



## DEVELOPMENT OF ANIMATED VIDEOS IN PANCASILA AND CITIZENSHIP EDUCATION LESSONS TO IMPROVE STUDENTS' COURTESY ATTITUDE IN PRIMARY SCHOOL 050753 PERLIS

**Salamah Tarigan<sup>1</sup>, Sherly Adella<sup>2</sup>, Reni Ramadhani<sup>3</sup>**

<sup>1,2,3</sup> Primary School Teacher Education, Education, STKIP Al-Maksum Langkat, Stabat, Indonesia

Email: <sup>1</sup> [salamahtarigan10@gmail.com](mailto:salamahtarigan10@gmail.com), <sup>2</sup> [Sherlyadella442@gmail.com](mailto:Sherlyadella442@gmail.com), <sup>3</sup> [renniamadhani@stkipalmaksum.ac.id](mailto:renniamadhani@stkipalmaksum.ac.id)

### Abstract

Pancasila and citizenship education is learning to apply moral and religious values to students through science and these values are applied to oneself, family, friends, educators, and the people around them, or to God. The social growth of elementary school children has been carried out from an early age, such as being polite and respecting parents. However, there are still many elementary school students who still do not apply these polite attitudes. Therefore, we conducted research on students at SD 050753 Perlis using animated videos as a learning medium for PPKN. The aim of this research is to improve the polite attitudes of SD 050753 students by developing animated videos in Pancasila and citizenship education lessons. The method used in this research is *Research and Development* (R&D) with 5 stages, namely *Analyze, Design, Development, Implementation, Evaluate*. The results of this research were that 97% of the students felt interested in the new learning system using animated video media and the results of the interview tests conducted with the students also showed that the students' level of politeness had increased. The research conclusions obtained from the development of this animated video show the effectiveness of improving students' polite attitudes and increasing students' interest in learning Pancasila and citizenship education.

**Keywords :** Elementary School, Animation Video, Pancasila and Citizenship Education  
Country, Manners

### Introduction

Education is a process of changing behavior and increasing knowledge and life experience which allows students to become more mature in thinking and behaving. Education has a very important role in determining and assessing the development of a nation. This is a process that goes beyond just imparting knowledge, but is a long journey which shapes personality, and opens insight, as well as hones skills, and guides a person to be able to contribute positively to the surrounding environment (Bhughe, 2022). There are three ways to pursue education, namely informal, formal and non-formal. Informal education includes family and environment, which is related to forms of independent learning activities. Formal education generally goes through structural education pathways such as primary, secondary, tertiary and tertiary institutions. Meanwhile, non-formal education outside formal channels is often referred to as out-of-school education. Pancasila and citizenship education is a subject that has a big responsibility in building the character of tolerance, democracy and good moral character in each student because Pancasila and citizenship education is a moral education that must be given to shape children's personalities so that they become good human beings, society and good citizens, so they are able to anticipate symptoms moral crisis and play a role in developing the younger generation (Fitriyah & Wardani, 2022). However,

based on observations and interviews conducted by researchers on December 3, 2023 at SD 050753 Perlis, researchers found several problems related to students' attitudes and character which are still a concern for teachers due to the lack of courtesy of students towards each other and teachers. Apart from that, there is also a lack of tolerance between fellow students in terms of religion, race and culture. This is based on the lack of character education that can be obtained through Pancasila and citizenship education lessons at school. Students often think that Pancasila and nationality education lessons are unpleasant and boring lessons. Based on observations and interviews conducted at SD 050753 Perlis with teachers, it can be seen that the problems that occur with students during the learning process are that teachers have not been able to maximize and develop learning resources. Teachers only use teacher handbooks and learning guides from the internet as sources of teaching materials. Not only that, teachers still rarely use learning media when implementing the learning process. The teacher only uses simple learning media, the media the teacher uses does not maximize Pancasila education learning so this results in students being less interested and not focused on the learning material presented by the teacher. During the learning process the teacher only explains and mentions examples, so students experience difficulty in developing thought patterns and find it difficult to express their ideas broadly.

Rapid advances in technology and globalization have both positive and negative impacts on the development of adolescent morality. Therefore, technological advances are not only enjoyed by adults, elementary school students can also enjoy the results of current technological developments. Technology is widely used throughout the world of education as a means and infrastructure for interaction between educators and educational participants. An educator must be proficient in using technology so that when teaching and learning can get optimal results. Current technological developments have both positive and negative impacts. The positive effect is to encourage people, especially in the world of education, to use existing technologies because the technology is currently in circulation. can make activities easier. In terms of learning media , of course there are many kinds of learning media available, according to Gagne and Briggs, they implicitly say that learning media includes tools that are physically used to convey the content of teaching material, which consists of, among others, books, tape recorders, cassettes, video cameras, videos. recorder, film, and slides (picture frames), photos, drawings, graphics, television and computers. Criteria for selecting media source from the concept that media is part of the overall structural system. There are several criteria that should be paid attention to when choosing media, according to the goals to be achieved, appropriate to support learning content that is facts, concepts, principles or generalizations, practical, flexible and sustainable (Desi Pristiwanti, Bai Badariah, Sholeh Hidayat, 2022). (N. Hayati, et al. 2017) stated in his journal that audio-visual learning media is an intermediary medium whose absorption is through sight and hearing so as to build conditions that can enable students to acquire knowledge, skills or attitudes that are used to help achieve learning goals. It can be concluded that the lack of character education received by students causes a lack of politeness and tolerance towards others because students are not interested in learning Pancasila and citizenship education which is based on the lack of learning media provided by teachers and the school.

## Research Methodology

This research uses a type of development research or *Research and Development* (R&D). Development research is a research method used to produce certain products and test the effectiveness of a product (Sugiono, 2019). The development model used in this research is the ADDIE model which consists of five steps, namely: *Analyze, Design, Development, Implementation, Evaluate* (Susilawati , 2022). The method used in this research is a qualitative descriptive method. Qualitative descriptive procedures are postpositivist study procedures used to study the natural state of objects (as opposed to experiments) where the researcher is the key instrument for the procedure for collecting information using triangulation (combination), data analysis is inductive/ qualitative, and the results of qualitative research emphasize meaning rather than generalization. Deep data collection. This research involves carrying out observations at elementary schools. The research instrument used in this research was to obtain valid data regarding how many elementary school students instill character values in themselves. The subjects in this research were fourth grade students at SD 050753 Perlis. The sample form taken in this research is an experiment in making a product in the form of a learning animation video that will be shown to fourth grade students at SD 050753 Perlis and the data obtained from the results of the experiment were obtained from informants through questionnaires that had been distributed in elementary schools directly by the researcher. The research instrument used was an assessment questionnaire to identify the need for data analysis carried out on the questionnaire. Next, the data or information obtained is reduced by summarizing, selecting the main things, focusing on the important things, and then the data presented organized so that it is easy to understand, as well as drawing conclusions from

the overall data as findings study.

## Result & Discussion

The development of animated videos for class IV Pancasila Education subjects in elementary schools using the ADDIE development model has been successfully implemented.

### Validation of Animated Videos for Pancasila and Citizenship Education Lessons

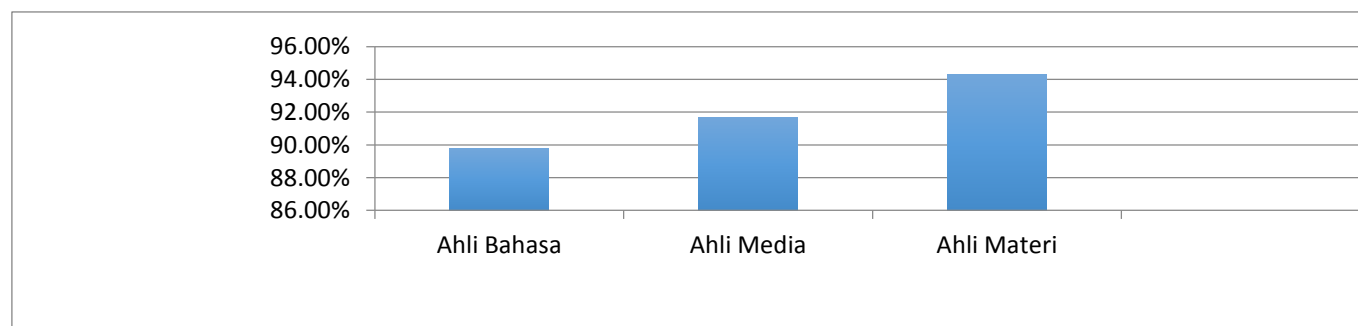
**Table 1. Validation Results**

No	Rated aspect	Score
1.	The material presented in the animated video is in accordance with the teaching module.	5
2	Opening animated video using interesting words.	4
3	The background used in the animated video is attractive	4
4	Interesting animation	5
5	Animated videos are easy to understand	5
6	The writing is clear and easy for students to understand	5
7	The audio/sound used in the animated video is clear	5
Amount		33
Score (%)		94.28%

Based on the table above, validation gets a score of 33 so it gets a value of 94.28%. This score is included in the very valid category. Based on the results of validation that has been carried out using an interview instrument. And then a product trial is carried out by appointing students as assessors. The individual trial by selecting 3 students from SD 050753 PERLIS got a result of 94.28% with very good qualifications, and the small group trial by selecting 9 students from SD 050753 PERLIS got a result of 95% with very good qualifications. Several views of the products that have been developed are presented in the following image. Figure 1. Image before using audio-visual media-based learning. 2. Appearance after using audio-visual video-based learning media. The material taken is the constitution of norms in society.

**Table 2. Expert Validation Results**

No	Validation	Percentage	Criteria
1	Linguist	89.78%	Worthy
2	Media Expert	91.70%	Very Worth It
3	Materials Expert	94.28%	Very Worth It



**Picture 1. Expert Validation Results**

From the validation results carried out by linguists, material experts and media experts in table 1 and figure 1 above, it is known that animated video media is based on *Canva and Capcut*. It's suitable for use. These results are known from feasibility results that have been validated by linguists, material experts and media experts. The validation results carried out by linguists were 89.78% categorized as adequate. This is supported by Setyawan et

all (2022) with a percentage of 86% categorized as feasible. Meanwhile, Nurwidiyanti & Sari (2022) said that the validation results by linguists, namely 91%, were categorized as very appropriate. Based on material experts, namely 90.25% with a very feasible category. This is supported by Haryaningrum et al (2023) who said that material experts with a percentage of 96.6% were categorized as very suitable. Meanwhile, Salma et al (2023) said that the results of validation by material experts with a percentage of 90.45% were categorized as very feasible. According to media experts, 93.80% is categorized as very feasible. This is supported by Parinduri et al (2022) who say that media experts with a percentage of 89% are categorized as very qualified. Meanwhile, Baalwi said that the validation results by media experts with a percentage of 80% were categorized as valid. After the animated video media based on *Canva and Capcut* is declared suitable and effective for use with fourth grade students at SD Negeri 050753 Perlis, then the animated video media based on *Bascanva and Capcut* will be tested on students. Trials were carried out at pretest and posttest. The aim of holding pretest trials and post-test trials is to determine the increase in student learning outcomes in learning Indonesian using animated video media based on *Canva and Capcut*.



**Picture 2. Before Using Audio Visual Media Based Learning**



**Picture 3. Views after using audio-visual video-based learning media. The material taken is the norm in society.**

#### *Practicality of Animation Video*

**Table 3. Results of Practicality of Teacher Responses**

No	Rated aspect	Score
1.	The material presented in the animated video is in accordance with the teaching module.	5
2	The appearance of animated characters in interesting animated videos .	4
3	The animated videos developed can help teachers actively involve students in learning.	4
4	The quality of the animated video displayed is clearly visible.	5
5	The audio/sound used in the animated video is clear	5
6	The animated videos developed can make it easier for teachers to help students understand the material.	
Amount		29
Score (%)		97%

The results of the expert practitioner assessment questionnaire conducted by the class IV teacher obtained a

total score of 29, thus getting a score of 97%. This score is included in the very valid category and there are no suggestions or improvements from practitioners.

#### *The Effectiveness of Animation Videos as a Learning Media*

**Table 4. Results of the Effectiveness of Animation Video as a Learning Media**

Respondent	Complete Category	Category Not Complete
Class IV Students	22	3
Average	$(22/25 \times 100) = 88\%$	$(3/25 \times 100) = 12\%$

Based on the table above, it shows that there were 22 students who got grades in the complete category and there were 3 students who received incomplete results. So it was found that the average effectiveness in the complete category was 88% and the average in the incomplete category was 12%.

#### *The Effectiveness of Animation Videos in Improving Student Manners*

**Table 5. Interview Results on the Effectiveness of Improving Student Manners**

No	Question	Yes	No
1.	Do you understand manners?	90%	10%
2.	Do you knock on the door before entering the room?	85	15%
3.	Will you ask permission if you borrow something?	90%	10%
4.	Did you say hello to the teacher?	90%	10%
5.	Do you apologize if you make a mistake?	100%	-
6.	Do you say thank you?	100%	-
7.	Do you obey your parents' orders?	100%	-
8.	Do you always help your parents?	100%	-
9.	Are you always patient in facing everything?	85	15%
10.	Are you always honest with your parents?	100%	-
11.	Do you always respect your friends?	100%	-
1.2	Are you a forgiving person?	100%	-
13.	Are you a responsible person?	97%	3%
14.	Are you obedient in worship?	100%	-
15.	Have you become more polite after learning about Pancasila and citizenship education after watching the animated video?	100%	-

Based on the results of the analysis which aims to test a product that has been made, it can be concluded that the average student can be motivated and interested in the results of the product that has been made, because the results of all the questionnaires that have been collected and the results of interviews all students in class IV SD 050753 Perlis understand and understand the learning material related to manners and almost all of the students have demonstrated and implemented commendable manners and character. Then this is also supported by learning media because basically learning media in audio-visual form will be easier for most students to understand because learning in audio-visual form, especially through animated videos, will make students interested, not get bored quickly and understand the material being presented. because the colorful appearances of colors, letters, audio and animation can attract students' attention, therefore the results of this research also show that learning media has a very important role in the learning process. Learning can not only be effective but also prevent children from getting bored easily during the process the learning takes place.

#### **Conclusion**

Based on the results of the research conducted, it can be concluded that the average student in Class IV SD 050753 Perlis can be motivated and interested in the products that have been created, because basically learning media in the form of audio visuals will be easier for most students to understand so that the material provided His

presentation is also simpler, therefore the results of this research also show that learning media has a very important role in the learning process, not only can it be effective but also prevent children from getting bored easily during the learning process. The character of the students themselves experienced an increase in politeness towards older people, teachers and fellow students and they showed more respect for differences.

## References

- Aqmila, D. (2023). *Design of Python Programming Language Learning Media Using the Scratch Application for Junior High School (SMP) Students* (Doctoral dissertation, UIN Ar-Raniry Faculty of Education and Teacher Training).
- Desi Pristiwanti, Bai Badariah, Sholeh Fitri, SFN (2021). Educational Quality Problems- Kan Indonesia. Journal Risdiany, H., & Dewi, DA (2021). Strengthening National Character as Implementation of Pancasila Values. *Indonesian Education Journal* , 2 (04), 696-711. Tambusai Education, 5(1), 1617–1620.
- Hamdani, Teaching and Learning Strategies. CV Pustaka Setia, 2011.
- Hidayat, RSD (2022). *Journal of Education and Counseling*. 4,1707–171
- N. Hidayati, N. Hakim, and M. Sulton, Zakki, "Character Education Through Routine Habits to Instill Islamic Education Values in Elementary/MI Students," *J. Islam. Elem. Educ.*, vol. 2, no. 2, pp. 47–61, 2020.
- N. Lestari, Dwi, R. Hermawan, and D. Heryanto, "Development of learning media using powtoon for elementary school thematic learning" *Educator. School Teacher. Basics*, vol. 3, no. 3, pp. 33–43, 2018.
- Nurwidiyanti, A., & Sari, PM (2022). Development of flipbook learning media based on scientific literacy in elementary school science learning. *JurnalBasicedu* , 6 (4), 6949-6959.
- Nurhamidah, SD, Sujana, A., & Karlina, DA (2022). Development of Android-Based Media on Solar System Material to Improve Students' Mastery of Concepts. *Pendas Cakrawala Journal* , 8 (4), 1318-1329.
- Haryaningrum, V., Reza, M., Setyowati, S., & Ningrum, MA (2023). Development of digital picture story book media based on local wisdom to develop moral intelligence in early childhood. *Indonesian Education Journal* , 12 (1), 218-235.
- Saiful, H. Yusliani, and Rosnidarwati, "Implementation of Character Education: Al-Ghazali & Thomas Lickona's Perspective at the MeunaraBaro Integrated Ibtidaiyah Madrasah, Aceh Besar Regency," *Islamic Education. J. Educator. Islam*, vol. 11, no. 01, pp. 721–739, 2022.
- Salma, AD, Windiyani, T., & Purnamasari, R. (2023). Development of an E-Module Based on a Class IV Flipbook Application with the Subtheme The Beauty of Cultural Diversity. *Didactic: Journal of Science PGSD STKIP Subang* , 9 (2), 2325-2335.
- Sumarni, S. (2019). Five-stage research and development (R&D) model (MANTAP).