

The Effectiveness of Civic Education Learning Using the Multimedia Role Playing Model in Developing Student Civic Skills

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Abstract. This research aims to determine the effect of Civics learning using *role-playing models* multimedia on students' citizenship skills. This research uses a quasi-experimental method with a quantitative approach. As a whole, 858 students of SMK Telkom Bandung became the research population. Then for the sample, 36 students of class X Multimedia-2 as the experimental class and 36 students of class X Multimedia-3 as the control class. The results of this research indicate that civic education learning that uses a model is *role-playing* effective in developing students' civic skills. The development of civic skills in this study includes the ability to identify problems, describe problems, and take attitudes towards problems.

Keywords: Citizenship Education, Citizenship Skills, Role-Playing Models, Multimedia

1. Introduction

Citizenship Education is a subject that has the mandate to shape citizen competence. In these citizen competences, there are knowledge of citizenship, citizenship skills, and citizenship character, these terms in learning are commonly referred to as student personalities, attitudes and skills [1],[2], the process of forming citizenship competencies specifically regarding student citizenship skills, such as personality and attitudes, cannot be separated from the role of the teacher in designing the learning process. For this reason, a learning model and media are needed that can stimulate student enthusiasm because if the teacher's delivery is less attractive it will have an impact on students' enthusiasm, intellectual skills, and social participation [3]-[5].

Intellectual and social participation are part of civic skills that must be fulfilled in the goal of Citizenship Education [6]-[8]. Based on pre-research conducted by researchers on the implementation of Civics learning at SMK Telkom Bandung, there are several things to note in learning, such as the use of conventional learning models and the inadequate use of multimedia in learning which results in low enthusiasm and student citizenship skills in learning. For this reason, the researcher tries to study using the principles of social learning theory which is the basis for cooperative learning and emphasizes the elements of cooperation social interactions [9]. The implementation of the learning process with elements of cooperation and social interaction is carried out through the application of integrating role-playing models with multimedia learning so that student enthusiasm increases [10]. It is hoped that in addition to an increased enthusiasm, it will also improve students' citizenship skills.

The steps or stages of implementing model learning *role-playing* this adopt from the steps of implementing the model *role-playing* with multimedia by developing into the following: The first stage the teacher orientates about the model to be applied to students,

namely displaying *PowerPoint* learning materials, related learning videos with learning material and identify its relation to learning material. In the stage second teacher determines the group for the role, namely analyzing the role, selecting the players who will perform the role. In the third stage, the teacher prepares the researcher/student observer, namely deciding what to look for, assigning observation tasks to students. The fourth stage of the implementation of the role is to start *playing roles*, strengthening *role-playing*, ending *role-playing*. The fifth stage discusses and evaluates the roles/reviews the roles and then develops further roles. The sixth stage re-plays, namely playing a changed role, providing input or alternative behavior in the next step. The seventh stage is to share and generalize experiences, namely connecting situations with real-life and other problems, explaining general principles in behavior. The eighth or final stage is to prepare and create learning outcomes, namely rewriting the meaningful roles into the form of group learning videos [11],[12].

Based on the class phenomenon in the pre-research that has been described, the researcher conducted a learning experiment between conventional lecture learning and role-playing learning that maximized the use of multimedia learning intending to know the impact of learning multimedia role-playing on students' citizenship skills.

2. Research Method

Methods used is a quasi-experimental method with a quantitative approach. The research design was *pretest and posttest Control Group*. The population in this study were students at SMK Telkom Bandung which consisted of 25 class study groups with a total of 858 students. Then in the sample section, it is determined based on the characteristics of the similarity of students in the equivalent class from the class level, the activities and creativity of students in learning [13], namely students in class X Multimedia-2 (36 students) as an experimental class and class X Multimedia-3 (36 students) as a class. control. This research uses observation, tests, and questionnaires as research instruments, before using the instrument has been tested and declared valid with a very good level of reliability. Data analysis using statistical *inferential parametric tests* with the help of *software* statistical SPSS 20. Then for the variables in this study, Civic education learning used model *role-playing* multimedia as the independent variable and student citizenship skills as the dependent variable. The indicators of civic skills include intellectual skills and participation skills [14].

3. Results and discussion

Based on the questionnaire that has been distributed, it shows the following graphical data:

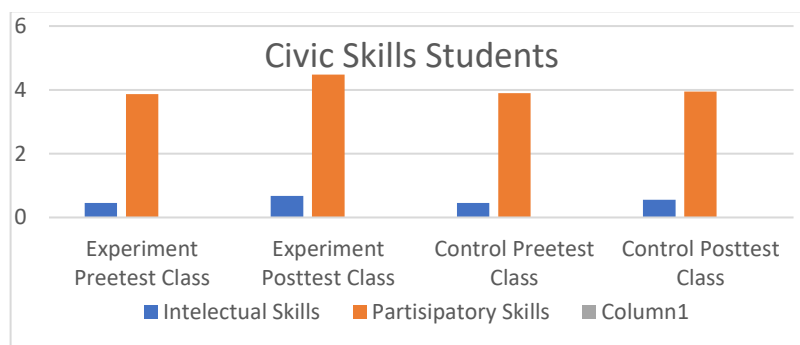


Fig 1. Graph of the average value of the pretest-posttest questionnaire results in the experimental class and control class

Based on the graphic figure 1 above it is stated in the experimental class the average value of the pretest indicator of intellectual skills of 0.48 and the *post-test* of 0.68, the increase is 0.20. Then for the average value of the participation skill indicator was 3.87 and for the *pre-test* the *post-test* was 4.44 the increase was 0.57. Furthermore, in the control class, the mean test for intellectual skills ability is 0.46 and the *post-test* is 0.56, which has increased by 0.10. For the mean of participation skills *pre-test* the control class 3.90 and the *post-test* is 3.95, the increase is 0.05.

Based on the data above, it can be understood that the model *role-playing* multimedia in Civics learning has a significant influence on student citizenship skills, this is indicated by the average value of an increase in intellectual skills of 0.20 or 20%, intellectual skills here include the ability to identify problems, the ability to describe problems, and take a stand. Then on the participation skills of 0.57 or 57% which includes general participation skills in discussion, negotiation, socialization, and skills in group problem-solving [15].

The effect can be analyzed of rationality model development, among other things: First, the application of multimedia role-playing models emphasized to explore social values through a private exploration and feelings of students in the environment of cooperation [16].[17]. The principle of cooperation is part of the concept of cooperation in solving problems [18]. Which must be built continuously through character education. The principle of cooperation ideally also adjusts to independence so that cooperation can run well and in balance. Character education is the inheritance of the national values, ideals, and goals that are stated in the state constitution and the message of the founders of the country. In this millennial era, the value of cooperation and independence are values that include being the foundation in building the personality of citizens, this is of course important to continue to be emphasized and implemented in every lesson because it will build positive relationships between friends and train the social cognitive aspects of students [19].

The following is one form of cooperation in learning:



Fig 2. The process of collaboration in making multimedia role-playing video projects

The second rationalization analysis, learning models *role-playing* multimedia can spur students to think critically, identify behavioral views, and implement what is understood. In other words, the learning will shape and build the meaning of the phenomenon, or the student experience with the physical environment [20]. Through PPKn learning that applies model *a roleplaying* multimedia-assisted, students not only gain knowledge or cognition, but students will also gain the ability to build their existing knowledge into new knowledge based on their

new learning experiences. So that PPKn learning does not only develop *civic knowledge*, in the form of knowledge and understanding of national social culture, government structures and processes, and political life but also develop *civic skills*. Civic Education learning seeks to emphasize students to be able to process moral knowledge in the form of behavior and skills [21].



Fig 3. Videos of the results of playing roles in Civics learning

The third rationalization analysis, one of the missions of Civics learning multimedia role-playing is the exploration of subject matter and the learning environment to develop problem-solving skills related to shared responsibilities related to the role and making of learning projects [22]. In implementing project-based learning, it is a PPKn learning model in which there are several methods such as creating an independent classroom and environment atmosphere, participating in associations, managing conflicts, community service, role *playing* or simulations, character studies, and peaceful demonstrations in practice [23],[24]. In addition, this research also shows the process of mutual respect between students and the creation of learning outcomes projects that are part of the development of the nation's character, and forming citizens with a high-minded culture, with character to prepare a quality generation [25],[26].

To strengthen the assumption of the significance of the application of the multimedia role-playing model in learning, the researcher shows a gain score analysis. analysis *Gain score* is a way of analyzing data from experimental design to find the value of the difference of values between the pretest-posttest and experimental class and control class. To more clearly understand the comparison, it *gains score* can be seen from the table below:

Table 1: *Gain Score Citizenship Skills*

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
gain_score	Eksperimen	36	9,7778	6,09033	1,01505
	Kontrol	36	2,3333	1,24212	,20702

Based on table 1 the difference in the average value of the post-test and pretest results in the experimental class is 9.78 while in the control class it is 2.33. From this value, it shows that the increase in student citizenship skills in the experimental class is much higher than the control class, which means that the use of the model *role-playing has a multimedia significant effect* on the improvement of students' citizenship skills. So the application of model *the role-playing*

multimedia in Civics learning emphasizes students to also understand the characters of other students through joint decision making when discussing, when carrying out the role process, and when making joint learning outcomes. This is so that students can understand and determine how good character is and how to have a sense of mutual understanding through a learning process [27].

4. Conclusion

Based on the results of the analysis that has been carried out on the research methodology, it is found that the T-count value is greater than the T-table, then the *p-value* is 0.00 less than 0.05. Then $H_0: \mu_1 = \mu_2$ is rejected. So that the average gain value between the experimental class and the control class is different and the first hypothesis can be accepted that there is a significant difference in citizenship skills between students who use the model *role-playing* multimedia and students who are treated with conventional lecture learning. So it can be concluded that the application of the model is *role-playing* quite significant and effective in improving students' citizenship skills.

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