

## Analysis of Peer Editing Technique to Foster Students' Collaboration Character in Pancasila Education Learning

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Keywords	ABSTRACT
Peer Editing; Character of Cooperation; Pancasila Education; Infographic Media.	Civic Education aims to shape national life through values and character education. Character is an essential trait that defines individuals and distinguishes them from others. This study aims to analyze peer editing techniques in shaping the character of student cooperation in learning <i>Pancasila</i> Education. The peer editing technique involves students acting as peers in providing feedback on infographic tasks carried out in groups. This technique, through its process, teaches students a sense of group unity, develops values of care, and encourages sharing among fellow students—forming a foundation for cooperation in learning. Additionally, students tend to feel more free and comfortable when engaging in activities with their peers, which in turn helps to foster a cooperative character. This research uses a qualitative descriptive methodology and seeks to build an understanding ( <i>verstehen</i> ) and explanation of human behavior as social beings. It also aims to construct knowledge based on a constructive perspective, derived from the author's experiences and prevailing social values.

### INTRODUCTION

*Civic Education* is a subject that aims to educate the life of the nation through value and character education (Anisah, 2019; Komalasari & Saripudin, 2018). Character is a trait that must be possessed by individuals so that it can distinguish them from others. In essence, each individual has the same basic character traits, but what distinguishes one person from another is the tendency to exhibit one character more prominently than others. Each individual possesses several basic characters, namely: (1) honesty, (2) responsibility, (3) discipline, (4) visionary, (5) fairness, (6) caring, and (7) cooperation (Yulianti, 2016). The character of cooperation is an important trait for every student to develop, as it trains them to understand, internalize, and practice cooperative activities in order to achieve common goals. Furthermore, this cooperative character can also boost students' confidence, enhance their ability to interact with others, and help them adapt to new environments.

The learning process is an effort to educate students through interactive engagement between students, teachers, and learning resources to achieve instructional goals and desired outcomes. The implementation of learning strategies by teachers is a critical factor in the success of the learning process. In addition, success indicators can be observed through students' attention, motivation, and active participation (Akbar, 2019). To achieve these indicators, cooperation between teachers and students is essential. However, collaboration between teachers and students alone will not be sufficient if cooperation among students or peers is lacking. Peer cooperation skills are crucial in encouraging participation, promoting the courage to ask questions, motivating peers to do the same, and fostering task-sharing and turn-taking (Aldistya, 2019).

Based on these indicators of learning success, the learning outcomes—particularly in *Pancasila* Education at *SMP Negeri 1 Mlati*—have not yet shown satisfactory results. This is supported by observations in class VII C of *SMP Negeri 1 Mlati*, which reveal low levels of attention, motivation, and student engagement during the learning process. Moreover, students appear to lack a

spirit of cooperation, as seen in their reluctance to join groups outside their existing friend circles. This was also noted by the class leader of class VII C, who stated that students consistently form cliques whenever group activities take place. It is evident that the lack of cooperative character among students in class VII C affects key indicators of learning success.

Several studies have explored the role of cooperation in student learning, especially in character education. Yulianti (2016) discussed the importance of fostering essential character traits like honesty, responsibility, and cooperation among students. However, the study did not delve into the practical application of cooperative learning techniques to enhance these values in the classroom. Similarly, Akbar (2019) emphasized the importance of teacher-student cooperation in achieving learning outcomes, but his research focused primarily on teacher involvement, without addressing the equally critical aspect of peer cooperation. Aldistya (2019) identified the lack of cooperation between students as a barrier to optimal learning, but did not propose concrete strategies to address the issue.

Based on these challenges, this research investigates the use of peer editing techniques to foster a spirit of cooperation among students, using infographics as a learning medium. The peer editing technique is applied in *Pancasila* Education because it teaches students a sense of group unity, nurtures caring values, and promotes sharing among peers—all essential components of cooperation in learning. Additionally, students tend to feel more at ease and confident when working with peers, making peer editing a suitable approach for developing the cooperative character.

By employing peer editing, students are encouraged to collaborate, foster group solidarity, and cultivate empathy, thereby enhancing their cooperative skills. The goal of this research is to develop a practical method to promote cooperation through peer interaction, offering a more engaging and collaborative learning environment. The findings are expected to contribute to the enhancement of student cooperation and, consequently, to the overall success of the learning process.

## METHOD

This study uses a qualitative descriptive method. Qualitative research aims to build an understanding (*verstehen*) and provide an explanation of human behavior as social beings. The qualitative approach focuses on constructing knowledge based on a constructive perspective, specifically deriving meaning from the researcher's experiences and social values (Rujakat, 2018). Data was collected through interviews, observations, and document analysis. The sources of data include teachers, students, and classroom observations at *SMP Negeri 1 Mlati*.

Interviews were conducted with teachers to gain insights into the implementation of *Pancasila* Education and the challenges in fostering cooperation among students. Observations were carried out to assess the behavior and interactions of students, focusing on their level of cooperation and engagement during lessons. Documents such as lesson plans and student feedback were analyzed to complement the observations and interviews.

Data analysis followed thematic analysis techniques, where patterns and themes related to student cooperation were identified and categorized. The data collected is presented in descriptive form, providing a comprehensive understanding of the challenges and successes in promoting cooperation through peer editing and the use of infographics in learning.

## RESULTS AND DISCUSSION

From the results of the research conducted by participating in the learning process in grade VII C SMP Negeri 1 Mlati, an analysis of peer editing techniques was produced in helping the character of cooperation:

### Peer Editing Steps

Peer editing comes from the word peer which means peer and editing which means re-editing or considering each material, so peer review is a technique to review the work done by peers. *Peer editing* is often referred to as *peer feedback*, *peer response*, or *peer review* on learning (Sholihah 2018). Peer editing is described as a two-way reciprocal learning activity, which involves a significant

network of learning relationships between students and other students (Hilsdon 2014). The advantages of peer editing techniques are: increasing the awareness of the audience, namely students and allowing students to see egocentrism in themselves in writing, helping students' reading and critical thinking skills, encouraging students to focus on the meaning in question by language alternative points of view that lead to ideas. Peer editing focuses on development and interest by providing more informative messages than feedback provided by teachers (Irwan 2019). In addition, one of the reasons peer editing techniques are used in learning Pancasila Education is because in the process it teaches students a sense of group unity, develops caring values, and shares among fellow students, this is a form of student cooperation in learning. In addition, students will feel free and comfortable when doing things with their peers. By teaching students to do peer editing is part of improving the ability to write an assignment, this is because criticizing texts or other students' work will eventually lead to the internalization of standards and the ability to evaluate their own work (Kennedy-Kalafatis, 1996).

In peer editing that researchers carried out in the field, namely on grade VII students at SMP Negeri 1 Mlati, it was carried out by utilizing infographic learning media where students had joint assignments or group tasks to make infographics in groups with the topic of Indonesian Unity and Regional Characteristics. By forming six groups, where two groups will get the same topic, in the end the two groups that get the same topic are partners in doing peer editing (find the reason why peer editing is done by experts). The activities carried out are:

1. Students forms six groups
2. Create infographics with group members by dividing tasks as follows:
  - Groups 1 and 4: characteristics of the Union State
  - Groups 2 and 5: Discussion of the Unitary State
  - Groups 3 and 6: The Birth of the Unitary State of the Republic of Indonesia
3. Infographics are made using HVS A4 paper with as much interest as possible using markers, colored pencils, crayons or others.
4. Students presented the results of the work of the information group
5. Exchanging works with other groups that have the same theme to exchange ideas and give each other feedback.

The results of the assignment carried out in grade VII C at SMP Negeri 1 Mlati show that students are able to express their opinions and accept suggestions and inputs given by their friends. The types of peer editing carried out by students are by: (1) praise, providing positive feedback and building confidence. Praise is a form of giving appreciation to children for the efforts and achievements that have been made by children can build an atmosphere that will trigger children's enthusiasm to continue practicing and increase confidence (Rohma 2018), (2) correction, this is intended to record errors related to the suitability of the topic presented, (3) suggestions, students should not take the feedback of suggestions given by peers lightly. However, the author decides what to do with the results of his work if there are any, (4) questions, questions similar to suggestions where the author will decide related to the follow-up of his work. However, if the reader has questions, it is a good idea for the writer to consider the answer and include it in his work as a form of revision.

The importance of interaction among peers can increase the effectiveness of increasing active learning. The example is when the interaction that takes place between students can improve students' ability to solve a problem, make decisions, and skills in finding information. Successful interaction among peers occurs when students engage in mutually beneficial relationships to achieve pre-set goals. The effectiveness of this peer interaction is based on Vygotsky's socio-cultural theory which influences the mind and refers to the interaction and problem-solving among peers to help each other in achieving their potential level of ability (Ebadi 2017) Vygotsky's socio-cultural theory influences students in their social activities during classroom learning involving three aspects important are emotional development, self-development, and environmental aspects (Maidin, 2020).

### **The Uses of Infographic Media in *Peer Editing Analysis Techniques***

Infographic media or also known as information graphics is a medium used to present

information visually or graphically, so that it is easier to understand information, the word infographic is often also called infographic because in infographic media there are often charts, but infographics are not just charts but broader in meaning. In the infographic, aesthetic assessment is used to examine aesthetic values ranging from ornamental variety, themes, patterns, data processing, composition, and illustrations. An infographic of existing text data is illustrated in the form of symbols that have meaning (Saptodewo 2014). Learning media using infographics is very suitable for use in a learning that requires a higher interest in reading, such as the subject of Pancasila Education which is indeed a subject that consists of materials that allow students to be bored in reading learning materials. By using infographic media, it can help students in learning by using interesting data visualizations (Mansur, 2020).

Based on the results of the infographic assignment carried out in groups, it is shown that students find it easier to understand the material of unity and regional characteristics, strengthened by the assessment made by students of the results of the infographic of other group friends by using the data collection checklist showing that from the six groups of students it is easier to understand a material by using infographic media in learning than using long reading texts.

The use of infographic media in this study is an option in learning Pancasila Education on the material of Indonesian Unity and Regional Characteristics, so that in the learning material students become more aware of the material that will be discussed with their group members and become more attractive to students in carrying out peer editing techniques.

### **The Character of the Cooperation Formed**

Cooperation is an activity that shows the form of group work between friends so that they can unite various differences into one. Cooperation arises when a person realizes that they have enough knowledge and control over themselves to fulfill the common interest. It has the benefit of encouraging the achievement of goals, encouraging various individual efforts to be able to work more actively, encouraging harmonious relationships between related parties, increasing a sense of responsibility, creating healthy practices and discussions, and increasing group spirit (Kusuma, 2018). Cooperation skills are something that must be applied to learning both inside and outside the school, with the cooperation of students can quickly understand the learning taught to students, because basically a learning group will have better results than individual learning (Rochmawati, 2020).

The aspects that are owned in carrying out cooperation are: 1) interdependence is needed among team members, in this case information related to problems. The existence of dependency can strengthen team togetherness and can be responsible for the problems discussed, 2) Confrontation or conflict of opinion is normal. Therefore, a skill is needed in accepting differences of opinion and expressing disagreement with other people's opinions without having to hurt, 3) Alignment is a very important thing where a team member must be willing to leave his individual attitude in order to achieve a common goal in the assignment (Kusuma 2018). Assignments carried out in groups form students to be able to understand each other, respect each other, help each other, overcome each other's shortcomings, and strengthen togetherness.

### **CONCLUSION**

Based on the results of the analysis of peer editing techniques in shaping the character of student cooperation in learning Pancasila Education, conducted in grade VII C at SMP Negeri 1 Mlati, it can be concluded that the peer editing technique has significant potential in developing students' cooperative character. Through interactions between students as peers—providing feedback on group work in the form of infographics—students learn to understand one another, show mutual respect, assist each other, address individual weaknesses, and strengthen group unity.

The implementation of peer editing techniques in Pancasila Education offers various benefits, including helping students gain a deeper understanding of theoretical concepts through collaborative knowledge sharing. Furthermore, students are able to internalize Pancasila values such as mutual cooperation (*gotong royong*), respect, and helping others within group interactions. This method

encourages students to give and receive feedback effectively, and enhances their ability to collaborate and contribute meaningfully in group settings.

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