Improving Student Understanding of Pancasila Values through Online Learning

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Abstrak
This study aims to analyze the influence of learning media as an effort to increase understanding of Pancasila values through online learning. This study uses quasi-experimental research by providing a pre-test post-test control design. In this study, there were two groups, namely, the experimental group was given to students of Music Arts education and the control group was given to students of German language education. The data collection technique uses a questionnaire that has been made through google forms. The data analysis technique used a normality test, data analysis, standard gain score test, and t-test. The results showed that the normality test using the Kolmogorov-Smirnov statistical technique resulted in the pre-test and post-test results for the control class and the experimental class. The data were normally distributed. Thus, H_0 and H_1 are accepted, meaning that there are differences in understanding the values of Pancasila between the control class and the experimental class using different learning media.
Keywords: learning media, Pancasila values, online learning

Pembelajaran Daring untuk Meningkatkan Pemahaman pada Nilai Pancasila

Abstract
Penelitian ini bertujuan untuk menganalisis pengaruh media pembelajaran sebagai upaya peningkatan pemahaman nilai-nilai Pancasila melalui pembelajaran daring. Penelitian ini menggunakan eksperimen semu (quasi-experimental research) dengan memberikan Pre-test Post-test Control Design. Dalam penelitian ini terdapat dua kelompok yaitu kelompok eksperimen diberikan kepada mahasiswa pendidikan Seni Musik dan kelompok kontrol diberikan kepada mahasiswa pendidikan Bahasa Jerman. Teknik pengumpulan data menggunakan angket yang telah dibuat melalui google formulir. Teknik analisis data menggunakan uji normalitas, analisis data, uji standar gain score, dan uji-t. Hasil penelitian menunjukan uji normalitas dengan teknik statistik Kolmogorov-Smirnov hasil pre-test dan post-test kelas kontrol dan kelas eksperimen data berdistribusi normal. Dengan demikian H_0 dan H_1 diterima, artinya terdapat perbedaan dalam memahami nilai-nilai Pancasila antara kelas kontrol dan kelas eksperimen dengan menggunakan media pembelajaran yang berbeda.
Kata Kunci: media pembelajaran, nilai Pancasila, pembelajaran daring

INTRODUCTION

The Indonesian people have made Pancasila the basis of the state, ideology, views, and philosophy of life. As the basis of the state and the way of life of the Indonesian people, Pancasila

should be applied consistently in the life of society, state, and nation. Because actualizing Pancasila is a must for the people of Indonesia (Sutiyono, 2016; Ulfah et al., 2021). The values contained in Pancasila come from the culture of the Indonesian nation which is universally recognized and cannot be changed.

Pancasila is the basic concept of aspired life, thoughts, and ideas about the form of life that is considered good (Febriansyah, 2017; Taher, 2021). But the existence of globalization provides changes, mindsets, and patterns of the attitude of the nation's next generation in addressing various national problems. The problems faced by the Indonesian people regarding the many deviations from the values of Pancasila were carried out by the younger generation who should be the next generation of the nation and have a view of life that is following the values of Pancasila. It can be seen from the news on television, newspapers, and other media that there are many discussions related to events that do not reflect the sense of unity and integrity in the Indonesian nation. Deviations committed by the younger generation such as brawls between students, between villages, religious communities, tribes, and many more violations caused by the actions of the younger generation today. This incident was caused by the lack of understanding of the younger generation about the values contained in Pancasila, which were increasingly eroded by the rush of new values that were not following the identity of the Indonesian nation. This incident, if left unchecked, will further weaken the spirit of unity that has been maintained.

Efforts to understand the values of Pancasila in educational institutions by conveying messages easily and effectively in the teaching and learning process. Pancasila education which is a clump of Citizenship Education that teaches about the cultivation of the Pancasila ideology in students' personalities as good citizens (Dewantara et al., 2019; Kusdarini et al., 2020). However, the teacher's lack of creativity in using learning methods is because the teacher is quite satisfied with the conventional way, so students are less motivated by the learning process. Teachers rely more on the lecture method in the teaching and learning process in a class that looks boring. These events are often encountered in the learning process until now. With this, a good teaching and learning process should make students not only objects but also subjects. For this reason, students will be more active and can be motivated in participating in the teaching and learning process, because students are able to understand the explanation from the teacher.

The teaching and learning process will be effective if the teacher is able to create learning media that is in accordance with the material to be conveyed. So that education does not lag technological developments, it is necessary to adjust to the times by using learning media. Media is an inseparable part of the teaching and learning process which certainly has a purpose (Akrim, 2018; Puspitarini & Hanif, 2019). Learning media is very important because it can help teachers deliver learning materials easily and be understood by students. One of the learning media used in the teaching and learning process is Microsoft PowerPoint which is a multimedia-based media that is able to combine various types of media including text, images, graphics, videos, and animations that become a unity in the presentation. Microsoft PowerPoint is a program on a computer that is devoted to presentations. Microsoft PowerPoint is one of the programs in Microsoft Office (Indrayanti, 2021; Sulaeman, 2021).

In addition to using Microsoft PowerPoint learning media, we can also use learning media in the form of films that are able to increase memory and of course can foster student interest. One of them is through a film entitled Tanah Air Beta by Ari Sihasale which contains a social message that tells the story of a family that was separated due to Timor Leste being separated from Indonesia. This film is based on the story of the Referendum process on August 30th, 1999, which had an impact on the displacement of the East Timorese people who chose to live in Indonesia in the Tuapukan and Uabelo areas, East Nusa Tenggara (NTT). The impact of this evacuation is various problems of life, humanity, and injustice. According to Stoddard (2012) film is a medium that helps the teaching and learning process. The film, Tanah Air Beta, contains the values of Pancasila which are implemented in social life and insert a moral message. If this film is watched by the younger generation, it can foster a soul that has principles that are in accordance with the values of Pancasila.

Based on research conducted at Yogyakarta State University on Music Arts education students as an experimental class using film learning media resources and German-language education students as a control class using Microsoft PowerPoint media which aims to determine the effect of learning media to increase students' understanding of Pancasila values which is done online. Distance education or online is education in which students are separated from educators and learning, of course, uses

learning resources through information and communication technology and other media (Law number 20 of 2003 article 1 paragraph 15). Distance learning is an effort in educational problems with limited teachers and students to meet face to face. Coman et al. (2020) and Basak et al. (2018) explains online learning as a teaching and learning process by communicating interactively that utilizes information and communication technology, such as computer media with the internet, telephone, or fax.

As is the case in Suyato & Wicaksana's (2014) research that it is known that the results of research on the use of mass media as a learning resource show that the experimental class using mass media has improved better than the control class which uses textbooks as a learning resource. It can be seen from the results of the large t-test that the t_{count} value is 4.817 and the t_{table} value with a df of 58 at a 5% significance level of 2.002, the $t_{count} > t_{table}$ or p-value less than 0.05 (p= 0.000 < 0.05). Thus, H_0 is rejected, and H_a is accepted, meaning that the use of mass media as a learning resource for students further enhances the understanding of Pancasila values.

The values of Pancasila are not only seen as symbolic, but the values of Pancasila must be strengthened, especially for the younger generation. Efforts to improve understanding of Pancasila values can be seen from two internal factors and external factors. Internal factors come from the knowledge, motivation, attitudes, and behavior of students. While external factors can be identified from globalization and the anti-ideological movement of Pancasila. If the individual has a strong awareness to develop the values of Pancasila, the student is not affected by external factors that arise.

Based on the results of the survey in the research obtained through a questionnaire that has been distributed to students made via google forms which aims to determine the level of student understanding of the values of Pancasila. The indicators in this study are the historical process, a process that embodies an understanding of the history of the formation of Pancasila as a fundamental value for the Indonesian nation. The second process of actualization is by applying the values of Pancasila into life in the form of attitudes and behavior of each individual. The three processes of rationality are thought formation processes which are believed to be true that the values of Pancasila are fundamental.

The values of Pancasila are the values that become the basis or views in acting, therefore, even in this Covid-19 pandemic, the values of Pancasila must be upheld, especially in implementing government policies in the field of education, one of which is LFH (Learning From Home), then these values must be upheld and implemented by students because students have the role and function of maintaining the values of Pancasila (Nugroho & Hanita, 2020). Thus, students should apply the values of Pancasila in all circumstances, including the Covid-19 pandemic (Dewantara & Nurgiansah, 2021).

The problem arises that there is a need for changes in student behavior from traditional learning methods to modern learning methods. The traditional learning method of the teacher plays an active role while the students accept what is conveyed by the teacher, while the modern learning method emphasizes new concepts or modern media used. In this modern learning method students play an active role because students are required to be creative and think critically. Therefore, teachers must make learning strategies as attractive as possible so that students are enthusiastic about receiving learning materials. As in this study, researchers used film learning media and Microsoft PowerPoint media which aimed to determine the influence of learning media as an effort to increase understanding of Pancasila values through online learning.

Learning strategy by emphasizing the understanding of the importance of Pancasila values through film learning media and Microsoft PowerPoint media in the teaching and learning process which has the aim of making students enthusiastic in accepting learning designed so that students are active and can provide opportunities for students to conduct a review. So that by reviewing and answering questions that have been given by the teacher indirectly students are able to analyze, understand and be able to apply Pancasila values in student life according to this study, namely the influence of learning media to increase understanding of Pancasila values through online learning.

METODE

This type of research uses quasi-experimental research. This study uses a pre-test post-test control design. In this design, there are two groups, namely the experimental group and the control group (Ananda & Fadhli, 2018). The design can be seen in Table 1. This research was conducted at Yogyakarta State University for students of the Music Arts and German-language education study

programs. The population in this study were Music Arts education students with a total of 48 in the experimental class and 51 German-language education students in the control class.

Table 1. *Experimental Group Design and Control Group*

Group	Pre-test	Treatment	Post-test
Experimental class	1	X_1	2
Control class	2	X_2	2

Note:
0_1 : Experiment Class Pre-test
0_2 : Pre-test Control Class
X_1 : Getting Treated by Using Film Learning Media
X_2 : Not Using Film Learning Media
O_2 : Post-test Experimental Group
O_2 : Post-test Control Group (Sugiyono, 2007)

This research was conducted at Yogyakarta State University for students of the Music Arts and German-language education study programs. The population in this study were Music Arts education students with a total of 48 in the experimental class and 51 German-language education students in the control class. To facilitate data collection, a part of the population was taken, namely the sample. Sugiyono (2007) said that the sample is partly taken from the population. The sample selection in this study was the experimental group using film learning media for Music Arts education students and the control group using Microsoft PowerPoint media for German-language education students. This research was conducted in the first semester of the 2020/2021 academic year.

The data collection technique in this research is by using a test in the form of a questionnaire. This research is in the form of an intelligence test that contains questions in order to measure the intellectual level of students. The test will be conducted twice, namely pre-test and post-test. In this study, the type of test used was the multiple-choice test. Pre-test and post-test were given to both classes, namely the experimental class and the control class with the same number of questions and the same material. The difference is only in the experimental class uses film learning media as a learning resource, while the control class only uses Microsoft PowerPoint media.

The score for the multiple-choice test from this instrument is given a score of 5 for the correct answer and 0 for the wrong answer. After the pre-test for the two classes, the material about Pancasila values is explained. For the experimental class, the media used a film entitled Tanah Air Beta. While the control class for the teaching and learning process uses Microsoft PowerPoint media. After providing material on the values of Pancasila to students, then giving a post-test which aims to see the results of the learning that has been done. The data analysis technique used a normality test, data analysis, standard gain score test, and t-test.

RESULT AND DISCUSSION

Result

Normality test

The research results obtained an overview of the understanding of Pancasila values in Pancasila education courses through online learning. The normality test was carried out to know whether the distribution was normal or not. This normality test uses the Kolmogorov-Smirnov Statistical technique. The results of the normality test by looking at the Asymp value. Sig. If the Asymp. Sig value is greater than Alpha 5% (Asymp. Sig > 0.05), it can be concluded that the population data is normally distributed. Meanwhile, if Asymp. Sig is less than the 5% Alpha level (Asymp. Sig < 0.05) then the data from the population is not normally distributed (Table 2).

Based on the results of calculations using the SPSS program, it can be seen that the distribution of normal data is known. From the results of the calculation of the normality test on the results of the pre-test and post-test of the control class and the experimental class, it is known that the data collected

in this study is normally distributed because it has a value greater than 0.05. Thus, this data has met the requirements for analysis

Table 2. *Normality Test*

No	Data	*Asymp. Sig*	A	Information
1.	Control Class Pre-test	0,491	0,05	Normal
2.	Experimental Class Pre-test	0,621	0,05	Normal
3.	Control Class Post-test	0,98	0,05	Normal
4.	Experimental Class Post-test	0,321	0,05	Normal

Sources: Processed primary data, 2020

Based on the results of calculations using the SPSS program, it can be seen that the distribution of normal data is known. From the results of the calculation of the normality test on the results of the pre-test and post-test of the control class and the experimental class, it is known that the data collected in this study is normally distributed because it has a value greater than 0.05. Thus, this data has met the requirements for analysis.

Data analysis

As for analyzing the results of the level of understanding of Pancasila values on students in Pancasila education courses through pre-test and post-test as control class and experimental class. To find the ideal mean (Mi) with the formula $Mi = \frac{1}{2}(Xmax + Xmin)$ and use the formula for the ideal standard deviation (SDi) with the formula $SDi = \frac{1}{6}(Xmax - Xmin)$. By using this formula, it can be categorized into 3 classes as follows:

Fine $= X > Mi + SDi$
Simply $= Mi - SDi < X < Mi + SDi$
Less $= X < Mi - SDi$

Control class pre-test

The results of the control class pre-test data scores on German-language education students obtained from the minimum $(Xmin)$ and maximum $(Xmax)$ scores were 60.00 and 85.00. Based on the formula of ideal mean an ideal standard deviation, it can be seen that the ideal mean of the pre-test control class is 72.50. While the ideal standard deviation is 4.16. Based on the calculations, the distribution table of the pre-test scores for the control class of German-language education students can be made as in Table 3.

Table 3. *Categories of Pre-Test Gains for The Control Class*

No	Category	Interval	Frequency	Percentage
1.	Fine	≥77,00	12	30%
2.	Simply	68,00 – 77,00	13	32%
3.	Less	< 68,00	15	38%
	Amount		40	100%

Sources: Processed primary data, 2020

The pre-test categorization of the control class for German-language education students can be drawn using a pie chart (Figure 1). Based on the results of the control class pre-test on German-language education students, there were 12 students with a percentage result (30%) who scored in a good category, 13 students with a percentage result (32%) in the sufficient category, and 15 students with a percentage (38 %) in the less category.
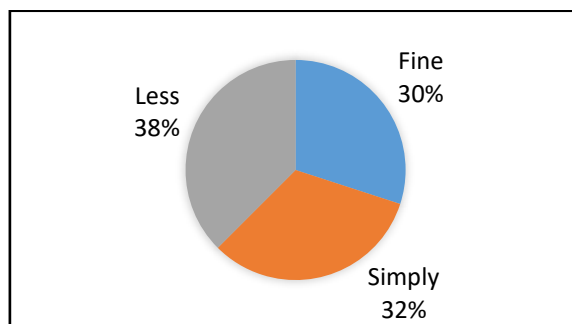
Figure 1. Category of control class pre-test score acquisition

Control class pre-test

The results of the data that have been processed through the control class post-test using Microsoft PowerPoint learning media for German-language education students, the minimum ($Xmin$) and maximum ($Xmax$) scores are 63.00 and 87.00. By using the ideal mean formula and the ideal standard deviation, the post-test result for the control class is 75.00 for the ideal mean (Mi) and 4.00 for the ideal standard deviation (SDi). Based on these calculations, a table of the control class post-test results for German-language education students can be made as in Table 4.

Table 4. *Categories of Post-Test Gains for the Control Class*

No	Category	Interval	Frequency	Percentage
1.	Fine	≥79,00	15	37%
2.	Simply	71,00 – 79,00	13	33%
3.	Less	< 71,00	12	30%
	Amount		40	100%

Sources: Processed primary data, 2020

The category of post-test scores for the control class for German-language education students can be illustrated by a pie chart (Figure 2).
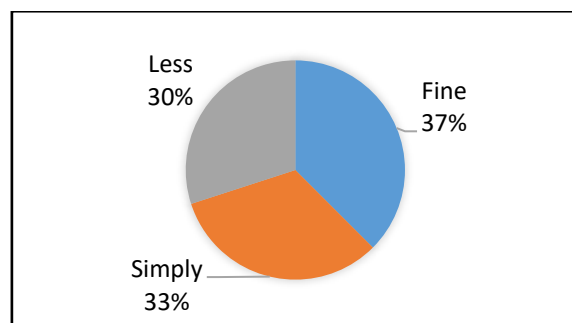

Figure 2. Category of control class post-test scores

Based on the results of the control class post-test for German-language education students, it is known that 15 students with a percentage (37%) obtained a good category, 13 students had a percentage result (33%) in the sufficient category, while 12 students with a percentage (30%) had less category.

Experiment class pre-test

The results of the data on the experimental class pre-test on Music Arts education students determine the tendency for the minimum value ($Xmin$) and maximum value ($Xmax$) variables to be known at 64.00 and 90.00. Using the formula of ideal mean and ideal standard deviation can be known as 77.00 (Mi) and 4.30 (SDi). Based on these calculations, a distribution table can be made with the acquisition of experimental class scores on Music Arts education students as Table 5.

The category of pre-test scores for the experimental class for Music Arts education students can

be illustrated by a pie chart (Figure 3).

The results of data acquisition on the understanding of Pancasila values in Music Arts education students through the results of the pre-test as an experimental class showed that 15 students with a percentage (37%) could be categorized as good, 17 students with a percentage score (43%) were categorized as moderate, and 8 students with percentage (20%) is categorized as less.

Table 5. *Categories of Pre-test Gains for the Experimental Class*

No	Category	Interval	Frequency	Percentage
1.	Fine	≥81,30	15	37%
2.	Simply	72,70-81,30	17	43%
3.	Less	< 72,70	8	20%
	Amount		40	100%

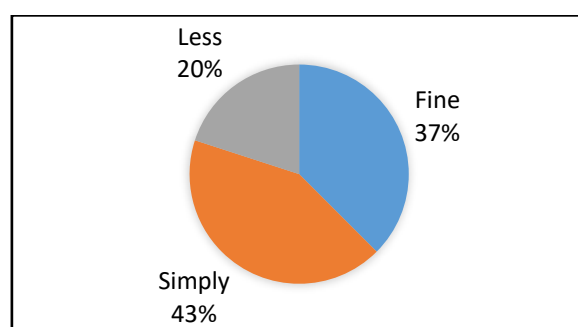Sources: Processed primary data, 2020

Figure 3. Categories of experimental class pre-test score

Experiment class post-test

The results of the data obtained in the experimental class, namely students of Music Arts education using film learning media that the values for the minimum value ($Xmin$) and maximum value ($Xmax$) are 90.00 and 97.00. By using the formula, the ideal mean and ideal standard deviations are 83.50 (Mi) and 4.5 (SDi). Based on the calculation of the ideal mean and the ideal standard deviation, a distribution table for the post-test scores of Music Arts education students in the experimental class can be made as in Table 6.

Table 6. *Categories of Post-Test Gains for the Experimental Class*

No	Category	Interval	Frequency	Percentage
1.	Fine	≥79,00	17	43%
2.	Simply	71,00 – 79,00	14	35%
3.	Less	< 71,00	9	22%
	Amount		40	100%

Source: Processed primary data, 2020

The category of post-test scores for the experimental class for Music Arts education students can be illustrated by a pie chart (Figure 4). Based on data regarding the understanding of Pancasila values in Music Arts education students through the post-test results of 17 students the percentage is (43%) in the good category, 14 students get a percentage result (35%) in the sufficient category, and 9 students have a percentage (22%) in the less category.

Gain score standard test

To test the magnitude of the understanding of Pancasila values, the treatment given uses the gain score calculation obtained from the pre-test and post-test scores of each experimental class and control class. Using the formula according to Meltzer (2002) as follows in equation (1) and Table 7.
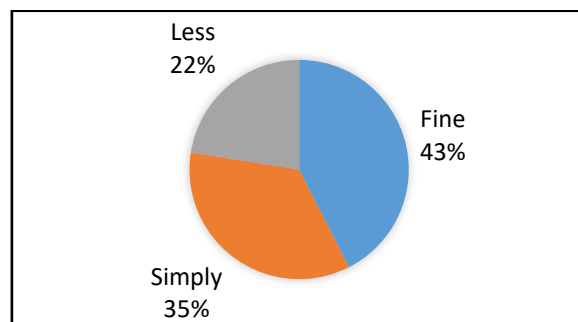
Figure 4. Categories of control class post-test score

$$N\ Gain = \frac{posttest\ scores - pretest\ scores}{ideal\ posttest\ scores - ideal\ pretest\ scores} \dots\dots\dots\dots\dots (1)$$

Table 7. *The Criteria in Determining the Calculating of The Gain Score*

Gain Score	Understanding level
N-Gain Score > 0,70	Pre-test control class
$0,30 \leq$ N-Gain $\leq 0,70$	Pre-test experimental class
N-Gain $\leq 0,30$	Post-test control class

Source: Hake, 1999

The data used to determine the gain score using pre-test and post-test data for students of the German-language education control class and the Music Arts education experimental class can be seen in the following Table 8.

Table 8. *Gain Score Results*

No	Data	Gain Score	Description
1.	Control class	0,23	Low
2.	Experiment class	0,35	Medium

Based on the results of the gain score calculation, it is known that the control class is 0.23, while the experimental class is 0.35. From these data, it can be concluded that the control class that uses Microsoft PowerPoint as a learning resource is known to have a low category based on the calculation of the gain score. While the experimental class that uses film learning media resources gets the medium category.

T-test post-test control class and experiment class

In testing the hypothesis in this study, there are differences in understanding the values of Pancasila between classes that use film learning media resources and those that use Microsoft PowerPoint media. The data requirements are significant if the p-value is less than 0.05 or $t_{count} > t_{table}$

Table 9. *Results of T-Test Post-Test Control Class and Experimental Class*

Data	T_{count}	*Df*	t_{table}	P-value	Information
Learning outcomes	3,43	78	1,664	0	Significant

From Table 9, it can be seen that the t_{count} is 3,429 and the t_{table} value with a df of 78 at the 5% significance level is 1,664, the $t_{count} > t_{table}$ value of p is less than 0.05 (p= 0.000 < 0.05). Thus, H_0 and H_1 are accepted, meaning that there is a significant difference in understanding the values of Pancasila between the control class and the experimental class.

Discussion

Pancasila education is a strategic course to develop and instill Pancasila values in students in order to make students citizens in accordance with the ideals of the nation. The existence of this course has influenced instilling the values of Pancasila in the soul and body of students so as not to lose their identity in the face of globalization which continues to erode local culture among Indonesian people. It can be said that the burden of Pancasila education courses in higher education is large because it is the spearhead for the nation to maintain the values contained in Pancasila (Sulianti, 2018).

Pancasila is often seen as the national guard to ensure that every citizen in Indonesia, regardless of background, will be treated equally. The values of Pancasila were then translated into the official national motto, *Bhinneka Tunggal Ika*, which means Unity in Diversity (Amirrachman, 2012). Many see that despite all the values inherent in Pancasila, Pancasila can be a form of control (Bubandt, 2014). In line with the five pillars of the Pancasila philosophy, which is designed to unite 300 ethnic groups in this vast region of the archipelago. They include belief in one God, humanity, Indonesian unity, consultative democracy, and social justice (Frederick & Worden, 2011). As for the substance, the values of Pancasila consist of five essential values, namely (1) divinity; (2) humanity; (3) unity; (4) democracy; and (5) justice. These five basic values form the basis of the Pancasila philosophy, which is based on the religious values and socio-cultural values of the Indonesian people.

The substantive and pedagogical content of Pancasila and Citizenship education has a mission to develop students into human beings who have a sense of nationality and love for the homeland. This is also supported by the formulation of the curriculum foundation, which explicitly needs to pay attention to the unity and integrity of the nation, national values, the development of science and art technology, regional diversity, and environmental potential and to increase the potential, intelligence, and interest of students (Fitriasari et al., 2020). However, students tend to dislike it due to various factors, first students feel bored because they judge that Pancasila Education at every level has been studied so that there is a repetition of material. The two lecturers did not update the material according to the times. Third, the Pancasila education learning method is not innovative, rigid, and boring so the teaching and learning process is not effective (Kusdarini et al., 2020).

The challenge of Pancasila as the ideology and guide of the Indonesian nation in every era has its characteristics. In this millennial era, the challenges to Pancasila are increasingly complex where digitalization as a communication space as well as public interaction is a major need. Of course, increasingly sophisticated technological developments make it an important means to achieve effective educational goals (Tafonao, 2018). Conditions like this become a big challenge for teachers and lecturers in developing the ability to master technology and learning media. Learning media is one of the factors that affect the learning process (Akrim, 2018).

The role of learning media in the teaching and learning process is very important for educators today. Learning media can be used to convey messages to recipients and help explain something simpler (Akrim, 2018). Better learning media must go through the cognitive stages of student development (Aprilia, 2021; Hidayaty et al., 2022). According to Berge (1998) and Barron (1998), instructional media provide many opportunities for constructivist learning through their provision and support for resource-based learning, encouraging students to learn independently and linked to contextual learning and practice. Thus, it can be said that the learning media is used by the teacher as an intermediary to channel messages to students. Of course, it is hoped that it can stimulate the feelings, thoughts, concerns, and interests of students in such a way that the learning process occurs. Through the learning process as a teacher, he must be able to focus his attention on students with the media displayed. The media displayed must be interesting and in accordance with the theory described. So that it can foster student enthusiasm for learning.

Based on the results of research at Yogyakarta State University, the address is Jalan Colombo Yogyakarta No. 1, Karang Malang, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta. The purpose of this study was to find out the differences in understanding the Pancasila values of German-language education students and Music Arts education by utilizing learning media, namely Microsoft PowerPoint media for German-language education students as control classes and film learning media for Music Arts students as experimental classes.

To find out whether there was an increase in understanding of Pancasila values in students of German-language education and Music Arts education, a normality test was carried out that looked for a value (gain score) to determine the level of understanding of Pancasila values through learning media, then continued with the t-test for knowing the differences in understanding the values of Pancasila in students of German-language education and Music Arts education at Yogyakarta State University.

Based on the results of calculations through the SPSS program, the data that has been collected is normally distributed because it has a value greater than 0.05. So, this data has met the requirements for analysis. After knowing the normality distribution in the control class and experimental class data, the next step is to test how much effect the treatment is given.

The gain score calculation shows that the control class shows a value of 0.23 while the experimental class shows a value of 0.35. So, it can be categorized that the value of the control class shows a low category. While the experimental class shows the medium category. In testing the hypothesis, the researcher used the t-test technique. After the calculation using the SPSS program, the t_{count} value was 3,429 and the t_{table} at df 78 was 1,664 at a significance level of $p = 0.000 < 0.05$ (5%). Thus, it can be concluded that the results of the t-test indicate that there is a significant difference in understanding the values of Pancasila between the control class and the experimental class that utilizes learning resources from Microsoft PowerPoint and film learning media for students of German-language education and Music Arts Education, Yogyakarta State University.

The values contained in Pancasila are a series of values, namely divine values, human values, unity, democracy, and justice. The precepts contained in Pancasila have a broad meaning, if this meaning is not taught to the younger generation, this country will automatically lose its identity as a nation that is influenced by foreign cultures that enter Indonesia. With this, it is necessary to inculcate the values of Pancasila a strengthen the character of the Indonesian nation (Apriani et al., 2021; Erviana, 2021; Muthmainnah et al., 2016). Pancasila is a pattern in life-based on balance, harmony, and harmony so that any differences can be fostered in one uniformity through the cultivation of Pancasila values (Dewantara et al., 2019). Through the teaching and learning process, Pancasila and civic education lecturers must be able to teach a comprehensive understanding of Pancasila values, both civic knowledge, civic disposition, and civic skills by developing these three domains to be able to shape the personality of students in real terms.

CONCLUSION

Based on the results of the study, it can be concluded that the influence of learning media as a learning resource to increase students' understanding of Pancasila values through online learning has a high influence, this can be seen from the results of the questionnaires that have been distributed to students. Utilization of the learning media using Microsoft PowerPoint media and film learning media which are used as a means of discussion for students and lecturers in developing lecture material, of course, also increases students' understanding of the material so that students are active in the teaching and learning process. As in this study, Music Arts education students using film learning media had a higher level of understanding of Pancasila values compared to German-language education students who only used Microsoft PowerPoint media. The level of understanding of Pancasila values was low. With this, there is a significant difference in the understanding of Pancasila values between the control class and the experimental class.

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