

# LITERACY EDUCATION USING ANDROID PANCASILA STUDENT PROFILE WITH LOCAL FOLKLORE IN THE EMANCIPATED LEARNING ERA

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DOI: 10.35473/po.v5i2.2547

First received: September 20, 2023

Final proof received: November 30, 2023

## Abstract

The Profile of Pancasila Students in Permendikbud Number 22 of 2020 concerning the Ministry of Education and Culture Strategic Plan for 2020-2024 needs to be supported. The nation's culture has been written down from generation to generation and classically in local folklore, which contains good character values under Pancasila. Various Indonesian local folklore is taught in secondary schools. Local Indonesian folklore should be put forward because it contains the dimensions of the Pancasila Student Profile. In addition, education adapts to technological developments. This study aimed to determine the feasibility of the android Pancasila Student Profile with local folklore in learning and to determine the literacy skills and dimensions of the Pancasila Student Profile owned by secondary school students in the emancipated era. It involves researchers from two different fields. This research supports the transformation of higher education. The research method is R&D inspired by the Joy and Bolitho model to produce products on a not-too-large scale. The flow chart uses the Tesmer design, including the preliminary stages, expert validation, and field/formative tests. This research produced an application product for Pancasila student profiles as a form of literacy education instilled through folklore. These findings and discussions are important because they are positive things for increasing student's literacy.

Keywords: Android, Folklore, Literacy, Pancasila Students Profile

## INTRODUCTION

One of the focuses of Emancipated learning is the acceleration of literacy education. This is because the 2019 Program for International Student Assessment (PISA) research showed that the assessment results for Indonesian students were very low. Indonesia occupies the 74th position out of 79 countries (Mustaghfiroh, 2020). Therefore, a way is needed so that students can increase their literacy in the era of emancipated learning. The emancipated learning includes three things: standing alone, not depending on others, and being able to manage yourself (Hendri, 2020). The emancipated learning also prioritizes character education, which is not far from the Pancasila dimension or the Pancasila Student Profile. The dimensions of the Pancasila Student Profile are noble, independent, critical thinking, creative, working together, and having global diversity. The Pancasila Student Profile is important in learning to avoid major educational sins (Rusdi, 2021; Yuyarti, 2018). The profile of the Pancasila Student is formulated to form superior human resources, lifelong students who have global competence and behave under Pancasila values. (Rusnaini, 2021; Zuriah, 2021). The Pancasila Student Profile is relatively new and is contained in *Permendikbud* Number 22 of 2020 concerning the Ministry of Education and Culture Strategic Plan for 2020-2024. Not all educators and students have implemented the *Permendikbud* and this Strategic Plan.

Moral degeneration has been in the news a lot lately. The Indonesian Minister, Nadiem Makarim said there are three grave sins in education today: bullying, sexual violence, and intolerance (Septiana & Afifah, 2022). Current digital developments reinforce this. Parents and the younger generation can easily access negative internet and social media content on mobile

phones or computers (Das Biswas, 2021). It needs to be pondered together. As educators, we should filter what material needs to be given to students so that the character of the nation's successors improves, including implementing the Pancasila Student Profile (Kahfi et al., 2022). Bullying, sexual violence, and intolerance should be kept away from education through the Pancasila Student Profile. In this era of emancipated learning, the Ministry of Education and Culture provided the concept of the Pancasila Student Profile to be integrated into education. The Pancasila Student Profile comprises six dimensions: faith, piety to God Almighty, noble character, independence, working together, global diversity, critical, and creativity (Irawati et al., 2022). This concept deserves to be welcomed because it follows the mandate of the nation's founders and unifiers gathered in Pancasila as the essence of the nation's culture.

The nation's culture has been written down from generation to generation and classically in local folklore and contains a lot of good character values by the nation's culture. It can overcome moral degeneration related to the three great sins in education. Pancasila Student Profiles can be instilled through literacy in local folklore (Trisnasasti, 2020). The Local Folklore contains local wisdom values that can be used to educate (Jayapada et al., 2017). Various types of Indonesian local folklore are taught in language learning in secondary schools (Pingge, 2017). Local Indonesian folklore should be put forward in this material because it contains more dimensions of the Pancasila Student Profile (Krisphianti, 2022). It's just that there are no local folklore teaching materials in subjects adapted to the dimensions of the Pancasila Student Profile significantly.

Education should adapt to technological developments and current issues

(Yamin & Syahrir, 2020). Currently, the technology that is suitable for use is the Android platform because it is mostly used by students for literacy activities (Istighfarini et al., 2022). Android is an operating system developed for mobile devices (Maiyana, 2018). The progress of learning in the digital era generates new ideas in the world of teaching (Faqih, 2020; Kuswanto, 2020; Sardi & Anistiyasari, 2020). Ease of smartphone access to learning media will increase students' interest and learning outcomes (Hafidz et al., 2019). Android-based mobile applications are growing rapidly (Putera et al., 2017). However, there has not been an Android literacy learning application related to the Pancasila Student Profile clearly or explicitly.

Based on the analysis of the situation with the above background, the research problems can be identified as (a) the unavailability of literacy education learning media using the Pancasila Student Profile android with local folklore as an implementation of digital technology for the Emancipated Learning program, (b) the literacy skills associated with the Pancasila Student Profile owned by students in the Emancipated Learning era were not yet known. The novelty or novelty of this research will be in the form of the availability of literacy education learning media using the Pancasila Student Profile android with local folklore as the implementation of digital technology for the Emancipated Learning program and the knowledge of literacy skills associated with the Pancasila Student Profile owned by students in the Emancipated Learning era. It is hoped that the research contribution will be in the form of android-based literacy teaching products or materials and contain Pancasila Student Profiles for teachers in secondary schools.

The research focused on priority is-

ues, namely literacy education using the Pancasila Student Profile android with local folklore as the implementation of digital technology for the emancipated learning program. This research was developed as the development of secondary school learning media. The secondary school students in Semarang were used as samples or research subjects. This study aimed to determine the feasibility of the Pancasila Student Profile android with local folklore in learning and to determine the literacy skills and dimensions of the Pancasila Student Profile owned by junior high school students in the emancipated learning era. The research method will further explain alternative problem-solving and research operational plans. After problem-solving, the research results will be monitored through monitoring and evaluation.

## METHODOLOGY

The research method used is the research and development method or the R&D Method. R&D is used to produce a product with a certain function and effectiveness with the Joly and Bolitho development model. This model is specifically used to develop teaching media with a scale that does not need to be too large, simple steps, and only needs a few stages in its testing (Anggraini et al., 2018). Steps include needs analysis, pedagogical and contextual realization, product creation and development, and evaluation. Data collection techniques will include syllabus validity questionnaires, lesson plans, and other instruments (Ramdani et al., 2020). This research is formative because it is still in the stage of improvement and development (Sagala & Andriani, 2019). R&D stems from the Tesmer design, which contains self-evaluation, prototyping, and field tests, which consist of the preliminary and formative evaluation stages. In data analysis, the method used is

data reduction, data presentation, and drawing conclusions, which then go through a validation process before becoming valid teaching media.

## FINDINGS AND DISCUSSION

This research produced an android product of the Pancasila Student Profile with local folklore for literacy learning. The data obtained was taken from an analysis of field needs where the Pancasila Student Profile has been increasingly massively applied in school learning. Moreover, the Pancasila Student Profile has been found in the initial planning of learning, namely from the teacher's learning tools.

This study used three stages: self-evaluation, prototyping, and field tests, which consisted of preliminary and formative evaluation stages. Preliminary activities in the form of data collection contain the determination and search for teaching material product designs (researchers look for backgrounds, symbols, and image files suitable for teaching media applications). In searching for this data, the researcher adjusted the material needs with the learning tools used by teachers in schools and the research topic, namely the android student profile of Pancasila and literacy education. After that, sorting and determining the design for Android application navigation (data reduction is carried out by selecting the results of previous data collection, for example, with material that is more colorful and interesting). In this preliminary stage, the researcher held discussions with the teacher regarding the suitability of the topic with the material being taught at school.

The next stage is prototyping. The collected data is then reduced and presented in the first application draft. Forms of reading and practice questions that originate from learning tools related to the Pancasila Student Profile and literacy are

included in the application container. The prototype was then discussed again with the teacher at school and then revised into the second prototype. This prototype was then called prototype two, which was then examined by IT and literacy/language experts regarding feasibility. The results of the second prototype revision from the experts became the third prototype. This third prototype was then distributed to students in small classes.

In the stages of collecting data obtained from teachers, increasing literacy is one thing that needs attention. The reason is the current technological developments are quite alarming. If not paid attention to, the source of negative viewing from technological developments can dominate their minds and become bad. With the output of this product, it is hoped that students will understand more about local literacy, especially folklore, which has good Pancasila values. In this application, folklore stories can be used as material for discussion. Of course, the story can be integrated with the dimensions of the Pancasila student profile by discussing the character and moral values contained in the story. The following is an overview of the application.

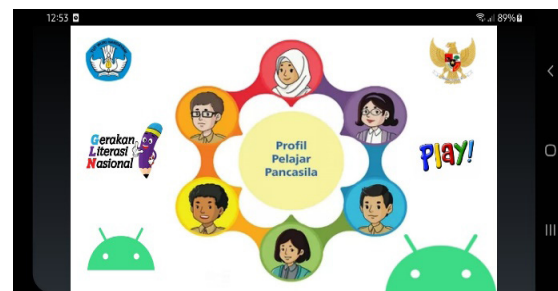


Figure 1. Example of the Pancasila Student Profile Android Application.

In Figure 1, as the application's initial menu, there is a design that describes the focus of this research. The Indonesian Ministry of Education and Culture logo supports the Pancasila student profile policy.

It depicts Garuda Pancasila as the estuary of the dimensions of the Pancasila student profile. There are six dimensions of the Pancasila student profile, which are implicitly and explicitly arranged in this application. The image of the national literacy movement is a symbol of the movement that echoes the importance of literacy for the nation's children. At the same time, the Android logo is a tool to assist in this effort.

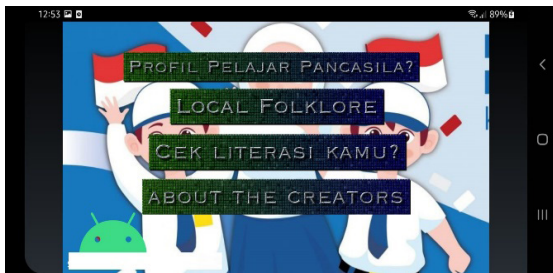


Figure 2. Display of the Main Menu of the Pancasila Student Profile Android Application.

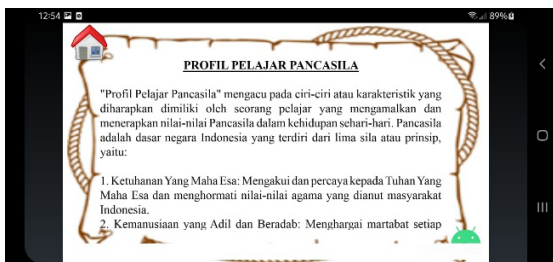


Figure 3. Several Other Views of the Pancasila Student Profile Application.

The second picture has a menu (navigation) that can direct students to literacy material on the Pancasila student profile. The first is the menu “*Profil Pelajar Pancasila?*” which leads to the Pancasila Student Profile and its dimensions (see Figure 3). On the next menu is “local folklore,” which contains local stories full of character education and Pancasila values. On the next navigation, the “*cek literasi kamu*” menu is an exercise in students’ literacy skills to understand the profile of Pancasila students. The menu is an individual or group exercise for

students. The context and integration of literacy learning can be broadly applied to this Android-based learning. In this literacy context, it is also structured in one of the basic competencies of the curriculum or syllabus that students should learn.

Presentation of research results to students received a positive response. From the questionnaire given, more than 70% of students considered this learning resource flexible and fun. From the results of this evaluation, the product was tested in a larger class and received a positive response.

With these results, this research has answered the first problem, namely the availability of literacy education learning media using the Android Pancasila Student Profile with local folklore as the implementation of digital technology for the emancipated learning program. Then, from the results of the formative tests conducted in larger classes, it is known that literacy skills are associated with the Pancasila Student Profile owned by students in the emancipated learning era.

From these findings, it can be said that students’ literacy skills are still not optimal. The results of the formative tests show that many students have not been able to grasp the moral of all the readings linked to the Pancasila student profile. It is considered reasonable because the contents of the Pancasila student profile are still considered new. The implementation of Emancipated Learning learning, including the Pancasila Student Profile, is still difficult to implement because the new policy conceptually still needs to be discussed to achieve maximum learning strategies, especially during this pandemic (Kurniadi & Suprpto, 2022). Moreover, students are still unfamiliar with local Indonesian folklore stories with noble cultural values that can be learned from. The implementation

of Emancipated Learning, including the Pancasila Student Profile, is still difficult to implement because the new policy conceptually still needs to be discussed to achieve maximum learning strategies, especially during this pandemic.

With students who generally already have the basic facilities and infrastructure needed to learn in the modern era, this Android-based literacy learning has flexibility. It can motivate students to be more independent and active in learning literacy in this digital era. Digital Literacy plays a very important role in the current era of globalization because almost all aspects of life are related to technology (Pratama et al., 2023). Students who are more literate in technology than their teachers and too much entertainment information on the internet appear in current learning. However, increased learning independence, interest, motivation, and courage to argue are advantages in today's learning. Even though students can find out many things through the internet, learning outcomes, especially those related to literacy in the Pancasila student profile, must be applied to what has been determined in the curriculum. It is done so that moral degradation does not occur now and in the future. Like it or not, IT-based learning should indeed be applied, given the increasingly rapid development of the times. Apart from IT, education does not only transfer knowledge but must also be integrated with character education for the sake of a golden generation of Indonesia in 2045 that is tough, advanced, and has the character to face increasingly fierce global competition. (Abi, 2017). Student literacy needs to be improved to face global competition. The role of literacy and strong character will produce a strong generation.

## CONCLUSION

Emancipated Learning demands accelerated literacy education. This is because the Program for International Student Assessment (PISA) research shows that Indonesian students' literacy is very low. A way is needed so that students can improve their literacy. Emancipated learning also prioritizes character education, which is not far from the Pancasila dimension or the Pancasila Student Profile. Not all educators and students have implemented the *Permendikbud* and this Strategic Plan. The Pancasila Student Profile can be used to resolve student moral degeneration.

Currently, the technology used is the Android platform because students use it the most. Ease of access to learning media on smartphones will increase student interest. Currently, Android-based mobile applications are growing rapidly. With this research, an android literacy learning application related to the Pancasila Student Profile is available. Students' literacy skills, especially those related to the Pancasila Student Profile, still need improvement.

This research produced an application product for Pancasila student profiles as a form of literacy education instilled through folklore. These findings and discussions are important because they are positive things for increasing student literacy. The hope is that this research can be used as teaching material for literacy education that can inspire all those with an interest in literacy education. This research is a research with a small scope and funding, so it is highly recommended for future researchers to be able to develop the results of this research.

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