Effectiveness Development Learning Guidebook Strengthening Pancasila Values for Children Aged 5-6 Years

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Abstract: Objective study This is to produce a book that guides learning as strengthening children's Pancasila values at an early age of 5–6 years. It is valid, practical, and effective. The method of research used is *research* and *development* with a 4D development model consisting of stages: *define*, *design*, *develop*, and *disseminate*. Findings study This that is study This succeeds in developing a book guide for learning customized with material curriculum independent of strengthening children's Pancasila values phase foundation. Based on the difference in results between the *pretest* and *posttest, it* can be concluded that the book guide developed learning already effective. Implications from the study This, i.e., order book guide, can be developed on other topics done in training towards teachers more widely about how to use book guides to learn based on Pancasila values, interesting interest, and participant education to learn and give positive marks in support of strengthening the profile of Pancasila students in the implementation of curriculum at the independent preschool level.

Keywords: Effectiveness, Books guide, Pancasila, Children age early

I. INTRODUCTION

Giving diverse stimulation in education at an early age is needed to ensure every child's development is optimally fit with stages and characteristics (Suryana, 2016). Development Pancasila values begin since early childhood with digging based on characteristics, especially in children, using symbols and emblems, and using convenient sign methods to think of the child in accordance with stages (Rantina et al., 2022). Study-related Pancasila values Already conducted by Nurohmah (Nurohmah et al., 2022), it confirms that Implementation contained value in Pancasila in the era of globalization for participants. I don't know if this can be done with increasing characteristic nationalism itself, but participants should be educated.That study, beginning from the study advanced This confirms studies beginning need development book guide learning related Pancasila values are developed since early state educators stimulate children to know and love the country through national symbols and emblems with arranged *design draft* book guide learning as study beginning analysis need (Lestariningrum et al., 2023).

Achievement Level Standard Child Development (STPPA) PAUD level becomes Standard Competence Graduates (SKL) in curriculum-independent This was poured into Permendikbud Research and Technology Number 5 of 2022 concerning Standard Competence Graduates (SKL). At the PAUD level, the SKL is standard level achievement development child age early (STPPA) load profile participant educate as unity attitudes, skills, and knowledge that become description achievements development participant educate from results participation at the end of education child age early. Based on Permendikbud, this number 5 of 2022 replaces Permendikbud 137 of 2014. Standard STPPA level achievement development children age early focused on aspects of development children covering six aspects: (1) religious and moral values; (2) Pancasila values; (3) physical motor; (4) cognitive; (5) language; and (6) social and emotional. The differentiator with the previous STPPA is that cent is replaced with

Pancasila values because art is integrated in the whole aspect, emergence profile student Pancasila in the implementation of curriculum independent as learning centered to the child. That means turning on the atmosphere and learning inside every child in accordance with the concept of Ki Hajar Dewantara, Where children grow and develop based on their nature (Noventary, 2020). Transition policy This, although the government Already prepares guides for learning and assessment in early childhood education, education at the elementary and intermediate levels needed practical guides, specifically at the preschool level.

Why is it important to study advanced Because book guides are needed by educators so that they can handle activity-appropriate learning with age and needs Study child. Knowledge material and Pancasila values are very important learning given to children. Learning activity strengthening profile Pancasila students can be given to children through structured learning with the use of a book guide activity learning covers Pancasila values are taught. Book guide learning is one example of a book with nontext lessons and includes examples from print-based teaching materials. Where material print (*printed*) is a number of prepared materials on paper that can function for learning or delivery information (Widayanti & Abidin, 2020), A book guide to learning This is a tool for teacher and staff education so that expectations can be customized and developed based on condition, unit education, and area. Unit education can make the necessary efforts to develop and optimize this.

An educator needs their own guide in learning. Because learning is a blending process, all components must walk in a continuous manner. Because learning is an interaction process, participants educate themselves with educators and resources in one environment (Nugraha et al., 2018). Guidebooks for teachers are appropriate for use in carrying out the learning process in schools. And can help teachers carry out the learning process. The guidebook is also equipped with procedures and techniques that will be used in carrying out the learning process (Helista et al., 2021). The Pancasila Student Profile is a number of character traits and competencies that are expected to be achieved by students, which are based on the noble values of Pancasila through an integrated learning process with the method study child that is play (Sulistyati, 2021).

II. METHODS

Study This is using the Four-dimensional development model. Reasons for choosing the Deep Four D Model Study Development This is because the development model fits perfectly with the research to be done. Where activity This started with analyzing the background problem behind the problem. Activity is realized in an activity observation as well as a number of visible phenomena that are contained within the formula problem. Data collection was carried out with instrumental assistance in the form of objectively formulated learning in evaluation in accordance with the room scope phase distributed foundation (PAUD). To evaluate aspects of cognitive understanding, Pancasila values give activity playing in the LKA (Children's Activity Sheet) and a gift questionnaire after FGD (*Forum Group Discussion*) discussions with educators.

Source of data for research This originates from the primary data obtained in a manner direct from child students taken through effectiveness book guides developed learning. The subject his research is a child 5–6 years old in ABA VII Kindergarten, Kediri City. There are 13 people and 6 educators in ABA VII Kindergarten. The sampling technique used is *purposive sampling*, that is, a withdrawal sample in accordance with the needs of the researcher. Effectiveness data analysis book guide learning held with test SPSS analysis *pretest* and *posttest*.

III. RESULTS AND DISCUSSIONS

1. **Hypothesis Test Results Evaluation Achievements Learning Religious Values and Ethics**
   a. hypothesis
   Ho: no There is difference pretest and posttest scores for Achievements Learning religious and moral values character
   Hey: there is difference pretest and posttest scores for Achievements Learning religious and moral values character
   b. Significance level α: 0.05
   c. Criteria decision

Taking decision based on results probability (value *Sig*) obtained , namely :
If *Sig* > 0.05 then The null hypothesis (H $_0$) is accepted .
If *Sig* < 0.05 then The null hypothesis (H $_0$) is rejected .
d. Test results (contains tables and results in table) and Conclusion

Table 1: Wilcoxon Test Results Achievements Learning Religious Values and Ethics

Test Statistics ^{b}

	PosttestNA – PretestNA
Z	-3.193 ^{a}
Asymp . Sig. (2-tailed)	001

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on table : 1 can seen mark *sig* of 0.001 so can interpreted that mark *sig* not enough from the alpha value set i.e. 0.05. In conclusion that Ho is rejected and Ha is accepted .

Table 2: Ranks Results Achievements Learning Religious Values and Ethics

		N	MeanRanking	Sum of Ranks
PosttestNA – PretestNA	Negative Ranks	0 ^{a}	.00	.00
	Positive Ranks	13 ^{b}	7.00	91.00
	ties	0 ^{c}		
	Total	13		

a. PosttestNA < PretestNA

b. PosttestNA > PretestNA

Result of table . 2 related *Ranks* show that all respondent a number of 13 are in *the positive ranks* which means that mark *posttest* all respondent experience enhancement from mark *pretest* for Achievements Learning religious and moral values character.

e. Interpretation
Based on hypothesis test results can concluded that There is difference mark *pretest* and *posttest* For Achievements Learning religious and moral values character so that the results given is positive and significant.

2. **Hypothesis Test Evaluation Achievements Self Learning**
a. hypothesis
Ho: no There is difference mark *pretest* and *posttest* For Achievements Learning teak self
Hey: there is difference mark *pretest* and *posttest* For Achievements Learning teak self
b. Significance level α: 0.05
c. Criteria decision
Taking decision based on results probability (value *Sig*) obtained , namely :
If *Sig* > 0.05 then The null hypothesis (H $_0$) is accepted .

If *Sig* < 0.05 then The null hypothesis (H$_0$) is rejected .
d. Test results (contains tables and results in table) and Conclusion

Table 3: Wilcoxon Outcome Test Results Self Learning
Test Statistics [b]

	PosttestJD – PretestJD
Z	-3.238a
Asymp . Sig. (2-tailed)	001

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on table.3 can seen mark *sig* of 0.001 so can interpreted that mark *sig* not enough from the alpha value set i.e. 0.05. In conclusion that Ho is rejected and Ha is accepted .

Table 4: Ranks Results Achievements Learning teak self

		N	MeanRanking	Sum of Ranks
PosttestJD – PretestJD	Negative Ranks	0 [a]	.00	.00
	Positive Ranks	13 [b]	7.00	91.00
	ties	0 [c]		
	Total	13		

a. PosttestJD < PretestJD

b. PosttestJD > PretestJD

c. PosttestJD = PretestJD

Results from table.4 *Ranks* show that all respondent a number of 13 are in *the positive ranks* which means that mark *posttest* all respondent experience enhancement from mark *pretest* For Achievements Learning mark teak self .
e. Interpretation
Based on hypothesis test results can concluded that There is difference mark *pretest* and *posttest* For Achievements Learning mark teak self so that the results given is positive and significant .

3. **Hypothesis Test Basic CP Assessment Literacy , Mathematics , Science , Technology , Engineering and Arts**
a. hypothesis
Ho: no There is difference mark *pretest* and *posttest* For Achievements Learning base literacy , mathematics , Science Technology , engineering and Arts
Hey: there is difference mark *pretest* and *posttest* For Achievements Learning base literacy , mathematics , Science Technology , Engineering and Arts
b. Significance level ; α: 0.05
c. Criteria decision
Taking decision based on results probability (value *Sig*) obtained , namely :
If *Sig* > 0.05 then The null hypothesis (H$_0$) is accepted .

If *Sig* < 0.05 then The null hypothesis (H $_0$) is rejected .
d. Test results (contains tables and results in table) and Conclusion

Table 5: Wilcoxon CP Test Results Based on Literacy , Mathematics , Science Technology , Engineering and Arts
Test Statistics [b]

	PosttestDM – PretestDM
Z	-3.228a
Asymp . Sig. (2-tailed)	001

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on table.5 can seen mark *sig* of 0.001 so can interpreted that mark *sig* not enough from the alpha value set i.e. 0.05. In conclusion that Ho is rejected and Ha is accepted .

Table 6: Results of Achievement Ranks Learning base literacy , mathematics , Science Technology , engineering and Arts

		N	MeanRanking	Sum of Ranks
PosttestDM – PretestDM	Negative Ranks	0 [a]	.00	.00
	Positive Ranks	13 [b]	7.00	91.00
	ties	0 [c]		
	Total	13		

a. PosttestDM < PretestDM

b. PosttestDM > PretestDM

c. PosttestDM = PretestDM

Result of table . 6 *Ranks* show that all respondent a number of 13 are in *the positive ranks* which means that mark *posttest* all respondent experience enhancement from mark *pretest* For Achievements Learning mark base literacy , mathematics , Science Technology , Engineering and Arts .
e. Interpretation
   Based on hypothesis test results can concluded that There is difference mark *pretest* and *posttest* For Achievements Learning mark base literacy mathematics , Science Technology , engineering and Arts so that the results given is positive and significant .
   After know results statistical test analysis about effectiveness development book guide learning is known result is positive and significant , p This Of course as material reference development book guide is need Because needed book operational and easy grip understood for educator , which contains various examples activity appropriate learning with adapted curriculum development . Development book guide become important thing for educator Because can used as instruction technical in carry out learning , where showing results development book guide will awaited by educators matter This in accordance developed goals so that own specification (Sulistyaningtyas & Fauziah, 2019) . Learning For child age early own different characteristics with unit education other Because Learning designed with consider stage development and level achievement participant educate moment this , accordingly need learn , as well reflect diverse

characteristics and development so that learning become meaningful and fun (Maria Melita Rahardjo, Sisilia Maryati, 2021).

4. **FGD and Questionnaire Results Educator Development Guidebook**

is book guide include instruction use book ?
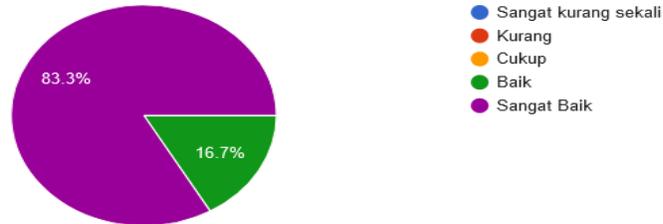
is book guide include objective learning to be achieved child ?
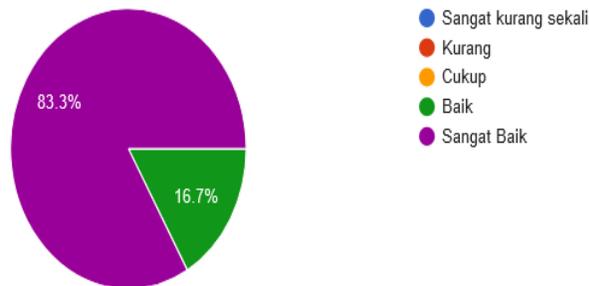
Are you(teacher) as user understand guide and goals learning to be achieved ?
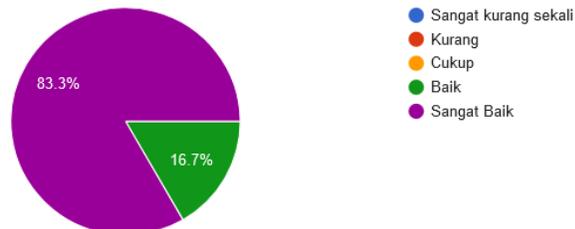
is design image used in accordance with level development child age early ?

Apakah desain gambar yang digunakan sesuai dengan tingkat perkembangan anak usia dini?

6 responses
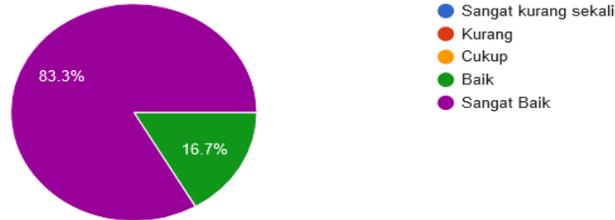
is topic in material that given can understood by children age early in your class ?

Apakah topik dalam materi yang diberikan dapat dipahami oleh anak usia dini di kelas Anda?

6 responses

is There is information in order for you as a teacher still given chance modify activity from book guide learning this ?

Apakah ada informasi agar Anda sebagai guru masih diberikan kesempatan memodifikasi kegiatan dari buku panduan pembelajaran ini?

6 responses

is book guide learning This worthy used For child age early after you use ?
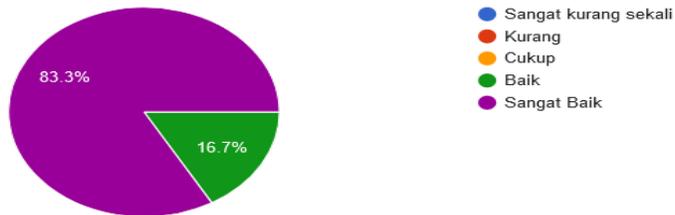
After do advanced interview to user namely educators unit later preschool education filling survey was carried out questions related content book guide obtained 83.3% answer already own instruction use book guide in a manner clear , 83.3% achievement understanding objective learning , 100% design included in book guide in accordance age children 5-6 years , 50% achievement modification learning that can developed from book guide , 83.3% answers state Can direct used For activity learning in children . The results achieved are stated Still Not yet fulfil achievement i.e. 50% related modification If use book guide This need evaluated returned by the developer book Where needed clarity instruction method modify order for educators more understand step learning in accordance objective expected learning.

Besides matter the after content from activity learner given to 13 children in Kindergarten ABA VII Kediri City Then done evaluation with the educators obtained summary results as following :

Table 7. Educators' FGD results For development book guide learning

No	Question lighter	Answer
1	What advice can you give the book guide learning based Pancasila values for child age early ?	1. According to I book guide This Already nice and appropriate with the goal is easy understood by the teacher and can used as guidelines learning, topics in material can understood child with easy and book guide it's so worth it used for Early Childhood . However need added writing/words/ numbers on pictures / symbols as introduction literacy and numeracy in children age early . 2. Suggestions want I give that is moment give activity strengthening to child about Pancasila Values can using ICT media for the process more interactive and fun for child . 3. Book guide this is very good 4. Already great, advice More varied Again 5. Book guide This Already Good Already understandable child age early moment do 6. In picture symbol please Can added Name from symbol such , for example symbol please to 5 (rice and cotton), so already child Can read direct Can understand
2	Which part makes you feel most must revised / added in book guide this ?	1. On symbols and pictures places of worship plus writing/words as well numbers .

No	Question lighter	Answer
		2. According to opinion I the best thing added instruction use sheet work (pictures at the end) to make it easier for teachers and children understand use it .
		3. Identical child with play while Study Can added with let 's play puzzles child more creative
		4. Content section need made form modification or instruction modification what can done by educators If Later used
		5. Identical child with Study while play Can added with activity look for trail (maze)
		6. In Achievements Learning Religious Values and Ethics , all kinds of religions are equipped the amount according to the religion in Indonesia, because picture something is confusing child namely Islam and Christianity (use closing head) for the female child Still Confused Then still 3 religions in LKA (Children's Activity Sheet)

As for the results documentation moment strengthening knowledge and insight child poured work on LKA (Children's Activity Sheet) in understanding Pancasila values through symbols and symbols :
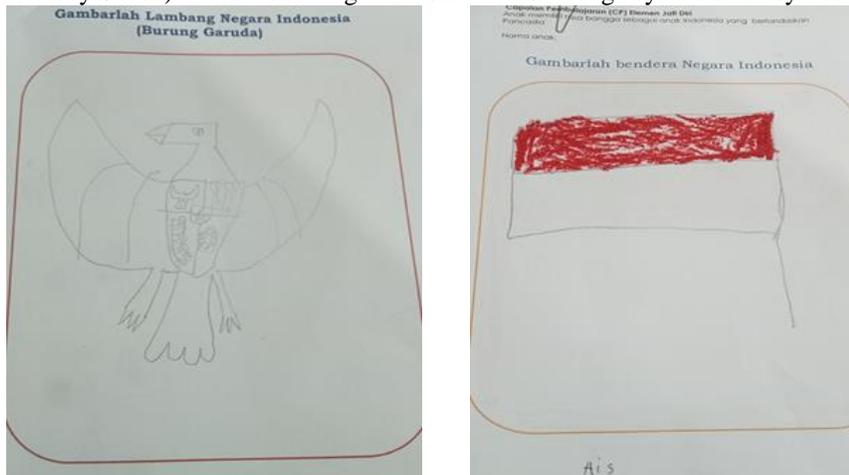

Figure 1: pouring ideas through doodles/drawings

Figure 2: the concept of connecting the knowledge that children receive

Based on charging surveys, input from educators, and trials on children in the classroom, the concept of learning children is play. Where play is a method A guide appropriate learning with characteristics and principles learning child age early is also required for study child. Activities undertaken although this LKA (Children's Activity Sheet) was distributed No, it is not the only activity carried out by the child, but designing learning with other materials with draft diverse play, diverse support imagination creativity child will be one key success learning specifically. How educators manage or know the right strategy when learning is going on (Farida, 2017) Besides that, freedom to scratch ideas strengthens understanding cognitively through LKA-needed order sheets. Work is used to facilitate the child's activity Study to understand a concept or knowledge (Pujiaswati et al., 2020). Affirmed concept in drafting sheet work also refers to developing a Child Worksheet (LKA) with the use of a constructivist approach. For optimizing development ability, compile knowledge. Approach This assumes that the moment a child interacts with the world around him, he develops complex and varied ideas. Structure knowledge changed because of the construction process. The construction process happens when children add and revise structures. Old knowledge becomes new knowledge through the learning process (Pratiwi &., 2017).

Activity moment child construct experience learn in a manner direct also concerning readiness Study is fact Where see readiness study so child can reach through ability holistic in accordance with task its development. Moment children do given activities seen as a role in readiness Study that is synergistic growth and development aligned and appropriate with task development at every stage (Halim, 2017). Learning at an early age through various activities, each other hooked up with others, so pattern stimulation development in children is not sectoral and partial, but only One aspect of development (Atabik & Burhanuddin, 2015). Educators need to adapt design learning, which refers to curriculum programs and activities played in teaching, to existing principles of learning. Can optimize child development in a thorough manner (Lestariningrum, 2017)?

IV. CONCLUSION

Based on process and results, a study can draw the conclusion that This has produced A book guide to learning For educators specifically about learning Pancasila values in children 5–6 years old Book This was developed with a 4D development model consisting of stages: *define*, *design*, *develop*, and *disseminate*. Book This later can be used as a guide in a technical manner by educators with consideration of aspect appropriateness content, aspect component language, and aspect component presentation. Already done stage until the trial group was small and stated positive and significant enough to be used with revision on some parts in accordance with the input given. Besides it, based on the results of assessments conducted by educators and the results of trials on children's related

contents, teachers agreed that book guides for learning enter the category of very eligible and have an increased achievement *pretest* and *posttest*.

ACKNOWLEDGEMENTS

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