

Civics Textbook Supplement Design Based on Pancasila Student Profiles to Increase Student Activity

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Abstract: The condition of diverse learning needs and the rapid development of education requires textbooks prepared by the government to meet learning standards that are expected to fulfill the success of learning activities in schools. The results of the needs analysis of the Civics Junior High School Textbook in Bandar Lampung City show that there is a need for a complementary textbook that is expected to support typical Civics learning activities. This research method is a development research used to produce certain products, and test the effectiveness of these products. The development model and procedures used in this study are divided into 4 stages, 1) Needs Analysis Stage, 2) Product Design Stage, 3) Validation and Evaluation Stage, and Final Product Stage. The results of this study show that the use of textbook supplements has a significant impact on students' understanding and learning outcomes. Effectiveness testing shows that the average formative test results for students who use digital map learning are greater than the average formative test results for students who use conventional learning. Efficiency testing can be concluded that Civics learning, especially the material displaying a positive attitude towards the flow of drafting the foundation of the Indonesian state and norms in everyday life using textbook supplement learning has the efficiency of saving more time than learning that does not use textbook supplements. It can be concluded that students' attitudes towards the attractiveness of digital map learning that has been applied in experimental classes have a positive impact on learning outcomes.

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Introduction

The Pancasila Learner Profile is a vision of the character and capabilities of Indonesian students. The Pancasila Learner Profile is designed in the curriculum based on the constitution related to the purpose, role and function of national education. The 1945 Constitution, Pancasila, graduate standards, and the mandate of Indonesian education leaders are the main references in formulating the Pancasila Learner Profile. Pancasila learners are "Indonesian students who are characterized as lifelong learners who have global competence and behave in accordance with the values of Pancasila".

Learning Pancasila and Citizenship Education is certainly a challenge for subject teachers considering that attitude building and character strengthening are the main objectives of Civics subjects which must be achieved holistically through the competencies of civic knowledge (Civic Knowledge), civic attitudes (Civic Skills), and civic disposition (Civic Disposition). Civics is a subject that is directly related to efforts to shape the personalities of

students in accordance with the Pancasila Student Profile. Namely, to produce students who are faithful, devoted to God Almighty, and have noble character; have global diversity; are independent; work together; reason critically; and are creative.

Indonesian students are students who believe and fear God Almighty. His faith and piety are manifested in noble morals towards himself, fellow humans, nature, and his country. He/she thinks and behaves in accordance with divine values as a guide to sort out and choose what is good and right, be compassionate to His creation, and maintain integrity and uphold justice. Indonesian students always think and behave openly towards pluralism and differences, and actively contribute to improving the quality of human life as part of the citizens of Indonesia and the world. As part of the Indonesian nation, Indonesian students have an identity that represents the noble culture of their nation. He values and preserves his culture while interacting with other cultures. He/she cares about his/her environment and makes the existing diversity a strength to live together. He/she is willing and skillful in cooperating and helping others in various activities aimed at the welfare and happiness of society. The Indonesian student is an independent learner. They take initiative and are ready to learn new things, and are persistent in achieving their goals. Indonesian students love and are able to reason critically and creatively. They analyze problems using scientific thinking rules and apply alternative solutions innovatively. He/she actively seeks ways to constantly improve his/her capacity and be reflective so that he/she can continue to develop himself/herself and contribute to the nation, state and world.

The Pancasila Learner Profile is designed in a constitution-based curriculum related to the purpose, role and function of national education. Pancasila, the 1945 Constitution, graduate standards, and the mandate of Indonesian education leaders are the main references in formulating the Pancasila Learner Profile. The nature of learning occurs when there is interactive communication between learning components. Communication between students, students-teachers, students-students-teachers, students-teachers-course materials and so on. The event is characterized by effective and conducive activities within the scope of activities referred to as learning events. Learning activity is an activity carried out by students both physically and non-physically, in the learning process the expected student activity is the involvement of students in the form of thoughts, attention, attitudes in learning activities in order to achieve the success of the teaching and learning process and benefit from these activities. Sardiman (2011; 101) explains that learning activity is an activity carried out by students both physically and non-physically, in the learning process the expected learner activity is the involvement of students in the form of thoughts, attention, attitudes in learning activities in order to achieve the success of the teaching and learning process and obtain the benefits of these activities.

Thus, activities in learning need to be designed in such a way as to allow learning to occur in students. The organization of all learning components needs to be considered, especially the learning materials and resources that will be used. The textbook in question is a textbook that is used not only as part of the learning activities. However, it should function as a vehicle for the learning process that has an equally important role as the teacher's activity in explaining the material. The learning activities of students are not only listening and paying attention to the learning presented by the teacher, but the learning activities can also be mediated through textbooks that have been designed by the teacher beforehand which certainly allows the learning activities to lead to the achievement of indicators and a number of competencies that are expected to emerge.

In line with efforts to form the profile of Pancasila learners, the role of learning activities provided in learning both through teacher teaching activities also needs to be implemented in a number of series of activities in the textbooks used. Learning activities, especially in learning Pancasila and Citizenship Education (PPKn) are very important, because through these learning activities students can also directly practice in the form of involvement of learning learners as young citizens known as citizen participation. Furthermore, this citizen participation is part of the competence of citizens, namely civic knowledge, civic skills and civic disposition.

Students as young Indonesian citizens are expected to have a profile as Pancasila learners. So that student activities designed in textbooks should pay attention to the level of learning development of students, cognitive development and readiness to learn and consider the characters to be instilled. For this reason, textbooks can be developed based on the Pancasila learner profile which has a number of important elements including faith, fear of God, and noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. Each of these elements is delivered intensively in the form of behavioral habituation in learning that is integrated in learning activities.

Based on the results of preliminary research in several junior high schools (SMP) in Bandar Lampung city, it was found that student learning activities were not optimal, especially during the current Covid-19 pandemic. Learning activities are very difficult to measure, observe and even train, this condition can be predicted to lead to a crisis in achieving the expected competencies in learning. In addition, students' low motivation to learn in Civics learning is indicated by an attitude that does not show seriousness in learning, laziness, boredom and even to deviate behavior in learning such as disturbing their friends. This situation is also signaled by the unattractive, monotonous conditions of Civics learning and so on. On the other hand, if we observe the condition of the textbooks used so far, it is deemed necessary to supplement them to make them clearer and intensively train skills/activities/train citizen participation and need to integrate implementation values in the formation of the Pancasila learner profile.

The existence of this textbook supplement provides learning alternatives for students and teachers. By providing learning alternatives in the form of learning activities provided and the addition of extensive and in-depth material allows students to learn more meaningfully. This textbook supplement integrates several elements of the Pancasila student profile that are tailored to the needs of the material and the character to be formed.

Thus, teaching material supplements that have been tested, validated by material, media and linguistic experts and considering syntactic needs in learning are expected to be able to overcome problems in learning such as weak student learning activities. This development research was conducted to create a supplement to the Civics textbook in junior high school in Bandar Lampung city which was developed based on the Pancasila student profile to increase learning activities in order to form ideal citizen competencies, namely students as young citizens who have civic knowledge, skills and civic character. So that in the end students grow as smart and good citizens with good character.

Methods

This research is a development research (Research and Development), namely the development of KDP textbook supplements in junior high school with a design following the steps of Borg & Gall development research. The steps of development research (Borg & Gall, 2003: 569-575). Namely: Research and information collecting, Planning, Develop

preliminary form of product, Preliminary field testing, Main product revision, Main field testing, Operational product revision, Operational field testing, Final product revision, Dissemination and implementation.

The location of this development research was conducted in several public and private junior high schools in Bandar Lampung. Data analysis techniques in this study used questionnaire analysis of expert validation tests and small group tests, analyzing questionnaires in terms of attractiveness, convenience, and usefulness and analyzing student learning outcomes through pre tests and post-tests used to test the effectiveness of the developed teaching material supplement books. The following is a description of the junior high school Civics textbook supplement developed in this study:



Figure 1. Textbook Development Framework

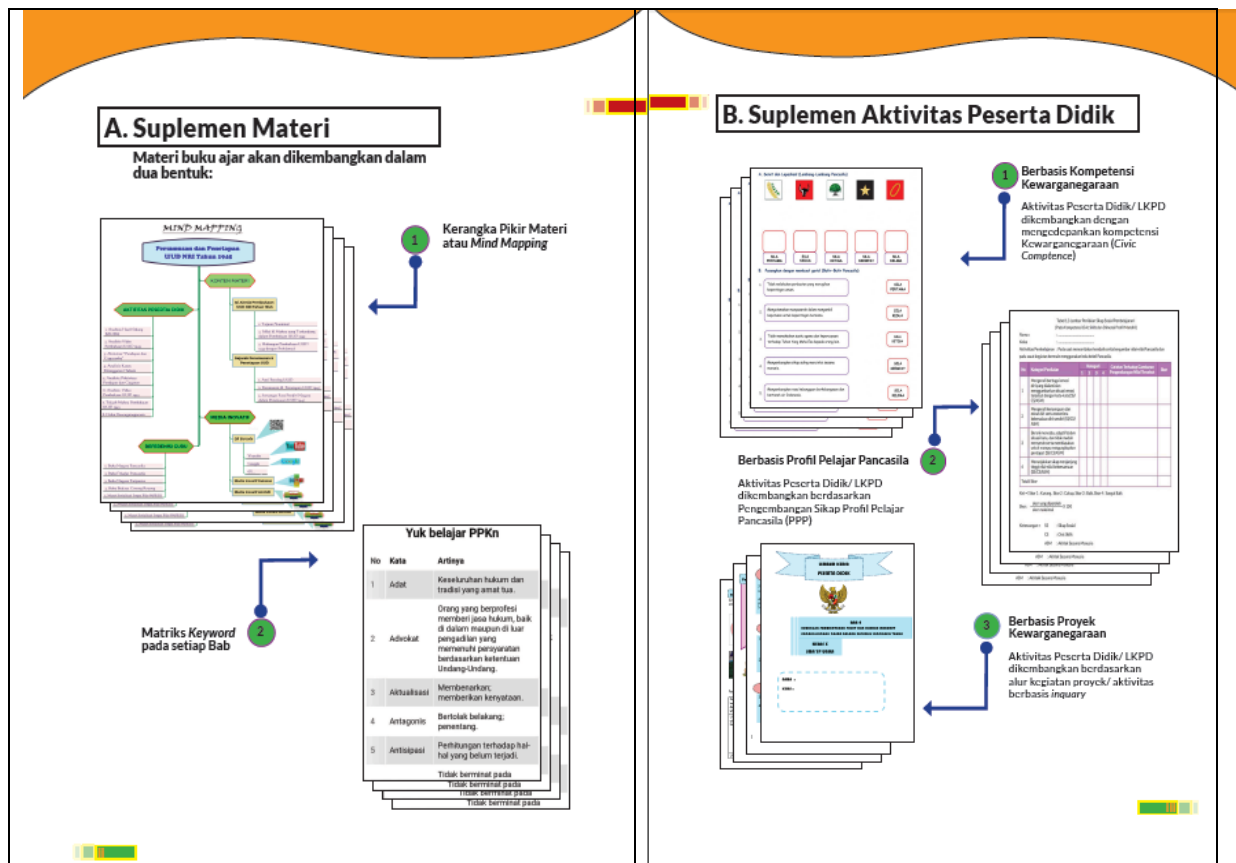


Figure 2. Textbook Content

Research Results And Discussion

Research Results

Textbook is one of the important elements that will support learning activities. The ideal textbook will support the success of learning in line with research entitled "The effect of using textbooks and the internet as a learning resource on student learning outcomes in social studies learning" by Anisah in 2017 that textbooks have an influence on learning success. This means that in this case it will also have an impact on learning boredom. The results of other studies also show that Civics Textbooks are assumed to be poor if they have not provided stimulus and convenience to students towards understanding and improving thinking skills that are in harmony with the learning objectives of Civics in school. (Abdulkarim, A. (2005).

An overview of teachers' perceptions of the application of Class VII Junior High School Civics Textbooks in learning was obtained from distributing questionnaires with 8 question items distributed to 40 teachers who are members of the Bandar Lampung City Junior High School Civics MGMP Teacher Community. The questionnaire that the researchers distributed was an open and closed questionnaire so that respondents could further explain the answers to the question items asked. The scale as set out in the closed questionnaire is the calculation of scores from positive (+) to negative with scores very good (4), good (3), less good (2), and not good (1).

The Civics Textbook for Junior High School Class VII still does not accommodate effective Civics learning, which does not contain elements that basically meet the criteria for textbooks to be used as learning materials that can improve students' thinking skills. This is due to several factors, namely: 1) teaching materials that are prepared are less attractive, 2) the content of teaching material content is less specific on the urgency of the material 3) teaching materials are less in accordance with the characteristics of students, 4) teaching materials do not accommodate activities that support independent students, 5) teaching materials do not provide clear examples, 6) teaching materials have not been equipped with adequate mind mapping, 7) teaching materials are equipped with evaluations that support students' self-regulation, 8) teaching materials have not been equipped with Learner Worksheets.

Field studies conducted through observations, interviews and distributing questionnaires found out how the utilization of Civics Textbooks supports learning in the classroom. Textbooks have not presented the depth of development of civic values and attitudes (civic dispositions) and civic skills (civic skills) is not sufficient. Teaching materials and evaluations in Civics textbooks have not provided stimulus and convenience to students towards understanding and improving thinking skills that are in harmony with the learning objectives of Civics in schools. In the learning process, the teacher conveys or presents the material in accordance with the basic competencies and objectives of learning and is immediately given an exercise in the form of a pretest question. This activity is carried out to reveal the initial concept after learning to carry out the steps of understanding the flow of formulation of the Pancasila state foundation given a post test question to determine the learning outcomes before and after using the Civics Textbook Supplement Class VII.

The validation was carried out with a questionnaire using a Likert scale. In addition, there is a suggestion pool containing suggestions for improvements to the use of Civics Textbook Supplements for Class VII with the results of learning design experts 3.57, material experts 3.26, media experts 3.67 and the results of small group trials, showing that 92% of respondents gave good statements and 8% stated very well. the next is seen from the aspect of the role of textbook supplements in learning showing a systematic sequence of activities that foster learning motivation. 83% of respondents stated 83% good and 17% of respondents stated very good. The results of the field trial showed a total of 81 students and evaluated them using a questionnaire that had been given by the researcher. this is intended to obtain input and corrections about the book supplements that have been revised after the small group trial the results of this trial question will later be used as a foothold in making further product revisions.

Discussion

Condition and potential. Based on the results of field studies conducted through observation interviews and distributing questionnaires to find out how learning has been carried out so far, whether it is effective or not and the needs of students and teachers for Textbooks, it is obtained that Civics learning has not shown activities that show the activeness of students who are accommodated by the textbook. Teachers tend to use textbooks as they are, without modifying innovative learning activities and learning seems boring. The skills of analyzing, evaluating, and creating become domains of knowledge that are in the realm of higher-order thinking skills, knowledge, and understanding and application which are considered as outcomes related to content competence (Ronald A. Styron, 2014). The process also supports children to develop their intellectual abilities

(Honigh, A.S. 2000). Critical thinking skills which are the nuances of higher order thinking have become a trend in the Education domain as an indicator of academic and life success. With higher order thinking skills, we can make decisions and evaluate our thought processes, in other words we are able to be reflective in understanding problems, creating solutions and making decisions (Knoll, 2000). This high-level thinking ability certainly requires learning activities or activities that should be able to be supported by a variety of aspects.

Development process. This development research was conducted through 7 stages of the 10 stages of Borg and Gall's RnD cycle development research. the research process begins with field studies and literature studies to analyze the needs of students and teachers point Data obtained from interviews and questionnaires point The results of field studies indicate the need to develop learning models in learning activities. The second step of Borg and Gall is planning, the second step formulates learning objectives, selects teaching materials and designs learning, the learning design development model uses steps 1-4 because the fifth step already contains the Borg and Gall development model.

The initial product developed in the form of a Civics Textbook Supplement framework to determine the feasibility of the product to be developed, a product validation test is carried out on a limited test, namely 3 experts and students at the limited trial stage at the limited test stage, input is obtained from 3 experts and students as product users, the point of revision is made to accommodate input from the three experts and students through the revision process, a product is obtained that is ready to be tested when tested one-on-one and small group trials.and small group trials at each stage of the trial a revision process is carried out based on suggestions and comments from the implementation of media utilization trials after going through the trial process then the product is ready for field testing To determine the level of effectiveness efficiency and attractiveness of the use of Textbook Supplements.

Effectiveness of textbook supplements for Civics Education. Based on the results of the posttest at SMP Negeri 26 Bandar Lampung SMP Negeri 28 Bandar Lampung and SMP Budaya Bandar Lampung, the average value is obtained in the more effective category, the point based on the posttest results obtained from each experimental class and control class in three schools, namely SMP Negeri 26 Bandar Lampung and SMP Negeri 28 Bandar Lampung and SMP Budaya Bandar Lampung shows that the use of the learning model wants to provide effective learning so as to improve teacher performance and student learning outcomes in Civics subjects.

This is supported by several theories put forward by Reigeluth and Merrill (in Degeng, 2007: 165), which state that the level of effectiveness of learning development is measured through the achievement of learning objectives. This is also shown in relevant studies in research on the utilization of Textbook Supplements. The point according to the results of this development research can be concluded that the effectiveness of learning in terms of student learning outcomes that have used this emang learning model is greater than learning that does not use Textbook Supplements.

The learning theory that is the reference for the development of learning models is in accordance with the opinion of Gagne in Suyono Koma 2012 that learning occurs in the process of receiving information to be processed so as to produce outputs in the form of learning outcomes point Based on this description, learning starts from the simplest things followed by more complex verbal associations discrimination and learning concepts to higher types of learning in the brackets of learning rules and problem solving. In practice, these learning styles still refer to stimulus-response associations. This theory is more suitable for use in learning Civics subjects by using media that they use themselves based on instructions

and steps because students interpret the stimulus they receive themselves connecting the information they receive with the experience they gain.

Efficiency of Textbook Supplements Researchers get the results that in terms of efficiency or length of learning time using learning models in learning takes less time than learning without using learning models. The efficiency aspect point is measured through the learning efficiency of the learning model, which looks at the capacity of the resources needed and the learning time used to achieve the learning objectives that have been set. This is supported by several theories expressed by H. Emerson (2003, 233). Interactive teaching materials provide a new way of learning, and also motivate them to learn, make learning more interesting, increase their attention to instruction, more efficient, and increase their interest in the classroom (O'Bannon, B; 2017).

The results showed that there was an effect of interactive textbooks on higher cognitive and affective perception scores (Weng, C; 2018). This is in line with the results of research showing that books developed with more complete literacy, and a combination of technology development can increase the effectiveness of textbooks in learning (Roskosa, Bueckb, etc; 2017). In addition, other studies also show that the convenience of textbooks that combine technology can support the development of student metacognition and learning skills (Connor, C. etc; 2019). So it can be concluded that the products produced in the development research are more efficient to use in learning Civics.

The interestingness of the textbook supplement showed that the textbook supplement module was applied in three schools, namely SMP Negeri 26 Bandar Lampung, SMP Negeri 22 Bandar Lampung, and SMP Budaya Bandar Lampung, conducted by filling out a questionnaire. From the calculation results for the attractiveness aspect of learning using the developed textbook supplement product is 81.20%. According to the percentage criteria and classification of the attractiveness and ease of use of textbook supplements. Then the percentage results obtained are included in the interesting category, namely 70%-82%. This shows that the textbook supplement module is interesting and easy to use in Civics learning.

Conclusion

Conditions in Bandar Lampung Junior High School learning media and methods used in Civics learning are less varied. Therefore, junior high schools in Bandar Lampung have the potential to develop textbook supplements. This is based on the results of the analysis of student and teacher needs for the use of textbook supplements. Effectiveness testing shows that the average formative test results for students who use textbook supplements are greater than the average formative test results for students who use conventional learning.

Efficiency testing can be concluded that Civics learning, especially the material displaying a positive attitude towards regional protection in learning activities using textbook supplements, has the efficiency of saving more time than learning that does not use textbook supplements.

The Civics textbook supplement was applied to three (3) schools namely SMPN 26 Bandar Lampung, SMPN 22 Bandar Lampung and SMP Budaya Bandar Lampung, conducted by filling out a questionnaire. From the results of the calculation for the aspect of attractiveness obtained from the results of the percentage of student attitudes representing the attractiveness of textbook supplements and products developed is 81.20%. In accordance with the percentage criteria and classification of the attractiveness and ease of use of textbook supplements, the percentage results obtained are included in the interesting category, which is between 70% - 89%. So it can be concluded that students' attitudes towards the attractiveness

of textbook supplements that have been applied in experimental classes have a positive impact on learning outcomes.

The hope for schools is that textbook supplements can be used as a learning alternative to increase the effectiveness, efficiency of learning and be able to motivate students to stay involved in learning tasks both in Civics and other subjects. For junior high school Civics teachers, it is hoped that the way of teaching can be more creative by using textbook supplements as textbooks that are effective, efficient, and able to provide attractiveness. So that it allows students to be actively involved in finding concepts and principles to solve problems, is able to arouse curiosity, and motivate students to remain enthusiastic about learning.

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