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THE DEVELOPMENT OF ANIMATION-BASED PPKN TEACHING MATERIALS TO INCREASE LEARNING OUTCOME OF V-GRADE STUDENTS OF SD NEGERI 101927 SEKIP, LUBUK PAKAM DISTRICT

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Abstract

This research was conducted based on the PPKn teaching materials used by teachers in learning that had not varied so that students tended to be passive and had an effect on student learning outcomes which were classified as low. This research was conducted with the aim of: (1) Produce animation-based Civics teaching materials in Class V SD Negeri 101927 Sekip, Lubuk Pakam District in accordance with KI and KD in the 2013 Curriculum, (2) Animation-based Civics teaching materials were able to increase students' interest and learning outcomes for Civics Education. class V SD Negeri 101927 Sekip, Lubuk Pakam District. The subjects of this study were students of class V SD Negeri 101927 Sekip, Lubuk Pakam District and as the object of the research were Civics teaching materials which were developed which produced products in the form of Animation-based Civics Modules. Researchers collected data using several instruments, namely learning outcomes tests, observations of teacher abilities and student response questionnaires. The animation-based Civics module is expected to be able to increase student activity in participating in Civics learning so that learning becomes more memorable and fun and has an effect on increasing Civics learning outcomes for fifth grade students at SD Negeri 101927 Sekip, Lubuk Pakam District.

Keywords: *PPKn teaching materials, animation, and learning outcomes*

A. Introduction

Education is something that is dynamic and cannot be separated from human life. The activities of each individual can affect several aspects of the human personality, such as physical, mental, emotional and social development. Pancasila and Citizenship Education (PPKn) is one of the important subjects that need to be taught to students in elementary schools. It is proven that the subjects of Pancasila and Citizenship Education are given from Elementary School (SD) to Higher Education. Civics subjects are subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character as mandated in Pancasila and the 1945 Constitution.

According to Winarno (2006:29-30), that Civics learning is able to generate a learning culture in students. Learning culture in this context means that learning Civics is not only about "what to learn" but "how to learn". In other words, learning Civics should be viewed from the instrumental aspect, namely "learning to learn". In accordance with the expression of Wibowo and Wahono (2017) which states that the weakness of Citizenship Education in Indonesia is on the teaching side which is monotonous, not innovative (overload and overlapping content) and focuses more on cognitive, while affective and psychomotor are eliminated and are not included in the national exam. .

The main problem encountered in learning Pancasila and Citizenship Education (PPKn) is the use of learning methods or models. Teachers still teach with conventional learning and have not used varied

learning methods and models. Teachers still pay less attention to and use the environment as a learning resource, and teachers also have not linked the material to the real life of students.

The development of teaching materials must also be adapted to the characteristics of the target because there are often mismatches such as the social, geographical, cultural and other environments. Government Regulation number 19 of 2005 concerning National Education Standards Article 20, implies that teachers are expected to develop learning materials, which is then confirmed through Regulation of the Minister of National Education (Permendiknas) number 41 of 2007 concerning Process Standards, which among other things regulates the planning of the learning process which requires for educators in education units to develop lesson plans (RPP). One of the elements in the lesson plan is learning resources. Thus, teachers are expected to develop teaching materials as a source of learning (Permendiknas: No. 41, 2007).

Teaching materials are all forms of materials used to assist teachers in carrying out learning activities in the classroom. The types of teaching materials must be adjusted to the curriculum and after that lesson plans are made as follows: 1) teaching materials are viewed (visually) consisting of printed materials such as handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos /image, and print, such as models/mockups; 2) listening teaching materials (audio) such as cassettes, radios, LPs, and compact disks; 3) teaching materials for hearing (audio-visual) such as video compact disks; and 4) interactive teaching materials such as CAI (Computer Assisted Instruction), Compact Disk (CD) interactive multimedia learning, and web-based learning materials.

Based on the description above, teaching materials can be

classified into written teaching materials or modules. According to Sitepu (2005:114) "textbooks are a source of teaching while also improving the quality of learning processes and outcomes". The development of teaching materials for Pancasila and Citizenship Education (PPKn) should be able to provide input on current education which is directed at equipping students with three domains, namely knowledge, skills and attitudes. The expected result of this development research is to produce animation-based teaching materials that can be used to improve student learning outcomes.

Cepi Riyana and Toto Fathoni (2011:3) say, the components in learning are the objectives of learning, teaching materials/materials, methods and media, evaluation, students/students, and the presence of educators/teachers. As a system, each of these components forms an integrity or a unified whole. Each component interacts with each other, which is actively related and influences each other. An analysis is needed for each component in learning to make it easier for teachers to predict the success of the learning process, including in Civics learning.

Warkintin, Yohanes Berkhamas Mulyadi (2019). The research title "Development of Power Point-Based Interactive CD Teaching Materials to Improve Student Learning Outcomes" concludes that the results of the study indicate that the developed interactive CD teaching materials meet the requirements according to the development steps. So that the development of interactive teaching materials is suitable for fourth grade elementary school students and has an impact on improving student learning outcomes.

Mayang Ayu Sunami, Aslam (2021). The title of the study "The Effect of Using Zoom Meeting-Based Animation Video Learning Media on Elementary School Students' Science Learning Outcomes and Interests"

concludes that the use of animated video media for learning greatly affects students' learning interest, from paying attention to videos and being active in class then affecting students' science scores. -class VA and VB SDN Kalisari 01, so that it has a good impact on increasing interest and producing satisfactory grades and achieving learning objectives.

From the results of initial observations made by researchers in class V of SD Negeri 101927 Sekip, Lubuk Pakam District, it appears that there are still many students who have not reached the target value of the Minimum Completeness Criteria (KKM). The KKM score should have been 70 but only a few students reached the target, the rest of the students' scores were still below the KKM score.

B. Method

The type of research used in this research is development research. According to Sugiyono (2009: 297), research and development is research that produces certain products and tests the effectiveness of these products. The development model used refers to the 4-D model, proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. According to Thiagarajan, et al in Trianto (2012: 189) this development model consists of four stages, namely defining, designing, developing, and disseminating.

This research on the development of animation-based Civics teaching materials will be carried out in class V of SD Negeri 101927 Sekip, Lubuk Pakam District. This research was carried out starting in April 2022 and data collection will be carried out in the even semester of the 2021/2022 academic year. The subjects in this study were fifth grade students of SD Negeri 101927 Sekip, Lubuk Pakam District, which consisted of 2 classes with a total of 50 students. With details of class Va

as many as 20 people and class Vb totaling 30 people.

Teaching Material Development Procedure

Research and development is a method that produces certain products or improves existing products and tests the effectiveness of these modules. The development model of teaching materials used is the 4-D development model (Four D Models). This development procedure is known as the 4-D development model. Thiagarajan et al, in Trianto (2012: 189), the development of a 4D model consists of 4 stages, namely the define stage, design, develop, and disseminate.

Data Type

The type of data taken in this study is primary data. The first data is in the form of validation results of teaching materials given by the validator. The second data was obtained during the trial run. In this trial, data were taken in the form of: (1) the results of the teacher's response to the teaching materials used, (2) the student responses after the teaching materials were tested, (4) the results of observations on the use of the product, (5) the results of interviews, and (6) learning outcomes. students in terms of the development of teaching materials.

Data Collection Instruments

The data collection instruments used in this development research are Validation Instruments, Practicality Instruments, and Effectiveness Instruments

Data analysis technique

The analytical technique used is descriptive data analysis, which describes the level of validity of teaching materials, practicality of teaching materials, student competencies that show the effectiveness of teaching materials as indicated by the increase in Civics learning outcomes for fifth grade students on the subject of rights, obligations and responsibilities as citizens in everyday life.

C. Finding and Discussion

1. Define Stage

At the definition stage, the researcher conducted an analysis which included curriculum analysis, analysis of teaching material needs and student analysis.

- Curriculum Analysis

Based on the analysis of KI, KD, and indicators of Civics lesson content above, the author can develop learning objectives to be achieved and develop teaching materials in the form of animation-based modules about rights, obligations and responsibilities as citizens in everyday life.

- Analysis of Teaching Material Needs

Based on the analysis that has been carried out by researchers, it is necessary to develop more practical and effective teaching materials that are easy to use by students and use animation media to attract students' attention and activity in studying the module and of course have an effect on increasing Civics learning outcomes for students in class V. SD Negeri 101927 Sekip, Lubuk Pakam District.

- Student Analysis

Based on the results of observations made by researchers, it appears that there is no awareness from within the students themselves

to learn because students are not interested and motivated by the teaching materials presented by the teacher or school.Based on the results of the analysis above, it is necessary to develop teaching materials that can attract students' attention so that students learn with enthusiasm and fun.

2. Stage of Design

The design phase of the animation-based Civics module in class V is carried out on the basis of analysis at the definition stage. The design of the module is adjusted to the 2013 curriculum syllabus for Civics lesson content, namely adjusting core competencies, basic competencies and determining indicators of each basic competency.

- Preliminary Design

At this stage, an initial design is carried out which produces a learning implementation plan (RPP) that will be used for each meetingalong with the test and answer key. Then a product development design is carried out in the form of a draft and then evaluated based on the quality aspect of the product standard in the form of a module. Then the results in the initial design stage are referred to as draft 1, namely: Module cover and title,Module Usage Instructions, Mapping of Basic Competencies for PPKn Lesson Contents, Composing Study Materials and Learning Activities

3. Development Stage (Develop)

The development stage of this teaching material aims to produce a product in the form of an animation-based Civics module that is valid, practical and effective so that the module is suitable for use in learning in the trial class. The development stage in the form of this module goes

through 3 stages, namely product validation which includes 1) module validation from material experts, media experts and instructional or learning experts, 2) practicality tests from teachers and students, and 3) module effectiveness tests.

- **Module Validation Results**

The modules that have been designed and completed are then validated by 3 competent validators, namely 3 Unimed postgraduate lecturers. The validation includes validation of Civics material, validation of animation-based module media, and validation of instructional or learning. The researcher makes an application letter to the validator to validate the module that has been made. Then the validator is asked to validate the module and asked for suggestions for improvements to the module that has been made.

1) Assessment and Responses from PPKn Material Experts

The indicators contained in the assessment carried out by the validator include: the suitability of the material with KI and KD, accuracy of the material, supporting learning materials, and up-to-date material. Researchers revise the product referring to the results of the validation carried out by the validator by following the instructions in the form of suggestions from the validator.

The content feasibility aspect obtained an average score of 3.40 and the presentation feasibility aspect obtained an average score of 3.46. If you add up the content feasibility aspect and the presentation feasibility aspect of each indicator from the assessment of the PPKN material expert validator, a score of 3.43 (> 3.0) is obtained with the "valid" category so that it can be concluded that the assessment and responses for the Civics

Education material expert on the module Animation-based PPKn can be used with minor revisions.

2) Ratings and Responses from Media Experts

The indicators assessed by the validator include module size, module cover design, module content design, animation objectives, and animation materials. In revising this animation-based module, the researcher looked at the suggestions and instructions from the validator.

It was found that the average score for each aspect of the assessment which includes module size, module cover design, module content design, animation objectives, and animation material. Assessments and responses from media expert validators gave a value greater than or equal to 3.97 (> 3.0) in the "very valid" category. So it can be concluded that the assessment and response to the media can be used without revision.

3) Assessment and Feedback from Learning Instructional Experts

The assessment carried out by the validator on this instructional design includes components of learning assessment aspects, namely learning objectives, suitability of approaches, models and methods with learning objectives, and suitability of presentation of material with animation media. The validation of instructional learning was carried out by researchers to determine the feasibility of the learning aspects contained in the lesson plans in using the animation-based PPkn module that had been designed in learning activities. In doing the revision, the researcher refers to the results of the discussion and follows the suggestions and instructions from the expert validators of instructional learning.

It can be stated that the average score of each aspect of the assessment and responses from the validator gives a value greater than or equal to 3.83 (> 3.0) with the category "very valid". So it can be concluded that the RPP is feasible to use without revision.

Fromthe data presented above it is clear that the assessments and responses from the validator material experts give a value greater than or equal to 3.43 (> 3.0) with the "valid" category, the assessment and responses from the validator media experts give a value greater than or equal to 3.97 (> 3.0) in the "valid" category, and the assessment and responses from the instructional validator experts gave a value greater than or equal to 3.83 (> 3.0) in the "valid" category. When viewed through the histogram distribution as statistical diagram data as shown in Figure as follows:

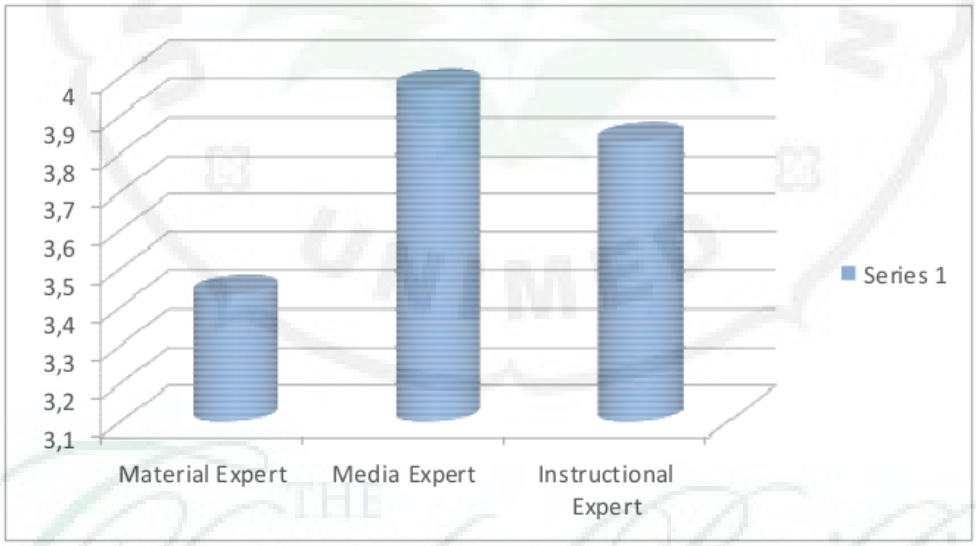

Figure 1. Expert Assessment and Response

From the validation carried out by experts and the revisions made by the researcher, it can be seen that the assessment and responses of

the validator stated that the animation-based PPKn and lesson plans were "valid" because the value given was greater than 3.00. So it can be stated that the module that has been designed is feasible to be used for field trials.

- **Practicality Test**

The animation-based Civics Education module has been revised based on suggestions and responses from the validators on the validation instrument sheet. The animation-based Civics Education module can be tested in the learning process to determine the practicality of the animation-based Civics module. Practicality or practicality of the module can be known based on practicality instruments that have been filled out by teachers and students. The aspects assessed in the animation-based PPKn module practicality sheet consist of three aspects, namely ease of use, attractiveness of presentation, and the benefits of the module.

The following will describe the results of practicality carried out by teachers and students through instruments:

1) Practicality by teacher

Practicality is obtained from the results of the teacher's response to the animation-based Civics module. The instrument that has been developed is given to the teacher for further evaluation of the practicality of the -based Civics moduleanimation based on the given instrument. The results of the practicality assessment can be seen in table 1 below:

Table 1. Practical Results by Teacher

No	Rated aspect	Score obtained	Final score (NA %)	Category
1	Ease of use of animation-based PPKn modules	28	87.50	Very Practical
2	The attractiveness of the animation-based PPKn	15	93.75	Very Practical

	module presentation			
3	The benefits of animation-based PPKn modules	28	87.50	Very Practical
	Overall average		89.58	Very Practical

Based on table above, it can be seen that the results obtained from the three aspects are as follows: 1) The aspect of ease of use of the animation-based Civics Education module obtained a percentage of 87.50% belonging to the very practical category, 2) The attractiveness aspect of the animation-based Civics module presentation obtained a percentage of 93 ,75% is classified as very practical, 3) aspects of the usefulness of animation-based Civics modules get a percentage of 87.50% belonging to the very practical category. If the average results obtained from the three aspects above, namely the ease of use of the module, the attractiveness of the presentation, and the usefulness of the animation-based Civics module, the percentage is 89.58% and belongs to the very practical category.

2) Practicality by Students

Practical results are obtained based on the results of student responses to the practicality of the animation-based Civics module as seen from the instruments given by students. The practicality of the animation-based Civics module was assessed by students based on the instruments provided by the researcher. The results of the practical data analysis of the animation-based Civics module on students can be seen in table 2 the following :

Table 2. Practical Results by Students

No	Rated aspect	Score obtained	Final score (%)	Category
1	Ease of use of animation-based PPKn modules	29	90.62	Very Practical
2	The attractiveness of the animation-based PPKn module presentation	14	87.50	Very practical
3	The benefits of animation-based PPKn modules	28	87.50	Very Practical
	Overall average		88.54	Very practical

Based on table above, it can be seen that the value obtained from the practicality of teaching materials by students from three aspects, namely as follows: 1) aspects of the ease of use of the animation-based Civics module obtained a percentage of 90.62% belonging to the very practical category, 2) aspects of the attractiveness of the PPKn module presentation. animation-based obtained a percentage of 87.50% belonging to the very practical category, 3) the usefulness aspect of the animation-based Civics module obtained a percentage of 87.50% belonging to the very practical category. The practicality of animation-based Civics modules for students from the three aspects above obtained an average of 88.54% in the very practical category. Therefore, the animation-based Civics module that was developed can be used for learning for fifth grade elementary school students.

D. Conclusion

Based on the results of the analysis and discussion in this study, several conclusions were put forward as follows:

1. The development of animation-based Civics teaching materials will produce animation-assisted modules using a 4-D development model consisting of four stages, namely definition, design, development, and dissemination. The stage of developing teaching materials is by analyzing the curriculum, needs and students. Then design the module with steps assisted by animation according to the material discussed in the module which can be viewed via the link in this module.
2. The animation-based Civics Education module was validated by three validators, namely the Civics Education material expert giving a score of 3.43 (> 3.0) in the "valid" category, the media expert giving a score of 3.97 (> 3.0) in the "very good" category. valid", and the instructional expert gave a score of 3.83 (> 3.0) in the "very valid" category. For the practicality response of this animation-based module by the teacher, the teacher obtained an average score of 89.58 in the very practical category and the practicality response given by the students obtained an average of 88.54 in the very practical category. The PPKn learning process by using the animation-based PPKn module went very well. The module can be declared valid, practical and effectively used in the learning process..

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