International Journal of
Students Education

BERPUSI PUBLISHING

ROLE MULTIMEDIA INTERACTIVE IN LEARNING PPKN IN ELEMENTARY SCHOOL

Hemalia Syahputri[1]
[1]Candidate Teacher Professional Republic Indonesia
Email: [1]hemaliasyaputri@gmail.com

Abstract

Education is one of the aspects that determines the intelligence of a nation, so educational institutions and teachers are needed to carry out creative and innovative learning. To provide understanding to students can be done through the use of learning media. One of the learning media that can be used is interactive learning media by utilizing information and communication technology or using multimedia. The purpose of this study is to determine the role of interactive media and its application in PPKn learning in elementary schools. Interactive learning media can be used in every subject, one of which is in PPKn lessons. PPKn lessons aim to form the character of good citizens, namely those who know, want and are aware of their rights and obligations. By using qualitative research methods obtained based on the results of interviews with researchers with resource persons, namely teachers, and literature reviews by looking at experts who have researched this research before. With the presence of interactive multimedia learning become Far more interesting, especially in elementary school children and students understand the learning more easily because students learn happily. Intraltof multimedia applied in elementary school PPKn learning by teachers greatly influences the achievement of learning. Interactive multimedia greatly supports student learning activities effectively. The development of interactive multimedia must continue to be carried out, especially in PPKn learning for the sake of effective learning. Difficult material can be conveyed easily because of multimedia.

Keywords : Multimedia Interactive, PPKn Learning

Introduction

Education in elementary school (SD) is a very strategic thing in providing the earliest formal education. Elementary education is the foundation for success in following education at the next level and the foundation for the formation of human beings. Indonesia as a whole (Hakim & Windayana, 2016). Through basic education, Indonesian people are prepared to obtain basic skills in life to realize a reasonable quality of life and be able to develop it. Elementary school education will be a strong foundation for further education, provided that the education provided is appropriate and in-depth according to the needs of students (Harjono et al., 2015). The development of the era affects various aspects of life, one of which is in the world of education. Education is one of the aspects that determines the intelligence of a nation. In addition, the learning process that is carried out optimally affects the achievement of educational goals. For give understanding to participant educate can done through the use of learning media. Learning media is a method or tool used in teaching and learning activities that aim to stimulate the learning patterns of participants. educate so as to support the success of the teaching and learning process (Al-Ishmah et al., 2023). One type of learning media is interactive learning media by utilizing information and communication technology or using multimedia. Interactive learning media or called Also as a tool exercise that its use integrated with the aim of improving the quality of teaching and learning activities (Umarella et al., 2018).

Learning media can be used in every subject, one of which is in PPKn lessons. According to (Noventari, 2020), PPKn subjects are subjects that have the mission of fostering values, morals, and norms in a complete and

continuous manner. The goal of PPKn is to shape the character of good citizens, namely those who know, want and are aware of their rights and obligations. This makes PPKn very important in the development process of the next generation of the nation. Therefore, the success of PPKn Education will be very necessary. This success can certainly be achieved with various efforts and innovations in the implementation of PPKN learning. To foster better student interest in learning PPKn in elementary school is for teachers to create interesting and innovative learning media and can improve and foster student interest in learning so that the learning process runs interactively and is not a monotonous learning process. The formulation of the problem in this study is how interactive multimedia plays a role in PPKn learning in elementary schools. The purpose of this study is to determine the role of interactive multimedia in PPKn learning in elementary schools. Benefits of the study. The benefits of the study are for teachers as input for PPKn learning provisions in student SD, for student can develop self potential in a way optimal especially in learning PPkn in the future, for schools to be input for efforts to improve the learning process, so that it has an impact on improving the quality of schools and provides academic contributions in developing theories in the field of science being studied for practitioners.

Research Methodology

This research methodology uses qualitative research methods (Literature Reviews) for to reveal in a way clear the facts about the phenomenon that happened in the field, then do in-depth analysis of the results. Qualitative research (Literature Review) aims to understand the phenomena experienced by the research object comprehensively, such as perception, motivation, self-action, and description. through language and language forms through the use of specific natural contexts and various scientific methods. The research design in this study is through case studies. The participants in this study consisted of civics teachers and students.

Result & Discussion

Multimedia Interactive

Along with development instructional Media appear the term interactive multimedia which when viewed in the process of making and using it cannot be separated from computer devices. (Lestari & Wirasty, 2019) define multimedia interactive as A system computers with the capacity to deliver visual information and users interactively. According to (Hakim & Windayana, 2016) defines interactive multimedia as the integration of digital text, graphics, animation, audio, images, and video by providing users (individually) with a high level of control (user control) and interactive. Furthermore, according to (Pujiati & Yulianto, 2021), it is stated that multimedia interactive is a learning with using computers as a medium to deliver material by combining text, images, graphics, sound, animation, video and in presenting it, students interact directly with the computer to get the desired response. Yusuf et al., (2018) explained that interactive multimedia is a multimedia designed by someone so that its appearance fulfills the function of informing messages and has an interactive side to its users. In this case, there is a reciprocal relationship between the users involved interaction with application programs. Widyaningrum, (2016) explains that interactive multimedia is a combination of several media (audio, video, text or graphics) which contain interactive functions and are accompanied by navigation buttons to make it easier for students to learn independently, even interactive multimedia can complement and function as a substitute for teachers as learning resources. Based on the understanding of several experts, it can be concluded that interactive multimedia is one of the computer-based learning media that can function as a means to convey sufficient knowledge. effective, because can serve material in a way visual with integrate element text, audio, video, chart and animation in one unified view.

Learning PPKn in SD PPKn

PPKn has a mission as education of Pancasila values and citizenship for young people. Ontologically, this PPKn subject starting from values Pancasila and conception citizenship Epistemologically, the PPKn subject is an individual development program, and axiologically, the PPKn subject aims to mature students as members of society, citizens, and components of the Indonesian nation (Nurmawati et al., 2022). In addition, the objectives of PPKn learning in elementary schools include the following:
   a) So that student have ability in think critical, be nationalistic and have a Pancasilaist spirit
   b) Own outlook nationality in uphold tall country The Unity of the Republic of Indonesia with a sense of love for the homeland
   c) Own flavor unity and unity in maintain the Indonesian nation towards a better future
   d) Own mindset in solve problem which happen in a country.
   e) Have innovative work to raise our dignity and honor in front of other countries.

f) Embracing values Pancasila in everyday life .

Civic Education has quite a wide scope. The National Education Standards Expert Council (DPSNP) outlines the scope The scope of the Civic Education subject is as follows:

a) Unity and Integrity of the nation, including: living with differences, love for the environment, pride as an Indonesian nation, youth pledge, integrity of the Unitary State of the Republic of Indonesia, participation in defending the state, positive attitude towards the Unitary State of the Republic of Indonesia, openness and guarantee of justice

b) Norms, laws and regulations, including: order in family life, school rules, norms that apply in society, regional regulations, norms in everyday life. nation and state, national legal and judicial systems, international law and justice

c) Human rights include: children's rights and obligations, the rights and obligations of members of society, national and international human rights instruments, promotion, respect and protection of human rights

d) The needs of citizens include: living together in harmony, self-respect as members of society, freedom to organize, freedom to express opinions, respect for joint decisions, achievement. self, equal status of citizens.

e) The State Constitution includes: the proclamation of independence and the first constitution, the constitutions that have been used in Indonesia, the relationship between the basic principles of the state and the constitution.

f) Power and Politics, including: village and sub-district government, regional government and autonomy, central government, democracy and political systems, political culture, democratic culture towards civil society, government systems, the press in a democratic society.

g) Pancasila includes: the position of Pancasila as the basis of the state and the state ideology, the basis of the state, the process of formulating Pancasila as a practice. mark mark Pancasila natural life daily, Pancasila as open ideology

h) Globalization includes: globalization in its environment, Indonesian foreign policy in the era of globalization, the impact of globalization, international relations and international organizations, and evaluating globalization.

Based on the explanation regarding the mission, objectives, aspects and scope of PPKn learning, it is necessary to utilize interactive multimedia in PPKn learning and interactive multimedia can... it is said as media which effective if used for support student learning activities.

Conclusion

Based on several literature studies that have been conducted, it can be concluded that the role of interactive multimedia in PPKn learning in elementary schools is very important in order to improve students' understanding of PPKn learning in schools, so that the learning carried out by teachers does not look monotonous. In addition, the existence of interactive multimedia can help the development of student learning which is much more advanced because of the existence of a learning medium. The development of interactive multimedia must continue to be carried out, especially in learning PPKn for the sake of ongoing learning which effective. Material which difficult can can delivered with easy Because the presence of multimedia.

Refrences

Al-Ishmah, Q., Kirana Aljupri, S., Romdani, AS, & Nurani, A. (2023). The Role of Interactive Multimedia in PPKn Learning in Elementary Schools. *Elementary Education Plan* , *3* (1), 31.

Hakim, AR, & Windayana, H. (2016). The Effect of Using Interactive Multimedia in Mathematics Learning to Improve Elementary School Students' Learning Outcomes. *EduHumaniora | Journal of Elementary Education, Cibiru Campus* , *4* (2). https://doi.org/10.17509/eh.v4i2.2827

Harjono, A., Gunawan, & Sutrio. (2015). Interactive Multimedia in Learning Electrical Concepts for Prospective Teachers. *Journal of Physics and Technology Education* , *1* (1), 9–14.

Lestari, N., & Wirasty, R. (2019). Utilization of Multimedia in Interactive Learning Media to Increase Student Learning Interest. *Amaliah: Journal of Community Service* , *3* (2), 349–353. https://doi.org/10.32696/ajpkm.v3i2.289

Lubis. (2020). Learning Pancasila and Citizenship Education: (PPKN) IN SD/MI: Opportunities and Challenges in the Industrial Era 4.0. Prenada Media.

Lubis. (2020). Pancasila and Citizenship Education Learning: (PPKN) IN Elementary School/Islamic Elementary School: Opportunity And Challenge In Era Industry 4.0. Media Prenada .

Moleong, LJ (2009). Qualitative Research Methodology (26th ed.). Rosdakarya Youth.

Noventari, W. (2020). The Concept of Independent Learning in the Among System According to Ki Hajar Dewantara's View. Progressive Civics: Journal of Civic Thought and Research, 15(1), 83. https://doi.org/10.20961/pknp.v15i1.4 4902

Noventari, W. (2020). The Concept of Independent Learning in the Among System According to Ki Hajar Dewantara's View. Progressive Civics: Journal of Civic Thought and Research, 15(1), 83. https://doi.org/10.20961/pknp.v15i1.4 4902

Nurmawati, Kadarwati, S., Hariyono, M., & Dartani, MYR (2022). Improving Elementary School Teacher Competence Through the Use of Multimedia. *Indonesian Journal Of Community Service* , *2* (1), 75–82. http://ijocs.rcipublisher.org/index.php/ijocs/article/view/163/116

Pujiati, D., & Yulianto, D. (2021). Analysis of Early Childhood Learning Media Based on Technology Time Pandemic Covid-19.Effector, 8(1), 45–52. https://doi.org/10.29407/e.v8i1.15857

Pujiati, D., & Yulianto, D. (2021). Analysis of Technology-Based Early Childhood Learning Media During the Covid-19 Pandemic. Effector, 8(1), 45–52. https://doi.org/10.29407/e.v8i1.15857

Setiwan, D. (2013). Reorientation of the Main Objectives of Social Studies Education in a Global Perspective. Jupiis, 5(2), 60.

Simple Children with Mild Mental Retardation Class III. Special Education, 1–10. https://jurnalmahasiswa.unesa.ac.id/in dex.php/jurnal-pendidikan- khusus/article/view/30061/27561

Simple Children with Mild Mental Retardation Class III. Special Education, 1–10. https://jurnalmahasiswa.unesa.ac.id/in dex.php/jurnal-pendidikan- khusus/article/view/30061/27561

Umarella, S., Saimima, M. S., & Hussein, S. (2018). The Urgency of Media in the Learning Process. IAIN Ambon Journal, 1, 234– 241.

Utami, SW (2019). Implementation of Character Education Through Student Discipline Activities. Journal of Education (Theory and Practice), 4(1), 63. https://doi.org/10.26740/jp.v4n1.p63- 66

Widyaningrum, HK (2016). The Use of Audio Media for Improving Children's Fairy Tale Listening Skills in Grade IV Elementary School Students. Premiere Educandum: Journal of Elementary Education and Learning, 5(02), 200–209. https://doi.org/10.25273/pe.v5i02.284

Yusuf, W., Degeng, IN, & Adi, E. (2018). Development of Interactive Multimedia for Javanese Reading and Writing Lessons with Sandhangan for Grade IV Elementary School. JINOTEP (Journal of Innovation and Learning Technology) Studies and Research in Learning Technology, 4(2), 95–98. https://doi.org/10.17977/um031v4i220 18p095