

MEDIA NEEDS ANALYSIS OF SIMBOLA GENIALLY TO IMPROVE CIVIC LITERACY AND COLLABORATION OF GRADE II ELEMENTARY SCHOOL STUDENTS

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Abstract

This research aimed to develop Simbola Genially, an interactive learning media designed to enhance civic literacy and collaboration among second-grade elementary school students. Utilizing the ADDIE development model, the study focused on the analysis phase to determine the needs of students and teachers. Data were gathered through interviews and questionnaires involving 75 students. The findings demonstrated that Simbola Genially significantly aided 80% of students in understanding concepts, enhanced tolerance by 74.67%, responsibility by 72%, critical thinking by 77.33%, and love for the country by 86.67%. The study addressed the limitations of traditional teaching methods, which predominantly rely on government textbooks and one-way instructional approaches. Evaluations in these settings often focus on lower-order thinking skills, leaving higher-order skills and civic literacy underdeveloped. Simbola Genially integrates interactive visual and audio elements, incorporating Pancasila symbols to foster a more engaging and effective learning environment. The research concluded that there is a substantial need for Simbola Genially to enhance the teaching of Pancasila Education in elementary schools. This media supports the development of essential 21st-century skills, such as critical thinking and collaboration, by providing students with interactive and dynamic learning experiences. By leveraging technological advancements, Simbola Genially can create an immersive learning environment that not only improves students' civic literacy and collaborative skills but also makes learning more enjoyable and meaningful. The study's results suggest that this media holds significant potential in improving the overall quality of civic education and fostering a deeper understanding of civic responsibilities among young learners.

Keywords: *Simbola Genially Media; Civic Literacy; Collaboration*

Abstrak

Penelitian ini bertujuan untuk mengembangkan Simbola Genially, media pembelajaran interaktif yang dirancang untuk meningkatkan literasi kewarganegaraan dan kolaborasi siswa kelas II sekolah dasar. Dengan menggunakan model pengembangan ADDIE, penelitian ini berfokus pada tahap analisis untuk menentukan kebutuhan siswa dan guru. Data dikumpulkan melalui wawancara dan kuesioner yang melibatkan 75 siswa. Hasil penelitian menunjukkan bahwa Simbola Genially secara signifikan membantu 80% siswa dalam memahami konsep, meningkatkan toleransi sebesar 74,67%, tanggung jawab sebesar 72%, berpikir kritis sebesar 77,33%, dan cinta tanah air sebesar 86,67%. Penelitian ini menangani keterbatasan metode pengajaran tradisional yang sebagian besar bergantung pada buku teks pemerintah dan pendekatan pengajaran satu arah. Evaluasi dalam pengaturan ini sering kali berfokus pada keterampilan berpikir tingkat rendah, sehingga keterampilan berpikir tingkat tinggi dan literasi kewarganegaraan kurang berkembang. Simbola Genially mengintegrasikan elemen visual dan audio interaktif, termasuk simbol Pancasila, untuk menciptakan lingkungan belajar yang lebih menarik dan efektif. Penelitian menyimpulkan bahwa terdapat kebutuhan yang signifikan terhadap Simbola Genially untuk meningkatkan pengajaran Pendidikan Pancasila di sekolah dasar. Media ini mendukung pengembangan keterampilan abad ke-21 yang esensial, seperti berpikir kritis dan kolaborasi, dengan menyediakan pengalaman belajar yang interaktif dan dinamis bagi siswa. Dengan memanfaatkan kemajuan teknologi, Simbola Genially dapat menciptakan lingkungan belajar yang imersif yang tidak hanya meningkatkan literasi kewarganegaraan dan keterampilan kolaboratif siswa tetapi juga membuat pembelajaran lebih menyenangkan dan bermakna. Hasil penelitian menunjukkan bahwa media ini memiliki potensi yang besar dalam meningkatkan kualitas pendidikan kewarganegaraan secara keseluruhan dan menanamkan pemahaman yang lebih mendalam tentang tanggung jawab kewarganegaraan.

Kata Kunci: Media Simbola Genially; Literasi Kewarganegaraan; Kolaborasi

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Introduction

The effort to educate the next generation of the nation is education. The existence of education is an investment in the implementation of goals, life to become a developed and educated nation (Nurlinasari and Hamid 2018). The three focuses of education development include literacy, numeracy, and writing for all Indonesian people (Febrianti, Bakri, and Nasbey 2017; Pradana 2020). A country is considered modern based on the literacy index of its citizens. To meet 21st-century skills, Indonesia must develop a basic literacy culture among students. In facing current global demands, essential skills such as literacy and collaboration are crucial for human development and competitiveness. In the face of current global demands, skills are needed that are very important, so that humans can still develop and have competitiveness.

Indonesia has participated in PISA since its inception in 2000, allowing the country to monitor the quality of its education over time and compare it with other nations, particularly in reading skills. In 2022, Indonesia's reading literacy score in PISA dropped to 359 points, 12 points lower than the 371 scored in 2018. This score is also lower than the 371 points recorded in 2000. The 2022 PISA results mark the lowest reading literacy score for Indonesia since 2000 (Purnama, Febriyanto, and Mahpudin 2024). This means that Indonesia is in the bottom 10 countries in terms of literacy levels. This is confirmed by the UNESCO survey showing that the reading index of Indonesian society in 2016 was only around 0.001%. This means that only 1 in 1000 Indonesians are avid (Lautia, Leonita, and Alhidayati 2023). The data above has shown that the level of civic literacy in Indonesia is far from adequate.

Strengthening civic literacy is needed to overcome the country's problems caused by the lack of literacy skills of the community, which can form a good citizen (Morgan 2016; Raharjo, Firdaus, and Fadhli 2023). Civic literacy is a knowledge of how attitudes must be shown continuously until change occurs, knowing information and being sensitive to the government (Morgan 2016), actively participating in society (Clary and Snyder 2002), and have tolerance for local and global differences from the decisions taken (Dickinson et al. 2015). This literacy is essential to be taught to students to form good character, enabling them to distinguish between rights and obligations, both private and public (Giroux and McLaren 1986). So that they can distinguish which rights and obligations are not only for private but even for public or often called society (Hardimon 1994; Hastuti and Raharjo 2020). Literacy itself is the basis for being able to form students who are smart, characterised, moral to become good citizens (Choi et al. 2011; Franch 2020).

In the 21st century, students must possess communication, critical thinking, collaboration, and creativity skills (Thornhill-Miller et al. 2023). Collaboration skills are very important for each individual to develop (Kleinsmann et al. 2012). Collaboration can help students work together, solve problems collectively, and share ideas. Collaboration can improve students' understanding of learning materials, students can collaborate, discuss, exchange ideas, and get different perspectives (Smith et al. 2019).

Multimedia-based learning is a principle of e-learning theory, suggesting that learning is more effective when using audio, visual, and text simultaneously (Tuhuteru et al. 2023).

The use of interactive media like e-comics and serious games has also been shown to enhance civic literacy and collaboration (Sari and Nugroho 2020). This theory proves that the principle of learning using electronics or multimedia can promote effective learning (Mayer 2017). Some previous research discusses the development of other learning media: interactive learning media developed proved effective for improving collaboration and cooperation skills of students in elementary schools (Gan, Menkhoff, and Smith 2015). Through the application of media, students are more involved in learning activities, actively interact with their friends, and are able to work together to complete tasks. A project-based approach in civic learning can improve student collaboration and critical thinking skills (Momo et al. 2024). The development of pdf - based interactive learning media embedding interactive videos can improve the critical thinking skills of grade I elementary school students, is effective in increasing student engagement and fulfils their learning needs (Suwardika et al. 2024). The development of interactive multimedia in the form of games can also be fun for grade III elementary school students (Dian Andarini, Swasty, and Hidayat 2016). The development of an integrative learning model based on Javanese local wisdom can improve emotional literacy and humanistic literacy of elementary school students (Puspita et al. 2023).

Previous research has discussed the development of interactive learning media, but this study differs by focusing on the development of interactive media based on Pancasila symbols through the Simbola Genially application. This media is specially designed for second-grade elementary school students, utilizing an interactive visual and audio approach. Simbola Genially integrates with applications like Canva, Wardwall, Book Creator, and Quizizz to provide an enjoyable and meaningful learning experience, enhancing students' civic literacy and collaboration. This research aims to fill the gap by addressing how Simbola Genially can specifically strengthen civic literacy in the context of Pancasila education.

Seeing the importance of civic literacy and collaboration in character building and student social engagement, the development of interactive learning media Simbola is very effective and an urgent need. Simbola Genially media is designed to answer the challenges of this problem with an interactive visual and audio approach that can improve students' civic literacy, as well as student collaboration, especially regarding Pancasila symbols, in learning Pancasila. Thus, the researcher carries the research title 'Needs Analysis of Simbola Genially Media in Improving Civic Literacy Skills of Grade 2 Elementary School Students'. Referring to the problem identification of this research is 'How does the needs analysis of Simbola genially Media can improve citizenship literacy and collaboration skills of grade 2 elementary school students?'. While the purpose of this study is to analyse the needs of Simbola genially Media to improve citizenship literacy and collaboration of grade 2 elementary school students.

Research Methods

This research is a development research, which produces a product and can be tested for the effectiveness of the product. It is an early-stage research under the Research and Development (RnD) method, utilizing the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation (Arifin and Yuliana 2021). This study focuses on the needs analysis stage to understand the requirements of teachers and students before developing the Simbola interactive learning media. The needs analysis examined several aspects, including the existing curriculum, current learning media, and

technological needs. Data were collected using structured interviews and questionnaires. Interviews were conducted with grade 2 A and B teachers of SD Negeri 14 Gresik and grade 2 teachers of SD Negeri 6 Gresik East Java to collect information about Pancasila Education learning activities in the classroom. The data analysis technique uses an interactive model with steps including: (1) data reduction, (2) data presentation, and (3) conclusion. To validate the data in this study, several steps were implemented. First, a preliminary test of the questionnaire was conducted to ensure the reliability of the instrument. This pilot test aimed to determine whether the questions were clearly understood by the respondents and produced consistent data. Based on the results, revisions were made to improve the clarity and accuracy of the questionnaire. Second, structured interviews were used as a data collection method, where the same questions were posed to all respondents to ensure uniformity in the information gathered. These interviews were designed to validate the data collected from the questionnaires and provide a deeper understanding of teachers' needs and perceptions regarding Pancasila Education learning. These steps ensure that the data obtained is reliable and valid for analyzing the needs for developing the Simbola interactive learning media.

Based on these provisions, class 2 students of SDN 14 Gresik and SDN 6 Gresik totalling 75 students were used as the population. The sampling technique used is saturated sampling, which is a technique for determining samples when all members of the population are used as samples (Sugiyono, 2018). Thus, 75 students consisting of grade II students of SDN 14 Gresik and public elementary school 6 Gresik Gresik Regency were used as samples.

Results and Discussion

The analysis stage is a process of defining what will be utilised in learning. To know or determine what to do, researchers need to do several activities. First, conduct a needs analysis, which is to determine the competencies that students need to learn and determine the gap between the current and expected. The theory used to map the indicators in the Teacher Needs Analysis Interview Results table is Educational Needs and Learning Media Theory. This theory involves mapping educational needs, covering aspects such as the effectiveness of teaching methods, the use of media and resources, learning obstacles, and teachers' expectations for interactive media development. Additionally, the Interactive Learning Model Approach is employed to understand how the designed media can enhance student engagement, concept comprehension, and critical thinking skills. This theory emphasizes the importance of using various interactive media to better support the learning process through visual, audio, and text elements, as outlined by Mayer and Moreno in the principles of e-learning theory. Second, conduct front end analysis, to collect techniques that can be used in determining solutions to existing gaps (Santoso, Hadi Putra, and Farras Hendra S 2021). The following presents the data analysis of the interview results regarding Simbola Genially media to improve civic literacy and collaboration. The results of the teacher needs analysis table can be seen below.

Table 1. Teacher Needs Analysis Interview Results

No	Aspects	Descriptor	Results
1	Learning effectiveness Teachers' needs related to Simbola Genially	Learning Methods Media and Resources Obstacles in learning	Using lecture and assignment methods Independent Curriculum Teacher and Student Books 1. ess varied media, only limited

media to improve civic literacy and collaboration	to teacher and student textbooks
	2. Not yet empowering technology-based media
	3. Material delivery is one-way only.
Evaluation	1. Dominated by pencil - papertest
	2. Only measure cognitive domain with level C1 - C3
	3. Not yet able to measure literacy skills, including civic literacy and collaboration
Teacher's response if the development of interactive learning media 'Simbola' to improve cultural literacy and collaboration.	1. Strongly agree to develop interactive media 'Simbola', because it must be adapted to 21st century learning, especially for learning Pancasila Education.
	2. This media is expected to make learning more interesting.
Facilities and infrastructure in schools supporting interactive learning media	Laptop, projector, supportive classroom, mobile phone or android
Teachers' Expectations related to interactive learning media "Simbola" on Pancasila Education Learning.	1. Can facilitate the learning process of Pancasila Education.
	2. Foster civic literacy and collaboration skills

Based on table 1 above, during the learning of Pancasila Education, teachers still use the lecture and assignment methods. Moreover, during classroom evaluation, the evaluation instruments are dominated by pencil-paper tests oriented towards Lower Order Thinking Skills (LOTS), and have not been able to measure Higher Order Thinking Skills and literacy, including civic literacy and student collaboration. This gives the impression that learning is monotonous and difficult for students to understand. In addition, the media is less varied and limited to government textbooks (Jones and Others 1994). Ideally, the learning process at the primary school level needs to consider relevant learning tools, media and methods so that learning objectives can be achieved (Iglesias Rodríguez, García Riaza, and Sánchez Gómez 2017). However, teachers have not been able to utilise ICT-based learning media so that students are not optimal in the learning process and results, including developing their literacy skills (Hidayah et al. 2020).

Reflecting on this phenomenon, teachers welcome the interactive learning media 'Simbola' for learning Pancasila Education. Simbola Genially media is an innovation in Pancasila Education learning that utilises digital technology to improve citizenship literacy and collaboration skills. Simbola Genially media integrates various civic elements, such as Pancasila symbols, in an interesting and interactive way. This 'Simbola' media is expected to give the impression of meaningful learning and can help students improve their civic literacy and collaboration skills. The following researchers present data from the analysis of the needs of grade II students for Simbola Genially media. This table can be seen below.

Table 2. Results of Student Needs Survey on the Aspects of Learning Conditions

Item Statement	Aspects	Response (%)	Response Description
Pancasila Education Materials are Difficult to Understand		82,67	Yes
The learning atmosphere in class is very boring		17,33	No
Teacher-led learning in the classroom		65,33	Yes
Desired media in learning	Learning Conditions	34,67	No
		62,5	Explain/lecture
		25	Ask for a discussion
		9,3	Print book
		8	Image
		14,7	Youtube video
		68	Interactive learning media
Learning media is important		88	Yes
		12	No

Based on the table above, student needs survey on the aspect of learning conditions, 82.67% or about 75 out of 62 students agreed that Pancasila Education materials are difficult to understand. Furthermore, around 65.33% stated that the learning atmosphere in class was very boring. One of the causes is teachers who rarely use learning media. Pancasila education textbooks still cannot strengthen students' civic character, lacking to stimulate the development and strengthening of student character independently (Komalasari and Saripudin 2018). This is evidenced in table 2 that students who want books are only around 9.3% or 7 students. Thus, a media development is needed so that it can be an effective additional learning resource. The majority of students agree that interactive learning media is very important in the learning process in the classroom. So that students feel helped by the use of media. Referring to table 2, 51 students or around 62.5% expect the use of interactive learning media Simbola in the classroom, and 8% want the use of images or around 6 students, and 14.7% YouTube videos or around 11 students. Thus, the majority of students want the use of Simbola Genially media, including images and video elements.

Furthermore, the research questionnaire leads to aspects of Simbola Genially media to be developed. This is done to see how students needs and expectations of interactive learning media. The table can be seen below.

Table 3. Results of Student Needs Survey on Aspects of Interactive Learning Media Simbola

Item Statement	Aspects	Response (%)	Response Description
The interactive Learning Media is expected to be quite interesting as it can contain images, videos, animations, and interactive quizzes.	Interactive Learning Media	86,67	Yes
Interactive Learning Media 'Simbola' is expected to help understand the Pancasila Education material in the book	'Simbola'	13,33	No
		67,5	Yes
		32,5	No

Digital is expected to make learning more vibrant and not get bored quickly.	73,33	Yes
Strongly agree that when the teacher teaches using interactive learning media 'Simbola'	26,67	No
Very capable of using a computer/laptop	80	Yes
	20	No
	87,5	Yes
	12,5	No

Based on Table 3, in terms of Simbola Genially media, this media is expected to be quite interesting because it can contain images, videos, animations, and interactive quizzes. Sibola lala interactive learning media is a publication consisting of text, images, videos, and sound and published in the form of a canva application that can be read on a computer or other electronic device (Suryani and Suciptaningsih 2024). But what distinguishes the research here is in terms of application use. Suryani et al, use the canva application, while researchers use the genially application, which is integrated with the canva site application, bookscreator, wardwall, and YouTube videos. Not only does it offer a fun learning experience, interactive learning media can contribute to protecting the environment. Since it is electronic-based, it is paper-less.

Then, as many as 50 students or around 66.67% agree that Simbola Genially media is expected to help understand Pancasila Education material, 55 students or around 73.33% agree that Simbola Genially media can make learning more enthusiastic, 80% or around 60 students strongly agree if the teacher teaches using interactive learning media Simbola, and 86.67% or around 65 students stated that they are very capable of using a computer/laptop. This indicates that students are ready to implement learning by utilising Simbola Genially media, and the majority believe that Simbola Genially media can improve the quality of learning. This can also be seen in the bar graph below.

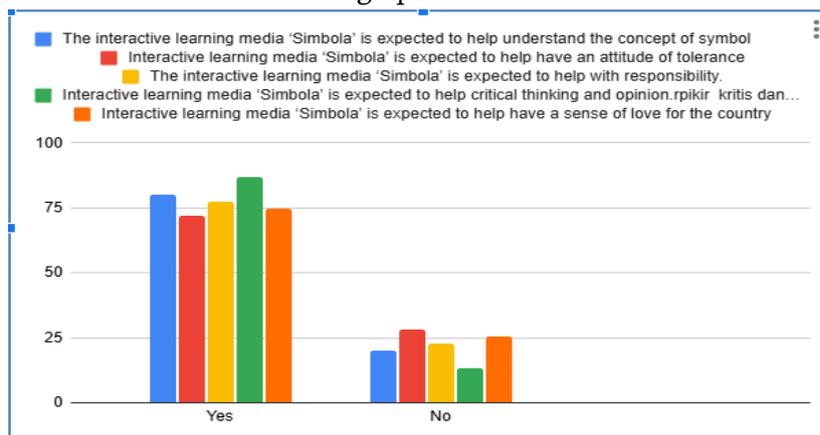


Figure 1. Results of Student Needs Survey on Aspects of Simbola Genially Media

The graph above, shows that the results of the student needs survey on the aspect of Simbola Genially media on average show a yes response for all statement items. Simbola learning media is very suitable and can help students in the learning process, because it has very interesting interactive content and students are very excited about learning (Suryani and Suciptaningsih 2024). This power point fun media, has a very attractive appearance,

complete navigation, a more real flipping effect, provides a real experience, and a clearer video and game display, so that it can motivate students' learning and train students' literacy skills. This power point fun media, has a very attractive appearance, complete navigation, a more real flipping effect, provides a real experience, and a clearer video and game display, so that it can motivate students' learning and train students' literacy skills (Pambudi, Malawi, and Suyanti 2022).

However, researchers use Simbola Genially media. Researchers took data from a survey of students needs in the aspects of civic literacy and collaboration on a sample of 75 students. This can be seen in the table below.

Table 4. Results of Student Needs Survey on Aspects of Civic Literacy and Collaboration

Item Statement	Aspects	Response (%)	Response Description
The Simbola Genially media is expected to help in understanding the concept of Pancasila symbols and is expected to help improve civic literacy and collaboration.	Civic Literacy and Collaboration	80	Yes
		20	No
74,67		Ya	
25,33		Tidak	
72		Yes	
28		No	
77,33		Yes	
22,67	No		
86,67	Yes		
13,33	No		
Simbola Genially media is expected to help have an attitude of tolerance			
The Simbola Genially media is expected to help have an attitude of responsibility.			
Simbola Genially media is expected to help critical thinking and opinion.			
Simbola Genially media is expected to help have a sense of love for the country			

Based on table 4, in terms of cultural and civic literacy, 80% or 60 students agree that the interactive learning media 'Simbola' is expected to help in understanding the concept of Pancasila symbols. 74.67% or 56 students expect this Simbola Genially media can help show tolerance. 72% or around 54 students expect the media can help have responsibility. 77.33% or around 58 students expect the media can help think critically and have an opinion. 86.67% or around 65 students also expect the media to help have a sense of love for the country. This can also be seen in the bar chart graph below.

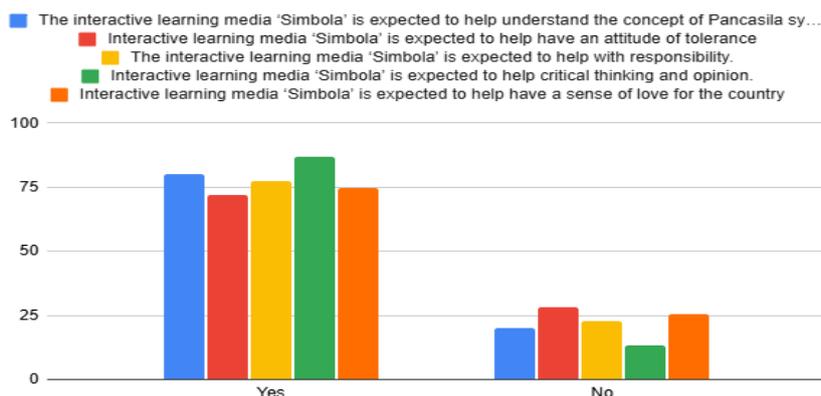


Figure 2. Results of the Student Needs survey Aspects of Civic Literacy and Collaboration

In the graph above regarding the results of the survey of student needs in the aspects of civic literacy and collaboration, it shows a description of the yes responses to the statement items in table 4.

Developed research that sibola lala can improve literacy and provide interactive and collaborative learning experiences. Developed research that developed interactive learning media to improve citizenship literacy and student collaboration (Prasetyo 2020). Where Prasetyo focuses on the use of technology in education to create a more interesting and effective learning environment, so that students are more active in collaborating and understanding learning materials better. But here the researcher uses different media from the research above. Researchers focus on Simbola Genially media, it turns out that the results of the student needs analysis survey in the table and graph aspects of civic literacy and collaboration can improve students in civic literacy and collaboration.

The research explored the effectiveness of the Simbola Genially media, as well as comparing with existing media. In addition, integrating various technological resources, including gamification and virtual reality, can create a more engaging learning environment. A student-centered approach is essential to develop relevant content that resonates with students. Hopefully, in the future this research can significantly contribute to optimizing interactive learning media to improve civic literacy and collaborative skills among students in primary schools. This research has many limitations, it is hoped that it can be continued and continued by the next researcher, so that it can be a more perfect research result.

Conclusion

Learning Pancasila Education in primary schools can accommodate students in developing citizenship literacy and collaboration skills. But in reality, learning Pancasila Education still has a monotonous impression. After being analysed, there are several causes of gaps such as the teacher still acting as a central learning resource, to the use of learning media that is still conventional. Thus, in order to make Pancasila Education learning more stimulating for students to develop citizenship literacy and collaboration skills, one of them is by developing Simbola Genially media. The results of this study indicate the need for the development of Simbola Genially media on Pancasila Education learning in grade II elementary school, especially the material of Pancasila symbols, while still considering the results of the needs analysis that has been done as a foundation in the development process.

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