

Development of Kado Ragam with *Tri Hita Karana* Content to Enhance Learning Activity and Learning Outcomes in Pancasila Education for Grade V Elementary School Students

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ABSTRACT

This research aims to produce media, determine the validity and practicality of the media, and describe the effectiveness of developing domino card media on diversity (kado ragam) with Tri Hita Karana content to increase activity and learning outcomes in Pancasila Education. Development research type using the ADDIE model. The study subjects were students from SD N Renon Denpasar, comprising 30 students in class VA and 32 in class VB, along with four teachers serving as practitioners. The data collection methods are questionnaires and tests. The research instruments include media, materials, practicality, learning activities, and multiple-choice tests. The learning activity instrument was tested for validity and reliability. The learning outcome instrument was tested for validity, reliability, discrimination, and difficulty. Data analysis was performed using percentages, one-way ANOVA, and multivariate tests. The research results show that: Various gifts are presented in printed form, with media validity at 92.3%, material at 95.39%, and practicality at 86.05, which falls into the very practical category. The effectiveness results show statistical values for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, with an F-statistic of 83.280 and a significance level of 0.001. This value is smaller than the significance level of 0.05 ($p < 0.05$). Conclusion: The Kado Ragam media simultaneously influences Tri Hita Karana content, student activity, and learning outcomes.

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1. INTRODUCTION

Pancasila and citizenship education, as a manifestation of character education in the practice of its teachings, emphasize the aspect of attitude without eliminating the cognitive and psychomotor aspects [1], [2]. Pancasila and Citizenship Education in elementary schools: the grade V learning material emphasizes the importance of students' understanding of the values of diversity in society. In Indonesia, a country with diverse ethnicities, cultures,

noble values, and religions, education about diversity is crucial [3]. However, Pancasila education materials are often delivered in a rote, less engaging way, so students do not understand or appreciate the importance of diversity [4]. The learning process in Pancasila Education is difficult for students to understand because the material is too heavy; at times, students are less active during the learning process [5], [6]. Lack of use of learning media during Pancasila Education learning [7], [8]. At the end of the lesson, the teacher gives evaluation questions; many students fail to complete them, resulting in poor learning outcomes [9], [10], [11].

Therefore, the use of game media, such as dominoes of diversity, is expected to be a solution to overcome this problem. This media not only presents information about diversity in an interactive manner but also encourages students to participate in the learning process actively [12]. The Domino cards used in this study are question-and-answer cards. Learning is fun because it can provide opportunities for students to work together in groups, fostering a spirit of competition in a healthy, responsible, cooperative, and creative way, and improving cognitive skills, including creative thinking and quick thinking [13], [14]. Through games, students can learn to recognize and appreciate the differences that exist around them, as well as understand the importance of tolerance and cooperation in community life [15], [16], [17]. Through a game of dominoes, students can interact with one another, discuss, and share views, which, in turn, can strengthen their understanding of the values of diversity [18], [19].

The application of values that respect diversity is in harmony with Tri Hita Karana's teachings. Tri Hita Karana means a harmonious relationship with the god almighty by respecting his creation (Parahyangan), respecting and protecting the surrounding environment (palemahan), and maintaining harmony with the surroundings (pawongan). Concept *Tri Hita Karana* is a teaching that is always tucked away, as Balinese culture is firmly rooted in the values of harmonization through *Tri Hita Karana* [20], [21], [22]. Cultural practices such as traditional ceremonies, dance arts, traditional architecture, and daily survival practices are reflected in *Tri Hita Karana* [23], [24]. Teachings *Tri Hita Karana* Teaching students to be able to enforce religious values, cultivate social values in society, respect gender differences, inculcate social justice values, develop democratic attitudes, instill honesty, display honesty, improve attitudes and fighting power or resilience, develop responsible attitudes, and protect the environment of the universe [25], [26].

Therefore, the purpose of this research is to develop a diversity domino card learning media (KADO RAGAM) to Improve Learning Activities and learning outcomes in Pancasila education for Grade V elementary school students. The development of this media uses the ADDIE model. (*Analysis, Design, Development, Implementation, and Evaluation*) [15], [27]. This research is supported by previous research, namely the use of domino media, a letter to my experience, which can be influential in improving student learning outcomes [28]. Then the results of the effectiveness test showed an average pretest score of 53.52 < an average posttest result of 83.69, and it can be said that domino card media is effective in improving student learning outcomes [29]. Through this game, students are invited to collaborate and discuss, which can lead them to share knowledge and experiences [30].

2. METHOD

The research method is research and development. The research design, as applied to the ADDIE model, is as follows.

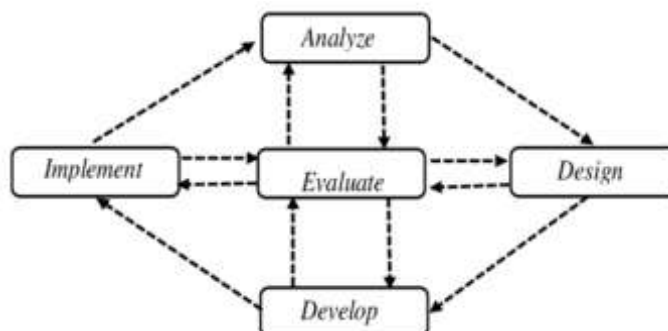


Figure 1. ADDIE Design [31]

The object of the research is the domino card media of diversity, while the subject of the research is the students of SD N Renon Denpasar, consisting of 30 VA classes, 32 VB classes, and four teachers as practitioners. The research instrument consisted of questionnaires on the validity of the media, materials, practicality, small-group trials, and learning effectiveness. The multiple-choice test instrument consists of 20 questions that have been declared valid and reliable, show good differentiation, are of good difficulty level, and are deceitful in the good category.

Data analysis techniques include quantitative and qualitative methods. Quantitative by conducting an analysis prerequisite test consisting of normal, homogeneous, box's M, and multicorrelation test and hypothesis test to test the effectiveness of media on learning outcomes, learning activity, and simultaneously to measure learning outcomes and learning activity. Meanwhile, qualitative research was conducted to gather judges' input on media improvements.

3. RESULTS AND DISCUSSION

3.1 Results

Design and construction of diversity domino card media (Variety Gifts) include products sized and printed on paper. The following is a design for making domino card media, displayed in tables and pictures, for Kado Ragam media.

Table 1. Stages of Design Making

No.	Stages	Description
1	Application	<ul style="list-style-type: none"> ➤ Adobe Photoshop is used to edit photos (content). ➤ Adobe Illustrator is used to prepare design assets such as backgrounds for various gifts, design elements for various gifts, and other design assets, and at the same time to design a variety of gifts.
2	Steps	<ul style="list-style-type: none"> ➤ Determining the overall content of the variety gift ➤ Prepare the content (photos) needed for various gifts ➤ Prepare designs for various gifts, such as <i>backgrounds</i>, <i>element designs</i>, and other designs in the Adobe Illustrator application ➤ After all <i>the design</i> assets and content have been collected, compile the entire content in the Adobe Illustrator application itself ➤ Next, convert the file to a print-ready file



Figure 2. Game Rules and Various Gift Game Boards with Load Error



Figure 3. A Variety of Gifts with *Tri Hita Contents* Due to the Difficult Category



Figure 4. Various Gifts with *Tri Hita Karana Contents* Easy Category

Results of the Validity of the Diversity Domino Card (Variety Gift) with *Tri Hita Karana Contents*

The results of the validity assessment of the diversity domino card media (variety gifts) with Tri Hita Karana content, conducted by two experts, are shown in the following table.

Table 2. Results of the Validity of Various Gift Media with *Tri Hita Karana Content*

No	Aspects	Expert I	Expert II	Quantity	Percentage (%)
1	Text Message Design	26	30	56	46,67
2	Image Message Design	19	17	36	30
3	Organizing	14	14	28	23,33
Quantity		59	61	120	100
Percentage		45,38	46,92	-	-
Total Percentage Achievement Rate					92,3

The validity results for the various gift media with Tri Hita Karana content are 92.3% in the very valid category, suitable for use without revision. The results of the validity of the material on various gift media with Tri Hita Karana content are shown in the following table.

Table 3. Results of the Validity of Various Gift Materials with *Tri Hita Karana Content*

No.	Aspects	Expert I	Expert II	Quantity	Percentage (%)
1	Curriculum	13	14	14	12,62
2	Material	20	19	39	35,13
3	Evaluation	8	10	18	16,22
4	Language	20	20	40	36,03
Quantity		61	63	111	100
Percentage		46,92	48,46	-	-
Total Percentage Achievement Rate			95,38		

The validity results for the various gift media materials with *Tri Hita Karana* content are 95.39% in the very valid category, suitable for use without revision. The results of the Small Group Trial of Diversity Domino Cards (Variety Gifts) were tested in small groups of 9 students. The results of the small group trials are shown in the following table.

Table 4. Results of Small Group Trials of Various Gift Media with *Tri Hita Karana Content*

No.	Aspects	I	II	III	IV	V	VI	VII	VIII	IX	Volume	Percentage rate (%)
1	Media	18	16	16	18	16	16	16	17	16	149	30,2
2	Material	28	28	28	29	30	30	33	29	30	265	53,8
3	Benefits	8	8	8	9	8	10	10	8	10	79	16
Quantity		54	52	52	56	54	56	59	54	56	493	100
%		9,2	8,9	8,9	9,6	9,2	9,6	10,1	9,2	9,6		
Total %								84,27				

The results of the small-group trial of Media Kagift Ragam with *Tri Hita Karana Content* were 84.27% in the very feasible category.

The validity results for the various gift media with *Tri Hita Karana* content are 92.3% in the very valid category, suitable for use without revision. The validity results for the various gift media materials with *Tri Hita Karana* content are 95.39%, placing them in the very valid category, suitable for use without revision. The results of the small-group trial of various gift media with *Tri Hita Karana* content were assessed by nine students; the acquisition rate was 84.27% in the very feasible category.

The validity of the development of a variety of gift media with *Tri Hita Karana* content. In accordance with previous research, the modified domino card media is highly valid, and the practical results obtained are highly practical [32], [33]. Other research results show that, in accordance with the validation criteria set by the validators, the culture-based domino card media created obtained very high media and material validity [12].

Results of the Practicality of Diversity Domino Card Media (Variety Gifts) with *Tri Hita Karana Content*

The practicality of various gift media in conveying *Tri Hita Karana* content, as assessed by four classroom expert teachers, is shown in Table 5. The results of the Percentage of practicality of various gift media with *the content of Tri Hita Karana* 86.05 in the category are very practical.

The results of this practicality test are consistent with previous research, which found that the level of practicality of the modified domino card learning media is very practical,

based on the average score of the teacher's response questionnaire [34]. Students love and are interested in the game of dominoes because it offers interesting gameplay and a simple way to play, and at the evaluation stage, it shows very practical results when used in elementary school learning [35]. Domino Card Media has a unique feature, namely learning while playing, to engage students in ongoing subjects and serve as a practical educational medium [36].

Table 5. Practicality of Kado Ragam Media with *Tri Hita Karana Content* By Teacher

No.	Aspects	I	II	III	IV	Quantity	Percentage (%)
1	Attraction	18	16	16	18	68	27,42
2	Content	14	13	14	12	53	21,37
3	Usage	14	14	13	14	55	22,18
4	Language	10	9	9	10	38	15,32
5	Evaluation	9	8	9	8	34	13,71
6	Quantity	65	60	61	54	248	100
Percentage (%)		23,21	21,78	21,78	19,28	-	-
Total Percentage (%)					86,05		

Using domino learning media, students can learn while playing, a practical approach that children enjoy. Students can benefit from playing while learning with their classmates by using game-based learning to understand abstract and fun subjects [37].

Results of Quantitative Test Analysis of Diversity Domino Card Media (Variety Gifts) with *Tri Hita Karana Content*

The results of the quantitative test consisted of the analysis-prerequisite tests, namely normality, homogeneity, Box's M test, and multicollinearity.

Table 6. Normality Test Results of Learning Activity and Learning Outcomes

Variable	Experiments	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Learning Outcomes	Experiments	,131	30	,197	,942	32	,103
Experimental learning activity	Experiments	,078	30	,200*	,980	32	,836
Control Learning Outcomes	Experiments	,137	30	,155	,945	30	,127
Activeness of Learning Control	Experiments	,075	30	,200*	,982	30	,880

The results of the normality tests for learning activity and learning outcomes were based on the Kolmogorov-Smirnov and Shapiro-Wilk tests, both with p-values > 0.05, indicating that both data sets are normally distributed.

Following Table 7, the results of the homogeneity test of activeness and interest in learning were tested using Levene's test; the p-values for both data were > 0.05, indicating homogeneity.

Table 7. Homogeneity Test Results of Various Gift Media with Load *Tri Hita Karana*

No.	Homogeneity Test	Significance results
1	Learning Activity Based on Average	0,538
2	Learning Outcomes Based on Average	0,988

The use of MANOVA also requires a test of homogeneity of variance matrices, performed with the Box's M test in SPSS 26.0 for Windows. The results of the variance-covariance matrix homogeneity test, namely the Box's M homogeneity test, are presented in Table 8.

Table 8. Box's M Homogeneity Test Results

Box's M	4,719
F	1,516
df1	3
df2	753065,910
Sig.	,208

Based on Table 8, it appears that the value of $F = 1.544$ with a significance value of 0.208. The significance figure was greater than 0.05 ($p > 0.05$). This shows that the variance-covariance matrix between *dependent variables* is not different, in other words. So, the variance matrix for the variables of activity and learning outcomes is the same (homogeneous).

The multicollinearity test determines whether there is a relationship between two bound variables. Multicollinearity can be assessed using Pearson's correlation in SPSS 26.0 for Windows. The results of the multicollinearity test are presented in Table 9.

Table 9. Multicollinearity Test Results

Variable		Activeness Learn	Learning Outcomes
Activeness of learning	Pearson Correlation	1	,208
	Sig. (2-tailed)		,105
	N	62	62
Learning Outcomes	Pearson Correlation	,208	1
	Sig. (2-tailed)	,105	
	N	62	62

Based on Table 9, it appears that the *Pearson Correlation* value (r) is 0.184 with a significance value of 0.208. The correlation value was smaller than 0.8, and the significance value was greater than 0.05 ($p > 0.05$). This shows that the correlation value between the activeness variable and learning outcomes is not significant. Thus, it can be concluded that there is no correlation between activity and learning outcomes, and that there is no multicollinearity. The results of the data analysis are presented in the appendix.

3.2 Discussion

Domino cards here are not like dominoes in general [38]. The technique of the diversity domino card game modifies the rules of the domino card game used by previous researchers,

namely by having students pair answers to the questions on the cards after throwing one card. Once you put the questions and answers on the dominance card one by one, the next card will follow. The paired answers must match the question. At this stage, students must really understand the material to match the questions to the answers. This activity can also have a positive impact on students because a combination of practice activities packaged as domino card games can strengthen skills in collaborating with peers, understanding questions, and matching questions to answers [39].

The validity of developing a variety of gift media with *Tri Hita Karana* content. In accordance with previous research, the modified domino card media is highly valid, and the practical results obtained are highly practical [32], [33]. Other research results show that, in accordance with the validation criteria that the validators have set, learning media in the form of domino card media based on the Balinese local wisdom culture *Tri Hita Karana* that was created, obtained the results of the validity of the media, and the material is very valid [12].

The results of this practicality test are consistent with previous research, which found that the level of practicality of the modified domino card learning media is very practical, based on the average score of the teacher's response questionnaire [34]. Students love and are interested in dominoes because they offer engaging gameplay and a simple way to play, and at the evaluation stage, they show very practical results when used in elementary school learning [35]. Domino Card Media has a unique feature: learning while playing, which engages students in ongoing subjects and serves as a practical educational medium [36].

The effectiveness test results showed an increase in student learning outcomes, with scores falling into the medium range. These findings show that domino card media developed using the ADDIE model have improved students' understanding of PPKn material [32]. The learning atmosphere when using dominoes becomes fun, which increases students' interest in understanding the learning materials and can improve student learning outcomes [40]. Students taught with domino cards achieved better learning outcomes than those taught with conventional methods [41], [42].

The application of domino cards in learning meets students' needs, improves understanding of the material in context, accommodates diverse learning styles, and increases student engagement by emphasizing students' involvement in composing dominoes, answering questions, and solving problems. The domino game emphasizes the responsive aspect created from student feedback to the material presented. In addition, the educational aspect ensures that the material aligns with the curriculum and learning objectives [43]. The integration of local wisdom into Pancasila Education learning can improve students' contextual understanding [44], [45]. Learning based on *Tri Hita Karana* local wisdom can serve as a guide for students' lives, helping them remain pious towards god, love fellow humans, and protect the universe [45], [46].

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