

The Efforts to Improve Culture Literation and Student Citizenship through ICT Based (LBK) Media in Pancasila and Citizenship Education

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Abstract The study aims to investigate regarding the effort to improve culture literation and students' citizenship through ICT based (LBK) media in Pancasila and Citizenship Education module. Culture literation is the habit of reading for students in schools, so that they have an ability to read every day. The method used for this study was research and development (R&D), and employ ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The media was developed with Adobe Flash Professional software with application outputs that can be accessed on a laptop / computer and smartphone. The results of LBK effectiveness testing showed that there were significant differences in students' understanding between pre-test and post-test results ($p = 0.000$). Before using LBK, 45.25% of students were included in the category of lack of understanding. Only 17.25% of students are included in the category of good understanding. After learning to use LBK media, the category of students who had a good understanding became 34% and those in the category of lack of understanding only 20.5%. Based on this, this development produces media products in the learning of Pancasila and ICT-based Citizenship (LBK) which are tested to be suitable for use in learning Pancasila and Citizenship education and significantly increase students' understanding.

Keywords ICT, PPKn and Cultural and Citizenship Literacy

1. Introduction

The industrial revolution 4.0 has colored all dimensions of the lives of citizens who demand mastery of technology and information on citizens in order to survive in the digital

era. Citizenship education as a compulsory subject at all levels of education is also expected to be transformed by utilizing technology to support the sacred mission of educating the nation's life based on the noble values of Pancasila (Cogan, 1998; Budimasyah, 2010; Winaputra, 2016) and three-dimensional development Citizenship competencies which include civic knowledge, civic positions and civic skills (Winaputra, 2016). This is in accordance with the vision of curriculum and educational learning of Pancasila and Citizenship (PPKn) in the 21st Century which is centered on the development of learning intelligence in the dimensions of social, cultural, political, economic, and technological intelligence (Winaputra & Budimasyah, 2012: 3) and supports the readiness of participants students in taking on the role of mature and responsible global citizens (Osler & Starkey in Bourke, et al. 2012: 163).

Efforts to develop learning of Pancasila Education and Citizenship must be realized immediately, given the challenges and urgency in the increasingly complex digital era and life in the 21st century that requires students to master a variety of life skills namely; "The 4Cs" communication, collaboration, critical thinking, and creativity (Hallissy, M., Butler, D., Hurley, J., and Marshall, 2013; World Economic Forum: 2015). Based on some literature, the challenges of citizenship education in the future are very heavy and can be formulated into four (4) major challenges namely: First, making citizenship education not boring and liked and still having a teacher center set of students oriented. Citizenship education has been considered as a boring subject; Banks (2008: 135) argues that there needs to be a re-conception of citizenship education in the 21st century in order to be able to effectively educate students into functioning citizens. So, the construction of citizenship education knowledge must move forward towards more transformative knowledge.

Second, the age of technology access tends to increase

and is dominated by school-age children. Based on the survey results of the 2016 Internet Network Providers Association, the average internet access in Indonesia is 67.2 million people or 50.7 percent and the 2017 Communication and Information Survey about 30 million children and adolescents (school age) Indonesia actively uses the internet and digital media as communication tools (Benazaria, 2018: 12). Third, the world of education enters the era of technology use. Based on a 2012 survey involving 500 educational institutions 73% of students learned using digital technology (CourseSmart, 2011). Whereas the fourth generation shift from generation Y is digital generation or generation Z. The generation born between 1995-2012 and the current generation Z population has reached 72.8 million people in the world (Stillman 2018). Generation Z is developing in the era of computerization and internet networks.

These four challenges must be immediately sought for alternative solutions, as well as to compensate for the millennial generation learning style that is growing, among others: 1) Learn from Experimentation, 2) Prefer visual learning, 3) Like to work in groups, 4) Have short attention spans and multi-task well, and 5) Edutainment (Lancaster & Stillman 2002 in Reilly 2012). While we know in the context of learning in Indonesia, the use of the internet in the learning process is still not entrenched and the current learning methods still do not utilize internet technology in LBK. Then the popular learning strategy in Indonesia is traditional learning, namely class-based learning (classical) using the lecture method (Annisa Ratna Sari, 2013).

The practice of national and state life is now tested by the emergence of the phenomenon of intolerance in Indonesia. It is believed that the cases and events that occurred were based on the low attitude of tolerance and cultural resilience of the community. These goals need systematic and planned efforts in responding to these challenges through the development of literacy, specifically cultural and citizenship literacy. Through literacy considerations, this is a basic skill that is highly needed in the 21st century and literacy is very important not only for students, but also for parents and society at large (Kemendikbud, 2017). So that literacy skills can be used as a measure of human ability (Green & Riddell in Rosholm & Jensen, 2005).

Cultural and citizenship literacy consists of three important concepts namely; First, according to NRI Law No. 3 of 2017 concerning the Book System (Sisbuk Law), literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve the quality of life. Literacy comes from the word literacy which means literacy, literacy, and literacy (Teale & Sulzby, 1986; Cooper, 1993: 6). In general, literacy can be interpreted as a person's ability to read, write, understand, use, think critically and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital

media (Fisher, 1993; Baynham, 1995; Kennedy, Dunphy, & Dwyer, 2012; Stripling, 1992; Robinson 1983). Literacy also means the practice and social relations of a nation's ideology related to knowledge, language and culture (James & Gee 1990; Kern, 2000; UNESCO in the Ministry of Education and Culture, 2016).

Cultural literacy according to Hirsch (in Hoffman, 1991: 2) is "The network of information that competent readers have." It is the background information, stored in their minds, that enables them to take up a newspaper and read it with an adequate level of comprehension, getting the point, grasping the implications. Whereas the Ministry of Education and Culture (2017) defines cultural literacy as the ability to understand and behave towards Indonesian culture as a national identity. Cultural literacy is a person's habit of thinking followed by literacy activities about history, contributions, and perspectives on other cultures which ultimately emphasizes caring, critical thinking, problem solving, creative, and scientific development (Hirsch, 1987; Aprinta, 2013; Hadiansyah et al. 2016; Helaluddin, 2018; Encang et al. 2018). Cultural literacy is also interpreted as the ability to understand, implement, determine differences, attitudes, habits, beliefs, and communication of a person (Riani, et al. 2018). Cultural literacy can be concluded as an understanding of cultural conditions and cultural differences in human life to create harmony and maintain culture in the future.

Related to citizenship literacy, it is often known in civic education literature and literature literacy. According to the Ministry of Education and Culture (2017) in the Culture and Citizenship Literacy manual, it is stated that citizenship literacy is the ability to understand the rights and obligations as citizens. The definition has narrow limits regarding citizenship literacy, because it is defined as the ability of citizens to understand their rights and obligations. Suryadi (2010) seeks to define citizenship literacy in a broader context as the knowledge and ability of citizens to overcome social, political and state problems. The discipline of citizenship science places civic literacy as a basic element of political virtue of citizenship, and mastery of citizens' political knowledge forms and is manifested in citizenship activities (Suryadi, 2010). Civic literacy is the ability of citizens to understand all activities and understand social, political and cultural issues both in the context of citizenship (Suryadi, 2010). local and global as well as patriotism. The conclusion of cultural literacy and citizenship is one's ability to understand, interpret and believe and practice cultural, political, social and loving values in the country.

PPKn as one of the subjects in school that plays an important role in strengthening the values and moral education so that the formation of student character formation as expressed by Aristotle (in Lickona, 1991: 50) is "good character as the life of the right conduct in relation to other persons and in relations to one self". Strengthening of moral and value education requires the birth of a young

generation who has a number of provisions of a positive value system as the basis for a barometer of life. The hope is as a generation of values and moral reformers towards the desired moral values, namely the moral values of Pancasila (Djahiri 1985: 21). Learning PPKn in the era of globalization that is followed by the digital era should be able to form citizens who have the ability to enter the new century with young citizens who are able to respond and focus on diverse elements including various elements in the global and digital context, but still uphold the nation's identity by always trying to increase the love of the homeland in showing good character that can lift dignity and dignity nation. So, in this globalized and digital life, PPKn must be able to shape the competence of a superior global citizen that is a citizen who can lift the nation's image and uphold the good name of his country.

Digital trends in PPKn learning have become imperative. For example, ICT-based learning media innovations are one of the learning media innovations that move progressively. ICT-based media according to Behan and Holme in Munir (2009: 31) ICT is everything that supports to record, store, process, get more, deliver and receive information. Then ICT form of technology used to create, store, change, and use information (McKeown in Suyanto 2005: 10). Furthermore, ICT is all technology related to the taking, collection (acquisition), processing, storage, dissemination, and presentation of information (Darmawan 2013: 1 and Sutopo, 2012: 23). Utilization of ICT, among others: first, ICT as a medium (aids), Second, ICT as a source of learning and Third, ICT as a learning system (Abdulkhak 2005: 413). Based on this background the PPKn learning media is needed to increase students' understanding of cultural literacy and citizenship.

Based on the problem mentioned above regarding the challenge of Pancasila and Citizenship Education module, the research questions of this study is "how are the efforts to improve culture literation and student citizenship through ICT based (LBK) media in Pancasila and Citizenship Education? Then, the objective of this study will disuss student's literation results of the article about Wali Nanggroe Definition and Scope, the function of Wali Nanggroe, law of guardian Nanggroe, and history of establishment of Wali Nanggroe post MoU Helsinski.

2. Method

This type of research is research and development (Research and Development) using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The media was developed with Adobe Flash Professional software with application outputs that can be accessed on a laptop / computer and smartphone. This research was conducted at Banda Aceh State High School. The study population was all students from class XI. Samples were selected using a simple random sampling technique of 8 students in individual

trials, 4 students in small group trials. Data was collected using observation, interview, questionnaire, and test techniques. The data obtained are then analyzed qualitatively and quantitatively. LBK feasibility test was analyzed based on the criteria score, while the LBK effectiveness test was analyzed using t test.

3. Results and Discussion

Efforts to improve the cultural literacy and citizenship of students through the LBK-based ICT media on education and citizenship showed satisfactory results. The essay test used as a test instrument consisted of 4 questions about the material of Wali Nanggroe. The items are made based on indicators of learning objectives that they want to achieve, which are: the definition and scope of the Wali Nanggroe, the function of the Wali Nanggroe, the Wali Nanggroe Law, and the history of the founding of Wali Nanggroe after the Helsinki MoU.

3.1. Wali Nanggroe Definition and Scope

The first item on the essay test given to students relates to the understanding and scope of Wali Nanggroe. Students are asked to explain the meaning of Wali Nanggroe. The maximum score obtained by students if they are able to answer the first question correctly is 10. Students' understanding in answering indicators of this question can be illustrated in Figure 1.

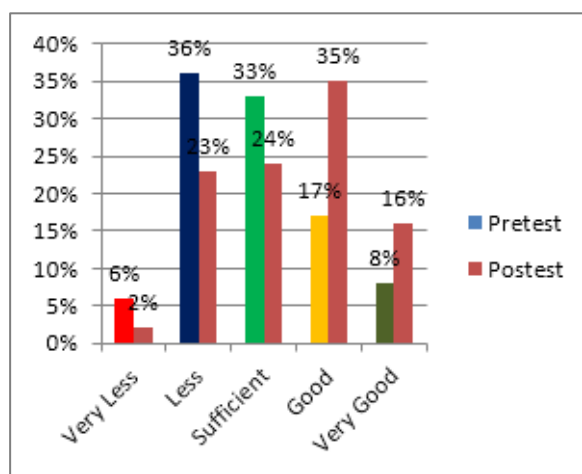


Figure 1. Students' Understanding of the First Indicator

Based on Figure 1, it appears that there is an increase in students' understanding of the definition and scope of Wali Nanggroe before and after using LBK media. Before using LBK, students had a very good understanding of 8%, a good understanding category by 17%, a sufficient category by 33%, a category that was less by 36% and a very less category of 6%. The results showed that some students did not have a good understanding of the definition and scope of Wali Nanggroe. This happened

because they felt that most textbooks used by students in schools did not discuss or incorporate the local wisdom of the Wali Nanggroe institution as a specialty and specialty of Aceh. After using LBB media, the percentage of students' understanding increased to 16% in the excellent understanding category, 35% in the good category, 24% in the moderate category, 23% in the poor category and 2% in the very poor category.

The results showed that after using LBK media, students' understanding of the Wali Nanggroe definition and scope increased, even most students had good understanding. They felt that LBK media was an interesting medium and helped them more easily understand the definition and scope of Wali Nanggroe. Then, after using LBK media, they fully understood the definition and scope of Wali Nanggroe.

3.2. The Function of Wali Nanggroe

In the second essay test item given to students related to the Wali Nanggroe function, students are asked to explain the functions of the Wali Nanggroe. The maximum score that students get if they are able to answer the second question correctly is 10. The students' understanding of answering this question can be illustrated in Figure 2.

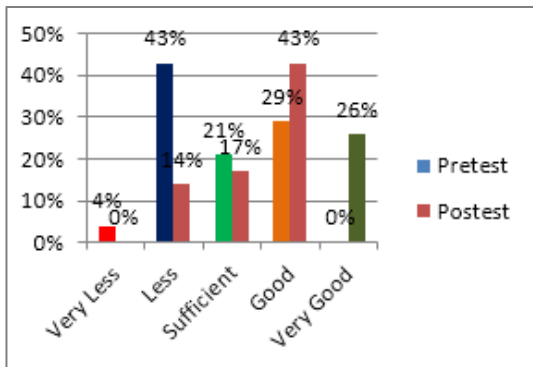


Figure 2. Students' Understanding of the Second Indicator

Based on Figure 2, it appears that before using LBW media, students have poor understanding in answering questions related to Wali Nanggroe functions. This is evident from the percentage of students who have very little understanding of 4%, students who have less understanding of 43%, students who have sufficient understanding of 21%, students who have a good understanding 29% and students who have very understanding good by 0%. This condition shows that students have not mastered the material about the functions of Wali Nanggroe and they feel that this material is difficult to understand.

After using LBK media, the percentage of students' understanding increased to 26% with a very good understanding category, 43% with a good understanding category, 17% with a sufficient understanding category and 14% with a less understanding category. These results

indicate an increase in students' understanding of the functions of Wali Nanggroe after using LBK media, although some students still lack understanding. Students feel that by using LBK, they can understand the functions of Wali Nanggroe more easily than using textbooks.

3.3. Law of Guardian Nanggroe

The third essay test item given to students is related to the Law of Guardians of Nanggroe. Students are asked to describe the Law in the Wali Nanggroe institution. The maximum score obtained by students if they are able to answer the third question correctly is 10. The students' understanding in answering the indicators of this question can be illustrated in Figure 3.

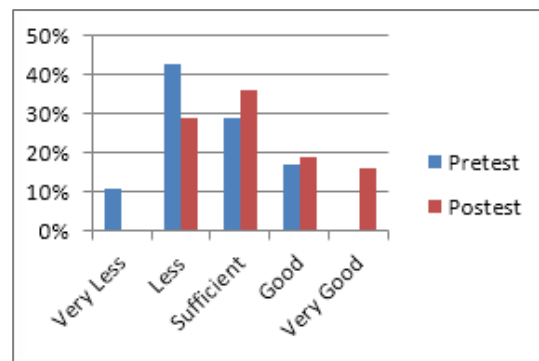


Figure 3. Student Understanding of the Third Indicator

Based on Figure 3, it appears that there is an increase in students' understanding of the Law of Guardians Nanggroe. This can be seen from the percentage of students' understanding before using LBK media by 11% with very poor understanding categories, 43% with poor understanding categories, 29% with adequate understanding categories and 17% with good understanding categories. This happened because the students felt that they could not yet understand the Nanggroe Wali Law which was too much and their difficulty in memorizing.

After using LBK, the percentage of students' understanding increased by the category of under-comprehension by 29%, 36% by the category of adequate understanding, 19% by the category of good understanding, and 16% by the category of very good understanding. These results indicate that after using LBB media, students can answer questions well because they have a good understanding when compared to their understanding before using LBK media.

3.4. History of the Establishment of Wali Nanggroe Post MoU Helsinki

The fourth essay test essay given to students relates to the history of the founding of wali nanggroe post MoUHelsinki. In this material instruction, students are

required to explain how the history of the establishment of Wali Nanggroe after the Helsinki MoU. The maximum score a student receives if he is able to answer this first instruction correctly is 10. The student's understanding of answering this question indicator can be illustrated in Figure 4.

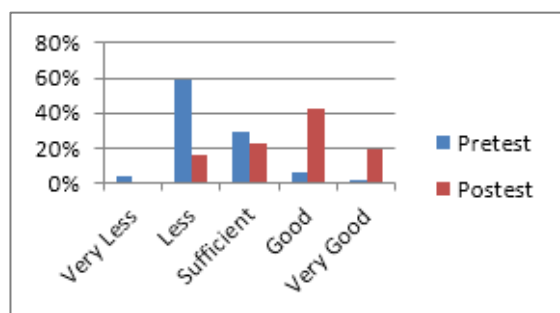


Figure 4. Student's understanding of the fourth indicator

Based on Figure 4, students' understanding of the historical indicators of the establishment of Wali Nanggroe post MoU Helsinki increased. Before using LBK media, the percentage of students included in the category of very poor understanding was 4%, the category of lack of understanding was 59%, the category of adequate understanding was 29%, the category of good understanding was 6%, the very good category was 2%. This is because of the lack of socialization and they do not have the will to seek and learn how history stands in the wake of Nanggroe Post-MoUHelsinki. Their understanding improved after using LBK media into the category of under-understanding by 16%, 23% with an adequate understanding category, 42% with a good understanding category, and 19% with a very good understanding category. These results indicate that after using LBK media, students' understanding of the history of the establishment of the Wali Nanggroe after the Helsinki MoU increased. So that they can relate to the history of the establishment of the Wali Nanggroe after the Helsinki MoU. This is because students can digest in a more interesting way in LBK media. Students feel that learning is more fun so it is easier to understand the material.

Based on the results collected, it can be concluded that before using LBK, 45.25% of students fall into the category of lack of understanding. Only 17.25% of students are included in the category of good understanding. After learning to use LBW media, the category of students who have a good understanding becomes 34% and those in the category of under-understanding only 20.5%. It must be recognized that understanding concepts can be seen based on students' ability to sort and differentiate each concept and classify the concept accordingly. This example is in accordance with the statement (Mariyati, 2012) that the learning material delivered by the teacher can be understood by students, so students have mastered each competency. Then increasing students' competence is a

form of the results of teaching and learning activities.

LBK containing material guardian nanggroe turned out to provide variety / variety in the learning process of Pancasila and citizenship education subjects, because students find it easier to understand the material with memorable learning so that they are interested, active and interactive and innovative in giving statements so that the level of understanding increases. Increased student understanding is expected to facilitate the work of teachers and students to achieve the desired educational goals. Then the other benefits make teachers be closer to ICT technology. Improving the ability of teachers to learn and use ICT is necessary because if teachers have mastered, the teacher will feel comfortable in the learning process (Destiana & Soenarto, 2014, p. 296).

Thus, the effective use of the LBK test used in the learning of Pancasila and citizenship education because it is tested can improve students' understanding, because the use of LBK creates fun learning and triggers curiosity / curiosity so students are motivated to be active and independent in the learning process (Nickchen & Mertsching, 2016, pp. 482; Trieb, 2016, p. 310; Shittu & Shittu, 2015, p. 191). Thus the teacher can play a role and act as a facilitator in helping and directing students and learning conditions in accordance with the demands of the 2013 curriculum, where learning must be centered on students. In addition, LBK can make it easy and easy to use by students and is attractive and easy to operate on a laptop device / computer and smartphone.

4. Conclusions

Cultural literacy means the culture or the habit of people to read. This culture cannot be shaped in a very short way, but it takes a lot of time to make people to be well-literate persons. There are a lot of ways to improve the culture of literacy, and one of them is by teaching Pancasila and Citizenship Education.

The students are the people who will be easily to learn and improve the culture of reading. It is because they learn every day in the school. Therefore, in order to improve the culture of literacy, it should probably start from the students.

Based on the discussion, the use of multimedia in the subjects of Pancasila education and ICT-based citizenship has been proven to be able to improve students' understanding. This can be seen from the ability of students to answer questions related to the material of guardian Nanggroe and the ability of students to solve case study questions about guardian Nanggroe. In addition, LBK-based multimedia PPKn on guardian nanggroe material can be a solution in overcoming the limitations of complementary and alternative learning media that can be used in high school learning (SMA), specifically Pancasila and citizenship education. LBK can create learning that is

fun, active and triggers a sense of high curiosity or curiosity. Then it can motivate students to learn independently in class in accordance with the demands of learning curriculum 2013 which is centered on the development and activeness of students. The principal must continue to encourage and motivate teachers to use LBK in the teaching and learning process as well as facilitate the support infrastructure needed by LBK.

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