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MEDIA DEVELOPMENT OF MINIATURE PLACES OF WORSHIP IN LEARNING PANCASILA EDUCATION IN CLASS IV PUBLIC ELEMENTARY SCHOOL 7 PALEMBANG

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Abstract *Based on the problems at SD Negeri 7 Palembang, the lack of use of media in learning Pancasila education makes it difficult for students to understand Bhinneka Tunggal Ika material about places of worship. Thisresearch aims to produce valid and practical miniature learning media for places of worship. The type of research method used is Research and Development (R&D) with the ADDIE model. The development of learning media for miniature places of worship in class IV Pancasila education learning at SD Negeri 7 Palembang has produced learning media products that have been declared valid by media, language and material experts. The results of the research on Miniature Media for Worship Places were declared valid with an average result of 90.20% inthe "very valid" category. The student response questionnaire was 86.5% and the teacher response questionnaire was 87.5%, each of thepracticality tests received the "very practical" category. So it can be concluded that in research on the development of Miniature Media for Places of Worship in Class IV Pancasila Education Learning at SD Negeri 7 Palembang, there is validity and practicality.*

Keyword: *Media, Miniature, Pancasila Education, Elementary*

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Abstrak Berdasarkan permasalahan di SD Negeri 7 Palembang, kurangnya penggunaan media pada pembelajaran pendidikan pancasila sehingga siswa sulit untuk memahami materi Bhinneka Tunggal Ika tentang tempat ibadah. Penelitian ini bertujuan untuk menghasilkan media pembelajaran miniatur tempat ibadah yang validdan praktis. Adapun jenis metode penelitian yang digunakan adalah Research and Development (R&D) dengan model ADDIE. Pengembangan Media Pembelajaran Miniatur Tempat Ibadah Pada Pembelajaran Pendidikan Pancasila Kelas IV SD Negeri 7 Palembang telah menghasilkan produk media pembelajaran yang telah dinyatakan valid oleh ahli media, bahasa dan materi. Hasil penelitian Media Miniatur tempat Ibadah dinuyatakan valid dengan hasil rata-rata 90,20% dengan kategori "sangat valid". Angket respon siswa sebesar 86,5% dan angket respon guru sebesr 87,5% masing-masing uji kepraktisan tersebut mendapatkan kategori "sangat praktis". Maka dapat diseimpulkan bahwa dalam penelitian pengembangan Media Miniatur Tempat Ibadah Pada Pembelajaran Pendidikan Pancasila Kelas IV SD Negeri 7 palembang ini adanya kevalidan dan kepraktisan.

Kata Kunci: Media, Miniatur Tempat Ibadah, Pendidikan Pancasila

A. INTRODUCTION

Education is an organized system and has a fairly broad function, namely everything related to physical development, health, skills, thoughts, feelings, will, social and faith issues. This also shows that schools as official educational institutions choose a fairly high burden in carrying out the task of education. Moreover, rapid changes greatly affect the mindset, behavior of students, especially those who are still developing in transition and looking for identity (Sukatin, 2023).

Education and religion are two components that are interrelated and cannot be separated. Religion is a human relationship with God, religion also not only regulates a person's relationship with God, but also regulates human relationships with themselves and with others. This also focuses on the tolerance of the uniqueness of the location and as local wisdom, this uniqueness is also emphasized as socialization and spiritual to promote unity in Indonesia.

Learning Pancasila Education in elementary school is very important and related to the character building and morals of students. Learning Pancasila Education in elementary school has a strategic role in increasing the potential of students to become good and democratic citizens based on Pancasila and the 1945 Constitution (Khaidir, 2023). Pancasila Education learning also teaches learners to understand, respect and apply moral principles in everyday life (Natalia & Saingo, 2023). It also helps to develop good character, such as honesty, tolerance, justice, nationalism and mutual respect.

Meanwhile, Law No. 20 of 2003 article 1 paragraph 1 which says that “Education is a conscious and planned effort to realize the learning process and learning atmosphere actively in developing their potential so that they have the strength of self-control, religious spirituality, personality, intelligence, noble character, skills needed by themselves, society, nation and state.” (Natalia & Saingo, 2023). Law No. 20 of 2003 explains that the purpose of national education is to expand the ability and shape the character and society and nation with integrity in the sense of educating the nation's life, with the aim of expanding the capacity of students so that they become human beings who are faithful and devoted to God Almighty, noble, independent, competent, imaginative, broad-minded, democratic and responsible (Hasanawi, 2021).

Miniature media or three-dimensional media in learning Pancasila Education has a use that is a way to replace real media to students in the learning process. This three-dimensional object or artificial object can also be touched to help students understand the concept of material provided by the teacher in the learning process. Learning is a process of student interaction with educators in a learning environment that is carried out either directly or indirectly in the sense of using learning media in order to get good learning. In the world of education, learning is the most important part

the most important part of the Merdeka curriculum. Pancasila students are the realization of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning (Alanur, 2023).

Based on the observations of researchers during PPL and also through observations that lasted 1 week on Monday to Saturday, February 19 to 24, 2024, the

results of interviews with fourth grade teachers named Mrs. Alifia Jehan were obtained. Mrs. Alifia Jehan said that the importance of learning media because the media can increase the enthusiasm of students to learn so that learning becomes cool and very fun. Mrs. Alifia Jehan also said that in the learning process has not used visual media such as miniature media of places of worship, but the media that is usually used is image media only, because there are obstacles, namely limited time in preparing learning media and teachers also still use a lot of learning in general such as conveying meters in theme books using the lecture method alone without any learning media.

In developing miniature media in class IV elementary school. Can be done by creating various places of worship. In the class IV Pancasila Education book there is a discussion of religious diversity. By using this miniature media, students can know the diversity of religions including Islam, Christianity, Hinduism, Buddhism and Confucianism. Based on this background, the researcher will conduct a study entitled **"Media Development of Miniature Houses of Worship in Pancasila Education Learning in Grade IV SD".**

B. METHOD

This research design is *Research and Development*, which is research used to develop products that have been or or produce a new product that has never existed before. Researchers carried out the development stages using the ADDIE model, namely analysis *(Analayze*), planning (*design*), development, *implementation (implemention*), evaluation (*evaluation*). Data collection techniques using questionnaires and documentation. Data analysis techniques, namely validity analysis, practicality analysis, Methods are written briefly, concisely, clearly, and sufficiently. This section contains research approaches, research subjects, data collection techniques, data collection instruments, and data analysis techniques. This research was conducted in class IV at SD 7 Palembang Jl. Seruni Blok. A Lecturer Housing Complex, Kel. Bukit Lama, Kec. Ilir Barat 1 Palembang, South Sumatra. on July 19, 2024 until completion which took place in classroom IV SD Negeri 7 Palembang.

C.

D. RESULT AND DISCUSSION

Result

The research results of the development of miniature places of worship media in learning Pancasila Education in class IV SD Negeri 7 Palembang can be obtained with several stages. The stage is taken from the ADDIE model which consists of *analysis, design,* development, implementation and evaluation stages.

1. Analysis stage

The development of miniature places of worship media is carried out at the analysis stage, namely needs analysis, curriculum analysis and media analysis.

2. Design stage

This stage is carried out with the aim of designing also designing the learning media to be developed and producing the initial concept of product development. The steps of the design stage that will be carried out by researchers are as follows: media selection, format selection based on criteria, initial design. The results of the initial design made by the researcher are as follows:

Figure 1 Initial Product Design

3. *Development*

a. Media Making Process

Collecting the necessary materials The initial stage of making is collecting the necessary materials such as MDF wood boards, color pellets and synthetic grass. Making parts of the miniature place of worship The making of this miniature follows the initial *design* that has been made in the *design*, the parts that will be developed consist of five miniature places of worship such as mosques, churches, temples, monasteries and temples.

b. Product Validation

Table 1. The results of the revision of the miniature place of worship media and has become *prototype* two

Miniature Place of Worship Media	
Before revision	**After Revision**

4. Implementation Stage

When researchers conducted a practicality trial in class IV 20 students were present. As for one of the questionnaire results from one of the fourth grade students who filled out the student response questionnaire sheet on the development of miniature places of worship media, namely Raakan Sarawy Amarullah.

Table 2. Student Questionnaire Practicality Test

No	Indicator	Score				
		1	2	3	4	5
1	Media is clear and visible					√
2	Interesting media shape					√
3	Easy to understand media					√
4	The description of each part of the material is easy to understand				√	
5	The colors on the media are attractive					√
6	Increase curiosity					√
7	Easy to use media				√	
8	The use of media makes the material easy to understand			√		
	Total Score			**36**		
	Results of Student Response Questionnaire			**90%**		

Researchers also asked the fourth grade teacher, Mrs. Alifia Jehan, S.Pd to fill in the teacher response questionnaire sheet on the development of miniature places of worship media that researchers developed for product practicality trials. The following are the results of the teacher response questionnaire.

Table 3. Teacher's Questionnaire Practicality Test

No	Indicator	Score				
		1	2	3	4	5
1	Learning objectives in accordance with learning outcomes				√	
2	Suitability of media material with learning objectives Learning				√	
3	The suitability of the material in the media with learning objectives and learning outcomes				√	
4	Factual accuracy of the examples presented in the material				√	
5	Language used in the media easy for students to understand					√
6	The material in the media is in accordance with development of science					√
7	The material contained in the media can increase curiosity				√	
8	Learning media can be used without with the help of other media					√
	Total Score			**35**		
	Teacher Response Questionnaire Results			**87,5%**		

5. Evaluation

Results of validity data analysis

The validation data obtained from the validation questionnaire sheet filled in by the validator in accordance with the content, construct and language of the learning media that has been developed is obtained as follows.

Table 4 Analysis of Expert Validation Questionnaires

No.	Validator	Average Score
1.	Mr. AD	91,58
2.	Mr. DS	91,03
3.	Mrs. AJ	88
	Value	**270,61**
	Average	**90,20**

Results of the Freewill analysis

Table 5. Miniature Media Practicality Assessment Data by Student Response Questionnaire

No	Name	Question								Percentage (%)
		1	2	3	4	5	6	7	8	
1.	RSA	5	5	5	4	5	5	4	3	90%
2.	SE	5	5	5	4	5	5	4	4	92,5%
3.	MZ	4	4	5	4	4	5	4	5	87,5%
4.	AF	4	5	4	4	5	4	4	4	85 %
5.	MRD	5	5	4	3	4	3	4	3	77,5%
6.	G	5	5	4	4	5	4	4	4	87,5%
7.	AMD	5	5	5	4	5	5	4	3	90%
8.	A	5	4	4	4	4	4	4	4	82,5%
9.	DAG	5	4	5	4	4	4	5	4	87,5%
10.	DS	4	4	4	4	4	4	4	4	80%
11.	DA	5	5	4	4	5	4	4	4	87,5%
12.	NF	5	5	5	4	5	5	3	5	90%
13.	KA	5	5	5	4	5	5	4	4	92,5%
14.	MH	4	4	4	4	5	4	4	4	82,5&
15.	MA	4	5	4	4	5	4	4	4	85%
16.	MAS	5	5	4	4	4	4	4	4	85%
17.	DNMS	5	4	4	3	5	5	5	3	85%
18.	MG	5	5	5	5	5	3	4	4	90%
19.	HK	4	5	4	4	5	4	4	4	85%
20.	F	5	4	4	4	5	5	4	4	87,5%
	Average Score									86,5%

Based on the recapitulation of the results of the student and teacher questionnaires, it was concluded that the results of the student and teacher response questionnaires to the media developed on average met 87% of the “very practical” criteria.

Discussion

This research process is important to find and identify problems. In this research and development, researchers use the ADDIE model, which includes the stages of analysis, design, development, application and evaluation. The development results show that the media of minature places of worship in learning Pancasila Education in Class IV SD developed with the ADDIE model is declared valid and practical. To meet the needs of students, the development of learning media must be carried out continuously and continuously. In this study, researchers chose learning media that were interesting and practical and in accordance with student development. Miniature Place of Worship media is one of the media suitable for development in elementary school. Miniature is media that is smaller than the original form and visual media with three-dimensional elements. Miniature media Place of Worship designed as creative and interesting as possible by researchers in order to help foster students' interest in learning and help students to understand the material taught by the teacher. Miniature media can also help teachers provide real examples to students. Miniature Places of Worship media also has the advantage that it can help students learn because the visual form is in accordance with the level of thinking of students at the concrete operational stage so that it helps the material easy to understand and has illustrations that are in accordance with elementary school students, so that it can provide an attraction to learn the material being taught. This study aims to determine the development of miniature media of places of worship in Pancasila Education learning that is valid and practical.

The results of the research assessment consisted of 3 (three) validators consisting of media experts, language experts and material experts. Validator 1 (one) obtained an average score of 91.03%, validator 2 (two) obtained an average score of 91.58%, and validator 3 obtained an average score of 88%. The assessment results show that the miniature media of places of worship on Pancasila Education learning is declared valid or feasible with a validity value of 90.20% with the criteria “Very Valid”.

Field trials were conducted in class IV with 20 students and 1 teacher, with learning supported by miniature places of worship media. Researchers asked students and teachers to fill out a questionnaire sheet that had been prepared by researchers regarding the learning media made. The questionnaire sheet consists of 8 questions for students and teachers to determine the practicality of the media developed. The results showed 87%,

which was categorized as “Very Practical”.

CONCLUSION

Based on the results of research on Media Development Miniature Places of Worship in Pancasila Education Lessons Class IV SD Negeri 7 Palembang that has been done, it can be concluded that the learning media Miniature Places of Worship with the ADDIE development model (*Analysis, Design, Development, Implementation and Evaluation*) is declared valid based on the assessment of Lecturer 1 (one) of 91.03%, Lecturer 2 (two) of 91.58% and the assessment of the teacher of 88%. Miniature Places of Worship media can also be said to be practical based on the results of the assessment of practicality by student response questionnaires and teacher response questionnaires with an overall average of 87%. Based on the validity and practicality data obtained, it can be concluded that the Miniature Place of Worship Media on Pancasila Education Learning in Class IV SD is feasible to use as learning media.

The advantages and disadvantages of miniature media products of places of worship in learning Pancasila Education in class IV SD Negeri 7 Palembang are as follows. The advantages of miniature place of worship media: Miniature Place of Worship media can help students learn because the visual form is in accordance with the level of thinking of students at the concrete operational stage so as to make the material easy to understand. Miniature Places of Worship media has illustrations that have been adapted to elementary school students, so that it can provide an attraction to learn the material being taught.

Disadvantages of miniature place of worship media: At the implementation stage of this miniature place of worship media, students are still confused in using the media because this media has never been used before. This miniature place of worship media has been attempted to be a form of development that can attract students' attention, although the components and colors are still simple.

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