



Media based on ROTELA-an innovation for teaching Pancasila and Civic Education

Mukhamad Murdiono*

* Civic Education and Law Department, Universitas Negeri Yogyakarta, Indonesia

mukhamad_murdiono@uny.ac.id

Puji Wulandari Kuncorowati

Civic Education and Law Department, Universitas Negeri Yogyakarta, Indonesia

puji_wulandari@uny.ac.id

Iqbal Arpanudin

Civic Education and Law Department, Universitas Negeri Yogyakarta, Indonesia

arpanudin@uny.ac.id |

Suyato

Civic Education and Law Department, Universitas Negeri Yogyakarta, Indonesia

suyato@uny.ac.id

*Corresponding Author

Article History

Submitted : 20-03-2022

Revised : 01-04-2022

Accepted : 06-04-2023

Published : 30-04-2023

Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/59491>

Abstract

Pancasila and Civic Education (PCE) in junior high schools are prerequisite subjects with abstract material. To facilitate understanding of the values of Pancasila, it is necessary to develop learning media to make it easier for students to understand and apply the values of Pancasila as the way of life of the Indonesian people. This research aims to develop learning media that can be used by teachers in teaching Pancasila and Civic Education in junior high schools. This study uses a research and development method to develop learning media ROTELA (wheel guess the image of Pancasila). This research was implemented in State Junior High School in Yogyakarta City. The research subjects were Pancasila and Civic Education teachers and VIII grade students. Data collection techniques used in this study were observation, interviews, and documentation. Data analysis used qualitative and quantitative analysis. The development research follow the steps of Borg and Gall. The results showed that the media based on ROTELA were developed very feasible to be used in teaching Pancasila dan Civic Education in junior high school for Pancasila as the way of life of the Indonesian people. The results of the validation of the material experts showed 90%, and media experts 96.6%.

Keywords: media; ROTELA; Pancasila; Civic Education

Introduction

Both Pancasila and Civic Education play an important role in building students' character to become young citizens with intelligent, skilled, responsible, and democratic characteristics



(Titus, 1999). In building the global citizenship culture, the civic education curriculum needs to be developed, i.e., the curriculum that can develop multidimensional citizenship. There are four important aspects of multidimensional citizenship, namely (1) personal, (2) social, (3) temporal, and (4) spatial. These four dimensions are inseparable from developing a multidimensional civic education curriculum (Parker et al., 1999).

The multidimensional curriculum is believed to develop citizens who can face challenges and solve global problems in the era of the industrial revolution 4.0. Nowadays, technology and information are improving faster. In education, technological advances are used in more meaningful teaching (Lestari et al., 2019; Sulistyono et al., 2020). The technology's existence enables to help teachers to develop various media that facilitate the achievement of learning objectives. The existence of information and communication technology is very helpful for teachers while teaching material about Pancasila, which is very abstract.

As the basis and philosophy of the Indonesian people, Pancasila should be used as a guide and foundation in developing the character of citizens. Pancasila is the noble work of the nation's founders, whose formulation was carried out through a long historical process. Pancasila is an ideology that was truly derived from the values and culture developed in Indonesia. Pancasila is ideal value that can create the ideals of Unity in Diversity (Somantri, 2006). Pancasila as an ideology that is deeply explored from the nobility of national cultural values is believed to be able to be used as a philosophy in the life of the nation and state. Pancasila is not an ideology that suddenly existed and was chosen after Indonesia's independence. However, Pancasila was born as an ideology that has run through a long history and was explored from the culture of the original Indonesian nation and was believed to be decades ago.

Pancasila as the basis and ideology of the state, the philosophy and outlook of life of the nation, as well as the personality and identity of the nation can be used as a foundation and sign in national and state life in the global era. The Indonesian attitude towards Pancasila as the foundation of national and state life should be truly directed, fostered, and conceptually guided through education, communication, information, persuasion, instruction, presentation, simulation, stimulation, art performances, exemplary leaders and political elites, and others. All requires systematic efforts in terms of institutional, method, and supporting facilities and infrastructure. There needs to be political will from the Indonesian government and strong determination from all components of the Indonesian nation, including the youth.

The values of Pancasila as the nation's view of life need to be built and developed through informal and formal education. Schools as formal educational institutions have an important role in character formation, especially Pancasila's character. Schools are institutions respected as institutions to prepare students for life and development, both academically and as moral agents in society (Johansson, 2011). Schools do not only focus on developing students' academic abilities but also need to pay attention to the moral development of students so that one day they can be easily accepted by the social environment where they live and enable them to become moral agents in society.

Junior High School is one of the institutions that have the task of teaching the values of Pancasila in students themselves. The process of planting Pancasila values in schools can be done through activities that are developed in schools, it can, therefore, be in the form of habituation of students to behave according to the values that are contained in Pancasila. One of the ways that schools can take in instilling Pancasila values into students is by applying learning models so that students behave under Pancasila values (Putri & Murdiono, 2018; Elviana & Murdiono, 2017). The atmosphere of learning in the classroom needs to be created in such a way as to provide opportunities for students to conduct behavior under Pancasila's values (Murdiono, 1997).

Shaping the character of students under the values of Pancasila learners at the level of junior high school should be done through Pancasila and Civic Education. Teachers need to

apply interesting and fun teaching for students. One of the efforts that can be done by teachers is to develop through teaching-learning media. Teachers need to have the competence to develop teaching-learning media by utilizing advances in information and communication technology (Esteve-Mon et al., 2020; Matos et al., 2019; Galustyan et al., 2019). Teaching-learning media that teachers develop are expected to be able to create interesting and fun learning conditions. Several studies have shown that the media teachers create makes teaching and learning fun and can increase students' activeness and learning outcomes (Mun et al., 2019; Abugohar et al., 2019). By enjoyable teaching-learning Pancasila and Civic Education, students can understand and internalize the values of Pancasila as the nation's view of life.

Describing the competencies that exist in the content standards it is required creativity and the ability to create contextual teaching-learning innovations. Creativity and innovation in teaching-learning become a necessity for a teacher so that citizenship learning becomes a fun learning process. The teacher does not merely convey the subject matter with monotonous and boring learning methods, but he/she makes efforts that citizenship teaching-learning becomes a means to develop students' abilities and talents.

The teacher can choose and implement alternative teaching-learning strategies that are appropriate to the characteristics of Pancasila and Civic Education. One of the alternative learning strategies that can be selected and applied in Pancasila and Civic Education learning is portfolio-based learning strategies. This strategy is a teaching-learning innovation designed to help students understand theory in depth through practical-empirical learning experiences. Besides, this strategy is designed to train students to convey their ideas or critical ideas as young citizens related to solutions to various real problems in community and state life (Murdiono, 2012).

The proper teaching-learning strategy towards the achievement of these objectives is a strategy that is dialogical-critical, direct experience, collaborative, and cooperative. The aspects we need to develop in civic education are knowledge, appreciation, critical thinking, communication, cooperative, and conflict resolution skills. These aspects require a comprehensive approach to implementation, including inculcation, modeling, facilitation, and skills development (Kirschenbaum, 1995).

In addition to an appropriate learning strategy implementation, learning media tools need developing to facilitate students in understanding and applying the values contained in Pancasila as the Indonesian ideology. The Pancasila's value as the ideology of Pancasila that students learn in school is abstract. While junior high school students are not fully yet able to accept abstract learning material. It needs the effort to create abstract values vividly that students are easy learn. One of the efforts that can be made in developing the media based on wheel picture form to guess the precepts contained in Pancasila. So far, the teaching-learning media used in learning Pancasila and Civic Education in schools are still relatively rare and not all teachers can develop learning media properly. Though the existence of teaching-learning media is very helpful for teachers in achieving learning goals. Through media based on image guessing wheel, it is hoped it would be easier for teachers to deliver material about Pancasila.

Method

This research concerns the research and development in following the model of Borg and Gall (2003). The selection within the RESEARCH model in the reason why this research is intended to develop the media based on ROTELA to increase students' understanding of Pancasila values. Detailed research and development steps are: a) conducting preliminary research includes library study activities and field observations as a basis for developing media products to improve understanding of Pancasila values, b) planning, including in analytical activities to the values of Pancasila which will be included in the development of media to make text or images under the values of Pancasila to develop, c) developing a prototype of the media based on image guessing wheel to increase understanding of the values of Pancasila, d) expert testing from one material expert, and one media expert, e) small-scale field trials and revisions (f) main and revised field trials, g) operational field trials and final product revisions, and h)

product dissemination. This research is limited to the expert validation test of the developed media, namely the validation of the material expert and the teaching-learning technology expert.

The research begins with a preliminary study conducted by interviewing PCE teachers who teach material about Pancasila. Pancasila material is specifically included in PCE lessons in Class VIII. Interviews were conducted with two PCE teachers who teach at a State Junior High School in Yogyakarta City to find out about the need for media products to be developed. Interviews were also conducted to find out how the development of learning media used in PCE learning so far.

After conducting a preliminary study and literature review on the need for the development of learning media ROTELA, further research designed media development. The design of the media begins with designing the media in the form of a rotary wheel. Apart from making the rotating wheel, the design is also carried out by developing materials or materials that will be used to make the ROTELA media. The next step after the initial design is made, namely making a prototype. After compiling the prototype, the next step was to create and compile the ROTELA media containing Pancasila values. The preparation of this media was discussed and compiled together with other research teams. The media compiled by the team was based on the needs needed according to the data from interviews with the teacher. After the product ROTELA has been made, it is then validated by the experts. In this study, there are two validators, namely media experts and material experts. The validator's assessment aims to assess the feasibility of a product before being tested in the field.

This research was conducted at the State Junior High School in Yogyakarta City. The research subjects for conducting a preliminary study were PCE teachers and Class VIII junior high school students. The PCE teachers involved in this preliminary study were two PCE teachers at SMP Negeri 3 and SMP Negeri 8 Yogyakarta City. Students who are the subjects in this study in each school are about 240 students.

The data in this study were collected using interview, observation, and documentation techniques. Interview, observation, and documentation techniques are used to collect preliminary study data related to product requirements. Meanwhile, a questionnaire is used to obtain data during expert validation. The qualitative data in this study was carried out inductively by following the steps developed by Miles and Huberman (1994). Media eligibility criteria are presented in Tabel 1.

Table 1
Product feasibility criteria

Percentage	Criteria
-20-	Badly improper
21 - 40%	Improper
41 - 60%	Feasible enough
61 - 80%	Feasible
81 - 100%	Very Eligible

Result and Discussion

Preliminary Studies

A preliminary study was conducted to collect preliminary data as a basis for developing the media product to be developed. Preliminary study data were obtained through interviews, observation and documentation. Interviews were conducted with two PCE teachers who teach at State Junior High Schools in Yogyakarta City, namely SMP N 3 Yogyakarta and SMP N 8 Yogyakarta. The results of the interview showed that the PCE learning media that had been used by PCE teachers to teach learning materials about the values of Pancasila were still limited to powerpoint-based image learning media.

The PCE learning that has been developed, especially related to material on Pancasila values, still uses limited methods and media. The media used is only using powerpoint-based images. The limitations of the media used by PCE teachers in teaching the values of Pancasila make students less interested and unable to properly understand the values of Pancasila. This is very contradictory to the PCE learning objectives which should be able to provide understanding to students about the values of Pancasila. In addition to the limited media on powerpoint-based images, the learning methods developed are also limited to lectures. The lecture method used by the teacher makes learning less fun for students. Students will easily forget the subject matter delivered by the teacher. Lectures are not suitable for conveying or developing Pancasila values. PCE learning should be developed into learning that can actively involve students in learning.

Observations made in the field confirmed the data obtained through interviews. Based on the results of observations, it shows that the participation of students in learning is still very low. Students tend to be passive and only listen to the material presented by the teacher. The media used also did not attract the attention of students. PowerPoints made by PCE teachers are very simple and are not given animation or interesting pictures. Such conditions indicate that there needs to be a PCE learning development so that it becomes more interesting and fun learning.

The literature study conducted by researchers also shows that there has been no development of PCE learning media which is specifically used to instill Pancasila values in students. Even though the values of Pancasila are something abstract and need to be concrete so that they are easily accepted and understood by students. Moreover, students in junior high schools who have not been able to accept abstract subject matter. The PCE learning media developed and used by PCE teachers in schools is still limited and not many. Even though the media is an important part of the learning tools that must be developed by teachers.

From the results of preliminary studies conducted by researchers in the field, either through interviews, observations, and literature studies, it shows that teachers need learning media in PCE learning, especially to explain material about Pancasila values. The developed PCE learning media are expected to be able to help PCE teachers in explaining material about the values of Pancasila. The PowerPoint-based image media that has been developed by teachers need to be developed and added by making innovations to make it even more attractive. Learning media to teach the values of Pancasila in PCE learning also need to be modified by adding games so that the activeness of students increases. Learning media developed for junior high school students needs to be added with games. Junior high school students are still not fully mature humans who are able to accept abstract material, therefore image media combined with games is expected to be a fun mix of media for students. If PCE learning becomes fun learning, of course the goal to internalize Pancasila values through PCE learning will be achieved. PCE learning will not be a dry lesson on the content of values, including the value of Pancasila as the basis of the state and the way of life of the Indonesian people.

Product Planning and Development

Based on the results of the preliminary studies that have been carried out, researchers need to develop PCE learning media to increase understanding regarding the Pancasila material as the basis of the state and the nation's outlook on life. The media developed is a combination of image media and games, which is named ROTELA Media ROTELA was developed through the following stages.

Planning Media Design

At this stage, the researcher designed the media design in the form of a cube-shaped box and a circle that functions as a rotating wheel. In the cuboid, 50 x 50 centimeters is selected. While the circle that functions as the wheel is selected for a circle with a diameter of 40 centimeters. The media box in the form of a cube is designed to consist of six (6) sides, namely: the lower side as a base or pedestal and the upper side as a place to name the media. Apart from

the two sides, at the top and bottom, there are four other sides, each of which has a different function.

The first side is a circle with a diameter of 40 centimeters. In the circle there are numbers or numbers to determine the question number. When the wheel or circle is rotated by one of the groups and the direction needle points to a certain number, the group will work on the problem according to the number pointed to by the direction needle.

The second side is a shape in the form of a small house which contains pictures containing the questions. The questions given are in accordance with the numbers indicated by the directional needle on the first side. The question number will be clearly visible on the outside of the envelope. The questions that were developed and included in the envelope were questions developed from indicators according to the basic competencies of Pancasila as the basis of the state and the nation's outlook on life.

The third side is a field that contains short material in accordance with predetermined basic competencies. The material developed in the making of the media is Pancasila as the basis of the state and as the way of life of the Indonesian people. In this section, the material on the values of Pancasila as the basis of the state and the nation's outlook on life is described from the first to the fifth precept.

The fourth side is a shape containing five pockets containing pictures of the symbols of Pancasila principles. This bag with the picture of the principles of Pancasila is used as a place for answers to the questions in the questions and has been done by students in groups. The pocket where the answers are made is not too big, therefore the answers made by students must also be adjusted and folded so that they can fit into the bag.

After determining the contents of each side of the prepared cube, the next step is to design the color composition design of the paper and other materials needed. The paper that is created matches the base color of the cubes on each side. In order to produce an attractive appearance, selected paper that has a bright color. In addition to choosing the color of the paper, a place for the handle is also chosen so that the media can be easily carried / held.

Determine the Material Created

At this stage, the researcher selects and determines the material to be developed into the learning media. The material chosen is related to Pancasila as the basis of the state and the nation's way of life. This material is delivered in class VIII. These basic competencies are then further developed into indicators of competency achievement to make it easier to measure competency attainment.

The material developed is divided into two sub-topics, namely Pancasila as the basis of the state and Pancasila as a way of life. The material on Pancasila as the basis of the state is described in various material points regarding the values of Pancasila as the basis of the state which are contained in the preamble to the 1945 Constitution of the Republic of Indonesia. In the preamble of the 1945 Constitution of the Republic of Indonesia, the fourth paragraph contains the formulation of Pancasila as the basis of the Indonesian state.

Meanwhile, the material that explains Pancasila as the way of life of the Indonesian people is described and explained in the formulation of material points that make Pancasila a way of life and a guide to life for the Indonesian people. Pancasila as the way of life of the Indonesian people is used as a guide in the daily life of the Indonesian people. The attitudes and behavior of the Indonesian people must always be imbued with the noble values of Pancasila.

Pancasila for the Indonesian people is used as the basis of the state and as the way of life of the Indonesian people is used to regulate the administration of the state. Pancasila as the basis of the state, means that Pancasila is used as the basis for state administration. Pancasila as a way of life, means that Pancasila is used as a guide in behaving in the life of society, nation

and state. Pancasila as the basis of the state underlies the articles in the 1945 Constitution of the Republic of Indonesia and is a legal ideal as outlined in statutory regulations.

The material of Pancasila as the basis of the state and as the way of life of the Indonesian people is then arranged in simpler and more concise material items. These items will be expanded and pasted on the third side cube media. In addition to developing material items, they were also developed into items with difficulty levels adjusted to the characteristics of class VIII students. Putting material points about Pancasila into the media to make it easier for students to understand it is not an easy problem. Pancasila values are something abstract, and it is not easy to find an analogy so that they become concrete. Therefore, in the use of this learning media the teacher has an important role in describing each Pancasila value that will be developed.

Choosing the Tools and Materials to be Used

The tools and materials used to make the ROTELA media design consist of various types of tools and materials, namely: plywood, cardboard paper, wrapping paper, paper folding, glue, nuts / bolts, double tip, manila paper, scissors, cutter, stationery (markers, ballpoints), ruler, anchors, small drill. Each of the tools and materials is used according to its function and is used as needed. In addition to these tools and materials, small saws are also used to cut plywood which will be used to form cube media.

Designing Media Usage

Apart from designing the media design from and selecting the tools and materials to be used, it is also necessary to describe the utilization plan or the workings of the media that will be developed. In simple terms, the media that will be developed when it is finished will be used with details of the utilization by the teacher in the classroom as follows.

Students in the class will be divided into several groups. Each group consists of three to five people. Each group is given an initial point or score of five.

Each group is given the opportunity to play one game starting from turning the circle, guessing the picture, entering the answers into the available bags and ending it by presenting the answers that have been made.

The first step, each group is given the opportunity to turn the circle wheel on the side of the first box to determine the number of questions that must be done.

In the second step, after knowing the number of questions to be done, the group is invited to take the envelope on the third side of the box according to the number obtained to work on the questions in it.

The third step, each group is given three minutes to read the short material on the first side of the box regarding the principles of Pancasila as the basis and view of life of the nation, in order to answer the questions that have been selected.

1. The fourth step, after the questions are successfully answered, the answers are placed in the answer pockets on the fourth side of the box according to the application of Pancasila values.
2. The fifth step, if the group has completed the four steps that have been passed, then the group is asked to explain and present the answers that have been made.
3. If the group submits the answer correctly, in guessing and explaining, it will get five points. Meanwhile, if the answer is incorrect or wrong, the points will be deducted by three.
4. If all groups have played, but there are still questions left, the teacher will decide which questions to answer. The groups will answer these questions with a scramble system.
5. The group that succeeds in answering will get an additional score. The group that collects the most points will get a reward (prize) from the teacher. Meanwhile, the group that gets the fewest points will get punishment by singing national songs or regional songs.

Expert Validation

Media products in the form of ROTELA before being used in the schools need to be tested for feasibility. The feasibility test for this media will be seen from two things, namely feasible according to media experts and material experts. Media experts and material experts assess the feasibility of a product using indicators developed from the media and material aspects. The results of the due diligence of the two experts will be described in detail as follows.

Material Expert

The material feasibility test is carried out by assessing several aspects of the material developed in the media. Material experts in this study, senior lecturer from Civic Education and Law Department, Yogyakarta State University, who have expertise in the field of Pancasila and Civic Education. The product feasibility test from the material aspect is carried out by assessing the product from the aspects of the material content, the material presentation, the language used, and the pouring of the material in learning. From the results of data analysis on the feasibility of the material, it shows that the media ROTELA from the material aspect is considered very feasible with an assessment of 90%.

Notes on improvements or revisions suggested by material experts include several things, including: (1) the concept of Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people must be clearly distinguished, (2) examples of real implementation in real life in society need to be provided from Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people, and (3) writing material follows correct scientific writing principles.

Input from material experts is then used as a basis for revision so that the material developed in the media becomes a correct concept. Pancasila as the basis of the state can be interpreted that the values of Pancasila are used as the basis for state administration. Pancasila as the basis of the state underlies the articles in the 1945 Constitution of the Republic of Indonesia and is a legal ideal as outlined in statutory regulations.

Meanwhile, Pancasila as the way of life of the Indonesian people means that the values of Pancasila are used as a guide in the daily life of the Indonesian people. The attitudes and behavior of the Indonesian people must always be imbued with the noble values of Pancasila. As the way of life of the Indonesian people, the values of Pancasila are used as guidelines in behaving in the life of society, nation and state. The research team has made input from material experts on the need to differentiate between Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people.

Other input from material experts related to the implementation of Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people needs to be given concrete and real examples in society. The example of implementing the values of Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people is certainly different. These examples will make it easier for students to implement Pancasila values in everyday life in society. Accompanied by examples, usually students will more easily digest and understand the values that will be implemented in life. Apart from needing real examples, another input is about the writing procedure of the material, which still has many mistakes. Therefore, based on this input, the research team tried to improve the material that had been made.

Media Expert

The assessment of the media aspect is assessed for its feasibility from several indicators, namely: media design, relevance to the topic being taught, conformity with targets, media quality, economy, neatness, media practicality, suitability of media size, and appearance of the media. The assessment of the feasibility of the media aspect was assessed by lecturer from Civic Education and Law Department, Yogyakarta State University, who have educational background in learning technology. From the results of the research data analysis shows that

the feasibility of the ROTELA media in terms of the learning media aspect is very feasible with an assessment of 96.6%.

Revision notes or corrections suggested by media experts include: (1) the arrow indicating the number on the first side should be placed in the upper corner and the colour is striking, (2) the question envelope should not be folded or too strong, so that it is easy opened, and not damaged because to enter the answer, (3) the material on the third side, the selected font is too small so that it cannot be read easily, and (4) the selection of envelopes about dark (blue) questions is written using a color marker black (dark) is less legible and visible, preferably a marker in a bright color.

The first input, related to arrows indicating numbers or question numbers according to media experts, needs to be made using light colors and placed on the top. Light colors will make it easy to distinguish between the directions and the numbers to point to. Meanwhile, placing the position on the top will make it easier to see and there is no need to look down too much at the numbers.

Other suggestions and input related to the question envelope and its contents that were glued too tightly. If the envelope is too strong, opening it will be difficult and easily damaged. Even though envelopes and questions will be reused many times. In addition, the envelopes should not be too small and should be easy to open so that the answers that have been made are easy to fit into the envelope. The color choice for writing envelopes is also inappropriate. We recommend that envelopes in dark colors be written in light colors, and vice versa. Thus the writing on the envelope will be read clearly by students.

From the results of preliminary studies conducted by researchers in the field, whether through interviews, observations, and literature studies show that teachers need instructional media in learning Pancasila and Civic Education, especially to explain material about Pancasila values. Pancasila and Civic Education learning media development is expected to be able to help teachers in explaining material about Pancasila values. Teaching-learning media is to teach the values of Pancasila in teaching-learning so it needs modifying by adding games so that student participation increases. Besides, it is also necessary to develop learning media by keeping up with advances in information and communication technology, so that learning will be more interesting (Bi & Shi, 2019; Trisiana et al., 2019).

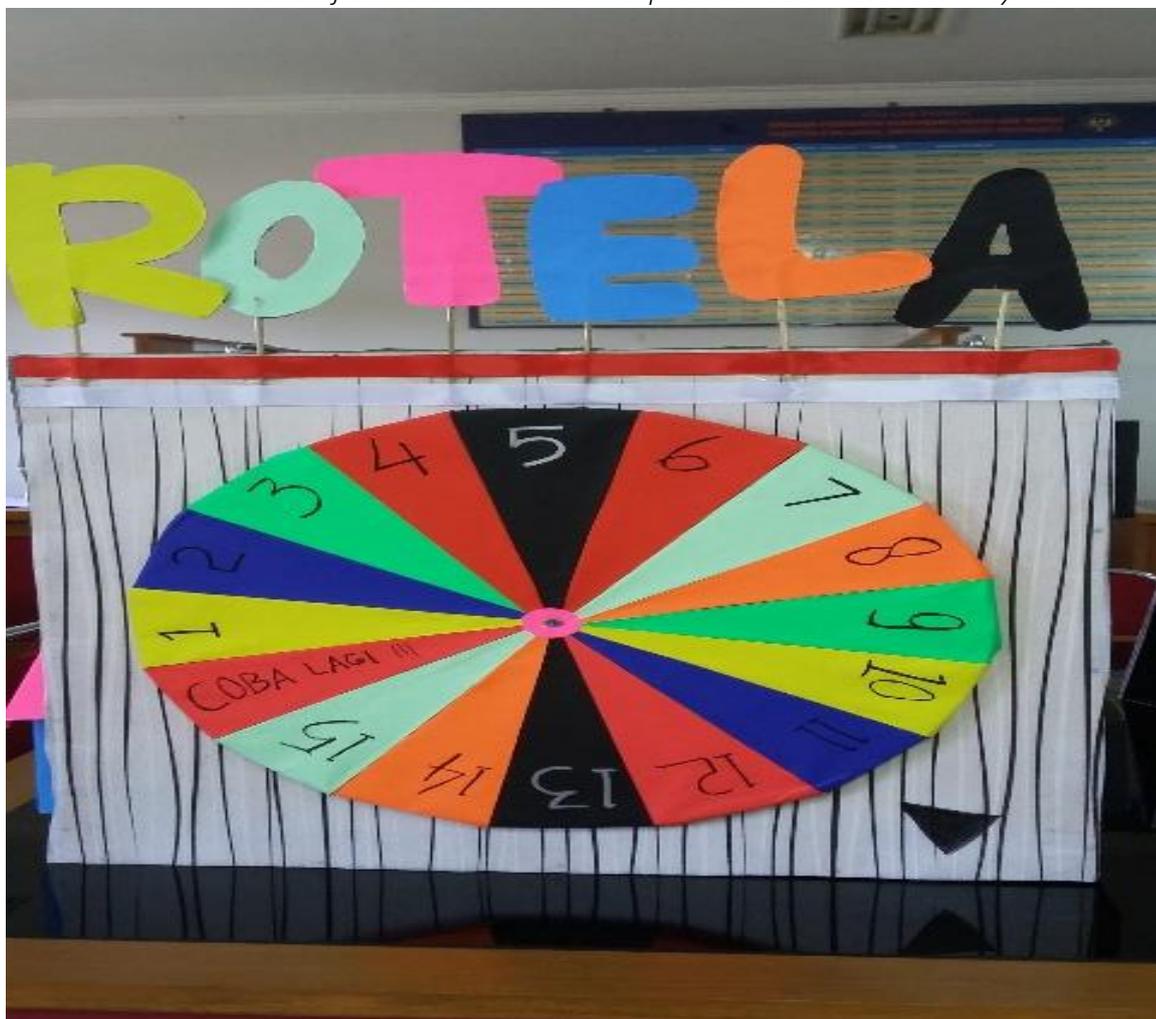
At the stage of determining the material, it is selected and determined material that will be developed into learning media. The material chosen is related to Pancasila as the basis of the state and the way of life of the Indonesian people. This material was delivered in junior high school. This basic competency is then developed into competent achievement indicators to be easier in measuring competency achievement. The developed material is divided into two sub-topics, namely Pancasila as the basis of the state and the way of life of the Indonesian people. As the basis of the state, the Pancasila lesson is described into various items about its values as the basis of the state in the preamble of the 1945 Constitution of the Republic of Indonesia. In the preamble of the 1945 Constitution of the Republic of Indonesia in the fourth paragraph, there is the formulation of the Pancasila as the basis of the Indonesian state. Meanwhile, the material explaining Pancasila as the way of life of the Indonesian people is described and explained in the formulation of the material points that Pancasila is made as a way of life, life guidelines, life guidance, and life instructions for the Indonesian people. Pancasila as the way of life within the Indonesian people is used as a guide in the Indonesian daily life. Both attitude and behavior of the Indonesian people must always be imbued with the noble values of Pancasila (Maftuh, 2008; Kalidjernih & Winarno, 2019).

Before practicing as teaching-learning at school, the developed media needs proving. The media feasibility test can be learned from two things, namely the feasibility according to media and material experts by using indicators that are developed from media as well as material aspects product feasibility test from the material aspect is done by assessing the product from the aspect of material content, presentation of material, language usage, in teaching-learning material. From data analysis results on the feasibility of the material, it shows that the media

based on ROTELA related to the material aspect is considered very feasible with a 90% assessment. Material experts advise i.e.: It needs clearly distinguishing between the concept of Pancasila as the basis of the state and Pancasila as the way of life of the Indonesian people. It is necessary to give examples of real implementation in real life in society within Pancasila as the basis of the state and the way of life of the Indonesian people, while writing material needs adapting the rules of scientific writing.

Meanwhile, the product feasibility test from the media aspect is carried out by using several indicators including in media design, relevance to the topic being taught, conformity with objectives, media quality, economical, neatness, media practicality, size appropriateness, and media appearance. Viewed from feasibility analysis results for the media based on ROTELA in terms of aspects of instructional media, it shows that the media is very feasible with a 96.6% assessment. Suggestions from media experts include color adjustments to make the display more attractive, the question envelope should not be folded too strong, the *font* is not too small to read, and the dark-colored question envelope is written in light-colored markers to make it clear. The media appearance after being a feasibility test by the media and material experts can be seen in Figure 1.

Figure 1
Media After Material and Media Experts Have Done the Feasibility Test



Viewing from the results of an analysis of the media that have been developed, it shows that the Pancasila and Civic Education learning in junior high schools, especially about Pancasila as the basis of the state and the nation's way of life, it needs using the media so that learning will be qualified. It is hoped that learning using media will develop into a fun and more meaningful learning. The use of image media combined with games will be fun learning for students (Nurdiansyah et al., 2018; Suyato, 2006). So far, the teaching-learning Pancasila and

Civic Education is dominated by learning that is still teacher centered, so learning does not get students active even the material learned is easy to forget.

The teaching-learning Pancasila and Civic Education development in schools should be able to turn students into smart and good citizens. Civic education needs a strong emphasis to build the nation's character, citizen, empowerment, and strengthen the development of citizenship. As a lesson, Civic Education has missions that create good citizens (Dharma et al., 2018). A good citizen can be seen from their characteristics: actively participating in the nation and state life, cultured political citizenship, and critical and creative thinking (Suyato et al., 2016).

Figure 2
Media After Material and Media Experts



Developed teaching-learning Pancasila and Civic Education in schools contains Pancasila values that need to be described in teaching and learning that is easily understood by students. The values of Pancasila are important to be well instilled in junior high school students, considering that junior high school age students are vulnerable to influences coming from outside. At the age of adolescence, as a period of self-discovery, students need the correct understanding of the values of Pancasila. The values of Pancasila as the basis of the state and as a very abstract way of the nation's life need to be concrete by using teaching-learning media.

Pancasila values as a basis and as an Indonesian way of life are very important to instill since an early age. Pancasila is not only as jargon and decorating classrooms but also as a basic value that must be understood by students. Pancasila as the basis of the state and the way of life of the Indonesian people is a noble work of the nation's founders where the formulation is done through a long historical process. Pancasila is a true ideology that was born from the values and the original culture grew long ago in Indonesia. Using the media based on image guessing wheel developed in the teaching-learning Pancasila and Civic Education, students' understanding of the values of Pancasila as an ideology and the way of life of the Indonesian people will be better.

Conclusion

Teaching-learning media development is an alternative for teachers to be able to present quality and fun learning. Through fun teaching-learning, students will be interested in learning the values of Pancasila as the basis of the nation and the way of life of the Indonesian people. Also, the media can function to concretize very abstract Pancasila values. Through concrete teaching-learning lesson, students will be easier to understand and implement the values of Pancasila in everyday life. Thus, Pancasila is not only understood to be memorized but rather is how students are urged to be able to apply Pancasila values in real life in society. The developed media based on ROTELA to teach Pancasila and Civic Education should be tried out to find out the media effectiveness use to increase understanding of the values of Pancasila as the state ideology and the way of life of the Indonesian people. Teachers should be able to use media based on ROTELA so that the teaching and learning will be qualified and fun for students. Media based on ROTELA can be further developed in Pancasila and Civic Education learning and also for other topics or materials.

Acknowledgement

This research was funded by the Institute for Research and Community Service, Yogyakarta State University, through a research program on the implementation of Pancasila in the education unit. Thanks for the Pancasila and Civic Education Junior High School teachers in the city of Yogyakarta who help to complete this research.

References

- Abugohar, M. A., Yunus, K., & Rashid, R. A. (2019). Smartphone applications as a teaching technique for enhancing tertiary learners' speaking skills: Perceptions and practices. *International Journal of Emerging Technologies in Learning*, 14(9), 74–92. <https://doi.org/10.3991/ijet.v14i09.10375>
- Bi, X., & Shi, X. (2019). On the effects of computer-assisted teaching on learning results based on blended learning method. *International Journal of Emerging Technologies in Learning*, 14(1), 58–70. <https://doi.org/10.3991/ijet.v14i01.9458>
- Dharma, S., Sapriya, S., Winataputra, U. S., & Komalasari, K. (2018). Civic education and student responses to global issue. <https://doi.org/10.2991/acec-18.2018.60>
- Elviana, P. S. O., & Murdiono, M. (2017). The influence of sociodrama methods on learning outcomes and attitudes of responsibility in Civics learning (Pengaruh metode sociodrama terhadap hasil belajar dan sikap tanggung jawab dalam pembelajaran PKn). *Jurnal Civics: Media Kajian Kewarganegaraan*. <https://doi.org/10.21831/civics.v14i1.14560>
- Esteve-Mon, F. M., Llopis, M. Á., & Adell-Segura, J. (2020). Digital Competence and Computational Thinking of Student Teachers. *International Journal of Emerging Technologies in Learning (IJET)*, 15(02), 29. <https://doi.org/10.3991/ijet.v15i02.11588>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction (7th ed.)*. Boston, MA: A & B Publications.
- Galustyan, O. V., Vyunova, N. I., Komarova, E. P., Shusharina, E. S., Gamisonija, S. S., & Sklyarova, O. N. (2019). Formation of media competence of future teachers by means of ICT and mobile technologies. *International Journal of Interactive Mobile Technologies*, 13(11), 184–196. <https://doi.org/10.3991/ijim.v13i11.11350>
- Johansson, E. (2011). Practices For Teaching Moral Values In The Early Years: A Call For A Pedagogy Of Participation. *Citizenship and Social Justice*, 6(2), 109–124.
- Kalidjernih, F. K., & Winarno, Wi. (2019). From terminology to the substance of civic education: Implications for the revitalization of Pancasila (Dari terminologi ke substansi pendidikan kewarganegaraan: Implikasi terhadap revitalisasi Pancasila). *Jurnal Civics: Media Kajian Kewarganegaraan*. <https://doi.org/10.21831/jc.v16i1.25311>

- Kirschenbaum, H. (1995). *100 ways to enhance values and morality in schools and youth settings*. Massachusetts: Allyn & Bacon.
- Lestari, I., Maksum, A., & Kustandi, C. (2019). Mobile learning design models for State University of Jakarta, Indonesia. *International Journal of Interactive Mobile Technologies*, 13(9), 152–171. <https://doi.org/10.3991/ijim.v13i09.10987>
- Maftuh, B. (2008). Internalization of Pancasila values and nationalism through citizenship education (Internalisasi nilai-nilai Pancasila dan nasionalisme melalui pendidikan kewarganegaraan). *Educationist*.
- Matos, J. F., Pedro, A., & Piedade, J. (2019). Integrating digital technology in the school curriculum. *International Journal of Emerging Technologies in Learning*, 14(21), 4–15. <https://doi.org/10.3991/ijet.v14i21.10863>
- Miles, M., & Huberman, A. (1994). Miles and Huberman Chapter 2. In *Qualitative data analysis*.
- Mun, S. H., Abdullah, A. H., Mokhtar, M., Ali, D. F., Jumaat, N. F., Ashari, Z. M., ... Abdul Rahman, K. A. (2019). Active learning using digital smart board to enhance primary school students' learning. *International Journal of Interactive Mobile Technologies*, 13(7), 4–16. <https://doi.org/10.3991/ijim.v13i07.10654>
- Murdiono, M. (1997). Enhancing civic skills through the implementation of problem-based learning strategies (peningkatan keterampilan kewarganegaraan (civic skills) melalui penerapan strategi pembelajaran berbasis masalah (problem based learning). *Ilmu Pendidikan*.
- Murdiono, M. (2012). *Portfolio based citizenship learning strategies (Strategi pembelajaran kewarganegaraan berbasis portofolio*. Yogyakarta: Ombak.
- Nurdiansyah, E., Faisal, E. El, & Sulkipani, S. (2018). Pengembangan media pembelajaran berbasis PowToon pada perkuliahan Pendidikan Kewarganegaraan. *Jurnal Civics: Media Kajian Kewarganegaraan*. <https://doi.org/10.21831/jc.v15i1.16875>
- Parker, W. C., Ninomiya, A., & Cogan, J. (1999). Educating world citizens: Toward multinational curriculum development. *American Educational Research Journal*, 36(2), 117–145. <https://doi.org/10.3102/00028312036002117>
- Putri, D. E., & Murdiono, M. (2018). The Effect of mass media-based citizenship learning practices against critical thinking skills and their implications on personal resilience of students (Pengaruh praktik belajar kewarganegaraan berbasis media massa terhadap keterampilan berpikir kritis dan implikasinya terhadap ketahanan pribadi siswa). *Jurnal Ketahanan Nasional*. <https://doi.org/10.22146/jkn.35318>
- Somantri, G. R. (2006). Pancasila in modern Indonesian socio-political change (Pancasila dalam perubahan sosial-politik indonesia modern). In R. Nasution, I. & Agustinus (Ed.), *Restorasi Pancasila: mendamaikan politik identitas dan modernitas* (pp. 1–31). Jakarta: Brighten Press.
- Sulistyo, W. D., & Kurniawan, Bayu, Lukmanul, N. (2020). The development of ' JEGER ' Application using android platform as history learning media and model. *International Journal of Emerging Technologies in Learning (IJET)*, 15 (7), 110–121.
- Suyato, S. (2006). Teams Games Tournament (TGT): Combining competitive and cooperative elements in order to improve the quality of Civics learning (Teams Games Tournament (TGT): memadukan unsur competitive dan cooperative dalam rangka peningkatan kualitas pembelajaran PKn). *Jurnal Civics: Media Kajian Kewarganegaraan*. <https://doi.org/10.21831/civics.v3i1.5740>
- Suyato, S., Murdiono, M., Mulyono, B., & Arpanudin, I. (2016). Efforts to form good citizens and the challenges faced by the Civics teachers participating in the 2015 SM3T. (Upaya pembentukan warga negara yang baik dan tantangan yang dihadapi oleh para guru PKn

peserta SM3T 2015). *Jurnal Civics: Media Kajian Kewarganegaraan*.
<https://doi.org/10.21831/civics.v13i2.12737>

Titus, C. (1999). Civic Education for global understanding (Civic Education untuk pemahaman global). In M. S. Branson (Ed.), M. N. K. Syafruddin, M. Yasir Alimi (Trans.), *Belajar Civic Education dari Amerika*. Yogyakarta.

Trisiana, A., Sugiaryo, S., & Rispantyo, R. (2019). Design model of citizenship education in the era of digital media as a supporter of the implementation of character education (Model desain pendidikan kewarganegaraan di era media digital sebagai pendukung implementasi pendidikan karakter). *Jurnal Civics: Media Kajian Kewarganegaraan*.
<https://doi.org/10.21831/jc.v16i2.24743>