

DEVELOPMENT OF COLAKTRA TO IMPROVE STUDENT'S COGNITIVE ABILITIES IN PANCASILA EDUCATION

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Article Info

Received: June 05, 2025

Revised: September 08, 2025

Accepted: November 13, 2025

Online Version: December 31, 2025

Abstract

Based on empirical studies, it is known that Pancasila Education learning is still conventional for students. The purpose of this research is to produce gamification-based colaktra learning media products that have been tested for validity, effectiveness, and practicality. Due to the lack of interesting learning media and teachers who are only theoretical, innovative learning media is needed as a solution to these problems. The design of this study uses a development model from Borg & Gall. The subject of this study is grade VII students of SMPN 1 Prambon. The results of the study include several things, namely colaktra products consisting of modified folding congklak boards for Pancasila Education learning activities, high cognitive level question cards (C4, C5, C6), instructions for use on the front of the board, QR codes connected to e-modules and e-comics. Validation tests by media and product material experts were declared very feasible. The practicality test of students and teachers was declared very practical. The effectiveness test was conducted with a field trial with an average posttest of 90.3 and a pre-test of 65.8 so that it showed a significant improvement between the results of the pretest (before using Colaktra) and the posttest (after using Colaktra).

Keywords: Learning Media, Gamification, Congklak, Pancasila Education, Borg & Gall Model



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Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp>

How to cite:

Rahmawati, S., Sukriono, D., & Suhartono, E. (2025). Development of Colaktra to Improve Student's Cognitive Abilities on Pancasila Education. *World Psychology*, 4(3), 409–820.

<https://doi.org/10.55849/wp.v4i1.1420>

Published by:

Al-Hikmah Islamic Religious College Pariangan Batusangkar

INTRODUCTION

Pancasila education is a subject that plays a strategic role in shaping the character, critical mindset, and cognitive abilities of students from primary to secondary education levels (Yunitasari, 2019). However, in practice, learning Pancasila Education in the classroom is often still conventional and focuses on theoretical and moralistic aspects, lecture methods, group discussions, text reading, written assignments through Student Worksheets (LKS) and the delivery of oral knowledge usually only emphasizes understanding concepts (Wu, 2013). As a result, learning has not been fully able to attract students' interest, resulting in low concept understanding and difficult student competencies to achieve. To overcome this, adaptive learning strategies are needed so that all students can develop optimally (Juwita, 2020). This learning strategy can be in the form of interesting, interactive, and contextual learning media so that it can help students understand Pancasila Education material more deeply and encourage the improvement of their cognitive abilities.

Based on the results of observations through interviews with teachers, it is true that in learning Pancasila Education there is still a lack of use of interactive media. The use of learning media plays an important role in making learning activities more meaningful and effective in achieving the desired goals, because this media plays an important role in the delivery of material (Nurjumiati et al., 2024). As a result, this research focuses on the development of gamification-based learning media as a pedagogical approach based on learning motivation theory. Gamification is seen as effective because it is able to integrate game elements such as challenges, feedback, and reward systems into the learning context without shifting instructional goals (Prasetya, 2023). Based on the Theory of Self-Determination put forward by Deci and Ryan, learning will take place optimally when the basic psychological needs of students, namely autonomy, competence, and connectedness, can be met (Rosa, 2023). Gamification allows students to have control over their learning process (autonomy), get feedback on achievements achieved (competence), and interact with the learning environment and peers (connectivity), thus encouraging the formation of intrinsic motivation.

In addition, from the perspective of intrinsic motivation theory, gamification plays a role in increasing students' cognitive engagement through the presentation of challenging but meaningful learning activities (Nurvitarsari, 2020). The game element does not just provide entertainment, but rather serves as a pedagogical stimulus that facilitates focus, perseverance, and active involvement in the learning process (Zhang, 2024). Thus, the application of gamification not only aims to create an interesting learning atmosphere, but also to improve the quality of the learning process and support the achievement of students' cognitive goals in a systematic and targeted manner.

In this context, traditional games are an equally attractive option to use as a learning medium. Traditional games in Indonesia that can be a learning medium are congklak which is equipped with other elements such as question cards, comics, and modules (Muharram, 2023). The game of congklak is one of the various types of traditional games in Indonesia. One type of traditional Indonesian game is congklak, which is played using boards and congklak seeds as a means of play. One of the ancient games is congklak (Rusnilawati, 2020). Therefore, this congklak learning media is named "Colaktra", which is congklak Nusantara. Using this game as a learning medium can interest students, as well as introduce them to cultural heritage. By integrating gamification into the congklak archipelago game, students not only learn to play, but are also invited to analyze, evaluate, and solve problems that arise during the game (Pambudi, 2025). This approach is intended to improve students' cognitive abilities in the application of Pancasila values.

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RESEARCH METHOD

The method used is Research and Development (R&D) with a research model owned by Borg & Gall.

Research Design

This method focuses on making a specific product and then conducting an evaluation to find out how effective the product is (Sukriono, 2020). In this case, the term “product” encompasses many forms, from hardware to software, i.e. models: interactive learning and guidance. The R&D method makes research findings to design new products and continues with field trials to get evaluation and improvement of the product until it is successfully distributed according to predetermined standards (Santoso, 2020). The development of this media was carried out using the R&D model proposed by Borg and Gall. The selection of this study model is based on the simplicity of the stages as well as their descriptive and procedural character.

Research Target/Subject

The subject of this research and development is a seventh-grade student at SMP Negeri 1 Prambon. Data collection is carried out through observation, questionnaires, and documentation to obtain quantitative data. The data was presented in numerical form based on validity results, observation sheets, and student and teacher responses, which were analyzed using a percentage formula (Widana, 2023). Data analysis was also carried out through pre-test results of classes and large classes and post-tests.

Research Procedure

The procedures in the Borg & Gall development model are: “(1) research and data collection; (2) planning; (3) development of the initial form of the product; (4) operational field trials; (5) revision of operational products; (6) initial field trials/small classes; (7) product revision; (8) field trials (large class); (9) final product revision; (10) final product”. Borg & Gall's explanation is that the 10 steps can be modified when certain situations and conditions arise. The stages of extensive field tests, revision and dissemination require large costs (Sugiyono, 2019). Therefore, this development research is tailored to the needs of researchers in the field. The procedures in the development of collatrophic media are as follows: preliminary research, product planning and development, expert validation, first stage revision, small group testing, second stage revision, large group testing, final revision.

Instruments, and Data Collection Techniques

The Borg & Gall research model is the reference in this study, which uses a groove called a waterfall groove or waterfall at its stage of development (Benawa, 2022). The media that will be developed in this study is a learning media in the form of collateral equipped with question cards, which are related to the cognitive abilities of students at the C4 (analysis), C5 (evaluation), and C6 (creating) levels. The products made will later go through research and improvement procedures to create useful and adequate products for use in schools.

Data Analysis Technique

The types of data used in this study include: Qualitative data obtained from suggestions, criticisms, inputs and comments given at the end of the questionnaire. This qualitative data will be analyzed in a qualitative descriptive manner (Benawa, 2023b). Quantitative data is in the

form of assessment scores obtained to calculate the average score of each aspect calculated from the assessment of material experts, media experts and student response questionnaires.

RESULTS AND DISCUSSION

Researchers found some initial data while conducting teaching practices at SMPN 1 Prambon. The data was obtained from the results of an interview with one of the teachers at SMPN 1 Prambon, Mrs. Rohmatin, who stated that Pancasila Education learning is currently less in demand by some students because of low learning motivation and interesting learning media that are still lacking so that students become bored and bored during learning. Another problem based on interviews with Pancasila Education teachers at SMPN 1 Prambon is that the learning in the material about the application of Pancasila values conveyed by the teacher is only theoretical and does not touch practice or implementation in life or is separate from the real experience of students in society (Maisyaroh, 2023). Utilizing students' environmental context in learning can broaden their understanding and experience of social dynamics in their communities (Oktaviani, 2024). This learning process can be aligned with the application of Pancasila values in their environment.

Students are familiar with the use of electronic media in their daily lives, but the use of non-electronic games has not been optimally utilized to obtain learning information or be used as a medium in learning (Sarkadi, 2020). The development of colaktra will increase the impression of students because it internalizes games into learning, but colaktra still internalizes digital media in it, namely in the form of e-modules and *Electronic Comics*. So colaktra has various components (Subaidi, 2020). Teachers fully support the development of gamification-based learning media which is expected to present material in accordance with learning objectives and include cases that increase interest in learning (Kholifah, 2025). Every suggestion obtained is used by the researcher as input in the development of Colaktra learning media.

Colaktra Product Planning and Development

The researcher plans to create a learning medium in the form of a congklak board called colaktra (Benawa, 2023a). The selection of Colaktra is based on its characteristics that are easy for students to use anytime and anywhere without the need for special digital devices. This media is in the form of a folding congklak equipped with cognitive level question cards C4, C5, and C6, as well as clear instructions for use so that it can support constructivist approaches and high-level thinking activities (Benawa, 2022). In addition, Colaktra is also equipped with a *QR Code* that connects to e-modules and *e-comics*, so students can quickly and conveniently access additional learning resources through their phones. This feature adds practicality without putting a strain on the device's memory, as students don't need to download additional apps (Zakso, 2021). With a combination of physical media, attractive illustrations, challenge cards, and integration of digital materials through *QR Codes*, Colaktra becomes a learning medium that is flexible, interactive, and relevant to the development of science and technology.

The material that is integrated into this colaktra product is the application of Pancasila values (Kusdarini, 2020). The uniqueness of this media development lies in the integration between traditional congklak games with modern learning materials, so that students can learn concepts in a fun, active, and meaningful way.

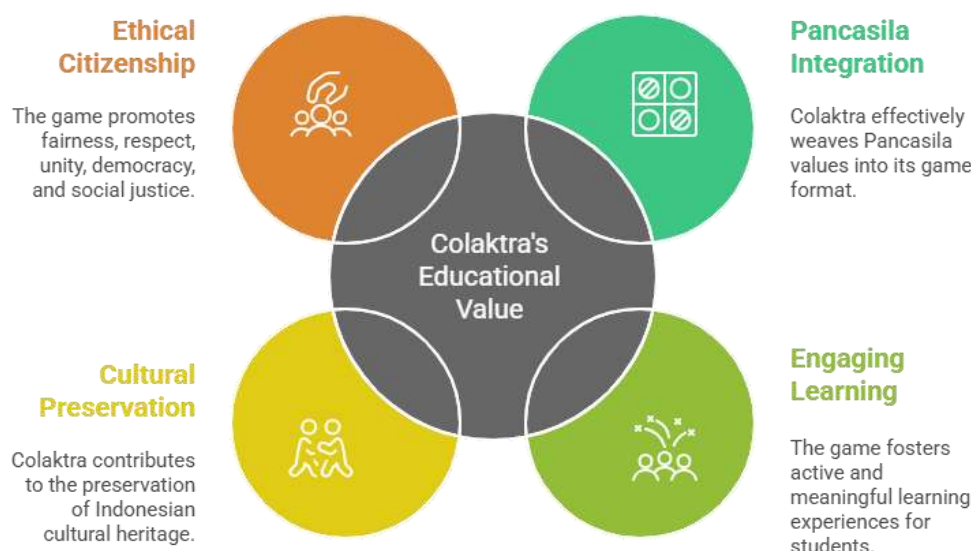


Figure 1. Foundations of Colaktra's Educational Impact

The Colaktra product is designed to instill and reinforce the values of Pancasila, the philosophical foundation of the Indonesian state. These values are Belief in One Supreme God (Ketuhanan Yang Maha Esa), while not directly represented in the gameplay, the underlying principle of fairness and respect for others, which are fostered through the game, aligns with the moral and ethical principles derived from religious beliefs (Prakoso, 2024). Colaktra encourages players to treat each other with respect and honesty, reflecting the values of compassion and empathy found in many religions.

Just and Civilized Humanity (Kemanusiaan Yang Adil dan Beradab), this principle emphasizes the importance of treating all individuals with dignity and respect. In Colaktra, this is reflected in the rules of the game, which ensure fair play and equal opportunities for all participants (Ihsan, 2021). Players are encouraged to be considerate of their opponents and to avoid actions that could be seen as unfair or disrespectful. Furthermore, the collaborative aspects of the game, such as helping other players understand the rules or offering encouragement, promote a sense of community and shared humanity.

The Unity of Indonesia (Persatuan Indonesia), colaktra can be used to promote a sense of national unity by incorporating elements of Indonesian culture and history into the game. For example, the game board could be decorated with images of Indonesian landmarks or national symbols (Patras, 2025). The game can also be played in teams, encouraging students from different backgrounds to work together towards a common goal. This fosters a sense of belonging and shared identity, reinforcing the importance of national unity.

Democracy Guided by the Inner Wisdom in Unanimity Arising Out of Deliberations Among Representatives (Kerakyatan Yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan/Perwakilan), this principle emphasizes the importance of consensus-building and decision-making through deliberation. Colaktra can be used to teach students about these concepts by encouraging them to discuss and negotiate strategies with their teammates. Players can also be given opportunities to make decisions about the rules of the game or the way it is played, fostering a sense of ownership and responsibility (Achadi, 2020). This promotes critical thinking, communication, and collaboration skills, which are essential for effective participation in a democratic society.

Social Justice for All Indonesians (Keadilan Sosial bagi Seluruh Rakyat Indonesia), this principle emphasizes the importance of fairness and equality in all aspects of society. In Colaktra, this is reflected in the rules of the game, which ensure that all players have an equal opportunity to win. The game can also be used to teach students about the importance of social justice by

incorporating scenarios that require them to consider the needs of others (Suwandi, 2025). For example, players could be given the opportunity to donate some of their winnings to a charity or to help a struggling player. This promotes empathy, compassion, and a sense of responsibility towards the well-being of others.

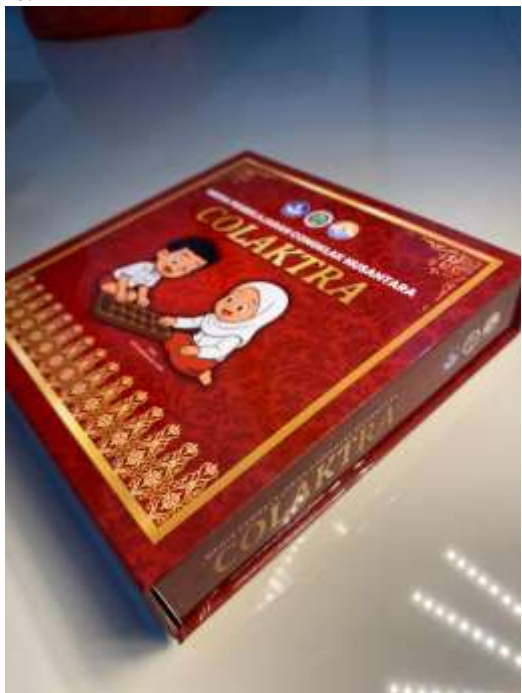


Figure 2. Colaktra Outer Packaging



Figure 3. Inside the colaktra packaging

Field Trial Results

The implementation of learning using colaktra media was carried out on grade VII students of SMPN 1 Prambon with a total of 30 students. Starting with the effectiveness test of *the pretest* and *posttest results*, here are the results of the effectiveness test:

Table 1. Pre-test results for 30 students

Shoes	Criteria	Pre-test Score	Percentage
90-100	Outstanding (A)	0	0%

80-89	Good (B)	3	10%
70-79	Sufficient (C)	11	36,6%
60-69	Less (D)	9	30%
<60	Very Less (E)	7	23,3%
Average	$\frac{1975}{30} = 65,8$		

Source: Researcher Data Analysis, 2025

Table 2. *Post-Test Results* for 30 Students

Shoes	Criteria	Pre-test Score	Percentage
90-100	Outstanding (A)	21	70%
80-89	Good (B)	8	26,6%
70-79	Sufficient (C)	1	3,3%
60-69	Less (D)	0	0
<60	Very Less (E)	0	0
Average	$\frac{2710}{30} = 90.3$		

Source: Researcher Data Analysis, 2025

The average pretest findings reached a knowledge mastery of 65.8 and if converted according to the assessment applicable at SMP Negeri 1 Prambon only reached category D. Meanwhile, post-test findings showed a significant increase reaching an average of 90.3 and reaching category A.

CONCLUSION

The feasibility of colaktra learning media in this development was obtained from the assessment of experts, namely material and media experts. The result of each validator's analysis was the validation of the material to achieve the feasibility of 88 which was categorized as very feasible. The media validation got an average of 97.3 which was categorized as very feasible to use. By examining the elements related to the content of the media created, validation with subject matter experts is a step to combine and evaluate Colaktra's learning materials to ensure their suitability for use.

Gamification-based learning is fun learning and has a high interactivity element that is able to trigger students to remember more of the subject matter being taught, and the learning media that is very relevant to grade VII students today is game-based. This facilitates the learning development process according to the conditions of students who use games in the learning process.

The practicality in the development of colaktra-based learning media is based on assessments conducted on students of SMP Negeri 1 Prambon. This instrument was developed with the aim of obtaining an assessment of the practicality of colaktra media from student response questionnaires in small and large group trials. After the trials were carried out in small groups, it was found that the average practicality of colaktra reached 93.6 which was then converted into a very practical criterion. The level of practicality in question is so that students can easily access learning materials through the colaktra learning media that has been developed.

After being declared feasible in the learning process, the researcher conducts an implementation in the classroom to see student learning outcomes based on cognitive aspects using the products that have been developed. The effectiveness of gamification-based colaktra learning media can be known through student learning outcomes during pretests and posttests. In the pretest process, it is ensured that students' knowledge is ensured before being given colaktra media, while the posttest implementation is carried out to determine the level of effectiveness of colaktra media after being given colaktra learning media. Based on the pretest

process carried out, it is known that an average of 30 students got a score of 65.8. After the post, the students' knowledge increased significantly until they reached an average score of 90.3. These results show that the level of effectiveness of colaktra media in this category is very good and very feasible to be used in learning.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Write -review and edit.

Author 2: Conceptualization; Data curation; Research

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CONFLICTS OF INTEREST

The author declares that there is no conflict of interest related to the publication of this article. The author also states that the content and data presented in this article are free from plagiarism. We are very grateful to the teachers, students, and expert validators at SMPN 1 Prambon for their invaluable participation and support during this research.

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