The Picture Storybook of Pancasila Values as the Formation of National Character in Pancasila and Civics Education Learning Class Five of Elementary School in Indonesia

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Abstract

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The Pancasila is five life principals of Indonesian and it has been crafted from the ancestor. The Indonesian independence fighters had been trying to create the Pancasila and now it is officially the Indonesian life principals. As the teachers, the Pancasila are compulsory to be taught and delivered to the schools in all levels including elementary schools. One of the main issues among teachers across Indonesia is that it is difficult to transfer Pancasila values to the students because it is considered to be character and it needs a habit to measure how student understand about the values. The aim of this study is to provide a teaching method for elementary school students when learning Pancasila values through the storybook. The values of Pancasila is closely related to the moral of Indonesian. The method used in this research is mix method with Research and Development (R&D) approach and also using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. This model is designed to create a new learning model for delivering Pancasila values to the students. The data has been collected from 30 students, and one elementary school teachers. The techniques used is questionnaires, interview, and classroom observation. The finding shows that the storybook is effectively used to transform the knowledge of Pancasila values to the students and one of the book called "sahabat toleransi" or a tolerance friends shows that having a friends can be part of Pancasila values. Therefore, it can be concluded that Pancasila values can be taught through some other ways and the picture storybook can be an option for the teachers to teach about it.

Keywords: civic learning; learning media; national character; Pancasila values; storybook

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INTRODUCTION

The Indonesian nation is a large nation with the fourth largest population in the world, which is 269 million people (Abdulkarim et al., 2020; Adams, 2002). However, the greatness of a nation is not determined solely by the size of the population, but is determined by other factors such as the mastery of science and technology, economic progress, and especially the character of the nation. Many large and developed countries are due to the character it has such as Japan, Germany, England and the United States (V. Andreotti, 2014; Japar et al., 2021). Indeed, the Indonesian nation was once a great nation and influential to the world because it has a strong character such as the value of struggle and sovereignty (Japar et al., 2021; Komarudin et al., 2019; Zakiah et al., 2023). This

value of struggle and sovereignty then makes Indonesia respected by the world, through its strategic role in creating world peace and independence of nations in Asia and Africa through the Asian-African Conference (KAA), Non-Aligned Movement (NAM), and Organization ofIslamic Conference (OIC) (Casmana et al., 2022; Dr. Sarkadi et al., 2020). It seems clear that character has an important role for the nation, to be great, advanced, enduring, and sovereign.

The development and political changes in Indonesia since the era of independence, the old order, the new order and the reform period caused the dynamics and ups and downs of the greatness and influence of the Indonesian nation to the world. Even in the reform period, there was a degradation of character, to an alarming stage, including the spirit of nationalism, respect for fellow nation's children. Therefore, efforts to strengthen and build character become important and strategic. The most strategic vehicle for character building is through Education, because through Education the cultivation of values and character can be programmed systematically and sustainably. Optimization in education will form a good personality of students in sorting and choosing associations, deeds, and actions in accordance with applicable norms. This hasa positive impact on future generations so that they are not easily influenced by outside culture and the surrounding environment that is not good (Agussalim et al., 2021; Al-Maamari, 2022)

The main issues of the research is that character becomes the cornerstone of teaching elementary school students. In order to educate students about character, it needs several teaching model and method so that the character can be taught easily to the students. However, there are a lot of research findings which shows that teaching character to the students is not easy (Betawi, 2020; Dobson & Dobson, 2021; S. Sarkadi et al., 2020). The teachers need huge efforts to teach about character to their students and particularly about Pancasila values. In Indonesia, Pancasila values is closely related to the character, so that teacher can use Pancasila values as the main character for their materials. Casmana (2022) argued that teachers need a special strategic to educate students about character in school, and one of the module that can teach about character is Pancasila and Civics Education. As educating character would considered to be difficult, PPKn teachers become responsible in teaching about character.

Pancasila and Civics Education (PPKn) is a school subject that taught about character, politic, and social. Under Indonesian law, this learning module is compulsory from elementary schools to the higher education. In elementary school, there are four main learning objectives in learning about PPKn in the schools, these are Pancasila (Indonesian life principal), Bhineka Tunggal Ika (unity in diversity), NKRI (The Republic of Indonesia) and UUD 1945 (1945 Indonesian constitutional law) (Komarudin et al., 2019; Sarkadi et al., 2022; Zakiah et al., 2023). Students in elementary schools are encouraged to learn about Pancasila based on these four main aims and objectives.

Through curriculum and learning, including through extracurricular activities to be more integrated and comprehensive, including through PPKn learning. The problem is that learning in Indonesia, including in PPKn learning, is more cognitive-oriented even though current learning does not only refer to one cognitive aspect but must meet affective aspects and psychomotor aspects (Muhibbin et al., 2022; Murdiono et al., 2020)The cognitive aspect refers to the knowledge and understanding of the student, the affective aspect refers to the attitude of the student and the psychomotor refers to the skills acquired from the learning process. Character building or achieving success in affective aspects or attitudesis the main task of PPKn learning as a character-building learning subject (Allan & Charles, 2015; Brown, 2009).

Now it is entering the era of the Industrial Revolution 5.0 where technology is developing rapidly including in Indonesia (V. de O. Andreotti, 2011; Blackmore, 2016; Murdiono et al., 2020). Thus facilitating various kinds of influences both from internal and external to children in Indonesia. So this affects cultural and religious values, which can reduce the nation's morals and character (Rahmadi et al., 2020; Ubaedillah, 2018). Talking about the morals of the Indonesian nation must reflect on the values of Pancasila

because Pancasila is the ideology of the Indonesian nation. Grounding and practicing the values of Pancasila must always be pursued and implemented to raise the spirit of Pancasila in every citizen to better understand, understand, and be able to practice the values of Pancasila in everyday life (Abdulkarim et al., 2020; Murdiono et al., 2020; Prasetiyo et al., 2020). Practicing the values of Pancasila in everyday life in elementary school children in this millennial era is not easy, this can be seen during observations in elementary schools in Jakarta many children are more interested in songs from other countries such as K-Pop from Korea, the way they speak there are some who like to speak English and their interactions are more inclined to individual things. They limit themselves to interacting with their friends so that it will have an impact on their social attitudes.

The practice of Pancasila values is the result of learning affective from PPKn learning material on Pancasila values on basic competencies 3.1 Identify the values of Pancasila in daily life semester 1 grade V elementary school. In order for the affective learning outcomes of PPKn learning to the material to be realized, it is necessary to multistrategy for the success of PPKn learning as a character-building learning content. So the researcher conducted preliminary research not only by classroom observations but also by distributing questionnaires related to the attitude of practicing Pancasila values.

The preliminary studies was conducted to understand about what kind of attitude which is required by the students in the schools, and the results would be the judgement and the reasons of what kind of the storybook that is suitable for the students. In addition, the preliminary study also intended to understand what kind of media which is required by the students in the schools, so that the research will focus on developing the media. Using the questionnaire, it showed that the cognitive aspects are mostly required by the students in the schools and the storybooks become one of the most favorite media chosen by the elementary school students. Therefore, this research focused on developing media of storybook which contains the cognitive knowledge about Pancasila values. Learning medium from material for practicing Pancasila values in everyday life in accordance with research which mentions that Equip Students have more realistic knowledge and skills and find more concrete learning experiences at the core of learning (Arinta et al., 2020; Jacobs et al., 2023). Where this is from learning is how to bring theoretical things into practical. Then students will realize that what they learn is useful for their lives in society. This will realize the application of Pancasila values in their daily lives, because they realize that the practice of Pancasila values in everyday life is not only knowledge but also useful for them as an obligation of Indonesian citizens.

Storybooks can present abstract things into concrete things and it is very easy to influence student behavior in character formation. This is also supported by research (Japar et al., 2021; Komarudin et al., 2019; Zakiah et al., 2023). It has been proven that with storybooks read by children that are integrated with characters have a direct effect on being able to practice them in real life which comes from the influence of narrative involvement so that character imitation occurs in children. By reading stories, students begin to get to know the characters and have the drive to be able to imitate or practice them in their daily lives. Researchers mentioning that storybooks can add vocabulary to children and facilitate reading comprehension in children so that storybooks have the potential to facilitate complex and deep knowledge (V. Andreotti, 2016; Farisi, 2014; Vidakis et al., 2020). Storybooks are part of varying the type of information that must be reached to children, and become one of the teaching methods that can be used by teachers. Usually the storybook will be equipped with pictures as illustrations of the narrative in the storybook.

A storybook with this picture according to the results of the study (Candan & Başaran, 2023; Deroo et al., 2017). It can make it easier for students to easily understand the subject matter because with children can explore images so that they can integrate narratives to the maximum. This is because students by reading their stories are more focused so that this causes them to more easily understand the material. So that literal understanding through explicit and implicit questions gets high results. Based on this research into recommendations and in accordance with the analysis of student needs

related to existing problems, researchers are interested in developing storybooks Pancasila values for the formation of national character inlearning PPKn grade V elementary schools with material on Pancasila values in everydaylife.

METHODS

Research Design

Research design is considered to be importance in this project. Research design provides information about what kind of method used and the logic of inquiry used to collect the data. The aim of this research is to develop a media which is called the storybook for elementary students in Jakarta when learning about Pancasila values. The method used for this research is mix method with R&D (research and development) approach. The mix method allows this study to explore the students and teachers perspective to understand what kind of content knowledge and media that will be used for teaching Pancasila values (Creswell, 2014). The research and development (R&D) approach is aimed to have a clear structure in developing the media for teaching Pancasila values. The approach model used was ADDIE (Analyze, Design, Develop, Implement, and Evaluate) and these are the steps to educate students to understand the Pancasila values (Creswell, 2014).

Participants

The research participants are considered to be important because the data obtained are originally from the students. This research focused in one school located in Jakarta (the capital city of Indonesia) SDN Rawmangun 12. This is the state public school located in Jakarta. In addition, it is also more focused on 30 year five students because they are learning about Pancasila and the teachers are having a lot of knowledge relating to the Pancasila. In addition, one classroom teacher was also a participating in this study because it needs the teacher perspective in designing the data.

Data Collection Technique

In order to collect the data, there are three techniques used in this research, these are questionnaires, classroom observation and interview with the teachers. The questionnaires are used to conduct a preliminary study on what kind of values needed by the students regarding Pancasila. Also, the preliminary study was used to know what kind of media required by the students in the school so that the development can be started based on the data. The classroom observation was used to implement and evaluate the developed media which is the storybook to the students. This is the most important stage when developing the media to the students because it really help the researchers in understanding some kind of media for the students. Finally, the semi-structured interview is also used to understand the teachers perspective and opinion about the values and media used by the teachers relating teaching characters and Pancasila values. The semi-structured interview is used to understand and make easy with the teachers when asking some open question during the interview. The combination of questionnaires, classroom observation and provide a very good results in understanding the issues and problem in the school practice.

Data Analysis

The data was analyzed through quantitative and qualitative. In addition, the development of learning media was used ADDIE approach. In terms of quantitative approach, it was used descriptive statistic to analyze the questionnaires given to the students is generally about what kind of content knowledge and what kind of media required by them to understand their opinion. In addition, the interview and observation was analyzed using open coding. The interview was transcribed and then developed into some coding to understand clearly some kind of categories relating to the Pancasila value and character education. In addition, the coding is then developed into the data display so that the content knowledge and the media required by the students obtained clearly.

RESULTS & DISCUSSION

The development model used in this study is the ADDIE (*Analysis, Design, Development, Implementation, Evaluation)* development model. ADDIE is one of the design to develop some kind of teaching media for the students in the schools. In this model, it is very clear that the first stage of conducting a research is through analysis. During the analysis, the questionnaire was used to get an overview about what kind of values and media required and most suited with the students. It is called preliminary studies and it was put in the introduction. Secondly, design was used to create a design of the media that will be used for the research. Based on the preliminary studies, this research will used content knowledge of Pancasila values and the media used was storybook. It is because both of these are mostly suited based on the questionnaires. The thirdly, development of media of storybook. After obtaining some judgement from the preliminary study, it is staring to develop the media of storybook. Then, when the media is ready, it goes to the implementation and evaluation. This ADDIE model provide a cycle learning design for developing media, therefore it is considered to be important.

There are several stages of product development used in this model. The first stage is the analysis stage to conducta needs analysis, the second stage is the design to design solutions from the results of the needs analysis and initial design, the third stage is development to realize the design at the design stage into a real product then carry out expert validation and test the product to students and assessment by teachers, the fourth stage is the implementation of the useof products in learning in grade V Elementary School, And the fifth stage is the evaluation stage to assess the success rate of the product.

1. Analysis Phase

This analysis stage aims to determine the needs analysis and determine learning objectives. Researchers divide the analysis into two analyses, namely needs analysis and material analysis.

a. Needs Analysis

At the needs analysis stage, researchers make observations and ask students to fill out questionnaires so that researchers know some of the characteristics of students during PPKn lessons and know the needs of students. The results of filling in by studentsare known that the material of Pancasila values is still difficult to understand where students are often confused between the application of Pancasila values with one another.Students also feel that the learning media used by teachers is still less varied, even still abstract so they do not understand the application of Pancasila values in everyday life.

b. Curriculum Analysis

Curriculum analysis consists of interviews with teachers and learning materials. Interviews with teachers were conducted with questions and answers about PPKn learning. There are many materials that can only be delivered through theory, even though the material should be practiced directly, it is not enough just with theory delivered through learning videos. Students also sometimes find it difficult to distinguishthe values of Pancasila sila from one another. At the material analysis stage, researchersanalyze the material and determine the learning material to be used for product material. The determination of material was carried out by researchers based on learning in the 2013 Curriculum with PPKn content in accordance with basic competencies. After conducting observations and interviews, researchers chose the material Pancasila Valuesin students' daily lives.

Table 1. Basic Competencies and Learning Indicators of PPKn Class V

Basic Competencies	Indicators
1. Identify the values of Pancasila ineveryday life.	1.1 Identify the values of Pancasila in everyday life.
	1.2 Apply the values of Pancasila in everyday life.
	1.3 Analyze the meaning of Pancasila in the application of daily life.

2. Presenting the results of the identification of Pancasila values in everyday life.	2.1 Present a report on the meaning of Pancasila in the application of daily life for the Indonesian people.

2. Design Phase

After conducting a needs analysis, the researcher determines the goals to be achieved in development. This stage aims to determine the design of the picture storybook. After that, researchers design solutions to overcome problems that have been found at the analysis stage. Researchers create designs that include formulating goals, determining the learning strategies needed, and compiling product visual designs. The design stage is carried out systematically, logically and regularly. The learning media chosen to be developed in accordance with the analysis of student needs and curriculum analysis is a picture book with Pancasila values.
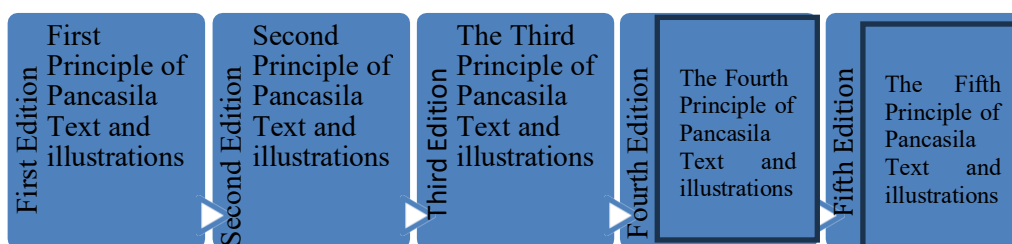

Figure 1. Storybook Design of Pancasila Values

3. Development Stage

Researchers develop in accordance with the pre-prepared design in real form and validate products to experts, namely media experts, material experts, and trials on grade V elementary school students that have been determined by researchers through 3 stages of trials, namely one *to one evaluation, small group evaluation,* and *field test evaluation*. The development of the Pancasila values picture book has five editions, each edition of which is related to each precept, namely: the first precept in the first edition, the second precept in the second edition, the third precept in the third edition, the fourth precept in the fourth edition and the fifth precept in the fifth edition.

3.1 Book edition one

The first edition of the Pancasila values picture book which contains about how attitudes are in accordance with the first precept, namely "The One and Only God", this book is entitled "Friends of Tolerance". The storybook is the result from the questionnaire in the preliminary studies. Based on the preliminary study through the questionnaire, the students shows that the storybook become one of the most popular option and therefore the study create this kind of research in developing the book. As the storybook consist of several edition, this is the first part of the storybook.

This is because in the first precept in addition to every citizen must embrace religion and believe in God Almighty, he must also have an attitude of tolerance towards followers of other religions. The story in this book describes how life in a school environment that has friends with different religions but can make good friends and get along well. The story in the first edition of the book related to the attitude of Pancasila values in accordance with the first precept includes: worship in accordance with their respective religions, that everyone has different religious beliefs that must be respected, everyone has the opportunity to carry out their worship in accordance with the religion they embrace. In exercising their rights everyone in terms of carrying out their worship but there is an obligation for everyone to have an attitude of tolerance towards everyone in terms of religious differences.

Figure 2. Storybook First Precept Edition of Pancasila

3.2 Second edition book

The second edition of the picture story book of Pancasila values which contains about how to behave in accordance with the second precept, namely "Just and civilized humanity", this book is entitled "The Fulfillment of My Rights". This is because in the second precept that everyone has human rights. This book tells a child has a haka son. When every child fulfills his rights as a child, he must be grateful and not forget his obligations as a child. This second edition of the storybook is expected to allow students to understand their rights as children and carry out their obligations as children with awareness and responsibility. The story in the second edition of the book related to the attitude of Pancasila values in accordance with the second precept includes: mutual help and help fellow humans and act justly.

Figure 3. Second Edition Story Book of Pancasila Second Precepts

3.3 Third edition book

The third edition of the picture book of Pancasila values which contains about how to behave in accordance with the third precept, namely "Indonesian Unity", this book is entitled "I Am Proud I Am an Indonesian Child". The title of this book conveys the third precept as one Indonesian nation. In this storybook describes an attitude that is in accordance with the unity of Indonesia, namely being proud as an Indonesian citizen. Therefore, the story also tells the pride of the work of products from their own nation which is part of the wealth of the Indonesian nation. By having pride in the nation's own products, it will show the economy of the Indonesian nation. In the third edition of the storybook, it reflects the attitude of the third precept, namely having pride in the Indonesian nation so that nationalism will arise in students.

Figure 4. Third Edition Storybook of Pancasila

3.4 Fourth edition book

The fourth edition of the picture story book of Pancasila values which contains about how to behave in accordance with the fourth precept, namely "Peoplehood led by wisdom in representative consultations" this book is entitled "We Are Great if Together". The title of this book conveys the fourth precept as an Indonesian nation that always prioritizes deliberation for consensus in every decision making that reflects a democratic life. In this storybook describes attitudes that are in accordance with popular values that prioritize public interests rather than personal or group interests. Thus, there will be no more disputes in public life because everything is done on the basis of togetherness for the common good.

Figure 5. Storybook Fourth Edition of Pancasila Precepts

3.5 Fifth edition book

The fifth edition of the Pancasila values picture book which contains about attitudes in accordance with the fifth precept, namely "Social justice for all Indonesian people", this book is entitled "I will not be extravagant anymore". The title of this book conveys the values of the fifth precept that must live simply and extravagantly so that they can save and design a prosperous future life. Live according to your ability and do not impose your will so that it will be a man who lives shaved because of sufficiency. This attitude will make us far from being arrogant and living extravagantly that reflects extravagant life so that it will be difficult to save. Prosperous Life is an ideal for everyone, including the ideals of the Indonesian nation itself as stated in the preamble to the 1945 Constitution of the Republic of Indonesia.

Figure 6. Fifth Edition Story Book of Pancasila Fifth Precepts

4. Implementation Phase

After the storybook product has been completed, the researcher conducts *an expert review* on the storybook product with three experts, namely material experts, media experts and linguists. After that, revise according to input from these experts, then the researcher proceeds to the implementation stage. The implementation aims to preparethe learning environment and involve students in the use of Pancasila values storybook products. The main procedure at the implementation stage is to prepare teachers and prepare students. At this stage, how to carry out implementation strategies in the learningprocess that will use storybook products in classroom PPKn learning.

a. Preparing Teachers

Before the Pancasila values storybook product is used in classroom learning on PPKn learning content, teachers are prepared first by first reading the guidebook for theuse of Pancasila values storybook in PPKn learning on Pancasila values material in everyday life. The teacher carries out the learning process in accordance with the direction of the researcher and the use of the Pancasila values storybook in accordance with the guidebook read earlier.

b. Preparing Students

Preparing students in the PPKn learning process to be as expected. Students carryout learning according to the direction of the teacher, then students use the Pancasila values storybook as a learning medium for the material of Pancasila values in everyday life which is material from PPKn learning. After students finish learning PPKn, students will be asked to answer formative tests and apply Pancasila values in everyday life.

5. Evaluation Phase

The final stage is the evaluation stage. The evaluation stage is a stage to assess the success rate of the product. In the current study, researchers did not conduct an evaluation stage where they saw the effectiveness of storybook products in PPKn learning using effectiveness tests. Effectiveness tests will be conducted on the study thefollowing year.

Using a Pancasila values story book makes it easier for students to understand attitudes that are in accordance with Pancasila values. This is because the Pancasila values material is included in abstract material. By using a Pancasila values story book which contains pictures as illustrations of the text or story content, it makes the materialinto something concrete. Storybooks can improve the expected character according to the content of the story displayed (Sari &

Wardani, 2021) as in research (Prasetyo, 2014) that storybooks are a suitable character education medium for children, especially in elementary schools. So this will make it easier for students to understand and be able to apply attitudes that are in accordance with Pancasila values in their daily lives, such as the results of research from (Lestari et al., 2017) that the use of picture story books is effective in instilling moral values in lower grade students. elementary school.

CONCLUSION

Based on the results of development research that has been conducted by researchers, it can be concluded that picture books with Pancasila values can be used aslearning media for students and teachers in PPKn learning Pancasila values material in grade V elementary schools. The development of the Pancasila values picture book has five editions, each edition of which is related to each precept, namely: the first precept in the first edition, the second precept in the second edition, the third precept in the thirdedition, the fourth precept in the fourth edition and the fifth precept in the fifth edition.

Storybook products with Pancasila values can be used as learning media in classroom learning activities for students independently or in groups. The results of the validation test that has been carried out by the *expert review* stated that the Pancasila values picture book product on PPKn content in grade V elementary schools is a productthat is suitable for use in PPKn learning with a very good category. In addition, after reading a picture book of Pancasila values, students can implement the material of Pancasila values in the affective aspect, namely applying attitudes that are in accordancewith Pancasila values from the first precept to the fifth precept in everyday life.

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