement (in Sadiman; 2003) that various types of components in the student environment can stimulate learning, while Briggs (1977) argues that media are all physical tools that can present messages and stimulate students to learn.

The teaching media according to Ibrahim and Syaodih (2003: 112) are interpreted as everything that can be used to channel messages or content of lessons, stimulating thoughts, feelings, attention and abilities of students, so as to encourage the teaching and learning process. Chai et al. (2014) propose a multi-level design effort in creating knowledge of the required technology pedagogical content from various stakeholders can offer several insights. Because the process of channeling this learning media is also said to be a means of communication. Because learning is a process of communication between teachers and students that takes place in a system, the learning media occupies a position that is quite important as one of the learning systems. Without media, communication will not occur and the learning process as a communication process will not be able to take place optimally. Learning media can be said to be an integral component in learning.

The media has several functions, including 1) overcoming the limitations of experience possessed by students, 2) going beyond the limits of classrooms, 3) allowing direct interaction between students and their environment.4) producing uniformity of observations, 3) instilling the correct basic concepts , concrete, and realistic, 6) generate new desires and interests, 7) generate motivation and stimulate children to learn, 8) provide an integral / comprehensive experience from the concrete to the abstract (Djamarah & Zain, 2002, halm, 140). In that sense learning media can be interpreted as a learning resource that gives students the stimulus to learn to increase students' interest in the material learned in the learning process takes place.

The use of learning media can help improve students' understanding and absorption of the subject matter being studied. Learning media will help facilitate learning for students and help facilitate teaching for teachers, provide more real experiences (the abstract can be more concrete), attract greater student attention (learning activities can be more fun and not boring), and all the senses of students can activated (Asnawir & Usman (2002: 24). Based on the function of the learning media, the objectives of learning media can be elaborated (Heryanto, 2012), among others: simplifying the learning process, improve the efficiency of teaching and learning, maintaining relevance to learning goals becomes a tool that can motivate students in learning, physical vehicles that contain instructional material, and carry messages, content and information.

Based on several opinions above, it can be concluded that learning media is a means of delivering learning messages related to models, learning strategies that aim to bring information, messages, materials that can facilitate students through the learning process. As a tool for teaching and learning the media is used to stimulate thoughts, feelings, attention and abilities or skills, motivation to learn and the material taught will be clearer, faster understood so that it can improve student achievement. In this study media is a tool that is planned and used to teach in Civics learning so that it can increase the development of citizenship knowledge.

Dukasan Media

Game-based learning media is becoming a new innovation for education considering that Education has become a system that is considered formal and even unpleasant for most participants. Media that meets the elements of this game will be more easily accepted by students because games are part of their lives "(Warren, Jones, Dolliver, & Stein, 2012). Dukasan media is a learning media developed from games (board games) which are packed with the nuances of Pancasila values.Dukasan media is a medium developed and modified from the game of monopoly, ludo, and snake ladder games.The components of dukasan media are packed with nuances of PPKn (such as National Pillars, National Figures, State Symbols).

Dukasan media development developed with educational values contained in the insight card will encourage thinking skills. Certain games-based media can be used to encourage knowledge construction centered on solving problems where there are no correct answers to complex and simulated phenomena (Pagnotti & Russell, 2012). Insight cards are the most important component in the Media Dukasn, where insight cards become a means that will contain content (material) that must be understood by students. The insight card component is a key element in a games-based media. The element is that the media must be able to facilitate students to improve critical thinking skills. In general, good games-based media must be built to guide and designate critical thinking and criticism of knowledge that creates new understanding (Barab, Warren, & Ingram-Goble, 2008).

Dukasan media can be practiced at least to 4 people, so it is very appropriate to be used in cooperative learning models (Cooperative Learning). Cooperative Learning itself is a learning strategy where students learn and work in groups of 2 to 5 people, with heterogeneous group structures (Kokom Komalasari, 2013: 62). In combination with the Cooperative Learning model, the Dukasan Media is very appropriate to motivate students to be participatory in participating in class PPKn lessons. So far the Dukasan Media is still designed as a conventional physical media designed with a minimum size of 20X20 cm (on each board) so that the overall size is 60cm2. Or the size of a maximum size of 2X2 meters is used in large groups as well. With this design, it is expected that media dukasan can be accepted by all circles (fisible). Can be easily implemented in schools, both schools that have adequate facilities, and schools that do not have adequate facilities.

Dukasan media is a media developed and modified from monopoly, ludo, and snake ladder games. The components of the dukasan media are packaged with the nuances of PPKn (such as the National Pillars, National Figures, Lambang Negara) that can attract students' interest and learning motivation. Insight cards are the most important component in the Media Dukasn, where insight cards become a means that will contain content (material) that must be understood by students. Dukasan media is the development of the contents contained in the insight card. Dukasan media can be practiced at least to 4 people, so it is very appropriate to be used in cooperative learning models (Cooperative Learning). Cooperative Learning itself is a learning strategy where students learn and work in groups of 2 to 5 people, with heterogeneous group structures (Komalasari, 2013: 62). In combination with the Cooperative Learning model, the Dukasan Media is very appropriate to motivate students to be participatory in participating in class PPKn lessons. So far the Dukasan Media is still designed as a conventional physical media designed with a minimum size of 20X20 cm (on each board) so that the overall size is 60cm2. Or

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The Dukasan media is designed in the form of a plus sign symbol consisting of 5 parts (boards), 1 middle board and 4 side boards (right, left, top, and bottom), 4 dice, 4 boxes of dice pedestrian statues, 48 insight cards and 1 flag . The Shaman Media Framework includes 1) Middle Board. The middle board is square with a size of 20X20 cm. Middle board functions as a group marker or student group name. To examine Pancasila and Citizenship Education and uphold diversity values, the middle board is designed with national pillars. Here's the middle board image. 2) Side Boards. The side board is square with a size of 20X20 cm. The side board is a walking place for a pedestrian statue (hero statue) that shows the score / value of each student / group. Each side / top board consists of 36 boxes that have been adjusted to the total score. Each person / group will carry out group assignments / material on the insight card on each board. 3) Insight Cards. Insight cards in the form of long-term numbers totaling 11x8 cm with a number of 48 in one media Dukasan, with 4 kinds of cards based on side boards (Pancasila, Bhinneka Tunggal Ika, UUD, and NKRI). So that each group has 12 insight cards. The insight card serves as a medium that contains tasks / orders / questions on the material of the Pancasila, the 1945 Constitution of the Republic of Indonesia, the Republic of Indonesia, and Unity in Diversity. In the implementation of the insight card also determines whether the group can run the hero statue according to the number of scores contained in the insight card. 5) Pedestrian Sculptures. The pedestrian statue serves as a sign of the steps for each group based on the number of dice eye throws, which will show points / values. Each group has 1 dice pedestrian which is described based on. 6) Red and White Flag Miniature. The red and white flag will be placed in the middle board which serves as an achievment for the group that gets the highest score.
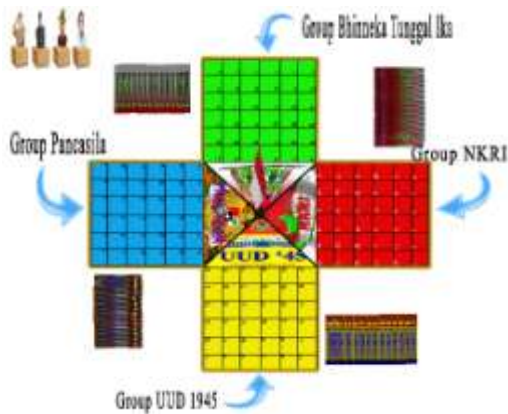

Figure 1. Media Flow of Dukasan

Figure 2. Media Dukasan Design

DISCUSSION

The success of learning supported by several aspects often requires teachers to innovate in carrying out the teaching and learning process. The development of learning methods, sources, and media was developed as an effort to succeed in learning. The use of learning media is one step that can be done as a form of variation and innovation of teachers in implementing learning so that the ability of students to develop optimally. The innovation process of learning development must take place holistically as well. That is, learning activities must match each element of learning. The development of a media must be adapted to models, methods, sources, and learning materials. The success of this learning innovation is greatly supported by teachers in the classroom, because no matter how good a learning media cannot replace the position of the teacher in the classroom.

An overview of teacher perceptions of the application of Media Dukasan in PPKn learning was obtained from the results of questionnaires with 8 items of questions distributed to 40 teachers belonging to the community of the Bandar Lampung Junior High School Teachers' PPKn Teachers. The questionnaire that the researcher distributed was an open and closed questionnaire so that respondents could explain further the answers to the items asked. The scale as determined in the closed questionnaire is the calculation of scores from positive (+) to negative with scores strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

Data obtained to find out teacher perceptions in media use Dukasan in PPKn learning seen from the main indicators, namely 1) Media suitability Dukasan with KI and KD, objectives, and learning material PPKn and 2) Media Dukasan facilitates learning based on Higher Order Thinking Skills (HOTS) On each indicator there are 4 question items. To be clearer in looking at the responses of students, shown in the following table.

Tebel 1. Teacher's Perception of Media Compatibility Dukasan with the learning of Pancasila and Civic Education

No.	Pernyataan	%			
		SA	A	D	SD
1.	Media Dukasan is in line with the curriculum of Pancasila and Civic Education	37,5	55	7,5	-
2.	The Dukasan media is in line with the learning objectives of Pancasila and Civic Education	47,5	50	2,5	-
3.	Dukasan media is in accordance with the material in the learning of Pancasila and Civic Education	45	55	-	-
4.	The Dukasan media is in line with the nuances of learning of Pancasila and Civic Education	42,5	57,5	-	-
	Average	43,13	54,37	2,5	-

As can be seen from the table above the calculation of the response to the application of media Dukasan in the experimental class as many as 40 informants related to teacher perceptions of the application of Dukasan media in accordance with the objectives of PPKn learning with the level of respondents with agreed categories had the highest average score of 54.37% , the category strongly agrees with an average of 43.13% and the disagree category has the lowest score of 2.5%. Based on these data it can be concluded that most teachers agree that the Dukasan media is in accordance with the objectives of the Pancasila and Civic Education learning.

The application of Dukasan media into new innovations in *Pancasila and Civic Education* learning must have indicators that are in accordance with effective media criteria. The teacher's response to the implementation of the HOTS-based village media is an important matter for further media development and to criticize the development of civic knowledge of students. Data obtained to find out the teacher's response to media use Dukasan in PPKn learning is seen from the main indicators, namely 1) Media suitability Dukasan with KI and KD, objectives, and learning material *Pancasila and Civic Education* and 2) Media Dukasan facilitates learning based on Higher Order Thinking Skills (HOTS) Based on data obtained from the Bandar Lampung City *Pancasila and Civic Education* teacher community, the Dukasan media corresponds to the curriculum, the objectives, and the *Pancasila and Civic Education* learning material.

Based on the description of the data shows that most members of the teacher community argue that the Dukasan media are in accordance with the learning objectives of the PPKn with the level of respondents with the agreed category having the highest average score of 54.37%, the category strongly agreeing with an average of 43.13% and categories do not agree to have the lowest score of 2.5%. Some respondents who did not agree were further findings for researchers to get input regarding media mismatches. Based on the results of the open questionnaire, it was stated that not all material contained in the Dukasan media was considered too general and not all PPKn materials were memorized and could be contained in the insight card. An insight card must more specifically adjust the curriculum in *Pancasila and Civic Education* learning.

HOTS-based media development is also a new challenge for researchers, given that the construction of HOTS-based evaluations must pay attention to several aspects. Not only in the aspect of the cognitive domain but also the stages of development of the thinking process at the level of junior high school students must be considered. HOTS-based insight card construction researchers match the material content on the C4, C5, C6 domain achievements with many displaying images on the insight card. In this case, the researcher changes the insight card from the essay question with a short answer to the analysis question with the description answer. In addition, researchers also changed some of the flow of media implementation, among others by creating answer guides on insight cards. The teacher's response to the development of this insight card is also very much needed by researchers in constructing HOTS-based insight card challenges.

Based on the description of the data shows that most members of the teacher community argue that Dukasan media is in accordance with the learning objectives of *Pancasila and Civic Education* with the level of respondents with the agreed category having the highest average score of 54.37%, the category strongly agreeing with an average of 43.13% and the disagree category has the lowest score of 2.5%. Based on the results of the open questionnaire, the

Dukasan media insight card was too difficult, the content of ambiguous questions and the determination of scores needed to be considered. Guidelines for answers and scoring on the media for Dukasan must be monitored decided by the teacher. Students are considered not able to give a score even though there is a guide on the insight card. HOTS-based Dukasan media flow can also be developed by making one student as a referee (score maker) so that the score is more credible. Discussion activities for each media team Dukasan must be arranged in clear instructions so that students can be serious even though they are playing.

CONCLUSION

The application of Dukasan media that brings new nuances to *Pancasila and Civic Education* learning is inversely proportional to the control class that uses conventional methods. The learning activities they usually go through often make students bored, tend to be indifferent in learning. Student learning routines only on listening, answering questions, and taking notes. This learning process illustrates that learning activities are carried out solely to carry out obligations. The absence of innovation in learning, allows students not to be maximal in learning and this results in not achieving learning objectives.

Students are more enthusiastic and more participatory when the teacher provides a fun learning process. Moreover, the Dukasan media was modified from the game and packed with interesting nuances. Media Dukasan in learning activities is more centered on students, where students progressively are more active in learning activities. Dukasan media is considered as an achievement for participants after going through the learning process.

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