



## THE ROLE OF CITIZENSHIP EDUCATION IN THE ERA OF GLOBALIZATION IN GROWING STUDENTS' INTEREST IN LEARNING

Tiara Amelia Putri<sup>1</sup>

<sup>1</sup>Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: [tiaraameliaputri@icloud.com](mailto:tiaraameliaputri@icloud.com)

### Abstract

This research was motivated by the less than optimal use of Edmodo learning media in citizenship lessons. Edmodo learning media is only used as a forum for giving assignments and searching for interactive videos. Interest is a state in a person, especially in students, with interest in students, students can do work happily and can get good results. With interest, especially in this era of globalization, someone can do work without coercion from anyone. The indicators of interest are feelings of joy, attention, knowledge, appreciation, interest, as well as desires and aspirations. With these interest indicators coming from students during lessons, for example students studying or studying something such as a subject, it can be said that the student has a high interest in learning in that learning or subject. This research aims to determine students' interest in learning citizenship education in the era of globalization and to determine the factors that influence students' interest in learning citizenship education. The research method used in this research is qualitative using systematic literature methods. From the results of research conducted by Penukis, it shows that students' interest in learning citizenship education is high.

**Keywords :** Students' learning interest in the era of globalization in citizenship education lessons

### Introduction

In an era of globalization that increasingly connects the world without borders, the feeling of civic education becomes very important. Globalization affects the national identity and values of a nation. In this context, the role of citizenship education has a significant impact in fostering students' interest in learning. Globalization brings widespread changes in various aspects of life. The increasingly massive flow of mass communication influences national and cultural identity. We are experiencing a change from a closed society to a more open one, from homogeneous values to a pluralism of social values and norms. However, the challenges and developments in the strategic environment are also increasingly difficult. The development of science and technology, free markets between countries, and demands for democratization and human rights are issues that must be answered by the Indonesian people.

### *The Role of Citizenship Education*

Citizenship education has an important role in developing students' responsible character in the era of globalization. The following are several aspects of the role of citizenship education:

1. **Developing Citizens:** Citizenship education aims to develop good citizens for the life of the nation and state. Awareness of defending the country and love for the homeland is the main focus.
2. **Developing Global Understanding:** In the era of globalization, understanding global issues is key. Citizenship education helps the younger generation understand world changes and follow the same systems and rules.

3. **Changing the way of Perspective:** Human life is being carried along by the current of globalization which requires us to change the way we see ourselves and others. A nation or country that turns away from the global view will be isolated.
4. **Forming an Open Society:** citizenship forms a society that is open to change and renewal. Advanced technology makes life easier, and civics education helps meet these challenges.

In conclusion, citizenship education still has a very important role in national and state life, especially in facing the dynamics of globalization.

### Research Methodology

The type of research carried out is research and development using the ADDIE model. The ADDIE model consists of five stages, namely analysis, design, development, implementation, evaluation (Hamzah, 2019: 33). This development research begins with conducting a preliminary study, namely searching for and collecting information through observation and interviews. For and collecting information through observation and interviews. Next, a comparison of the model is carried out with the ADDIE model. ADDIE model. According to Hamzah (2019: 33), the ADDIE model consists of two phases, namely (2019: 33), the ADDIE model consists of two phases, namely:

- a) **Analysis** is the process of defining what students are learning. Defining what students are learning. Analysis analysis carried out includes needs analysis, curriculum analysis, individual analysis and task analysis. The analysis carried out includes needs analysis, curriculum individual characteristics and task analysis
- b) **Design**, namely the process of developing Edmodo-based learning materials, first formulating learning objectives that are SMART (specific, measurable, applicable and realistic) based on curriculum analysis, then selecting learning materials based on these objectives. The process of developing Edmodo-based learning materials first involves formulating SMART (specific, measurable, applicable and realistic) learning objectives based on curriculum analysis, then selecting learning materials for these objectives. Next, identify appropriate media learning strategies to identify prototype designs of Edmodo-based educational media. Learning strategies to identify prototype designs of Edmodo-based educational media are developed
- c) **Development** is the process of perfecting a prototype design that was previously rejected to become a statement
- d) **Implementation** is the stage for using Edmodo-based teaching media in the educational process. Using Edmodo-based teaching media in the educational process. The implementation phase was carried out in the VB class at SDN 01 Benteng Pasar Atas. It was carried out in the VB class at SDN 01 Benteng Pasar Atas. Next, the instructor and students are given a short response regarding the practice of implementing Edmodo-based learning media which has been tested. The final step is to find out whether the learning media is Edmodo-based developments succeed or fail to meet initial expectations.
- e) **Evaluation** This step is carried out using practical skills obtained from interviews with teachers and students. is carried out using practical skills obtained from interviews with teachers and students.

### Result & Discussion

The results of this research are Edmodo-based learning media which includes e-books and learning videos for learning addition and subtraction of two fractions with different denominators. The following are the results of research and development of Edmodo-based learning media using the ADDIE development model. At this stage the researcher carried out needs analysis, student characteristics analysis, curriculum analysis, and task analysis. Based on the results of the needs analysis carried out in Class VB Shift 1 SDN 01 Benteng Pasar Atas, students need interesting and meaningful learning media that can increase their understanding of the material of adding and subtracting two fractions with different denominators, thus making students active and enthusiastic during the learning process. taking place. In the analysis of student characteristics, it was found that VB Move 1 class students were active in learning, had medium to high cognitive abilities, were good at using cellphones or portable workstations and students liked learning using learning media, especially electronic-based learning media. Then the researcher carried out a curriculum analysis with the aim of finding out a description of the design of learning media that is suitable for developing in mathematics lessons the material of adding and subtracting two fractions with different denominators so that it is in accordance with the 2013 curriculum. The task analysis aims to determine the skills learned after using Edmodo-based learning media, namely solve problems related to adding and subtracting two fractions with different denominators. Based on the results of the analysis above, the researcher developed Edmodo-based learning media which is equipped with a c-book containing material on adding and

subtracting two fractions with different denominators and a learning video containing e-book explanations and example questions.

#### *Design Stage*

At the design stage, researchers formulated learning objectives, prepared tests and determined appropriate media learning strategies to achieve learning objectives. So, researchers developed Edmodo-based e-books and learning videos. The stages in designing Edmodo-based learning media on adding and subtracting two fractions with different denominators are: register for an Edmodo account as a master, 2) register for an Edmodo account as a student, 3) create a class on Edmodo, and 4) create activities in class. At the stage of creating classroom activities, researchers designed e-books and learning videos. The e-book was designed using Microsoft Word and then converted into PDF format. Learning videos are designed using the Adobe Photoshop application. Then to combine the sound recording with the video using the After Impact application, and to combine the Sony Vegas Pro application.

#### *Development Stage*

At this development stage, the prototype that has been designed is validated by three validators according to their areas of expertise, namely material expert validator, media expert validator, and language expert validator to validate this learning media product. After the product was validated by the three validators, the researcher then revised the learning media product according to input from the three validators. Each expert provides an assessment of Edmodo-based learning media using a validation sheet

#### *Implementation stage*

The final product which had been validated and revised and declared suitable for use by three expert validators was then tested on small-scale research subjects, namely with a total of 10 students consisting of 4 boys and 6 girls in class V of SDN 01 Benteng Pasar Atas. The purpose of this implementation is to determine the practicality of the product.

#### *Evaluation Stage*

The evaluation stage is the final stage in conducting research. At this stage, evaluation results are obtained through the implementation stage, namely an assessment of the practicality questionnaire of student responses and teacher responses to Edmodo-based learning media products.

### **Conclusion**

Based on the results of research on the development of Edmodo-based learning media on learning materials in class V elementary schools, it was concluded that the Edmodo-based learning media that had been developed using the ADDIE demonstration was declared to be substantial and suitable for use in the special learning process in the Civics learning process in fifth grade elementary school. This is known from the average validation results from three expert validators of 93.40 in the "very substantial" category for the development of Edmodo-based learning media on Pancasila material with different denominators in class V of elementary schools. Based on trials that have been carried out, the results of the level of practicality of learning media are 92.025 in the "very practical" category. From the results of the teacher's responses, they get a percentage of 87.50 in the "very practical" category and the results of student responses get a percentage of 86.25% in the "very practical" category. very practical." This shows that the EdMO-based learning media developed can help teachers and students and increase interest in learning in the classroom learning process. The suggestion for this research is to be able to test the effectiveness of Edmodo-based learning media in adding and subtracting two fractions with different denominators, and to be able to develop Edmodo-based learning media for other teaching materials.

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