Development Of Ppkn Interactive E-Module To Increase High School Students' Understanding Of Threats To The Position Of The Republic Of Indonesia.

Estiva [1], Suyato[2],
[1] *Yogyakarta State University, Indonesia*
[2] *Yogyakarta State University, Indonesia*

Corresponding Author: Estiva,   E-mail;estiva.2022@student.uny.ac.id

ABSTRACT

This research aims to develop a PPKn Interactive E-Module to increase students' understanding of SMA Negeri 1 Malinau regarding threats to the position of the Republic of Indonesia. It is hoped that the use of innovative learning media can improve the quality of learning and students' understanding of the material being taught.

The development of this E-Module uses the ADDIE method, which consists of five stages: Analysis, Design, Development, Implementation and Evaluation. The final product is tested for suitability by experts. The material expert's assessment resulted in an average score of 3.8 with a percentage of 95%, which is in the "very decent" category. The media expert's assessment resulted in an average score of 3.87 with a percentage of 97%, also in the "very decent" category. The average result of the material and media validator assessment is 3.83 with a percentage of 96%, indicating that this Interactive E-Module is "very suitable" to be used as teaching material regarding threats to the position of the Republic of Indonesia.

Product effectiveness testing was carried out through pre-test and posttest, with the t test results showing a significant value (sig) = 0.000, smaller than α 0.05, so that Ho was rejected and Ha was accepted. The students' average pre-test score was 55.00 and the posttest average score was 85.83, indicating an increase of 30.83. This indicating that there is a significant increase in understanding among class XI students after using the PPKn Interactive E-Module on material regarding threats to the position of the Republic of Indonesia. Thus, the PPKn learning E-Module for class XI at SMA Negeri 1 Malinau is effective in increasing students' understanding of this material

Keywords: *Development of Interactive E-Modules, Increasing Student Understanding, PPKn, Threats to the Republic of Indonesia*

INTRODUCTION

Pancasila and citizenship education (PPKn) is an important subject in shaping students' character and national awareness. PPKn reminds students of the importance of the values of rights and obligations as citizens, as well as ensuring that their every action is in line with the goals and aspirations of the nation. According to , PPKn provides a foundation for the development of students' basic competencies at all levels of education, including attitudes, skills, and civic knowledge.

also highlighted the strategic role of PPKn subjects in empowering students with essential knowledge and skills to become responsible citizens and aware of their rights and obligations. This view is in line with the opinion of Madani & Kurnia (2023) which emphasizes that educational institutions are responsible for integrating Pancasila values in the school environment. With the existence of PPKn subjects, it is hoped that Pancasila values can be actively implemented in the learning process, help students internalize these values, and guide them in shaping their character as good and intelligent citizens.

According to Lubis & Sodeli (2017), the main goal of Pancasila and citizenship education (PPKn) at the elementary and secondary levels is to develop students' potential in all dimensions of citizenship. This involves the formation of strong civic attitudes, including civic confidence, civic commitment, and civic responsibility. In addition, PPKn aims to increase students' understanding of rights and obligations as citizens (civic knowledge), including understanding of government structures, democratic processes, human rights, and basic values in Pancasila and the 1945 Constitution. Furthermore, this subject seeks to develop students' skills in actively participating in civic life, including the development of critical, analytical, and creative thinking skills, as well as the ability to actively contribute to national development (civic competence and civic responsibility).

Although PPKn plays an important role in shaping the awareness of the nation and state, the implementation of PPKn learning in schools is often not in demand by students (Lonto, 2017). As stated by Mentari (2023), this subject is not a favorite among students. Sometimes, students show disinterest in studying the material, even looking reluctant to study it. This has an impact on the understanding of civic knowledge. Many students are limited in understanding concepts, especially on crucial subject matter.

Oktaviyasari et al. (2023) also revealed that PPKn learning activities in schools are often monotonous and less popular with students. This is due to a learning approach that only requires memorizing, remembering, and collecting data without requiring a deep understanding. This has an impact on student learning outcomes. Monotonous and less interactive learning methods can make students bored and lose interest in learning PPKn (Fatmawati & Heri, 2023) . In addition, the limitations of interesting and effective learning media make it difficult for the concept of PPKn to be conveyed and understood properly, thus making students less interested in learning it (Said et al., 2023).

The same challenge also occurred in PPKn learning at SMA Negeri 1 Malinau. Based on observations on May 6, 2024, it was found that PPKn teachers still rely on the lecture method as the main approach in learning. This shows that learning is still teacher-centered, which reduces student interaction in the learning process. This approach not only makes

students passive, but also reduces their involvement in the learning process. In addition, in providing explanations, teachers lack detail and do not relate the material to real life. As a result, students have difficulty understanding the material presented. This approach makes learning abstract and less relevant to students' daily experiences, thereby reducing their motivation and understanding of PPKn material. Teachers only rely on PPKn e-books and e-modules downloaded from the internet. However, the e-module is not interactive and does not encourage active student participation in learning. Observations show the need for the development of more interactive learning media, which can increase student involvement in PPKn learning.

Technological developments in the world of education have produced innovations that can support the learning process (Sumarni & Amalia, 2022) . The use of learning media is crucial in improving the quality of learning. Learning media is an important means for educators in planning and implementing learning. The development of learning media must be adjusted to the material taught to students. With the right use of learning media, students can understand the material thoroughly and avoid negative behavior in the learning process (Syahmi et al., 2022).

According to Yuniarti et al. (2023), the development of learning media is now in line with technological advances, where the more advanced the technology, the more sophisticated the learning media that can be used. Educational media play an important role in disseminating messages and ideas effectively, stimulating students' thoughts, feelings, interests, and attention. This creates a learning situation that actively engages students, allowing the learning process to take place effectively. Digital learning media has become an inseparable part of modern learning. Collaboration between digital media and conventional media is the key to maximizing the effectiveness of learning. The use of digital learning media not only facilitates the delivery of material in a more interactive manner, but also allows interaction between teachers and students and between students in a more dynamic manner.

Material on threats to the position of the Republic of Indonesia is an important part of the PPKn curriculum at SMA Negeri 1 Malinau, especially for grade XI who is still using the 2013 Curriculum. However, there is an indication of low student understanding of the material. During learning activities, students often do not focus on the lesson and some are even busy telling stories with their friends. Students' boredom during learning is because the material is considered less interesting.

Lubis & Sodeli (2017) argue that the 2013 curriculum adheres to the view that knowledge cannot be simply transferred from teachers to students. Students need to be encouraged to construct knowledge through active cognitive processes. To understand and apply knowledge, students need to be encouraged to solve problems and work hard to realize their ideas. Material on threats to the position of the Republic of Indonesia is very important in forming students' critical awareness of internal and external threats faced by Indonesia.

The potential of the Interactive E-Module can be used to increase students' understanding of the material. Interactive e-modules not only help students understand the material better but also strengthen their critical and analytical skills in understanding the

complexity of threats faced by countries. Interactive E-Modules are electronic modules that are compiled by educators and printed digitally. This module contains text, images, videos, and audio arranged in order to be used as self-study materials by learners (Rahman et al., 2022) . This is in line with the opinion of Cakrawati et al. (2023) , who stated that the Interactive E-Module combines various elements such as interactive text, graphics, audio, images, and video. The incorporation of these elements allows the user to control commands and creates a two-way relationship between the module and its user.

According to Wirganata (2019), as quoted in the Belanisa et al. (2022) article, the purpose of using interactive e-modules in learning is to provide learning media that makes it easier for students to understand the material and add learning resources in the hope of increasing student independence in the learning process. This view is in line with Kusumandari et al. (2023) who emphasized that the use of interactive e-modules as a learning medium allows students to access and obtain information about subject matter more easily through multimedia.

Several researchers have previously succeeded in developing interactive e-modules, such as the research of Herawati & Muhtadi (2018) which aims to produce Interactive E-Module products in chemistry subjects in class XI SCIENCE HIGH SCHOOL, determine the feasibility level of Interactive E-Module products, and determine the effectiveness of using Interactive E-Module products in improving learning outcomes. The results of the study show that the interactive electronic module (E-Module) for class XI SCIENCE SMA according to material experts, media experts are in eligible category. The application and use of e-modules in general can be carried out in the feasible category and receive a positive response from students. There was a difference in learning outcomes between the results of the pre-test before the use of the e-module and the post-test after using the e-module with a significance of less than 0.05.

The development of the Interactive E-Module was also carried out by with the aim of developing an Interactive E-Module as an additional learning medium for Natural Sciences and Social Sciences (IPAS) subjects in the fourth grade of elementary school. This Interactive E-Module has been tested and obtained results in the "excellent" category and is considered suitable for use as an additional learning medium.

Previous research has not specifically examined the effectiveness of the PPKn Interactive E-Module in increasing students' understanding of threat material to the position of the Republic of Indonesia at SMA Negeri 1 Malinau. Most of the existing research only focuses on the development of Interactive E-Modules for other subjects and for different levels of education. Therefore, this study aims to develop and test the effectiveness of interactive e-modules specifically for PPKn subjects on the material "Threats to the Position of the Republic of Indonesia" at SMA Negeri 1 Malinau.

It is hoped that this research can make a significant contribution to improving the quality of PPKn learning at SMA Negeri 1 Malinau, especially related to students' understanding of "Threats to the Position of the Republic of Indonesia". With the development of the right Interactive E-Module, it is hoped that it can strengthen students' understanding of the material and increase student engagement In addition, this research is

also expected to be a reference for other schools in implementing digital learning media in increasing the effectiveness of PPKn learning.

RESEARCH METHODOLOGY

This study uses the Research and Development (R&D) method with the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, researchers identify PPKn learning problems and student needs, and analyze the availability of supporting technology facilities. The design stage involves the visual design and layout of the interactive e-Module, as well as the preparation of a learning plan and validation instruments. In the development stage, the interactive e-Module is created based on the existing design, then validated by media and material experts, and tested on a small scale to ensure readability and feasibility. The implementation stage involves a field trial at SMA Negeri 1 Malinau to assess the effectiveness of the e-Module in improving student understanding. The evaluation is carried out by analyzing pre-test and post-test data using quantitative and qualitative methods, and calculating the gain score to determine the increase in student understanding. This study also includes data collection techniques such as observation, documentation, questionnaires, and tests, with data analysis carried out using statistical methods.

RESULT AND DISCUSSION

The initial product of this research and development is the Interactive e-Module of Pancasila and Citizenship Education (PPKn) which is designed to improve the understanding of students of SMA Negeri 1 Malinau. The product development process involves five main stages, namely Analyze, Design, Develop, Implement, and Evaluate.

The initial stage in this study was an analysis aimed at identifying problems, student needs, and supporting facilities for PPKn learning at SMA Negeri 1 Malinau. Based on observations, it was found that PPKn teachers in grade XI still used the lecture method as the main method, which indicated teacher-centered and less interactive learning. This approach makes students passive, less involved in the learning process, and have difficulty understanding the material because there is no detailed explanation and no connection to real life, so that learning becomes abstract and less relevant to students' daily experiences. The interactive learning media used is also very limited, only in the form of PPKn e-books and e-Modules downloaded from the internet, which are not yet interactive and are unable to stimulate active student participation. Observations show an urgent need for more interactive learning media to improve students' understanding of PPKn lessons. Based on interviews with grade XI students, they want game elements in learning, such as the interactive Quizizz platform that has been used by other subject teachers, as well as discussion sessions to exchange ideas and express ideas. Observations also show that almost all students have Android phones, and the internet network at school supports the use of mobile devices. Therefore, the researcher chose the Canva platform to develop an interesting and easily accessible Interactive e-Module, with the aim of improving students' understanding of the material on threats to the position of the Republic of Indonesia.

At the Design stage, research planning was carried out to develop the e-Module with several main steps. First, material regarding threats to the position of the Republic of Indonesia was collected. Furthermore, the draft e-Module was prepared according to the material to be taught. The design of this e-Module was then designed to suit the needs of students at SMA Negeri 1 Malinau, including including additional materials such as images, video links, and student practice questions. To ensure the validity of the e-Module, a validity questionnaire was given to two validators, namely a design expert and a media expert, to provide input and suggestions for improvement.

In the development stage of the PPKn Interactive e-Module, the first step is to select materials that are in accordance with the basic competencies and current curriculum for grade XI students, with a focus on threats to the position of the Republic of Indonesia. After determining the material, the next step is to create an e-Module cover. This cover is designed using Canva Pro to display important information such as the module title, learning materials, class, author, and logo. The cover design aims to attract students' attention and provide a clear picture of the contents of the module.

Furthermore, in the foreword section, this e-Module is introduced as an effort to increase students' understanding of the importance of maintaining the integrity and sovereignty of the Republic of Indonesia. This foreword presents information about the module identity, basic competencies, a brief description of the material, and instructions for using the e-Module. This module is designed for the Pancasila and Citizenship Education (PPKn) subject in grade XI, with a time allocation of 2 x 45 minutes for 3 meetings, and focuses on threats to the Republic of Indonesia.

The basic competency that underlies the e-Module is KD 3.5, which discusses cases of threats to various aspects of life and strategies to overcome them within the framework of Bhinneka Tunggal Ika. The description of the material outlines the importance of students' understanding of threats in various aspects of life, such as ideology, politics, economy, social, culture, and defense and security. This module also provides practical instructions on how to use the e-Module, which consists of two main learning activities. The first activity focuses on an in-depth understanding of threats in various fields, while the second activity discusses strategies to overcome these threats and emphasizes the importance of national resilience. With this module, it is hoped that students can increase their awareness and contribution to maintaining national resilience.

At this stage, the finished development results will be tested for validation, which is to determine the feasibility of the product that has been made. This product test is divided into three categories, including material validation tests, media validation tests, and product feasibility tests from students. All of this aims to determine whether or not this product is suitable for use in schools to help students in the learning process in today's rapidly developing learning era.

This stage is the final process in the research and development of the ADDIE model. The evaluation stage of this product is carried out until the formative evaluation aims for revision needs. Based on the results of expert reviews and field trials that have been carried out in the next implementation stage, two stages of data analysis are carried out, namely

qualitative and quantitative data analysis. Qualitative data analysis is used to process data in the form of input, criticism, and suggestions from experts and field tests. Furthermore, gradual revisions are carried out to develop the media to be better. While quantitative data analysis is obtained from respondent assessments in the form of numbers on the questionnaire provided. All stages of this evaluation aim for the feasibility of the final product. The evaluation stage of the Interactive e-Module learning media is carried out at every step of media development to improve the quality of the media. This evaluation is carried out continuously so that even the smallest errors can be corrected immediately without waiting for the final product to be finished being produced. During the learning media development process, an evaluation must always be carried out, called an on-going evaluation. The evaluation is carried out based on the results of input and suggestions as well as analysis from material experts, media experts, small-scale tests, and large-scale tests.

At Final Product, the Interactive e-Module that has gone through validity testing by media experts and material experts, and revised, was tested on grade XI students of SMA Negeri 1 Malinau. This stage is part of the media implementation which is divided into two parts: small group trials and large group trials. The small group trial was conducted on 8 randomly selected students, in one meeting that included an explanation of learning techniques, the use of the e-Module, and filling out the questionnaire by students. The results of the trial showed that the total score was 391, with an average score of 3.75 and a percentage of 93%. Based on this data, the Interactive e-Module is included in the "Very Eligible" category to be used as learning material and understanding of the material on threats to the position of the Republic of Indonesia, as reflected in the table and bar chart that illustrate the results of the trial.

The revision of the Interactive e-Module product was carried out based on input and suggestions from material experts and media experts, following the formative revision stages. This revision includes several important aspects, including updates to the Interactive e-Module concept map to clarify the relationships between topics and make it easier for students to understand the material presented. In addition, additions were made to Independent Task 1 to increase the effectiveness and relevance of the exercises, so that the task can better assess students' understanding. This revision aims to improve the quality and effectiveness of the e-Module in supporting the learning process.

The ultimate goal of this development research is to produce learning media for Pancasila and Citizenship Education (PPKn) subjects for Senior High School students. The development of this media follows the ADDIE method which includes five steps: Analysis, Design, Development, Implementation, and Evaluation. After going through these stages, the final product is tested for its feasibility by involving users or students, as described by (Saputro, 2017). Factors that influence product results include revisions and suggestions from media and material validation experts, small-scale trials, and pre-tests and post-tests. In addition, the results of the quantitative analysis of product feasibility are also the basis for the final assessment of the developed product.

To measure the effectiveness of the e-Module, a trial was conducted on 30 grade XI students of SMA Negeri 1 Malinau, with a pre-test before using the e-Module media and a

post-test after use. The trial results showed significant changes in student understanding; In the pre-test, there were 20 students in the category of needing guidance, 1 student in the category of sufficient, 7 students in the category of good, and 2 students in the category of very good. After using the e-Module, the category of needing guidance decreased to 0 students, the category of sufficient remained at 1 student, the category of good increased to 8 students, and the category of very good increased to 21 students. Statistical analysis showed an average pre-test score of 55.00 and a post-test score of 85.83, with an increase of 30.83 points. The t-test produced a sig value = 0.000, which is smaller than α 0.05, indicating that the e-Module is effective in improving students' understanding of the material on threats to the position of the Republic of Indonesia. However, this study has several limitations. The material in the e-Module is limited to the competence of understanding concepts according to students' needs during the study. Product feasibility test data only includes one trial due to time and cost constraints. Product assessment also only involves material experts, media, and students, without a broader evaluation.

CONCLUSION

Based on the results of the research and data analysis, it can be concluded that the development of the Interactive e-Module learning media has been carried out using the ADDIE method, which includes five steps: Analysis, Design, Development, Implementation, and Evaluation, as well as product feasibility testing. The Interactive e-Module media was declared feasible to use with the assessment results from material experts who obtained an average value of 3.8 and a percentage of 95%, as well as from media experts who obtained an average value of 3.87 and a percentage of 97%, both included in the category "very feasible." The average value of the material and media validator was 3.83 with a percentage of 96%, also in the category "very feasible." This shows that the Interactive e-Module is feasible to use as a teaching material for the material on threats to the position of the Republic of Indonesia. The product effectiveness test showed that the use of the e-Module was effective in improving students' understanding of the material, with the results of the Paired-Samples t-Test showing a sig value = 0.000, smaller than α 0.05, indicating that the alternative hypothesis is accepted. The average pre-test score of students was 55.00, while the post-test was 85.83, with an increase of 30.83 points, indicating a significant increase in students' understanding after using the e-Module.

Suggestions for utilizing Interactive e-Module products are as follows: For teachers, e-Modules can be used to improve the effectiveness of the learning process and as a tool for innovation in teaching methods, as well as for student independent learning. For students, this e-Module can be used as independent learning material to deepen their understanding outside of class hours.

Dissemination and development of Interactive e-Module products can be done in various ways, including socializing the product through MGMP (Subject Teachers' Conference) meetings to introduce the e-Module to more teachers, expanding the reach of the product through social media so that it can be accessed by more people, and publishing the product through national and international journals to gain wider recognition and

feedback. A longer development, identification, and validation process is needed to improve product quality, and proper allocation of funds must be considered because budget constraints can affect product quality. Finally, this e-Module needs to be further developed by adding other materials to improve its usefulness and effectiveness

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