



Digital Clipping Learning Media Based on the Practice of Pancasila Values in Theme 5 Sub-theme 1 for Class V Elementary School

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ABSTRAK

Pembelajaran abad 21 erat kaitannya dengan pengembangan teknologi, informasi, dan komunikasi. Kurangnya inovasi dalam pemanfaatan teknologi pada pembelajaran yang dikemas menjadi media pembelajaran menyebabkan pembelajaran kurang menyenangkan, sehingga berimplikasi pada hasil belajar. Tujuan penelitian ini adalah mengembangkan media pembelajaran klipings digital yang valid, efektif, dan praktis berbasis pengamalan nilai-nilai Pancasila untuk peserta didik kelas V SD. Jenis penelitian ini adalah penelitian kuantitatif dengan desain penelitian pengembangan model Borg and Gall. Subjek penelitian adalah peserta didik kelas V SD yang berjumlah 49 peserta didik, 20 peserta didik untuk subjek uji coba penggunaan produk. Metode pengumpulan data yang dilakukan adalah wawancara, observasi, angket, tes hasil belajar, dan dokumentasi. Instrumen pengumpulan data yaitu pedoman wawancara, lembar observasi, lembar angket, soal, dan dokumen. Teknik analisis data yang dilakukan adalah validasi produk, uji reliabilitas instrumen, analisis indeks daya pembeda dan indeks kesulitan, uji keefektifan, dan uji kepraktisan. Hasil dari penelitian ini adalah media pembelajaran klipings digital berbasis pengamalan nilai-nilai Pancasila. Kesimpulannya adalah penelitian tersebut menghasilkan produk pendidikan yaitu media pembelajaran klipings digital yang telah diuji kevalidan, keefektifan, dan kepraktisannya, sehingga dapat digunakan dalam proses pembelajaran.

ABSTRACT

21st century learning is closely related to the development of technology, information and communication. The lack of innovation in the use of technology in learning which is packaged into learning media causes learning to be less enjoyable, thus having implications for learning outcomes. The aim of this research is to develop valid, effective and practical digital clipping learning media based on the practice of Pancasila values for fifth grade elementary school students. This type of research is quantitative research with a research design developing the Borg and Gall model. The research subjects were 49 grade V elementary school students, 20 students were test subjects for product use. The data collection methods used were interviews, observation, questionnaires, learning outcomes tests, and documentation. Data collection instruments are interview guides, observation sheets, questionnaires, questions and documents. The data analysis techniques used are product validation, instrument reliability testing, analysis of the distinguishing power index and difficulty index, effectiveness testing and practicality testing. The results of this research are digital clipping learning media based on the practice of Pancasila values. The conclusion is that this research produces an educational product, namely digital clipping learning media which has been tested for validity, effectiveness and practicality, so that it can be used in the learning process.

1. INTRODUCTION

Learning outcomes are a form of change in several aspects of learning as a result of the humanization process, which involves cognitive, affective and psychomotor aspects (Aisyah, 2019; Amal et al., 2021). The learning process can be assessed by student learning outcomes which are used for comparison, improvement, and efforts to improve the output that has been obtained during the learning

process. Learning outcomes can be categorized into numbers, symbols and words (Olvah, 2022; Sarumaha et al., 2022). Criteria for good learning outcomes must have and meet the requirements of a high level of validation, high reliability, sufficient distinguishing power in each question item, difficulty in questions according to the average level of ability of students, easy administration, and there are data interpretation rules (Aryadi & Margunayasa, 2022; Sumilat, 2018). Factors that influence learning outcomes are internal and external factors which include physiological factors, general conditions such as good health, not being tired or exhausted, not being physically disabled, and so on (Munir, 2018; Siswinarti, 2019). There are psychological factors, including intelligence (IQ), attention, interests, talents, motives, motivation, cognitive and reasoning power of students. Environmental factors, including the natural environment such as temperature, humidity and air circulation. The social environment includes family, peers and neighbors (Ningtiyas & Surjanti, 2021; Nurwidayanti & Mukminan, 2018). Instrumental factors include school curriculum, teachers, learning methods, learning media, and so on (Kustiani et al., 2018).

Learning media is one factor that can help students improve their learning outcomes (Tuzzahro et al., 2021; Winda & Dafit, 2021). This is because learning media is a set of objects that can be used during the learning process as an intermediary between the message (learning material) and students, so that it can motivate students to improve good learning outcomes (output) (Afifah et al., 2022; Gulo & Harefa, 2022). However, the reality in the field shows that the application of media in the learning process is still very rarely carried out by teachers, this is in line with the results of observations that have been carried out on the learning process of fourth grade elementary school students. The results of observations and interviews show that the learning carried out by the teacher is too monotonous, where the teacher explains more using the lecture method, so that learning does not vary both in the use of learning methods and learning media. Furthermore, the observation results also show that teachers only use thematic package books from the government and do not explore students' experiences, students lack knowledge about digital technology packaged in learning media, and schools have never created digital-based clipping learning media. If this problem is allowed to continue, it will certainly have an impact on decreasing student learning outcomes.

One effort that can be made to overcome this problem is to develop media that can improve student learning outcomes, such as digital clipping media. Digital clipping is a form of media renewal that is adapted to current developments. The existence of digital-based learning media can stimulate students to update information according to current developments (Mevia et al., 2022; Saimona et al., 2022; Sari, 2022). The information presented in digital clippings can be obtained easily via the internet. The use of digital clipping media in the learning process aims to perform learning media amidst the development of digital-based information technology (Herawati & Harlina, 2023). Digital clippings can increase students' stimulus in studying the material in the lesson content. This innovation can train students' attractiveness in the learning process. Digital clipping media generally has characteristics resembling a book that can give the effect of flipping slides through a real device, each page of digital clipping learning media shows images and text clearly with attractive colors (Tjandra, 2020; Wulandari et al., 2023). Digital clipping learning media contains covers, symbols and sounds of Pancasila, comics on each of the Pancasila principles, examples of pictures of the practice of Pancasila values, as well as educational games (Lasmini et al., 2022; Parmiti et al., 2022). Digital clipping learning media can be accessed online via a website link and can be displayed on devices connected to the internet (online) (Lasmini et al., 2022; Rahmawati & Tirtayani, 2021).

The development of digital clipping media can be carried out based on the practice of Pancasila values, considering that Pancasila values are very important to apply in everyday life. Pancasila as the basis of society's philosophy of life contains noble values that can help humans in creating a harmonious social life (Damayanti & Nawawi, 2023; Kusdarini et al., 2020). The Pancasila values outlined in learning media will certainly help students behave in accordance with the values of divinity, humanity, unity, deliberation and consensus and justice (Aditya et al., 2023; Sianturi & Dewi, 2021). Several previous studies have revealed that implementing Pancasila values in the learning process is very important in order to improve the character and moral values of the nation's children (Nurohmah & Dewi, 2021). Other research results reveal that the use of digital clipping media in the learning process can significantly improve student learning outcomes (Herawati & Harlina, 2023). The results of further research reveal that digital clipping media can be a library service that contains fast and up-to-date information and is able to reach a wider audience (Hariyah & Budiawan, 2021).

Based on several research results, it can be said that learning media in the form of digital clippings can facilitate the process of delivering material, apart from that the content of Pancasila values also has a positive influence on the student learning process. It's just that in previous research, there have been no studies that specifically discuss the development of digital clipping learning media based on the practice of Pancasila values in theme 5 Subtheme 1 for Class V elementary school. So this research is focused on this study with the aim of developing valid, effective and practical digital clipping learning media on theme 5

sub-theme 1 based on the practice of Pancasila values for fifth grade elementary school students and to examine the results of the validity, effectiveness and practicality of development digital clipping learning media in theme 5 subtheme 1 based on the practice of Pancasila values for fifth grade elementary school students.

2. METHOD

This research is classified as a type of research and development (R&D), where development research is carried out with the aim of producing and testing an educational product, validating and testing the effectiveness of the product. The subjects involved in this research were 49 grade V elementary school students, 20 students were test subjects for product use. The data collection methods used were interviews, observation, questionnaires, learning outcomes tests, and documentation. Data collection instruments are interview guides, observation sheets, questionnaires, questions and documents. Interview guidelines are used to guide structured interviews with resource persons, namely class teachers. This sheet is to find out the situation, conditions and problems in the learning that has been carried out. The interview guidelines and Validation Instrument grid in [Table 1](#), and [Table 2](#).

Table 1. Interview Guidelines

No.	Question	Answer
1	What learning media do you usually use in thematic learning which includes Civics learning content in class V?	
2	What are the learning outcomes of students using this learning media in thematic learning which includes Civics learning content in class V?	
3	What are the students' activities when thematic learning activities which include Civics learning content take place?	
4	What obstacles do you often face in implementing learning?	
5	Have you ever used digital clipping learning media in Civics learning in class V?	

Table 2. Validation Instrument Grid

No.	Statement	Score			
		1	2	3	4
Contents					
1	Conformity of material with basic competencies (KD)				
2	Compatibility of material with images in digital clippings				
3	Material coverage is adequate				
4	Sequence of presentation of material				
5	Feasibility as a learning medium				
Graphics					
1	Digital clippings are easy to understand and have appeal				
2	The type and size of the letters are clear and easy to understand				
3	Interesting color combination				
4	Attractive image design				
5	The attractiveness of additional features (educational games) in digital clipping				
Format					
1	Digital clippings are in accordance with the characteristics of students				
2	Digital clipping gives students the opportunity to learn on their own				
3	Digital clippings can stimulate student activity				
4	Instructions for using the media are easy to understand				
5	Digital clipping is easy to use				
Language					
1	The language used is easy to understand				
2	Suitability of sentences to the level of thinking				
3	Suitability of sentences to students' age reading abilities				
4	Encourages interest in understanding				
5	Sentences do not contain double meanings				

The data obtained in this research was then analyzed using validation analysis techniques from media, language and material experts. Validation is carried out by giving a score of 1–4 to each aspect contained in the validation sheet. The validation instrument grid includes the content of the digital clipping material, the graphics of the digital clipping, the format in which the digital clipping is arranged, and the language used. The following is a grid of the validation instruments used in the research. Empirical validity data analysis is a validity test that emphasizes the instrument items. Empirical validity can be carried out by testing the instrument in the field. Data from the trial were analyzed by correlating item scores with factor scores and total scores using the product moment correlation technique from Pearson Hatch & Farhady. The correlation value for each item that has been obtained for each item is referred to in the r-table with a significance level of 0.05. The instrument item is declared valid if the correlation value is greater than the r-table value, and vice versa.

The reliability test was carried out using the split-half method because the number of items in the instrument was even. The split half method can be done by calculating the correlation between the number of odd item scores and the even number of item scores, then processing it again using the Spearman-Brown formula. The test instrument items developed must be analyzed for the distinguishing power index (IDP) in the test items and the difficulty index (IKES). Analysis of effectiveness test data uses the independent sample t-test formula. The t-test aims to compare groups that use digital clipping learning media and those that do not use digital clipping learning media or compare groups that are not related to each other. The relative effectiveness test is used to find out how effective the product being developed is compared to the old product in learning. The practicality of the product is obtained from student responses in accordance with the criteria obtained. A product can be said to be practical if the product is easy to operate, attractive in terms of grammar and appearance.

3. RESULT AND DISCUSSION

Result

The results of the development of digital clipping learning media on theme 5 subtheme 1 for class V elementary school can be seen in [Figure 1](#).



Figure 1. Digital Clipping Learning Media

The results of the validity of the digital clipping learning media that have been developed were validated by 3 validators consisting of media, language and material experts. The results of the validator's assessment of the media being developed in [Table 3](#).

Table 3. Validation Results by Expert Validators

Expert	Score
Media	70
Language	80
Material	80
Total	230
Valpro	95.83

Based on these results, it can be seen that the validation results by media, language and material expert validators were 95.83%, so they are in the very feasible category. The independent sample t-test was used to compare the group that used the media and the group that did not use the developed media. The results of the independent sample t-test using SPSS version 25 software in [Table 4](#).

Table 4. Test Results Independent Sample T-test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		<i>F</i>	<i>Sig</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	95% Confidence Interval of the Difference	
								<i>Lower</i>	<i>Upper</i>	
Test Scores	Equal variances assumed	6.942	0.011	9.748	47	0.000	16.06000	1.64754	12.74557	19.37443
	Equal variances not assumed			9.650	36.98	0.000	16.06000	1.66424	12.68787	19.43213

The group used in the t-test consisted of 2 classes, namely class VA as the experimental class and class VB as the control class. The independent sample t-test result was 9.748, with a degrees of freedom (df) value of 47. The independent sample t-test test value for a significance level of 0.05 with a df of 47 was 1.677. The independent sample t-test value is greater than the t-table value ($9.748 > 1.677$). Based on these results, it can be concluded that there is an influence of digital clipping learning media on student learning outcomes. The relative effectiveness test aims to determine how effective the product being developed is compared to the old product in learning. The following are the results of the relative effectiveness of the development of digital clipping learning media. It is known that the relative effectiveness of developing digital clipping learning media is 65.63% influenced by the use of digital clipping learning media. There are 34.37% influenced by external factors, including family environment and peers. The practicality of digital clipping learning media is obtained from student response questionnaires which are filled out, after receiving digital clipping learning media treatment during the learning process. Based on the results of the student response questionnaire, it is known that the SAPD score is 85%. It can be concluded that the students stated that it is very practical, so the product is very practical to use in the learning process.

Discussion

The compatibility between UNESCO theory and research into the development of digital clipping is that there are advantages to digital clipping learning media, namely an attractive appearance, equipped with complete features, and the effect of actually flipping through books, and can be accessed via a mobile browser link. Digital clipping learning media is designed using Google Sites which has unlimited time access, so it can be used at any time, equipped with educational games to sharpen the material that has been studied (Rosihah & Pamungkas, 2018; Sari, 2022; Wardhani, 2018). This theory is in line with previous research in that digital clipping can be further developed and become a form of information repackaging that is simple, massive and attractive (Hariyah & Budiawan, 2021; Priscilla & Yudhyarta, 2021; Yono & Estiastuti, 2022). The use trial carried out on 20 students of class V MIN 3 Jember obtained a sapd score of 82%, so it can be categorized as very feasible. These results indicate that the digital clipping learning media product is a valid product and worthy of testing the product's effectiveness. These results are in accordance with previous research that small group trials can be categorized as very good (Antara et al., 2022; Qolbiyah et al., 2022).

Other analysis results show that the independent sample t-test is greater than the t-table value ($9.748 > 1.677$), this shows that there is an influence of digital clipping learning media on student learning outcomes. The results of the relative effectiveness of the development of digital clipping learning media were 65.63% influenced by the use of digital clipping learning media. There are 34.37% influenced by external factors, including family environment and peers. The results of the student response questionnaire showed that the SAPD score was 85%. It can be concluded that the students said it was very practical, so the product was very practical to use in the learning process. The advantages of digital clipping learning media are that it has an attractive appearance, is equipped with complete features, and has the effect of flipping through books in real life, and can be accessed via a mobile browser link (Herawati & Harlina, 2023; Lasmini et al., 2022; Parmiti et al., 2022). Digital clipping learning media is

designed using Google Sites which has unlimited time access, so it can be used at any time, equipped with educational games to sharpen the material that has been studied (Mevia et al., 2022; Rosihah & Pamungkas, 2018; Septia et al., 2022).

Digital clipping media based on Pancasila values contains various news containing the practice of Pancasila values in maintaining and efforts to maintain unity and integrity. Where maintaining unity and unity is very important in the digital era like today, considering the many foreign cultures that can easily enter and influence local culture (Damayanti & Nawawi, 2023; Kusdarini et al., 2020). The results obtained in this research are in line with the results of previous research which revealed that implementing Pancasila values in the learning process is very important in order to improve the character and moral values of the nation's children (Nurohmah & Dewi, 2021). Other research results reveal that the use of digital clipping media in the learning process can significantly improve student learning outcomes (Herawati & Harlina, 2023). The results of further research reveal that digital clipping media can be a library service that contains fast and up-to-date information and is able to reach a wider audience (Hariyah & Budiawan, 2021). So based on several research results, it can be said that learning media in the form of digital clippings can facilitate the process of delivering material, apart from that the content of Pancasila values also has a positive influence on the student learning process.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that digital clipping media based on Pancasila values is very practical to use in the learning process, and can significantly improve student learning outcomes.

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