Selecting Appropriate Instructional Media for Teaching Pendidikan Pancasila dan Kewarganegaraan Subject to Students of Junior High School

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Abstract. The aim of this research was to select the appropriate instructional media for teaching Pendidikan Pancasila dan Kewarganegaraan (PPKn) subject at SMP Negeri 7 Kotamobagu. The learning of PPKn in this school had not run maximally due to the less and inadequate instructional media. The school had lack selection of instructional media, not only in accommodating learning on the subject but also in motivating students to learn. Student learning outcomes decreased and did not exceed the passing standard. Therefore, the provision of appropriate instructional media is needed. This research is to select an instructional media based on the characteristics of the subject, students’ perception and the school facilities that support the media. The subjects of this research are one PPKn teacher of class VII, and 100 students of grade VII. This research used interview, observation, and survey in collecting the data. The results showed that based on the interview, the use of book only as the instructional media could not maximize the learning process. The appropriate media to use was multimedia as it was able to accommodate most of the materials on this subject. The observation on the school’s facilities also supported the use of multimedia in the learning process. Furthermore, the result of the survey showed that students chose multimedia as the instructional media that most likely motivated them to learn.

1. Introduction

Pendidikan Pancasila dan Kewarganegaraan (PPKn) or also known as Pancasila and Civic Education, is one of the compulsory subjects in the education curriculum of Indonesia. PPKN is taught from the primary education level to the college level. PPKn as a compulsory subject in every school has a competence that requires each student to have factual, conceptual, procedural and metacognitive knowledge in accordance with the competence of graduates set by the government [1]. PPKn forms students into people who have a sense of nationality and love of the homeland in the context of Pancasila values and morals, constitutional awareness of the 1945 Constitution of the Republic of Indonesia, the values and spirit of Bhinneka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia [2].
To achieve these objectives, the lessons taught by PPKn in schools should be optimally implemented. Learning support components such as strategies, methods, media and learning resources used should be maximized to achieve the stated learning objectives [3]. Selection of these components must also be adjusted to the characteristics of learning materials and characteristics of students in order to make the learning effective, efficient and targeted. Whereas the provision of instructional media and learning resources needed will make effective learning condition [4]. However, the learning process of PPKn in SMP Negeri 7 Kotamobagu, a junior high school in North Sulawesi, faced some difficulties. Teachers and students still have difficulties in reaching the optimal learning. The main cause of this problem is the lack of instructional media that appropriate with the subject matter and students’ interest to learn. The lack of instructional media can affect the student learning outcomes. The VII grade students’ learning outcome of SMP Negeri 7 Kotamobagu, decreased and most of them only reached an average score of 57, which is under the KKM (Minimum Completeness Criteria) of 75 that set by the school.

Instructional media plays an important role in learning. Instructional media is a media that contains messages or information that aims as an instructional or contains teaching purposes [5]. Selection of appropriate Instructional media can help teachers and students in the learning process [6]. This is because the Instructional media has the functions and benefits that are able to push and achieve the intended learning objective. The use of instructional media in class helps the process of teaching and learning [5][7][8]

Based on the explanation above, this research aims to select the appropriate instructional media for teaching Pendidikan Pancasila dan Kewarganegaraan.

2. Research Method

2.1. Technique of collecting data
There are three techniques used in this research, they are (1) interview, (2) observation, and (3) survey. Interview uses a free guided interview technique where the interviewer carries the guidelines containing only an outline of the purpose of the interview [9]. Next, observation is a method of collecting data through direct observation or review carefully and directly in the field or research location [10]. In this research, observation is used to find out about the facilities that can support instructional media that has been discussed in the interview. Meanwhile, the technique of collecting data with the survey is to provide questions that must be answered by the respondents in the survey [11]. The survey in this study is a closed survey where the respondents choose the answers that have been provided in accordance with the beliefs of the respondents’ answer. This survey is used to find out about students’ perception towards this subject, and the instructional media used in this subject

2.2. Participants
The participants of this research are one PPKn teacher of class VII as the interviewee, and 100 students of grade VII who were selected to fill out the survey.

2.3. Research Design
The first step of this research is to interview the PPKn teacher. The interview is conducted to find out about the difficulties faced in the process of learning. This session also has purposes to select which media that is suitable for teaching PPKn based on its material characteristic. The next step
is to observe the facilities that support the media that is expected to be used in the teaching and learning process. Then, it continues with designing the survey. The survey is designed based on the interview about the difficulties faced in teaching and learning process. Furthermore, the surveys are given to 100 students of Grade VII to fill. The students will determine what media that suits with their study preference and likely to motivate them to study. Finally, The data from the interview, observation, and survey are combined to be analyzed in order to determine which instructional media that suits to be applied in the process of teaching and learning PPKn. To sum up, below is the research design shown in Figure 1.

![Research Design Diagram](image)

**Figure 1.** Research design

### 3. Results and Discussion

#### 3.1. Results of the interview

The result of the interview shows that the process of learning PPKn has not been going optimally. Whereas PPKn contains urgency and usefulness for students. Teachers and students still have difficulty in achieving optimal learning that has been declared. PPKn has authentic learning characteristics for its knowledge, attitude and skill competencies that cause students to its constraints. PPKn material tends to produce long saturation for students in learning. In addition to the learning process, the used media is less varied and not in accordance with the needs. The learning of PPKn at SMP N 7 Kotamobagu is still using book media only. Other media that can be used is not available or is not in accordance with the current curriculum. Book as the only media used by the teacher and students cannot accommodate the learning process. Some materials in this subject cannot be explained maximally by the book. Some materials have authentic and abstract learning which book cannot comprehend. Teacher has difficulties to explain, and students has hard times to understand.

The result of the interview also shows that another problem in this subject is caused by the learning duration of PPKn in the current curriculum. PPKn now has 3x40 minutes of learning per week, which on the previous curriculum only has 2x40 minutes. The addition of the learning duration causes students to feel bored and unmotivated to learn. This condition is crucial because learning that has constraints will result in a failure in achieving the purpose of learning.

Based on that fact, it is important to find other solutions to this problem. The teacher concludes that based on the characteristics of the material on the subjects, multimedia is the appropriate choice. Multimedia can present material in verbal forms, and pictorial form [12]. Multimedia
learning is a combination of text, picture, sound, animation, and video delivered to a person with a computer or other electronic or digital manipulation equipment.

The teacher also argues that the use of multimedia is the right choice. Students nowadays are born and raised where technology is going rapidly. The use of technology-based media will have a positive impact on the learning process. Teachers have the new innovations in learning and students are expected to be motivated by using this media. By this assumptions, then the learning outcomes will increase and match the learning objectives.

3.2. Result of the observations
The interview shows that multimedia is the instructional media that suitable for learning PPKn. The observation of the school facilities shows that this instructional media is supported by the school facilities. SMP N 7 Kotamobagu provides excellent facilities to support learning with the media. SMP Negeri 7 Kotamobagu has a multimedia room which is equipped with internet-connected computers either via LAN or WiFi cable, Laptops, LCD projectors, and Loudspeakers. With all these facilities, then the process of teaching and learning with the help of multimedia as a medium of learning on PPKn subject has been qualified and can be implemented well.

3.3. Result of survey
The surveys were given to 100 students of SMP Negeri 7 Kotamobagu Grade VII. It was designed according to the interview with the teacher previously. All 100 participants responded to the survey. This need analysis survey has been carried out to find out the students’ perception of this subject and its instructional media.

The result of the survey on obstacles and hindrance encountered in teaching and learning process on PPKn subject (Figure 2) demonstrate that the lack of instructional media reaches the highest response in the figure, followed by the long material of the subject, and the long learning duration in the last. In this question, respondents are able to choose more than one option if they think the other options are also part of the answer. Most respondents chose the lack of instructional media can be clarified by the fact that book is the only instructional media that used in class so far. It causes students to feel bored and unmotivated to study.

![What are the obstacles and hindrances encountered in teaching and learning process on PPKn subject?](image)

**Figure. 2. Obstacles and hindrances on PPKn subject**
In the next survey, the question is to find out what are instructional media that is used for PPKn teaching and learning so far (Figure. 3). Students are also able to choose more than one option on this question. The result shows that all 100 respondents choose that book is the only instructional media that use in class. It is for the reason that school has no other instructional media than the book. So that, the teacher has no other option rather than using the only learning resources that available.

![Figure 3. Instructional media used in PPKn subject](image)

The next survey asks students about their opinion on the effectiveness of Instructional media that has been used so far (Figure 4). The result shows that 82 of the respondents choose that the using of book as the instructional media is not effective in teaching PPKn. This proves that the innovations in using a new and appropriate media is a need.

![Figure 4. Student’s perception on the effectiveness of the instructional media](image)
The result of the survey on instructional media that most likely motivate students to learn shows that multimedia is the highest choice followed by book and video-based media. There is no student choose audio-based media or any other media outside the options provided. Multimedia is chosen as this instructional media merges many elements of media as one instructional media.

Figure 5. Instructional media that most likely to motivate students to learn

3.4. Discussions
Learning process of PPKn at SMP Negeri 7 Kotamobagu faces many difficulties. The first is the lack of instructional media used in the learning process. PPKn has some authentic materials that need many examples and illustrations on its explanations. Using book alone cannot deliver the material well. It needs an appropriate media to deliver the material. Another is the learning duration that is longer in the current curriculum. With the use of book only cause students to feel bored and unmotivated. This problem finally impacts the learning outcome of the students.

With the obstacles above, a solution that is expected to overcome these obstacles is by providing appropriate instructional media. The appropriate Instructional media will serve as a teaching tool that also influences climate, condition, and learning environment [5]. In line with that, Using instructional media on learning PPKn is able to grow positive attitude of students to the material and learning process [13]. Providing appropriate instructional media for teaching and learning will result on better impact both for teacher and students. In this case, based on the characteristics of learning materials found in the interview is multimedia.

Multimedia learning is a learning medium that uses the help of computers or other electronic devices to present learning information in the form of text, sound, images, animation, video and others that are arranged integratedly and synergistically [14][15]. Multimedia learning combines several elements of media in one intact media as a means of delivering knowledge information. Media elements in multimedia are very varied and able to deliver authentic material of PPKn. The combination of various media in multimedia can help teachers and students in learning as well as
be a benefit in bringing new technology in education [16][17]. Providing multimedia as a solution to the above problems is the right thing because it suits the needs. This is appropriate because the use of technology in learning must be in accordance with the learning needs [18].

Many researchers found out the benefit of using multimedia as the instructional media used in teaching and learning. Asan states that the use of multimedia in learning provides a positive experience compared to just using the lecture method [19]. In addition, multimedia is able to overcome learning problems for all levels of education. Pratiwi, & Ismaniat proved that multimedia is able to develop cognitive aspects of early childhood [20]. Prasetyo & Prasojo also found out that multimedia increase the learning outcomes of primary school children [21]. Hotimah, & Muhtadi., Jumasa, & Surjono, both argue that multimedia has also proven to be effective in improving students’ learning outcomes in Junior Secondary Schools [22][23]. In terms of civic education subjects, Suripno claims that the use of multimedia also proved to be effective for Civics Education students of Yogyakarta State University in improving their learning outcomes [24].

Furthermore, multimedia as the instructional media can be used at SMP Negeri 7 Kotamobagu. The school facilities support the use of this instructional media. SMP N 7 Kotamobagu has multimedia room which is equipped with the internet-connected computers either via LAN or WiFi cable, Laptops, LCD projectors, and Loudspeakers. This is an important thing because multimedia is an advanced instructional media that requires its own facilities to run.

In addition, based on the survey given to the students about the perceptions of students on instructional media of PPKn, it is found that 85% of students (85 students from 100 students as respondents) grade VII of SMP Negeri 7 Kotamobagu declare multimedia as a medium of learning that is able to motivate them in the learning process. This is in line with the study by Ozdemir, Ozan Boydak, & Aydogan which states that the use of multimedia in learning can increase, curiosity, and interest of students in the learning process [25]. The involvement of advanced technology in this kind of learning is able to attract students’ attention and interest in teaching and learning process. It should be known that junior high school students are now born and grown up where technology is getting more advanced, then the use of media based on advanced technology such as multimedia is an advantage. Technology is so affective for students that it can stimulate their learning spirit. In addition, by utilizing technology, teachers can provide learning innovations that attract more students.

4. Conclusion

The conclusion is that Multimedia is the appropriate learning media to teach PPKn subject for the junior high school students. It is based on the characteristic of the material in its subjects and the students’ perception. The school also has the facility for Multimedia to be used in the teaching and learning process. Providing the appropriate instructional media will become the solution to the problem occurred in the learning process of PPKn. With the use of multimedia, students are expected to be motivated to learn. The teacher has innovation with the Instructional media. It also can be the good medium for teacher to get used with the use of technology in teaching and learning process.
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