

IMPLEMENTATION OF PANCASILA-BASED LEARNING METHODS FOR ELDERLY

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Abstract: This research is motivated by the existence of problems with some elderly students who cannot read the Qur'an, cognitive decline, physical changes and some do not graduate from elementary school. The purpose of this study was to find out the appropriate learning methods for elderly students, to find out the quality of learning for students and the content of Pancasila values. This study uses a qualitative method with an intrinsic case study type. Collecting data by observation, interviews and documentation. Test the validity of the data with triangulation techniques. Data analysis uses the Miles and Huberman models. The results of the study revealed that (1) the learning method applied at the Sabilun Najah Islamic Boarding School was a collaboration of drill methods, varied lectures, small group discussions and reading aloud. (2) The quality of learning outcomes for elderly students is divided into 3 categories: 15 students are fluent, 8 people are moderate, and there are 6 students who are not fluent, a total of 29 elderly students. (3) Include Pancasila values in learning, such as starting learning by praying, prioritizing common interests, deliberation, maintaining cleanliness, creating a family atmosphere, carrying out pickets according to schedule and others.

Keywords: Learning Method; Pancasila; Elderly

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INTRODUCTION

The Sabilun Najah Islamic Boarding School carries out learning activities for elderly students, the implementation of which is not easy. Elderly students experience many limitations. Learning problems among elderly students include decreased understanding, concentration, memory, and feeling tired easily. The results of previous research conducted by Bowo et.al., (2022) at the Sabilunnajah Islamic Boarding School include: (1) the majority of elderly students have not graduated from elementary school so there is a high probability that they will be illiterate; (2) elderly students forget easily and have difficulty understanding religious lecture material; (3) the majority of elderly students do

not memorize and understand the values contained in Pancasila; (4) limitations of the Sabilunnajah Islamic Boarding School caregivers.

From the results of interviews and initial observations at the Sabilunnajah Islamic Boarding School, it can be seen that there are several obstacles in the learning process. Some of these obstacles include the majority of elderly students' understanding of the material still lacking, elderly students tend to be passive in participating in the learning process, the majority of elderly students cannot read fluently, and their understanding of Pancasila values is still lacking. The problems of elderly students at the Sabilunnajah Islamic boarding school are the physical changes they experience which can result in a decrease in carrying out activities so that they get tired easily, the decline in cognitive function experienced causes difficulty in remembering material, the presence of students who have not graduated from elementary school, and the daily activities of elderly students which cause I'm busy so I don't follow the lessons.

By knowing the problems experienced by elderly students, teachers can overcome these problems so that they do not become obstacles to learning. Teachers must create ideal learning for elderly students by considering the problems experienced by the elderly. The ideal learning criterion is to have a well-arranged plan. This will make it easier to achieve learning. Ideal learning will stimulate elderly students to be completely creative and active. Apart from that, elderly students will feel a comfortable learning atmosphere. Ideal learning will give elderly students a deeper curiosity so that it can be an encouragement for them to continue learning at a young age.

Learning methods are very important to create an active learning atmosphere so that goals are achieved. The choice of learning method greatly influences the quality of learning outcomes of elderly students. The choice of method determines learning activities that are tailored to the learning needs of elderly students. Teachers play an important role in choosing learning methods. The learning method applied by the teacher must be chosen appropriately. One of the factors that influences the choice of learning method is the condition of elderly students. The choice of method must be adjusted to the abilities of elderly students to provide good quality learning for elderly students.

Student can be defined as a kai student who lives in a place called an Islamic boarding school (Kurniatin, 2019). According to Abidin (2020), elderly people are an integral part of the development cycle and are vulnerable to many problems related to physical, mental, and spiritual pain. Elderly is a term given to the final stage of the aging process. At this age, they will experience various obstacles in their activities and they will be susceptible to various diseases. According to Hutapea (2012), elderly people need psychological needs, help, attention, and reminders in their lives. With various forms of assistance, elderly people can experience a satisfying and comfortable life physically and mentally, prepare for a good old age, and fill the rest of their lives with something very meaningful.

Changes in the elderly will cause complex problems, both physical and psychological (Arfina et.al., 2019). The most visible physical changes that occur during the aging process are changes in hair from black to white, thin and wrinkled skin, a hunched back, weakened strength, and susceptibility to various diseases. Sensory development (hearing and vision) will worsen and cognitive decline will occur in the aging process. Impaired cognitive function occurs in the form of orientation, attention, decreased concentration, decreased memory, language use, and intellectual activity so cognitive decline will become a barrier to learning in old age. In this atmosphere, social thinking will occur, and

the elderly will tend to feel isolated in family or community life. One effort that can be made to minimize the impact of cognitive decline is to increase psychotherapy for the elderly. Cognitive decline in elderly students can be trained using indirect methods so that the decline in ability can be minimized. Understanding and attention can influence improving the cognitive function of the elderly (Irawati & Madani, 2019).

Elderly age is not a barrier for someone to study, because if you pay attention to the elderly students at the Sabilun Najah Islamic Boarding School, their desire to learn is very high. This is in line with the Hadith of the Prophet which means, "learning from the caress to the grave". Education is mandatory for men and women to achieve a complete human being, therefore humans are required to learn continuously which begins when a person is born and ends when he dies (Daulay; 2014). Even though the above has presented several facts regarding the drastic decline in physical and cognitive function in the elderly, the elderly students at the Sabilunnajah Islamic Boarding School who have also experienced this still have a strong desire to learn.

The concept of adult learning is seen to have implicitly given rise to the concept of lifelong education, namely that the implicit imposition on a person does not only extend to school and youth but must continue continuously into adulthood and old age (Rendi, 2019). According to Abidin (2020), elderly people are an integral part of the development cycle and are vulnerable to many problems related to physical, mental, and spiritual pain. From the definition of old age above, it can be concluded that old age is the period when a person reaches golden or prime age in terms of size and function and also shows some decline over time.

The use of varied learning methods is very important to achieve the desired learning goals. With this learning method, teachers or educators can know what strategies to use when providing material while teaching and learning activities are taking place. How to determine and choose appropriate (effective and efficient) learning methods by considering factors including (1) learning objectives to be achieved; (2) the material to be taught; (3) the condition of students receiving learning; (4) the ability of educators who use the method; (5) existing facilities and infrastructure; (6) the condition of the environment where students carry out teaching and learning activities (Habibullah & Nihayah, 2019).

The Sabilunnajah Islamic Boarding School is a place for elderly students to study religion. At this age, which has entered the final stage, this is certainly a serious problem for the students because, with the physical and cognitive conditions described above, elderly people must have high enthusiasm for their work. Study. Teachers as teachers play a very important role in providing the best learning that is easy for elderly students to understand with all their existing limitations. Apart from that, teachers must always motivate elderly students so that they have high enthusiasm for learning.

Effective learning methods are needed in teaching and learning activities to improve the cognitive, affective, and psychomotor skills of elderly students at the Sabilunnajah Islamic Boarding School, knowing the content of Pancasila values in learning activities, the quality of learning for elderly students by choosing the methods applied by the teacher. After getting this picture, researchers hope that more village residents will join in the study. If this elderly person's enthusiasm for learning continues to improve, it may have a positive impact that will inspire other elderly people to remain enthusiastic about

learning despite all the difficulties that occur due to age factors with various physical changes and decreased cognitive function.

The objectives of this research include: (1) knowing the learning methods applied by teachers in teaching elderly students; (2) knowing the quality of learning from elderly students using the methods applied by teachers; (3) knowing the content of Pancasila values in the application of learning methods at the Sabilunnajah Islamic Boarding School which is located at Temuwuh Kidul, Balecatuur, Gamping, Sleman, Special Region of Yogyakarta.

METHOD

The place of this research is at the Sabilunnajah Islamic Boarding School, Temuwuh Kidul, Balecatuur, Gamping District, Sleman Regency, Special Region of Yogyakarta. This research uses a qualitative approach, a single case study type. The informants in this research were the founders of the Islamic boarding school, teachers and elderly students. The data collection techniques that will be used in this research are observation, interviews and documentation studies. Data analysis in this research is guided by the data analysis presented by Miles and Huberman as quoted by Kusmarni (2012) including: (1) data collection; (2) data reduction; (3) data presentation; (4) drawing conclusions.

RESULT AND DISCUSSION

Implementation of Pancasila-based Learning Methods for Elderly

1. Implementation of Learning Methods for Elderly Students

The learning methods applied for elderly students are a collaboration of drill methods, varied lecture methods, reading aloud methods and discussion methods. The application of this learning method makes it easier for elderly students to understand and remember the material. The choice of learning method for elderly students can have an impact on the quality of students' learning. Apart from that, providing motivation by teachers creates enthusiasm for students to learn at an old age. During the process of teaching and learning activities, elderly students are given the freedom to choose who they study with. The learning carried out at the Sabilun Najah Islamic Boarding School is designed in such a way as to create a good learning process and gain experience.

2. Quality of Learning for Elderly Students

There are 3 groups of categories of student learning outcomes, namely fluent, moderate and less fluent. There are 29 elderly students at the Sabilun Najah Islamic Boarding School with 15 categories of fluent, 8 moderate, and 6 less fluent. In determining the quality of learning for elderly students, teachers carry out direct practice in reading and memorizing material. This is routinely done by teachers so that elderly students become more fluent in reading and memorizing.

3. Content of Pancasila Values

The learning process includes the practice of applying Pancasila values. start learning with prayer and religious lectures (application of the 1st principle). Elderly students hold discussions, work in groups, and help each other (application of precepts 2, 3, 4, and 5).

Elderly students always carry out deliberations regarding the division of tasks (application of precepts 3, 4 and 5).

Implementation of Pancasila-based Learning Methods for the Elderly consists of three parts, including: *First*, the implementation of learning uses the drill method, varied lecture methods, reading aloud methods and discussion methods. The drill method is the presentation of material carried out repeatedly and seriously in the form of oral, written and physical activities by students so that they can master the material (Tambak 2016). The drill method is used to convey lesson material by teachers to students by continuously repeating the material which is intended to make it easier for students to remember and understand the material provided by the teacher. This method was chosen to make it easier for elderly students to learn because based on the problem of cognitive decline in the elderly, it requires teachers to always repeat the material. According to Tambak (2016), several things that must be considered when applying the drill method include: (1) presenting lesson material through repeated student training and carried out seriously; (2) carried out verbally, in writing, or through repeated physical activity; (3) helping students to hone their dexterity to master lessons and have permanent skills. Tambak (2016) revealed things that must be considered in the process of applying the drill method: (1) the learning objectives are explained to students first; (2) clearly determine the process of training activities so that students will know what to do; (3) time management must be adjusted to students' abilities; (4) interspersed with exercises to avoid student boredom; (5) pay attention to mistakes made by students and guide them.

The varied lecture method is a learning method by conveying material through words or through oral narrative directly to students. In delivering the material there are questions and answers, assignments, exercises and demonstrations that are adapted to the conductive situation and conditions (Novita, 2014). This varied lecture method is intended to provide direction and guidance regarding deepening the material.

The reading aloud method is a learning method to activate children to play an active role in the learning process in class. Reading text aloud can help students focus mental attention, raise questions, and stimulate discussion (Aslamiyah, 2016). The reading aloud method makes students active in teaching and learning activities. The teacher will read the text aloud and the students will follow so that the students will focus more on paying attention. The steps in implementing the reading aloud method as stated by (Mufid, 2016) are: (1) selecting the material to be presented; (2) before providing lesson material, the teacher must provide an introduction regarding the material to be discussed; (3) the teacher reads aloud the text/material that is the subject of discussion to the students; (4) introduce the text to students and explain its important points; (5) invite students to read aloud; (6) when reading is in progress, stop several places to emphasize certain points; (7) the teacher provides questions or examples as material for joint discussion; (8) make conclusions.

The reading aloud method applied to elderly students at the Sabilun Najah Islamic Boarding School helps students learn. During the process, the teacher directs the students to read the material aloud and take turns with each other. Elderly students who are reading aloud will be noticed by the teacher and other students so that when something goes wrong, the teacher will guide and correct it and the other students will know where the error is and understand what is correct.

The learning method that is then applied in teaching and learning activities is the small group discussion method. The small group discussion method is a method used for group learning involving several students which is intended to complete existing assignments or problems (Ahmad & Tambak, 2018). This discussion method is used by elderly students to make it easier for them in teaching and learning activities at the boarding school. Elderly students will independently form groups and discuss with each other. According to Taniredja, as quoted by (Suhandi et al., 2017), the benefits of the discussion method are: (1) it will further deepen the knowledge that students have mastered; (2) training for students to identify and solve problems and be able to make decisions; (3) training students to face problems in groups, thinking together to solve existing problems.

The drill learning method, varied lecture method, reading aloud method and small group discussion method are carried out in collaboration so that they have an impact on both teachers and elderly students. By repeating and giving lessons using the drill method, reading aloud method, varied lecture methods and small group discussions, the level of enthusiasm of elderly students becomes even higher. Elderly students deepen their religious knowledge with various difficulties they experience.

Second, the quality of learning for elderly students. The development of the quality of learning for elderly students at the Sabilunnajah Islamic Boarding School cannot be separated from the important role of teachers as teachers who provide direction and guidance. Teachers always observe the learning quality of elderly students during the learning process. Learning quality is a systemic and synergistic relationship between teachers, students, curriculum, teaching materials, media, facilities and learning systems that produce optimal learning processes and outcomes. Components of learning quality include the learning behavior of teachers, students and the impact of student learning, materials, media, climate and learning systems. Based on the quality components, teachers should emphasize three components of learning quality, namely teacher skills, student activities and learning outcomes. Therefore, learning must be carried out to achieve learning objectives, involving students in teaching and learning activities so that students are more active and the desired quality of learning is achieved.

Third, the content of Pancasila values. Pancasila is the basis of the Indonesian state where every principle contained in Pancasila is used as a guideline for Indonesian society. The application of the values contained in Pancasila can be done anywhere and at any time. In learning activities, you can also apply the principles of Pancasila, such as learning activities for elderly students at the Sabilun Najah Islamic Boarding School. Students generally understand that Pancasila is the basis of the Indonesian state. However, in memorizing the precepts of Pancasila, there are those who memorize all five of them and there are those who don't memorize them, but even though they don't memorize them, they understand the meaning of the Pancasila precepts.

CONCLUSION

First, the learning methods applied to elderly students at the Sabilunnajah Islamic Boarding School include the drill method, varied lecture method, reading aloud method and small group discussion method. The drill method is used to train elderly students to read and memorize the Al-Qur'an which is done by continuous repetition so that elderly

students can train their memory. The lecture method used by the teacher is guided by the material. After delivering the material using varied lecture methods, students then carry out questions and answers for discussion. The discussion method used aims to exchange information, knowledge and experience so that we can solve problems, answer questions that have been asked and make decisions. *Second*, the quality of student learning outcomes is divided into 3 categories, namely fluent, moderate and substandard. There are 29 elderly students at the Sabilunnajah Islamic Boarding School with 15 categories of fluent, 8 moderate, and 6 less fluent. In determining the quality of learning for elderly students, teachers carry out direct practice in reading and memorizing material. This is routinely done by teachers so that elderly students become more fluent in reading and memorizing. *Third*, the learning process includes the practice of applying Pancasila values. start learning with prayer and religious lectures (application of the 1st principle). Elderly students hold discussions, work in groups, and help each other (application of precepts 2, 3, 4, and 5). Elderly students always carry out deliberations regarding the division of tasks (application of precepts 3, 4 and 5).

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