Development of Pancasila monopoly learning media based on SAVI to improve Pancasila education learning outcomes

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Abstract: The low learning outcomes of students in interpreting the rules in the school and home environment need attention. This is caused by the teacher's teaching methods, which are less varied and interesting. This study aims to develop Pancasila monopoly media to improve PPKn learning outcomes. The study applies the 4D development model, which stands for Define, Design, Development, and Dissemination. This model was chosen because the stages of implementation are divided in detail and systematically. The analysis is descriptive of quantitative and qualitative data obtained through observation, interviews, and direct measurements in the field. The results of the media expert assessment obtained a score of 93.7% with very good criteria, and the material expert obtained a score of 96.2% with very decent criteria. Student learning outcomes increased to 82.32 from the previous score of 42.50. The increase was 39.8%. While the control class that did not use media increased its score from 49.05 to 75.48. The results of the N-Gain test obtained an average difference in the experimental class of 39.8 with an n-gain of 0.76 and a moderate criterion, and the effectiveness interpretation obtained a score of 76.50 with a fairly effective criterion. While the control class with an average difference of 26 obtained an N-Gain score of 0.52 on the moderate criterion and an effectiveness level of 52.35, a less effective.

Keywords: home; monopoly; Pancasila; rules; school

1. Introduction

Character education in elementary school is one of the beginnings of planting and forming students' character because they are still developing. Therefore, the role of teachers is very important in creating the character of students, which can be implemented through the learning process in the classroom (Hazyimara & Suwarni, 2023). Character education is a system of instilling character values to school residents that includes components of knowledge, intelligence or will, and actions to implement these values. Character is behavior shown by someone in everyday life that tends toward positive or negative. In education, we want to instil positive character in students (Khairani et al., 2021).

As one of the school components, teachers occupy an important profession in teaching and learning. Teachers as educators are a determining factor in the success of every educational endeavour. Teachers have a role in the growth and development of their students, as well as in their knowledge, skills, intelligence, attitudes, and outlook on life. Teachers are professional education personnel whose work differs from others because it is a profession, and special abilities and expertise are needed to carry out their duties and functions. Teachers also encourage so that students can do the right thing and accustom them to be responsible for their every action (Mutmainah & Kamaluddin, 2019). The role of teachers in shaping their students is very important. The teacher's direction becomes a guide for the activities of their students. Once a teacher conveys the wrong thing to his students, he misled them. So, a teacher has not been, and during his time as a teacher, he must have the character of a teacher (Yuniarto, 2022).

The characters that must be possessed by teachers are: teachers should be people who have broad insight, what teachers convey must be something true and beneficial, a teacher must prioritize an objective attitude in facing every problem, a teacher must have strong dedication, motivation, and loyalty, have moral qualities and personality, teachers must form the humanist character of their students and teachers must also be literate in information and technology. A teacher who not only teaches but also educates and trains when wanting to achieve the expected learning goals, what teachers must do is: first, teachers must have a basic understanding of teaching and the basics of learning theory. Second, teachers must be able to develop a teaching system. Third, teachers must be able to carry out an effective learning process. Effectiveness is a principle that allows goals to be achieved optimally. Fourth, teachers must be able to assess learning outcomes as a basis for feedback for the entire process taken (Nurgiansah, 2021; Patiro & Budiyanti, 2022; Triningsih et al., 2023).

One thing that can help students feel interested in learning at school is using learning media applied by teachers. Media in the learning process is an intermediary or messenger of the message source with the message recipient, stimulating thoughts, feelings, attention, and will so that they are motivated and involved in learning. (Kurniawati, 2021). The role of learning media is important in the learning process so that the information conveyed by the teacher is easily received and understood by students (Andarwati & Pujilestari, 2023). The use of learning media can support the success of learning. If learning is not interesting for students, students will likely feel bored and not pay attention to the teacher's explanation. In addition, the approach applied must be varied so that it creates student activity during the learning process so that students can think critically and solve problems in their daily lives (Putri et al., 2023).

One approach that teachers can use as a reference in teaching in class is the Somatic, Auditory, Visual, and Intellectual approach, or what is commonly called the SAVI approach. The SAVI approach is a learning approach that combines physical movement with intellectual activities and the use of students' senses (Dewi & Tirtoni, 2023; Zhang et al., 2021). This is in accordance with the learning characteristics of elementary school children, especially in lower grades. John Amos Comenius said that children from an early age, their learning process must involve the five senses, starting from sight, touch, hearing, taste and smell. In this case, the SAVI approach will help teachers optimize each of the students' five senses, so that the learning process takes place based on student activities (Cunandar, 2020; Lana et al., 2021).

Based on observations and interviews with class II teachers of Sekaran 02 Elementary School, Gunungpati District, Semarang City, researchers found problems in learning Citizenship Education. Citizenship Education learning should support the development of affective aspects of students' personalities so that character-building can be formed and become a provision for students' skills to live together in a multicultural Indonesian society. However, there are still many problems in delivering the Pancasila and Citizenship Education subject. This is caused by the teacher's teaching methods, which are less varied and interesting. In addition, teachers still use lecture and assignment methods as the most dominant methods. Assignments given by teachers regarding the content of the material sometimes have to be memorized by students, so in the process of learning Citizenship Education, students tend to memorize the contents of the lesson material rather than interpreting or understanding the contents of the material being studied. The learning process only uses existing thematic books, so in the learning process, students are only ordered to pay attention to the book's contents and listen to the teacher when explaining the material in front of the class. Therefore, students need more motivation to learn Citizenship Education. Learning should be exciting and should not make students memorize learning materials. In Pancasila and Citizenship Education content, students are not just objects of memorizing material. It is hoped that students can also understand, apply, and know more deeply about what they are studying.

Based on the research about the feasibility of MOGA (Monopoly Game) media on Pancasila material based on the assessment of the media expert validator obtained a feasible criterion with a percentage of 83%, and the material expert obtained a very feasible criterion with a percentage of 90.5%. In comparison, the teacher's response obtained a very practical criterion with a rate of 91.6%. Based on the average results of the pretest and post-test, an increase in the average value was obtained by 41.25, and an N-gain with a high criterion was obtained; there were 28 students, and four students obtained an N-gain with a moderate criterion. The overall average N-gain value was 0.83, which indicates that the increase in student scores was in the high criterion. When viewed from the maximum completeness criteria, which is 75, the percentage of the student's score completion rate is 100% with an average post-test of 90.62 (Mona et al., 2023). Other research results of the study obtained the percentage of the feasibility of monopoly media from learning material experts, namely 93%, the rate of the feasibility of monopoly media from learning design experts was 91.6%, the percentage of the feasibility of monopoly media from learning media experts was 90%, and from individual trials, the percentage of the feasibility of monopoly media was 90.8%. In addition to the material and product aspects, the feasibility of this monopoly game media can be seen from the design aspect. The media aspect uses colors and an attractive appearance for the Monopoly media game. Monopoly media must meet the elements of attractiveness (Kartika & Putra., 2021).

This is following research that has been conducted about development of Language Monopoly media where user appeal, effectiveness and media feasibility have very good qualifications (Suciati et al., 2015; Islamiyah, 2017). Monopoly game media is very good for motivating students to learn about the subject matter without feeling bored. Based on the explanation that has been described, the researcher is important to do. The researcher took the Research and Development (RnD) method because, based on the data that has been described, monopoly learning media has been used in Pancasila and Citizenship Education learning on Pancasila material. Still, the researcher is interested in developing monopoly learning media on the material "Home and School Environment Rules," By delivering material using monopoly learning media, students can differentiate and apply rules in the home and school environment in a concrete manner.

2. Materials and Methods

This development research uses the 4D development model. The 4D development model was developed by Thiagarajan et al. (2016). The research and development steps are abbreviated as 4D, which stands for Define, Design, Development and Dissemination. This model was chosen because the implementation stages are divided in detail and systematically (Mukaromah et al., 2024). The research began with a needs analysis, followed by media creation, validation by experts, and implementation at Elementary School Sekaran 02. In this research, the researcher developed a product and then validated it so that it could be used in learning or educational activities (Sugiyono, 2020).

The sampling of participants technique used was a saturated sample because all members of the population were sampled. This research uses a pre-experimental design as a one-group before-after design. In the trial, a test is carried out before the action (pretest) and a test after the action (posttest) (Raihan et al., 2023). in an elementary school Sekaran 02. One class, consisting of 28 students, acted as an experimental group, which utilized the media and one class, consisting of 21 students as a control group. The instrument used to measure student learning achievement is in the form of multiple-choice pre-test and post-test. From the 40 multiple-choice questions, 20 questions were selected based on the fulfillment of the test criteria that have been fully validated.

Researchers also use research instruments as measuring tools to be given to material experts and learning media experts to test the feasibility of learning media.

The validation in question is to determine the feasibility of product trials by requiring expert assessments, such as media experts and material experts. The qualifications for media experts are lecturers who can develop learning media, and material experts are lecturers who know Pancasila and Citizenship Education content of Elementary School (Raihan et al., 2023). Then, learning using Pancasila monopoly media for class II students of Sekaran 02 Elementary School Semarang City to test the feasibility and effectiveness of the product in improving the learning outcomes of class II students on the material of rules in the school and home environment.

The data collection method in this study used test and non-test techniques. The test technique was carried out through pre-test and post-test (Adam & Mulyani, 2023). While non-test techniques are implemented through observation, interviews, data, and questionnaires, observations were conducted at Sekaran 02 Elementary School, Semarang City, with the research subjects being grade II students. In addition to observation, researchers also used research instruments as measuring tools to be given to material experts and learning media experts to test their feasibility, as well as teacher and student response questionnaires regarding the learning media used. Assessment instruments for material experts and media experts, while response questionnaire instruments were given to teachers and students.

3. Results

3.1 Define

Media is needed to facilitate the learning process to help students understand the material being delivered easily. Literally, "media" means role or delivery. Media can also be interpreted as an intermediary or delivery of messages from the sender to the recipient. Another opinion says that media is all tools and materials used to achieve educational goals, such as radio, television, books, newspapers, magazines, etc. (Islamiyah, 2017). The existence of media is very important in learning, both for teachers and students. Teaching media can function as a guide for teachers who will direct their activities in the learning process, while for students it is used as a tool in following the learning process. Good learning media will support student learning outcomes (Ansori et al., 2019).

The development research that has been carried out has produced a product in the form of a learning media for Pancasila monopoly with a SAVI (Somatic, Auditory, Visual, Intellectual) approach to the subject matter of Pancasila education. The learning media was developed by focusing on the rules at home and school. Based on the results of observations and interviews with class II teachers of SD Negeri Sekaran 02, Gunungpati District, Semarang City. The researcher found problems in learning Civics. Pancasila and Citizenship Education learning should support the development of affective aspects of students' personalities so that character building can be formed and become a provision for students' skills to live together in a multicultural Indonesian society. However, there are still many problems in the field that could be solved in the delivery of Pancasila and Citizenship Education subjects. Data was collected through direct interviews with class II teachers of Sekaran Public Elementary School 02 and obtained from a needs questionnaire distributed to teachers and students. So, data on student learning outcomes, Mathematics lesson content, and the questionnaire results distributed to teachers and students were obtained. The researcher determined the learning media in this study, namely the Pancasila monopoly learning media with the SAVI approach, which contains material on rules at home and school, because according to the

researcher, from the data obtained, the learning media used in the school did not yet include the diversity of types of learning media such as videos, games, and images.

3.2 Design

This process includes the preparation and development of grids and assessment rubrics. The goal is to ensure that the topics tested are aligned with the learning objectives. Media selection is carried out to identify learning media relevant to the issues and problems teachers and students face. The study results indicate that the Pancasila monopoly media, with several representations, is worthy of being developed as a medium for delivering material about rules at home and school. The initial product design is based on previously prepared guidelines, designs, and storyboards, which produce Pancasila monopoly media for Pancasila education learning. The SAVI approach Pancasila monopoly learning media goes through the identification stage, interviews with class teachers, and analysis of teacher and student needs questionnaires. The SAVI approach to Pancasila monopoly learning media was developed using several sources of supporting material references. The author adjusts the material's content in the media with the applicable learning outcomes (CP) and learning objectives

3.3 Development

The normality test is carried out to determine whether the distribution of pretest and post-test learning outcomes is normal. Normality tests can help researchers choose what data analysis methods to use from the data they collect. Parametric statistical methods will be used for data with a normal distribution. The normality test used the Shapiro-Wilki test formula and the SPSS version 23 program.

The design of the learning media is a prototype, which contains a picture or initial design (Figure 1) of the learning media product that is made and used as a reference for developing learning media. This media design is a monopoly board that contains material about the rules in the school and home environment.

Figure 1. Initial design of Pancasila monopoly

Initially, this media was designed by crafting materials into a monopoly board. Still, it was suggested that the design be changed to make applying the SAVI (Somatic, Auditory, Visual, Intellectual) approach easier, so the media was remade using Adobe

Illustrator (Figure 2). On the colour card component in the media, there is a barcode that can be accessed to display auditory or learning videos that are used to interpret regulatory situations in the school and home environment. Figure 3 shows SAVI components.
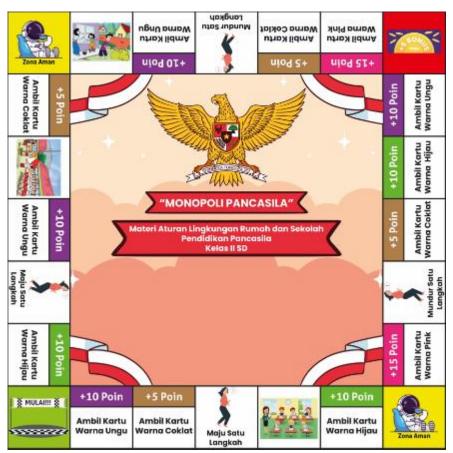

Figure 2. Redesign the Pancasila monopoly

Figure 3. SAVI (Somatic, Auditory, Visual, Intellectual) components

The product design is arranged according to the data obtained through interviews with teacher and student needs. The results of the media development are in the form of the Pancasila monopoly, which can be played in groups. The media uses bright and cheerful themes to attract students' attention. How to visualize material content can influence cognitive processes in critical thinking and independence in learning and influence learning outcomes (Rusli, 2017). This influence can occur due to limited sensory memory capacity related to how information enters visually or audio and the learner's working memory in processing information into meaningful knowledge.

The media presented has innovative development characteristics displayed in certain parts with the following details: (1) The material in the learning media contains rules in the school and home environment. (2) The media is designed with Adobe Illustrator with a bright theme to attract the attention and interest of class II students in learning. (3) The media applies the SAVI (Somatic, Auditory, Visual, Intellectual) approach. (4) The media utilizes technology by integrating learning videos into barcodes that can be accessed via smartphones.

After going through the media development stage, a media feasibility test was carried out. The feasibility of the Pancasila monopoly media was carried out by expert validation of the media and material aspects. There are four criteria for the feasibility of learning media: very feasible, feasible, less feasible, and not feasible. These criteria are feasible if they get a value of 76% -100 %, the feasible criteria are between 51% -75 %, the fairly feasible criteria range from 26% -50 %, and the less viable criteria range from 0% - 25 %. The results of expert validation are shown in the following Table 1.

Table 1. Expert Validator Assessment

Expert	Expert	Percentage	Description
Media: Moh. Fathurrahman S.Pd, M.Sn.	41/44	93.7%	Very Feasible
Material: Galih Mahardika Christian Putra S.Pd., M.Pd.	50/60	96.2%	Very Feasible

Assessment Results: Media experts scored 93.7% with very good criteria, and material experts obtained 96.2% with very decent criteria. Suggestions for improvement were given by the validator so that learning media can be used more effectively in learning. The validator gave suggestions for improving the formulation of learning objective sentences. It may not be necessary to write them all for explanatory texts that are too long, but write them briefly. Others can be explained with a voice. Others can be presented with a voice.

After media experts and material experts validated a Pancasila monopoly board development process to measure the suitability of the media before being applied in the learning process, the results of the material expert assessment obtained a score of 93.7% with very appropriate criteria and the media expert validator obtained a score of 96.2% with very feasible criteria. the results of material validation and media validation show that the Pancasila monopoly board media has been well developed and is suitable for use as learning media with criteria that are very suitable for testing in the field. In line with relevant research before (Jatmiko et al., 2024; Meliza & Eliyasni, 2023). This shows that the learning media developed are very suitable for use in learning to support the Pancasila learning profile, with a score of 89.53% by media experts, which is included in the very appropriate category, and 80% by material experts.

Next, a trial of media use was conducted before using the Pancasila monopoly media. Students carried out a pretest first. The teacher and researcher provided Pancasila

monopoly learning as support for material delivery. The media was played in groups to make it easier for students to watch and use the learning media. Students could pay attention to the teacher's explanation using the press that had been given. Students in groups discussed and worked on students worksheet. After completing the learning activities, students worked on the post-test questions, which were distributed to all students in class II of Sekaran 02 Elementary School. The results of the students' pre-test and post-test answers were then subjected to statistical tests to measure the increase in learning outcomes (Table 2) and compared with those of the control class, which did not apply the Pancasila monopoly media (Table 3).

Table 2. Experimental Class Average

Action	Average	Sig 2 tailled	Significancy
Pre-test	42.50	0.00	0.05
Post-test	82.32		

Table 3. Control Class Average

Action	Average	Sig 2 tailled	Significancy
Pre-test	49.05	0.00	0.05
Post-test	75.48		

The results of the application of media in the experimental class compared to the value of the control class that was not given the application of media, there was a difference in the average value of the pretest and post-test where the average value of student learning outcomes increased to 82.32 from the previous value of 42.50, the increase was 39.8%. While the control class that did not use media obtained an increase in value from 49.05 to 75.48 where the minimum completion criteria used was 75.

The results of the N-Gain test on the pretest and post-test values obtained an average difference in the experimental class of 39.8 with an n-gain of 0.76 and a moderate criterion, in the effectiveness interpretation, received a score of 76.50 with a fairly effective criterion (Table 4). Meanwhile, with an average difference of 26, the control class obtained an N-Gain score of 0.52 on the moderate criterion and an effectiveness level of 52.35, which was less effective (Table 5). The data description shows that the experimental class that implemented the Pancasila monopoly media obtained a higher increase in learning outcomes with a fairly effective criterion.

Table 4. N-Gain Experimental Class

Ngain	N	Mean
Criteria Gain	28	.7651
Level of effectiveness	28	76.5050

Table 5. N-Gain Control Class

Ngain	N	Mean
Criteria Gain	21	.5235
Level of effectiveness	21	52.3529

3.4 Desemination

The final step in the research process is dissemination. This product was developed using Adobe Illustrator, with the final result being the monopoly of Pancasila media.

This media was printed and distributed to schools used in the research. Therefore, anyone, especially students and teachers, can use and play the monopoly of Pancasila media.

4. Discussion

Based on the results of observations and interviews with grade II teachers at SD Negeri Sekaran 02, Gunungpati District, Semarang City, it was identified that the use of learning media was still low. Therefore, the development of learning media in the form of Pancasila monopoly was designed with a focus on the material of rules at home and school as a solution to this problem. This media was developed by referring to evaluations from media experts and material experts. The assessment results from media experts obtained a score of 93.7% with very good criteria, while material experts gave a score of 96.2% with very decent criteria. The validator also provided suggestions for improvement so that learning media is more effectively used in the learning process.

Furthermore, the implementation of Pancasila monopoly media was carried out in the experimental class by comparing student learning outcomes with the control class. As a result, the average score of students in the experimental class increased significantly from 42.50 to 82.32, showing an increase of 39.8%. Meanwhile, in the control class that did not use learning media, the average score increased from 49.05 to 75.48. Analysis using the N-Gain test on the pretest and posttest scores showed an average increase in the experimental class of 39.8 with an n-gain of 0.76 which is included in the moderate criteria category, while the level of effectiveness reached a score of 76.50 with quite practical criteria.

The results of this study indicate that the Pancasila monopoly media is effective in improving students' understanding of the learning process. This is in line with various studies of learning media development which show that the use of innovative media can improve the quality of learning. Compared to the control class which only got an average increase of 26 and an n-gain of 0.52 with an effectiveness of 52.35 (less effective category), the Pancasila monopoly media proved to be more effective in achieving learning objectives, especially in understanding the material on rules at home and school.

The use of innovative learning media such as Pancasila monopoly is in line with various educational research and theories that emphasize the importance of media as a tool in the teaching and learning process. According to the constructivism theory put forward by Piaget and Vygotsky, effective learning occurs when students can construct their own knowledge through active interaction with the environment and the materials presented (Chand, 2023). The use of Pancasila monopoly as a learning medium allows students to actively participate in games that integrate Pancasila values and rules at home and school, thereby strengthening conceptual understanding through real experience.

Another study that supports the effectiveness of learning media states that the use of educational games can increase student motivation and involvement in the learning process. For example, researches shows that educational games can increase student learning motivation by providing a fun and interactive learning experience (Cheung & Ng, 2021; Li et al., 2024). This is in line with the results of this study, where the use of Pancasila monopoly showed a significant increase in student learning outcomes in the experimental class compared to the control class. With direct interaction and problem solving related to Pancasila rules, students find it easier to understand and internalize the concepts learned.

In addition, multimedia learning theory emphasizes that the integration of text, images, and activities in one media can increase the effectiveness of learning. The Pancasila monopoly media designed based on evaluations by media experts and material experts has met the criteria for effective multimedia, namely being able to combine visual elements and activities that support in-depth understanding of concepts. This study

supports this theory by showing that the Pancasila monopoly media is not only effective in improving student understanding but is also practical to apply in a learning environment, according to the evaluation and increase in N-Gain scores in the experimental class.

5. Conclusion

Problems Encountered Based on the results of observations and interviews with class II teachers of public elementary school Sekaran 02 Gunungpati District, Semarang City, it shows the low application of learning media. The development of Pancasila monopoly learning media is designed by focusing on the material of rules at home and school to overcome the problems encountered. The results of the media expert assessment obtained a score of 93.7% with very good criteria, and the material expert obtained a score of 96.2% with very decent criteria. Suggestions for improvement were given by the validator so that learning media is more effectively used in learning. Implementation was carried out in the experimental class by comparing learning outcomes with the control class. The average value of student learning outcomes increased to 82.32 from the previous value of 42.50, an increase of 39.8%. In the control class, which did not use media, the value increased from 49.05 to 75.48. The results of the N-Gain test on the pretest and posttest values obtained an average difference in the experimental class of 39.8 with an n-gain of 0.76 and a medium criterion in the interpretation of effectiveness, obtained a score of 76.50 with a reasonably practical criterion. The control class, with an average difference of 26, received an N-Gain score of 0.52 on the medium criterion and an effectiveness level of 52.35, included in the less effective category. Following various studies on the development of learning media, the data description shows that the Pancasila monopoly media is efficacious in improving student understanding in the learning process.

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