

DEVELOPMENT OF WEBSITE-BASED LEARNING MEDIA ON THE PRACTICE OF PANCASILA ON STUDENT LEARNING MOTIVATION

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Abstract

The ethical awareness had been fading in the Pancasila culture, make some consequences that growing negative influence on the younger generation to come. Moreover, the existence of moral degradation and the influence of the so call the era of disruption has potential to acquire ideology's that contrary to Pancasila. However, the interest of fourth-grade students in learning civics education is still lacking. The results of the initial survey stated that students felt sleepy when learning civics education, in area of the learning media has lacked innovation, namely only using thematic books, tended to be teacher-centered, and students lacked active participation. So that this study developed a website-based media on the practice of Pancasila for motivation to learn Civics Education. This study will use the Research and Development method with the ADDIE model. Data processing in this research is descriptive quantitative. The results obtained from this study were that media and material feasibility tests obtained an average of 94% and 87.4% with very feasible criteria. Product use tests were carried out by small groups and large groups with the results of the respondents indicating a positive attitude towards the media. Then, the motivation to learn civics education obtains an average of 84% and is classified as a very good criteria. So it can be concluded that the development of website-based media can have an influence on interest in learning civics education. With the motivation towards Civics education, students can apply the values contained therein well in the future.

Keywords: civic; website; motivation learning

Abstrak

Kesadaran etika yang telah memudar terhadap budaya pancasila, menimbulkan beberapa konsekuensi yaitu tumbuhnya pengaruh negatif terhadap generasi muda yang akan datang. Apalagi adanya degradasi moral dan pengaruh era disrupsi berpotensi memperoleh ideologi yang bertentangan dengan Pancasila. Namun, minat peserta didik kelas IV dalam pembelajaran Pendidikan Kewarganegaraan masih kurang. Hasil survey awal menyatakan bahwa peserta didik merasa ngantuk ketika belajar Pendidikan Kewarganegaraan, media pembelajaran kurang inovasi yaitu hanya menggunakan buku tematik, cenderung pembelajaran berpusat pada guru, dan partisipasi aktif peserta didik kurang. Sehingga dalam penelitian ini mengembangkan media berbasis website materi pengamalan Pancasila untuk motivasi belajar Pendidikan Kewarganegaraan. Dalam penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE. Pengolahan data dalam penelitian ini secara kuantitatif deskriptif. Hasil yang diperoleh dari penelitian ini bahwa uji kelayakan media dan materi memperoleh rata-rata 94% dan 87,4% dengan kriteria sangat layak. Uji penggunaan produk dilakukan oleh kelompok kecil dan kelompok besar dengan hasil responden diindikasikan positif terhadap media. Kemudian, motivasi belajar pendidikan kewarganegaraan setelah menggunakan media memperoleh rata-rata sebesar 84% dan tergolong kriteria sangat baik. Sehingga dapat disimpulkan bahwa pengembangan media berbasis website dapat memberikan pengaruh terhadap minat belajar pendidikan kewarganegaraan dan berharap dapat meningkatkan motivasi dan hasil belajar peserta didik untuk kedepannya. Dengan adanya motivasi terhadap pendidikan kewarganegaraan, peserta didik dapat menerapkan nilai-nilai yang terkandung di dalamnya dengan baik di masa depan.

Kata Kunci: pendidikan kewarganegaraan; website; motivasi belajar

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Introduction

With the changing times that are increasingly modern, education is one of the keys to improving the quality of one's life. For example, the higher the level of education, the higher the social strata of a person in society. However, a person's level of education does not correlate with social or state behavior. Many things that happen are inconsistent with national characteristics, such as corruption, collusion, nepotism, self-judgment, and others (Nasution, 2016). According to the Corruption Perception Index (CPI) in 2019, Indonesia has a score that is getting worse (Suyatmiko, 2021). Then entering the era of disruption has a negative influence on the younger generation, who have the potential to get an ideology that is contrary to the values of Pancasila as the national ideology (Rosana et al., 2019).

On the other hand, moral degradation can destroy and affect the character of the younger generation, such as the misuse of internet media, which does not reflect Pancasila values (Sokip et al., 2019). Then, in the case of Jakarta, that is the moral quality of students decreased due to changes in the globalization era (Marini et al., 2019). According to the results of research conducted by (Aeni et al., 2019) in West Java, the behavior and morality of elementary school students reached a percentage value of 41%. In addition, according to a survey in 2020 at one of the Yogyakarta State Vocational Schools, awareness of the ethics and culture of Pancasila faded to a percentage of 78% (Sutopo et al., 2020). From these problems, character education must be applied at elementary school ages to have a responsible attitude, make decisions, solve problems morally and spiritually, and build positive social relationships (Sokip et al., 2019). Thus, civics education is one of the solutions to overcoming moral problems, which in its content includes character education for Pancasila values as stated in Government Regulation No. 32 of 2013, that "*Pendidikan kewarganegaraan dimaksudkan untuk membentuk Peserta Didik menjadi manusia yang memiliki rasa kebangsaan dan cinta tanah air dalam konteks nilai dan moral Pancasila, kesadaran berkonstitusi serta komitmen Negara Kesatuan Republik Indonesia 1945, nilai dan semangat Bhinneka Tunggal Ika, serta komitmen Negara Kesatuan Republik Indonesia.*" (Pemerintah et al., 2013). Then, citizenship education is also important for building social foundations (Yuliyatno et al., 2019).

However, it found that the level of motivation and focus of students on learning civics education is still low, so the implementation in learning is not optimal (Sumardjoko & Musyiam, 2018). From the observations of a junior high school in Pekanbaru, the level of motivation of students toward civics education tends to be low (Lamria, 2018). Then, the results of a survey conducted by (Okta et al., 2022) at one of the junior high schools in Kampar found that the grade of motivation to learn about civics education was low, reaching a percentage value of 44.73%. It also is supported by the results of the initial survey at SDN Sukamanah, South Sumedang sub-district, that students feel sleepy when learning civics education, then learning less innovative media, namely only using thematic books, tend to be teacher-centered, and students lack active participation. As to form of encouragement, motivation is needed for students to build enthusiasm for learning (Aeni, 2014). One encouragement to study can be through teaching media, such as the internet, digital books, or other teaching media (Ruhyaana & Aeni, 2019). As for the findings in Banjarmasin by (Wahyu et al., 2014) that learning media can influence student learning success. Then there is a technology that is increasingly developing, and the use of the device is a necessity in education (Aeni et al., 2022). According to GlobalStats, 96.54% of Indonesian users use the Google platform more than other platforms (GlobalStats, 2023).

So that the material needs to be packaged digitally as a solution to overcome problems regarding the lack of interest in learning civics education with the help of Google and other platforms as supporting media, thus Website-based learning media can be a learning medium in learning the material for practicing Pancasila values in elementary schools with the advantage of being accessible anywhere, more practical, easy to use, accessible via smartphones, laptops, or computers, not taking up memory space, and can contain educational games, materials, videos, and so on that can trigger students' learning motivation towards learning civics education. In addition, website media can be hypertexted from page to page and can be accessed with a browser (B.Uno & K.Marruf, 2016).

The other research that has been carried out is the first research by (Ayu et al., 2022) regarding "Development of Google Site Learning Media in Enhancing Student Creativity in Pancasila Education Learning" this site contains material, videos, and quizzes. However, this media has not yet featured educational games. The second research by (Melina et al., 2022) regarding "Designing Google Sites Media Application-Based Application of Pancasila Meaning Materials for Grade IV PPKn Learning" in its content includes learning objectives, the song "Garuda Pancasila" materials, and games. In this media, the presentation of web media still looks simple, and a lack of supporting images in presenting the material. And the third research by (K.A. Nalasari et al., 2021) regarding "Development of Google Sites Web-Based Teaching Materials on Theme 9 Sub-Themes of Utilization of Natural Resources in Indonesia for Grade IV Elementary School Students" the website contains posters, learning videos, virtual laboratories, Seamolec learning resources, Ministry of Education and Culture learning houses, materials, exercises, and evaluations. However, the use of quizzes is not very interactive because it uses Google form, then the themes on the web are still not the characteristics of elementary school students, and there is no discussion of civics education material.

Referring to previous research, it tends to present more text, videos, and quizzes. While it is, the presentation of material with elements of stories and educational games is still not highlighted. Then the use of Padlet and Jamboard in learning is still lacking. So, this research emphasizes the display of material that combines slides, videos, text, and pictures, as well as several exercises that are packaged with interactive quizzes, Padlets, and Jamboard. From the description above, the purpose of this research as a whole is to develop a website-based learning media for Pancasila practice material on students' learning motivation.

Research Methods

This research uses the Research and Development (R&D) method with the ADDIE development model by Dick and Carry (Rusmayana, 2020). There are five stages: analysis, design, development, implementation, and evaluation.

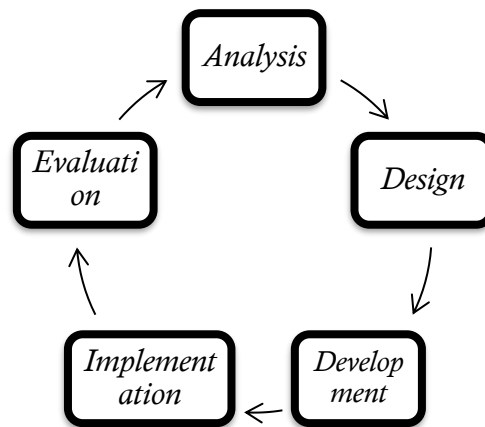


Figure 1. ADDIE Model Research Procedure

The analysis stage is the initial stage of development. The analysis is carried out through Preliminary survey of students' interests in learning civics education, base competencies, and commonly used technology. The design stage is the product development planning stage which includes the storyboard and the software used on the website. The development stage is creating web learning media based on Google sites containing web appearance design, creating media content (materials, educational games, quizzes, and exercises), and hyperlinking pages to other pages. The implementation stage is a product testing activity to obtain product input for development and includes product validation by material and media experts. The evaluation stage includes calculating the questionnaire's result by the expert validator to correct the deficiencies found in the media.

In this study, the data collection technique used a questionnaire with a Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Doubtful, 2 = Disagree, 1 = Strongly disagree) to expert validators (media and material), small group, and large group product trials. Data analysis uses descriptive quantitative by calculating the percentage of questionnaire responses using the following formula (1), then calculate the average using the following formula (2):

$$\text{Response Presentation} = \frac{\text{total score acquisition}}{\text{maximum total score}} \times 100\% \dots (1)$$

$$\bar{x} = \frac{\sum x}{n} \dots (2)$$

Information:

\bar{x} = average
 $\sum x$ = total percentage earned
 n = number of questionnaire items

Then, the test subjects in this study included small group tests by four students and large group tests by class IV students at SDN Sukamanah, located at Jalan Pagerbetis No. 229A, Baginda, South Sumedang District, Sumedang Regency, with a total of 18 people. Furthermore, it is interpreted into the following criteria:

Table 1. Eligibility Criteria

Score Range	Category
76% - 100%	very feasible /very good
51% - 75%	feasible /good
26% - 50%	enough
0-25%	not feasible/not enough

(Yuniar et al., 2021)

Result and Discussion

Developing the media website begins with the stages of analysis, namely a survey of students' interests in learning civics education, base competencies, and technology used. The aim is to determine students' interest in learning civics education, to determine the level of proficiency of students in using technological tools, and to find out the base competencies of civics education subjects used. The base competencies that will be used in the media website are presented in table 2 as follows:

Table 2. Base Competence

Base Competence	Indicator
3.1 Understanding the meaning of the symbol's relationship with the Pancasila precepts	<ol style="list-style-type: none"> 1. Explain the meaning of the symbol's relationship with the fourth precept of Pancasila 2. Explain the character's attitude according to the fourth precept 3. Associating the character's attitude with the meaning of the fourth precept of Pancasila
4.1 Explain the meaning of the symbol's relationship with the Pancasila precepts as a unit in everyday life	<ol style="list-style-type: none"> 1. Shows an example of the relationship between the symbol and the Pancasila precepts as a unit in everyday life 2. Demonstrate self-reflection in carrying out the fourth precept of Pancasila

The design stage includes making a storyboard with the aim that product development can be directed and selecting the software used. The software used in product development is google sites, Canva, Quizizz, Wordwall, Padlet, and Jamboard. Furthermore, the development stage includes the media creation process, such as editing image designs, slides, videos, exercises, and quizzes on Google sites so that they become a complete product.

The display of the results of the development of the website media material for Pancasila Practice is as follows:

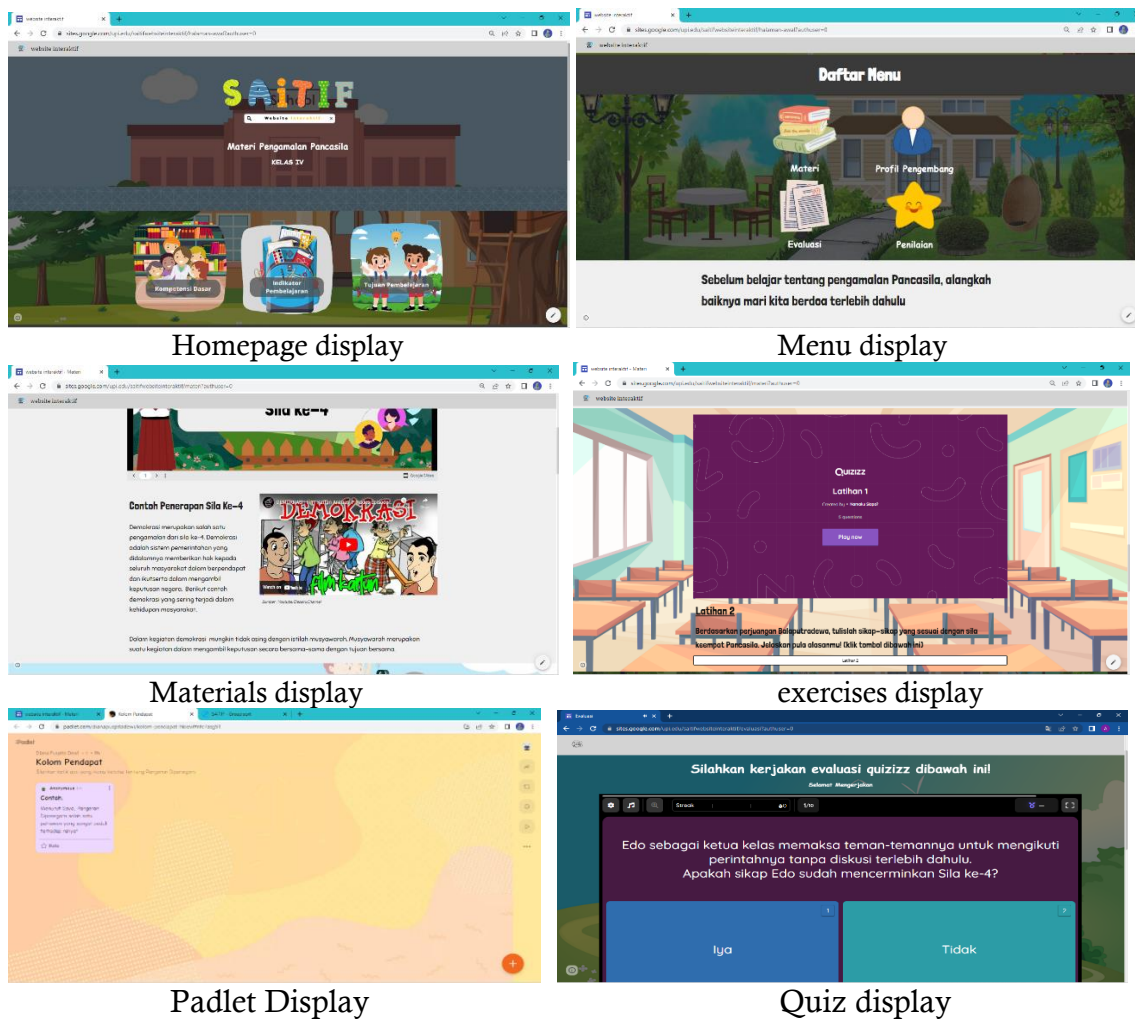


Figure 2. Display of Website Media

The website logo consists of a globe, the words SAITIF (*from Site – If, read Saitif*), and a blue color. The globe image describes the form of media that is the website. The blue interpreted intelligence, technology, and knowledge (Basuki, 2015). Color influences a person's psychology. Effects in color psychology include physical, emotional, intellectual, and spiritual (Karja, 2021).



Figure 3. The Logo of Website Media

Validity is the level of accuracy of data on research objects with reported data (Sugiyono, 2016). To test the feasibility of the product is necessary to have a feasibility test with the aim that the product gets good results and is suitable for use. In this study, testing the feasibility of website learning media was validated by two lecturers as expert validators. The results of the feasibility of media and material tests are presented in the table below:

Table 3. Media Feasibility Result

Indicator	Percentage
Appropriate quality and design appearance	96%
Neatness	80%
Utility	100%
Use of Fonts	100%
Average	94%
Criteria	very feasible

Table 3 shows the results of the feasibility of the media as a whole obtaining 94% of 4 assessment indicators. The conclusion is that the website media material for the Pancasila practice is a very feasible criterion for use.

Table 4. Material Feasibility Result

Indicator	Percentage
The suitability of the material with learning outcomes	87%
Material Accuracy	90%
Encourage Curiosity	100%
Language	80%
User Friendly	80%
Average	87,4%
Criteria	very feasible

Table 4 shows that results of the product due diligence by material experts obtained an overall proportion of 87.4% of 5 assessment indicators. So, it can concludes that website-based learning media includes criteria that are very feasible to use.

Product use tests were carried out in 2 study groups, namely small groups and large groups. In the product use test in small groups by class IV students by a total of 4 respondents with different school backgrounds. Meanwhile, large groups are conducted for fourth-grade students at SDN Sukamanah, South Sumedang District by a total of 18 respondents. The results of student respondents to the media are presented in the following table.

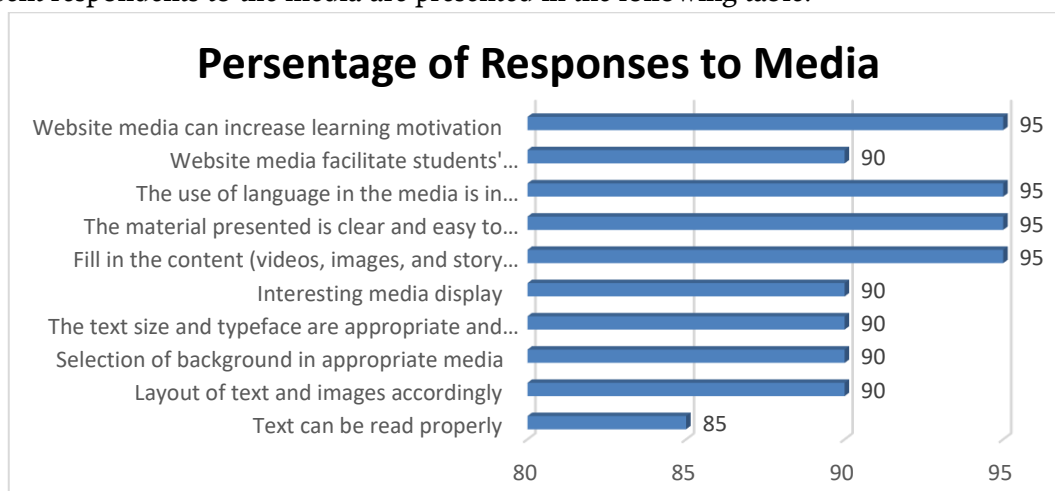
**Figure 4.** Small Group Response

Figure 4 shows the result of the respondent small groups in terms of several indicators. The indicator 'Text can read clearly' obtains a percentage of 85%. The indicator 'Text and image

layout is correct' obtains a percentage of 90%. The indicator 'Selection of background in appropriate media' obtains a percentage of 90%. The indicator 'Text size, and typeface according to letters and legible' obtains a percentage of 90%. The indicator 'Interesting media display' obtains a percentage of 90%. The indicator 'Content content (videos, images, and story text) by Civics material' obtains a percentage of 95%. The indicator 'The material presented is clear and easy to understand' obtains a percentage of 95%. The indicator 'Use of language in the media according to the language of elementary school age' obtains a percentage of 95%. The indicator 'Media websites facilitate students' understanding of learning' obtains a percentage of 90%. And the indicator 'Website media can increase learning motivation' obtains a percentage of 95%. Based on the results, it can be indicated that the product use test in small groups received a positive response.

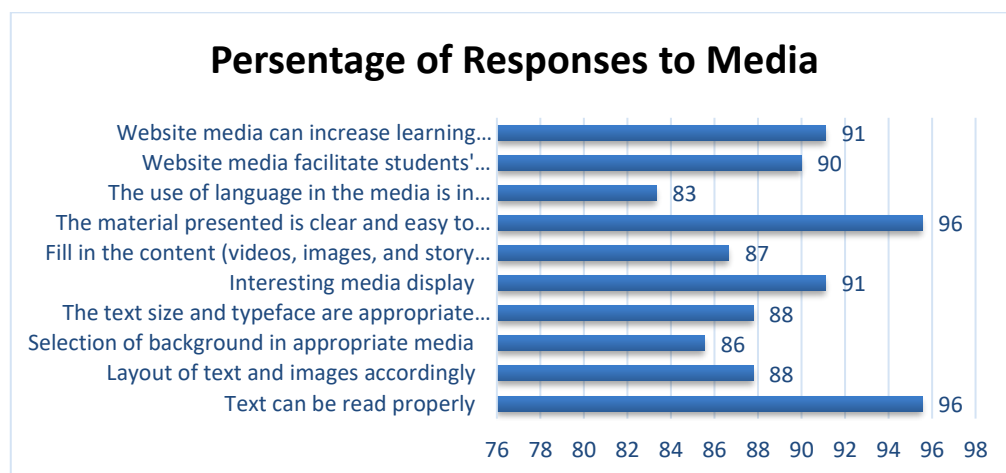


Figure 5. Large Group Responses

Figure 5 shows the result of the respondent in large groups in terms of several indicators. The indicator 'Text can read clearly' obtains a percentage of 96%. The indicator 'Text and image layout is correct' obtains a percentage of 88%. The indicator 'Selection of background in appropriate media' obtains a percentage of 86%. The indicator 'Text size, and typeface according to letters and legible' obtains a percentage of 88%. The indicator 'Interesting media display' obtains a percentage of 91%. The indicator 'Content content (videos, images, and story text) by Civics material' obtains a percentage of 87%. The indicator 'The material presented is clear and easy to understand' obtains a percentage of 96%. The indicator 'Use of language in the media according to the language of elementary school age' obtains a percentage of 83%. The indicator 'Media websites facilitate students' understanding of learning' obtains a percentage of 90%. And the indicator 'Website media can increase learning motivation' obtains a percentage of 91%. Based on the results, it can be indicated that the product use test in large groups received a positive response.

Table 5. Student Motivation to Learning Civic

Statement Points	Result (%)
I don't give up easily when I have difficulties in learning Civics subjects	87
When I get grades that don't match expectations, I feel lazy to study	64
I always try to maintain and study harder when I get a satisfactory grade	89
I will study Civics again if I don't understand it when it's explained	82
I always try to answer his exercises on time	87
I feel lazy to find information related to Civics lessons	69

I don't feel ashamed to ask if something is not understood	82
I feel interested in completing all the exercises given by the teacher	88
I try to do all the exercises and evaluation tests myself, without the help of friends	88
I try to actively answer when the teacher asks students for opinions	83
I studied the material for practicing Pancasila in earnest so that it would be easy for me to achieve my goals in the future	84
I feel that studying Civics is very important for the future	88
I am happy when I get a prize when my quiz scores are good	94
I am happy when the teacher gives 5 stars when doing the exercises correctly	96
I'm trying to get 1st place when doing quizzes	87
I try to get a perfect score while doing the exercises	91
I try to get a perfect score while doing the exercises	87
I am interested in learning to use gadgets (Hp) and the like	89
My classmate was very conducive and didn't leave the table much when studying Civics lessons	76
My friends always invite me to chat when I study Civics material	62
Total	1672
Average	84
Criteria	Very Good

Based on table 5 regarding students' learning motivation after using the media website, an average value of 84% was obtained and classified into very good criteria. So, it can be indicated that after using the media website, class IV students at SDN Sukamanah are motivated to learn civics education on the practice of Pancasila.

Motivation is an important part of learning activities. The existence of motivation has a good influence on students to study hard and learn something. According to Hamzah B. Uno that motivation there are six indicators, namely: (1) the desire and desire to learn; (2) there is encouragement and need for learning; (3) there are hopes and aspirations for the future; (4) there is an appreciation for learning; (5) there are interest activities in learning; (6) the existence of a conducive learning environment that allows a student to study well. According to F.W. Taylor and Scientific Management that a person's motivation is due to the next goals in their life, just as someone works due to financial rewards or similarly a student learns due to future needs (Uno, 2022). This also agrees with research from (Aprilianti et al., 2019) that giving appreciation to students has a significant influence.

According to Maslow's Hierarchy that someone will continue to be motivated if they have reached a certain level of need's and there is felling of a sense of satisfaction so that the desire will shift to a higher level (Uno, 2022). Therefore, if students have achieved satisfactory grades, they will continue to feel compelled to do more than what has been achieved before by studying actively. So that by being encouraged to study civics education, the younger generation can apply a nationalist character that reflects the values of Pancasila. The value of one's Nationalist character is to show behavior such as respecting language, maintaining harmony, respecting one's opinion, and love for Indonesian culture (Santika dkk, 2022). In addition, having a democratic attitude and caring for the environment and society (Nurrohmah et al., 2022).

Furthermore, the appearance of learning media also has an influence on students' learning motivation, such as presenting material full of pictures, videos, or educational games. One other study states that the presentation of material using video influences improving student learning outcomes (M. Khairani, Sutisna, 2019). In addition, educational games can also have an impact on learning because they provide fun situations. This also agrees with research (Olisna

et al., 2022) that the presentation of material through educational games, such as Wordwall can convey material well and overcome boredom during learning.

Then, the use of learning media using Google sites can provide new experiences and support digital learning. In this study, the use of Google sites as learning media can make it easier for students to access material and make it easy to access links from various websites such as Quizizz as media content. However, research (Nabilah & Dewina, 2023) has that the use of the Google site does not affect learning outcomes. However, Google site media can make it easier for someone to learn wherever and whenever. There are differences in the results of this study, it can be seen that the success of a media depends on the conditions and content of the material presented.

Conclusion

Based on the results of the study, the conclusion is that the development of website-based media can provide motivation to learn citizenship education and hope in the future can improve student learning outcomes in Civics learning. With the motivation towards Civics learning, students can apply and understand the values contained therein well in the future. However, website-based media can be used if there is an internet connection and adequate facility, such as a device, laptop, or computer.

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