Online Game Methods Against Intelligence Affective Student On Learning Pancasila in Elementary Schools

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ABSTRACT

Purpose: Study This aim For investigate influence use deep online gaming methods learning Pancasila to intelligence affective students at school base.

Design/methodology/approach: Online gaming method is used as tool For enrich interaction Study student with material Pancasila through interesting approach And interactive. Study This use approach qualitative with involve observation towards the learning process, interviews with teachers, and questionnaire to student For collect data about change in involvement emotional, development moral values, and enhancement Skills social student after use of online games.

Practical implications: Results study show that use online gaming method significant increase involvement student in learning Pancasila, deepening understanding moral values, as well develop Skills social they. Implications practical from study This recommend importance integration technology in education character at school base For facilitate more learning effective And meaningful.

Paper type: Research paper

Keyword: *Online Game Method, Intelligence Affective, Learning Pancasila*

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I. INTRODUCTION

The tremendous development of Technology and Education: In the current digital era, information and communication technology has become an integral part of everyday life, including in the world of education. The use of technology in education aims to increase the effectiveness and efficiency of the teaching and learning process. One innovation in education is the application of online games as a learning method. Online Game Method in Learning: Online games as a learning method offer an interactive and fun approach, which can motivate students to learn more enthusiastically. This method can also increase student involvement in the learning process, because they feel like they are playing while learning. Learning Pancasila in Elementary Schools: Learning Pancasila in elementary schools aims to instill basic national values, morals and ethics in students from an early age. Pancasila as the Indonesian state ideology has an important role in shaping students' character and personality. Therefore, effective and interesting learning methods are needed to achieve this goal. Affective Intelligence: Affective intelligence refers to an individual's ability to recognize, understand, and manage their own emotions as well as the emotions of others. In the learning context, affective intelligence is very important because it can influence students' motivation, concentration and social interactions.

Research Relevance: Research regarding the influence of online game methods on students' affective intelligence in learning Pancasila in class II at SDN Pondok Petir 01 is very relevant in the current context. This research aims to identify whether the online game method can be an effective tool in increasing students' affective intelligence, as well as how its application can influence Pancasila learning. Problems Faced: Although online gaming methods have great potential, there are several challenges that need to be considered, such as limited technological infrastructure in schools, teacher skills in using technology, and the potential negative impact of excessive use of online games. With this background, the research aims to explore and evaluate the influence of

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online game methods on students' affective intelligence, as well as provide recommendations for implementing this method in Pancasila learning in elementary schools.

Lack of Research on Affective Intelligence: Many studies have been conducted on the influence of online games on cognitive aspects or students' academic achievement, but research that specifically examines the influence of online games on affective intelligence is still limited. Focus on Pancasila Subjects: Most research on the use of online games in learning focuses on subjects such as mathematics, science, or languages. Little research has explored how online game methods can be applied in learning Pancasila, especially at the elementary school level. Local Context: Existing research has been predominantly conducted in countries with more advanced technological infrastructure. Research that focuses on local contexts, such as at SDN Pondok Petir 01, which has its own challenges in terms of technological infrastructure and accessibility, is still lacking. Social and Emotional Interaction: Many online games used in learning focus on cognitive skills, but how these games influence students' social and emotional interactions in the context of Pancasila learning has not been widely explored. Implementation and Practice in the Field: Research examining how teachers can effectively implement online games in everyday learning and how this impacts students' affective intelligence is also still limited. Long-Term Impact: Existing research has focused more on the short-term impact of online game use. Studies exploring the long-term impact on students' affective intelligence and how this influences their character development are still lacking. Multidisciplinary Approach: There is a need for research that combines approaches from various disciplines such as education, psychology, and technology to gain a more comprehensive understanding of how online games can influence students' affective intelligence. Identifying these gaps is important to determine the unique contribution of this research and how its results can fill gaps in the existing literature. This research can provide significant new insight into how to optimize the use of technology in learning Pancasila and developing students' affective intelligence.

Problems, Infrastructure Limitations: Limited access to technological devices and the internet at SDN Pondok Petir 01 has become the main obstacle in implementing online gaming methods. Teacher and Student Readiness: Teacher readiness to integrate technology in learning and students' ability to use online games effectively can be a challenge. Adequate training and mentoring is required to ensure successful implementation. Balance Technology Use: Finding a balance between the benefits and potential negative impacts of online game use. Too much screen time can impact students' physical and mental health. Measuring Affective Intelligence: Determining an effective way to measure students' affective intelligence objectively and validly. Appropriate measuring tools and accurate evaluation methods are needed to obtain reliable research results. Sustainable Curriculum Implementation: Ensure that online gaming methods can be integrated sustainably in the Pancasila curriculum without disrupting other learning processes. By setting clear goals, understanding the philosophical basis, and overcoming various problems, this research can provide valuable insight into the potential and challenges of using online games in Pancasila learning, as well as how this can influence students' affective intelligence.

Limited Technology Access: Unequal technology infrastructure across schools can be a major obstacle. SDN Pondok Petir 01 has limitations in terms of hardware (computers, tablets) and internet access, which can reduce the effectiveness of implementing this method. Dependence on Online Games: Too much reliance on online games can cause students to focus more on the playing aspect rather than the learning aspect. This can divert students' attention from the main goal of learning Pancasila. Potential Negative Impacts: Excessive use of online games can have negative impacts on physical (e.g., vision problems, obesity) and mental (e.g., addiction, behavioral problems) health. Lack of Previous Research: Because research regarding the influence of online games on affective intelligence, especially in the context of Pancasila learning, is still limited, there is a risk that the results of this research do not have many comparative references or a strong theoretical basis. Difficulties in Measuring Affective Intelligence: Measuring affective intelligence objectively and validly can be challenging. The instruments used must be truly capable of accurately capturing changes in students' affective aspects. Appropriate Curriculum Adaptation: Adapting the Pancasila curriculum to the online game method requires careful planning and has taken quite a long time. Teachers need to design games that are not only interesting but also in accordance with the Pancasila learning objectives. Teachers have needed special training to be able to integrate online games.

Analyzing the extent to which the use of online gaming methods can influence the affective intelligence of class II students. Assessing changes in aspects of affective intelligence such as empathy, emotional control, and social skills after implementing the online game method in learning Pancasila. Evaluating the Effectiveness of Learning Pancasila with Online Games: Determining the effectiveness of online game methods in increasing students' understanding of Pancasila values. Comparing the results of learning Pancasila using online game methods versus conventional methods. Identifying the obstacles faced in implementing online gaming methods at SDN Pondok Petir 01. Finding solutions to overcome these obstacles and providing recommendations for better implementation in the future. Adopt the view that education should include the holistic development of students, not only cognitive but also affective and social. Effective Pancasila learning must shape students' character and morals in accordance with the basic values of the Indonesian nation. Adheres to the philosophy that education

must continue to innovate to adapt to current developments. The use of technology, such as online games, is part of efforts to make learning more relevant and interesting for the digital generation. Local Social and Cultural Context: Emphasizes the importance of considering the local social and cultural context in implementing learning methods. Technology implementation must be in accordance with the specific needs and conditions of the school and the students involved in learning effectively. Without adequate training, implementation of this method can be less than optimal. Appropriate Game Content: Not all online games are suitable for educational purposes. Selecting or developing the right game that can support Pancasila learning and develop affective intelligence requires time and resources. Limited Social Interaction: Although online games can promote some forms of interaction, direct face-to-face interaction remains important for the development of students' social skills and affective intelligence. The use of online games has reduced the time for this direct interaction. Overcoming these shortcomings requires a comprehensive approach, including careful planning, support from various parties (schools, government and parents), as well as ongoing evaluation to ensure this method is truly beneficial for the development of students' affective intelligence.

II. METHODS

Method study This use Approach Quantitative And Qualitative (Mixed Methods): Combining approach quantitative For measure change in intelligence affective student with approach qualitative For get understanding deep about experience student and inner teacher use online gaming method. Design Research, with Design Experiment: Using design experiment with group control And group experiment' For see influence online gaming method. Group Experiment: Students who will use deep online gaming methods learning Pancasila. Group Control: Students who will use method learning conventional. Population And Sample, Population: All student class II at SDN Pondok Lightning 01. Sample: Selected in a way random from population (1 class III teacher and 20 students), with balanced distribution between group experiment And group control. Instrument Study. Questionnaire: For measure intelligence affective student before And after intervention. Questionnaire can covers aspects like empathy, control emotions, and Skills social. Observation: For observe interaction student during use online gaming methods and during learning conventional. Interview: Conducted with students, teachers, and have parents For get outlook deep about experience And perception they to use of online games in learning. Test Knowledge Pancasila: For measure understanding student to material Pancasila before And after intervention. Study This is at SDN Pondok Petir 01, whose address is Jalan Reni Jaya Barat, Village Cottage Lightning, District. Bojongsari, Depok City.

III. RESULTS AND DISCUSSION

Based on the results of the school's research, the challenges and obstacles that have been faced in implementing online gaming methods at SDN Pondok Petir 01 include the following aspects: 1. Limited Technological Infrastructure, Internet Access: The quality and availability of adequate internet access can be an obstacle. A weak signal or unstable connection can disrupt learning. Technology Devices: Lack of sufficient devices such as computers, tablets, or smartphones for all students. Not all students have access to the required devices. 2. Teacher Readiness and Ability, Training and Competency: Teachers need special training to use online games effectively in learning. Not all teachers have the necessary technology skills. Time to Adapt: Teachers have needed additional time to prepare learning materials that use online games, which can burden them in addition to other teaching duties. 3. Student Readiness and Ability, Variations in Technology Ability: Not all students have the same level of ability in using technology. Some students have needed more guidance. Attention and Discipline: The use of online games can make students more interested in the playing aspect rather than learning, which can distract them from learning goals. 4. Health Aspects, Physical Health: Using electronic devices for a long time can have an impact on students' eye health and body posture. Mental Health: The potential for addiction or other negative impacts from using online games needs to be watched out for. 5. Appropriate Game Content, Content Quality and Relevance: The games used must be relevant to the Pancasila learning material and must be designed to support the development of students' affective intelligence. Content Development: Developing or choosing the right game takes time, effort, and costs a lot. 6. Parental Involvement, Support from Parents: The importance of support from parents in supervising and supporting the use of online games at home. Some parents have not fully understood or supported the use of technology in learning. 7. Time Management. Effective Time Allocation: Integrating online games into an existing learning schedule without disrupting other teaching and learning activities can be a challenge. 8. Evaluation and Measurement of Results. Effectiveness Measurement: Developing an effective method for evaluating the effect of using online games on students' affective intelligence. Continuous

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Monitoring and Assessment: Requires a good monitoring system to ensure that the use of online games is running well and producing the expected results. By identifying and understanding these challenges and obstacles, more strategic steps can be taken to overcome these obstacles and ensure the successful implementation of online game methods in Pancasila learning at SDN Pondok Petir 01.

For significant differences in the development of affective intelligence between students who use online gaming methods and those who use conventional methods, we need to conduct research with an experimental design that involves data collection and analysis. The following are ways that can be used to identify these significant differences: Experimental Research Design, Experimental Group: Students who use online game methods in learning Pancasila. Control Group: Students who use conventional learning methods. Measurement Instrument, Affective Intelligence Questionnaire: Measures aspects of affective intelligence such as empathy, emotional control, and social skills before and after intervention. Observation: Observing student behavior during the learning process to identify changes in social and affective interactions. Interviews and Group Discussions: Gain deeper insight from students and teachers regarding their experiences and the changes they observed. Research Procedures, Pre-test: Administer affective intelligence questionnaires to both groups (experimental and control) before the intervention. Intervention: The experimental group used online game methods in learning Pancasila for a certain period. The control group used conventional methods in learning Pancasila during the same period. Post-test: Re-administer the affective intelligence questionnaire to both groups after the intervention. Data Analysis, in the form of Statistical Analysis: Using statistical tests (for example, t test) to compare pre-test and post-test results between the experimental group and the control group. Descriptive and Inferential Analysis: Using descriptive statistics to describe data and inferential statistics to test the hypothesis of significant differences. If the results of statistical analysis show significant differences between the experimental group and the control group, it can be concluded that the online game method has a significant influence on the development of students' affective intelligence compared to conventional methods. If there is no significant difference, it can be concluded that the online game method does not have a greater influence than conventional methods in the context of affective intelligence. Factors Affecting Quality Outcomes of Online Games: The effectiveness of online games largely depends on the quality and relevance of the content. Implementation and Supervision: How the method is implemented and supervised by the teacher also influences the results. External Variables: Factors such as the learning environment, parental support, and students' psychological conditions can also influence research results.

Student and teacher perceptions of the use of online game methods in learning Pancasila can vary, but the following are some potential perceptions that can be identified based on general findings in the context of the use of technology in education: Student Perceptions, Involvement and Motivation: Positive: Students have felt more motivated and involved in learning because of the interactive and fun approach. Online games can make learning material feel more interesting and relevant. Negatives: Some students have viewed games more as entertainment than learning tools, which can divert focus from primary learning goals. Ease of Understanding: Positive: Students have felt that online games help them understand Pancasila concepts better through visualization and interactivity. Negative: Some students have found it difficult if the game is not well designed or is too complex to understand. Technology Skills: Positive: Students can improve their technology skills, which is important in today's digital era. Negative: Students who are less familiar with technology have felt frustrated or left behind. Social Interaction: Positive: Some online games can facilitate cooperation and collaboration between students, strengthening their social relationships. Negative: Excessive use of online games can reduce face-to-face interactions and direct social engagement.

Teachers' perceptions on various elements, namely on Learning Effectiveness: Positive: Teachers have seen the online gaming method as an effective tool for making learning more interesting and relevant for students. This can make it easier to convey abstract Pancasila material into a more concrete one. Negative: Teachers have been skeptical of the effectiveness of online games in achieving long-term learning goals, especially if the games are not well designed. Ease of Implementation: Positive: Teachers skilled with technology have found that online games make teaching and assessing student understanding easier. Negative: Teachers who are less skilled with technology have found it difficult to integrate online games into their curriculum. Time and Resources: Positive: Teachers have seen online games as an efficient way to convey a lot of information in a short time. Negative: Developing or selecting appropriate games can take a lot of time and resources, which can be an additional burden for teachers. Monitoring and Control: Positive: Online games can provide live data and analysis that helps teachers monitor student progress more effectively. Negative: Supervising students' use of online games and ensuring they stay focused on learning objectives can be a challenge. Innovation and Adaptation: Positive: Both students and teachers have seen the use of online games as an innovative step in education that can help prepare students for future challenges. Negative: There is a lack of resistance to change, especially if adaptation to new technology is seen as a disruption to established traditional teaching methods. By understanding this perception, both positive and negative aspects, schools can take steps to optimize the use of online games in Pancasila learning, such as providing training to teachers, choosing appropriate games, and ensuring adequate technological infrastructure.

The effectiveness of online game methods in increasing students' understanding of Pancasila material compared to conventional learning methods can vary depending on various factors, including game design, quality of implementation, and student characteristics. The following are some considerations that can help evaluate how effective online gaming methods are in this context: 1. Student Engagement and Motivation, Positive: Online gaming methods can often increase student engagement due to their interactive and engaging nature. Students have been more motivated to learn because games can present material in a more fun and relevant context. Negative: However, if games are not well designed or do not fit into the curriculum, they can distract students from the main learning objectives. 2. Understanding Concepts, Positive: Online games can visualize abstract concepts in Pancasila in a way that is easier for students to understand. The interactivity and challenges presented in the game can help students to understand and internalize the values of Pancasila better. Negative: Using games that are inappropriate or not in accordance with learning objectives can confuse students or even reduce their understanding of the material. 3. Monitoring and Evaluation, Positive: Online gaming methods often provide a mechanism for monitoring student progress directly. Data generated from students' interactions with games can help teachers evaluate their understanding in more detail and provide more targeted feedback. Negative: However, managing and analyzing the data required to interpret the results of the game can be an additional workload for teachers, especially if they are unfamiliar with the technology. 4. Additional, Positive Skills: Online gaming methods often introduce and enhance students' technology skills, which are crucial skills in today's digital era. Negative: Depending on the game design, students have only acquired knowledge about how to use the game, not conceptual knowledge relevant to Pancasila. 5. Time Efficiency, Positive: Online games can help teachers to deliver material in less time or more efficiently, especially if they are well designed for specific learning objectives. Negative: However, good game development requires time and resources significant, and does not always cover all topics or learning materials.

The positive impact of using online game methods in learning Pancasila in class II at SDN Pondok Petir 01 can include several aspects that have the potential to increase students' affective intelligence: Increasing Student Involvement: Online game methods can often increase student involvement because of their interactive and interesting nature. Students tend to be more motivated to learn because they can learn while playing. Strengthening Understanding of Pancasila Values: Online games can visualize Pancasila values in a more real and interesting context for students. This can help students understand and internalize the moral, ethical and social values taught in Pancasila. Developing Empathetic Abilities: Some online games are designed to strengthen students' empathy and social understanding by preparing them to understand other people's perspectives, an important aspect of affective intelligence. Improve Collaboration and Communication Skills: Online games often promote collaboration between students in solving challenges or solving problems together. This can help improve their social skills and communication abilities. Providing Immediate Feedback: Through online gaming mechanisms, teachers can provide immediate feedback to students about their performance. This can help students to understand their strengths and areas for improvement in terms of their affective intelligence. Enriches Learning Experience: Compared to conventional learning methods, the use of online games can provide a more varied and in-depth learning experience. Students can learn through simulations, challenges, and problem solving that stimulate their affective intelligence. Reduces Tension and Increases Learning Motivation: The relaxed and fun atmosphere offered by online games can reduce students' tension towards learning, thereby increasing their motivation to learn Pancasila better. By making good use of this positive potential, the use of online game methods in learning Pancasila at SDN Pondok Petir 01 can make a significant contribution to the overall development of students' affective intelligence.

IV. CONCLUSION

On Based on analysis to influence online gaming methods against intelligence affective student on learning Pancasila in schools basic, yes concluded a number of relevant things: Enhancement Involvement Emotional: The use of online games can increase involvement emotional student to learning Pancasila. Interaction with the content presented in interesting shape And interactive can awaken interest as well as motivation Study student. Development Moral Values: Online games can become means effective For develop understanding student to contained moral values in Pancasila, like mutual cooperation, justice, and unity. This matter help student in understand And internalize values the in a way more deep. Enhancement Skills Social: Via interaction in online games, students can develop Skills social like ability collaborate, communicate in a way effective, as well value difference opinion. This matter important in form intelligence affective student. Relevance in Context Life Real: Learning through online games no only impact during the learning process at school, but Also can influence behavior And attitude students outside class. This matter can strengthen appreciation values Pancasila in life daily student. Postulate: Use deep online gaming methods learning Pancasila in schools base need integrated with

targeted approach And customized with characteristics as well as need student. Besides that 's necessary exists supervision And good management from educator For ensure that objective desired learning can achieved in a way effective. With Thus, use deep online gaming methods learning Pancasila in schools base own potency big For increase intelligence affective student through innovative approach And relevant with development technology moment This.

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