



CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS USING EDUCATIONAL GAMES AS A LEARNING TOOL

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Abstract

On generally participant educate feel reluctant For learn education citizenship. Some of the problems are educational learning citizenship Which tend No interesting, boring, mistake students in interpreting and understanding the values contained in education citizenship, limited time Which used For make media learning, lack of Skills which are owned in make ICT-based learning media, and unavailability of costs. Therefore, need exists effort to increase learning education citizen- state. Objective study This is For produce something media Which Ready to be filled with content and usage scenarios, so that it becomes a media interesting And can increase motivation Study student. Method study This is in quantitative and qualitative form. Quantitative data data which is obtained using questionnaires or questionnaires, while qualitative data takes the form of: 1.) Data beginning about results observation and interview with lecturer eye studying citizenship education on the implementation of learning in the classroom; And 2.) Data on comments and suggestions from validators. Achievement targets in research This is For produce product form media learning games education with Microsoft Power Points based Visual Basic on eye lesson citizenship education used to improve the governance process learning nor competence participant educate.

Keywords : Citizenship education, educational games, elementary school.

Introduction

Education is a process in which knowledge, skills and values are conveyed to students by a group of more experienced people or knowledgeable Community Service Journal usually from one generation to the next. This process involves interaction between teachers or educators and students, with the aim of increasing knowledge, understanding and skills. Education is a field that must be prioritized, supported by experience-based learning that can enable students to relate abstract concepts to real-world situations, thereby enabling deeper and more relevant understanding, natural learning environments can include field trips, practical experiments, collaborative projects, and the use of natural resources or the surrounding context as learning materials. In the fields of science and technology as well as preparing quality human resources, the government aims to educate the nation's children through National Education. However, there are various obstacles and challenges in developing potential and achieving educational goals. In the group of Citizenship teachers at SMKN 1 Makassar, it was found that 80% of the majority of Citizenship teachers experienced difficulties in implementing learning media that was interesting and made it easier for students to understand the material being taught. This shows that there is an urgent need to

increase creativity in the presentation of citizenship learning. Learning media refers to various tools, resources, or methods used in the learning process to help students understand and assimilate information better. Learning media can be physical objects, such as textbooks, whiteboards, models, or teaching aids, or can be digital media, such as video, audio, animation, educational software, or online learning platforms. The aim of using learning media is to increase the effectiveness of learning by presenting interesting, interactive content and facilitating better understanding of concepts⁸. Learning media can help students develop cognitive, visual, auditory and tactile skills¹⁰. Apart from that, learning media can also provide a deeper learning experience through the use of images, graphics, videos, simulations and other interactive elements¹¹. Educational game learning media is a very effective alternative vehicle for civics learning, both online and offline¹². Through the use of educational games, students can learn in an interactive, fun and in-depth way to help with civic education learning. Interactive games based on mobile applications that allow students to learn interactively¹³. Games can include quiz questions, puzzles, role simulations, or challenges involving an understanding of citizenship, ensuring the game is engaging and provides informative feedback to students. Animated images and quiz content include interactive links to dig deeper on civics topics. Citizenship education is an important part of the curriculum in many countries. This is education that aims to equip students with the knowledge, skills and attitudes necessary to become responsible, active citizens and participate in community life^{14,15,16}. Material in citizenship education usually covers various topics including: Country History, Government Systems, Citizens' Rights and Obligations, Democratic Values, Global Perspective, Social Engagement. Education citizenship hold role important in education in development of science and technology (IPTEK), and plays an important role in the process technological developments in the 21st century today (Hamalik, 2010). In general, participants educate feel reluctant For learn material education citizenship Because a number of problematic, among them that learning education citizenship tend No interesting, boring, and students make mistakes in interpreting and understanding values contained in citizenship education. Besides that, there are also time limitations used For make media learning, lack of Skills Which owned in creating ICT-based learning media, and the unavailability of costs is one factor in not enough interesting process distribution information education citizenship to participateducate.

Generally on moment process activity learning education citizenship, based on results observation Which done by researcher, educator tend use media from Microsoft Power point Which as is And method lecture than use media learning ICT based. This will have an impact on students' motivation and interest in learning, Because lack of variation in learning. By Because That, need exists effort For increase learning education citizenship interesting And pleasant. According to Suartama (2010) Wrong One factor Which affect quality learning is application of technology and utilization of technological developments in the learning process or the process of conveying information to students. Multimedia is one of the uses technological developments that are most in demand in learning today. Multimedia is media Which Already complete And is combined from text, chart, audio, animation, And other media components. Sudjana (2012) in his research stated that The benefits of learning media in the student learning process, namely: 1.) Learning media can be make the learning environment more interesting and foster learning motivation; 2.) Give convenience understanding keada participant educate; And 3.) Participant educate No only hear description Teacher just, but Also activity other like observe, do, demonstrate, And other etc, so more Lots variation activity learning. Hamalik (2013) stated that the benefits of learning media in the learning process namely: 1.) Reducing verbalism by laying concrete foundations for thinking; 2.) Increasing students' attention through interesting learning models; 3.) Laying basics Which important For development Study; 4.) Grow characteristic independent; 5.) Grow thinking Which regular And sustainable; 6.) Help development ability language by increasing understanding; 7.) Provide experiences that are not easy obtained with method other; And 8.) Help development efficiency Which more deep as well as diversity Which more Lots in Study. Multimedia learning Which used should designed with objective so that process learning become more easy, pleasant, And No complicate things participant educate in learn, as well as understand material Which available in learning multimedia used. According to Binanto (2010) media or multimedia consists of from 3 type, that is: multimedia interactive, Hyperactive, And linear. Multimedia interactive is multimedia where students can control what and when multimedia elements will is displayed (Ubaedillah & Rozak, 2013). In delivery, multimedia interactive consists from 8 the type of delivery is wrong the other is multimedia based *games*. *Games* are generally used to practice material without a structure for delivering the content of the material who are bound (Nasikhah, Widihastrini, & Widodo, 2016). According to Ismail (2009, p. 112) *educational games* or game education is something activity which

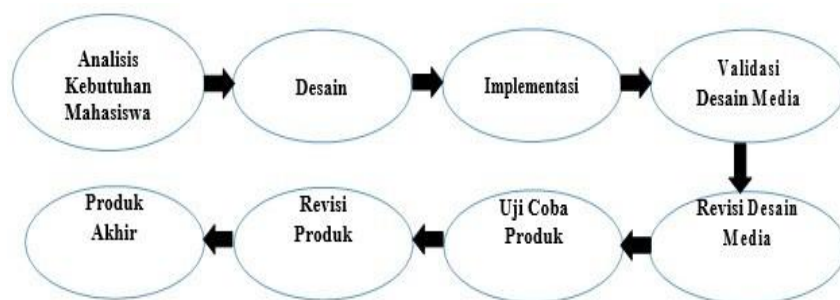
pleasant, can educate, useful for improving language and thinking skills, as well as increasing social values participant educate in get along in environment public surroundings. Game educative or *Educational games* are game *platforms* designed with specific goals as one of the tools or media in achieving educational goals (Kemp & Dayton, 1985). *Developer* or developers must take into account various things so that *educational games* are developed can really educate, increase knowledge, and improve *user* skills use it (Costikyan, 2013). Target segmentation *user* Also must customized in *educational game development*, both in terms of game difficulty level, visual animation design Which displayed, until election combination color Which in accordance with target user multimedia (Dönmez, Tekçe, & Kirit, 2020).

Ismail (2009, p. 138) revealed that *educational games* can function as: 1.) As knowledge knowledge Which given to child through process learning play while learning (*learning by games*); 2.) Grow and stimulate the development of thinking power, power creativity, and language in order to foster good attitudes, mentality and morals; 3.) Create environment play Which interesting, give flavor safe, And pleasant; And 4.) Increase quality learning. Study previously Which done by Sri Wahyuni (2016) show a number of superiority in use *educational games* as media learning, that is 1.) Can made as tool help For explain material in in class; 2.) Can made media learning in a way independent by participant educate; 3.) Can used by all people; 4.) The material presented is presented more concisely and clearly; 5.) Media Learning can be equipped with various features, such as *quizzes* and providing *feedback* as reject measuring or evaluation achievements participant educate; And 6.) Size files Which relatively more small rather than learning media using learning videos. According to Novitasari (2016) with using Microsoft PowerPoint multimedia based on Visual Basic can be one internal alternative classroom learning. The implementation of character education in schools should be based on character values basic values which then develop into broader values according to needs, conditions and the school environment itself. This is in accordance with research conducted by Saputra (2012) who analyzed the existence of citizenship education learning as Value education in building national character. Research conducted by Akbal (2016) shows that one of the determining indicators for the existence of a nation and state is if its people own values character Which Good Which in accordance with base philosophy his country. Values character Which built through education citizenship in a way juridical formal become Wrong One eye lesson must at each level education, start from school base until with college tall. Study which is conducted by Aji (2018) describe role education citizenship as formation character participant educate through process approach based value for realize *good citizen*. Based on this description, researchers tried to innovate by utilizing and develop media learning with Power point based Visual Basic For educational games or *educational games* as a forum for multiple choice questions and essays and presenting information in several formats, including audio, video, text , animation. And picture. Objective developed *educational games* on study This is For produce a media that is ready to be filled with material content and scenarios, so that it can be interesting and accessible increase motivation Study participant educate. With use *educational games* as media learning, especially in civic education learning, is expected by educators can the more professional in designing something media learning. Educator only need time which relatively short for make media which interesting and interactive, so that students are more motivated in participating in the process of teaching and learning activities. this matter is something which urgency because if matter the no done, so results exam and process delivery information to participant educate no will be optimal.

Research Methodology

The method used in my research is using a research and development (R&D) approach. According to Sugiyono (2010), research and development (R&D) methods are research methods used to produce certain products and to test the effectiveness of the products being developed. The development research approach in multimedia educational game learning products in this research aims to determine the level of feasibility and what the results of the implementation of learning media were when it was tested on respondents. Based on the R&D research method, the research systematics used in this research are: analysis of student needs, design, implementation, media design validation, media design revision, product testing, product revision, and final product. The systematic flow of research using the R&D method according to Sugiyono (2010) can be seen in Figure. The type of research used in this research is R&D, which is a research method used to develop or perfect certain products and test the effectiveness of these products. The research was conducted at the PGSD Study Program. The respondents in this research were 25 students from the PGSD Study Program at Hasyim Asy'ari University Jombang who were taking

citizenship education courses. Data collection techniques are carried out through interviews, questionnaires, observation and documentation. The use of this research method is quantitative and qualitative. Quantitative data is data obtained using a questionnaire or questionnaire, which consists of: 1.) Instrument validation questionnaire, material validation, media validation, and learning media trials; 2.) Material expert validation questionnaire, media expert validation questionnaire, and learning media product trial questionnaire, while the qualitative data is in the form of: 1.) Initial data regarding the results of observations and interviews with lecturers in citizenship education courses regarding the implementation of learning in the classroom; and 2.) Data on comments and suggestions from validators.



1.

Result & Discussion

The research results began with validation of the assessment carried out by experts, namely experts materials and learning media experts. The aspects of material assessment that are assessed are: 1.) Identity lesson plan; 2.) Formulation of indicators; 3.) Formulation of learning objectives; 4.) Selection of teaching materials; 5.) Selection of learning resources; 6.) Selection of learning media; 7.) Learning methods; 8.) Scenario learning; 9.) Assessment; 10.) Student worksheets (LKS); and 11.) Language. Data recapitulation evaluation results validation device learning. Based on the results that have been obtained, the results of material expert validation of the learning material presented in the *educational game learning media* that was developed got an average The assessment from validator 1 was 3.8 and validator 2 was 3.7 in the very good category average from second validator is as big as 3.73 with category very Good. Material Which served in the *educational game learning media* which was developed referring to the 2006 curriculum (KTSP) and declared suitable for use or trial with revisions according to suggestions. Furthermore, aspect Which assessed from design media learning *educational games* Which developed, namely: audio-visual aspects, content aspects, and other aspects. Data from validation of learning media by experts media. Based on the results that have been obtained, the validation results of media experts' assessments of learning media that was developed showed an overall average score from validation results from media experts of 3.79 and is in the very good category, so it is concluded that based on the results of expert validation media, media learning *educational games* worthy For tested with revision. Making media learning must be adapted to the function of learning media as expressed by Munadi (2010, p. 36) states that the learning media developed must be focused on the following functions: as a learning resource, semantic function, manipulative function, psychological function, and social function cultural. Product revisions are used as improvements in product development for media The learning developed is suitable for use. Product revisions are carried out in accordance with suggestion from para expert, that is expert media And expert material. Comment or suggestion expert media to revision instructional Media on aspect audio visual can be seen on Table 3. Question Which served on media learning *educational games* Already through stage calculating validity and reliability tests using SPSS *software* . The purpose of the test The validity and reliability are used as a reference for revision of evaluation questions. The questions presented declared valid if $\text{sig} \leq 0.05$. Validity results of multiple choice questions using *software* SPSS can be seen in Table 4. Validity test results using SPSS *software* The multiple choice test based on Table 5 obtained the following results from the 10 questions presented all of them stated valid. Results reliability Which done obtain coefficient as big as 0.562. Test reliability said reliable Because *Cronbach's Alpha* not enough from 0.6. After test validity And reliability furthermore tested try usage.

Table 1. Results Validity Question Multiple choice

No.	Sig. 2 tailed	Decision
1.	0.007	Valid
2.	0.006	Valid
3.	0.005	Valid
4.	0.017	Valid
5.	0.027	Valid
6.	0.045	Valid
7.	0.003	Valid
8.	0.008	Valid
9.	0.009	Valid
10.	0.028	Valid

After carrying out the learning activity process using *educational media game* being developed, then students are asked to fill out a questionnaire contains responses to the learning process that has been carried out. Number of respondents who filled in questionnaire as much 25 person. Objective done charging questionnaire is For see response touse media learning *educational games* Which implemented on activity learning. The aspects assessed include: aspects of student interest, appearance aspects, and aspects Language. Results of recapitulation of assessments carried out by respondents regarding learning media *educational games* can be seen in Table 5. Based on the data in Table 5, it can be concluded that results average score get mark as big as 88.4 with category very Good. PowerPoint-based interactive learning media with morals, values and material Norms in citizenship education courses are developed based on steps learning design according to Borg and Gall. The steps according to Borg and Gall starting with identifying potential and problems, collecting data, designing product, do validation design, revision design, test try product, revision product, test try usage, And revision end (Basuki, 2014). In development media learning , researcher notice criteria for good learning media based on advice and input from experts, so that the media made in accordance with objective learning (Subiyanto, 2017). Development media learning. *The educational games* in this research have gone through a validation stage by media experts and material experts. Guidelines for carrying out validation are based on three aspects, namely: audio-visual aspect, content aspect, and other aspects. The results of the recapitulation of assessments carried out by media and material experts can be obtained seen on Table 6.

Table 2. Evaluation Respondent Test results Try Products

No	Amount Score	Mark	Classification
1	90	90	Very well
2	80	80	Very well
3	70	70	Very well
4	80	80	Very well
5	90	90	Very well
6	100	100	Very well
7	100	100	Very well
8	80	80	Very well
9	70	70	Very well
10	80	80	Very well
11	90	90	Very well
12	100	100	Very well
13	80	80	Very well
14	90	90	Very well
15	90	90	Very well
16	80	80	Very well
17	80	80	Very well

18	90	90	Very well
19	100	100	Very well
20	80	80	Very well
21	90	90	Very well
22	100	100	Very well
23	100	100	Very well
24	100	100	Very well
25	100	100	Very well
Amount		2210	Very well
Average		88.4	

Based on Table 6, validation recapitulation from media and material experts obtained an average score of flat whole as big as 3.84. Daat concluded that media learning *educational games* enterin the very good category. Product specifications developed in this research include: 1.) Learning media contains an opening, content and closing; 2.) Learning media is created with attractive appearance; 3.) Learning media is made with symbols and buttons; 4.) Media learning made with Language communicative; 5.) Media learning made with development participant educate that is cognitive, psychomotor, And affective; And 6.) Media learning made with the principles of experts. The results of developing learning media include tools or media which can physically be used to convey the content of learning material, which consists of: other than books, *tape-recorders* , *video cameras* , *video recorders* , *films* , *slides* (picture frames), photos, picture, chart, television And *charmal computers* (Arsyad, 2014, p. 4). Development media learning aims to attract students' interest (Yunita, 2014). Apart from developing and displays interesting learning media, in this research there are also *game features* which can be a means of entertainment for students to add enthusiasm and motivation participant educate in Study (Samuel, 2010). Games educative appropriately made with objective Specificas tool education, Good For Study know color For toddler, know letter And number, mathematics, up to studying Language foreign (Schrader, Lawless, & Deniz, 2010). *Educational game* learning media were developed in accordance with Previous research conducted by Novitasari (2016) provides a point of view that by using PowerPoint-based multimedia with Visual Basic it can be an interesting alternative for classroom learning as well as innovative work teacher. Objective in developed multimedia This that is For increase motivation Study students, especially in citizenship education material. Research done too in accordance with previous research conducted by Saputra (2012) which analyzed that existence learning education citizenship is as education mark in building national character. The implementation of character education in schools must be based on basic character values, which then develop into broader appropriate values with need and conditions (Angraini, 2017). Aji (2018) describe role education citizenship in effort pem- the formation of students' civic character through a value-based approach process learning eye studying education citizenship that is realize *good citizen* . Education citizenship in higher education is how to educate students as candidates nation's intellectuals to be able to become good citizens who can understand about the substance of the country's philosophical values, having a personality that is in accordance with the nation's ethics, look wide, And capable behave democratic Which civilized (Dayan & Umar, 2017). Matter This is in accordance with the opinion of Ubaedillah and Rozak (2013) who state that education citizenship is education democracy Which aim For prepare inhabitant public for daat think critical And Act democratic through activity embed awareness to the new generation about the awareness that democracy is a form of life most ensure rights inhabitant public. By Because That, learning education citizenship designed in such a way to improve consciousness as education *civilization* (Nasikhah, Widihastrini, & Widodo, 2016). Material Which served in media learning is in accordance with the goals of citizenship education, which means education knowledge, attitudes, mentality, values and behavior that uphold democracy, so that the realization of democratic citizens who are able to maintain the unity and integrity of the nation To use creating a strong Indonesia, prosperous, as well democratic (Aryani, 2010, p. 40)..

Conclusion

Based on the results of research and discussions carried out by researchers regarding citizenship education in elementary schools using educational games as learning media using Visual Basic-based Power Point for citizenship education subjects, several things can be concluded as follows: 1.) Development of educational learning

media The game was carried out using Borg and Gall's development research procedures. The development research procedure based on Brog and Gall has 10 development steps, but researchers only reached step 9 due to limited research time and was only validated by two experts or experts. The nine steps are: a.) Identifying potential and problems; b.) Collect data; c.) Product design; d.) Design validation; e.) Design revision; f.) Conduct product trials; g.) Product revision; h.) Trial use; and i.) Product revision; 2.) The educational game learning media developed has the following product specializations: a.) The educational game learning media developed contains an opening, content and closing; b.) The educational game learning media developed is presented with an attractive appearance; c.) The educational game learning media developed is presented with symbols and buttons that make it easier for users to navigate or use learning media; d.) The educational game learning media developed is presented in communicative language; e.) Educational game learning media materials developed are appropriate for the development of students' cognitive, psychomotor and affective aspects; and f.) The educational game learning media developed has been revised based on input and suggestions from experts; and 3.) The validation results by two media experts and two material experts obtained a score with an average score of 3.84 in the very good category, while the results of product trials carried out received an average score of 88.4 with very good category..

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