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Mainstreaming Pancasila through Snakes and Ladders Game

Kurnia Setiawan[1*], Mirza Ronda[2], Titi Widaningsih[3]

[1]*Design Communication Visual, Faculty of Art and Design, Tarumanagara University, Jakarta, Indonesia*
[2]*Post Graduate Faculty of Communication, Sahid University, Jakarta, Indonesia*
[3]*Post Graduate Faculty of Communication, Sahid University, Jakarta, Indonesia*

ABSTRAC : Pancasila is a national principle of the Republic of Indonesia. In the past 10 years, there has been a decline in public understanding and it is inversely proportional to the increase in intolerance in Indonesia. One of the causes of reducing understanding of Pancasila is due to the ineffectiveness of the Pancasila learning method. An idea emerged to package Pancasila learning through play activities is by using the Snakes and Ladders media. This research was conducted to answer how mainstreaming Pancasila process through the Snake and Ladder game media. This research used design thinking (empathy, define, ideate, prototype, test). The method used was interviews. The research subjects were elementary school, junior high school, high school students, collage students, participants in the Pancasila Snakes and Ladders simulation and teachers/facilitators who participated in the Pancasila Snake and Ladder Simulation (training of trainer) workshop. The results showed that there were differences in understanding of Pancasila for elementary, junior high, high school and college students. The Pancasila Ladder Snake received a positive response from teachers/education activists. The workshop was held in 3 batches in August and September 2020 with a total of 94 participants from more than 30 regions in Indonesia. Participants were excited and enthusiastic about participating in the workshop and producing action plans to implement them in their areas by 2021 if the situation allows. This research is expected to be useful and encourage the movement to mainstream Pancasila. Thud, it is more widely spread in various regions in Indonesia.

KEYWORDS: *Pancasila, Design Thiking, Snake and Ladders*

I. PREFACE

The government gives efforts to strengthen social cohesion and nationalism through the formation of a Presidential Work Unit (UKP) that was later upgraded to the Pancasila Ideology Development Agency (BPIP) in 2018. Based on Yudi Latief, there are five main issues that cause problems, the first is understanding. Due to the misunderstanding, other problems began to emerge. There are various causes such as a lack of tolerance among people, the government's lack of assertiveness towards mass organizations that tend to be radical, fanaticism towards a religion, to propaganda efforts by the government. Actually, the main cause of this problem is the decline in people's understanding of the value of Pancasila. Based on a survey by the National Counterterrorism Agency (BNPT), around 39% of students in large campuses in 15 provinces have an interest in radicalism. The Wahid Institute's survey showed similar case. From 11 million Indonesians stated that they were willing to take radical actions, 0.4% of Indonesians had taken radical actions, and 7.7% wanted to act radically if possible. According to Bambang, "The socialization of Pancasila stabilization must be done creatively and innovatively in accordance with the progress of society. The implementation of Pancasila must not be rigid, but must be flexible and can be applied in all dimensions of community life." (Kastara, 2018).

It is important as Pancasila is a unifying the nation and it needs to be introduced early on to students as the nation's next generation. Therefore, it needs an effort to create creative learning media to help students understand Pancasila with an interesting method. Furthermore, it becomes the reason for conducting research in relation to the mainstreaming of Pancasila, especially for children. The researcher as a lecturer at the Faculty of Arts and Design tries to apply his knowledge through the creation of the Pancasila Snake and Ladder Creative prototype media that has then been simulated in several schools in 2019 with various target audiences in Jakarta, Bali and Yogyakarta. The results of the 2019 research were based on simulations that have been carried out: (1) a prototype of educational technology in the form of a Pancasila snake and ladder game media that has received an IPR certificate, (2) a draft guidebook for facilitators / teachers, (3) scientific articles that have been presented in two seminars International, namely: Tarumanagara International Conference for Social Science and

Humanities and International Conference of Multidiscipline Research in Sentul, (4) obtaining documents / certificates of ethical review for research related to humans, (5) Invitation as keynote speaker at the GameLab Festival at Binus International. Next, in 2020, a workshop (training of trainer) was conducted for teachers/education activists. Thus, the Snake and Ladder Pancasila can be used as a means of creative learning in schools.

Research formulation conducted in 2020 was how to mainstream Pancasila through the Pancasila Snakes and Ladders workshop. This research is expected to inspire, be useful and can be applied later in schools. Based on the research conducted, it can be further processed into learning media, equipped with guidebooks, video tutorials and game equipment for teachers/educational activists who will use. This research can be a creative breakthrough and scientific development that impacts changes in society. It is expected that it can help learning about Pancasila values to students in a fun way. Therefore, it can have a positive impact on students in order to build a better generation in the future.

II. DISCUSSION

Indonesia has Pancasila as Welltanschauung into the state ideology. Pancasila as the state ideology can be considered to be an "integralistic" ideology that overcomes the particularity of individual and group understanding (Latif, 2015). After Mr. Karno's speech on June 1, 1954, it was accepted by acclamation by the BPUPKI session, a small committee of eight was formed that was later changed to nine people formed and initiated by Soekarno who later generated the Djakarta Charter manuscript. The result was a Pancasila precepts, which contains the principles of Pancasila and behind the divine precepts, there are seven words that read "With the obligation to carry out Islamic law for its adherents." Although some parties Mr, Karno by eliminating these seven words. In fact, this was an initiative of Mohammad Hatta (admitted in his autobiography, on the grounds of maintaining the integrity of the nation).

Azyumardi Azra explained, "From the process of accepting Pancasila, it was clear that the Islamic leaders at that time were more concerned with national harmony and integration than the interests of Islam or mere Muslims." (Basarah, 2017). Because the Indonesian people have determined Pancasila as the basis of the state, Pancasila is the national personality. Thus, education in Indonesia must be based on Pancasila. Education has a strategic role in shaping the culture and character of the nation. Pancasila needs to be transferred to become the basis for real action, therefore it is necessary to strengthen educators. Therefore, they can become "agents of change" that determine the future of the nation, through their students (Suryohadiprojo, 2014).

Pancasila is currently facing challenges. Indonesia's condition after the Jakarta and presidential elections shows the strength of identity politics. Religious and ethnic issues have become political commodities. Based on a report by the Center for Religious and Cross Culture Studies (CRCS), Indonesia as a democracy with a majority of the population adheres to religious identity. Contestation to encourage the role of religion in the public sphere is inevitable. The ability of society and the state to manage diversity varies from one place to another (some are able to live side by side/coexistence and vice versa), not a few harmonious situations in one society are damaged by external factors including information on conflict nuances originating from other places. The capacity of society and the state to manage diversity is often weakened by a lack of synergy between elements. Different perspectives, approaches, and misunderstandings often create situations of mutual blame between the actors who are supposed to work together to create harmony. Responses to religious issues are often based on opinion, suspicion, or misunderstanding. (Ahnaf, 2015)

According to Yudi Latif, The Chairperson of the Presidential Work Unit for the Development of Pancasila Ideology (UKP Pancasila, 2017 later changed to the Pancasila Ideology Development Agency, 2018), there are 5 strategic issues in grounding Pancasila, such as: understanding Pancasila, social inclusion, social justice, Pancasila institutionalization and Pancasila ideals. Problems in understanding Pancasila are as follow; (1) The intensity of Pancasila learning has decreased, (2) the lack of effectiveness and attractiveness of Pancasila learning in terms of content and methodology, (3) There are still historical distortions, (4) Socialization of Pancasila in general is superficial, compartmental, unplanned, structured, and coordinated, (4) low level of public literacy in general which results in decreased thinking and critical reasoning, (6) the understanding of Pancasila has not been fully developed scientifically, either through intradisisciplinary, multidisciplinary, and transdisciplinary approaches. The problems of social inclusion can be described as follow; (1) the flow of globalization brings contestation of values (ideology) and interests that lead to the strengthening of the tendency to politicize identity, (2) the strengthening of the symptoms of social polarization and fragmentation based on religious, ethnic, social and class identities, (3) weak civic culture, (4) Indonesia as a plural society does not develop insights and practices of multiculturalism learning, (5) weak policies and leadership that promote social inclusion. The Indonesian nation has determined Pancasila as the basis of the state, thus, education in Indonesia must be based on Pancasila. Education has a strategic role in forming the culture and character of the nation. Pancasila needs to be transferred to become the basis for real action. Therefore, it is necessary to strengthen teacher so that they can become "agents of change" (Afnaf, 2015).

Pancasila Ideology is a National principle and a view of life that is increasingly being abandoned by the Indonesian people. Pancasila as a guideline for political and social life is getting weaker in the midst of globalization which is increasingly influencing the mindset and behavior of the Indonesian nation. Pancasila transformation can be carried out through: (1) The transformation is comprehensive or holistic, not partial; (2) Transformation also includes changing people's mindset; (3) This transformation also needs to be based on the light of science. Furthermore, the Pancasila transformation is carried out by considering three aspects. These include the following: (1) Aspects of function, namely making Pancasila as an adapter and filter function for the Indonesian people in responding to globalization; (2) The aspect of socialization of the new model, which is implemented by utilizing regional cultural frames and carried out in a pleasant atmosphere; (3) Integrated and visionary aspects of material structure. It is also important that the socialization of Pancasila in the future is carried out by taking into account differences in age groups, namely young people, adults, and the elderly because each age group has different individual and social characteristics (Siswanto, 2017).

Rifki Afandi, FKIP Muhammadiyah University Sidoarjo has conducted learning media for snakes and ladders, entitled "Development of Learning Media of Snakes and Ladders to Increase Student Motivation and Social Studies Learning Outcomes in Elementary Schools". This research developed learning media for the game of snakes and ladders in social science learning (IPS) in elementary schools. The research development adopted the 4D model from the Thiagarajan, et al. Model such as define, design, develop, and dissaminate. Data collection techniques in research was through observation, questionnaires, and implementation of learning media for the game of snakes and ladders test. The results of the implementation of learning media for the game of snakes and ladders, student learning motivation increased by 66.7% in the aspects of learning activeness and enthusiasm for learning, while the aspects of interest in student learning motivation increased by 70%. While student learning outcomes had increased by 40% from 55% of students who achieves scores below the minimum completeness criteria (minimum completeness criteria) to 100% of all students achieve scores above the KKM (minimum completeness criteria). (Afandi, 2015)

Another research about game media of snake and ladder haf been carried out by the Universitas Pendidikan Indonesia entitled "Modification of the Snake and Ladder Game as an Alternative to the Learning Media of Addition and Subtraction of Integers". The problem faced is the learning process of teachers that is often less creative and innovative in the use of media so that learning seems monotonous, not interesting and difficult to understand. The choice of snake and ladder game is because the game is widely known and familiar to children. The method used in this research was concept analysis that was carried out by analyzing data in the form of existing concepts. The data obtained from the results of document analysis, interviews and observations. The modified snake and ladder game media must comply with competency standards, basic competencies and the material to be taught. This media can be used not only in mathematics lessons but also in other subjects which can be applied as needed. (Estiyani, 2016)

III. RESEARCH METHODS

This research design was qualitative descriptive. The research subjects were selected by purposive sampling method of subjects selected based on certain criteria, such as elementary, middle and high school students, students and participants in the Pancasila Snake and Ladder Simulation/Workshop. This research was conducted virtually involving research subjects. The research instruments used were: image and sound recording devices, writing equipment, and complementary needs. Data analysis was conducted based on the results of interviews and observations of the competition, discussion and exhibition activities that were conducted.

Within the broad framework of the Pancasila Ladder Snake game program, this used design thinking method. Design thinking does not only belong to designers, innovators in literature, art, music, science, but business also practice it. Design thinking helps systematically compile, teach, train in applying human-oriented techniques to solve problems in innovative and creative ways in our design, business, country, and life. Several well-known brands such as Apple, Google, Samsung, GE have adapted the design thinking approach and have also been taught at various universities such as Stanford, Harvard and MIT. Design thinking is a process to understand users, redefine problems in order to identify alternative solutions and strategies at a new level of understanding. Design thinking provides a solution-based approach in order to solve a problem. There are many variations in the current use of design thinking methods even though they employ the same principles. Laureate Herbert Simon (Nobel Prize winner) introduced the term design thinking in Hasso Plattner Institute, Stanford, which became known as d.school . (Dam, 2020)

Design thinking process stages can be seen below:
- Empathize – withyouruser
- Define – yourusers' nedds, their problem, and yourinsights
- Ideate – by challengingassumption and creatingideas for innovative solutions.
- Prototype – to start crreating solution
- Test – solution

Table 1. Design Thinking Process
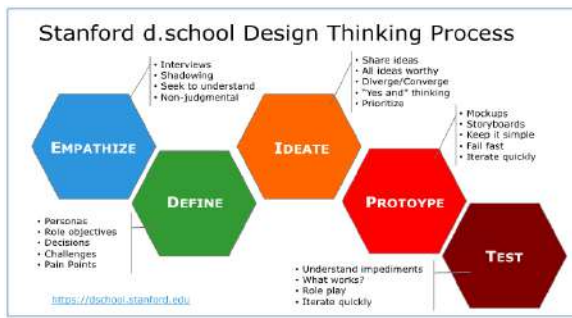
ANALYSIS

The first research subjects were users (elementary, junior high, high school students). the second stage were teachers/educational activists who participated in the Pancasila Snake and Ladder Simulation/Workshop. **Design thinking proces**s stages are as follow:

Empathize - it is to understand potential users, through interviews about Pancasila problems for them. **Results of interviews of 8 elementary school students** (grade 1- 6 of elementary school: Jecelynn, William, Etmen, Carol, Richard, Cliffroni Putra Ragatha, Kenzi Keytaro, Pui Gabriel Senzhou Agung) (1) They have already known and understood Pancasila as national principle 2) The implementation of Pancasila has been conducted at the basic level of everyday life, but it does not necessarily mean that they understand the meaning and benefits in more depth, (3) Their view was positive about Pancasila. Results of interviews with 8 junior high school students (Daniel, Anna Magdanela, Danang Aji Darmawan, Amanda, Reva, Emily, Veda, Rafa). (1) They have already known and understood about Pancasila (2) They were interested in learning about Pancasila, especially with an interesting method, (3) They understood the current obstacles to Pancasila and they were able to provide examples, (4) They have implemented it in their daily life and have a positive outlook, (5) There was a desire to continue to maintain Pancasila. **Results of interviews with 6 high school students** (Samuel Irving, Hadi Gustianto, Ananda Pipphali, Jason Adriel, Jane Els Ariela, Joyce Audrey). (1) They understood and knew about Pancasila, including its implementation and threats, (2) there was a critical attitude emerged while seeing the gap between the Pancasila ideology and its application in society. Lack of implementation of Pancasila values in everyday life diminishes the positive values of Pancasila. (3) They were not really interested in deepening the meaning of Pancasila because of the lack of concrete application in the environment. **Results of interviews with 8 collage students** (Gilbert, Irvine, Devin, Tzerine, Wilianti, Aldama Niku Inamie Marpaung, Jessica Angelina De Eloisa Tobing, Fransis Julio). (1) They understood that Pancasila is very important as a guide for the lives of all of us as the basis of the Indonesian state. The critical attitude as a student became wider, especially in understanding the values and threats to Pancasila (2) The motivation to learn Pancasila varies, some feel unnecessary because they already know and live it. (3) They understood the importance of the national ideology of Pancasila to continue to be developed in such a way into society.

Define - It formulates problems and finds solutions to solve problems for users. According to the insights from the results of interviews conducted and data based on surveys and the problem of decreasing understanding of Pancasila, it is due to ineffective learning methods, ideas/ideas emerge to make learning media that is attractive to children and adolescents.

Ideate - It is finding out ideas for innovative solutions. The idea of learning media that can attract students to learn is through interactive games. Exploration of creative ideas led to the idea of developing games for children with Snakes and Ladders as an interactive learning medium, namely by increasing the size of the game so that it can be played together in one class, adding field games and questions so that players can compete, do activities and learn. Students will be invited to play while learning about Pancasila in a fun atmosphere.

Figure 1. Character Exploration

Figure 2. Snake and Ladders Boardgame (60x60 cm)

Prototype - snake and ladder design was made on a small scale first, the size of the snake and ladder game in general (60x60 cm) then continued with the development of designs on a large scale, 1: 1 (6 x 7 m).
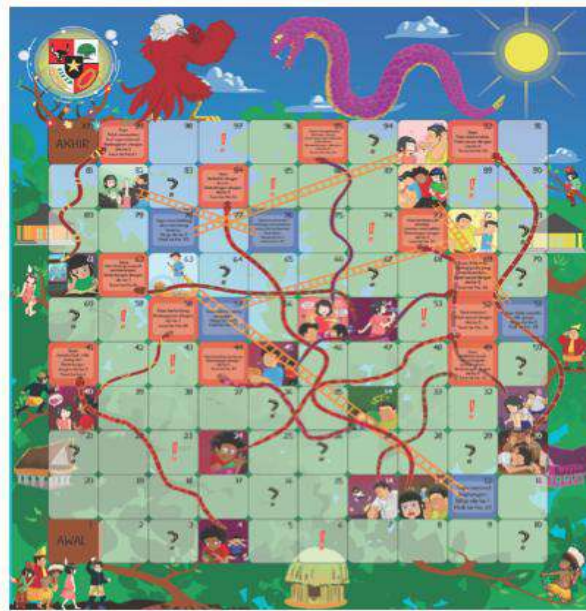

Figure 3. Snake and Ladders Banner (600x700 cm)

Figure 4. Snake and Ladders Equipment

Test - the design results were tested in the form of a simulation of the Pancasila ladder snake game. 6 simulations were carried out involving elementary, middle, high school and university students in the cities of Jakarta, Bali and Yogyakarta. After each simulation, a review and evaluation was conducted to improve the prototype that has been made.

Figure 5. Snake and Ladders Simulation, Yogyakarta

Figure 6. Snake and Ladders Simulations, Bali

Figure 7. Snake and Ladders Simulation, Jakaarta

In 2000, a Pancasila Ladder Snake Workshop (training of trainers) was held. It was attended by 94 participants from 41 regions in Indonesia. The Pancasila Snake and Ladder Game Workshop was originally planned to be offline once by inviting participants from 5 - 7 regions. In its implementation, it turned out that there had been changes due to the COVID-19 pandemic situation, it was carried out virtually with 52 people from 17 regions attended. Furthermore, new enthusiasts emerged, so it was attended by the second batch of workshops followed by 29 people from 12 regions, and the third batch attended by 13 people from 12 regions. The result of the workshop is an action plan that will be implemented in 2021 with 73 activities in 38 regions taking into account the national situation of the COVID-19 pandemic. Interviews were conducted involving 6 teachers/educational activists who participated in the Pancasila Snake and Ladder Simulation/workshop.

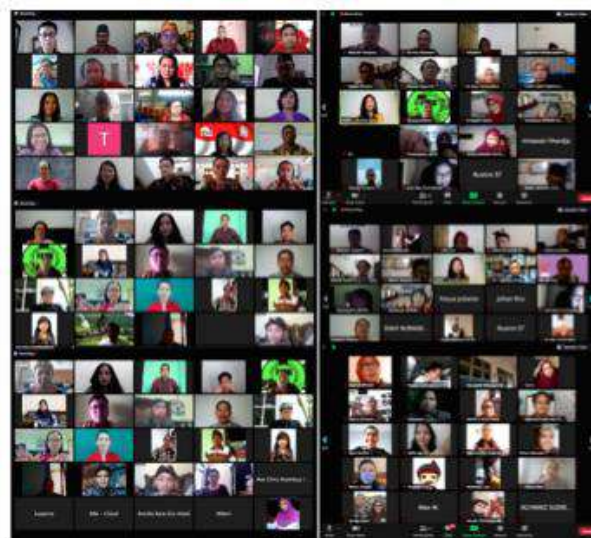Figure 8. Snakes and Ladders Virtual Workshop (Training of Trainers)

Figure 9. Snakes and Ladders Workshop Parcticipants

IV. CONCLUSIONS

The conclusions obtained are based on interviews with potential users as follow, (1) At the level of the children, they know but do not understand Pancasila in depth. (2) At the adolescent level, they have already known and understood and even known the implementation and benefits, (3) At the Senior High School level, there is a critical attitude towards the gap between the values of Pancasila and its implementation in their environment, thus, their interest is decreasing to explore it, (4) at the collage student level, there is an awareness that the Pancasila ideology needs to be developed in such a way into society. The Pancasila Ladder Snake that was originally designed for elementary school students can also be developed for junior high school students, senior high school students, and collage students.

The conclusions obtained based on interviews with teachers/educational activists participating in the Pancasila Snakes and Ladders workshop explain that they give positive feedback about the Pancasila learning method through game media. The workshop, that was planned once for 30-40 participants, turns out to be 3 batches attended by 94 participants from 41 regions. The large number of enthusiasts causes additional workshops that were then made in batches 2 and 3 with more varied participants ranging from teachers, mass organizations, to government institutions and scattered from various regions. Workshop participants expressed their appreciation and enthusiasm to be able to implement them in their schools/communities in 2021. The workshop produced 73 action plans in 38 regions. There are 15 regions that have delivered equipment and the rest can produce their

own. We hope that the Covid 19 pandemic will end soon and the plan to implement the Pancasila Snake and Ladder game media can be implemented in 2021.

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