Intelectual Skills Enhancement by Using Dukasan Media in Learning of Pancasila and Civic Education at Junior High School 26 Bandar Lampung

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Intelectual Skills Enhancement by Using Dukasan Media in Learning of Pancasila and Civic Education at Junior High School 26 Bandar Lampung

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***Abstract*— The use of innovative media is needed in increasing students' thinking ability. The purpose of this study was to obtain an overview of the application of innovative media Dukasan to improve intellectual skills in the subjects of Pancasila and Civic Education at Junior High School 26 Bandar Lampung. This research uses a mixed method approach with class room action research design which includes four series of activities, namely planning, implementation, observation, reflection. The results showed that the planning phase of the first cycle obtained 32.5% in the unfavorable category, cycle II obtained 55% in the unfavorable category and cycle III obtained 87.5% in the very good category. In the implementation phase of the first cycle, it got 42% in the good enough category, 57% for cycle II in the unfavorable category and 79% for cycle III in the good category. The results of the assessment of the increase in students' intellectual skills in the first cycle obtained 33.3% with the bad category, while the second and the third cycle scored 51.1% with a fairly good category and 84.4% with a very good category respectively. Based on the results of the study showed that during the three cycles of significant changes in the results of intellectual skills assessment from 33.3% to 84.4%, it can be concluded that the Dukasan media is effective in improving intellectual skills in learning PPKn.**

Keywords*— *intelectual skills; dukasan media

I. INTRODUCTION

Thinking skills are very important to be had by students in teaching and learning activities. This skill will make it easier for students to understand the material that will support learning success. To achieve this success, learning Pancasila and Civic Education has its own challenges, where this learning still tends to be considered boring and unattractive for students.

This view certainly must be corrected immediately given that the learning objectives of Pancasila and Civic Education will become the hallmark of Indonesian people themselves. The results of the study of Pancasila and Citizenship Education (Pancasila and Civic Education) or civic education in various countries in the world agree that the goal of Pancasila and Civic Education is to form good citizens (to be good citizens). Civic education, therefore, is-or should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Pancasila and Civic Education are education that can shape the attitude and behavior of good citizens [1]. Good and Smart Citizen must be able to be achieved with the competence of citizens, including Civic Knowledge, Civic Skill, and Civic Disposition which in fact must be achieved holistically and comprehensively. These objectives must be achieved to improve the quality of human beings of Indonesia who are virtuous, personable, independent, advanced, resilient, professional, responsible, and productive as well as physically and spiritually healthy [2].

Recognizing that not all classroom experiences are created equal, we break new ground by exploring the degree to which the effectiveness of civic education is conditioned on variation in instructional methods employed by teachers [3]. These goals should be able to be achieved by increasing students' thinking skills which are part of civic knowledge in the learning of Pancasila and Civic Education. Citizenship intellectual skills are part of the results of citizenship knowledge. The concept of intellectual skills at the most basic level is a mental operation that allows us to gain new knowledge, applies that knowledge in familiar and unique situations, and controls the mental processing used to obtain the situation, and control the mental processing used to obtain and use knowledge.

The broad learning of Pancasila and Civic Education and even all aspects of national and state life in actual detail has been explained in the form of basic competencies and indicators. The scope of this material is an important part in the administration of the preparation of the success of learning civic knowledge that is measured through students' thinking skills. In education, the interest in learning strategies is the idea of competency, in fact, the strategies are considered part of the resources that the student should engage in order to put in practice the competences. [4]. The failure that often occurs in the learning of Pancasila and Civic Education is the inability of students to identify, describe, analyze, and evaluate the material delivered by the teacher. This inability leads to low intellectual skills of students in the subjects of Pancasila and Civic Education. Learning should be able to utilize all available resources. Learning process provides students the seek and

explore information needed during learning activities by utilizing the technology [5].

Based on the results of interviews by several students at Junior High School 26 Bandar Lampung, the same problem also occurs in which students are often confused in identifying concepts in the material of Pancasila and Civic Education and find it difficult to classify functions, structures, and tasks on some of the Pancasila and Civic Education material, and students also have not been able to argue based on the knowledge they have. The obstacles and challenges of the Pancasila and Civic Education subjects that have been considered as boring, unattractive subjects, and have not been renewed, make some parties pessimistic about the learning objectives of the Pancasila and Civic Education. In addition, the tendency of teachers to choose and use teaching methods that are speculative results learning activities that are less attractive, not challenging, and difficult to achieve targets. The success of learning activities both face-to-face and e-learning is determined by the active role of students and teachers [6]. The teacher has the obligation to carry out the material with methods and med that support the success of achieving the intellectual skills. In a learning organization, learning and work are combined. An ongoing systematic way t nsure continuity of individual, group and organizational. It is the learning culture that contributes to the existence of learning organization. There are seven dimensions that characterize learning organization culture [7].

Dukasan media is a learning novation media designed to facilitate teachers in providing Pancasila and Civic Education material in the classroom. In addition, the Dukasan media also has an insight card that can be used as a media for evaluating learning in the domain of citizenship knowledge. Intellectual skills as part of the success aspects of civic knowledge are expected to increase through Dukasan media. Therefore, the teacher tries to carry out action research classroom activities by applying Dukasan media to have an impact on intellectual skills which is then realized in the form of research entitled "Increasing Intellectual Skills with Media Support in Learning Pancasila and Civic Education in Junior High School 26 Bandar Lampung"

II. Research Purposes

The purpose of this study is to get an overview of the learning process (planning, implementation, assessment results, effectiveness) in the application of Dukasan media to improve class VII's intellectual skills in Junior High School 26 Bandar Lampung.

III. Theoretical Frame Work

A. tellectual Skills

Teaching is an experiential process that demands holistic and integrative critical analysis of both the theoretical frameworks that support it and the context in which it develops [8]. Teaching success can be measured by students' success in understanding the material being taught. The ability to think becomes an instrument to be able to understand the material.

The success of Pancasila and Civic Education subjects can be measured m three competencies including knowledge of citizenship (civic knowledge), civic skills (civic skills), and civic values (civic values). These three skills must be achieved holistically. There is a common conceptual and operational definition needed before discussing the difficulties of developing intellectual skills which, if analyzed, are similar to civic knowledge. At the most basic level, intellectual skills are mental operations that allow us to gain new knowledge, apply that knowledge in familiar and unique situations, and control the mental processing used to acquire situations, and control the mental processing used to acquire and use knowledge [9].

The dimension of thinking needs to be developed, because of most taxonomic intellectual skills, by relying on common sense and expert opinion. More studies are needed to provide empirical evidence about the intellectual skills needed to meet the demands of work and daily life. There are three intellectual indicators of skills. 1) Thinking ability: Thinking ills are specific mental operations used in combination to achieve certain goals [10]. 2) The process of thinking: the value of specific thinking skills is limited unless we can combine it into a larger thinking process. Marzano identified eight thought processes used to gain knowledge and apply it in our daily lives. 3) Critical and creative thinking: Critical and creative thinking is a unique type of thinking process. We relate to various levels of creative and critical thinking when solving problem making decisions, and conducting research.

The most useful and prescriptive approach to describe what one must know to learn intellectual sk s is Gagne's learning hierarchy [11]. Learning determines subordinate skills that must be kn n before higher skills can be learned. Ownership is only top skill and essential subordinate skills which are the minimum level f knowledge. While hierarchical learning techniques are important and useful advances in theory and paragraphs, to illustrate a greater level of understanding, we need to expand the analysis of peak skills to other knowledge that may be related to them and the skills of their subordinates.

Citizenship knowledge becomes one of the areas that need to be considered considering that this knowledge is the basis for the formation of attitudinal skills and participating skills. Intellectual skills are part of the citizenship knowledge that is indispensable in understanding the vast material of Pancasila and Civic Education. Intellectual skills can show how teachers organize subject matter logically. Organizing subject matter is carried out based on the types of discourse actions carried out during the learning process. The most important intellectual skills for the formation of citizens who are broad-minded, effective and responsible include critical thinking skills. Intellectual skills is the ability to use knowledge to solve problems. In the learning process, knowledge comes from subject matter. Elaboration of subject matter is carried out according to intellectual rules whose elements are intellectual ls [12]. Indicator of Intellectual Skills processed by the Center for Civic Education (1994), there are nine National tandards for Civics and Government, namely identifying, describing, explaining, analyzing, evaluating, taking opinions, and defending opinions

B. *Overview of the Media Dukasan*

Learning process and practice activities will be the driving force of learning innovation [13]. These activities must be supported by the teacher's creativity in teaching. Learning can be understood as an effort made to facilitate learning activities [14]. The most dominant order of life in the formal education environment is learning. Learning in educational institutions has not been seriously developed based on valid principles to provide opportunities for students to learn smart, critical, creative, and able to solve problems. Most learning practices use intuition or based on peer experience [15].

Learning innovation will instill deep learning, present active experience, and the ability to apply knowledge [16]. This activity must be supported by learning innovation media. Dukasan media is designed in the form of symbols plus sign consisting of 5 parts of the box (board), 1 middle board and 4 side boards (right, left, top, and bottom), 4 dice, 4 boxes of dice pedestrians, 48 insight cards and 1 flag. So far the Dukasan Media is still designed as a conventional physical media (hardware) designed with a minimum size of 20X20 cm (on each board) so that the overall size is 60cm2. Or a large size of a maximum of 2 x 2 meters used in large groups as well. Because it has four sides, Dukasan Media can be practiced for at least 4 people, so it is very suitable for use in cooperative learning models. This learning strategy with media can be designed where students learn and work in groups whose members consist of 2 to 5 people, with a heterogeneous group structure [17].

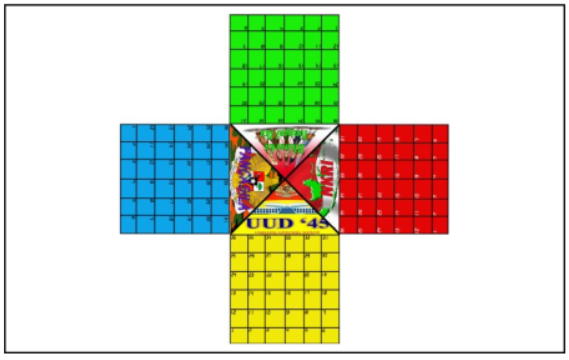

Fig. 1. Media Design of Dukasan.

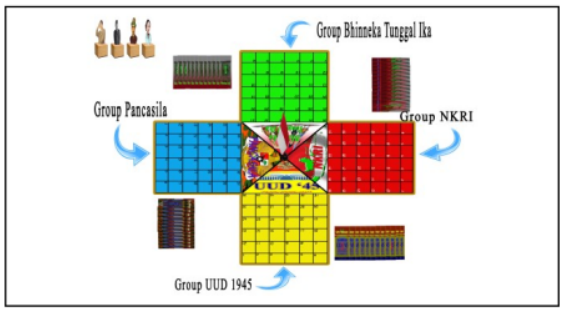

Fig. 2. Reading Order of Insight Cards media.

In the implementation of the insight card also determines whether the group can run a hero statue according to the number of scores on the insight card. Each group can run a pedestrian statue according to the score stated on the insight card (1 to 6). In giving scores, the author has considered the level of difficulty in each challenge item on the insight card. Insights cards in the media that have dukasan can be used as learning evaluation media, of course in the realm of citizenship knowledge. Insights cards number 48 in one Dukasan media, with 4 kinds of cards based on side boards (Pancasila, Bhinneka Tunggal Ika, UUD, and NKRI). So that each group has 12 insight cards. An insight card functions as a media that contains tasks / commands/ questions that are in line with Core Competencies, Basic Competencies, and Indicators to be achieved.

IV. METHOD

This study uses a mixed method approach with class room action research design which includes four series of planning, implementation, observation, reflection activities. Classroom Action Research or Class Room Action Research is an observation of learning activities, an action that is deliberately raised and occurs in the classroom together.

The implementation of this classroom action research is stopped if the achievement of teacher and student success indicators is 75%. Improvement of learning in each cycle is a series of activities and stages that are continuous and related and sustainable between cycles. The work procedure in this study is designed in cycles, each cycle consists of 4 stages that must be followed, namely: planning, implementation, observation and reflection.

A. *Planning*

The plan in this class action is at least two cycles and is expected to have the desired results. Planning assessment indicators are seen from several indicators outlined in the initial activities of the clarity of the formulation of learning objectives, clarity of methods and media in Dukasan, clarity of learning plans through Dukasan media, preparation of indicators according to KI and KD, compiling indicators of intellectual skills, compiling insight cards according to learning objectives, determining relevance and the urgency of the material, and determine the evaluation of learning outcomes.

B. *Implementation*

The activity carried out at this stage is to carry out learning in accordance with the predetermined plan. The implementation of Dukasan media is carried out to improve intellectual skills. The pre-learning assessment indicator is seen from several indicators outlined in the pre-learning activities which consist of conditioning students, submitting SK, KD, as well as learning objectives, exploring students' initial knowledge, providing motivation to students. The core activities consist of linking the material with the intellectual skills of students, carrying out learning through the Dukasan media, adjusting the weight of the insight cards according to the students' intellectual skills, responding positively to student participation in conducting discussions, guiding students in

conveying ideas / opinions, and using spoken / well written language and right. Process assessment consists of monitoring the progress of students' intellectual skills in learning, helping students review the learning process. The closing activity consists of guiding students to make conclusions / summaries of material, giving assignments to students in the form of individual and group assignments, and providing information on lesson plans at the next meeting, and evaluating.

C. *Observation*

This stage is an activity carried out by researchers along with companion observers to make observations on the teacher's activities in the implementation of Dukasan media and the intellectual assessment of students' skills.

D. *Reflection*

Reflection is a step to analyze student work. Evaluate actions that have been taken to improve the implementation of actions according to evaluation results, to be used in the next cycle.

E. *Research subject*

The subjects of this study were teachers and students at 26 Bandar Lampung Junior High School 2016/2017 Academic Year. The research activities were carried out at the 26 th grade of Junior High School.

F. *Data collection technique*

Data collection techniques use basic techniques, namely observation, questionnaire, and documentation.

G. *Data analysis*

Data analysis is an activity to look at every step that is made, starting from the preparation stage, the process of the results of work or learning, in the sense of whether the activities and steps are in accordance with the objectives to be achieved or not. Researchers combine data collection tools such as observations, questionnaires, tests and other ways to obtain similar data so that incomplete and dubious data can be supplemented and convinced by other data and in other ways [18]. Likewise with the CAR analysis on learning activities, the analysis was conducted to estimate whether all aspects of learning involved in it were in accordance with capacity so the data analysis that was done was:

- Collect all data from the results of observations of cycle I, both quantitative data and qualitative data using formulas
- Analyzing data by making a percentage tabulation, and presented in tables and graphs.
- Test the success of the study by comparing the results of data processing with indicators of success between the first cycle, second cycle and third cycle test results.

H. *Indicator of Success*

As an indicator of success that is expected in the research conducted is if the students' intellectual skills in learning PPKn have shown an increase in each cycle until intellectual skills reach 75%.

V. Discussion

A. *Cycle I*

Intellectual skills by applying the Dukasan media to the Pancasila Lessons and Citizenship Education in the first cycle are not optimal. This can be seen from the actions, namely the ability and types of norms 43.70%, able to detail the general characteristics of habits based on norms 35.55%, the ability to norm behavior 36.29%, arbitrarily classifying the characteristics of norm floods 36, 29%, the ability to give norms to norms is 34.81%, collecting important matters from issues and injustice 23.70%, and the ability to give opinions about justice and injustice 22.70%. Thus, on average the average student in the first cycle reaches 33.3%, while the indicator that will be used in this study is 75%, so the research must be done for cycle II.

The ability of teachers in learning planning (RPP) with the application of Dukasan media is less than optimal. Work on activities that are trying to reach a total of 11. Clarity in the formulation of objectives, clarity using methods and media Dukasan average results 2 with unfavorable categories, compiling indicators according to basic level 3 with good enough categories, training indicators of expertise, determining learning outcomes and Insights cards average 1 results with bad categories, determine the relevance and urgency of the material score 2 with good curag categories. Therefore, it can be concluded that the teacher's ability is quite good in planning learning (RPP) with Dukasan media. The research results proved that at the planning stage it increased by 32.5%.

The ability of teachers in the learning media with Dukasan media is also not yet maximal. The lessons produced by the teacher in cycle I show 40% of pre-learning activities. At 26% flight activities. In their activities, the process produces a score of 45%. In closed activities the yield is 45%. The teacher's activity in the learning process with the Dukasan media in the Iunggling cycle is 42% with a fairly good category and has not reached the indicator that has been set 75%, Less value is taken care of which is a weakness that occurs in cycle I and will be used as study material for reflection and revision to be made in cycle II.

B. *Cycle II*

The percentage of intellectual skills by applying the Dukasan media to the Pancasila and Civic Education lessons in the second cycle is also not optimal. This can be seen from the observation that is the ability to identify and differentiate norms 62.96%, able to classify behavioral characteristics based on norms 58.51%, ability to describe norms violation behavior 60%, able to classify the characteristics of norm violations 54, 07%, ability to give an assessment of norms 41.48%, record important things from the issue of justice and injustice 40%, and the ability to give opinions about justice and injustice 40.74%. Thus, the average activity of students in the first cycle only reached 51.1%, while the indicators expected in this study were 75%, then the research should proceed to cycle III.

The results of observation in planning activities get a total score of 22. The ability of teachers in learning planning (RPP) with the application of Dukasan media is less than optimal. Clarity using the methods and media of Hamlet and compiling indicators according to basic competencies obtaining score 2 with unfavorable categories, and the rest on other indicators of clarity of goal formulation, compiling intellectual indicators of skills, determining evaluation of learning outcomes and compiling insight cards, determining the relevance and urgency of the material obtained score 3 with a pretty good category. Therefore, it can be concluded that the teacher's ability is quite good in planning learning (RPP) with Dukasan media. The results showed that at the planning stage obtaining cycle II obtained 55% in the unfavorable category.

The ability of teachers to manage learning with Dukasan media is also not yet maximal. Observations by collaborators of teacher activities in cycle II showed 60% pre-learning activities. At the core activity, 58% gained. In the assessment process the process obtained a score of 60%. In the closing activity, 50% was obtained. Teacher activities in the learning process with Dukasan media in cycle II obtain 57% in the category of good enough and have not reached indicators that have been set 75%, the lack of values above is a weakness that occurs in cycle II and will be used as study material for reflection and revision will be carried out in cycle III.

C. Cycle III

The percentage of intellectual skills by applying the Dukasan media to the Pancasila and Civic Education lessons in cycle III is very satisfying. This can be seen from the observation that is the ability to identify and distinguish 94.81% norms, able to classify behavioral characteristics based on 88.88% norms, the ability to describe the behavior of 83.70% norm violations, able to classify the characteristics of norm violations 81.48%, ability to give an assessment of the norm 78.51%, record important matters of the issue of justice and injustice 78.51%, and the ability to give opinions about justice and injustice 85.18%. Thus, the average intellectual skills in the third cycle reached 84.4% which has exceeded the indicators that have been set, so the study was stopped until cycle III.

The results of observations on planning activities get a total score of 35. The ability of teachers in learning planning (RPP) with the application of Dukasan media is very maximal. Clarity in the formulation of objectives, clarity in using methods and media in Dukasan, compiling indicators in accordance with basic competencies, clarity of learning plans to obtain an average score of 4 with good categories. Develop intellectual skills indicators, determine evaluation of learning outcomes and compile insight cards to get an average score of 5 with very good categories. Therefore, it can be concluded that the teacher's ability is quite good in planning learning (RPP) with Dukasan media. The results showed that in the planning phase in cycle III, it was 87.5% with a very good category.

The ability of teachers to manage learning with Dukasan media is also not yet maximal. Observations by collaborators of teacher activities in the third cycle showed 82% of the pre-learning activities. At the core activities, 75% are obtained. In the assessment process the process scored 85%. In the closing activity, 72% was obtained. Teacher activities in the learning process with Dukasan media in cycle III get 79% with good categories and have reached a predetermined indicator of 75%, it shows that the teacher's ability to develop RPP continues to increase even though gradually, but it shows positive things.

Based on the results of activities from the first cycle to the third cycle, there was an increase in intellectual skills that were very significant which was marked by an increase in the ability of teachers to plan learning and the ability of teachers to manage learning through Dukasan media. Observations by collaborators of teacher activities in the third cycle on planning and implementation activities have increased in the very good category. This shows that the activities of the teacher in the learning process with the Dukasan media in cycle III are in accordance with the indicators that have been established, namely ≥75%, so that the research is sufficiently complete until cycle 3 only.

VI. CONCLUSION

The planning stage of learning in the learning process by using Dukasan media is very important to improve intellectual skills as a reference material that will be used and facilitate the teacher in carrying out the learning process in the classroom. Good planning and compiled with careful consideration will have an impact on the end result that will be the goal of the learning process.

At the implementation stage of the Pancasila and Civic Education learning with Dukasan media can improve the intellectual skill of students. In addition the teacher can foster student motivation, and students can explore their potential more than that, it can make students more creative, and students can have good thinking and thinking skills.

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