'SIMLA' Educational Game-Based Learning Media for the Inculcation of Pancasila Symbols and Principles, Augmenting Independent Character

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ABSTRAK

Perubahan kurikulum K13 menjadi Kurikulum merdeka mengakibatkan problematika khususnya pada proses pembelajaran terutama pada media pembelajaran. Sebuah proses pembelajaran perlu didukung media pembelajaran yang baik sehingga tujuan pembelajaran dapat tercapai. Tujuna penelitian ini yaitu mengembangkan media pembelajaran game edukasi "SIMLA" materi simbol dan sila-sila Pancasila dengan penguatan karakter mandiri untuk siswa kelas IV sekolah dasar. Jenis penelitian berupa penelitian dan pengembangan (R&D) model pengembangan ADDIE. Subjek penelitian berupa ahli materi, media, guru dan siswa kelas IV SD. Pengumpulan data berupa pedoman wawancara, validasi instrumen, serta angket peserta didik. Jenis data kuantitatif diperoleh dari hasil angket materi validator, media, pengguna/guru, serta peserta didik. Data kualitatif diperoleh dari saran dan masukan ahli, pengguna maupun peserta didik. Teknik analisis validator menggunakan Skala Likert . Data yang diperoleh dari uji coba produk dan uji coba pemakaian menggunakan skala Guttman. Hasil yang diperoleh dari validasi materi 87,5% (sangat valid), validasi media 93,75% (sangat valid), validasi pengguna 100% (sangat valid), dan uji coba produk 100% (sangat praktis/menarik). praktis dan menarik sehingga mampu meningkatkan karakter mandiri. Hasil uji uji t berpasangan menunjukkan produk ini sangat efektif dalam meningkatkan kemampuan siswa. Disimpulkan media pembelajaran game edukasi yang dihasilkan menggunakan Aplikasi Contruct 3 sangat valid dan dapat meningkatkan hasil belajar siswa.

ABSTRACT

The transition from the K13 curriculum to an independent curriculum creates problems, especially in the learning process and learning media. A learning process needs to be supported by good learning media to achieve learning goals. This research aims to develop the educational game learning media "SIMLA" with material on the symbols and principles of Pancasila to strengthen the independent character of fourth-grade elementary school students. The type of research used is the research and development (R&D) ADDIE development model. The research subjects were material experts, media, teachers, and fourth-grade elementary school students. Data collection includes interview guides, validation instruments, and student questionnaires. This quantitative data was obtained from material, media, user/teacher, and student validator questionnaires. Qualitative data was obtained from suggestions and input from experts, users, and students. The validator analysis technique uses a Likert Scale. Data obtained from product trials and usage tests uses the Guttman scale. The results obtained from material validation were 87.5% (very valid), media validation 93.75% (very valid), user validation 100% (very valid), and product trials 100% (very practical/interesting). It is practical and fun to improve independent character. The results of the paired t-test show that this product is very effective in improving students' abilities. The educational game learning media produced using the Construct 3 application is valid and can improve student learning outcomes.

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1. INTRODUCTION

Education is considered one of the essential human needs. Education is a conscious and planned effort to develop the potential of students in order to create a conducive learning environment, guiding students to have spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state. Education plays an important role in creating a conducive learning environment in which students actively develop their potential, enabling them to exercise self-control, demonstrate noble character, and enhance their personality, intelligence, and necessary skills (Dinna Ririn Agustina, 2019; Rahmawati, Effendi, & Wulandari, 2022). Achieving this goal requires cooperation from all parties, starting from teachers, students, parents, and the surrounding community (Safitri & Dafit, 2021; Solikhah & Pujiastuti, 2021). Teachers, as one of the most important components in education, not only play a role in disseminating knowledge but also play an important role in shaping students' character (Lumbantobing & Purnasari, 2021; Zephisius, 2021). In carrying out their duties, a teacher is required to have four competencies, namely professionalism, personal skills, social skills, and effective teaching management (Junaid & Baharuddin, 2020; Syarifuddin, 2020). This competency is needed so that teachers are able to create a learning process that is fun, interactive, motivating, inspiring, and challenging, with active student participation. Teachers should provide ample space for independence, creativity, and initiative in accordance with the physical and psychological interests and talents of students (Fahlevi & Yuliani, 2021; Yolantia, Artika, Nurmaliah, Rahmatan, & Muhibbuddin, 2021). The learning process must be interesting and student-centered, especially in teaching Pancasila and Citizenship Education (PPKn). Children are a valuable asset for the nation, so it is fitting that optimization is needed starting from a young age by instilling the nation's noble values.

Through Pancasila values education, Pancasila students will be born who are characterized by critical thinking, independence, creativity, cooperation, global diversity, and noble character. With Pancasila values education, students will learn about character education, which is very beneficial for social life (Kahfi, 2022; Susilawati, Sarifudin, & Muslim, 2021). Character education through habituation practices, integrating it into the curriculum, and making teachers in schools role models for students. Instilling independent character development in every student is very important (Fauziah & Sudarwati, 2023; Syofyan et al., 2020). This perspective emphasizes that students are more likely to be successful in their learning if they have independence. Therefore, character education must be integrated into every subject in elementary school. The application of character education in the learning process can form a strong sense of identity in students (Harahap, 2021; Widari, Astawan, & Sumantri, 2021).

Furthermore, cultivating good character and behavior will foster noble values in them so that they can live in harmony in society in accordance with the noble values of the nation and religion. Of course, to achieve the desired learning success, adequate learning facilities and infrastructure must be accompanied. One of them is learning media, which can increase students' interest and motivation to learn. However, based on the results of interviews and observations conducted by researchers at three different elementary schools in Blitar, the learning methods used were still conventional. There needed to be more learning media, the transition from the K13 curriculum to an independent curriculum, and the interruption of face-to-face learning. Learning due to COVID-19 for approximately two years is one of the reasons why the subject of Pancasila and Citizenship Education (PPKn) is less popular with elementary school students. Pancasila and Citizenship Education is generally considered a subject that requires memorization and is often considered boring. To ensure the learning process is effective, efficient, interesting, and not monotonous, the use of learning media is very important. The use of media can support the teaching and learning process and help teachers convey learning in class. One of the media that can be used is educational game media.

Educational games are an important component in the learning media spectrum. Educational games are a genre of games that are deliberately oriented towards an educational context, with the dual aim of igniting students' enthusiasm for learning and increasing their intelligence, as well as fostering a sense of enjoyment through the process of learning while playing (Hanafiah, Martiani, & Dewi, 2021; Rastal, F, Faiz, & Septiani, 2022). At the same time, they strive to instill a sense of joy and enthusiasm by combining learning with play. One of the effective and enjoyable pedagogical strategies used to develop students' imaginative abilities is the application of educational games (Hanafiah et al., 2021; Yusria & Musyaddad, 2019). Educational games are an interesting alternative for getting deep and meaningful learning experiences. This depth of learning is utilized through a harmonious combination of play and education, a method that is in harmony with the attributes of primary school students. These young learners, characterized as concrete thinkers, show a natural inclination for deep and enjoyable learning (Siregar & Ananda, 2023; Wulandari et al., 2020). In accordance with the cognitive stages proposed by Piaget, children's understanding of knowledge to solve concrete problems occurs between the ages of 6 and 11 years, along with the development of their rational thinking abilities. This period is referred to as the

concrete operational stage. Therefore, playing and learning methods can be implemented effectively through educational game-based learning media. Games, or gameplay, serve as an effective means of increasing the intelligence and understanding of players, especially students, regarding certain subject matter. Educational games are capable.

Several previous studies stated that the development of educational game-learning media could foster student independence in learning (Muslihan & Akbar, 2021; Ulfiah & Wahyuningsih, 2023). Educational games can increase students' motivation to learn (Mustika & Suyadi, 2022; Rawanti et al., 2023). This can be seen from students' activeness in participating in learning. Other research states that the application of educational learning media can improve student learning outcomes (Oktaviani & Setiyono, 2022; Rawanti et al., 2023). Based on previous findings, educational game learning media is effective and suitable for use in learning. The educational game-based learning media 'SIMLA' in Pancasila and Citizenship Education learning is the latest in this research, which aims to instill the symbols and principles of Pancasila and increase students' independent character. Based on the problem of the lack of learning media and the low mastery of Pancasila values among students, researchers are looking for solutions to overcome these challenges by developing learning media that are practical, efficient, and interesting so that they can increase student independence. So this research aims to develop the educational game learning media "SIMLA" with material on the symbols and principles of Pancasila by strengthening independent character for fourth-grade elementary school students.

2. METHOD

The research design of this study uses research and development (R&D) studies. The model used in this research is the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. This model is more suitable and rational for developing educational products such as teaching materials, modules, learning models, teaching strategies, and learning media. The ADDIE model functions as a comprehensive framework for developing educational products; therefore, designing educational games using the ADDIE model aims to ensure the effectiveness of the teaching materials being developed. The ADDIE model offers a wider range of stages compared to the 4D model, with each stage requiring direct implementation. A schematic representation of the stages of the ADDIE model can be seen in Figure 1.
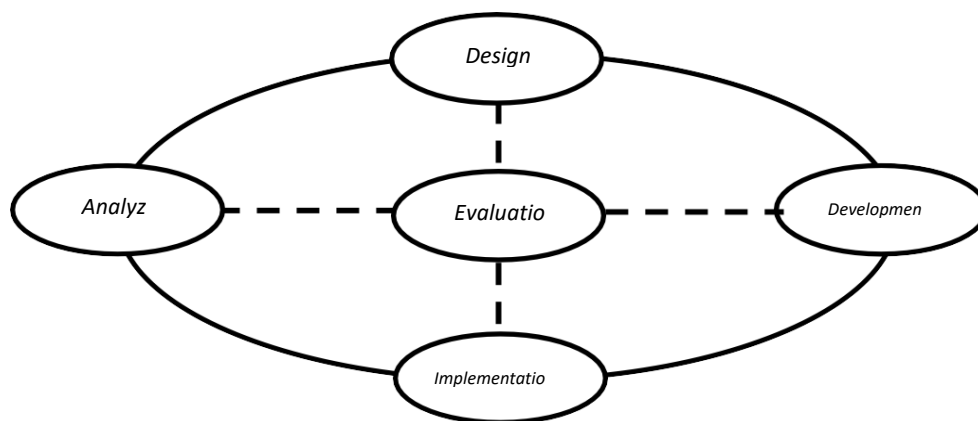

Figure 1. Stages of the ADDIE Model

Based on the diagram above, the research procedure consists of four steps, namely planning, implementation, analysis, and evaluation. The planning stage includes developing a research plan, interview guide, and survey instrument to analyze student needs. The implementation stage includes conducting interviews and conducting surveys with students. The analysis phase requires processing the collected data, analyzing the data, and connecting the data to relevant theories. The evaluation stage involves reviewing research findings for the purpose of producing a report. Research subjects play an important role in the research process and are used as research variables. The instruments used consisted of interview guides, validation instruments, and student questionnaires. The data used consists of quantitative descriptive data and qualitative data. Quantitative data comes from questionnaires filled out by material validators, media experts, users/teachers, and students. The research presents data in descriptive form. Meanwhile, qualitative data was obtained from suggestions and input from experts, users, and students. The data analysis technique used for validation uses a Likert Scale. Data from product trials and usage tests using the Guttman Scale. The Likert scale used is presented in Table 1. The categorization criteria for the validation

results are presented in Table 2, and the categorization criteria for product practicality and attractiveness ratings can be seen in Table 3.

Table 1. Likert Scale for Expert Validation: Material Expert, Media Expert, and User

Assessment	Score
Very good	4
Good	3
Fair	2
Poor	1

Table 2. Categorization Criteria for Validation Results

Achievement Level (%)	Category	Test Results
85,01 – 100,00	Very Valid	It can be used without revision
70,01 – 85,00	Valid Enough	It can be used with minor revisions
50,01 – 70,00	Not Valid Enough	It can be used with significant revisions
10,00 – 50,00	Invalid	It cannot be used

Table 3. Criteria for Categorizing Product Practicality and Attractiveness Rating

Percentage Levels (%)	Category	Test Results
85,01 – 100,00	Very Practical/Interesting	It can be used without revision
70,01 – 85,00	Quite Practical/Interesting	It can be used with minor revisions
50,01 – 70,00	Less Practical/Interesting	It can be used with significant revisions
01,00 – 50,00	Not Practical/Interesting	It cannot be used

3. RESULT AND DISCUSSION

Result

In the initial stage, interviews were conducted with fourth-grade teachers to find out the problems in PPKn (Pancasila and Citizenship Education) learning at SD Negeri 2 Kauman. Results of interviews with fourth-grade teachers (IVB): 1) Only use the teacher's manual in Pancasila and Citizenship Education learning. 2) Limited availability of media and teaching materials. 3) It is felt that there are difficulties with students' learning speed and delivery of PPKn material, especially regarding Pancasila. 4) There needs to be more variety in teaching materials, which hampers the learning process. The design stage begins by taking steps to design the product. The educational game-based learning product developed is in line with PPKn (Pancasila and Citizenship Education) Learning Achievements (Pancasila and Citizenship Education) for fourth-grade elementary schools as outlined in Minister of Education and Culture Regulation Number 33 of 2022 concerning Learning Achievements. The development of educational game products is centered on learning outcomes related to learning achievements and focuses on Pancasila as the core value of life. Next, the design process includes defining the educational game content and creating a cover and content template. Content design was done via the Microsoft Word application, while Canva was used to create the cover. This game content development uses the Construct 3 application. The appearance of the resulting product can be seen in Figure 2.

Main Menu Display	User Instructions	CP and TP Display

Figure 2. Cover Design and Educational Game Content

The educational game-based learning product that was developed was created through several steps: 1) Designing the cover and educational game content template using the Canva application, 2) Integrating the content into the design created in the Contruct 3 application, 3) Extracting the processed files from the Contruct 3 application to in Apk format, 4) Extract it into a URL link so that it is easily accessed by students using their respective browsers. These results can be seen in Figure 3.
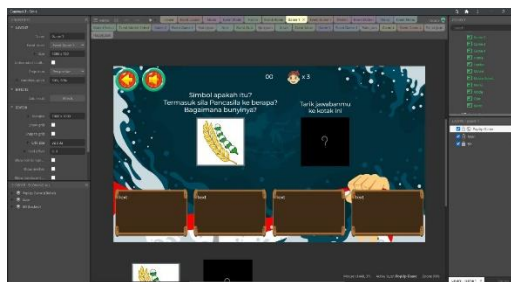
Figure 3. Product Processing with the Construct 3 Application

After the product has been created, the next step is to prepare a validation instrument to assess its validity. Educational game products that focus on Pancasila material with character strengthening are then validated by three experts: subject matter experts, media experts, and teachers acting as users. A summary of the expert validation results is presented in Table 4.

Table 4. Recapitulation of Validation Results

No.	Validator	Validation score	Category
1	Material Validation	87.5%	Very Valid
2	Media Validation	93.75%	Very Valid
3	Teacher	100%	Very Valid
	Average	**93.75%**	**Very Valid**

After that, testing activities are an important step in the implementation stage. This testing activity consists of two stages, namely small-scale testing and large-scale testing. Small-scale testing involves assessing 5 fourth-grade students, while large-scale testing includes the entire population of fourth-grade students—Validity of the e-module product developed and evaluating the effectiveness of developing students' independent character. Recapitulation of practicum results, archiving of e-modules developed, and outcomes related to student independence are presented in Table 5, Table 6, and Table 7.

Table 5. Recapitulation of Practicality and Attractiveness Scores

No.	Test Type	Practicality and Attractiveness Scores	Category
1	Small Scale Testing	96%	Very Practical and Attractive
2	Large-Scale Testing	100%	Very Practical and Attractive
	Average	**98%**	**Very Practical and Attractive**

Table 6. Recapitulation of Independence Scores

No.	Test Type	Independence Score	Category
1	Small Scale Testing	96%	Very Independent
2	Large-Scale Testing	100%	Very Independent
	Average	**98%**	**Very Independent**

The final stage of this research and development is the evaluation stage. At this stage, the product being developed is reviewed to eliminate errors in the previous stage. The final results show that the educational game-based learning media product "SIMLA," which contains material about the principles and principles of Pancasila with a focus on increasing the independent character of fourth-grade students, is very valid, practical, and user-friendly.

Table 7. Product Effectiveness

		Mean	N	T	df	Sign. (2-tail)
First Pair	Pre Test	55.63	16	-7.906	15	0.000
	Post Test	80.63	16			

Table 7 provides information about the average pre-test and post-test scores of 16 students. Descriptive statistics show that the average post-test score (80.63) is higher than the average pre-test score

(55.63). This shows the effectiveness of educational game-based learning media in the learning process. Based on the results of the SPSS paired sample test above, a two-sided significance value (sig) of 0.000 is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This shows that there is a significant difference between the average pre-test and post-test scores before and after using the educational game learning media "SIMLA."

Discussion

Based on research results proven through validation carried out by three experts: subject matter experts, media experts, and teachers as users, it is clear that the educational game-based learning media product "SIMLA" contains material about the principles and principles of Pancasila with an emphasis on building the independent character of fourth-grade elementary school students has a very high level of validity. The findings of the three appointed experts can be described as follows: First, validation of material experts. Content expert validation results show 100% agreement. This shows that this educational game learning media product is very valid and feasible without the need for revision. Material validation includes four aspects of assessment, including suitability of content, coverage of material, accuracy of writing, and presentation of material. Content validity assessment consists of four aspects: suitability of material to the curriculum, material coverage, accuracy of writing, and coherent presentation of material. Content assessment includes the suitability of the material to the curriculum, learning objectives, indicators, and characteristics of learning problems. The material must be aligned with facts and knowledge, appropriate to the student's age level and learning objectives (Handayani, Bayu, & Agustiana, 2021; Putri, Ardi, Alberida, & Yogica, 2021). Building insight, presenting interesting material, and using vivid illustrations can facilitate students' understanding of the content presented by the teacher.

Second, media expert validation. The results of the analysis show that this educational game learning media product is very valid and can be used without revision. Media expert validation includes assessing the appearance of the product as the first aspect. This aspect includes three indicators, namely the appearance of the product adapted to the age of elementary school children, the use of font type and size in the media, and the suitability of images to the content. An attractive and vibrant product display can attract students' interest in learning. Media can include people, materials, and events that can improve students' cognitive, affective, and psychomotor abilities. Media is used as a tool or means of conveying messages. Material correlation can facilitate students' understanding (Dewi, Agustika, & Suniasih, 2022; Mayasari, Pujasari, Ulfah, & Arifudin, 2021). Therefore, validation by users/teachers is based on four aspects, namely suitability of materials, presentation of materials, presentation of the product, and use of the product. Interesting learning media can increase happiness and reduce stress (Hidayat & Mardani, 2022; Puteri, Maharani, & Wulandari, 2020).

The educational game-based learning media product "SIMLA," which contains material about the principles and principles of Pancasila with an emphasis on developing the independent character of fourth-grade elementary school students, shows a very high level of practicality and attractiveness. Apart from that, the use of the educational game learning media "SIMLA," which includes material about the principles and principles of Pancasila with an emphasis on developing independent character, affects improving students' character. The use of games in learning has been proven to increase information retention. The educational game "SIMLA" can help students remember learning material more effectively because they learn through experience and active interaction. The occurrence of active and positive interactions in learning can increase the level of student involvement in learning. The interesting activities and challenges presented in the game can make students more actively involved in the learning process (Fitria, 2021; Yolantia et al., 2021). So that students can understand learning concepts better and apply them in relevant contexts.

Several previous studies stated that the development of educational game-learning media could foster student independence in learning (Muslihan & Akbar, 2021; Ulfiah & Wahyuningsih, 2023). Educational games can increase students' motivation to learn (Mustika & Suyadi, 2022; Rawanti et al., 2023). This can be seen from students' activeness in participating in learning. Other research states that the application of educational learning media can improve student learning outcomes (Oktaviani & Setiyono, 2022; Rawanti et al., 2023). Learning media has the advantage of helping and facilitating teachers in delivering material so that it is easy for students to understand. The development of educational game media is very beneficial for the student learning process. Because learning while playing is one of the most appropriate methods for increasing student motivation and activity, this research implies that the educational game learning media "SIMLA" can be used as a solution to problems that occur due to students' low learning motivation due to limited learning media. The limitation of this research is the educational game media "SIMLA," which contains poetry material and Pancasila values that were developed in fourth-grade Pancasila and Citizenship Education learning.

4.   CONCLUSION

Based on the results of research and development discussions, the product developed is an educational game learning media called "SIMLA," which contains material about the teachings and principles of Pancasila with an emphasis on developing the independent character of fourth-grade elementary school students. This product answers the problems observed in learning Pancasila and Citizenship Education (PPKn). The validation test results of this educational game learning media show a high level of validity. Apart from that, the results of the student independence assessment questionnaire regarding educational game learning media showed a significant increase in student independence. Furthermore, these findings show an increase in student performance before and after using the educational game learning media "SIMLA." Therefore, the educational game learning media product "SIMLA" is considered suitable for use and is believed to be able to increase student learning motivation.

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