THE ROLE OF TECHNOLOGY AND LEARNING MEDIA FOR ELEMENTARY SCHOOL STUDENTS IN CIVILITY EDUCATION LEARNING

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Abstract

The development of education at this time is really very fast, especially the development of digital education in Indonesia. However, digital technology can be used as a tool to assist students in carrying out the teaching and learning process in the classroom, with this technology we can get everything more easily and quickly, for example, such as searching for information, looking for teaching materials and so on. In the learning process a teacher can convey it in the form of learning material using media such as projectors, audio visual, educational game development, this is often done in order to make it easier for students to absorb and or accept all the material presented by the teacher and the process learning is more effective. The role of learning media in the learning and teaching process is an integral part that cannot be separated from the world of education. Citizenship Education in Elementary Schools aims to enable students to develop knowledge and skills that are useful for students in the life of society, nation and state. The purpose of this study is to determine the role of instructional media in strengthening civic education learning in elementary schools. This study used a qualitative method with the type of narrative research. The methods used in collecting data in this study were interviews, observation and documentation. The results of the study indicate that the role of learning media in strengthening civics education learning in elementary schools is to clarify the presentation of messages so that they are not too verbal, disseminate information widely, evenly, quickly, uniformly and with integrity, so that messages can be delivered as intended or desired. Technology can present logically scientifically and systematically and is able to complement, support, clarify concepts.

Keywords : Technology, Students, Citizenship Education

Introduction

Technology in the 4.0 era is an era where it has developed and advanced rapidly. But with the existence of technology, the development of science is now used as a tool in learning activities. With this technology we can get everything quickly. Namely, such as searching for information, looking for teaching materials to carry out the learning process that will be carried out. This technology is not new but has been around since the 80s, so that in the 21st century it is called the digital era, in this era the use of technology has become the needs of minors to adults to make it easier to get all the information and make it easier for the teaching and learning process for students and teachers. but in the 21st century. Learning skills using digital technology will help more quickly to improve life skills in students, and especially educators can easily develop learning materials and materials. According to the scientific approach, it illustrates that we as students must be able to follow the development of digital science and technology. Digital technology is a necessity for education at this time and the culture of the Republic of Indonesia (Kemendikbud) to develop new curricula and online systems and develop education towards a creative Indonesia in 2045. Adaptation is carried out to achieve a concept compatibility with the capacity of students and the competence of educators and their educational staff. Education in Indonesia is currently facing a big problem, but with the challenges of globalization that are increasingly widespread in all aspects of life. According to Sutrisno and Moerdiono in Sutrisno (2018) it is necessary to have construction in the world of

education to prepare prospective global citizens. Global citizenship is a form of developing basic human values in developing the rights and obligations of the state to carry out its duties. Among them one of the development of global citizens can get its job. One form of developing global citizens can be delivered in particular subjects, namely civic education (PKN), this is of course bearing in mind that citizenship education material has objectives, namely: (1) Have a constitutional commitment that is poured by a positive attitude and complete understanding of the 1945 Constitution of the Republic of Indonesia (2) Think critically. Rational and creative and has the spirit of nationalism and love for the motherland imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Bhinneka Tunggal Ika, and the commitment to the Unitary State of the Republic of Indonesia (3) Displaying characters that reflect appreciation, understanding, and experience of Pancasila values and morals personally and socially (4) Participate actively, intelligently, and responsibly as a member of society, the nation's bud, and its dignity as a creature of the almighty God who lives together in various socio-cultural arrangements (PP No. 32 2013). Citizenship education has a very important role and function in instilling Pancasila ideological values in which there are basic values of humanity and personality which of course form the basis of the concept of global citizenship, this is stated in the objectives of citizenship education. Citizens have duties and responsibilities to be able to carry out their duties as citizens properly. However, the role of citizens will experience a fundamental shift due to the development of a globalization system in every aspect of life. Therefore, it is necessary to prepare prospective citizens who are ready to face the shift in the order of life in the state. Through civic education it is hoped that it can form the main personality of young citizens who are smart, good and reliable. make changes for the better. The caring attitude in question is how to develop the ability to care not only for the community environment but it is better to emphasize it in the context of global society. The PKN learning process is interpreted as a vehicle for the formation of identity and love for the homeland through the internalization or personalization of religious and cultural values, which underlies the following values: human values, political values, values in education and technology, artistic values, economic values, and social values. health which is a basic human activity in the context of building better citizen insight, becoming a whole human being or having good morals, so that the perspective used is the internal aspect of the nation, or an Indonesian perspective.

Research Methodology

This study uses a qualitative descriptive design, which is research based on descriptive data, namely in the form of spoken, written words from someone and looking for theoretical references that are relevant to the problems found. Some data were taken from journals regarding students' interest in learning Civics. This research was Research and Development (R&D). Data collection techniques used were tests and non-tests. The variables measured in this study included the design and components of media game education in learning. Civics, student learning outcomes through the development of game education media in Civics learning, and student activities in learning through the development of game education media in Civics learning (Nasikhah Widihastrini, & Widodo, 2016, p.83-84). The next journal, which conducts classroom action research (CAR), in which the research was carried out in . This research cycle consists of 4 components, namely; **(1)** planning, **(2)** Implementation, **(3)** Observation, **(4)** Reflections that are carried out to observe the progress of Civics learning. About increasing student learning interest using media images (Jafrizal, Yusrizal, & Harha). Research in SD. The class used as research is class 5, the data collection technique used in this study is observation: 1). direct observation; 2). Test; and 3). Document analysis. The data analysis technique used in this study is interactive analysis. The interactive analysis model has 3 components namely; 1). Data reduction; 2). Data presentation; 3). Drawing conclusions that are carried out in the course of Civics learning about increasing student interest in learning using visual media. (Polymaroa, Kapline, & Hamid. p. 88). This research is included in the type of class action research (PTK) / class room action research. The research was carried out collaboratively, namely between researchers and class teachers. Data collection methods and instruments are tests and observations. Data analysis techniques, the data obtained by research are in the form of quantitative and qualitative data. (Anjana, 2016).

Result & Discussion

The results of the discussion from the journal "The Role of Technology and Learning Media for Elementary School Students in Citizenship Education Learning", namely development with several stages, among others, collecting problems based on interview results and student learning outcome data then analyzing the needs of students and teachers, then designing accordingly needs, and when the game education is ready, it is then developed to use software, namely Macromedia Flash. The form of display makes students interested because the appearance of game education is not only in the form of visuals but also audio. (Nasikhah, Widihastrini, & Widodo, 2016, p.84-88). The results of the discussion from this journal are that in its implementation the researcher acts as a

teacher, while my group mates are observers, and in student learning they are active. Accustomed to answering questions asked by the teacher. When the teacher displays media images to students, they are able to explain what is meant by these images, and are already able to give their opinion regarding the results of their work (Jafrizal, Yusrizal, & Harha). the expected completion limit, the expected goals have not been achieved. The reason is that student learning outcomes lack interaction between teachers and students or vice versa because they only use the lecture method and do not use technology as a learning media tool, so students are less active in the ongoing learning process. So by using visual media, after that it appears that there has been a pretty good increase. This shows that the use of visual media is quite effective in the learning process in class to increase students' reasoning, creativity, and the ability to relate one concept to another so that it has an impact on results; good learning for students or the teacher itself. (Polymaroa, Kapile, & Hamid, pp. 89-91). After that, there was a noticeable improvement. This shows that the use of visual media is quite effective in the learning process in class to increase students' reasoning, creativity, and the ability to relate one concept to another so that it has an impact on results; good learning for students or the teacher itself. (Polymaroa, Kapile, & Hamid, pp. 89-91). After that, there was a noticeable improvement. This shows that the use of visual media is quite effective in the learning process in class to increase students' reasoning, creativity, and the ability to relate one concept to another so that it has an impact on results; good learning for students or the teacher itself. (Polymaroa, Kapile, & Hamid, pp. 89-91).

The results of the study show that Civics learning is very important because it aims to foster and develop students to become good citizens. In addition, Civics teaches students to understand and be able to exercise their rights and obligations honestly and democratically in life as educated citizens, which is something which is very based on Civics lessons that teach tolerance, tolerance and mutual respect for one another. The results of this study also indicate a lack of interest in student learning in PKN learning. As for the PKN learning obstacles experienced by students, there are still some students who view Internship lessons as theoretical and conceptual subjects, Seeing from these results, we can imagine some of the ineffectiveness of PKN learning in every school, even though in the present century technology can be a solution in PKN learning, where this technology can become a medium in learning, for example: (1) Images which generally consist of graphic images and printed images, such as paintings or photographs that show the appearance of an object, diagrams that write down the relationship between concepts, organization and structure of material content, images play a very important role in the learning process which can facilitate understanding and strengthen the memory of images also foster student interest and can provide a relationship between the content of the subject matter and the real world (2) Video, the use of video media can increase the achievement of motivation to study Internships, which has the advantage of using video media, namely increasing memory retention about the learning objects being studied. The benefits of video media in PKN learning are that it can display images and sound simultaneously so that it is not only one of the sensory organs that works to capture information and video as well as being able to make material that is abstract in nature can be concreted so that students become enthusiastic and enjoy participating in learning (3) Power point is a program that is easy to use but students will not get bored and the program is usually used frequently and available in schools so that the benefits of power point are the benefits of student learning power point can be focused on the power point (4) Game education, designed according to the needs of students and teachers developed using software, namely micro media flash which is then modified into a display form that makes students attractive because the appearance of game education media is not only in the form of visuals but also audio (5) Cube puzzle, cube puzzle or what is always abbreviated as PUKU which is a type of puzzle game modified by incorporating PKN subject matter that specializes in the introduction of Pancasila and its values. Which is the benefit of the material and makes it easier for teachers to provide and carry out teaching. Based on the description above, there are many technologies that we can use and we often encounter, because learning using technology does not only have to always use a projector, the evidence with media images or others can increase student learning interest. That way you can get to know the obstacles that often occur in Internship learning can be minimized and there are no more boring words when studying PKN.

Conclusion

Digital technology is an educational necessity nowadays, especially in PKN subjects because the PKN learning process is interpreted as a vehicle for forming identity and love for the homeland through internalization or personalization of religious and cultural values that underlie political values, educational science values and technology. Artistic value, economic value, and health value which are basic human activities in order to build a better state outlook. That is why PKN learning is so important for students to foster a sense of love for the motherland, but some research results show that PKN learning has been less effective so far, usually using the lecture method, power point.

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