

Learning Pancasila through Snakes and Ladders Game

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ABSTRACT

This research is a continuation of the campaign activity "Pancasila Harga Mati" which was carried out by several community social institutions in 2012. The activities carried out were focus group discussions, designing and publishing the Pancasila graphic essay book, a workshop attended by 18 teenagers from various cities and a photo exhibition at the Antara Journalistic Photo Gallery. In March 2018, an activity was held for 3 days, involving 45 people from various organizations. A snakes and ladders game "Save Garuda" was played. This inspired the using of snakes and ladders game as a learning medium to socialize Pancasila. Then the researchers created "Designing the Pancasila Boardgame" which was later developed as a prototype of the Pancasila ladder design. The research conducted was the applied product category which produced the prototype of the Pancasila ladder to be implemented as a learning medium. It is a multidisciplinary study, combining the fields of design and educational psychology. The research methods are interviews, observation and experimental. Based on the simulations carried out the participants were enthusiastic and received a positive response and several suggestions for improvement.

Keywords: learning media, Pancasila, snakes and ladders game

INTRODUCTION

The Proclamation of Indonesian Independence in 1945 was the culmination of the struggle against colonialism in the 19th century until the mid-20th century. In the process towards the Republic of Indonesia's Independence Proclamation, the pioneers of independence compiled the basis of the unitary state of the Republic of Indonesia through debates on proposals related to the Jakarta charter, until finally Pancasila was agreed as the basis of the state. After the Proclamation, the Republic of Indonesia experienced various upheavals aimed at replacing Pancasila as the basis of the state, and even emerged

in today's political life. The concern is the strengthening of identity politics and social inclusiveness, especially with regard to practical political interests ahead of the 2019 election.

Understanding of Pancasila Philosophy according to Ruslan Abdulgani, Pancasila is a state philosophy that was born as a collective ideology (shared ideals) of the entire Indonesian nation. Why Pancasila is said to be a philosophy, it is because Pancasila is the result of deep mental contemplation carried out by our predecessors, which is then poured in a proper system.

Ontologically, the study of Pancasila as philosophy is intended as an effort to find out the basic nature of

the Pancasila precepts. According to Notonagoro, the basic essence of the Pancasila anthology is humans, because this human being is the subject of the principal laws of the Pancasila precepts. Pancasila as the foundation of the state philosophy of the Republic of Indonesia has a composition of five precepts which is a unity and unity and has the basic nature of absolute unity, in the form of monodualist nature as individual beings as well as social beings, as well as independent and at the same time also as God's creatures. The consequence of the Pancasila as the basis of the Indonesian state is that all aspects of the administration of the country are covered by the values of the Pancasila which are the nature of the monodualist people.

The epistemology study of Pancasila philosophy is intended as an effort to seek the essence of Pancasila as a system of knowledge. This is possible because epistemology is a field of philosophy that discusses the nature of science (the science of science). The epistemology study of Pancasila cannot be separated from its anthologies. Therefore, the epistemological basis of the Pancasila is closely related to the basic concept of human nature. As an epistemological notion, the Pancasila bases its view that the knowledge knowledge is essentially not value-free because it must be placed on the framework of human nature morality and religious morality in an effort to gain a level of knowledge in human life. Therefore, Pancasila must epistemologically become the basis of national morality in developing the development of science and technology at this time.

The axiology study of Pancasila philosophy essentially discusses the value of praxis or the benefits of a knowledge of the Pancasila. This is because the principles of the Pancasila as a philosophical system have a basic unity of axiology, the basic values contained in the Pancasila are essentially a unified whole. The axiology of Pancasila means that we discuss the philosophy of Pancasila values. In axiology, the Indonesian people are supporters of the Pancasila values. As a supporter of values, it is the Indonesian people who recognize, appreciate, accept Pancasila as something of value. Recognition, acceptance and appreciation of the Pancasila as something of value will appear to be symptomatic in the attitudes, behavior and actions of the Indonesian people.

Pancasila as the philosophy of the nation and the state of the Republic of Indonesia implies that every aspect of national life, statehood and society must be based on divine values, humanity, unity, populace and finally justice. The thought of this state philosophy departs from the view that the state is a

community of human life or community organizations, which is a legal society.

Characteristics of Pancasila. As a philosophy, Pancasila has its own characteristics of a philosophical system that is different from other philosophies, namely: (1) The characteristics of the first Pancasila philosophy, namely the precepts in Pancasila, are a unified whole system (as a totality). In this case, if it is not round and intact or one precept with other precepts is separated, then it is not a Pancasila; (2) The characteristics of the second Pancasila philosophy are in the arrangement of the Pancasila with a round and intact system; (3) The characteristics of the next Pancasila philosophy, Pancasila as a substance means the original or permanent or primary element of Pancasila as an independent, where the elements come from themselves; (4) The last characteristic of the Pancasila philosophy, namely Pancasila as a reality, means that it exists in Indonesian people and their communities as a fact of life of the nation, which grows, lives and develops in everyday life.

Principles of the Principles of Pancasila Philosophy. If viewed from Aristotle's causation, the principles of the Pancasila can be explained as follows: (1) Material causation is a cause related to matter or material. In this case the Pancasila is extracted from the socio-cultural values that exist within the Indonesian nation itself; (2) Formalis causation is a cause related to its shape. Pancasila in the opening of the 1945 Constitution fulfills formal requirements (formal truth); (3) Efficiency Causality, namely BPUPKI and PPKI activities in compiling and formulating Pancasila as the basis for an independent Indonesian state; (4) The finalist cause is related to its purpose, where the aim of the proposed Pancasila becomes the basis of an independent Indonesian state.

The essence or essence of the Pancasila precepts includes: (1) God which means that as a prime cause; (2) Humans mean that individual beings and social beings; (3) One means that unity has its own personality; (4) People who mean that the absolute element of the state must work together and work together; (5) Fair which means that giving justice to oneself and others who are entitled to it. (Hermawan, 2010).

This research is a continuation of the "Pancasila Harga Mati" Campaign program that was carried out by Grafisosial, Tifa, and Antara Journalistic Photo Gallery in 2012, in the form of: focus group discussion (inviting Hilmard Farid, Aswi Marwa Adam) to design and publish a graphic essay book for Pancasila , workshops and photo-themed

Pancasila exhibitions in the Antara Journalistic Photo Gallery. In 2018, the researcher became the chief executive of the "Indonesian Change Agents (API) Workshop", a collaboration between the Chinese Indonesian Association (INTI) and the Pancasila Ideology Development Agency (BPIP). The activity was held for 3 days, involving 45 people from various organizations in several regions of Indonesia.

In one of the sessions at the workshop, a snakes and ladders game called "Save Garuda" was played for participants who were enthusiastically participated. This is an inspiration for how the game of snakes and ladders is packaged in a more interesting way and used as a learning media for elementary school students to learn about Pancasila, so that it creates a pleasant learning atmosphere and is expected to have a positive impact on teachers, students and society.

This study is expected to provide benefits / impacts regarding the scientific development of visual communication design. The results of the study were in the form of articles, prototypes of educational technology in the form of snake and ladders game, Pancasila, paper, posters. This research is the initial stage of a larger and sustainable plan of activity. The first phase, starting with a simulation in Jakarta by involving training facilitators and students to form a snake ladder game that will play in schools. The simulation results will be made a prototype with a guidebook for facilitators or teachers who will guide the students.

The second stage of the research will be continued to the training of trainer activities by involving participants from several cities in Indonesia. Furthermore, the participants will return to their respective cities and are expected to be able to practice concretely at school in their city. After the road shows in several cities at the final stage, photo exhibitions and documentary video screenings will be held so as to inspire the wider community. The current research focuses on phase one by considering the limitations of time and research funding.

This research is an embodiment of visual communication design as applied art that can be beneficial to society. Based on the research conducted, it can be further processed into a medium of learning through the "snake ladder game", equipped with videos and guidebooks. For Visual Communication Design study programs, this can be a creative breakthrough and scientific development that impacts change for society. Through the game of snakes and ladders learning method, it can help

students to learn about Pancasila values and foster an understanding of Pancasila as the basis of the Republic of Indonesia. Learning while playing is expected to be a fun new learning model that is expected to have a positive impact on students and in time will help build a better generation in the future. This research will provide a new method in disseminating Pancasila to elementary school students. The results of the study are in the form of a snake ladder prototype that can be used for teachers in teaching Pancasila to students

Learning media using the Pancasila snakes and ladders game has been done and researched before (as a scientific thesis / article; about mathematical learning, accounting, physics using snake ladder game media). The research this time is different because the Pancasila theme has never been raised and the media for playing snakes and ladders is made in large sizes, so it can be played together by using a field / hall. This research can be a creative initiative of Pancasila learning that benefits the people and the Indonesian government, especially the Ministry of National Education, because it produces a better learning technology model. In a broader perspective, it is hoped that this research will be beneficial for the life of the nation and the Republic of Indonesia (NKRI) based on the Pancasila and the Republic of Indonesia's Constitution.

Previous research was conducted by the research team of the Sebelas Maret University Teacher Training and Education Faculty, Aris Prasetyo Nugroho, Trustho Raharjo, Daru Wahyuningsih, with the title "Development of Physics Learning Media Using Game Snakes and Ladders Judging from Class VIII Student Motivation in Style Material", which published in the Journal of Physics Education, 2013, Vol. 1, No.1. The purpose of this study is to develop learning media in the form of snakes and ladders in learning material physics Style that meets the criteria both in terms of student learning motivation. Research includes development research that uses research and development (R & D) methods. The development model used in this study is a procedural model that is a descriptive model that shows the steps that must be followed to produce a product in the form of learning media. Data obtained through interviews and questionnaires. The data analysis technique used is qualitative descriptive analysis. Based on the results of the research that has been done, it can be concluded that the learning media in the form of snakes and ladders games includes very good criteria

in terms of student learning motivation. (Nugroho, 2013).

The research on snake ladder learning media that was created in 2015 by Rifki Afandi, FKIP Muhammadiyah University Sidoarjo, entitled "Development of Snakes and Ladders Game Learning Media to Increase Student Learning Motivation and Social Studies Learning Outcomes in Elementary Schools, was published in the Learning Innovation Journal. Vol.1, No.1, 2015. The research aims to develop a snakes and ladders learning media in learning social science (IPS) in elementary schools to improve learning motivation and student learning outcomes. One of the problems of education is the lack of facilities and infrastructure, so that teachers are required to be creative in improving the quality of learning in the classroom, such as developing learning media. This study developed a learning media for snakes and ladders in the learning of social science (Ilmu Pengetahuan Sosial) in elementary schools. The research development adopted the 4D model from the Thiagarajan, et al model; namely define, design, develop, and disseminate. Data collection techniques in research through observation, giving questionnaires, and tests. implementation of learning media for snakes and ladders. The research trial was conducted at SDI Yapita Surabaya. The results of the implementation of the snakes and ladders game learning media student learning motivation increased 66.7% in the aspects of learning activeness and enthusiasm for learning, while the aspects of interest in student learning motivation increased by 70%. While student learning outcomes experienced an increase of 40% from 55% of students who achieved grades below KKM (minimum completeness criteria) to 100% all students achieved grades above KKM (minimum completeness criteria) (Afandi, 2015).

Research on the snakes and ladders game media that was conducted in 2016 was by the Primary School Study Program, Serang Campus, Universitas Pendidikan Indonesia, with a research team: Viny Puji Estiyani, Ajo Sutardjo, Deni Wardana. The title of their research is "Modification of Snake Ladder Games As Alternative Learning Media Addition and Reduction of Whole Numbers", which is published in the Kalimaya Journal, Vo. 4, No. 2, 2016. Addition and subtraction of integers are part of the operating aspects of counting integers in math subjects. The learning process of teachers is often less creative and innovative in the use of media so learning seems monotonous, less interesting and

becomes difficult to understand. Based on the statement, it is necessary to use appropriate and interesting learning media for students. The game Snakes and Ladders is a game that is often found by children, if asked about this game the child immediately responds that they feel familiar with this game. The method used in this study is a concept analysis carried out by analyzing data in the form of existing concepts. The concept is analyzed based on its relevance to other concepts or subjects to be studied, then developed and can produce a new concept or concept that already exists but is more interesting and acceptable. Data obtained from the results of document analysis, interviews and observations. Modified snakes and ladders game media must be in accordance with competency standards, basic competencies and material to be taught. This media can be used not only in mathematics but on other subjects it can be applied according to needs (Praise, 2016).

Formulation of the problem

The formulation of the problem of this research is how to design a prototype snake ladder Pancasila game?

2. RESEARCH METHODS

The design of this study is qualitative descriptive. The research subjects were students and young people who used to act as facilitators in training activities. The object of the research is the design of the prototype snake ladder Pancasila made by the final-year student of the Universitas Tarumanagara, Faculty of Visual Art and Design, and then developed on a large scale and carried out modifications to the rules of the game to be played in large groups.

This research was conducted in Jakarta. The research instruments used were: image and sound recording equipment, writing equipment, and complementary purposes. Including the provision of locations and accommodations for simulations to be carried out. To record the process that occurred, audio visual documentation was carried out during the event. Data analysis was carried out by verbatim transcription for the results of research conducted based on observations and interviews of simulation participants.

The research developed the design results of the student's final assignment (Randy) which was developed into a prototype to be simulated. The approach from the education field uses David Kolb's experiential learning theory. Based on the Experiential Learning theory developed by David

Kolb (developed based on the theories of John Dewey, Kurt Lewin and Jean Piaget) explaining the learning cycle process; Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experiment (AE). Kolb also formulates 4 learning styles; diverging, assimilating, converging, and accomodating (Kolb, 2015).

Hayes (2007) stated about the Stages of Experiential Learning:

- (1) Experiencing / Exploring "Doing"
- (2) Sharing / Reflecting "What's Happened?"
- (3) Processing / Analyzing "What's Important?"
- (4) Generalizing "So What?"
- (5) Application "Now What?"

The design approach develops the design thinking: empathy - define - ideate method - prototype - test. The results of the study were the prototype of the Pancasila snakes and ladders game.

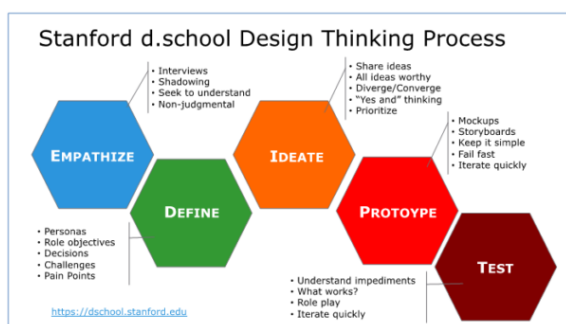


Figure 1: Design Thinking Process

3. RESULTS AND DISCUSSION

The subjects in this study were participants in the simulation of the Pancasila Snakes and Ladders game which was held on April 22, 2019. The research subjects were 30 students of the Creative Experiment class. Research Object is a prototype of the Pancasila Snakes and Ladders game developed from board game, final project, Randy (Faculty of Visual Communication Design of Universitas Tarumanagara student).



Figure 2: The Snakes and Ladders game "Save Garuda"



Figure 3: Final Project of DKV FSRD Untar

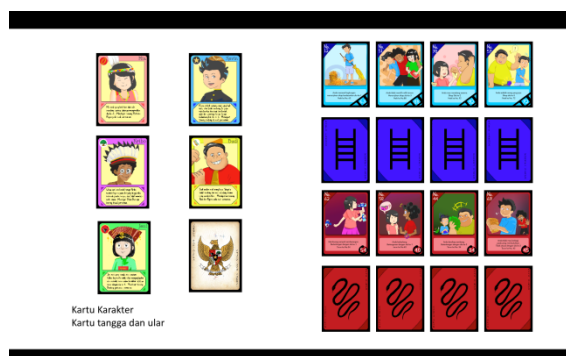


Figure 4: Pancasila Ladder Snake Character; Snake and Ladder Cards



Figure 5: Development of Untar DKV Student Final Assignment



Figure 6: The design of Boardgame for Learning Pancasila



Figure 8: 2nd character design, Mia



Figure 9: 3rd character design, Kribo



Figure 7: 1st character design, Kevin



Figure 10: 4th character design, Joni



Figure 11: 5th character design, Budi



Figure 12: All characters



Figure 13: The final design of boardgame

4. CONCLUSIONS AND SUGGESTIONS

The conclusions in this study are:

1. The researches have designed a prototype through the process of design thinking (empathy - define - ideate - prototype - test).
2. The Pancasila learning simulation through the game of snakes and ladders works well, attended by 3 process observers, followed by 30 participants, led by two facilitators and 1 companion. The duration of the game is 110 minutes, according to the initial estimate (90 - 120 minutes).
3. Participants were enthusiastic and gave positive feedback that the snake ladder game of Pancasila would be a learning tool preferred by students.

Suggestion :

- Questions submitted to be re-reviewed, adjusted to the level / class of students.
- Competition activities (challenges) should involve all groups to be more exciting.
- Need to weigh the size and location of the game if it will be played at school.

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