



Investment Nationalism Value in Children Age 5-6 Years Reviewed From Application of Media Papan Jodoh Pancasila in TKIT Al-Husna Mayong Jepara District

Devita Wulandari [✉], Rina Windiarti

Department of Early Childhood Teacher Education, Faculty of Education, Universitas Negeri Semarang, Indonesia

Article Info

Received September 2017
Accepted October 2017
Published November 2017

Keywords:

Nationalism value; children aged 5-6 years; media papan jodoh pancasila

Abstract

The pluralism of the Unitary State of the Republic of Indonesia often creates various problems in the layers of society. Like the many frequent anarchic acts, there are many racial, ethnic and religious conflicts. This all resulted in a diminishing sense of national unity and unity. The Indonesian people forget who he really is, who should live on the basis of Pancasila. The purpose of this research is to obtain empirical data about the cultivation of the value of nationalism in children aged 5-6 years in terms of the application of media papan jodoh pancasila in TKIT Al-Husna, Mayong Subdistrict, Jepara District. The type of research used is (experimental research). Sampling technique in this research is totality sampling (sample saturated). The sample in this research is 30 children. Methods of data collection in this study are observation, documentation and Likert scale use of nationalism value investing. The result of calculation based on test Paired Sample t Test obtained value-t table > t arithmetic > t table that is (-2.045 > -16.434 or 16.434 > 2.045), with sig = 0.000, so Ho rejected and Ha accepted means there are significant differences in planting the value of nationalism in children aged 5-6 years after applying the board media podasila pancasila. The significant difference can be seen from the sig value of 2 tailed <0,05 ie 0.000. It can also be seen from the average value obtained before and after the media applied pancasila board mate that is 107.63 to 136.27 So that an increase in score of 28.64.

INTRODUCTION

The State of Indonesia is a unitary state in the form of a republic. It is said to be unity because this country consists of thousands of islands, various ethnic groups, regional languages, customs, cultures and religions. But all that remains in one container that is the Unitary State of the Republic of Indonesia. The Indonesian nation has a *Bhineka Tunggal Ika* motto. The motto inherited by the ancestor of Mpu Tantular in the book "Sutasoma". This is the soul of the Indonesian nation to unite the nation.

The perceived understanding fits the plurality of the Indonesian nation is the concept of nationalism or so-called nationalism. Nationalism is a word that often arises when talking about the history of Indonesian independence. The Indonesian nation was born from the spirit of nationalism. This is due to the spirit of wanting to free Indonesia from the shackles of colonialism by the Dutch and Japanese. The spirit to form a free and independent life of colonialism finally gave birth to the spirit of inter-ethnic, racial, religious and inter-group to unite and then form a national solidarity of Indonesian nationalism.

The issue of national insight that occurs in a multi-ethnic unity and a pluralistic society is highly ambivalent. According to the political scientist Hutington (in Journal Madani Edisi II, 2005), Indonesia is a country with the greatest potential for destruction, after Yugoslavia and the Soviet Union of the late 20th century. Similarly Gertz, the Indonesianist anthropologist once said that the Indonesian people are not very good at managing ethnic diversity, culture and ethnic solidarity, then Indonesia will break into small countries.

The pluralism of the Unitary State of the Republic of Indonesia often creates various problems in the layers of society. Like the many frequent anarchic acts, there are many racial, ethnic and religious conflicts. This all resulted in a diminishing sense of national unity and unity. The Indonesian people forget who he really is, who should live on the basis of Pancasila. Public understanding of Pancasila is very different. Individualistic attitude, consumerism, is increasingly appearing in some societies. Society considers that Pancasila only as a symbol of the state and forget the philosophical values contained therein.

Problems that occur in TKIT Al-Husna sub-district mayong jepara district are the students who more often use the worksheet on each learning material. Teachers more often use the lecture method in conveying knowledge about

the values of nationalism as telling the history of the Indonesian nation. The cultivation of the value of nationalism is still not maximal, many students who do not memorize national songs or regional songs, do not know the national heroes, even many students who do not memorize the Pancasila precepts. In addition, the attitude of discrimination of friends when playing, acts of violence such as fighting, disrespect and lack of courtesy to teachers and parents occur among students. Tendency of dishonesty attitude is also increasingly entrenched. It also indicates a decline in the sense of nationalism as a firm footing of the nation's personality has disappeared and faded along with the times.

The general purpose of Early Childhood Education is to help develop all potentials physically, intellectually, emotionally and religiously in children optimally in a conducive, democratic and competitive environment. Early Childhood Education is a very important thing, considering the potential of intelligence and the basics of a person's behavior formed the age range of this education. RI Law no. 20 of 2003 on National Education System, Chapter I, paragraph 14, "Early Childhood Education is a coaching effort aimed at children from birth up to age 6 through education provision to help growth and development and spirituality so that children have readiness in entering further education".

To foster the spirit of student learning, the teacher is required to make learning more interesting and innovative, thus encouraging students to learn optimally both in individual learning and in the process of learning in the classroom. Efforts to achieve an interesting and innovative learning is one of them by using learning media that can be used by teachers in teaching and learning process. According to Sadiman, et al (2011) learning media is a tool used to distribute messages, information or materials to the recipient of the message or learner. In addition the function of the media is to provide knowledge, experience, develop a way of thinking of children in a critical and positive. Media is used to provide concrete and precise knowledge and easily understood by children.

Media papan jodoh pancasila is a media that is designed from a combination of activities that match the image that contains the translation of the implementation of each ideology ideology of the Indonesian nation (Pancasila). Images to be embedded on the match board have been designed to fit the description of the practice points of the five Pancasila precepts. This medium is made of lightweight paper board material for

easier and safer use by children to play. With media papan jodoh pancasila, it is hoped that the child will be able to understand the philosophical values contained in each sila in Pancasila.

METHOD

Type of research used is experimental research (experimental research). This research was conducted on July 31, 2017 until August 26, 2017. The sampling technique in this research is totality sampling (saturated samples). The sample in this research is 30 children. Methods of data collection in this study are observation, documentation and Likert scale use of nationalism value investing. The Likert scale is 40 valid items, previously tested so that it can be used in research. While the method of data analysis is descriptive and hypothesis test with Paired Sample T Test.

RESULTS AND DISCUSSION

This research took place of implementation in TKIT Al-Husna Sub-district of Mayong, Regency of Jepara. Prior to the previous research, researchers conducted observations to find out the appropriate nationalism values for early childhood. Before being given treatment in this research is done pretest first to know the values of nationalism in children, after that newly given treatment using media board of soul mate Pancasila, and after that new given posttest to measure how far planting value of nationalism.

The result of the research on the nationalism value of children aged 5-6 years from the application of Pancasila board media in TKIT Al-Husna can be concluded based on the following table:

Table 1. Descriptive Data Analysis

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Pretest	30	80	130	107,63
Posttest	30	116	156	136,27

The table above shows that the data of descriptive analysis of respondents planting the value of nationalism in children aged 5-6 years in terms of the application of media papan jodoh pancasila. The data shows that the number of respondents (N) there are 30 children. The mean (mean) value for pretest respondents was 107.63

and the mean (mean) value for posttest respondents was 136.27. The smallest (minimum) value of the pretest respondents is 80 and the smallest value of the respondent posttest is 116. The maximum value of the pretest respondents is 130 and the largest value of the respondent posttest is 156.

A two-averaging difference test between pretest and posttest data was conducted to determine the difference in the value of nationalism in children aged 5-6 years before and after being given treatment of the use of media papan jodoh pancasila. The results of two-difference difference test using Paired Sample t-Test are presented in the following table:

Table 2 Result Paired Sample t-Test

Paired Samples Test		
	t	Sig. (2-tailed)
Pretest - Posttest	-16,434	,000

The two-sided equality test between the experimental groups between the pretest and posttest data uses the following hypothesis:

H_0 : There is no influence of the nationalism values in children aged 5-6 years in terms of the application of media papan jodoh pancasila in TKIT Al-Husna, District Mayong Jepara District.

H_a : The influence of the influence of the nationalism value of children aged 5-6 years is evaluated from the application of media papan jodoh pancasila in TKIT Al-Husna, Mayong Sub-district of Jepara.

Acceptance criteria H_0 :

With confidence level = 95% or ($\alpha = 0,05$).

The number of samples in the experimental group 30 was obtained $t_{tabel} = 2.045$.

H_0 accepted and H_a rejected if ($-t_{tabel} \leq t_{hitung} \leq t_{tabel}$) and,

H_0 accepted and H_a rejected if ($t_{hitung} < -t_{tabel}$ atau $t_{hitung} > t_{tabel}$)

Based on the results of t test calculations obtained values $-t_{hitung} > t_{hitung} > t_{tabel}$ that is ($-2,045 > -16,434$ atau $16,434 > 2,045$), with Sig = 0,000, so H_0 rejected and H_a accepted means there is a significant change in the cultivation of nationalism values of children aged 5-6 years after the media papan jodoh pancasila applied. Significant differences can be seen from the values Sig-2 tailed < 0,05 that is 0,000.



Picture 1 Media Papan Jodoh Pancasila

The result is that children can classify images of the principles of Pancasila principles in their daily life according to their own. It is similar that Pancasila as the nation's life view requires us as a nation to transform Pancasila values into real attitude and behavior in the life of society, nation and state (Soegito 2007: 76). In the first precepts the child can match the star symbol with his practice such as the holy book of al-qur'an, worship in the church, a Buddhist priest. The precepts of the two children can match the gold chain symbols with their practices such as providing assistance to the affected people, bringing sick friends to the UKS room, sharing food and toys with friends.

In the precepts of the three children can understand that the symbol is a banyan tree, the practice is like the map of the Indonesian nation, the diversity of tribes in Indonesia (Java, Sumatra and Papua), greeting each other in a sense of unity. Sila fourth symbol of the bull's head, children can classify the practice as discussing with friends in solving the problem/ task, obeying the rules of the game that has been agreed with a big heart, the leader of a line with its members. The five symbols of rice and cotton, the practice as every child is entitled to a chance to go to school/ education, working together in different tribes/ race & religion, culture respect others' rights & obligations in traffic order (queued and patient).

After being given treatment using media papan jodoh Pancasila, the formation of children's attitude reflecting the value of nationalism has increased. Negative attitudes such as speaking impolite to his friend and his teacher, discriminate against his friend when playing began to decrease. Children also begin to show a willing attitude to share food and toys, reflecting cultural attitudes queuing up and patience in obtaining rights/ obligations, understand & understand the symbols of Pancasila and anthem. It is appropriate to the media that is useful for

improving the excitement of learning, enabling learners to learn by themselves based on their interests, and enabling more direct interaction between learners and the environment and reality (Sadiman, et al, 2005: 17-18).

In addition, children become loving fellow human beings, mutual tolerance, uphold the value of humanity, proud as the nation of Indonesia and the land of Indonesia water is not low self, and can recognize equality, equality of rights and duties between fellow human beings and fellow nation. It relates to the cognitive aspects of the child. According Sujiono (2008: 23) cognitive is a process of thinking, namely the ability of individuals to connect, assess and consider an event and events. The cognitive development describes how the child's mind develops and functions so that it can think. The cognitive process is related to the level of intelligence (intelligence) that characterizes a person with different interests, especially shown to ideas and learning.

CONCLUSION

Conclusion

The average of nationalism value before and after applying of media papan jodoh Pancasila is from 107,63 to 136,27. Then there is a score increase of 28.64. With this it can be said that the application of media papan jodoh Pancasila effective to instill the value of nationalism in children aged 5-6 years in TKIT Al-Husna, Mayong Subdistrict, Jepara District because there are significant differences. Children become loving fellow human beings, mutual tolerance, uphold the value of humanity, proud as Indonesia and the land of Indonesia water is not low self, and can recognize equality of degrees, equality of rights and duties between fellow human beings and fellow nation.

Suggestions

Based on the results of research at TKIT Al-Husna, it can be proposed some good suggestions to some parties as follows:

1. For teachers, should be to instill the value of nationalism not only using the lecture method, but also presents a more varied media for children.
2. For schools, should facilitate teachers to develop activities of nationalism value investing with supporting media.
3. For future researchers, should be able to follow up this research with various variations and improvements. Variations such as the cultivation of the value of nationalism by applying me-

dia papan jodoh pancasila at the age of another child.

REFERENCES

- Adiarti, Wulan. 2012. *Perkembangan AUD 2*. Buku Ajar. Universitas Negeri Semarang.
- Arikunto, Suharsimi. 2010. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Ariyani, Tatik. 2016. *Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak*. Jurnal Dinamika Pendidikan Dasar. Vol. 8. No.1.
- Asyhar, Rayandra. 2012. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi Jakarta.
- Fadillah, Muhammad dan Lilif Mualifatu Khorida. 2013. *Pendidikan Karakter Anak Usia Dini*. Jogjakarta: Ar-Ruzz Media.
- Hasibuan, R. (2013). The Values Approach Of Character Education To Enhance Early Childhood Educator's Competency. *Indonesian Journal Of Early Childhood Education Studies*, 2(1).
- Hendarwati, Endah. 2014. *Pemanfaatan Media Dalam Pembelajaran Pengetahuan Sosial Di Taman Kanak-Kanak*. Jurnal Pedagogi. Vol. 1. No. 1.
- Hurlock, Elizabet B. 1978. *Perkembangan Anak Jilid 2*. Jakarta: Erlangga.
- Kaelan. 2002. *Filsafat Pancasila Pandangan Hidup Bangsa Indonesia*. Yogyakarta: Paradigma.
- Kurniawan, Yudha. 2013. *Character Building*. Yogyakarta: Pro-U Media.
- Nurssa'adah. 2014. *Implementation Of Learning Management Model Of Character Education In Early Childhood In Tarbiyatul Athfal (TA) Semarang*. Indonesian Journal of Early Childhood Education Studies, DOI 10.15294/ijeces.v3i2.9485. Vol. 2, ISSN 2252-8415.
- Putra, Dion Ardiana. 2016. *Pentingnya Pendidikan Pancasila*. Buletin Express UNNES. Volume XIV No 02. 31. Maret. Hlm. 12.
- Soedarsono. 1982. *Implementasi Pancasila Sebagai Pandangan Hidup Bangsa Dan Dasar Negara Indonesia Dalam Kehidupan Sehari-hari*. Jakarta: Balai Pustaka.
- Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&B*. Bandung: Alfabeta.
- Suryana, S. (2013). CHARACTER EDUCATION MODEL IN EARLY AGE CHILDREN. *Indonesian Journal of Early Childhood Education Studies*, 2(1).
- Wuryandani, Wuri. 2012. *Membangun Karakter Bangsa Melalui Penanaman Nilai Nasionalisme Untuk Anak Usia Dini*. Tugas Akhir. Universitas Negeri Yogyakarta.