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Sociological Studies: The Meaning of The Garuda Pancasila Symbol as A Medium To Prevent Radicalism in Early Childhood

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Abstrak

Adanya temuan kasus paham radikalisme pada anak, mewajibkan pemerintah harus melakukan siasat melalui strategi pembelajaran berbasis media gambar pancasila sebagai proses pengenalan awal dan pondasi bagi anak-anak saat ini. Kecenderungan anak saat ini yang mudah menerima rangsangan dan tanpa memfilter diperlukan kehati-hatian dalam menggunakan metode belajar sehingga anak-anak tidak mudah terpengaruh dengan paham radikalisme. Adapun tujuan penelitian ini adalah menganalisis konten pembelajaran berbasis media gambar pada buku pembelajaran "Lambang Garuda Pancasila" yang diterbitkan oleh kementerian pendidikan kebudayaan Republik Indonesia. Adapun metode yang digunakan adalah metode penelitian kualitatif dengan menggunakan pendekatan analisis konten. Kesimpulan dari hasil penelitian ini, ditemukan bahwa salah satu faktor adanya paham radikalisme pada anak mudah berkembang adalah metode belajar yang kurang efektif yang lebih mengedepankan konsep ceramah dibanding dengan konsep gambar yang diiringi oleh ilustrasi dari sebuah cerita. Sehingga hasil penelitian ini menunjukkan bahwa, media gambar pancasila yang diajarkan pada anak usia dini, dapat melatih kepekaan sosial, dan pemahaman ideologi yang lebih kuat. Kesimpulan dari penelitian ini, anak adalah individu yang mudah tersugesti akan Sesuatu apa yang dilihat dan didengar. Oleh karena itu metode gambar Pancasila merupakan media pertama yang akan menguatkan pemahaman ideologi bagi anak usia dini.

Kata Kunci: *Paham Radikalisme, Anak Usia Dini, Lambang Garuda Pancasila.*

Abstract

The findings of cases of radicalism in children require the government to carry out tactics through learning strategies based on pancasila image media as an early introduction process and foundation for children today. The tendency of children today who are easily receptive to stimuli and without filtering requires caution in using learning methods so that children are not easily influenced by radicalism. The purpose of this study is to analyze the content of image-based learning on the learning book "Emblem of Garuda Pancasila" published by the Ministry of Cultural Education of the Republic of Indonesia. The method used is a qualitative research method using a content analysis approach. In conclusion from the results of this study, it was found that one of the factors for the existence of radicalism in children is an ineffective learning method that prioritizes the concept of lectures compared to the concept of images accompanied by illustrations of a story. So that the results of this study show that, pancasila image media taught in early childhood, can train social sensitivity, and a stronger understanding of ideology. The conclusion of the study, the child is an individual who is easily suggested about Something what is seen and heard. Therefore, the Pancasila image method is the first medium that will strengthen ideological understanding for early childhood.

Keywords: *Understanding Radicalism, Early Childhood, Garuda Pancasila Symbol*

INTRODUCTION

The phenomenon of radicalism in Indonesia is increasingly rampant. This is like the case that occurred in Makasar City in 2021 which dragged fifteen people (15) children exposed to radicalism. In this case, it is certainly influenced by several things including: (1) The upbringing pattern of parents who do not control the child; (2) Children are allowed to engage in activities beyond the limits (age) that are appropriate for them; (3) a pattern of education that lacks the foundations of introducing the ideology of the nation to the child. In addressing the problem of radicalism cases that are easily absorbed by children, it gives legitimacy that, children are the nation's

assets that must be given reinforcement since they have studied both at the level of early childhood education, kindergarten and elementary school. It is undeniable that children have a tendency to want to play and find out what they see and hear.

Therefore, it is feared that the attitude of young people who are affected will have an impact on their understanding which tends not to be labile. Shobihah suggests that basically children are people who have not been able to think logically, meaning that children will easily receive information without filtering first and at this level, the tendency to external influences will be very fatal. In (Ahmad Yani & Jazariyah, 2021). The case of radicalism in children, does not escape the negligence of the education system in Indonesia today. this is as stated by Umro, Stit, & Pasuruan, in research, they found that, In 2015 it was found that the content of images in Islamic religious textbooks (PAI) contained images depicting intolerance, where the images contained the obligation to kill others who did not worship other than ALLH SWT. (Ahmad Yani & Jazariyah, 2021).

In this case, the author concludes that, the case of radicalism in principle is not entirely from the modern based media today, but also the subjects taught to children will greatly influence the formation of children's behavior patterns. The existence of cases of radicalism in children today, of course, it is necessary to get the question of the extent of the implementation of Pancasila as a state ideology in shaping the personality of the nation. The current understanding of pancasila has regressed in terms of the adoption of indonesian people's beliefs. this can be seen from two comparisons based on surveys (LSI) including; (1) In 2005 the recognition of Pancasila as a state ideology was at 82.2% while;(2) In 2018 it decreased to 75.3%. (Oematan, Tanudjaja, & Kurniawan, 2020). The recognition of Pancasila as a state ideology is in principle a symbol, but the real recognition lies in the implementation of the values contained in Pancasila itself.

The implementation of Pancasila values in the educational environment refers to the pattern of teacher teaching to children which previously only focused on the theory and concept of lectures, must be changed in the form of games in which it has the essence of the most fundamental values. So far, the learning process at the Kindergarten, PAU, and SD levels we will very rarely find effective learning methods by using image media as an intermediary for knowledge transfer even though, image media is the most effective way in the early childhood learning process. Humaini in (Irvan, Agry, & Habibullah, 2021), argues that, learning media such as cards that use game models greatly influence student learning output. This means that the balance between the image game models will be easy to understand, and easy to implement.

In this case, in addressing the problem of radicalism in children, it is appropriate to use image media is very necessary to increase the understanding of the child himself. Djamarah stated that relating to media-based learning procedures is very important for increasing children's understanding in implementing the values contained. This is because learning to use media will focus more on observation and tend to take action. So it will add its own charm. (Susana Kamilah, 2021).

METHODS

The research method used is a qualitative research method using a content analysis approach. Sugiono, (2016) Positing qualitative research in the content analysis approach is a method used to describe problems that focus on the content approach contained in the description description itself. In this case, the main focus of the author using data sources is to use learning books issued by the Ministry of Cultural Education of the Republic of Indonesia, which focuses on the "Garuda Pancasila State Emblem" series published in 2017. This book contains serialized content in which the use of image media is conceptualized with illustrations of how to address the problem of diversity in attitude. This book also provides education on the concept of coexistence with people of different faiths, be it ethnicity, language, religion and state.

RESULTS AND DISCUSSION

The Concept of Illustration of the Garuda Emblem as an Ideology in a Sociological Approach

In the book of state emblems of Garuda Pancasila, it contains illustrations of the concept of stories combined with the commemoration of the independence day of the Republic of Indonesia.



Picture 1. Illustration of the Meaning of Pancasila Symbol

This illustration focuses on how children's perceptions in interpreting the meaning of lambing garuda as the ideology of the Indonesian nation. In this case, the concept of illustration used has a purpose including;

1. Stimulate children's curiosity about the meaning of the garuda bird as a symbol of the country.
2. Introducing the garuda bird is not only an ordinary bird, but has a very meaningful pattern and meaning for the Indonesian nation.

In this concept, train the child to understand the basic concepts of ideology whose reference leads to national identity.

The Concept of Appreciating the Services of Heroes Through the Medium of Illustrations and Stories

In addition to stimulating children's curiosity, the meaning of lamang garuda also stimulates sensitivity to children how to appreciate predecessors by preserving works that have educational value. The meaning of services in the book concept "Emblem of Garuda Pancasila" emphasizes children to be able to appreciate the work of others both.



Picutre 2. Story Illustration Through Pancasila Symbol

The Concept of Character Building Through Five Precepts Using Images

This concept refers to the meaning of images where, children will observe and then be given an explanation regarding the images contained in Pancasila. The meaning itself is through flashbacks, from the historical side of Pancasila. The concept used in the formation of this character with the correlation with the prevention of radicalism is, emphasizing on strengthening the ideology of mutual attitudes:

1. Appreciate
2. Care
3. Cooperate
4. Implementing the essence of Pancasila values
5. Fostering the attitude of love for the motherland.

Value Construction and Prevention of Radicalism in Images

He focal point used as a reference is the meaning of the state symbol as an early stage of recognition for early childhood. The tendency of children to be easily attracted to images gives legitimacy to the initial process in instilling an understanding of the ideology of Pancasila. So the worry about radicalism is unlikely to happen. It is based on the essence of the meaning of value conveyed through images more efficiently than just using the concept of story illustration. So that the image media will be younger to shape the child's personality in the process of observing something.

Sociological Analysis on Learning Media Images of Garuda Pancasila Birds

Based on the researcher's analysis, the book entitled "Lambang Garuda Pancasila" gives legitimacy that children will tend to have stimulation if the introduction of ideological concepts uses the media of images and story illustrations. The practice of Pancasila values in the form of images that are educated to children will shape behavior and fundamental values towards children's character. Therefore, the correlation with radicalism that stimulates children's minds today, requires a foundation that must be instilled from an early age. In the book, it also teaches children to behave and practice the values contained in it. Until this is where the initial process can

make children not easily receptive to radical stimuli if this concept is taught in the learning system for early childhood.

Regarding the basic concept of learning media, Angraini, et al (2019) stated that, in instilling the essence of Pancasila values in early childhood is considered the most relevant thing. This is because image media has coefficients as a standard for learning in early childhood. The application process does not require special skills, but an emotional approach is needed in terms of knowledge transfer. Fika Fatmawati & Harmanto (2019) In the results of the study showed that in the research conducted, it showed that the media in the form of cards (Images) provided stimulation that was easier and easier for children to remember. Laura stated that at the age of six (6) to eight (8) years, it is the most effective time to be given education so that the process of scientific stimulation will be more easily absorbed and optimal. (Irvan, Agry, & Habibullah, 2021). Early childhood stimulation is usually referred to as the birth of a response stimulus.

Based on literature studies from several content analyses carried out by the author, in the learning process related to the prevention of radicalism in early childhood, it requires media-based learning strategies in the form of images. In addition, the most urgent points in the application of images require certain stages including:

1. Image media that contains the value of Pancasila taught to children must be interesting.
2. Pancasila image media is practiced in the form of actions can be in the form of group activities to strengthen the theoretical concepts taught through images which are then implemented by children.
3. Pancasila image media contains reinforcement about ideologies that are adjusted to age groups. The intended age group is, the drawing material taught should be easily absorbed and easy to understand.

Based on the points from the study above, the author found the most urgent thing is that in learning planning to prevent radicalism among children, they prioritize practice and implementation in their daily lives.

CONCLUSION

Learning media in the form of images is a knowledge transfer media that focuses more on the concept of practical implementation than theory. Nature is also, with the concept of images in the implementation of strengthening the ideology of Pancasila as a medium to prevent radicalism, containing the most basic elements including; (1) training the child's stimulation of the observation of the object itself; (2) children will be accustomed to acting in accordance with the norms and rules taught from Pancasila values; (3) Pancasila image media will shape the child's personality, be it character, care, and able to live the essence of Pancasila values itself. Based on the results of the author's research, it was found that the factor of understanding radicalism in early childhood is a less effective learning method provided by the school environment where it does not instill the concept of state ideology which refers to the concept of Pancasila. In addition, the tendency of the child to easily accept things without being filtered makes the child will tend to easily follow what is seen and heard. Therefore, conceptual understanding of Pancasila using image media is very necessary in the world of early childhood education.

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