



Development of Pancasila Snakes and Ladders Game Media in PPKn Learning for Grade IV Students

Pengembangan Media Permainan Ular Tangga Pancasila dalam Pembelajaran PPKn untuk Siswa Kelas IV

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Abstract

This study aims to develop the media of snakes and ladders game material for Pancasila symbols to students and to determine the level of feasibility of using the media, and to find out the level of practicality of the media through the responses of educators and students after using the media snakes and ladders game material for Pancasila symbols. The research method adapts to the development model developed by Borg and Gall. This study uses the following six steps: 1) potential problems, 2) data collection, 3) product design, 4) product validation, 5) product revision, 6) product trials. Data collection techniques used are: validation of material expert questionnaires and a media expert questionnaire to determine the level of media feasibility as well as a questionnaire on the assessment of educators and students to determine the practicality level of the media. The subjects of the research and development were students of class IV A at SD Negeri 105345 Sidodadi Ramunia, Beringin District. The results of the research and development obtained a design in the form of a snake and ladder game media to introduce Pancasila symbols in class IV A PPKn learning at SD Negeri 105345 Sidodadi Ramunia, Beringin District, obtaining a feasibility score of 77% by media experts, 80% by material experts. The educator's response to the practicality of the media earned a value of 1. Based on the results of the description above, the products developed by researchers are feasible and practical to be used as learning media.

Keywords: *Learning Media, Snakes and Ladders, Pancasila symbols*

Abstrak

Penelitian ini bertujuan untuk mengembangkan media permainan ular tangga pada materi simbol-simbol Pancasila untuk peserta didik, mengetahui tingkat kelayakan penggunaan media, dan mengetahui tingkat kepraktisan media melalui tanggapan pendidik dan peserta didik setelah menggunakan media permainan ular tangga pada materi simbol-simbol Pancasila. Metode penelitian ini mengadaptasi model pengembangan yang dikembangkan oleh Borg and Gall. Penelitian ini menggunakan enam langkah sebagai berikut: 1) potensi masalah, 2) pengumpulan data, 3) desain produk, 4) validasi produk, 5) revisi produk, 6) uji coba produk. Teknik pengumpulan data yang digunakan adalah: validasi angket ahli materi dan angket ahli media untuk mengetahui tingkat kelayakan media, serta angket respon siswa untuk mengetahui tingkat kelayakan media. Subjek penelitian dan pengembangan adalah siswa kelas IV A di SD Negeri 105345 Sidodadi Ramunia Kecamatan Beringin. Hasil penelitian dan pengembangan diperoleh rancangan berupa media permainan ular tangga untuk mengenalkan simbol-simbol Pancasila pada pembelajaran PPKn untuk kelas IV A di SD Negeri 105345 Sidodadi Ramunia Kecamatan Beringin yang memperoleh skor kelayakan sebesar 77% oleh ahli media dan 80%

oleh ahli materi. Respon pendidik terhadap kepraktisan media memperoleh skor 1. Berdasarkan hasil uraian di atas, maka produk yang dikembangkan oleh peneliti layak dan praktis digunakan sebagai media pembelajaran.

Kata kunci: Media Pembelajaran, Ular Tangga, Simbol Pancasila

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Introduction

Pancasila and Citizenship Education (PPKn) is one of the compulsory subjects for every level of education. Setyawan, "elementary schools have a role in developing the character of students. The implementation of PPKn learning as a compulsory subject since elementary school is one of the efforts to develop the character of students to become democratic people, care about society, nation, and state". The object of PPKn learning is students as citizens to form attitudes, characters, and personalities based on the values and norms of Pancasila. PPKn is a subject that aims to form the character of students to be pious towards God Almighty, behave in accordance with applicable values and norms.

Through learning PPKn, it is expected to prepare students to become intelligent and good citizens, so that education not only produces intelligent people but is expected to produce people who have strong morals and characters. Education is not only about transferring knowledge, but also transferring moral values. Thus, students can become good citizens.

Based on the results of the interview on Monday, March 5, 2022 with grade IV students, students think that PPKn is a boring, uninteresting subject, and only emphasizes students to memorize the material. PPKn is used as a subject for memorizing material, not understanding, the PPKn subject is less popular because teachers only use conventional learning methods, there is no use of media.

The characteristics of PPKn learning are appropriate if the teacher uses learning media that invites students to play so that the material can be easily understood, is not boring, and is fun for students. Therefore, teachers must use learning media that invite students to play an active role in learning. In teaching, there are several types of learning media that teachers can use as teaching aids, one example of learning media that is specifically designed for learning purposes is the theory of snakes and ladders game media. Teachers can use snakes and ladders games as learning media to attract attention and can foster student motivation in learning,

Snakes and ladders game is suitable for students in grade IV of elementary school. Because the snakes and ladders game has rules that must be obeyed by each player. Students in grade IV of elementary school aged 10-11 years already understand every rule that applies in the snakes and ladders game. The snakes and ladders game is not suitable for students in early grades, because students in early grades cannot understand the rules that apply. The use of snakes and ladders game media by teachers not only invites students to play but also trains students to play roles. Because in some snakes and ladders boxes, there are questions that require students to play roles. The explanation above was used in several previous studies that developed snakes and ladders game media as a tool to help students learn something, including Sasanti Ratna Gumelar with "Development of PPKn Learning Media UTAG-ATIK (Snake and Ladder Anti-

Corruption) Class V Semester 1. In her research, the researcher developed a snakes and ladders game that is usually played by children, containing material about anti-corruption and several parts that are adjusted so that it can be a learning media that is suitable for elementary school students.

Next, is a study by Epi Nuryanti entitled "Development of Snakes and Ladders Game, Special Journal Learning Media to Increase Student Learning Motivation. Research from Rahaju Rakoep in the journal stated that researchers tried to develop a snakes and ladders game to increase student learning motivation. with the development of the Snakes and Ladders Game in Mathematics Learning in Elementary Schools. In his research, researchers tried to develop a snakes and ladders game as a learning medium for elementary school students. The research was said to be successful in overcoming problems and was able to involve students directly in learning so that there were no more passive students in the classroom. Researchers tried to differentiate the snakes and ladders game that was developed with the snakes and ladders game that already existed in the community. The existing snakes and ladders game only focuses on entertaining players, the game board also uses materials that do not last long. The Pancasila snakes and ladders game developed by researchers has several differences from those that already exist in the community or previous research.

The game includes four things, namely (1) the snake and ladder game of PPKn material, the meaning of the symbols of the Pancasila principles, (2) the snake and ladder boxes are not arranged in rows but are arranged to resemble snakes. (3) the question cards in this snake and ladder game vary according to the color of the snake and ladder game box. (4) The language used is easy to understand according to the characteristics of grade IV elementary school students, the symbols of the Pancasila principles become more fun. Based on the explanation of the problems above and seen from the effectiveness and efficiency by considering the characteristics of student development, the researcher is interested in developing the Pancasila snake and ladder game media in PPKn learning for grade IV students of UPT SPF SD Negeri 105345 Sidodadi Ramunia, Beringin District, Deli Serdang Regency, North Sumatra Province.

Method

According to Sugiyono (2011) "The type of research used in this study is the research and development method or (Research and Development). This research and development method aims to produce new products through the development process". Products resulting from development research can be hardware or software. Hardware such as books, modules, job sheets, and models or learning aids, teaching materials/training, educational models, or evaluations, including Pancasila snakes and ladders learning media. This research procedure adapts the ADDIE development model. According to Endang Mulyatiningsih (2011) ADDIE stands for

Analysis, Design, Development, Implementation Evaluations. with the development stage based on the development flow of the 4D Model of developing Pancasila Snakes and Ladders Learning Media. The subjects in this development research were all students of class IV (four) A UPT SPF SD Negeri 105345 Sidodadi Ramunia totaling 30 people consisting of 16 boys and 14 girls. The development research object used is the learning media for the Pancasila snakes and ladders game, understanding the symbols of the Pancasila precepts, whose suitability will be tested after carrying out product revisions. The product trial is intended to collect data that is used as a basis for determining the quality of learning media for the snakes and ladders game, material on Pancasila symbols at UPT SPF SD Negeri 105345 Sidodadi Ramunia, Beringin District. Data collected in this research was through observation, questionnaires, interviews and documentation. according to the observation and interview sheet prepared by the researcher.

Results and Discussion

Description of the analysis stage (analyze)

Activities at this stage are analysis of student characteristics and curriculum analysis, which are then used as the basis for formulating the learning media being developed. The analysis stage in this research is the media of the Pancasila snakes and ladders game in PPKn learning, material on Pancasila symbols for class IV students. Based on the results of interviews with class IV A teachers conducted at SD Negeri 105345 Sidodadi Ramunia, researchers focused on the curriculum used in K-13 class VI learning at SD Negeri 105345 Sidodadi Ramunia, Beringin District.

In the K-13 Curriculum in class VI Theme 4 Subtheme 1, the Core Competencies are as follows: (1) Accepting and practicing the religion that one believes in (2) Having honest, disciplined, responsible, polite, caring and self-confident behavior in interacting with family, friends and teachers (3) Understanding factual knowledge by observing (hearing, seeing, reading) and asking based on curiosity about oneself, God's creatures and their activities and objects that one encounters at home and school (4) Presenting factual knowledge in clear, logical and systematic language in aesthetic works in movements that reflect healthy children, and in actions that reflect the behavior of children who are faithful and have noble morals.


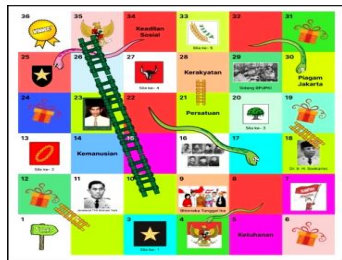
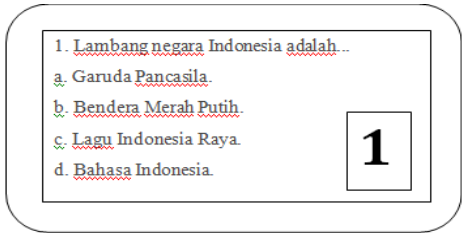

Design stages

After conducting the analysis, the next stage is to design learning media. The initial product of the learning media is in the form of a snake and ladder game media. At this stage, the researcher developed a snake and ladder game media for Pancasila

with the material of Pancasila symbols. The researcher chose to develop a snake and ladder game media for Pancasila at SD Negeri 105345 Sidodadi Ramunia, Beringin District because the learning media found and used so far were less appropriate to the needs of students. In addition, teachers at the school have never used and developed a snake and ladder game media for Pancasila with the material of Pancasila symbols.

The stages of designing the Pancasila snakes and ladders game media in PPKn learning for grade IV students include the following:

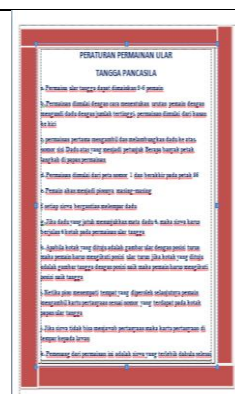
Table 1 Media Design

No	Format	Picture
1.	Initial Design of Snakes and Ladders Board	 <p>The image shows a colorful snake and ladder board. It is a 10x10 grid of squares, each containing a number from 1 to 100. The board is decorated with various Pancasila symbols and text. A green ladder is placed on the board, and a red snake is also visible. The text 'UNIVERSITAS NAHDLATUL ULAMA SUMATERA UTARA' is at the top.</p>
2.	Snakes and Ladders Board Final Design	 <p>The image shows the final design of the snake and ladder board. It is a 10x10 grid of squares, each containing a number from 1 to 100. The board is decorated with various Pancasila symbols and text. A green ladder is placed on the board, and a red snake is also visible. The text 'UNIVERSITAS NAHDLATUL ULAMA SUMATERA UTARA' is at the top.</p>
3.	Initial Design of Question Cards	 <p>The image shows a question card with a white background and a black border. It contains a list of four questions about the Pancasila symbols. The questions are numbered 1 through 4. The questions are: 1. Lambang negara Indonesia adalah... 2. Garuda Pancasila. 3. Bendera Merah Putih. 4. Lagu Indonesia Raya. 5. Bahasa Indonesia. The card is numbered 1 in a black box on the right side.</p>
.	Final Design of Question Card	 <p>The image shows the final design of the question card. It is a white card with a black border. It contains a list of four questions about the Pancasila symbols. The questions are numbered 1 through 4. The questions are: 1. Lambang negara Indonesia adalah... 2. Garuda Pancasila. 3. Bendera Merah Putih. 4. Lagu Indonesia Raya. 5. Bahasa Indonesia. The card is numbered 1 in a black box on the right side.</p>

5. Initial Design of the Game Rules



6. Final Design of Game Rules



7. Lottery Dice



8. Media Storage Bag



Development Stages

The learning device product in the form of an inquiry-based module that has been designed with thematic learning activities with the subtheme of 4 Pancasila symbols, has undergone several improvements due to inaccurate writing and use of language and the unattractive design used. The product was submitted by an expert validator to be checked for its feasibility before the product was used at the implementation stage and learning process.

a. Subject Matter Expert Validator Eligibility

The expert validator of the material for the development of the Pancasila snake and ladder game media on the Pancasila symbol material is Mrs. Nizmi Putri, S.Pd, M.Pd who is a lecturer at the Nahdatul Ulama University of North Sumatra (UNUSU). The assessment was carried out to obtain information that will be used to improve the quality of the Pancasila snake and ladder game media on the Pancasila symbol material.

The validation results are in the form of assessment scores for media components on the quality of learning materials which can be seen in the following table.

Table 2 Results of Material Expert Validation

No	Assessment Items	Mark	
		P1	P2
1	The media contains material according to the objectives to be achieved.	2	4
2	Media developed according to the material Learning	3	4
3	Learning media makes it easier for teachers to teach	3	4
4	Snakes and ladders media meets the criteria as a learning medium	3	3
5	Accuracy image with material	3	3
6	The truth of the content with the material	3	4
7	The depth of the material is according to the students' needs.	3	3
8	The material used is appropriate to the students' level of thinking.	3	4
9	The material makes it easier for students to understand the material	3	4
10	The media contains material that is capable of increasing student understanding	3	4
11	Clarity of rules in the Snakes and Ladders game media	3	3
12	Snakes and ladders learning media plays a role in learning	3	4
13	The use of illustrations helps students' understanding.	3	4
14	The use of learning media makes students motivated in learning	3	3
15	Effective media for teaching Pancasila material	3	4
16	Use of polite language	3	3
17	Text accuracy with material	3	4
Amount		50	62
Percentage		73.52%	91.17%
Criteria		V	SV
Eligibility		Worthy	Very Worth It

The validation results by material experts in the form of assessment scores for the components of the snakes and ladders game media and their suitability with the material on Pancasila symbols at the first meeting reached a score of 50 with a percentage of 73.52% which was in the valid criteria and was worthy of being tested with revisions.

After the revision, an assessment was carried out at the second meeting by the material expert validator. The assessment at the second meeting experienced an increase in value of around 62 with a percentage of 91.17% in the criteria of very valid and very worthy to be tested without any further revision because the material expert validator said that the learning indicators were relevant to the statements and question items so that they were worthy of being used as teaching materials. For more details, the comparison of the validation values of the material experts at meeting 1 and meeting 2 can be described in the image below:

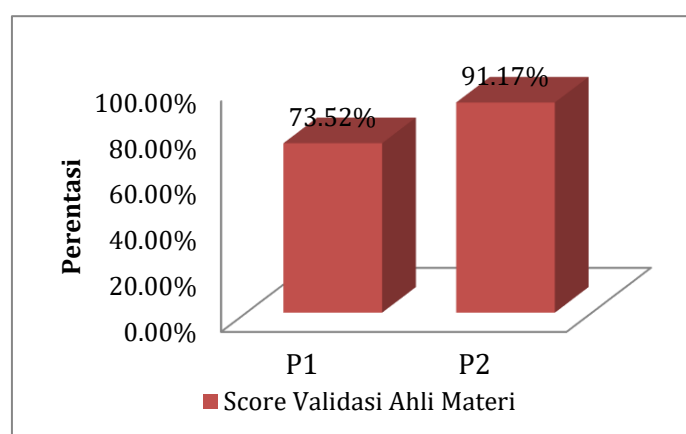


Figure 1 Comparison of Expert Validation of Material Meetings 1 and 2

b. Media Expert Validator Eligibility

The media expert validator for the development of the Pancasila snakes and ladders game media on the Pancasila symbols material is Mr. Zhon Saroha Ritonga, S.Pd, M.Pd who is a lecturer at the Nahdatul Ulama University of North Sumatra. (UNUSU). The assessment was conducted to obtain information that will be used to improve the quality of the Pancasila snake and ladder game media on the Pancasila symbol material. The validation results are in the form of assessment scores on the use of media, as well as sentences on the quality of media used in the learning media which can be seen in the following table.

Table 3 Results of Material Expert Validation

No	Assessment Items	Mark	
		P1	P2
1	Easy to use	2	3
2	Easy to carry and store	2	3
3	Effective	3	4
4	Efficient	2	3

5	Attractive Design	3	3
6	Attractive images and colors	2	3
7	Languageeasy to understand	3	4
8	Types of fonts used	3	4
9	Harmony of color selection on the game board	3	3
10	Harmony of color selection on the card	2	3
11	Color combinations used in designing learning media	2	3
12	Student-oriented media	3	4
13	Interesting Cards	3	4
14	Not easy to come off, break, and crumble when used	2	3
Amount		31	47
Percentage		62.5%	83.02%
Criteria		CV	V
Eligibility		Quite Decent	Worthy

The validation results by material experts in the form of assessment scores for the use of media, as well as sentences on the quality of media used in learning media and their suitability with the media used in the material on Pancasila symbols in the first meeting reached a score of 31 with a percentage of 62.5% in the criteria of being quite valid and quite worthy of being tested with revisions.

After the improvements were made, an assessment was carried out at the second meeting by the material expert validator. The assessment at the second meeting experienced an increase in value of around 47 with a percentage of 83.02% being in the valid criteria and worthy of being tested without revision, only the language expert validator provided a little input such as adding the logo and reading of the Nahdlatul Ulama University of North Sumatra at the top of the snakes and ladders game media.

For further clarity, a comparison of the validation values of the material experts at meeting 1 and meeting 2 can be seen in the image below:

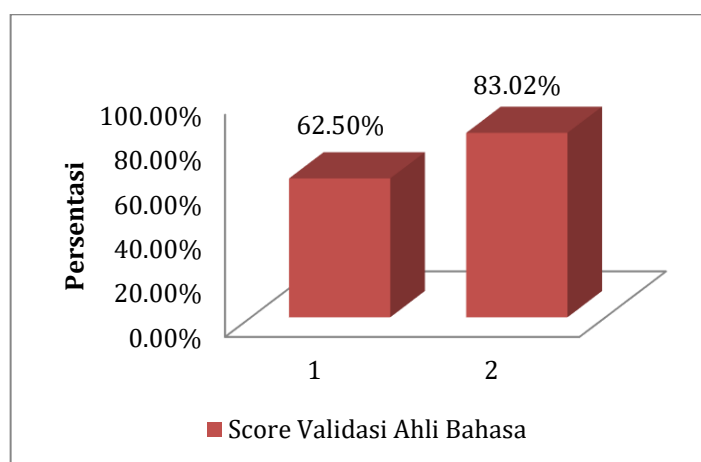


Figure 2 Comparison of Validation by Linguists at Meeting 1 and Meeting 2

1. Implementation stages

At this implementation stage, the product in the form of a Pancasila snakes and ladders game media has been designed and validated by the expert validation team. After the expert validation team declares it valid, it will then be tested on students. The product implementation was carried out in class VI of SD Negeri 105345 Sidodadi Ramunia with a total of 30 students. Learning was carried out 2 times in 1 week.

The results of the questionnaire assessment of class VI students' responses at SD Negeri 105345 Sidodadi Ramunia, Beringin District can be seen in the following table:

Table 4 Analysis of Student Response Questionnaire

Group	Respondent No.	Mark	Percentage	Criteria	Eligibility
Limited Trial	01	72	54.70%	Quite Valid	Quite Decent
	02	58	68.23%	Valid	Worthy
	03	73	85.88%	Very Valid	Very Worth It
	04	62	72.94%	Valid	Worthy
	05	64	75.29%	Valid	Worthy
	06	65	76.47%	Valid	Worthy
	07	67	78.82%	Valid	Worthy
	08	55	64.70%	Quite Valid	Quite Decent
	09	54	63.52%	Quite Valid	Quite Decent
	10	61	71.76%	Valid	Worthy
	11	74	87.05%	Very Valid	Very Worth It
	12	78	91.76%	Very Valid	Very Worth It
	13	60	70.58%	Valid	Worthy
	14	75	88.23%	Very Valid	Very Worth It
	15	79	92.94%	Very Valid	Very Worth It
	16	55	64.70%	Quite Valid	Quite Decent
	17	66	77.64%	Valid	Worthy
	18	71	83.52%	Valid	Worthy
	19	66	77.64%	Valid	Worthy
	20	72	84.70%	Valid	Worthy
Average Value			66.35		
Average Percentage			76.55%		
Classification			Valid/ Eligible		

Table 4.5 shows that from 20 elementary school students in Class VI of SD Negeri 105345 Sidodadi Ramunia, Beringin District, both from large groups, there is an average value of 66.35 with a percentage of 76.55% which is categorized as Valid/ Feasible. It can be concluded that the learning device in the form of an inquiry-based module to improve the science process skills of class VI students based on the results of the student response questionnaire has been said to be valid/ feasible.

2. Evaluation stages (evaluation)

The evaluation stage is the final stage in this study. Evaluation is carried out on the results of the product feasibility test and the effectiveness test of the learning device in the form of guided Pancasila snake and ladder game media in the material of Pancasila symbols. The evaluation results are used as the final conclusion regarding the results of the product analysis developed, and are used as a benchmark for the researcher's success in answering the questions in this study. The results of the study and the evaluation of this study are: The average assessment of the expert validator after the second meeting was 88% or categorized as very valid so that it can be said that the Pancasila snake and ladder game media for literacy activities is said to be very valid and very suitable for use by class VI students of SD Negeri 105345 Sidodadi Ramunia, Beringin District. The recapitulation of the values from the validation of material and media experts can be seen in the following table:

Table 5 Assessment from Media Expert Validators and Material Experts

No	Validators	P1	P2
1	Mrs. Nizmi Putri, S.Pd, M.Pd (Material Validator)	77.5%	92.5%
2	Mr. Zhon Saroha Ritonga, S.Pd. M.Pd (Media Validator)	62.5%	83.02%
Amount		213.52	266.69
Average		71.17%	88.89%

This will be discussed in more detail in the image, namely a comparison of the expert validation assessments of material, language and design at the first meeting (P1):

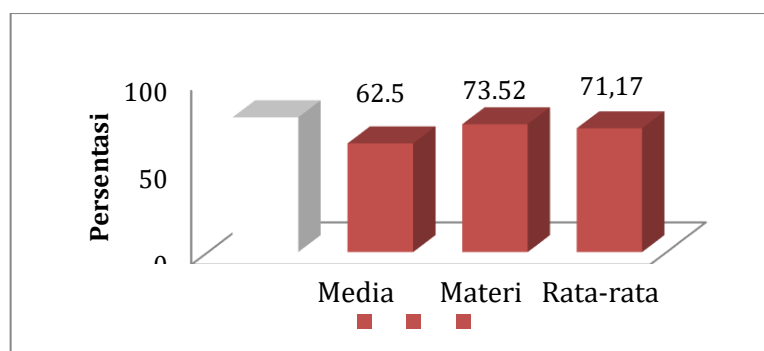


Figure 3 Expert Validation at the First Meeting (P1)

The following is a comparative image of the expert validation assessment of material, language and design at the second meeting (P2):

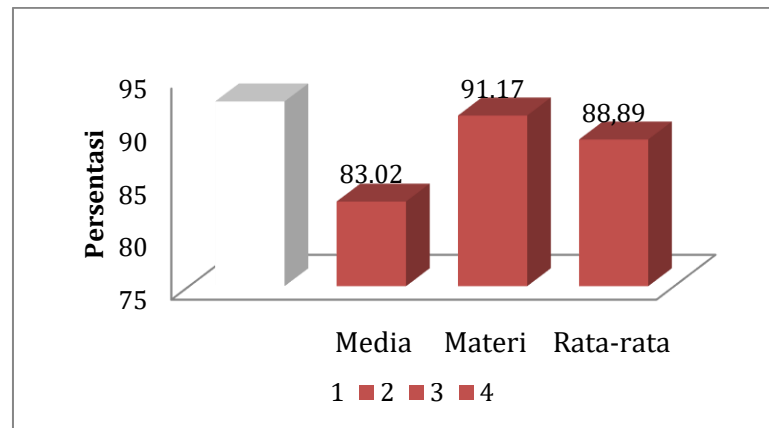


Figure 4 Expert Validation at the Second Meeting (P2)

In terms of material and media, it is in accordance with the function of learning devices that help students learn according to the steps of guided inquiry, so that students can learn to find and solve problems independently. And with this module, students can also learn with or without a teacher to accompany them.

Thus, based on the five stages of research development (ADDIE) in this study, it was obtained that the product developed, namely: the snakes and ladders game media for grade VI students of SD Negeri 105345 Sidodadi Ramunia, Beringin District, has met the elements of feasibility and effectiveness of product use for grade VI Elementary School students.

The product developed in this study is the snakes and ladders game as a learning media for the material of Pancasila symbols. Based on the results of data collection, it is necessary to develop a learning media that can be used as a learning resource for fourth grade students of SD Negeri 105345 Sidodadi Ramunia, Beringin District. Through the educational game developed, it is expected to be able to optimize the learning process and improve students' ability to recognize Pancasila symbols and can create a pleasant learning atmosphere. The snakes and ladders game media has met the requirements in the development of appropriate learning media, namely accuracy with learning objectives, support for the content of subject matter, ease and teacher skills in using and availability of time to use. The purpose of this development research is to produce a snakes and ladders game media for the material of Pancasila symbols that is appropriate for use in the learning process. Product feasibility is assessed using an instrument that contains comments, suggestions and criticisms. The questionnaire assessment was obtained from the results of the assessment of material experts and media experts.

In the trial stage, the researcher conducted a trial of the media's practicality to 30 students of class IV A and class IV teachers of SD Negeri 105345 Sidodadi Ramunia, Beringin District. According to Nieveen, in relation to educational research design, learning devices are said to be practical if teachers and students consider the learning devices easy to use in the field, the material is easy to understand and in accordance with the researcher's design plan. If there is consistency between the curriculum and the learning process, the learning device is said to be practical if the respondents state that the learning device can be used in learning as directed by the questionnaire by teachers and students.

In the field trial to determine the practicality of the media involving 30 students of class IV A of SD Negeri 105345 Sidodadi Ramunia, Beringin District, the score was 0.98 and it can be said that the snakes and ladders media of Pancasila symbols "Meets the Feasibility Aspect". The responses from students as test subjects, among others: they are very interested, like the snakes and ladders game media to play while learning. They are enthusiastic about wanting to return to learning and playing using the game. While the practicality value of the media involving 3 teachers of class IV A and a teacher of class IV of SD Negeri 105345 Sidodadi Ramunia, Beringin District. The response of the 3 class teachers to the media is that the snakes and ladders media of the Pancasila symbol material is very good for making children more enthusiastic in following the learning process because it is carried out with a learning while playing method. Introducing Pancasila symbols from an early age is very good for the future of students because many people still do not know what the Pancasila symbols are and their meanings.

Conclusion

The results of this study are a media product of the Pancasila snakes and ladders game in class IV of SD Negeri 105345 Sidodadi Ramunia, Beringin District. This learning product is feasible and valid for use by students of Class IV of SD Negeri 105345 Sidodadi Ramunia through assessment, revision, and validation from several experts. This conclusion is drawn based on the results of the analysis of experts consisting of aspects of the material in this category considered valid with a percentage of . The media expert test was considered valid with a percentage of 85.02%. Student response questionnaires for the Pancasila snakes and ladders game media on the material of Pancasila symbols in class IV of SD Negeri 105345 Sidodadi Ramunia, Beringin District.

obtained an average of 77% with valid/feasible criteria. The media was tested with limited group respondents in class IV A of SD Negeri 105345 Sidodadi Ramunia, Beringin District, namely 30 class IV A students and homeroom teachers of class IV A through a questionnaire. The questionnaire for class IV A students with an average assessment of 77% was categorized as Meeting the Eligibility Aspect.

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