Development of Randai Learning Model Implementation Profil Pelajar Pancasila on Students PPKN FKIP University of Riau

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Abstract: The purpose of this study was to develop a randai learning model according to the implementation profil pelajar pancasila on students. Civics learning in general has been identical to theory, lectures and occasional discussions, so that learning becomes monotonous, besides that there is still a lack of innovation in Civics learning, especially at universities, if any, it has not been developed according to the implementation of the Profil pelajar pancasila. The method used is research development (R & D) by going through stages. The first stage is concentrated on the need assessment to determine the class that is conducive to the development of Randai learning. The second stage was concentrated on model validation and testing the Randai learning model through Civics courses. Data collection techniques used are questionnaires, observations, tests, and documentation. The data analysis technique in this study used descriptive techniques. The results of this study show the following: first, the development of the randai learning model in Civics courses in accordance with the implementation of the Profil pelajar pancasila, Second 95% of students are motivated in learning with the randai model.

Keywords: Development Model, Randai Learning, Profil Pelajar Pancasila

Introduction

Civics learning so far is identical to theory and occasional lectures and discussions, so that learning becomes monotonous and centered on the lecturer or teacher. If you look at the search engine (Google Scholar) there is no research title on the development of the Randai learning model, there is only the development of an integrated Randai-based digital book on local potential on biodiversity material in biology subjects by Ulya et al., (2022) Next is the jigsaw learning model to increase the creativity of randai patterned dances in class VIII-2 students at SMP Negeri 13 Mendai TP 2018/2019 Gurning & Irwansyah, (2019) In addition, Randai Ratok Mandeh as a gender learning model in the Kampai Tabu Karambia arts group, Solok, West Sumatra. (Sofia, nd) If you look at the development of the Civics learning model in universities, there has also been no development of a randai-based learning model, what is new is the development model of multicultural citizenship education based on local wisdom in post-reform social phenomena in higher education byNurul Zuriah, (2011) Furthermore, the development of an integrated multicultural learning model for citizenship courses in universitieset al., (2020)Next is the design of developing a learning model for citizenship education through the ADDIE model to improve the character of students at Slamet Riyadi University, Surakarta (Trisiana & Wartoyo, 2016). Based on this search, no one has raised the title of developing a Randai learning model, especially in PKN courses to increase student nationalism.

Civics courses are compulsory learning curriculum as stipulated in Law No. 12 of 2012 article 35 paragraph 3 The higher education curriculum as in paragraph 1 must contain subjects a). Religion, b) Pancasila, c) Citizenship and d) Indonesian. When a course is mandated by law, it means that the course is the foundation for the Indonesian nation. When the course has become the automatic foundation, the goal is how students understand their nation and country so that it is hoped that nationalism will emerge. Randai is an Indonesian culture that includes stories and entertainment, where the stories have moral messages as well as music and songs that accompany the stories on the randai.

This means that in addition to learning, students can understand and apply the randai tradition in which it will be adapted to PKN learning. More interestingly, this randai model unites entertainment and learning and implements culture.

Based on research results (Ulya et al., 2022) This randai learning model can be used in biology learning by using learning media that supports the implementation of the syntax of the learning model.

Methods and Research Design

The approach in this research is (R & D) with research stages
1. This stage needs assessment to determine a class that is conducive to the development of randai learning.
2. This stage is concentrated on model validation and testing the randai learning model in Civics courses

This research was carried out on 3rd semester (three) PPKn students, class of 2021. The subjects of this research were 2 (two) classes A and B in Civics courses. The sampling technique was done by random sampling.

Data collection techniques
1. Observation
   Direct observations were made during the implementation of the research, to see the effectiveness and implementation of the randai model in the classroom.
2. Questionnaire
   To measure the implementation of the Randai learning model development
3. Test
   To see the learning outcomes and implementation of the Pancasila student profile
4. Documentation
   Student value data that has been carried out by the Randai learning model

Data analysis technique

The analysis in this study uses a descriptive technique, which will see the changes and developments of the randai stages, so that they can be concluded perfectly. The stages of developing this model go through 3 (three) stages

1. Develop a randai model design
2. Randai model trial
3. Product evaluation and revision

Results and Discussion

Basic need

The basis for developing the randai learning model implementation of the Pancasila student profile based on interviews and discussions with lecturers, students, who are involved in Civics courses are as follows:

a. Practical and Strategic Needs

The independent curriculum applied by some schools, which is characterized by the profile of Pancasila students. The project to strengthen the profile of Pancasila students is carried out with a special time allocation to provide opportunities to learn from the surrounding environment. Universities certainly have a role in the profile of Pancasila students, one of which is through citizenship education courses. So that it encourages the realization of the Pancasila student profile in the independent curriculum which is an effort to improve the quality of Indonesian education according to the needs of the times. The profile of Pancasila students becomes the strategic plan of the Ministry of Education and Culture for 2020-2024 as stated in the Ministerial Regulation No. 22 of 2020. Likewise with Ministerial Regulation number 17 of 2021 article 3 paragraph 3 regarding national assessments that non-cognitive learning outcomes as referred to in article 2 letter b include attitudes that underlie the character in the profile of Pancasila students. There are 6 profiles of Pancasila students that must be realized

by the Indonesian generation: 1) Faith, fear of God Almighty and noble character, 2) Global Diversity, 3) Mutual Cooperation, 4) Critical Reasoning, 5) Independent, 6) Creative. Based on its implementation, the ministry sets 9 general themes and consists of 7 selected themes, namely: 1). Sustainable lifestyle, 2) Local Wisdom, 3) Bhineka Tunggal Ika, 4) Build Soul and Body, 5) Voice of Democracy, 6) Engineering and Technology to build the Unitary State of the Republic of Indonesia and 7) Entrepreneurship.

b. Pedagogical Social Psycho

Lecture material is identical to textbooks, teaching is monotonous with lectures, so it is boring because it does not involve students in learning.

Model development form

The development of the randai model in Civics courses is based on the randai tradition. Randai is a traditional art of the Kuantan community in oral form, containing stories in the life of the Kuantan people taken from daily life, government, economy and so on.(Hamidy, 1979). By referring to the development of the concept of multicultural education developed by James A. Bank in (Cahyono et al., 2020)

1. Content integration

    In this study, lecturers combine content with the implementation of the randai tradition in the classroom, so that students understand cultural diversity

2. Knowlage construction

    Students are directly involved in the randai tradition so that students can experience a culture so as to form knowledge about cultural diversity

3. Equity pegagogy

    The randai tradition forms a circle, then walks and while dancing (a characteristic of the randai dance), each student has the opportunity to appear delivering the material, as well as by asking questions so that students feel equality.

4. Prejudice reduction

This randai tradition can direct students' racial attitudes with the stages in the randai.

5. Empowering school culture
   With this randai tradition model, it can provide space for students to develop their competence in the field of culture.

Model Development Steps

1. Making Randai Learning Model
   The first stage identifies the stages of the randai tradition, which will be adopted into the syntax in Civics learning, the selection of randai songs, the selection of materials from Civics learning. According to(Princess et al., 2020)The stages of the randai are as follows: First, this opening is a general presentation by the lecturer, both the purpose of the lecture and how the lecture system and apperception are, the second This welcome is the stage of the class leader or committee will guide the randai stage, the third telling this is the stage of delivering the material, the fourth resting This is done after the material is delivered, then if someone asks then they are given time to look for answers and the last five closings are selected students and the lecturer will conclude the results of the study. It should be noted that in each session of the stages above, there will be a randai song, all students stand up and dance, including among the material presented, between one material and another there will be a rhyme as an introduction to enter the next material.

2. Discussion
   After the draft and stages of the randai learning model are ready, this stage is to discuss the lecture material that is adjusted to the meeting on the day of the trial. There is class A material is the relationship between the state and citizens, and Democracy, while class B material is National Identity and Constitution.

3. Randai Learning Model Validation
   The next stage is the validation of the draft model by experts. Based on the stages that are appropriate, as well as the material, here are the stages

of Randai learning. The first stage of the opening begins with music Randai students form a circle, then walk while dancing until the randai song runs out, the second stage, then the lecturer delivers an initial introduction to lectures (absence, apperception) stages the three students returned to their feet and walked around while dancing until the song ran out, the fourth stage of the presentation delivered the topic of discussion according to the direction of the lecturer the previous week, at this stage all students sat in a circle then the percentage in the middle of the circle to deliver the material after the material was delivered other students were welcome to ask if something is not clear from the percentage of the theme.

4. Results

Based on the results of the assessment that this model is very good and supports the Pancasila profile, it is based that the learning stages contain local randai wisdom and the implementation of the randai tradition in learning. Furthermore, students are also motivated to learn the randai tradition starting from music songs, dances, as well as rhymes, stories (materials). All students are enthusiastic in learning, especially at the stage of going around while dancing to the randai song. Almost 95% of students are motivated in learning based on the results of observations and questionnaires distributed after the application of the randai model.

Discussion and Recommendations

Based on the results of research on the development of this model, it can be concluded that the development of the randai tradition model is in accordance with the implementation of the Pancasila student profile, namely implementing Indonesian cultural values, then students are motivated in learning because based on questionnaires and observations made that 95% of students are motivated in learning

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