

DEVELOPING PPKN LEARNING VIDEOS FOR INTRODUCTION TO INDONESIAN ETHNICITY AND CULTURE

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ABSTRACT

The purpose of this research is for students to understand the introduction material on Indonesian ethnicity and culture, increase enthusiasm and motivation to learn through learning videos, so that learning objectives are achieved. This research was conducted at SD Negeri Bukit Baro Montasik Aceh Besar. The subjects in this study were fourth grade students at SD Negeri Bukit Baro with a total of 20 students. The research method uses descriptive qualitative with data collection tools through observation, interviews, and documentation. The results of the study show that the suitability of video content and material is 92% in the "Very Good" category. User responses, namely students to learning media for the introduction of Indonesian ethnic culture, get a good response. The results of the study showed that the students' enthusiasm for the video learning material for introducing Indonesian tribes and culture was very good after watching the animated video that was displayed.

Keywords: Civic Education Learning, Cultural Tribes, Learning Media, Video

1. INTRODUCTION

Education is an important effort to advance the nation in a country so that it can remain competitive with other countries related to the development of the current era. The government's efforts in advancing quality and competitive national life have been regulated in the Education System Law Number 20 of 2003 article 1, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strengths. spiritual religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Depdiknas, 2007).

The Indonesian nation is a nation that has various cultures, languages, ethnicities and religions. Indonesia's geographical area which consists of islands creates a diversity in the social, cultural and political fields of Indonesian society. Because of this diversity, it is the background for the Indonesian nation's motto, Bhineka Tunggal Ika. This shows that Indonesian society is a diverse society. The diversity of the Indonesian people must be maintained in order to realize the unity and integrity of the entire Indonesian nation (Mukmiman, 2008). Various ethnic groups living side by side with different life backgrounds make people in Indonesia also have diverse lives which are influenced by their respective cultures as a legacy from each previous generation. Diversity is a term used to describe a person's view of the variety of life in the world, or cultural policies that emphasize acceptance of diversity and the various (multicultural) cultures that exist in people's lives regarding values, systems, culture, habits, and the politics they follow (Djamarah & Zain, 2010).

One of the efforts to introduce Indonesian ethnicity and culture is through Civics learning in class IV SD. Article 37 of the Law of the Republic of Indonesia (UURI) Number 20 of 2003 concerning the National Education System (UU Sisdiknas) explains that Citizenship Education (PKn) is a compulsory subject in the primary and secondary education curriculum. In the attachment to the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006 concerning Content Standards it is explained that "Citizenship Education subjects are lessons that focus on forming citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled Indonesian citizens and has the character that is mandated by Pancasila and the 1945 Constitution". From the above understanding, it can be seen that basically by making Citizenship Education compulsory, especially in elementary schools, it is hoped that it will be able to form a young generation of potential successors to the nation based on Pancasila and the 1945 Constitution. That is, young people who have a sense of love for the motherland with various ethnic and national characters. who are different and able to cooperate with each other in achieving a goal regardless of ethnicity and the same culture.

Based on observations and interviews that researchers conducted in class IV SD Negeri Bukit Baro, in learning Pancasila and Citizenship Education (PPKn) students find it difficult to understand the material on Ethnic, Social and Cultural Diversity, because examples of Indonesian ethnicity and culture are only given examples in the form of a front image of the tribe and culture. Rigid learning media in the form of pictures are less able to increase enthusiasm and provide clear examples, because in the fourth grade PPKn SD lessons there are materials such as traditional houses, traditional clothing, regional musical instruments, regional specialties, traditional weapons and regional dances that must be taught. give examples such as real examples from the tribe and culture (Tamara. 2018).

From the results of observations and interviews with PPKn teachers in class IV SD Negeri Bukit Baro, it is known that tools or media and books to provide examples such as traditional houses, clothing and traditional weapons are still not optimal, the availability of printed books and other media is still very minimal at SD Negeri schools Baro Hill. The alternative carried out by the fourth grade teacher at SD Negeri Bukit Baro in learning about ethnic and cultural diversity in Indonesia is to use learning books, where the books being taught have a bit of contextual images about examples of Indonesia's ethnic and cultural diversity. In addition to books, the alternative used is to make students look for examples and material on the Internet themselves, this method is still not good

because students have difficulty accessing the internet and it is difficult to use computers (Hakim, 2017), the examples obtained are few and the images used as learning examples are considered less than optimal. The pictures do not provide satisfactory examples and make it difficult for students to distinguish one traditional house from another, because there are two images that have almost the same examples and make it difficult for students to compare the traditional houses, the images are easily damaged, and are not abstract. So that the learning objectives are not optimal and students are less able to understand examples of Indonesian ethnicity and culture. For this reason, media is needed that can support learning, namely specifically Ethnic and Cultural Diversity in Indonesia by using learning video media.

Based on the analysis of these problems, the solution that researchers can propose is to develop a Civics learning video for introduction to Indonesian ethnicity and culture. The development of this media is felt to be helpful because in the proposed cultural ethnic introduction learning video it will display a moving image or video that provides examples of Indonesian diversity and Indonesian ethnic culture such as tribes, traditional houses, traditional clothing, dances, musical instruments in accordance with reality. Research also assumes that an effective way to help the learning process is to apply learning media.

a. 1.4 The Nature of Civics Learning

Citizenship Education is a subject that focuses on self-development that is diverse in terms of religion, socio-culture, language, age and ethnicity to become citizens who are intelligent, skilled and with character mandated by Pancasila and the 1945 Constitution. Based on the Permendiknas No. 22 of 2006 concerning content standards, Civics is also explained as part of a group of civics and personality subjects intended to increase students' awareness and insight into their status, rights and obligations in social, national and state life and to improve their quality as human beings. Citizenship Education can be interpreted as a vehicle for developing and preserving noble and moral values that are rooted in the culture of the Indonesian nation which are expected to be manifested in the form of behavior in the daily life of students as individuals, members of society in the life of the nation and state.

b. 1.5 Cultural Ethnicity

Ethnicity is an ascriptive social group based on descent and place of origin. Thus, ethnic or ethnic identity is an ascriptive identity that is acquired at the same time as a person's birth or place of origin. Ethnicity is different from various other identities that a person has, because ethnicity is primordial in nature (the first acquired and attached to a person since childhood and is primary in his life because it is a reference for his identity and honor). Various other identities possessed by a person based on the acquisition of status in social life. Various other identities can be lost due to the malfunctioning of the statuses that a person has, while ethnic or ethnic identity cannot be lost. If ethnic identity is not used in interactions, the ethnic identity or ethnicity is kept, and not discarded or lost.

Judging from the origin of the word, Culture or Culture comes from Sanskrit, namely "budhayah" which is the plural form of "budhi" which means 'mind' or 'reason'. So Somantri (2001) defines culture as the power of the mind in the form of creativity, initiative and taste. While mind is defined as matters relating to the human mind

which is the emanation of mind and power towards all that is thought, felt, and contemplated which is then practiced in the form of a force that produces life. Meanwhile, in the common sense, culture is mind, reason, result. Meanwhile, culture is the result of the activity and creation of the human mind (such as beliefs, arts and customs).

c. 1.6 Instructional Media

Literally, media means intermediary or introduction. The word media comes from the Latin *medius*, which literally means "middle", "intermediary", or "introduction". In Arabic, media is an intermediary or message delivery from the sender to the recipient of the message. In another sense, the media is anything that can be used to convey messages from the sender to the recipient of the message (Isep, 2013). According to Hanson (2002), media are various types of components in the student's environment that can stimulate them to learn. In line with Hanson's (2002) opinion, Maftuh & Sapriya (2005) define learning media as a physical form that can present messages that can stimulate students to learn. From these two definitions it appears that the notion of media refers to the use of tools in the form of objects to assist in the process of conveying messages. Meanwhile, the National Education Association (NEA) provides limitations on media, namely forms of communication, both printed and audio-visual, as well as various equipment. Educational media is a source of learning and can also be interpreted as humans and objects or events that create conditions for students to acquire knowledge, skills or attitudes. In addition to tools in the form of objects, which are used to convey messages in the educational process, education as a central figure or model in the educational interaction process is an educational tool that must also be taken into account.

To develop learning media, it is necessary to pay attention to the VISUALS principle, which can be described as an abbreviation of the words: Visible (Easy to see), Interesting (Interesting), Simple (simple), Useful (useful/useful content), Accurate (true/accountable), Legitimate (reasonable/legitimate), Structured (structured/well organized).

d. 1.7 Videos

Video is an audio-visual media that has been circulating in society and is in great demand by elementary school children, ranging from entertainment, knowledge, information, music and historical stories that can be watched easily. Audio-visual media is media that has sound elements and picture elements. This type of media has better capabilities because it includes sound and images. Video is a system of live images or moving images that are sequential to each other. There are two kinds of video, namely analog video and digital video (Purnama, 2005). Analog video is formed from a series of electrical signals (analog waves) recorded by a camera and transmitted via air waves. Whereas digital video is formed from a series of shaped digital signals, which describe a point as a series of minimum or maximum values, the minimum value means 0 and the maximum value means 1.

2. METHODS

This study uses qualitative research, with a descriptive analytical research approach based on video learning on PPKn material at SD Negeri Bukit Baro. The method of collecting data in this study is by means of observation, interviews, and documentation. Data analysis in this study went through two stages, the first at the time of data collection, the second after the data was collected. All

collected data were then analyzed based on an interactive analysis model developed by Milles Huberman, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS & DISCUSSION

The results of the evaluation of the research model are the process of running and evaluating a software based on the research model used to test whether the software meets the requirements or not to determine the difference between the expected results and the actual results. The following will describe several stages related to the evaluation results of the learning media for the introduction of Indonesian ethnic culture, including the Analysis stage, the Design stage, the Development stage, the Implementation stage, and the Evaluation stage.

Here the researcher conducts a needs analysis about limiting the problems of the media that are made by taking into account the availability of time and the capabilities of the learning media makers, as well as what things are needed in making the learning media. Analysis of Children's Characteristics or Interest in PPKn learning videos introducing Indonesian ethnicity and culture. This is done by distributing questionnaires to 20 students, the questionnaires that are distributed are the main reference in developing learning videos, then the most results from the model chosen by the children will be used as a reference for media formation. The learning video for introducing Indonesian ethnicity and culture is an educational learning video so that it is hoped that the audience will get three aspects, namely entertainment, character education and knowledge about Indonesian ethnicity and culture. Entertainment is obtained from storylines and interesting characters in learning videos. Character education is obtained from the moral messages contained in the learning videos and knowledge about Indonesian ethnicity and culture is obtained from examples of Indonesian ethnicity and culture which are displayed in the learning video of introducing Indonesian ethnicity and culture.

In the PPKn learning video, Introduction to Indonesian Tribes and Culture, the writer made it using the Canva application.

At the next stage, development is carried out from the design stage while the development that is carried out is design development and implemented in the form of animation and music filling to make it more interesting.

The next stage is the Implementation stage (Implementation). At this stage, the video that has been made is then shown during class IV SD Negeri Bukit Baro. After being implemented, it is then evaluated to find out whether the learning media for introducing Indonesian ethnicity and culture is said to be appropriate or not suitable for use. At this evaluation stage all the results of the questionnaire will be presented and the results evaluated.

There are several points to be discussed from the results. The development of PPKn learning video media for the introduction of Indonesian ethnicity and culture uses the ADDIE method. ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. The development procedure in the ADDIE model consists of five stages. The five stages are analyzing, designing, developing, implementing, and evaluating (Ikumelu, 2013). This model is based on an effective and efficient systems approach and processes that interactive, that is, the results of each phase can be used in the next phase.

The analysis phase is the first stage that must be carried out, such as gathering complete information and needs, then analyzing and defining the needs that must be met by the application or media to be built. It is hoped that the developed learning media will be useful for the younger generation to get to know and understand Indonesian ethnicity and culture which the younger generation has begun to forget. To attract users' attention, in our learning media we will present videos that depict the real world, such as traditional houses, tribes. Based on the results of an interview with the homeroom teacher for class IV SD Negeri Bukit Baro. According to her, civics lessons, especially in Indonesian ethnic and cultural material, are the first step for the younger generation to get to know the tribes and cultures in Indonesia so as to create a sense of love in preserving tribes and cultures in Indonesia.

From the results of observations and initial interviews, problems were found in the learning of Pancasila and civics education (PPKn) for class IV SD Negeri Bukit Baro where it was difficult for students to understand material about ethnic diversity, rigid learning media in the form of pictures, less able to increase enthusiasm and provide good examples. clear, so that the learning objectives are not optimal. Based on the analysis of these problems, the solution that researchers can propose is to develop a Civics learning video for introduction to Indonesian ethnicity and culture. The development of this media is felt to be helpful because in the proposed ethnic cultural introduction learning video it will display a moving image or video that provides examples of Indonesian diversity and Indonesian ethnic culture such as tribes, traditional houses, traditional clothing, dances, musical instruments in accordance with reality. As well as being able to explain each example of cultural tribes in Indonesia. Based on the problems that have occurred and several solutions that have been used before, it is felt that there is a need for media to support the learning process about Indonesia's ethnic and cultural diversity.

At the design stage, researchers design video content that will be displayed on learning media using the Canva application. The implementation stage is the stage when the media is ready to be broadcast during class learning. At this stage the evaluation is more focused on the results and content of the application content development stage. And the results obtained are 100% conformity. This indicates that the content of the media is in accordance with the teachings of Civic Education class IV SD. The researcher also conducted a test by the teacher, this was done to find out the suitability of the media that was built with the learning that the teacher applied at school. In this test the researchers involved Civics teachers from SD Negeri Bukit Baro which was also the research site. And the results of this teacher test, the researcher got a conformity result of 92% with the "Very Good" category. The final stage of evaluation in this study was carried out to determine the user's response after using the media that the researcher developed by testing the user's response. The number of respondents that the researchers used in testing this response were 20 people. From the results of the user response test analysis, it was found that the average percentage of responses from 20 respondents was 89.07%. The researcher distributed the Pre-Test and Post-Test questionnaires to several small groups. And the results obtained from the distribution of pre-test and post-test questions are increasing children's ability to understand theory, and examples of Indonesian traditional tribes. With the initial representation before the media was held at 62.67% and then after playing the media for

1 meeting, the researchers again distributed the pot test questionnaire and obtained a result of 89.3%.

It can be concluded that development of PPKn learning videos for the introduction of Indonesian cultural tribes using the ADDIE method (Analyze, Design, Development, Implementation, and Evaluation). From the results of the study, the researchers obtained the results of the conformity of the video content with the material by 92% in the "Very Good" category. And the response of users, namely students or children, to the learning media for the introduction of Indonesian ethnic culture gets a good response, they are very interested and enthusiastic to see and learn about ethnic culture by watching the animated videos that are displayed. From the results of the response test in the field for 20 children who were made respondents in seeing the feasibility of learning media, the results were 89.07%, which means that the learning media for introducing Indonesian ethnic culture was in a very good category.

Suggestions submitted by researchers for the next is that teachers can use learning media in the form of videos so that students understand more about the learning material and student achievement increases.

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