

## PANCASILA-BASED DIGITAL FLASHCARD FOR ELEMENTARY STUDENTS

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**ABSTRACT:** This study aims to research and develop instructional media so that it can improve elementary school students' English vocabulary, especially vocabulary related to Pancasila values. The specific objective of this research is to determine the results of knowledge attainment using Pancasila-based digital flashcard application media and conventional media. The novelty of this research is to use the Pancasila values variable in improving English vocabulary. Research and Development method is used in this research consisting of product manufacturing, initial product validation, product testing, usage trials, and final product. This research produces Pancasila-based Digital Flashcard for Elementary Students which contains several users' interface pages, namely the home page, question page, answer page, and scoring page. It also has several function buttons, namely the exit button, home button, previous button, and next button. Based on the effectiveness test, Pancasila-based Digital Flashcard for Elementary Students is more effective compared to conventional flashcard in achieving vocabularies related to Pancasila values. Further research can be carried out related to interactive learning media, especially in an effort to improve the nation's character building.

**Keywords:** elementary school students, digital flashcard, Pancasila values.

**ABSTRAK:** Penelitian ini bertujuan untuk meneliti dan mengembangkan media pembelajaran agar dapat meningkatkan kosakata bahasa Inggris siswa sekolah dasar khususnya kosakata yang berkaitan dengan nilai-nilai Pancasila. Tujuan khusus dari penelitian ini adalah untuk mengetahui hasil pencapaian pengetahuan dengan menggunakan media aplikasi digital flashcard berbasis Pancasila dan media konvensional. Kebaruan dari penelitian ini adalah menggunakan variable nilai-nilai Pancasila dalam meningkatkan kosakata Bahasa Inggris. Metode Penelitian dan Pengembangan yang digunakan dalam penelitian ini terdiri dari pembuatan produk, validasi produk awal, pengujian produk, uji penggunaan, dan produk akhir. Penelitian ini menghasilkan Flashcard Digital Berbasis Pancasila untuk Siswa Sekolah Dasar yang berisi beberapa halaman antarmuka pengguna yaitu halaman muka, halaman pertanyaan, halaman jawaban, dan halaman penilaian. Flashcard digital tersebut juga memiliki beberapa tombol fungsi, yaitu tombol keluar, tombol home, tombol

*sebelumnya, dan tombol berikutnya. Berdasarkan uji keefektifan, Flashcard Digital Berbasis Pancasila untuk Siswa Sekolah Dasar lebih efektif dibandingkan flashcard konvensional dalam pencapaian kosakata yang berkaitan dengan nilai-nilai Pancasila. Penelitian lebih lanjut dapat dilakukan terkait media pembelajaran interaktif, khususnya dalam upaya meningkatkan pembentukan karakter bangsa.*

**Kata kunci:** *siswa sekolah dasar, flashcard digital, nilai Pancasila.*

## **INTRODUCTION**

Mastery of English must not be separated from cultural internalization. Therefore, Indonesian cultural values need to be included in English learning which aims to build Indonesian students who love their nation and appreciate differences. Elementary students who acquire English without internalizing Pancasila (Indonesia Ideology and values) tend to think individually and does not care about its surrounding. It will not be impossible that this phenomenon will cause the nation's disintegration.

The means that can be done to integrate Pancasila and English learning is a Pancasila-based flashcard. Flashcard is sets of cards bearing information, as words or numbers, on either or both, used in classroom drills or private study (Hussaini et al., 2016). Flashcard is effectively used for learning English, especially in terms of acquiring English vocabulary. Different studies show that when flashcards are used in teaching vocabulary, student's vocabulary skills are improved (Komachali & Khodareza, 2012). This high performance is related to the use of flashcard in teaching the experimental groups some vocabularies. Similar studies supported these findings on the use of flashcards as an effective means of improving students' vocabulary mastery skills (Marpaung & Zainuddin, 2012). Flashcard is an effective medium in teaching English, especially for elementary school students.

Pancasila-based Flashcard is being developed with the title "Flashcard Berbasis Pancasila" which contain 50 cards of 5 types, namely Religiosity, Humanity, Unity, Democracy, and Equality. Each card in Flashcard Berbasis Pancasila is a design interpretation of the values contained in Pancasila. This card is made from paper and has two faces, front and back. The front view contains images and English vocabulary explaining the images. Back view of the card contains English pronunciation of the front

image (Bowo, 2019). Later in this study, this flashcard is called conventional flashcard. Flashcard BerbasisPancasila is an effective medium to integrate Pancasila in learning English, especially to shape the national character building which loves the country and respect differences.

Pancasila comes from the Sanskrit language, *Panca* which means five and *Sila* which means principle. Pancasila is the basis of nation and life in Indonesia. Pancasila is a crystallization of the noble values of Indonesian culture. Pancasila is the soul of the Indonesian, the source of all sources of law in Indonesia, noble agreement, directions, ideals, goals, and philosophy of Indonesia. Pancasila is the source of the character of Indonesian. Character building which is based on Pancasila has been promoted by the government which was initiated by the implementation of the Declaration on Cultural Education and National Character as a national movement in January 2010. This declaration is a response of the Indonesian who tend to have anti-cultural behaviour and anti-national behavior (Marzuki, 2013). The national character that comes from feeling and intention among others, humanity, mutual respect, cooperation, togetherness, friendliness, respect, tolerant, nationalist, caring, cosmopolitan, prioritizing public interest, loving the nation, proud of Indonesian language and product, dynamic, work hard and have a work ethic (Nasional, 2010).

(Rusman, 2012) states that learning is a communication between students, teachers, and teaching materials. Learning is an attempt by students to learn something as a result of the teacher's treatment. Therefore, learning media is anything that can be used to transmit messages from teacher to students. (Arsyad, 2013) states that learning media is an inseparable part of the teaching and learning process to achieve educational goals in schools.

The use of technology in learning media aims to facilitate the learning process. (Rusman, 2012) states that technology can simplify and clarify various learning materials and able to provide concrete examples in learning. Also, technology in learning enables the learning process independently (individual learning). (Sanaky, 2013) explains that computer technology allows several forms of stimulus to produce

optimal learning achievement. The form of the stimulus is in the form of moving images, still images, writing, and recorded sound.

Software that can be used to create learning media is Adobe Flash. (Pranowo, 2011) explained that Adobe Flash is a software that can do valuable things related to multimedia. Adobe Flash can be combined with other computer programs. Adobe Flash can be applied to create cartoon animation, interactive animation, animation effects, banners, advertisements, websites, games, and presentations. (Sutopo, 2003) reveals some of the advantages of Adobe Flash, namely, 1. Users can easily create the desired animation, 2. Adobe Flash can import almost all audio and video files, 3. Adobe Flash can create files with *exe* extensions so that they can be run on computers without installation, 4. Presentation fonts will not change even though the computer does not have that type of font, 5. The operation of Adobe Flash is very easy so it does not complicate the learning process.

Software such as Adobe Flash can be used for the creation of learning media. Several studies have revealed the potential and development of this software. The following are some of the research studies in English using flashcards and the development of audio-visual learning media using flashcards:

1. *The Role of Digital Flashcards in Legal Education: Theory and Potential* (20014): Stephen Colbran, Anthony Gilding, Samuel Colbran. European Journal of Law and Technology. The research describes and evaluates the potential use of digital flashcards in law teaching (Colbran et al., 2015).
2. *The Effect of Using Vocabulary Flashcard on Iranian Pre-University Students Vocabulary Knowledge* (2012): Maryam Eslahcar Komachali, Mohammadreza Khodareza. International Journal of Education Studies. The study revealed that flashcards were effectively used to improve English vocabulary in high school adolescents in Iran (Komachali & Khodareza, 2012).
3. *Improving Students Achievement in Vocabulary by Using Flashcard* (2012): Amalia Marpaung, Zainudin. Journal of English Language Teaching and Learning. This study revealed the effectiveness of flashcards in improving

English vocabulary in elementary school students (Marpaung & Zainuddin, 2012).

4. *Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards* (2016): Illiyasu Hussaini, Lee Ming Foong, Dikko Suleiman, Abba Aji Abubakar. *International Journal of Research and Review*. This study reveals that flashcards can be used as an effective learning medium to improve mastery of English vocabulary in Malaysia and Nigeria for elementary students (Hussaini et al., 2016).
5. *Penggunaan Media Flashcard Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Kosakata Bahasa Inggris*(2010): Empit Hotimah. *Jurnal Pendidikan Universitas Garut*. This study was to determine the learning process and students' vocabulary skills through flashcards (Hotimah, 2010).
6. *Pengembangan Media Pembelajaran Audio Visual Adobe Flash Berbasis Android Pada Kompetensi Dasar Konsep Pemasaran Online di Kelas X Pemasaran SMK Negeri I Surabaya* (2018): Zainul Arifin. *Jurnal Pendidikan Tata Niaga*. This study aims to develop an audio-visual based learning media using the Adobe Flash application to be used as a learning medium in the marketing concept course (Arifin, 2018).
7. *Developing Cooperative Integrated Reading and Composition-based Role-playing Game Application as an Alternative Media in the Reading and Learning* (2018): Nina Sofiana. *Journal on English as a Foreign Language*. This study deduced that RPG application developed can be used as a media in the learning process of reading skill (Sofiana, 2018).
8. *Teaching and Learning English Through Digital Game Projects* (2011): Jonathan DeHaan. *Digital Culture and Education*. This study proved that in general, students learned and practised a variety of language and technology skills with the design projects. The projects motivated the students, challenged the students, and provided many opportunities for authentic discussions in the foreign language. Various suggestions, based on the teacher and student

experiences of these projects, are made for other language teachers interested in conducting creative game-based projects with their students(DeHaan, 2011).

9. *Interactive Game “Kahoot!” as the Media of Students’ Vocabulary Assessment*: Hadijah, BambangWidiPratolo, Rondiyah. *Journal on English as a Foreign Language*. This study implies that the use of Kahoot! in the EFL classroom can be an alternative for teachers to teach vocabulary and provide fun learning activities for the students (Hadijah et al., 2020).
10. *Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary* (2006): Florence W. M. Yip, Alvin C. M Kwan. *Educational Media International*. The findings indicate that the experimental group outperformed the control group statistically in the post-test. The students in the experimental group generally preferred online learning supplemented with digital educational games to conventional activity-based lessons. The teachers thought highly of the online games, but they expressed concern that extra support was required if the online games were adopted as a core part of their teaching (Yip & Kwan, 2006).
11. *Motivation, Engagement and Learning Through Digital Games* (2011): IonnaIacovides, James Aczel, Eileen Scanlon, Josie Taylor, Will Woods. *International Journal of Virtual and Personal Learning Environments*. This study examines key research that relates to motivation, engagement, and informal learning through digital games, to highlight the need for empirical studies which examine the activities that occur in and around every day gaming practice (Iacovides et al., 2011).
12. *BahanAjar Multimedia InteraktifKewirausahaan SMK Menggunakan Model Pembelajaran Problem Based Learning* (2014): YulianFindawati, Suprianto. Jnteti. This study develops interactive multimedia teaching material that positions users of teaching materials to portray prospective entrepreneurial characters/characters who will know and solve problems in entrepreneurship that are adjusted to the SMK class X curriculum. Testing of interactive multimedia teaching materials will be carried out using the questionnaire method by media

experts and material experts. Due diligence efforts are expected to build interactive multimedia teaching materials that can attract students to alternative entrepreneurship learning (Findawati & Suprianto, 2014).

13. *A Study on Exploiting Commercial Digital Games into School Context* (2012): Hercules Panoutsopoulos, Demetrios G. Sampson. Educational Technology and Society. The results of the conducted research showed that: (i) students engaged in the game-supported educational activities achieved the same results with those who did not, concerning to the subject matter educational objectives, (ii) digital game supported educational activities resulted in better achievement of the general educational objectives, and (iii) no significant differences were observed concerning to students' attitudes towards math teaching and learning (Panoutsopoulos & Sampson, 2012).
14. *Digital Game-based Learning for Remedial Mathematics Students: A New Teaching and Learning Approach in Malaysia* (2014). SayedYusoff Syed Hussain, Wee Hoe Tan, Muhammad ZafwanIdris. 1st International Symposium on Simulation & Serious Games 2014. This study presents a game-based learning study in Malaysia in which a game has been designed for remedial Mathematics students in primary school. Mathematics is a core subject taught in all primary schools in Malaysia. However, for students who are recognized as weak in Mathematics, teachers use remedial modules supplied by the Ministry of Education in teaching and learning activities. A research study has been initiated to propose digital game-based learning for the remedial students, aiming to enhance the effectiveness of the modules. A prototype game is designed to be playable on tablet computers. The game contains lessons under the title of the Whole Number: Addition in Year Two syllabus. This paper reveals the concepts and rationale behind the study and the game design. The research plan is also included to justify the ecological validity of the study (Hussain et al., 2014).

There have been studies which revealed the success of flashcard as a media to improve vocabulary in English learning. On the other side of the spectrum, there have

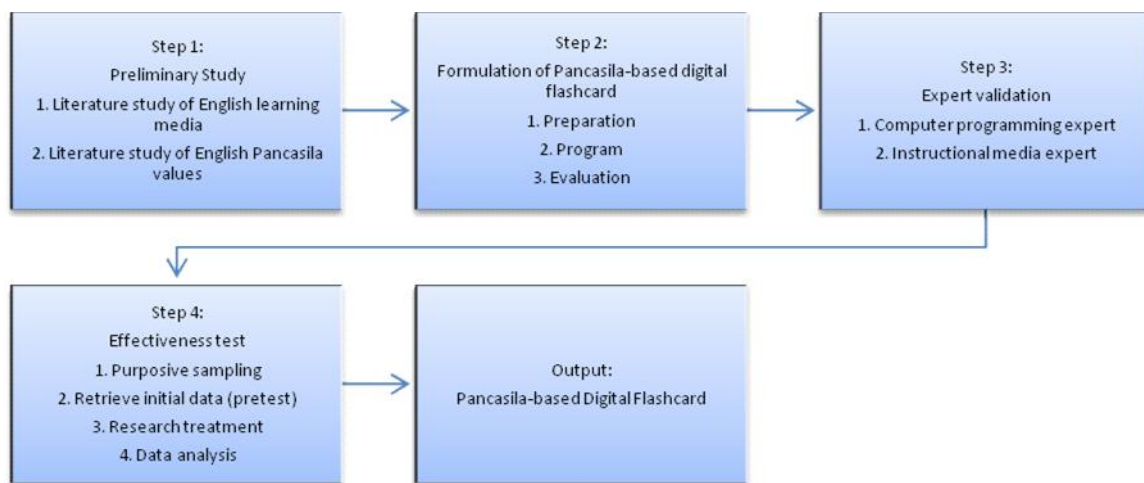


been numerous studies which showed the effectiveness of digital learning such as learning through games. The potential combination of the flashcard and learning through games has also been studied which showed a positive result. But there are no studies which try to combine digital flashcard with Pancasila values. Therefore, this research intend to develop a Pancasila-based digital flashcard computer application to integrate English and Pancasila values in elementary schools and investigate the effectiveness of Pancasila-based digital flashcard.

## **METHOD**

The method used in this study is Research and Development (R&D). Research and Development is a process used to develop and validate educational products (Borg et al., 2003). (Sugiyono, 2010) clarify that Research & Development method is a research method used to produce and to test the effectiveness of the product.

This research refers to the Research and Development framework which consist of product manufacturing, initial product validation, product testing, usage trials, and final products (Sugiyono, 2010). The details of the research steps can be seen from the following research flow:



**Figure 1. Research Flow Diagram**



The research method begins with the preliminary study containing literature study of English learning media and literature study of Pancasila values. The result of the preliminary study is used to formulate Pancasila-based digital flashcard. The formulation of the digital flashcard contained preparation, program, and evaluation of the digital flashcard. After the making of the digital flashcard, computer programming expert and instructional media expert validated the product. After that, the effectiveness test was carried out in 5 elementary schools namely SDN Klitikan, SDN 2 Kedungjati, SDN 3 Prigi, SDN 1 Doplang, and SDN 2 Karanglangu. The respondent were 40 students from those 5 elementary schools divided into 2 groups namely the experimental group and control group. Pretest, research treatment and posttest were carried out within 2 months period from October 2020 to November 2020. The data then were analyzed using the Paired Sample Statistics and Independent Sample Test to test digital flashcard effectiveness. The output of the study is a Pancasila-based digital flashcard.

## **FINDINGS AND DISCUSSION**

The research entitled Pancasila-based Digital Flashcard contained several steps as follow:

### **Preliminary Studies**

This study uses Pancasila values as the basis for making a flashcard computer application. These values are obtained from the formulation of TAP MPR number II of 1978. These values have been divided into five categories according to the five precepts in Pancasila. This category/type is then used as the basis for the design of the flashcard.

In addition to adhering to the formulation of values in Pancasila, researchers also conducted interviews with schools that were the target of researchers. The results of the interview showed that the respondents agreed that the content of character building was not only the responsibility of the Civics subject. This shows that all subjects, especially in elementary schools, have the same responsibility in terms of shaping the character of students. Respondents added that the content of character education can be included in subjects such as Indonesian, Religion, Javanese, Computer Education and English.

Respondents agreed that integration between English and Civics which includes character education can be carried out. The form of integration which is input from respondents can be seen in the table below:

**Table 1. Integration between Civics and English**

Civics	English	Integration between Civics and English
Religious harmony	Greeting	Images of various religions greet in English
Behave orderly in daily activities	Introduction	Image of a child introducing himself and his family
Fostering unity in ethnic and cultural differences	Daily Activity	Image of a child wearing traditional clothing and explaining daily activities
Deliberation and discussion in making decisions	Color, Public Places	Images of citizens of different origins and skin discussing choices
A balance between rights and obligations	Number	Image of prize and amount presented in English

The first value in Pancasila, namely religious harmony can be integrated with *Greeting* in English. One of the values in the 2nd principle of Pancasila, namely behaving orderly in daily activities can be integrated with the *Introduction* in English. The form of integration that can be done is to create a picture of a person introducing himself and his family in English. The 3rd precept of Pancasila contains values, namely fostering unity in ethnic and cultural differences. This value can be integrated with a picture of a child wearing regional clothing and interspersed with an English description of the child's daily activities. Deliberation and discussion are the values of the 4th principle of Pancasila, which can be integrated in a way that a group of citizens are discussing to make choices. The choice referred to is the election of the chairman of the association or the head of the neighbourhood association. Besides, it can also be in the form of elections in a larger scope, namely the election for governor or president. The balance between rights and obligations is one of the values in the 5th principle of













Pancasila. The integration of this value with English is an image showing a reward or punishment following the deed.

Based on preliminary study, the authors were designing a digital flashcard which integrates between the values of Pancasila and English using Adobe Flash software. The formulation of the design of Pancasila-based digital flashcard can be seen from the following section.

### Formulation of Pancasila-based Digital Flashcard

The formulation of the digital flashcard underwent several revisions due to the evaluation from the research team. The revisions can be seen from the following table:

**Table 2. Prototype Revisions**

Prototype I	Prototype II	Prototype III	Prototype Revision
			The addition of the application creator at the bottom right of the screen on the home page
			The addition of the <i>home</i> button on the question page at the top right of the screen
			The Prototype I and II were using red colour as an indicator of the correct answer. Prototype III is using green colour as the indicator of the correct answer
			The addition of Scoring at the end of the game
Without background music and touch sound	Using background music and touch sound	Using background music and touch sound	Background music and touch sound were added in prototype II and kept it in prototype III. The background music and sound were gained from No Copyright Music and Sound and designed as a loop to keep playing as long as the

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game is played.

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The research team designed an early version of the digital flashcard, namely prototype I. The prototype has a home page consisting of the application title and a 'start' button at the bottom right of the screen. Improvements were made to prototype I by adding a description of the author at the bottom left of the screen. On the question page, the prototype I has a picture on the left side of the screen and the answer options on the right of the screen and a "next" button on the bottom right of the screen. Prototype II improves the question page by adding a 'home' button on the top right of the screen. Background music was also added to make the digital flashcard more attractive to elementary school students. The Prototype II had some revisions into prototype III. The major revision was the addition of scoring at the end of the application. The minor revision includes the colour changes in questions page and the addition of background music.

### **Expert Validation**

Prototype III underwent expert validation from Suamanda Ika Novichasari, S.Kom., M.Kom. as the computer programming expert from Ngudi Waluyo University and Syifa Fauziah, S.Pd., M.Pd., as the instructional media expert from Ngudi Waluyo University. The result of the validation is as follow:

**Table 3. Expert Validation Result**

No.	Assessment Aspects	Programming Validator	Instructional Media Validator
1.	Text	4	3
2.	Image	4	3
3.	Animation	3	4
4.	Audio	3	3
5.	Intricacy	3	3
	Total Score	17	16

Based on predetermined criteria, the validators consider the Pancasila-based digital flashcard was ready to be tested since the results fill the range 16 x 20. The prototype III was validated and became the final product of Pancasila-based digital flashcard.





The user's interface of the Pancasila-based digital flashcard can be seen from the following table:

**Table 4. Pancasila-based Digital Flashcard User's Interface**

No.	Image	Description
1.		Home page: The Home page contains the title of the application, start button, and the name of the author
2.		Question page: The question page contains the image of the digital flashcard and the answer options. It is also containing the function button namely exit button, home button, previous button, and next button
3.		Answer page: The answer page contains the answer of the user (right/wrong), the translation of the answer, and the phonetic transcription of the answer. It is also containing the function button namely exit button, home button, and next button
4.		Scoring page: The scoring page contains the score of the user after completing 50 questions. The minimum score is 0 and the maximum score is 100

Pancasila-based digital flashcard has several function buttons to operate the application. The function button and its description are as follow:

**Table 5. Pancasila-based Digital Flashcard Function Button**

No.	Function Button	Description
1.		Exit button: Function as to close the application
2.		Home button: Function as to return to home page
3.		Previous button: function as to return to the previous question page
4.		Next button: function as to lead to the next question page

### Effectiveness Test

The effectiveness test of Pancasila-based digital flashcard was carried out after receiving validation from the validators. The result of the effectiveness tests was as follow:

### The result of the achievement of learning media using Pancasila-based digital flashcard.

The test result of pretest Mean was 59.00point. After the treatment using digital flashcard was carried out the Mean was 73.40point. The result of pretest and posttest from group I (experimental group) can be seen from the following table:

**Table 6. Paired Sample Statistics Group I**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_1	59.00	20	9.347	2.090
	Posttest_1	73.40	20	9.670	2.162

Based on Table 6, it can be seen that the result of the learning achievement had increased by 14.40 point.

### The result of the achievement of learning media using conventional flashcard.

The result of the pretest from group II (control group) has 56.90 point. After the treatment was carried using conventional flashcard, the result of the posttest had

increased 8.90 point to 65.80 point. The result of the pretest and posttest of group II can be seen from the following table:

**Table 7. Paired Sample Statistics Group II**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_2	56.90	20	8.693	1.944
	Posttest_2	65.80	20	7.865	1.759

Table 7 illustrates the mean of pretest from group II was 59.90 point and the mean posttest from group II was 65.80 point. Therefore, the result of group II had increased 8.90 point.

**The differences in the achievement of Pancasila-based digital flashcard and conventional flashcard**

The differences between Pancasila-based digital flashcard and conventional flashcard can be seen from the posttest result. The mean of the posttest result from the group I was 74.40 with the improvement from pretest to posttest by 14.40 point. Whereas the Mean of the posttest result from group II was 65.80 point with the increase from pretest to posttest by 8.90 point. The effectiveness of the digital flashcard can be analyzed using Independent Samples Test on table 8.

**Table 8. Independent Samples Test Result**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post test	Equal variances assumed	.832	.367	2.727	38	.010	7.600	2.787	1.958	13.242
	Equal variances not assumed			2.727	36.485	.010	7.600	2.787	1.950	13.250

Based on table 8, the authors concluded that the learning achievement using Pancasila-based flashcard is higher compared to the learning achievement using



conventional flashcard proven by Sig.(2 tailed)  $0,010 < 0,050$ . The Pancasila-based digital flashcard can increase elementary students' English vocabulary especially English vocabulary which related to Pancasila values.

## **CONCLUSION**

Based on findings and discussion, it can be seen that respondents agreed to the integration between English and Civics. The integration between Pancasila Values and English material in elementary school can be carried out using images in the form of digital flashcard. Product manufacturing of Pancasila-based Digital Flashcard prototype I, II, and III underwent several revisions from research team and users. Finally, based on predetermined criteria, the validators consider the Pancasila-based digital flashcard was ready to be tested since the results fall in the range 16 x 20. The prototype III was validated and became the final product of Pancasila-based digital flashcard. The user's interface of the Pancasila-based Digital Flashcard contains several pages namely, 1. Home page: the home page contains the title of the application, start button, and the name of the author, 2. Question page: the question page contains the image of the digital flashcard and the answer options, 3. Answer page: the answer page contains the answer of the user (right/wrong), the translation of the answer, and the phonetic transcription of the answer, 4. Scoring page: the scoring page contains the score of the user after completing 50 questions. Pancasila-based digital flashcard has several function buttons to operate the application namely, 1. Exit button: function as to close the application, 2. Home button: function as to return to home page, 3. Previous button: function as to return to the previous question page, 4. Next button: function as to lead to the next question page.

Based on the effectiveness test, it can be concluded that Pancasila-based digital flashcard is more effective compared to conventional flashcard in achieving vocabularies which related to Pancasila values. In other words, Pancasila-based digital flashcard had a significant impact on the elementary students' English vocabulary especially vocabularies which related to Pancasila values.

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