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DEVELOPMENT OF ECONOMIC LEARNING MODELS BASED ON PANCASILA VALUES

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Abstract: The occurrence of moral degradation is due to the lack of government attention in planning and supervising the learning process in the field of education. This study aims to establish an economic learning model focused on Pancasila values in the Economic Education study program, Teacher Training and Education Faculty of Lambung Mangkurat University, Banjarmasin. The research conducted is developmental research with the Dick & Carey model, which consisted of 10 steps. The learning model and its instruments have been verified by a team of educational and content experts, educators, and small groups. The informants in this study were 37 students in the Indonesian Economics program. The findings showed that the game-based Direct Instruction learning paradigm effectively represented Pancasila's economic principles. The inculcation of the Pancasila economic character is required to restore the identity of the Indonesian nation as mandated by law.

Keywords: *Direct Instruction, Games, Pancasila Economy*

PENGEMBANGAN MODEL PEMBELAJARAN EKONOMI BERBASIS NILAI-NILAI PANCASILA

Abstrak: Terjadinya degradasi moral karena kurangnya perhatian pemerintah dalam merancang dan mengawasi proses pembelajaran di dunia pendidikan. Penelitian ini bertujuan untuk mengembangkan model pembelajaran ekonomi berbasis nilai-nilai Pancasila di program studi Pendidikan Ekonomi FKIP ULM. Penelitian yang dilakukan adalah penelitian pengembangan dengan model Dick & Carey yang terdiri atas 10 tahapan. Model pembelajaran beserta perangkatnya telah diuji validasi oleh tim ahli pendidikan dan materi, praktisi, dan kelompok kecil. Informan dalam penelitian ini adalah mahasiswa yang memprogramkan mata kuliah Perekonomian Indonesia sebanyak 37 mahasiswa. Hasil penelitian menunjukkan bahwa model pembelajaran *Direct Instruction* berbasis permainan efektif dalam menanamkan nilai-nilai ekonomi Pancasila. Penanaman karakter ekonomi Pancasila diperlukan sebagai usaha untuk mengembalikan jati diri bangsa Indonesia sesuai dengan yang diamanatkan dalam Undang-undang.

Kata kunci: *Direct Instruction, Permainan, Ekonomi Pancasila*

INTRODUCTION

Our society currently faces alarming moral degradation situations, seen from the many criminal acts frequently reported on online and printed media. Those acts include stealing, murder, illegal drug use, promiscuity, and corruption. The results of studies conducted by Wylęły (2019);

Al Mamun et al. (2019); Prastyaningrum & Supardi (2019); Hidayah & Bowo (2018); Fitriyani et al. (2013) identify that most of the student's participant has ever associated in prostitution, accessed pornography, joined students fight, and they tend to have more extravagant spending to fulfill their secondary and tertiary need than their primary needs. Further, according to a report from *World Economic Forum (WEE)* yang released in *The Global Competitiveness Report 2017-2018*, Indonesia has a 13.8 index in corruption level that obstructs its business activities (Schwab & Sala-i-Martin, 2017).

This moral degradation indicates the failure of Indonesia education system to shape democratic and responsible society member who has faith and pious to The One Almighty God, with noble character, as well as great creativity, health, knowledge, independence (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional). A number of issues emerge in the Educational field. One of them is learning processes that emphasize cognition rather than affection (Rohman, 2012). However, different approaches have been carried out to reduce this moral degradation, such as the economic solidarity movement against capitalism and individualism system (Ahmed, 2015; Kawano, 2018), morale financial education from Etzioni (1990), moral education meta-curriculum embedded in all aspect of school life (Hedayati et al., 2019), and Presidential Regulation of Republic of Indonesia No. 87 the Year 2017 on the reinforcement of character education. These efforts illustrate the similar judgment of people to guide and shape proper moral character. One of those attempts is carried out through character education that improves the future young generation's character.

In addition, the government has also tried to reform the character through the integration of religious education in all courses, character reinforcement education program, anti-corruption education, character-based parenting education program, and generation planning program. However, almost all of those programs have not involved universities. Meanwhile, universities have a significant role in shaping the young Indonesian generation, especially the ones that train prospective teachers, such as education-based universities. It is in line with the finding from research conducted by Januarti & Hendrastomo (2017) that the pre-service teacher program in universities has to generate graduates with proper character by integrating the character education in the teacher ethic and profession course.

Character education cultivates excellent habits in life so that the students attain high awareness, understanding, consideration, and commitment to implement virtue in their daily life.

Character is someone's natural feature in giving moral responses, materialized in excellent, honest, responsible, respecting others' behavior, as well as other positive character values (Hamid, 2017). Character education is started from the non-formal to the formal and informal education environment. One of the current massively developed character education is the implantation of Pancasila economic values. This education can be completed through various means, such as the process of indoctrination, value clarification, example provision, and behavior habituation (Zulfatmi, 2016). Gunawan (2017) explains that character cultivation can be carried out using some media, including the learning and teaching process, school culture habituation, extracurricular activities, and daily activities at home. The integration of character education in universities can be accomplished through the lesson planning (syllabus, course unit, and learning material), learning implementation (initial, primary, and closing activities), and learning assessment (Nor, 2014).

¹³ Law of the Republic of Indonesia No. 12 the Year 202 about university education explains the higher education based on Pancasila, Constitution of State of Republic of Indonesia 1945, The Unitary State of the Republic of Indonesia, and Bhineka Tunggal Ika. It confirms that the learnings in universities should be held based on Pancasila and the Constitution of State of Republic of Indonesia 1945. In other words, those learnings have to contain the means to cultivate the character or the values of Pancasila and the Constitution of State of Republic of Indonesia 1945 to the students. Therefore, the learning process has to be designed to accomplish national education goals. One of them is by using a learning model that capable of implanting economy Pancasila values and provide the learning material based on Pancasila and Constitution of State of Republic of Indonesia 1945. Thus, this study aims to develop an economy learning model based on Pancasila values for Economy Education students of Teacher Training and Education Faculty of Lambung Mangkurat University, Banjarmasin.

Excellent learning carries concrete effects on students. Those effects range from the transformation of students' knowledge of their daily behavior. The current learning advancement has highlighted character cultivation. One of the growing characters is economy Pancasila character, which deliberates Indonesian society behavior in economy activities linear with Pancasila and Constitution of State of Republic of Indonesia 1945. A study carried out by Ainun N et al. (2018) invents an economy learning environment based on Pancasila, article 33 of

Constitution of State of Republic of Indonesia 1945, and the realization of economy learning results that transform students' knowledge, behavior, and skills.

Joyce et al. (2015) organize the learning model into four groups, namely information processing model (emphasizes someone's creativity and skills on converting stimulus and data organization), social interaction model (emphasizes the relationship between an individual with other individuals and individual with society), personal model (highlights the development of self-concept on the individual to create productive relationships with other people and their surrounding), and behavioral model (emphasizes on students' behavioral changes, so that it is consistent with their self-concept). Therefore, this study develops a learning model that shapes students' character and economy behavior inline with ⁵ **Pancasila and the Constitution of State of Republic of Indonesia** 1945 on Economy Education students ¹ **of Teacher Training and Education Faculty of Lambung Mangkurat University**. The developed learning model is classified as a behavior model. Direct instruction learning belongs to the types of behavioral learning model that accentuates behavior and skills pattern to students. The instructor optimizes the reinforcement of students' behavior that emerges during the learning process.

The direct instruction learning model is capable of implanting economic behavior following Pancasila values since it is equipped with strict instruction and control from the lecturer so that the learning reflects the established objectives. Besides, this model perceives all students can learn to escalate their academic and self-image; thereby, all teachers can be successful once they obtain complete and appropriate materials, along with controls during the learning (Steffen, 2016). It is in accordance with Joyce et al. (2011) that the direct learning model carries advantages, such as academic focus (robust students involvement), teacher direction and control (guide the task completion, emphasize the students' main role in the instruction, minimize students' non-academic conversation), the great expectation on students development (realizing academic advancement and conducive behavior to enhance the education), time management system (maximize students learning time and promote the independence in accomplishing educational objectives) and relatively neutral atmosphere (learning environment that reinforces students active involvement and avoiding harmful practices). Pancasila based economy behaviors are identic with someone's behavior in a social environment. Thus, the direct instruction learning model is capable of exhibiting and correlate with high social attitudes (Santayasa et al., 2019).

In contrast to other learning models, direct instruction learning tends to bring less significant effects. For instance, problem-based learning is more powerful to improve students' mathematic literacy than the direct instruction learning model (Firdaus et al., 2017). Besides, the average students' social skills in social science education course are better enhanced with the creative problem solving (CPS) learning model than the direct instruct (DI) learning model (Nafisah et al., 2019). However, another research discovers no significant difference in learning model, method, and skills between students who learn using direct instruction and discovery learning model (Munfa'ati et al., 2020).

Most of the time, the direct instruction learning model is only implemented on theoretical and practical courses, such as mathematic and physical education (Smith et al., 2015; Firdaus et al., 2017). Direct instruction is still regarded as a model for teacher-centered learning that requires cognitive and skills aspects. However, this learning model is more effective for materials viewed as new by students and varies with other learning models. A study conducted by Sabri et al. (2020) confirms that the implementation of direct instruction learning incorporated with audio affects fifth-grade elementary students listening skills on folklore material. Additionally, research carried out by Risdianto et al. (2020) also reveal that ethno science-based direct instruction learning affects students' critical thinking skills.

This study combines direct instruction learning with games to create a more enjoyable process. The games also escalate students' active involvement in the learning process since it is experienced-based. Students' experiences are improved when the games are equipped with the lecturer's instruction during the process (Westera, 2019). Besides, the use of games also modifies the teacher's role in enhancing students' learning motivation by providing more discussion periods and learning materials (Wang & Khambari, 2020). In line with those findings, Irmansyah et al. (2020) report that a modification of the traditional game "Gobak Sodor" shapes children's social skills. Therefore, the use of games facilitates the formation of students' skills, as well as mild and fun learning.

In this study, the game utilization aims to create a planned and repeated cultivation of Pancasila values. The selected games are customized to the material used in the learning process. The implantation of the Pancasila value is carried out through directly practicing the Pancasila economic value during the game. It is relevant to various studies findings that effective moral or character cultivation is obtained through consistent learning, habituation, and training (Rohman,

2012; Witro et al., 2020; Martanti, 2020). The research of Kusdarini et al. (2020) also reveals that students attain different meaningful experiences from the application of Pancasila values in society through the fieldwork learning model. The game learning model is considered entertaining and fun, as well as emphasized students' active involvement during the learning process. Game is an entertainment alternative for both children and adults (Wulansari et al., 2016).

The game-based direct instruction learning model was selected to facilitate students in learning Pancasila's economy values and practice the values independently or with the lecturer's guidance throughout the learning or outside the classroom.

METHOD

This study uses a Dick and Carey development model consisting of 10 stages. Those stages involve 1) identifying the general learning objectives, 2) analyzing the learning context and learners, 3) analyzing the context and learners, 4) formulating the specific goals, 5) developing the assessment instrument, 6) developing the learning strategy, 7) developing and choosing learning materials, 8) designing the formative evaluation, 9) revising, and 10) designing the summative evaluation (Dick et al., 2015). The product created from this research is learning model syntax, learning materials, learning guidance, and evaluation instruments.

The result of this study was focused on the effectivity of the game-based direct instruction learning model in cultivating the Pancasila economy values. In this study, the participants and informants were 37 Economic Education students of Teacher Training and Education Faculty of Lambung Mangkurat University, taking the Indonesia Economic course. The data were collected through tests, observation, interviews, and documentation. The paired t-test statistic and the interview results with informants were used to measure the learning model's effectivity. If the t -test $>$ t table for $N=37$ on the 95% significance is 2.028 or the significance value of t -test $<$ 0.05, then it indicates a difference between the initial and after-treatment scores. The effectivity is presumed to be high if the initial average score is lower than the after-treatment average score.

Some criteria were used to interpret the scoring results after the treatment. It was carried out to determine if the produced Pancasila values-based economy learning model required a revision or not. The assessment score qualifications used in the instruments are presented in Table 1.

Table 1. The Qualifications Used by Validator Team

Scoring Qualification		Feasibility Level
Score	Description	
5	Highly suitable, clear, and interesting	Excellent
4	suitable, clear, and interesting	Good
3	Less suitable, clear, and interesting	Sufficient
2	Not suitable, clear, and interesting	Poor
1	Really not suitable, clear, and interesting	Very poor

Source: Researchers' Data (2019)

Results of descriptive test measurement above then were converted using categories in Table 2 to draw a conclusion on the developed learning model's feasibility.

Table 2. Feasibility Category and Conversion for the Learning

Attainment Level (%)	Qualification	Description
81 – 100	Excellent	No need of revision
61 – 80	Good	No need of revision
41 – 60	Sufficient	Need to be revised
21 – 40	Poor	Need to be revised
0 – 20	Very Poor	Need to be revised

Source: Modification of Learning Model Implementation Effectivity Table (Akbar, 2017)

RESULTS AND DISCUSSION

This research was started with problem analysis on Pancasila economy issues encountered by students and lecturer carried out through questionnaires and interviews. The analysis results reveal that many society's economy behaviors remain not in accordance with the applied norms due to their ignorance of Pancasila economy values, economy learning dominated with a capitalist economy, limited opportunity to learn Pancasila economy material, and insufficient related literature.

Pancasila economy material is adopted in parts of Indonesia economy course that aims to introduce the students to the situation, stages, and issues of Indonesia Economy development. The students are expected to analyze it from various perspectives and widen their comprehension of Indonesia's economic growth through discussions on numbers of national and international economy topics using the economy theory framework. Besides, it also provides complete

information about the economic system, structure, fundamental, and economic policy direction. Consequently, the students are capable of understanding the economic condition and fundamental, as well as arguing on the various economic policies.

The learning model development was initiated with a product validity test from the team of experts in the learning process, experts in the learning materials, partitioners, and small groups. The results of that validation test are shown in Table 3.

Table 3. Evaluation Results from Team of Learning Design and Materials Experts

No	The Scored Aspects	Score (%)
1	Relevance between the model and the learning needs	81,43
2	Course completeness	80
3	Course systematics	76
4	Course conformity with students' development	83,33
5	Language suitability	83,33
6	Utility value	84

Source: Data processed by the researchers (2019)

Table 3 demonstrates that the developed learning instruments (lesson plans and learning materials) are categorized as excellent, with no revision required. However, the learning design and material suggest several points, namely:

1. The learning approach used in the process has not been mentioned;
2. It will be better if integrated with information and communication technology-based materials;
3. Students' opportunity to explore and explain the social-economic environment related to the Pancasila economy topic should be broadened and varied.

Table 4. Practicality Assessment Results from the Lecturer of Indonesia Economy Course

No.	The Scored Aspects	Score (%)
1	Relevance	97,5
2	Systematics	98
3	Consistency	96,7
4	Suffice	95
	Average	96,5

Source: Data processed by the researchers (2019)

The practicality test results show that the developed learning model is categorized as very good and require no revision process. However, the practitioners suggested that the learning materials were limited, so it should follow the recent development.

Table 5. Results of Small Group Assessment

No.	The Scored Aspects	Score (%)
1	Relevance	88,89
2	Accuracy	95,2
3	Course completeness	94,8
4	Course systemic	88,5
5	Course suitability with the students centered learning demand	87,6
6	Serving methodology	93,5
7	Conformity between language and the correct and proper Indonesian rule	83,3
8	Readability and communicativeness	95,3

Source: Data processed by the researchers (2019)

The small group assessment results confirm that the learning method is classified as excellent without the revision process. However, the group gives some suggestions:

1. The materials should not be too difficult since it is new for the students.
2. The evaluation exercises should be multiplied to better facilitate students to learn, while the items' cognitive level should be examined.
3. More contextualized pictures of students' life should be included.
4. The language used should not be difficult so that students can comprehend it easily.

In addition, the syntax development of a game based direct instrument learning model is presented in Table 6.

Table 6. Syntax of Developed Learning Model

No.	Model Stages	Lecturer Activities	Students Activities	Source
1	Orientation	Explaining the learning objectives, illustrate the relation between learning content and students' experience, and discuss the learning procedure.	They are conducting together prayer, submitting daily attendance, and listening to the competencies to be obtained.	(Putranta et al., 2018; Joyce et al., 2011)
2	Presentation	Transferring information on new concepts or skills by demonstrating and giving examples.	They are carefully observing the material presented orally using other learning media.	(Putranta et al., 2018; Joyce et al., 2011)
3	Structured Practice	They are guiding students through examples, a variation of the game-based learning model that is capable of	They are creating a group, listening to the stages of the learning model.	(Putranta et al., 2018; Joyce et al., 2011)

		implanting Pancasila economy values.	
4	Practices with Lecturer's Guidance	They are habituating students to practice their understanding of Pancasila's economic values in the learning steps, responding to the appeared stimulus, maintaining a conducive learning environment.	They are actively following the learning activities by discussing each stage of the learning model. (Putranta et al., 2018; Joyce et al., 2011)
5	Independent Practice	They are asking students to practice Pancasila's economic behavior in their daily activities in their family, college, and society.	They are practicing Pancasila Economy behavior in their daily activities. (Putranta et al., 2018; Joyce et al., 2011)

Source: Data processed by the researchers (2019)

The results of the questionnaire on the Direct Instruction learning model syntax implementation are presented in Table 7.

Table 7. Syntax of the Direct Learning

No.	Phases	Percentage (%)	
		Yes	No
1	Orientation	100	0
2	Presentation	98,65	1,35
3	Strukturized Practices	83,78	16,22
4	Practices with Lecturer's Guidance	73,65	26,35
5	Independent Practice	71,62	28,38

Source: Data processed by the researchers (2019)

T-test statistic was used to measure the effectivity of the developed learning model, using the SPSS. This t-test requires critical analysis of normality test, in which the data is classified to have a normal distribution if the value of Sig > 0,05 and to have homogenous distribution if the value of significance > 0,05 (Siswandari, 2011). The results of that analysis are shown in Table 8.

Table 8. Results of Normality

Variable	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Initial Test Score	0,124	37	0,160
Final Test Score	0,122	37	0,184

Source: Data processed by the researchers (2019)

The data presented in Table 8 show that each variable (0.160; 0.184) have values above 0.05, indicating that the data are normally distributed. At the same time, ANOVA analysis was used to test the data homogeneity. The results of that homogeneity test are presented in Table 9.

Table 9. Results of Homogeneity Test

Variable	Sig.
Initial Test Score	0,676
Final Test Score	0,123

Source: Data processed by the researchers (2019)

Table 9 demonstrates that the score for each analyzed variable (0.676; 0.123) > from 0.05; thus, the data obtained in this study have a similar variation. The fulfillment of the above classical required tests indicates that t-test analysis could be used in this study to reveal the effectivity of Pancasila values-based learning model implementation for Economy Education students of Teacher Training and Education Faculty of Lambung Mangkurat University, taking Indonesia Economy course.

The developed learning model is presumed to be effective if the initial and final scores have a higher value of t_{count} than the t_{table} value, with a confidence level of 95% and confidence level of $(df) = (n-1) = (37-1) = 36$ is 2.028. The results of data analysis using the SPSS program are shown in Table 10.

Table 10. Results of T-Test Analysis

Variable	N	Average	T-test Score	Df	Sig.
Initial test score	37	45,27	-9,140	36	0,000
Final test score	37	69,05			

Source: Data processed by the researchers (2019)

According to Table 10, the value of $t_{count} = -9.140$ (9.140) is higher than the t_{table} value of (2.028). Meanwhile, the significance is 0.000, lower than 0.05. Therefore, it indicates significant different between the initial and final score after students attended Pancasila vales based learning. The average initial score obtained by students is 45.27 lower than their average final score (69.05). It shows that the developed economy learning model has excellent effectivity in improving students' knowledge on Pancasila economy values.

In addition, students who have attended Indonesia Economy course also display better commitment in their behavior or character during the learning process. The students show a higher anthusiasm and behavior change during the learning process. The anthusiasm is examined from

students' active involvement in the learning. They tended to compete in answering the questions, and they also had better attendance (94.44%). The character changes were found in simple aspects, such as in the intercommunication during the learning and even in the students' willingness to help others (scavengers and homeless). Students' other behavioral transformation are:

1. Honesty. In each game, students always follow the rules without any reminders. Even if they had a huge eagerness to win the game, they did not do any wrongdoing that harms others. They tried to use their best ability and rebuke others who did the mischief.
2. Always thankful to The One Almighty God. They were always grateful for the comfortability they attained, as observed from the learning process that always started by praying to convenience to comprehend knowledge. Besides, the meetings were always ended with the lecturer's briefing to always being thankful for the obtained life, fortune, and knowledge.
3. Teamwork. The learning processes were always carried out in groups to grow the teamwork among students. The students were equally active. They respected and regarded each other's rights and responsibilities on each learning stage, allowing each other to participate in the learning.
4. Speaking politely. They always spoke and behaved politely to the lecturers and other students. If they rebuked their friends who did wrongdoing, they did not use anger and motion.
5. Humanity. Initially, the students were perfunctory. However, during the Pancasila economic learning, students who were absent would be contacted by phone or home visits to identify their reasons for missing the lesson. Besides, during the gathering, they tried to reduce the fee and shared the food with others.
6. Sense of family and affection between students. The students have mostly lived in a dormitory and far away from their families. Thus, they grew this sense of family and love. This sense of family and affection was observed during a visit to floating market. They helped each other to get the vehicle without renting it. They took turn to pick up their friends and went to the dock by motorcycles together. Besides, that sense also appeared from the various tasks they completed in conducting the interviews with the sellers to save time and get more participants. They also conducted the interview while purchasing the object offered by their participants.
7. Deliberation to reach consensus. Students always discussed everything they were about to do. They seek a consensus that benefits all stakeholders. For instance, in renting a boat during the visit to the floating market, a boat could only accommodate 15 people, while there were 40

people. Therefore, they needed to rent three boats, with a fee of Rp 400.000- for each boat. However, they discussed it with the ship's crew and agreed that each boat accommodated 20 people.

8. Mutual cooperation. The students helped each other during the learning process. In preparing the learning facility, such as the power cable and LCD, everyone participated. They also cooperated in designing the game's devices and prizes.
9. Fairness. The students always took a turn during the games activities; thus, there was no single person's dominance in each group. This educates them on the fairness value within the group.

The values demonstrated by students who take the Indonesia Economy course are in line with the primary character values cultivated in the character reinforcement program (Hendarman et al., 2018). Those character values involve religious (love peace, tolerance, respecting the religious and faith differences, strong determination, confidence, cooperation between religious believers, anti-violence and bullying, friendship, sincerity, do not force his opinion, and protect the vulnerable), nationalist (appreciate national cultures, maintain the country's culture, willing to sacrifice, excellent, has a lot of achievements, love their country, preserve the environment, law-abiding, discipline, respect the different culture, race, and religion), independent (hard worker, firm, professional, creative, brave, and lifelong learner), mutual cooperation (appreciative, cooperative, inclusive, committed to the joint decision, deliberated consensus, solidarity, empathy, anti-discriminative, anti-violence, and volunteerism), and integrity (honesty, love truth, loyal, morally committed, anti-corruption, fairness, responsible, exemplary, and respecting others, primarily those with a disability).

The students might have possessed those values from their local cultures or wisdom cultivated since their early education (Istiqomah & Setyobudihono, 2014; Damayanti et al., 2020). However, those values only started to re-emerge after they attended this Pancasila values-based learning model. Those values are expected to be possessed by the global economic agents, primarily in Indonesia. One that is achieved, the economy practitioners will always consider other people in carrying out every economic activity. In other words, they will not bring harm to others while gaining profits. This condition is linear with the current world economic development which has been hindered by the rampant capitalist or liberalist economy. A various movement against that capitalism ideology have appeared, such as the movement of Economy Social Solidarity (ESS) invented by *Red Intercontinental de Promocin de la Economia Social Solidaria* (RIPESS) that

develops economy based on values and ethics instilling democracy, pluralism, equality, fairness, mutualism, inclusivity, and creativity (Designing Regenerative Cultures, 2016). According to Kawano (2018), a solidarity economy is a global movement that establishes a sustainable and unbiased economy. This movement tries to transform the dominant capitalist and other authoritarian systems into a system that focuses on placing humans and the planet as the center to ensure the attainment of society's basic needs.

The utilization of the game-based direct instruction learning model in the Indonesian Economy course has advanced it into more meaningful and enjoyable learning. It is exhibited from students' enthusiasm and motivation during the Pancasila economy learning, as proven from their high attendance percentage. Even the students who have been known to be passive become more active during the learning process. They even offer themselves to be part of the game by being a jury, supervisor, question reader, and timekeeper. They, who initially were ignorant during the learning, have become more excited. They even admitted that they missed that learning. Thus, students actually need a not stiff, more relaxed, but serious education that provides verbal and non-verbal rewards from the lecturers. That learning erases the distance between the lecturers and students, as well as their fear of a 'killer' lecturer. A learning process based on mutual need and affection facilitates students' material comprehension and the attainment of learning objectives. According to Westera (2019), a learning model can change **students to be more active** within the **learning process** since **it** is based on experience. Students' understanding will be maximal if lecturers' guidance follows the game model during learning.

The **results of this study are in line with** other related studies such as the ones that used direct instruction with support with useful verbal guidance (Graaf et al., 2019); direct instruction is more feasible for some students with spectrum autism using audio devices (Frampton et al., 2020). Besides, the direct instruction learning model improves students learning results (Nh & Winata, 2016), enhances material comprehension with stages learning of training, guidance, and feedbacks (Jazimah & Nugroho, 2020); and **effective to be used in writing course for auditory and visual students** (Munfa'ati et al., 2020).

In addition, learning model variation is linear with results of research conducted by Martinez-Santos et al. (2020), that the game-based approach carries benefits for physical exercises learning. Meanwhile, online game media aids the students' conceptual and mathematic reasoning using TGT type cooperative learning (Rohmah & Wahyudin, 2016). Thus, the game helps to

accentuate effective time management behaviors and academic learning. Additionally, the game also offers opportunities for teachers to introduce behavioral-based research (Lastrapes, 2016).
10 The use of a business simulation game facilitates students' involvement and raises their learning (Buil et al., 2020).

CONCLUSIONS

Character education is required to reconstruct Indonesia's society characteristics, which have been irrelevant to Indonesia's identities, such as friendly, religious, familiarity, helpful, and uphold justice. As one of the institutions with a significant role in character education, universities have to be able to cultivate Pancasila values-based economy characters to the students. The implementation of game-based direct instruction learning effectively implanted Pancasila's economy values through consistent, repeated, and designed processes.

All learning instruments designated by the researchers have been validated by experts on education and materials, practitioners, as well as a small group. Those instruments have been categorized as excellent that do not require revision. The t-test statistic data obtained on students' initial and final scores from Pancasila values-based economy learning has fulfilled normality and homogeneity test assumption. The results of paired t-test analyses reveal a significant difference between the students' initial and final scores. The students' average final scores are higher than the average initial scores. Therefore, the developed economy learning model is highly effective in improving students' Pancasila economy values knowledge. Besides, students' commitment and behavior presented during the learning process are in accordance with Pancasila's economic values.

This study's results bolster the character reinforcement program to improve and cultivate Pancasila's economic character values informal education. However, a comparative study on other study programs with similar Pancasila economic interests and characteristics is required. Besides, an additional participant in the study will make the study results more accurate and generalize. As one of the essential characters, the courses related to the Pancasila economy have to be placed as a basic compulsory course for every educational level. Everyone has a significant role in the cultivation of the Pancasila economy character toward Indonesia's young generation as an effort to restore Indonesia's identity in the future.

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