

Development of Civility and Pancasila Education Learning Media based on Web Link assisted Lynk.id to Improve the Learning Outcomes of Elementary School

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Abstract

This research and development are motivated by the low learning outcomes of students in class V elementary school PPKN learning. The purpose of this research and development is to find out how the feasibility and validity of PPKN learning media based on Lynk.id-assisted web links to improve learning outcomes for fifth-grade elementary school students on the material "Indonesian socio-cultural diversity". In this research and development using the ADDIE model. The instruments used for research were media expert validation questionnaires and material expert validation questionnaires, as well as student response questionnaires. This research was conducted in elementary schools in Malang Regency, with data collection in the form of pretest and posttest, the results of data acquisition on students' pretest written tests whose scores were above were based on the percentage increase in student learning outcomes using classical calculations in small groups of 64%, in large groups by 73%. The calculation using N-gain in the small group obtained a score of 0.72 with high criteria, in the large group it obtained a score of 0.78 with medium criteria. Based on the results of the research conducted, it can be concluded that the PPKN learning media based on Lynk.id-assisted web links is effective in improving the learning outcomes of fifth grade elementary school students.

Keywords: Pancasila, Lynk.id, Learning Outcome

INTRODUCTION

Technological developments in the reform era have caused many social problems, including in the field of education. Then it brought a big impact in the world of education, including the main one being in elementary schools. These social problems then refer to student discipline, and the solution to these student discipline problems is character education. Understanding and carrying out character education, parents, especially teachers, need knowledge and a good understanding of character education, namely the meaning of the notion of character education, the values contained in character education, and how the implementation of character education can be applied to PPKN subjects in elementary schools.

Citizenship Education is an educational program based on Pancasila values as a vehicle for developing and preserving noble and moral values rooted in Indonesian culture which are expected to become an identity that is manifested in the behavior of everyday life. So PPKN learning is a subject that focuses on the formation of citizens who understand and can exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, as well

as with the character mandated by Pancasila and the 1945 Constitution Walfarianto & Sri Rejeki (2009).

Lynk.id exists as a kind of social media application known as a networking site for professionals and job seekers to build work connections with its users. Lynk.id was founded by Reid Hoffman in 2002 and funded by Greylock, Sequoia Capital, Bessemer Venture Partners, and European Founders Funds. This application was inaugurated in California, United States of America on May 5, 2003. Quoted from the m.brilio.net page, Lynk.id is in 9th place as the application platform most used by people.

Indonesia. The data is based on the We Are Social survey, which notes that 33% of Indonesians use the platform to do business or look for a job (Rizaldi, 2019). Learning applications in today's modern era are a step to improve the Indonesian education system. One of them is that we can use Lynk.id as a learning medium that can connect and strengthen the learning system in the world of education. Access Lynk.id from your desktop, the Lynk.id mobile app, mobile web experience, or the Lynk.id Lite Android mobile app. Apart from being a social network, Lynk.id can also be used as an online/online learning medium that contains learning materials aimed at students. A complete Lynk.id profile view can help us connect with opportunities by presenting our unique professional story through Sukma, A (2021) experience, skills, and education.

Based on the observation activities that the researchers carried out, namely at SD N 2 Kebobang that the school had one of the limitations in providing learning media in PPKN subjects. The author found that several children experienced difficulties in several aspects of learning while studying, namely in PPKN learning. One of the causal factors experienced by these students was that students did not understand the concept of learning, students tended to be passive and embarrassed to ask questions when the teacher had provided learning material and did not dare to express their opinions during the learning process. Online learning is of course felt heavy by teachers and students, especially for teachers who are required to be creative in delivering material through online learning media. Atsani (2020).

Another problem is that there are still many students who don't focus on studying because they are too busy with cell phones that are used for social media and playing games. Most students already have a smartphone with the Android operating system but have not used it optimally as an effective learning tool. According to Setyosari (2014) effective learning can be interpreted if the learning objectives are achieved. The purpose of this study was to

determine the feasibility as well as the validity of Lynk.id-assisted web link media and how to increase student learning outcomes from affective, cognitive, and psychomotor aspects.

METHOD

This research was developed using the ADDIE development model, namely: (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. evaluation). The product developed is PPKN learning media based on web links assisted by Lynk.id. The ADDIE model was developed by Dick and Carry (1996). In the research in the ADDIE model as explained by (Endang, 2011) there are five stages in this study, namely: Analysis, Design, Development, Implementation as well as Evaluation.

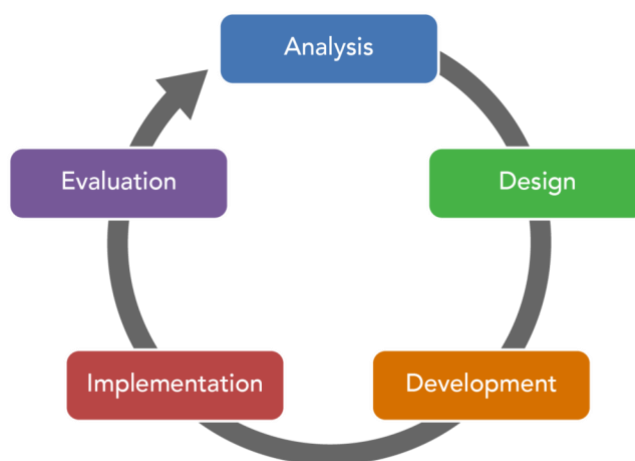


Figure 1. Stages of using the ADDIE model

The subjects of this development research were fifth grade students at an elementary school in Malang Regency, which was held on June 25 & 29 2022. The subjects in this study were fifth grade students, totaling 19 students. Data techniques and instruments used were interviews, observations, questionnaires, tests, performance, and documentation. There are 3 types of questionnaires given, namely material expert validation questionnaires and media experts as well as student response questionnaires on media. affective, and psychomotor can be known from the results of the pretest and posttest trials if there is a significant increase.

The data analysis technique used in this development research is the analysis of qualitative data and quantitative data. Qualitative data analysis was carried out to analyze the results of data or information in the form of words or descriptions. Qualitative data analysis in the form of criticism and suggestions from media and material experts were then analyzed and used as a reference for improving the product being developed. Quantitative analysis in the form of

results from expert validation questionnaire scores, student and teacher responses, observations of student activity and student activity questionnaires. Qualitative data were collected from interviews, observations, validation questionnaires from media experts and material experts, as well as student and teacher response questionnaires. While quantitative data is used to analyze data in the form of numbers. This data was obtained from the validation results of media experts and material experts, student, and teacher response questionnaires as well as observations and student learning outcomes questionnaires.

RESULTS AND DISCUSSION

Results

Online learning media can be understood as a learning process that utilizes information technology in the form of computers equipped with telecommunication facilities (internet, intranet, extranet) and multimedia (graphics, audio, video) as the main media in delivering material and interaction between educators and students (Nurita, 2013). The advantage of using online learning media is that learning is independent and high interaction, able to increase memory levels, provide more learning experiences, with text, audio, video, and animation which are all used to convey information, and also make it easy to convey, update content, downloading, students can also send comments or questions on the material presented by Arnesti & Hamid (2015).

The media to be developed needs a design plan that has been prepared such as a storyboard. A storyboard or storyboard is used to design the interface (interface). The storyboard design contains the initial design of appearance, layout, and content determination in learning media, such as navigation buttons, page layouts, text placement, and things that are contained in learning media. The product design/design in this development is to make a sequence of goals and sketches/designs on the media being developed.

According to Soeyanto (2017), storyboards are visual materials that originally took the form of written language to become an image language or a filmic visual language. The product design/design in this development is to make a sequence of goals and sketches/designs on the media being developed. The storyboard of media development can be seen in Table 1 as follows:

Table 1. Storyboard of the Development of PPKN Learning Media Based on Lynk.id Assisted Web Links

Bagian	Keterangan
Homepage	In the first part of the Lynk.id view, displays the title and name of the learning link
Menu Page	This section presents Lynk.id media about the display menu that will be used as access to learning activities
Videos Page	The video storyboard contains the video layout, which when the button is pressed will display the video content
Teaching Materials Page	The storyboard design shows the teaching material page in the form of an E-Module to display the learning material provided
Question Page (Pretest)	There are two types of practice questions that will be presented from each grouping of practice questions, namely pretest and posttest. Therefore, in this storyboard, there are two buttons which are submenus for practice questions
Interactive quiz page	The interactive quiz presented on Storyboard is in the form of an online game that has a button that when clicked will to the interactive quiz page



Figure 2. Main page view

Civics learning media based on Lynk.id-assisted web links are said to be valid and suitable for use as learning media after being validated by media and material experts as well as positive responses from teachers and students. Lynk.id-assisted web link-based PPKn learning media can improve students' Civics learning outcomes based on the results of the learning outcomes questionnaire before and after using the media in small groups and large groups. The validity and feasibility of Lynk.id-assisted web link-based Civics learning media can be seen from the validation results of media experts, material experts, teacher responses, and student responses. The results of the validity and feasibility of the Lynk.id-assisted Civics learning media based on the Lynk.id web is presented in Table 3.

Table 3. Results of the validity and feasibility of Civics learning media based on Lynk.id-assisted web links

No	Questionnaire	Σx	Σxi	Percentage	Qualification
1	Media Expert Validation	68	68	100%	Very valid/decent
2	Material Expert Validation	59	60	98%	Very valid/decent
3	Teacher Response	60	60	100%	Very valid/decent
4	Small Group Student Response	347	360	98%	Very valid/decent
5	Large Group Student Response	1118	1140	98%	Very valid/decent

Based on Table 3 above, it can be seen that the validity and feasibility of Civics learning media based on Lynk.id-assisted web links obtained from the validation results of media experts 100% with very valid/decent qualifications, material experts 98% with very valid/decent qualifications, the percentage of teacher responses is 100% with very valid/decent qualifications, the results of small and large group student responses obtained percentages of 98% and 98% with very valid/decent qualifications. The average percentage of validity and feasibility of Civics learning media based on Lynk.id-assisted web links is 99%.

Lynk.id-assisted web link-based PPKn learning media in this study was developed to improve PPKn learning outcomes for fifth grade elementary school students. The measurement of learning outcomes is seen from the assessment of learning outcomes both cognitively, affectively, and psychometrically. Improving students' PPKn learning outcomes can be identified by comparing the scores of students' activeness questionnaires before and after using learning media. Data on increasing the activeness of students' PPKn learning are presented in Table 4.

Table 4. Increasing Student Civics Learning Activeness

No	Aspect	Small Group Percentage		Large Group Percentage	
		<i>before</i>	<i>after</i>	<i>before</i>	<i>after</i>
1	Cognitive	27%	100%	17%	100%
2	Affective	36%	100%	32%	100%
3	Psychomotor	36%	100%	33%	100%
Amount		99	300	82	300
Final percentage		33%	100%	27%	100%
Qualification		High enough		High enough	
Enhancement		67%		73%	

Based on Table 2. the increase in small group learning outcomes based on cognitive, affective, and psychomotor aspects as a whole was 33% with details of the after-questionnaire percentage of 100% greater than the percentage of the before-questionnaire of 33% with an increase in learning outcomes of 67%. While the acquisition of large group learning outcomes based on cognitive, affective, and psychomotor aspects as a whole is 27% with details of the after-questionnaire percentage of 100% greater than the percentage of the before questionnaire of 27% the percentage of learning outcomes obtained is 73%.

Discussion

The final product produced in this study is a web link-based Civics learning media product assisted by Lynk.id. This development aims to improve the learning outcomes of the PPKn subject for class V students, theme 8 "friendly environment", sub-theme 2 "environmental change". Lynk.id-assisted web link-based PPKn learning media designed using the Canva application, compiled using the Heyzine Flipbook 3D application. 3D Heyzine Flipbook is software that is used to create learning media in the form of digital e-books. This application is used so that readers/students can access learning media in the form of digital books online via a link. According to Kurniawan & Huda (2020), Quizizz is a technology-based platform in learning to create fun learning conditions in elementary schools.

The development of this product is adapted to the characteristics of elementary school students according to Meriyati (2015), namely: happy to play, happy to do activities full of movement, and happy to socialize with friends. The advantage of Lynk.id is that it is a tool for maximizing visitor traffic on existing social media. Through Lynk.id only by providing one link that contains many links such as blog posts or product pages in one simple view. So Lynk.id is so easy to use and practically everything Rizaldi (2019).

Lynk.id-assisted web link-based PPKn learning media products were tested for validity by 2 experts, namely media experts and material experts and tested on students to find out student responses to Lynk.id-assisted web link-based Civics learning media. The learning media products were tested to find out the increase in learning outcomes of Civics subjects for fifth grade students. The Civics learning media products based on Lynk.id-assisted web links were declared valid and feasible to be used as learning media with minor improvements.

In the media expert validation, 17 questions were validated once. Media expert validation aims to determine the validity and feasibility of the product when tested on class V SD. The results of the media expert validation assessment get a final percentage of 100% included in the product category "very feasible/valid" WITH revision. Media material validation consists of 15 questions. The material expert performs one-time validation. Based on the achievement category according to Arikunto (2010) the validation results obtained a percentage of 100% in the "very feasible/valid" category as learning media without revision. Material expert validation aims to determine the validity and feasibility of the material in Civics learning media based on Lynk.id-assisted web links.

The teacher's response to the Lynk.id-assisted web link-based Civics learning media contains 15 statement items. The aspects assessed by the teacher are content quality, media display, and technical quality. The final percentage obtained from the three aspects above, namely 100%, is included in the "very good/decent" qualification. These results indicate that the media has high validity as a learning medium based on the achievement level category according to Arikunto (2010).

Product trials were carried out in small and large group trials. The small group trial was conducted on 6 fifth grade students, while the large group trial was conducted on 19 fifth grade students at SD Negeri 2 Kebobang. The questionnaire on student responses to the Lynk.id-assisted web link-based PPKn learning media totaled 15 statements with the results of the small group trial getting a final percentage of 98% and the large group 98%. The results of this assessment are included in the very feasible/valid product category based on the achievement level category according to Arikunto (2010).

Improving the learning outcomes of students' PPKn subjects can be seen from the results of the before-after questionnaire for small groups and large groups. The results of the small group test questionnaire before the cognitive aspect obtained a percentage of 27%, affective and psychomotor aspects 36% with an average percentage of 33% in the low category and the questionnaire after the cognitive, affective and psychomotor aspects obtained a

percentage of 100% in the high category. Increasing the final percentage of learning outcomes through filling out student civics learning outcomes questionnaires for small groups of affective aspects by 17%, affective percentages for 32% and psychomotor percentages for 33% with an average total percentage in the low category. The test results for the large group questionnaire before the cognitive, affective, and psychomotor aspects obtained an average percentage of 27%, and the average percentage of the questionnaire after obtained a percentage of 100% in the high category. Increasing the percentage of active learning through filling out the civics learning activeness questionnaire for small groups of students by 64%. These results were reinforced by observations of web link-assisted Civics learning media based on Lynk.id obtained by observers during the learning process using Lynk.id-assisted web-linked Civics learning media which obtained a percentage of 100% in the high category. Based on these results it can be concluded that the Lynk.id-assisted web link-based PPKn learning media can improve PPKn learning outcomes for fifth grade elementary school students.

The indicator assessed in this aspect is the display of Civics learning media based on Lynk.id-assisted web links which are presented attractively and not boring. According to Reizaldi (2020) the more interesting the teaching media presented, the greater the students' curiosity to understand the material. According to Sudjana (2016) the factors that influence student participation in concluding discussions are stimuli in the form of verbal or language, visual, auditive, tactics and others. Based on the indicators of learning outcomes, it can be concluded that there are three domains, 1. Cognitive, 2. Effective, 3. Psychomotor.

Hanadi (in Rusman, 2014:) the factors that influence learning outcomes are: 1. Internal factors a. Physiological factors, generally such as healthy health conditions, not tired, not physically disabled, and the like. This can affect students in learning. B. Psychological factors, basically all students have different mentality, this will affect learning outcomes. These factors include intelligence (iq), talents, interests, attention, motives, motivation, cognitive, and reasoning power. 2. External factors a. Environmental factors, will have an impact on learning outcomes, including physical and social. Natural environment such as temperature, humidity. Studying during the day in a room with poor air ventilation is certainly different from studying in the morning where the air is cool. B. Instrumental factors, their existence and use are designed according to the desired learning outcomes. It is hoped that it will be useful as a means so that the learning objectives that have been planned are achieved. These factors include curriculum, facilities, and teachers. Meanwhile, Slameto's opinion (in Wijanarko, 2017) includes teaching methods, teacher-student interaction, student-student interaction.

Based on the data above, it can be concluded that the use of web link-assisted Civics learning media based on Lynk.id can improve student learning outcomes in both cognitive, affective, and psychomotor aspects, so that web link-assisted Civics learning media based on Lynk.id are effectively used as learning media on theme 8 sub-theme 2 Change Learning environment 3, 4 and 6 at SDN 2 Kebobang. From these data students experienced an increase in learning outcomes, seen from the N-gain calculation for the large group of 0.78 in the medium category. Increasing cognitive, affective, and psychomotor learning outcomes is due to interesting and not boring learning so that students can foster motivation in learning. This is in accordance with the opinion of Kemp and Dayton (1985) in Arsyad, (2011) which states that the advantages of the media are many, including the delivery of better material as well as learning that can attract students' interest. Another opinion by Sudjana and Rivai in Arsyad's book, (2011) states that one of the benefits of media is that learning is more interesting and can also foster student learning motivation. So, it can be concluded that Lynk.id-based web link learning media is feasible/valid to be used as learning media in class V SD.

The percentage increase in student learning outcomes using classical calculations in small groups is 64%, in large groups is 73%. The calculation using N-gain in the small group obtained a score of 0.72 with high criteria, in the large group it obtained a score of 0.78 with medium criteria. Based on the results of the research conducted, it can be concluded that the PPKn learning media based on Lynk.id-assisted web links is effective in improving the learning outcomes of fifth grade elementary school students.

CONCLUSION

Development of Civics learning media based on web links assisted by Lynk.id is valid and suitable for use in learning. The validity and eligibility of the media were based on the results of media validation with very valid/feasible criteria, material validation with very valid/feasible criteria, teacher responses with very valid/feasible criteria, small group and large group student responses with very valid/feasible criteria. This shows that the Lynk.id-assisted web link-based PPKn learning media is valid and appropriate to be used as a learning medium on theme 8 of our "friendly environment", sub-theme 2 of "environmental change" PPKn subjects. Improving students' PPKn learning outcomes was obtained from the results of small group and large group trials. It is expected that the PPKn learning media based on the Lynk.id-assisted web can be used by teachers and students in studying material for the 8th sub-theme 2 PPKn subject for class V Elementary School.

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