

LEARNING MANAGEMENT SYSTEM PINTER PANCASILA: 21ST CENTURY JUNIOR HIGH SCHOOL STUDENTS' PANCASILA LEARNING MEDIA

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Abstract. The research aims to analyze the effectiveness and implementation of the impact of the implementation of the Learning Management System Pinter Pancasila as a 21st century Pancasila Education learning media. Learning Management System Pinter Pancasila in addition to being a learning media, also serves to facilitate teachers and students in implementing the Pancasila Student Profile Strengthening Project (P5) in Junior High School. The research was conducted at SMP Negeri 8 Yogyakarta City. This study used the Research and Development method with data collection techniques using a questionnaire. The results showed that the effectiveness and implementation of the impact of implementing the Learning Management System Pinter Pancasila as a learning media showed a value of 4.79. The conclusion of this study is that the Learning Management System Pinter Pancasila is feasible to use as a learning media for Pancasila Education. Keywords: 21st Century, Learning Media, Pancasila Education, Pinter Pancasila.

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INTRODUCTION

The rapid development of technology in the 21st century in various fields of life has shifted the traditional learning paradigm to a more modern one. Today, all activities in various fields will adapt to the times, including education. The wider the development of technology in the field of education, educators are "forced" to keep up with the current digital era. According to (Hidayat, 2020) Learning skills using digital technology will greatly help faster to get and improve life skills in students, and educators can easily develop learning materials. Learning is a process of interaction between educators and students with learning resources (Firmadani, 2020).

The lack of learning information sources can hinder the achievement of learning process goals to overcome this requires a good learning strategy and learning media is needed as a tool for delivering messages aimed at students so that students can easily capture messages conveyed by educators. Media utilization is important to do because when a material or teaching material prepared by the educator is very good but the media is not very good.

If the learning media used is not appropriate, the message to be conveyed cannot be understood by students. There are many ways that educators can convey material through learning media, especially interesting and innovative learning media so that learning that occurs is not boring but the material can be conveyed properly to students (Firmadani, 2020).

One of the technology utilization to develop learning media is by using Learning Management System. Learning Management System (LMS) is a broad term used for various systems that organize and provide access to online learning services for students, teachers, and administrators (Aldiab et al., 2019). The utilization of Learning Management System based on Pinter Pancasila application is a breakthrough to make Pancasila Education subject easier and less boring for students. This research was conducted at SMP N 8 Yogyakarta to apply Moodle Pinter Pancasila to 8th grade students of SMP N 8 Yogyakarta.

Based on the background, there are problem formulations that we will study, namely: (1). How is the development design of Learning Management System Pinter Pancasila? (2). How is the implementation of Learning Management System Pinter Pancasila? (3). How is the impact of the Pinter Pancasila Learning Management System? This research, thus, aims to: (1). Describe the development design of Pinter Pancasila Learning Management System development design; (2). Analyze the implementation of Learning Management System Pinter Pancasila in State Junior High School 8 Yogyakarta, and; (3). Analyzing the impact of the Pinter Pancasila Learning Management System.

RESEARCH METHOD

This type of research is Research and Development (R&D). The R&D method is a research method used by researchers to produce certain products, then the product is tested to measure the effectiveness of the product, so that the product can be developed and can be used by the general public (Sugiyono. 2017; 2019). This research can produce certain products and develop existing products, then conduct a needs analysis to test the effectiveness of these products (Firmansyah, A. et al., 2022; Fitriani, N.I.N. et al., 2022).

Research and development of Learning Management System Pinter Pancasila, using several stages, namely: (1) Media needs analysis stage, At this stage the researcher analyzes the needs of learning media based on problems that occur in the world of education, especially in the subject of Pancasila Education. The analysis was carried out using literature studies as well as observations and interviews with research subjects to obtain information on what kind of learning media was still needed by the research subjects; (2) The stage of defining the media program, At this stage the researcher makes a program definition in the form of defining the features needed for the development of learning media, based on the needs of the research subject, from the media needs analysis stage process; (3) Stage of developing media programs

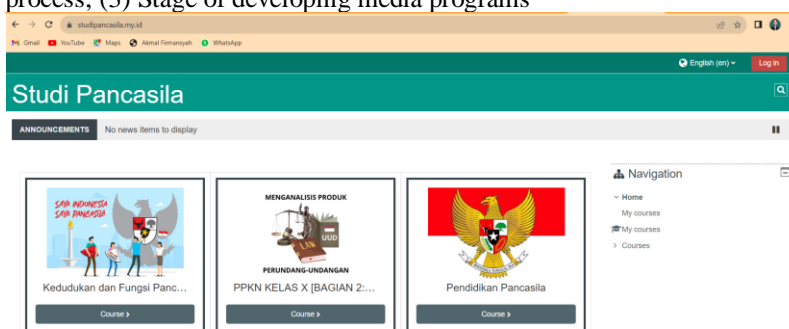


Fig 2. Development of Learning Management System Pinter Pancasila

The stage of developing media, namely at this stage researchers develop learning media based on features that have been defined, researchers use e-learning moodle (Modular Object-Oriented Dynamic Learning Environment) to develop the Learning Management System Pinter Pancasila; (4) The media program implementation stage At this stage, researchers conducted trials and applied the Pinter Pancasila Learning Management System to research subjects at State Junior High School 8 Yogyakarta City.



Fig 3. Implementation of Learning Management System Pinter Pancasila

(5) The media program evaluation stag, This stage is the final stage of media development, namely revising the learning media, before the dissemination process or spreading the learning media so that it can be used by the public.

RESULT AND ANALYSIS

The research we conducted on May 01, 2023 until August 20, 2023, with the subject and object of research, namely 8th-grade students of public junior high school 8 Yogyakarta city. by using data collection techniques in the form of observation, questionnaires or questionnaires and literature study literacy. The number of our research subjects is 70 people. We used a purposive sampling technique in determining the research subjects. The data were analyzed qualitatively using a descriptive approach and for quantitative analysis of test results using analysis techniques. using the Sign Test analysis technique. And on Research and Development (R&D) that the research did was: (1). How is the development design of the Learning Management System Pinter Pancasila? (2). How is the implementation of Learning Management System Pinter Pancasila? (3). How is the impact of the Learning Management System Pinter Pancasila?

1.1 Table 1. Data Results Effectiveness of Learning Management System Pinter Pancasila on the usefulness of the Pancasila Student Profile Strengthening Project program (P5)

Indicator	Number of Items	Score	F	Total Average Score	Percentage
Project for Strengthening Pancasila Student Profiles (P5)	20	SS (5)	237	1185	26%
		SS (4)	580	2320	51%
		SS (3)	340	1020	22%
		SS (2)	13	26	1%
		SS (1)	10	10	0%
amount			1180	4561	100%
maximum score			5900		
average percentage			77%		
Criteria			Strong		

Based on the data results in Table 1. which obtained an average percentage value of 77% with strong criteria, it can be concluded that the Pinter Pancasila Learning Management System can be useful as a learning media that supports and makes it easier to implement the Pancasila Student Profile Strengthening Project (P5). o that we can suggest the Learning Management System Pinter Pancasila learning media to be implemented to support and realize the success of the Pancasila Student Profile Strengthening Project (P5) program so that students and teachers can easily implement it.

1.2 Table 2. Data Results Effectiveness of Learning Management System Pinter Pancasila on the usefulness of Pancasila Education Learning Activities

Indicator	Number of Items	Score	F	Total Average Score	Percentage
Learning Activities	10	SS (5)	89	445	20%
		SS (4)	269	1076	49%
		SS (3)	219	657	30%
		SS (2)	11	22	1%
		SS (1)	2	2	0%
amount			590	2202	100%
maximum score			2950		
average percentage			75%		
Criteria			Strong		

Based on the results of the data in Table 1. which obtained an average percentage value of 75% with strong criteria, it can be concluded that the Learning Management System Pinter Pancasila can be useful as a learning media that supports and facilitates learning activities for Pancasila Education. So, we can suggest the Learning Management System Pinter Pancasila learning media to be implemented to support and facilitate Pancasila Education learning activities so that students and teachers can easily implement it.

1.3 Table 3. Data Results Effectiveness of Learning Management System Pinter Pancasila on the usefulness of Pancasila Education Learning Assessment

Indikator	Number of Items	Skor	F	Total Average Score	Percentage
evaluation	5	SS (5)	44	220	20%
		SS (4)	145	580	52%
		SS (3)	103	309	28%
		SS (2)	3	6	1%
		SS (1)	0	0	0%
amount			295	1115	100%
maximum score			1475		
average percentage			76%		
Criteria			Strong		

Based on the results of the data in Table 3. which obtained an average percentage value of 76% with strong criteria, it can be concluded that the Learning Management System Pinter Pancasila can be useful as a learning media that supports and facilitates Pancasila Education Assessment activities. So that we can suggest learning media Learning Management System Pinter Pancasila be implemented to support and facilitate the assessment of Pancasila Education so that students and teachers can easily implement it.

1.4 Table 4. Data from Media Test Results from Media Experts and Material Experts on Learning Management System Pinter Pancasila

Indicator	Number of Items	Skor	F	Total Average Score	Percentage
Aspects of quality and objectives	14	SS (4)	262	1048	34%
		SS (3)	654	1962	64%
		SS (2)	31	62	2%
		SS (1)	2	4	0%
amount			949	3076	100%
maximum score			3528		
average percentage			87%		
Criteria			Very Strong		
Indicator	Number of Items	Skor	F	Total Average Score	Percentage
Learning Aspects	15	SS (4)	295	1180	38%
		SS (3)	604	1812	59%
		SS (2)	41	82	3%
		SS (1)	5	5	0%
amount			945	3079	100%
maximum score				3780	
average percentage				81%	
Criteria			Very Strong		

Based on the results of the data in Table 4. which obtained an average percentage value of 87% with very strong criteria in the aspect of assessing the quality and purpose of Pancasila Education learning media and obtained an average percentage value of 81% with very strong criteria in the learning aspect. So, it can be concluded that the Learning Management System Pinter Pancasila can be useful as a learning media that supports and facilitates learning Pancasila Education.

CONCLUSION

Based on the discussion that has been described in the previous chapter, several conclusions can be drawn. conclusion. In making the Learning Management System Pinter Pancasila, there is a design that we have designed. that we have designed, to make Learning Management System Pinter Pancasila as a learning media for Pancasila Education. In order to develop the Learning Management System Pinter Pancasila, There is cooperation from various elements, such as research subjects who provide advice and input to us, supervisors who provide advice and corrections, and all friends and family who continue to support our research. Not forgetting the related departments. We hope that Pinter Pancasila Learning Management System can be useful and can be implemented as a learning media for Pancasila Education for Junior High School.

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