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THE USE OF MULTIMEDIA MEDIA IN SIMULATION LEARNING MODELS TO IMPROVE MOTIVATION IN LEARNING PKn IN ELEMENTARY SCHOOL

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Abstract

Education plays a fundamental role in the development of a country, where teachers are the main subjects in the teaching process. In the current digital era, information and communication technology has a significant effect on the education sector, especially in increasing interactivity and collaboration in the learning process. This article aims to explore the use of interactive multimedia through a simulation learning model to improve student motivation and learning outcomes in the study of Citizenship Learning (PKN). Based on the literature, the use of interactive multimedia in a simulation model can produce a more concrete and in-depth learning experience, and support the variety of learning styles possessed by students. The findings of the study indicate that the use of interactive multimedia can increase learning motivation by creating an interesting and effective multisensory environment. In addition, the simulation model is also able to improve students' social skills, creativity, and courage in facing real situations. However, to achieve optimal results, the implementation of this technology must pay attention to the characteristics of the audience and the right learning needs. The selection of appropriate methods and media can accelerate the achievement of learning objectives and improve student learning achievement.

Keywords : Multimedia Media, Simulation Learning Model, Civics Learning Motivation

Introduction

Education is an important aspect in the development of a nation. Teachers as the main agents in the learning process have a central role in providing learning materials to students (Dermawan et al., 2023). In the ongoing digital era, the development of information and communication technology has resulted in changes that significant in the world of education. The use of technology in the learning process can provide benefits and a more interactive, collaborative, and student-centered learning experience. According to Amin (2020), PKN teachers are required to be able to integrate technology in the learning process so that the material delivered can be more contextual, interesting, and meaningful for students. The use of technology in civics learning can provide several benefits, including increasing interest and motivation to learn, facilitating contextual learning, encouraging active and collaborative learning, and preparing 21st century skills for students (Mayer, 2009; Aldrich, 2005; Duffy & Jonassen, 2013; Prensky, 2021). In this study, researchers attempted to apply a simulation learning model through the use of interactive multimedia to increase student learning motivation in civics learning. According to Asyhar (2011: 45) " *interactive multimedia simulation models* are a type of media used in learning activities by providing real imitations or more *real examples* of the learning process being undertaken". Interactive multimedia simulation models are an important component in implementing technology to overcome problems in the learning process. The simulation model is basically a learning strategy that aims to provide a more concrete learning experience by creating imitations of forms of experience that are close to the real atmosphere. Learning motivation is one of the factors that greatly determines the success of a learning media including various physical tools such as books,

software, and others. Hardware such as computers, televisions, projectors, and other devices (Anharuddin, referred to in the work of Gagne and Briggs). The availability of a variety of media in the world of education is a positive result of technological advances that are currently occurring. The implementation of the selection of the use of appropriate learning media is very important in achieving the learning objectives that have been set. The use of learning media in the classroom is expected to increase student interest in the material and facilitate the visualization of complex concepts (Anharuddin and Prastowo, 2023). Learning motivation is a factor that greatly determines the success of something. The learning process mentioned . Based on research conducted by Yanti (2019), learning motivation has been identified as one of the constructs that has the ability to increase and support the effectiveness of learning. According to (Sardiman, 2009) there are several characteristics of learning motivation, one of which is enjoying finding and solving problems. Boring learning methods will certainly affect students' learning motivation in class. This can cause students to become passive. Therefore, a fun learning method is needed to increase students' learning motivation.

Research Methodology

Library research where in this research, the researcher analyzes and synthesizes sources in the form of indexed journal articles and also popular books that serve as guidelines in the theme of this research. These sources are searched through online searches in academic databases such as Google Scholar, journals and other articles. The keywords used in the search include "civics learning motivation", "interactive multimedia", and "simulation learning model".

Result & Discussion

Tan Seng Chee & Angela FL Wong3 stated that multimedia traditionally refers to the use of several media, while multimedia today refers to the combined use of several media in presenting learning through computers. After the 1980s, multimedia was defined as the delivery of information interactively and integrated that includes text, images, sound , video or animation. Multimedia refers to computer-based systems that use various types of content such as text, audio, video, graphics, animation, and interactivity. There are three characteristics of media that are references to the reasons for using media and things that media may do that may not be accessible to teachers (or less efficient) to do so. The first sign is Fixative, which describes the ability of media to record, store, preserve, and reconstruct an event or object. The second sign is manipulative, which is the ability to shorten an event that actually has a longer duration. The third characteristic is Distributive, which refers to the ability to allow an object or event to be transported through space and simultaneously the event is presented to a large number of students with experiential stimuli. The situations associated with the event tend to be similar. Learning multimedia provides benefits in several teaching and learning situations. Philips stated that “IMM has the potential to accommodate people with different learning styles”. That interactive multimedia can accommodate different learning styles. Furthermore, Philips stated that interactive multimedia has the potential to create a multisensory environment that supports certain learning styles. Based on this, multimedia in the teaching and learning process can be used in three functions, namely as follows.

1. Multimedia can function as an instructional aid.
1. Multimedia can function as interactive tutorials, for example in simulations.
2. Multimedia can function as a source of learning guidance, for example, multimedia is used to store a series of microscope slides or radiographs.

According to (Prata and Lopes, 2005:38) several things that need to be considered when implementing this technology in teaching include :

1. How to learn the audience
2. Personal characteristics and culture of the target population
3. Specific characteristics of each multimedia component used
4. The advantages and disadvantages of each component (video, audio, animation, graphics, etc.)
5. Specific characteristics that cannot be separated from each material presented (different treatment between courses)
6. The need to accommodate different models (styles) in learning
7. The importance of interactivity and active participation from users
8. The need for a virtual environment (virtual learning environment) such as a supporting web-based application
9. The learning process is a complete continuity, not sporadic and disconnected events.

Simulation model is a model where children play and act as if acting. Learning that can improve social skills by doing simulation exercises, it can significantly improve skills in interacting with other humans. The stages in the simulation learning model according to Joyce and Weil (1980) are as follows: 1. Syntax (Procedures/steps), including the following: Stage I. Orientation Stage II. Exercise for participants Stage III. Simulation process Stage IV. Consolidation and debriefing. Sanjaya (2007), stated that there are several advantages and disadvantages to using simulation as a teaching method. The advantages of this learning model include:

1. Simulations can be used as provisions for students in facing real situations in the future, both in family life, society, and facing the world of work
2. Simulations can develop students' creativity, because through simulations students are given the opportunity to play roles according to the topics being simulate d
3. Simulation can foster students' courage and self-confidence
4. Enriching knowledge, attitudes and skills needed to face various problematic social situations
5. Simulation can increase student enthusiasm in the learning process.

The weaknesses of this learning model include:

1. Experience gained through simulation is not always accurate and in accordance with reality in the field.
2. Poor management, simulations are often used as a means of entertainment, so that learning objectives are neglected
3. Psychological factors such as shame and fear often influence students in conducting simulations.

According to Elliot Kratochwill, & Cook (2000, p. 363) there are two factors that influence motivation, namely attitude and needs. If students have a positive attitude towards learning, then learning motivation will increase, and vice versa. Likewise with student needs, if lessons are considered meaningful in students' lives, then student learning motivation will increase, and vice versa. Dimyati (2002: 95) suggests several ways to increase learning motivation, namely: (1) Giving students the opportunity to express learning obstacles they experience ; (2) Asking parents of students to give students the opportunity to actualize themselves in learning (3) Utilizing environmental elements that encourage learning (4) Using time in an orderly manner, reinforcement and a happy atmosphere focused on learning behavior (5) Stimulating students with reinforcement gives a sense of confidence that they can overcome all obstacles and will definitely succeed (6) Teachers optimize the use of students' experiences and abilities.

Conclusion

Based on the results of the literature research that has been carried out, it can be concluded that the use of interactive multimedia in simulation learning models has significant potential to improve students' motivation and learning achievement, especially in the context of Citizenship Education (PKN) learning. The use of interactive multimedia allows for the formation of a more concrete and interesting learning experience, while supporting the various learning styles possessed by students. Moreover, simulation models can support the development of students' social skills, creativity, and courage in facing situations similar to the real world. However, the application of learning models must consider the characteristics of the audience, student needs, and multimedia components used so that learning remains effective and achieves learning objectives. By choosing the right methods and media, students' learning motivation can be increased, so that it will support the success of the overall learning process.

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