



Developing a Circle Book to Increase the Effectiveness of Pancasila Education Lessons in Elementary Schools

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Abstract

The research and development carried out aims to produce learning media in the form of circle books that can be used by teachers in Pancasila education lessons in class IV elementary schools. The development of circle books is necessary because the learning media currently used in schools is not yet varied so that learning is not optimal and meaningful for students. The development of circle books is also an alternative media in an effort to instill character education. With the circle book media, it is hoped that knowledge with abstract value can be concretized, making it easier for students to think so that it can be related with life daily. The research model used is the ADDIE model with stages of analysis, design, development, implementation and evaluation. Data collection in this research uses interviews and filling out questionnaires, then the results of obtaining quantitative scores will be analyzed qualitatively through eligibility categories. Based on validation results with an average score of 90, field test results on students with an average score of 77.95 and effectiveness test results which increased by 78, the circle book developed is suitable and effective for use in Pancasila Education Lessons.

Keywords: *Circle Book; Pancasila Education*

Introduction

In accordance with the stipulation of Law no. 20 of 2003 concerning the National Education System, Pancasila Education is one of the mandatory subjects from elementary school to university. With the Pancasila education subject, it is hoped that it can pay attention to the development of students' values, morals and behavioral attitudes (Sa'odah et al., 2020) , (Galuh et al., 2021) , (Anggraeni et al., 2021) . Pancasila education plays a very important role in improving the nation's character through the substance of character education. A nation with character is born because its citizens have credibility in carrying out virtuous actions in accordance with what is in the teachings of the state (Izma & Kesuma, 2019) .

The implementation of character education must be adjusted to the student's educational level, through appropriate learning methods, teaching materials and learning media according to the material. This character education needs to be provided as early as possible to anticipate moral degradation (Hartutik & Iadaryanti, 2014), (Bahri, 2015) , (Jahroh & Sutarna, 2016) , (Prihatmojo & Badawi, 2020) , (Laurensius et al., 2022) . Teachers must be able to prepare appropriate learning tools, according to needs,

and support successful learning, so that students can have characters that are in accordance with the values of Pancasila and the culture of the Indonesian nation. The cultivation of character education will be successful and meaningful if students feel comfortable and happy while studying in class. Therefore, innovation and creativity are needed to create effective and enjoyable learning by preparing good learning media (Lathifah et al., 2021) .

Learning media is a teaching tool that can be used to convey information from educators to students. Learning media has an important role in encouraging interaction between educators and students, as well as participants and learning materials, so that the learning process can take place in an interesting, enjoyable and helpful way in optimizing students' potential and abilities (Tafonao, 2018) , (Rusli et al. , 2021) , (Nurfadhillah et al., 2021) (AP Wulandari et al., 2023) . With the existence of learning media, the teacher's role as a facilitator will be maximized, where the teacher is no longer the center of learning, but supports students to play an active and independent role in searching, discovering and developing their abilities.

However, facts on the ground show that the use of media in learning activities is still less commonly implemented by teachers. This is in accordance with the results of observations on class IV students and interviews conducted with class IV teachers at SDN Tanjung Barat 07. The results of observations and interviews show that in the learning process teachers only use textbooks and videos from *YouTube* as learning media for Education subjects. Pancasila, so students feel bored because the media used is always the same in every learning session. This is due to teachers' lack of knowledge in creating innovative learning media. Students face difficulties in understanding the content of the reading and answering questions. Many of them still use conventional teaching materials, which can be obtained easily without the need for special preparation, so they are not contextual and do not attract interest and do not suit the needs of students. The teacher also said that he had tried his best to instill character education in the class. However, there are still students who do not have the ability to be open to differences, and cannot adapt to other people's problems so they bully *their* friends. Even if it is only one or two students, if left unchecked it will continue until they grow up and become a bad example for other students. Apart from that, there are still some students who like to choose their friends. So from this it can be seen that there is still a lack of strengthening character education.

Actions that can be taken to overcome this situation are by utilizing interesting learning media to support the teaching and learning process in an effort to instill character education. One learning media that can be an option is a book that applies the *circle books principle*. *Circle Books* is a book media which in its use can be presented as a book that can be rotated 360⁰ (circular) and can be freely shaped according to inspiration, such as circles, facets or 3 dimensions. *Circle Books* contain pictures, illustrations, sentences, and evaluation questions that enable students to understand the book's content better.

This research is supported by several previous studies. First, research conducted by Arie Maineny, Muliani, and U'din in 2022 with the title "Increasing Adolescent Reproductive Health Knowledge Using *the Menstrual Circle Book* ". Based on this research, it was found that there was an increase in teenagers' knowledge after being given counseling about reproductive health using the pocket book media "*menstrual circle book* " (Maineny et al., 2022) . Second, research by Exky Bima Sexcio and Febrina Dafit in 2022 with the title "*Card Math Circle: Innovative Learning Media on Social Science Learning in Grade IV Elementary School* ". Based on the data obtained, it can be concluded that the *Match Circle Media Card* is very valid for use as a learning medium and has an influence on student learning outcomes (Sexcio & Dafit, 2022) . Third, research by Ani Wulandari and Ria Norfika Yuliandari in 2023, with the title "*Development of Circle Puzzle Learning Media to Improve Understanding of Fraction Concepts in Elementary School Students* ". Based on this research, results were obtained that the use of *circle puzzle learning media* can increase students' understanding of the concept of fractions (A. Wulandari & Yuliandari, 2023) . Fourth, research by Winda Juniarti, Lalu Hamdian Affandi, and Husniati

in 2021 with the title " *Development of Social Science Learning Media Card Match Circle for Class IV SDN 36 Ampenan* ". In this research, the results showed that *the card match circle learning media* was suitable for use as a social studies learning media (Juniarti et al., 2021) . Fifth, research by Sadriyono Umbu Sida, Halimatus Sakdiyah, and Tri Wahyudiyanto in 2021 with the title " *Development of Card Match Circle Thematic Learning Media for Class IV Elementary School Students* ". From this research, analysis results were obtained which showed that this media was suitable and effective for use in the learning process for fourth grade elementary school students (Sida et al., 2021) .

Based on these studies, *Circle Books* can be proven effective for use as a learning medium. The novelty of this research is that no one has used the *Circle Boks media* for the Pancasila Education subject with Pancasila material as Life Values in elementary schools. Apart from that, this book can also use waste materials as proof of concern for preserving nature from the presence of unused waste, so that it can be more beneficial for the environment. With this research, it is hoped that it can produce interesting, fun and effective learning media for students in elementary school Pancasila Education subjects.

Methods

Based on the research objectives, the method used in this research is research and development (R&D). Research and development is a type of research carried out to innovate a product or produce new products (Alfianika, 2018) . Branch stated that the ADDIE model is one model that is widely used by instructional model developers. ADDIE is an extension of five important stages, namely analysis , *design* , development , implementation *and* evaluation (Branch , 2009) .

Data collection techniques used were conducting classroom observations, interviews with teachers, and administering validation questionnaires and product trial questionnaires to students. The following are the interview instruments and questionnaires that will be used

Table 1. Teacher Interview Instrument

No.	A list of questions	Answer
1.	Have you prepared a teaching module in the Pancasila Education Lesson?	
2.	What learning model do you often use in Pancasila Education Lessons?	
3.	Is the learning model used by you linked to everyday life conditions?	
4.	What learning methods do you use in Pancasila Education Lessons?	
5.	Do you prepare learning media in the Pancasila Education Lesson? If yes, what learning media are prepared?	
6.	With teaching modules, learning models, learning methods, and learning media that have been used so far. How do students respond to learning?	
7.	What learning difficulties have students experienced so far?	
8.	How is integrated character education implemented in Pancasila Education Lessons?	
	How do students socialize in class?	
	Have there been cases of bullying between students?	
	If yes, what type of bullying occurred? Is it verbal, physical or cyber bullying? what was the cause of the fight?	
9.	How to deal with this problem?	
10.	If not, how do you implement anti-bullying education to your students?	
11.	Have you ever used circle books in Pancasila education lessons?	

Table 2. Validation Questionnaire Instrument

No.	Validation Type	Aspect	Indicator
1.	Material Validation	Content Eligibility	Material suitability
			Material accuracy
			Supporting materials
		Feasibility of Presentation	Presentation Techniques
			Learning Presentation
			Presentation equipment
Implementation of Character Education	Implementation of character education in accordance with the Pancasila Student Profile		
2.	Language Validation	Language Eligibility	Suitability to student development
			Communicative
			Reflection of language with material
			Integration of thought flow
3.	Media Validation	Design	Cover design
			Content design
		Media use	Ease of use of media

Table 3. One-to-one, Small Group and Field Test Instruments

No.	Aspect	Indicator
1.	Design	Book cover view
		View book contents
2.	Material	Ease of delivery of material
		Completeness of material content
3.	Media use	Ease of use of media
		According to students' needs

The data analysis technique used by researchers to process data obtained from product development validation questionnaires from expert, one-to-one, small group and field tests is quantitative descriptive statistics. so that the numerical data obtained will be analyzed according to the description of the value obtained by the feasibility category.

Table 4. Eligibility Categories

No	Percentage	Eligibility Category
1.	81% - 100%	Very good
2.	61% - 80%	Good
3.	41% - 60%	Enough
4.	21% - 40%	Not enough
5.	0% - 20%	Very less

Results and Discussion

Research and development of the ADDIE model consists of 5 stages. At the analysis stage the researcher carried out a needs analysis with teachers and students, at the design stage the researcher designed the product and made instruments, at the development stage the researcher made the product design into a ready-to-use product after that the researcher also carried out validation by language, material and media experts, At the implementation stage, researchers conducted product trials on students, finally at the evaluation stage, researchers measured the effectiveness of the product being developed.

At the needs analysis stage, some information was found that during the learning process, especially in Pancasila Education Lessons, teachers prepared teaching modules available on the PMM platform without making adjustments to the students so that the implementation was still not appropriate. The learning model is still dominated by teachers because teachers still often use the lecture method. Apart from the lecture method, teachers also often ask students to form study groups to discuss questions from the teacher. When conducting group learning, extra conditioning is needed so that learning can run conducive. With the learning conditions that have been prepared by the teacher, many students tend to be passive. The number of students who ask questions or answer questions from the teacher is also not large because many of them are still embarrassed to ask or answer questions from the teacher. Under these conditions, teachers have the initiative to ask questions directly to students so that students have the opportunity to ask questions and answer, although sometimes it is still seen that students refuse this opportunity. Some students also said that sometimes they get bored studying in class because the learning design is less varied. From a social perspective, class IV students can interact well. Female students usually prefer to join only a few people who have some things in common with each other and usually only chat with the same people. There was also an incident where they made fun of each other because they were joking which made a student feel hurt and ended up fighting. However, this can be handled well by the class teacher after the students are given counseling. In teaching character education, teachers have made various efforts to instill good character education. However, there are still students who do not have the ability to be open to differences, and cannot adapt to other people's problems so they bully *their* friends. Even if it is only one or two students, if left unchecked it will continue until they grow up and become a bad example for other students. So from this it can be seen that there is still a lack of strengthening character education.

At the design stage, the researcher designed the circle book product and made the instruments needed during the research. The following is an example of the design of the circle book that was developed.



Figure 1. Circle Book Cover Design

The choice of material "The Diversity of My Country" was chosen as an effort to instill character values in accordance with the Pancasila student profile which has 6 dimensions, namely faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. This material is represented by the physical diversity that is visible from every person, where Indonesia has a plurality of ethnicities, races, religions and cultural groups. The choice of colorful colors is also presented as an attractive feature of the book so that it can attract students to use it.

At the development stage, researchers make product designs into ready-to-use items and also carry out expert validation related to the product being developed. The following is a display of the circle book and validation results from language experts, material experts and media experts



Figure 2. Circle Book

Table 5. Linguist Expert Validation Results

Indicator	Percentage Score (%)
Suitability of language to student development	66
Communicative	77
Reflection of teaching materials	73
Integration of thought flow	82
Average Score	74.5

Table 6. Material Expert Validation Results

Indicator	Percentage Score (%)
Material suitability	80
Material accuracy	68
Supporting materials	62
Presentation technique	85
Presentation of learning	85
Presentation equipment	95
The implementation of character education is in accordance with the Pancasila Student Profile	93
Average Score	81.2

Table 7. Media Expert Validation Results

Indicator	Percentage Score (%)
Cover design	90
Content design	90
Ease of use of media	90
Average Score	90

The book products developed use the circle book principle so that the book media developed can be rotated and developed in a circle shape. The circle book principle was chosen as the latest model for developing book media. Apart from that, the newness can also be seen in the materials used, namely by using waste materials so as to support efforts to protect the environment. Based on the validation results from various experts, an average score of 90 was obtained, which is included in the very good category. Even though the circle book that has been developed has received a high score, improvements need to be made in the language section. After improvements were made based on suggestions from the validator, the researcher tested the circle book. it to students.

At the implementation stage, researchers conducted a one-to-one trial involving 3 students, a small group test involving 10 students, and a field test involving 20 students. The following are the results of trials on students

Table 8. One-to-One Results

No	Respondent	Percentage (%)
1.	A1	94
2.	A2	75
3.	A3	83
Average Score		84

Table 9. Small Group Results

No	Respondent	Percentage (%)
1.	B1	83
2.	B2	70
3.	B3	69
4.	B4	78
5.	B5	89
6.	B6	66
7.	B7	66
8.	B8	80
9.	B9	85
10.	B10	85
Average Score		77.1

Table 10. Field Test Results

No	Respondent	Percentage (%)
1.	C1	83
2.	C2	70
3.	C3	69
4.	C4	78
5.	C5	89
6.	C6	66
7.	C7	66
8.	C8	80
9.	C9	85
10.	C10	85
11.	C11	85
12.	C12	85
13.	C13	69
14.	C14	78
15.	C15	89
16.	C16	66
17.	C17	66
18.	C18	80
19.	C19	85
20.	C20	85
Average Score		77.95

Looking at the scores obtained from the three user tests, the average score was 77.95, which is in the good category.

At the evaluation stage, researchers measured the effectiveness of using the circle book that had been developed. The measurement of the effectiveness of the circle book can be seen from the magnitude of learning outcomes before and after using the circle book. The following are the students' learning results before and after using the circle book

Table 11. Learning Results Before Using Circle Book

No	Respondent	Learning outcomes
1.	D1	83
2.	D2	70
3.	D3	69
4.	D4	78
5.	D5	89
6.	D6	83
7.	D7	70
8.	D8	69
9.	D9	78
10.	D10	89
11.	D11	66
12.	D12	83
13.	D13	70
14.	D14	69
15.	D15	78
16.	D16	89
17.	D17	66
18.	D18	66
19.	D19	80
20.	D20	85
21.	D21	85
22.	D22	76
23.	D23	85
24.	D24	69
25.	D25	78
26.	D26	89
27.	D27	66
28.	D28	66
29.	D29	80
30.	D30	85
31.	D31	85
32.	D32	89
33.	D33	66
34.	D34	66
35.	D35	80
Average Score		77

Table 12. Learning Results After Using Circle Bokk

No	Respondent	Learning outcomes
1.	D1	83
2.	D2	70
3.	D3	83
4.	D4	70
5.	D5	69
6.	D6	78
7.	D7	89
8.	D8	74
9.	D9	66
10.	D10	80
11.	D11	85
12.	D12	85
13.	D13	85
14.	D14	85
15.	D15	69
16.	D16	78
17.	D17	89
18.	D18	66
19.	D19	66
20.	D20	80
21.	D21	85
22.	D22	85
23.	D23	83
24.	D24	70
25.	D25	69
26.	D26	78
27.	D27	89
28.	D28	66
29.	D29	66
30.	D30	80
31.	D31	85
32.	D32	85
33.	D33	85
34.	D34	85
35.	D35	69
Average Score		78

Looking at the average score obtained before and after using the circle book, which experienced an increase in the average score of 78%, it can be said that using the circle book is effective in Pancasila Education Lessons. The use of circle books is useful for helping teachers in Pancasila Education Lessons. With the learning media in the form of a circle book, students are asked to learn actively in examining the problems presented in the circle book. In this way, students' abilities in critical thinking can be developed. Developing critical thinking skills can help students make conclusions using data and facts that occur around students (Trimahesri & Hardini, 2019) . Critical thinking skills must be possessed by every student so that they have good skills in solving a problem (NKI Sapitri et al., 2022) , and (Hasanah, 2023) . The ability to think critically does have a correlation with the ability to solve problems. This is proven by research conducted by (Alfiyah, 2020) that there is indeed a correlation between critical thinking and

the ability to solve problems. In this research, a model for identifying the relationship between critical thinking and problem solving abilities is explained as follows

Table 13. Model of the Relationship between Critical Thinking and Problem Solving Ability

Aspect	Sub-aspect
Clarification (formulating the problem precisely and clearly)	<ul style="list-style-type: none"> • Analyze, negotiate or discuss the scope of the problem • Identify one or more assumptions underlying part of a problem • Identify relationships between different parts of the problem • Define or critique definitions of relevant relationships
Assessment (Pulling out the main questions and issues in the problem)	<ul style="list-style-type: none"> • Collect and check relevant information • Stating or asking for reasons that the facts have proven to be true or relevant • Creating value from assessment criteria or arguments or situations
Conclusion	<ul style="list-style-type: none"> • Make the right decisions based on the results of the discussion • Conclusions are conveyed correctly • Make generalizations from relevant results • Establish relationships between different parts of the problem
Strategy (Thinking and suggesting alternatives to ideas)	<ul style="list-style-type: none"> • Propose specific steps to reach a solution • Discuss possible steps • Evaluate possible steps • Predict proposed steps

In terms of efforts to implement character education, circle book media can help teachers in implementing character education. A pleasant atmosphere can help students understand the values of the characters introduced by the teacher as well as the storyline outlined regarding students' daily lives. Children's stories are considered a creative and effective medium for instilling good values in children. Character formation in students requires a learning medium that can be useful in assisting teachers in delivering material to students. Research (Lailiyah & Wahyu, 2018) states that learning media is a tool for teachers in conveying material to students so that it is easily accepted and understood by students.

Conclusion

The circle book development carried out by researchers used the 5 stages of the ADDIE model. Based on the validator test results from linguists, material experts and media experts, an average score of 90 was obtained and the results of one-to-one, small group and field tests with an average score of 77.95, the circle book being developed is feasible. used in Pancasila Education Lessons in elementary schools. Apart from that, based on effectiveness trials, an average score increase of 78 was obtained, which proves that the circle book developed is effective for use in learning and can be used as a learning medium for implementing character education.

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