

DEVELOPMENT OF A BOOK OF ECONOMIC STORIES BASED ON LOCAL BIMA PHILOSOPHY TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS

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ABSTRACT

The hope of the independent curriculum to strengthen the profile of Pancasila students hopes for the support of many parties, including class teachers, through appropriate learning media, the hope of the curriculum will be in one direction. Providing learning media that suits students' current needs is an obstacle for teachers so that implementation is ineffective, one of which is the teacher's ability to design learning media. So there is a need for alternative media to support the learning process of strengthening the profile of Pancasila students. The objectives of this development research are as follows: (1). To produce an economic story book based on local philosophy to strengthen the character of the Pancasila Student Profile at the Bima City State Elementary School. (2). To analyze the effectiveness of economic storybooks based on local philosophy to strengthen the character of Pancasila Student Profiles in Bima City State Elementary Schools. This development research uses a procedural model that will describe the flow or steps of research and development (Borg & Gall). This research was carried out on class V students at SDN 19 Kota Bima in 2023. The results of the research show that through the application of economic learning applied to elementary school students, they can provide new insight and experience in implementing the character values that exist in the Pancasila dimension and Bima's philosophical values towards learning.

Keywords: Economic Literacy, Media, Character, Local Wisdom.

1. INTRODUCTION

The role of teachers and prospective teachers in increasing economic literacy for elementary school students is very important, there are still many teachers who teach economics who have not taken an economics course (Anthony, KV, Smith, RC, & Miller 2015; Baumol, WJ, & Highsmith nd; Bosshardt, WD, & Walstad nd) Economics learning can be integrated into various other subjects such as social sciences, history and others (Amirov 2020; Machado dos Santos et al. 2022; Yarrow nd). In the economic material content, reading strategies in literary form are an option (Fandyansari and Sefaverdiana 2020) Apart from that, teachers also feel that teaching materials that suit their needs are books equipped with charts and graphs (Baumol, W.J., & Highsmith nd; Rodgers, Y., Hawthorne, S., & Wheeler nd). In line with the problems above without realizing it Economic literacy will increase a person's competence in personal or collective decisions regarding various economic choices/problems faced throughout their life (Anthony, KV, Smith, RC, & Miller 2015; Saptono et al. 2016; Sofyan, Anggereini, and Saadiah 2019; Yidana, MB, & Partey 2018). As teachers and prospective teachers, we are expected to be able to have critical inquiry skills to help the teaching and learning process (Ginsberg 2023).

Economic education is a social science that has an important role in life. In order to achieve success in studying economics, it is necessary to have abstract thinking skills as well as applications. Economics education which is considered naive can be considered a process of scientific discipline from an early age for students, with the nature of naive conceptions in economics it can build a sharper way of critical thinking. (Davies 2019; Fajari, Laksmi Evasufi Widi 2020; Johnston, C., James, RH, Lye, JN, & McDonald 2000). It is important for children to understand economics so that they are not trapped by superficial knowledge that economics is always related to money because if we examine it more deeply, there are many economic activities without money. (Webley 2004). If you want adults who are economically literate and manage their finances, it is necessary to strengthen the curriculum for elementary schools (Schug, MC, & Hagedorn nd; Utami nd). Theoretically, financial literacy instilled since elementary school contributes to a successful life (Kuzma et al. 2022). When more learning related to concepts is carried out, the individual's role in the future will be more beneficial to society (Furnham, A., & Cleare nd; Utami nd).

Based on the taxonomy of research gaps (Miles, 2017), there are two gaps in this research, including: 1. Empirical Gap, from the study above it can be seen that there is an empirical gap in several previous studies, there is still a lack of rigorous research in improving students' critical thinking skills in elementary schools. Some of these unexplored variables related to local wisdom and their relationship to learning media seem important and worthy of investigation in the context of economic education. By using bibliometric analysis mapping based on Scopus data and using the VosViewer application to identify significant research themes and trends, influential

authors, documents and publication sources(Demir and Kartal 2022). This can be seen in Figure 1.1, showing that there has been no research that directly discusses economic education based on local philosophy.

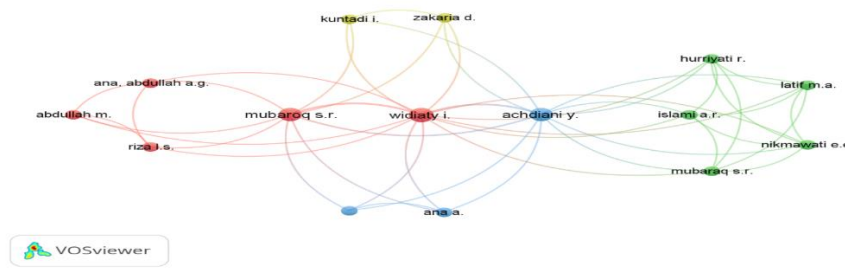


Figure 1.1. Joint writing network map in the field of local wisdom-based learning. A number of networks refers to the number of authors' publications and their proximity to each other indicates cooperation. Source: *Bibliometric analysis* based on Scopus data and using the VosViewer application. 2022

Empirical integration of the network map is important as a reference in developing further learning media. 2. Population Gap can be seen from the existence of a population gap. Some sub-populations of this population have not been explored and researched (gender and cultural/group differences), so they are worth investigating in the context of economics education in primary schools. Investigation in this group is important because critical reasoning from an early age in elementary school students is the goal of the school environment in forming a good personality have noble character with hope to be able to do it someday provide benefits to fellow humans and the environment

The importance of developing a new paradigm independent curriculum in this research is part of Research Novelty. The product and results of the development study are expected to be able to predict the dimensions of critical reasoning in Strengthening the Profile of Pancasila Students which is currently being developed by the Ministry of Education and will be evaluated in 2024. Implementation of the independent curriculum in the learning process, in the form of a project to strengthen the profile of Pancasila in the form of storybooks so that implementation learning focuses on students. The development of economic learning media in the form of storybooks is a form of support from researchers in supporting the 7 project-based themes in the independent curriculum, namely Research Contribution.

2. METHOD

This development research uses a procedural model that will describe the flow or steps that must be followed to produce a particular product. The model used in this research follows the general steps that must be followed to produce a product, as per the research and development cycle (Borg & Gall). The processed data obtained from the results of expert validity tests and field trials are described in the form of Qualitative Descriptive Analysis and Quantitative Descriptive Analysis.

The research was conducted at SDN 19 Kota Bima with schools that met the implementation criteria for strengthening the Pancasila student profile. Learning outcomes not only increased the focus on showing off work but also emphasized student character which characterized the dimensions of the Pancasila profile. The research implementation process begins with an initial needs assessment to find out the learning process that has occurred so far, then continues with developing the product. Research activities were carried out in 3 stages, namely starting with one-on-one trials, small group trials and field trials using development products.



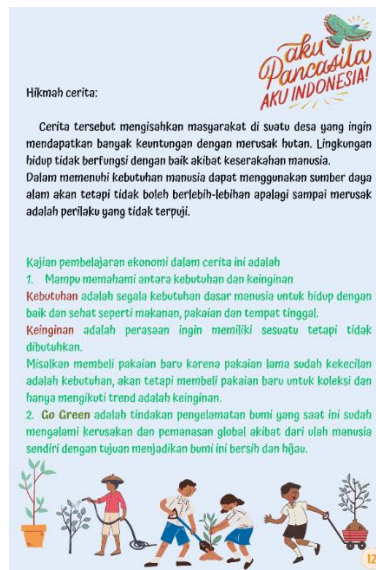


Figure 2.1. One of the contents of the story in our economic book media

Figure 1 shows an example of one of the contents of the story in our economics book with the title "My Poor Earth". The narrative and full color picture illustrations are adapted to the content of the story and have interesting value for elementary school students. There are 6 reading sheets equipped with stories about economics learning. On the 6th sheet is the moral message or wisdom of the story from My Poor Earth, as follows:

“The story tells of people in a village who want to make a lot of profit by destroying the forest. The environment does not function properly due to human greed. In meeting human needs can use natural resources but should not be excessive let alone to damage is not commendable behavior.

The study of economic learning in this story is.

1. Able to understand between needs and desires.

Needs are all basic human needs to live well and healthy such as food, clothing, and shelter.

Desires is the feeling of wanting to have something but not needing it. For example, buying new clothes because the old clothes are too small is a need, but buying new clothes for collections and just following trends is a desire.

2. Go Green is an action to save the earth which is currently experiencing damage to global warming due to human actions with the aim of making this earth clean and green.”

There are 2 main points in the story of my poor earth, namely the conclusion of the story and the concept of economic learning theory that students need to know, with the hope that students will slowly know and understand what the impact is of destroying the environment and being able to control themselves. Economic education from an early age is very necessary so that students are good at regulating emotions from an early age in making decisions when they are adults, so it is important to instill various kinds of needs and distinguish between desires. Introducing Go Green from an early age is very wise as a reminder for students not to overuse natural resources and continue to preserve forests.

Figure 2 shows the students' expressions when giving an explanation of what they understood, the students looked enthusiastic when retelling the existing problem. The essence of the story "My Malang Earth" is a village that is fertile but no longer beautiful because of greedy human behavior in managing natural resources excessively, the floods that come every time heavy rain falls are the result of the greed of some humans which has an impact on the whole public. They were very enthusiastic and enthusiastic about explaining the essence of the storybook "our economy" because they experienced the problem directly.

Economic material comes from problems in the surrounding environment, but during implementation with teachers it will be more focused on understanding theory and cultivating character in the hope of becoming an early habit for students' lives. Teachers need to be creative and innovative in creating learning media such as

storybooks to balance environmental concepts and problems so that they are easily understood by students (Nuriyah, Sutarto, and Prihatin 2020; Umam, Suparmi, and Sukarmin 2020) and teachers need additional information regarding skills, other active learning strategies that are taught effectively and time management strategies (Huber, CR, & Kuncel nd; Nussbaum, M., Barahona, C., Rodriguez, F., Guentulle, V., Lopez, F., Vazquez-Uscanga, E., & Cabezas nd; Seibert 2020). Economic education refers to social sciences which are classified as special subjects that have abilities beyond planning to planning aspects relevance of covariance analysis (Ennis nd).

3. DISCUSSION

The learning activities that took place really attracted the attention of teachers and students, the character of hope began to appear as the learning process took place. The teachers and students were given appreciation for being able to apply the story in the form of a drama in the Pancasila project activities which were held every Thursday. The teachers and students were able to draw conclusions from the subject matter of the story book. Good character instilled from an early age is a provision for the nation's generations. Pancasila as the basis of the state is the core hope of strengthening the character of the generation with the help of all parties. By studying economic literacy from an early age, students will get used to seeing the economic problems around them, learn to solve problems, love the environment and also live in harmony together.

The character that is embedded after learning activities using development products is able to increase the role of students as moral beings, increase independence both at school and outside school, provide an understanding of the benefits of mutual cooperation in social life, be able to live together with fellow humans and the environment in accordance with The new paradigm of economic studies today is caring economics, green economics, and circular economy. Furthermore, students are able to improve critical thinking and creativity.

4. CONCLUSION

The story book based on Bima's philosophy in economic learning in this research is able to strengthen the Pancasila Student Profile according to the expectations of the independent curriculum, this is proven by changes in behavior that are better and wiser in economic literacy. This media received very good appreciation and interpretation from teachers and students. Storybooks still need to be supplemented by adding the Bima language as part of the reading text so as to provide space for the development of the archipelago's mother tongue. It is hoped that future researchers can create other interesting economic learning media by linking local wisdom material to make the learning process closer to students.

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