

Microblog-Based PPKn Learning Media to Improve Citizenship Knowledge

Slamet Ginanjar^{1*}, Triyanto², Triana Rejekiningsih³

^{1,2,3}Universitas Sebelas Maret, Indonesia

*) Corresponding author: slametginan@gmail.com

Abstract

This research explains three formulated problems, namely: [1] how to develop PPKn learning media based on microblogs, [2] the effectiveness of microblog learning media, and [3] the suitability of microblogs as a learning medium. The competency basis used in the development process is KD 3.6, which involves identifying the driving and inhibiting factors for unity and oneness of the nation in the unitary state of the Republic of Indonesia. The method used in this study is a development study (RnD) with the ASSURE model, which includes the following steps: Analyze learner characteristics, State standards and objectives, Select methods, media, and materials, Utilize materials, Require learner participation, and Evaluate and revise. The types of data used are qualitative and quantitative. Data sources for this study include PPKn teachers at MA An-Nawawiyah Jepara, expert lecturers from FKIP UNS, and students. The results of this research are as follows: [1] Successful development of PPKn learning media based on microblogs using the Instagram application with the ASSURE model. [2] The effectiveness of the learning media received a score of 44.30 (sufficiently effective). [3] The suitability level of the learning media, as assessed by media experts, scored 98 (very worthy) for learning aspects, 94 (very decent) for student engagement, and 97 (very worthy) for appearance aspects, indicating that the media is suitable for use in educational settings.

Keywords: PPKn Learning, ASSURE, Microblog, Instagram, Learning Media, Citizenship Knowledge.

Introduction

Education is a business process in the formation of human character, carried out systematically, structurally, and with full awareness. The hope from the educational process is to obtain knowledge as a basis for behavior and action. Education is a process that produces attitudes and behaviors that contribute to the formation of character and personality in a holistic manner. In Indonesia, education is an ideal of the nation, as outlined in the UUD 1945, aimed at achieving the objectives of the nation and the state, which is to create a smart life for its citizens. Without education, a nation will find it difficult to reach its ambitions. Through education, each individual is capable and motivated to grow and develop their potential, both internally and physically, in accordance with the norms that apply within society.

Education is a bridge that can deliver participants toward a brighter future. Education shapes future generations so they can navigate the complexities of changes to come. Additionally, education equips participants to adapt to each change in an era that is increasingly developing, as we see today. With educational facilities, individuals should be able to achieve maturity in thinking, behavior, and actions in accordance with their abilities and potential. This encompasses individuality, religiosity, sociality, and normality.

Regardless of the fact that Indonesian education is currently experiencing an extraordinary shift, where traditional face-to-face learning has been replaced by online learning due to the presence of the COVID-19 virus. In response to this situation, the government has issued a circular letter from the Minister of Education and Culture Number 4 of 2020 regarding policies for learning

during the spread of coronavirus disease (COVID-19).

However, the facts in the field show that teachers or educators are not yet fully capable of maximizing learning media that are suitable and in harmony with online learning. The Indonesian Child Protection Agency (KPAI) conducted a survey in April 2020, revealing that the majority of teachers in remote areas of Indonesia began online learning using only the WhatsApp platform. Additionally, in 2020, the Ministry of Education and Culture also conducted a survey on online learning, which showed that 76% of Indonesian teachers are still considered weak in using digital technology for the learning process.

With limitations like this, teachers should be motivated to become more creative and innovative in the teaching and learning process with their students. One way teachers can do this is by exploring approaches that have not been previously utilized, or by observing, imitating, and modifying existing learning media using technology that is friendly and commonly used by many people. It is also essential for teachers to develop skills to respond to the era of Society 5.0, where information and communication technology becomes a fundamental need in human life. One step that teachers can take is to encourage students to think critically, creatively, and transformatively by maximizing existing information technology as learning media to support the learning process, particularly in PPKn education.

The researcher is designing innovative learning media using the ASSURE model, which stands for: (A) Analyze learner characteristics, (S) State standards and objectives, (S) Select methods, media, and materials, (U) Utilize materials, (R) Require learner participation, and (E) Evaluate and revise. The ASSURE model prioritizes a structured approach that helps in planning, identifying, determining objectives, selecting appropriate methods, and evaluating outcomes. This model is recommended for teachers who aim to teach students systematically while incorporating technology and learning media, with the hope that the learning process can be more effective and enjoyable, allowing students to find meaning in their learning experiences (Russell, 2020).

Literature Review

The development of information and communication technology has brought significant changes to the world of education, including in Pancasila and Citizenship Education (PPKn) learning. One interesting innovation is the use of social media, especially Instagram, as a learning platform. This literature review will explore research related to the development of PPKn learning media based on the Instagram application to increase students' citizenship knowledge.

Utilization of Social Media in Learning

Social media has become an integral part of daily life for the younger generation. According to Greenhow and Lewin (2016), integrating social media into learning can increase student engagement and create a more collaborative learning environment. In the context of PPKn, the use of social media can facilitate discussions about contemporary citizenship issues and encourage active student participation in social life.

Instagram as a Learning Platform

Instagram, with its microblog feature, offers unique potential for PPKn learning. Research by Al-Ali (2014) shows that the use of Instagram in foreign language learning can increase student motivation and achievement. Similarly, in the context of PPKn, Instagram can be used to present learning materials in an attractive and easily accessible visual format.

Development of PPKn Content on Instagram

In developing PPKn content for Instagram, it's important to consider the characteristics of this platform. According to a study conducted by Handayani (2020), visual content such as infographics and short videos is very effective in conveying citizenship concepts to students. Furthermore, Putra (2019) emphasized the importance of interactivity in Instagram content to increase student engagement.

Effectiveness of PPKn Learning Based on Microblogs

A number of studies have shown the effectiveness of using microblogs in learning PPKn. A study by Rahmawati et al. (2018) found that students who use Instagram as a PPKn learning medium show significant improvement in understanding citizenship concepts compared to conventional methods. In addition, research by Suryadi (2021) revealed that the use of Instagram in learning PPKn can increase students' awareness of contemporary social and political issues.

Challenges and Considerations

Although it has great potential, the use of Instagram as a PPKn learning medium also presents challenges. According to Widodo (2020), several challenges that need to be addressed include student data security, potential distractions, and the need to ensure the accuracy of shared information. Therefore, the development of Instagram-based learning media must be done with careful consideration of ethical and safety aspects.

Method

This study uses the R&D method (Research and Development), which involves the development of media using the ASSURE model. This model consists of six stages, as described: (A) Analyze Learner; (S) State Standards and Objectives; (S) Select Strategies, Technology, Media, and Materials; (U) Utilize Technology, Media, and Materials; (R) Require Learner Participation; (E) Evaluate and Revise (Ahyyar et al., 2020).

The types of research and development methods include research that produces a product, which is then tested for effectiveness (Ahyyar et al., 2020). According to Sunday et al., the ASSURE model is intended to produce specific products through planning methods, selecting methods and materials, identifying objectives, and ultimately evaluating the outcomes. The ASSURE model is highly recommended for teachers, particularly in the ongoing learning process, as it integrates technology and learning media to make

learning more enjoyable, meaningful, and effective for students (Gugus et al., 2014).

In this study, data were collected from 32 students in Class XI. The selection of participants was based on the issues identified during previous interviews and observations. In this research, at least 3-4 students were included as supporting data to moderate the use of the learning media developed by the researchers. The methods used in this study included observation, interviews, and questionnaires.

Result and Discussion

This study was conducted in three stages, namely: [1] developing PPKn learning media based on microblog, [2] testing the effectiveness of the microblog learning media, and [3] assessing the suitability of microblog as a learning medium.

Developing Learning Media Based on Microblog

Some steps that must be taken when using the ASSURE model are as follows:



1. Analyze Learner

Analysis is a key aspect of learning because it helps identify the study needs of students and ensures they can optimally acquire knowledge in the learning environment. From this analysis, researchers can plan learning activities that align with the specifications of the participants. There are several aspects to consider when analyzing student characteristics, including:

- a) General Characteristics: This includes descriptors such as age, gender, class, cultural factors of the participants, and

socioeconomic status. All of this is important for meeting the needs of students and influencing their studies.

- b) **Specific Competence:** This refers to the competencies that students have already acquired before participating in the learning process.
- c) **Learning Styles:** This refers to how students respond emotionally to the learning provided by the teacher. There are three types of learning styles that students may possess: 1) visual learning style (seeing); 2) auditory learning style (listening); and 3) kinesthetic learning style (doing). The purpose of understanding learning styles is to adapt teaching methods to better meet the individual needs of each student.

2. State Standards and Objectives (Determining Standards and Objectives)

The text step is to formulate standards and objectives for the learning process so that students can acquire knowledge that aligns with the planned curriculum. The purpose of the learning objectives can be formulated using the ABCD formula (Audience, Behavior, Condition, Degree).

The formulation of learning objectives begins with identifying the target audience, which in this case is the students. Next, we specify the conditions under which the students' activities will be monitored and observed. Finally, we determine the level (Degree), which measures how well the students have mastered the knowledge. In this context, the goal is to increase students' citizenship knowledge.

3. Select Strategies, Technology, Media, and Materials (Choosing Strategies, Technology, Media, and Teaching Materials)

For classroom learning to be effective, it is necessary to maximize strategies, technology, and teaching materials. This is important to help students achieve the learning objectives set by researchers. Learning strategies and methods involve planning activities and organizing the learning environment that teachers will use to convey

lessons, ultimately influencing student outcomes.

The methods chosen by the teacher to convey learning materials in order to reach the learning objectives include the use of microblogs on the Instagram application, specifically employing image-based learning combined with online discussions via Instagram.

Image-based learning, as the name suggests, involves delivering knowledge or skills using visual media. Learning media serves to convey messages and information intended for students to absorb according to their level of understanding. The selection of media must support learning activities, especially during the current pandemic when some schools are still implementing online learning to achieve set competencies. The material covers the competencies that students are required to study so that the knowledge, skills, and attitudes align with the expectations of the curriculum. The subject matter describes the necessary hierarchical structure that students must study systematically.

4. Utilize Technology, Media, and Materials (Using Technology, Media, and Teaching Materials)

This stage involves using and optimizing technology, media, and teaching materials in the learning process. Prior to this, it is essential to assess whether the teaching materials are suitable for use. Next, all materials to be delivered to students should be registered, and teachers must determine which materials and media will be utilized.

Activities at this stage include:

- a. Previewing materials (i.e., reviewing microblog learning media on the Instagram application);
- b. Preparing materials (i.e., preparing the content to be delivered on the microblog), which involves creating media in the form of images for the learning process;
- c. Preparing the environment (i.e., organizing the learning environment) by setting up the online learning process using supporting technology such as WhatsApp and Instagram;
- d. Preparing the learners (i.e., preparing students) by ensuring they are

mentally ready to engage in the learning process.

5. Require Learner Participation (Involving Learner Participation)

Participation is a goal that must be actively pursued in the learning process, particularly regarding the materials and media that will be presented to students. The hope is that the learning process can proceed in an effective and efficient manner to enhance students' citizenship knowledge. Therefore, it is essential to encourage students' active involvement in the process, such as answering questions, providing feedback, or asking questions on the application used as a learning medium.

6. Evaluate and Revise (Evaluate and Revise)

The last part involves both evaluating and revising the learning media, which is crucial for those involved in the development of the media itself. Essentially, there are two important aspects to evaluate: the students' participation and the media used. This evaluation refers to the initial purpose of determining the desired standards set by researchers, which is to enhance students' citizenship knowledge through microblogs based on the Instagram application. The evaluation aims to identify the shortcomings of the learning media used, which can later serve as considerations for improving the quality of the learning media.

Test Effectiveness of Learning Media Microblog

In determining the effectiveness of the learning media, the researcher used two stages: a pre-test and a post-test. Before entering Chapter 3 (Unity and Oneness of the Indonesian Nation), the researcher administered a pre-test to assess the students' capabilities related to the material to be taught, specifically about the driving and inhibiting factors of unity and integrity in the Republic of Indonesia. As previously explained, the results from the pre-test conducted by the participants at MA An-Nawawiyah showed an average

score of 58, based on a sample of 30 students from Class XI.

After the students completed the pre-test prepared by the researchers, the next step was the learning process using the microblog learning media that had been provided. Students were asked to view posts on the microblog account "medpem PPkn," which contained learning materials, especially in Chapter 3. The material was customized with relevant images and animations to enhance the learning experience. In this context, the researcher utilized technology in the form of the internet and the Instagram application to upload the learning content. After that, students were expected to complete a quiz available in the posts, followed by a post-test administered by the researcher to assess the students' learning outcomes, which yielded a score of 91.

This indicates an improvement in students' citizenship knowledge. The initial average score of the participants was 58, and after viewing the posts related to the learning material, the average student score increased to 91.

Furthermore, the process involves evaluating and revising strategies, technologies, and media, followed by assessing the effectiveness and appropriateness of the learning media. To do this, the researcher utilized the results from the pre-test and post-test. Additionally, the level of feasibility of the learning media was evaluated by media experts and content specialists who acted as evaluators and validators for the learning media products used in the student learning process. The feedback and suggestions from the media and content expert teams will be used to further develop the learning media in this research.

The calculation result of 44.30 indicates that the effectiveness of the microblog-based learning media is considered good. With this learning media, students can explore and understand the material in accordance with the researcher's guidance. Moreover, the objective set by the researcher has been achieved, as the microblog-based learning media has increased students' citizenship knowledge from an initial score of 58 to 91.

Based on the results of interviews with Class XI students at MA An-Nawawiyah Jepara regarding the microblog-based learning

media, the researcher found that students generally enjoy learning with this media. It makes it much easier for students to understand the material, as the learning content is presented in an interesting way, accompanied by relevant images related to the topics being studied. In addition to the learning material, the media developed by the researcher includes useful quizzes to gauge student enthusiasm during the learning process. The results indicate that the microblog-based learning media on the Instagram app is capable of increasing students' citizenship knowledge.

Media Suitability Test for Learning

The assessment process for the feasibility of microblog-based learning media is an effort to develop learning media in schools during the current pandemic. The feasibility test is evaluated from both the media and material aspects. The media aspect includes the learning content, the interest of the media in ongoing topics, and the visual presentation provided in the media. From the material aspect, several factors are considered, including the relevance of the content and linguistic clarity.

The media eligibility was assessed by Mrs. Widya Noventari, S.Pd., M.Sc., a lecturer in the Pancasila and Citizenship Education study program at FKIP UNS. The material assessment was conducted by Mr. Dr. Winarno, M.Si. The design of the learning media based on microblogs on the Instagram application will be evaluated for feasibility by both lecturers.

In the table above, the results of the feasibility test assessment by the media expert team are quite satisfactory. The learning aspect received a score of 98, indicating that it is very worthy. The material's attractiveness received a score of 94, also deemed very worthy, while the aspect of media display and usability scored 97, which can be considered very decent. However, the media expert team provided several inputs related to the microblog-based learning media, including:

- a. To enhance critical thinking, quizzes can be supplemented with case study models in the microblog format.
- b. Learning objectives can be included in the caption, as currently only the competency standards (KD) are present on the microblog.
- c. The visualization, grammar, and substance of the material are very good. Additionally, the microblog is well-organized and neat, making it easier for students to study.

In the future, this input will be very useful for the process of developing learning media, based on the evaluation results regarding the learning aspects, material attractiveness, and the appearance and usability of the media. Therefore, the microblog-based learning media on the Instagram application, created by the researchers, is deemed very worthy for use in educational settings to enhance students' citizenship knowledge.

The evaluation given by the material expert team indicated that the material aspect received a score of 68, which means that the material created by the researchers is considered worthy. In the linguistic aspect, it received a score of 70, suggesting that its eligibility can be deemed suitable for use in schools. However, the material expert team provided several inputs regarding the evaluation of the material: the content created by the researchers does not yet start with a conceptual map, and there is a lack of recent and contextual examples. Additionally, in terms of linguistics, the researchers need to improve their ability to compose more engaging sentences to encourage active student participation.

The input related to the material evaluation provided by the material expert team will be used by the researchers to improve the content. The researchers will address the material and linguistic aspects by creating a conceptual map and using engaging language to encourage student participation in the learning process. The inputs and improvements will serve as a reference for the researchers in developing microblog-based learning media in the future.

Conclusion

The conclusion that can be drawn from the description of the data results conducted by the researchers is that the PPKn learning media based on microblogs on the Instagram application, developed using the ASSURE model for KD 3.6 (which involves identifying the driving and inhibiting factors of unity and oneness in the nation within the unitary state of the Republic of Indonesia), has been designed effectively. Therefore, it can be used for the PPKn learning process, both in schools and in community education.

References

- Ahyar, H., Maret, US, Andriani, H., Sukmana, DJ, & Mada, UG (2020). *Qualitative & Quantitative Research Methods Book* (Issue March).
- Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology* , 2(2), 1-16
- Gugus, SD, Kediri, I. V, Gst, N., Jayanti, AA, & Suryaabadi, IBG (2014). The Effect of The Implementation of Assure Learning Model Assisted By Audiovisual Media On The Results of PKn Learning of Grade V Students, Department of Elementary School Teacher Education, FIP, Ganesha University of Education e-Journal Mimbar PGSD, *Ganesha University of Education* . 73 .
- Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology* , 41(1), 6-30.
- Handayani, F. (2020). Building students' civic knowledge through an Instagram-based PPKn learning model. *Journal of Civic Education* , 10(1), 59-70.
- Putra, A. (2019). Development of PPKn learning media based on Instagram to increase students' political participation. *Journal of Educational Technology* , 7(2), 145-158.
- Rahmawati, I., Suhendri, H., & Widodo, A. (2018). The effectiveness of using Instagram as a learning medium for PPKn in high school. *Journal of Citizenship Education* , 8(2), 128-142.
- Suryadi, K. (2021). Utilization of Instagram in PPKn learning to improve students' digital literacy. *Journal of Social Science Education* , 30(1), 22-35.
- Widodo, A. (2020). Challenges and opportunities for utilizing social media in PPKn learning. *Journal of Civic Law* , 5(2), 210-225.