ANALYSIS OF THE NEED TO APPLY CONTEXTUAL LEARNING PRINCIPLES IN DIGITAL FOTONOVELA

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Abstract*:* Pancasila and Citizenship Education learning aims to achieve civic character (civic disposition), civic skills and civic knowledge . The material studied is related to the 1945 Constitution, Pancasila, the Unitary State of the Republic of Indonesia and Bhinneka Tunggal Ika. The material provided teaches many concepts, but to achieve character or attitude, it is necessary to develop learning media that accommodates the material, Civics learning objectives and students who are the millennial generation with their own characteristics. The aim of this research is to analyze the needs of digital Fotonovelas with analysis stages: needs analysis, analysis of digital Fotonovela characteristics, and curriculum analysis so that information can be obtained about the initial conceptual design of digital Fotonovelas using contextual learning principles. The research method uses mixed methods , qualitative and literature study. Data collection techniques were carried out using observation, interviews with educators and students and literature reviews . The data obtained was analyzed using qualitative data analysis techniques. The data analysis process uses the Miles and Huberman interactive analysis model which includes 4 stages, namely data collection, data reduction, data presentation and drawing conclusions.

Keywords: needs analysis, digital photography, contextual learning, PPKn.

I. INTRODUCTION

Learning Pancasila and Citizenship Education was born as a pathway in order to shape the character of students by using learning strategies that integrate values, ethics and positive values [1]. The aim of this learning is to form *civic knowledge* , *civic skills* and *civic disposition* so that good citizens can be created. This learning is the spearhead in building students' character and is moral education that teaches the personality values of the Indonesian nation. [2]. The character of the Indonesian nation in question is the character of citizens based on Pancasila and the 1945 Constitution as human beings who are just and civilized, maintaining unity and integrity, prioritizing deliberation and social justice [3]. The Civics learning process seeks to provide positive changes in attitudes, which not only master knowledge but also form strong character in students . Strong character is the main thing in becoming a cultured citizen, building the nation and making the nation civilized [4]. Carrying out rights and obligations democratically in their lives as citizens, having tolerance, tolerance and mutual respect for each other [5].

The implementation of the PPKn learning process carried out in schools emphasizes cognitive aspects and does not fully pay attention to psychomotor aspects and students' attitudes. This can be seen in learning that prioritizes concepts and is not applicable [2]. Learning Pancasila and Citizenship Education uses competency-based books, the textbooks used by students are presented in the form of many reading materials with different topics in each chapter. The pictures in textbooks are usually not colored, displayed in black and white. If it is related to the learning objectives of Pancasila and Citizenship Education with the textbooks used, educators face difficulties in achieving these learning objectives. Junior High School students are a generation that lives in an era of high technology. They know technology from a young age . This generation prefers everything to be practical and always uses cellular phones in their life. Educators must try to adapt technology to the learning media used in the classroom. This generation likes colorful pictures rather than books with lots of writing and reads them online [6]. *Contextual teaching and learning* is a teaching and learning process that accommodates educators to associate the material taught with real world contexts and encourages students to create connections between the knowledge they have and its application in their lives as individuals, family members and society [7]. The contextual approach is a learning concept that helps educators connect the subject matter they teach with students' real situations and encourages students to make connections between the knowledge they have and its application in everyday life [8]. Contextual learning in Pancasila and citizenship education is scientific for students. This means inviting students to act in ways that are natural for humans, contextual learning stimulates the brain to construct patterns of knowledge through linkages with the reality context of students' lives [9]. The Pancasila and Citizenship Education learning process using a contextual approach can improve student learning outcomes by applying the material in students' real, everyday lives. Contextual learning is not only directed at delivering material *(transfer of knowledge),* but the learning process has been able to instill attitudes *(transform of attitudes)* and instill values *(transform of values)* [10]. A class is said to use a contextual approach, if it applies the seven main components *of contextual teaching*

and learning, namely: Constructivism , students are designed to learn meaningfully by learning independently, discovering and constructing their own knowledge; Discovery *(inquiry),* asking *(questioning),* which can develop students' curious nature and questioning skills. *Learning communities* form learning groups. Modeling , followed by reflection , and ending with a real assessment *(authentic assessment).* Authentic assessment focuses on goals, involves direct learning, collaboration, and instills higher levels of thinking. Authentic assessment invites students to use real-world knowledge in a meaningful way. These include performance assessments, portfolio assessments, observations and journals. Evaluation in contextual learning is carried out not limited to evaluating results but also evaluating processes [11].

Learning communication can run optimally if the learning message is delivered clearly, systematically and attractively. Good learning messages will activate students in providing responses, feedback and also encourage students to carry out practices correctly [12]. Written and spoken language requires images to explain what the written and spoken language wants to convey [13]. In the context of learning media, comics can be used as learning comics which aim to convey learning messages. By presenting a world of images in abundance, combined with a storyline, it can make it easier for students to understand what the content of the learning comic is. Comics can be a creative and innovative alternative learning media. Comics are a modern learning strategy that is starting to gain ground and recognition from students as a fun learning medium [14]and also help increase students' interest in learning and reading [15]. To create a comic, educators need drawing skills, even though not all educators have detailed drawing skills. Currently there is a *Comic Life application* that accommodates the obstacles that educators have in creating a comic. Through this application, educators can create comics using photos according to existing reality. It can be made by educators themselves in a simple, inexpensive way and in accordance with students' emotions. The learning media that uses the *Comic Life application* is hereinafter called Fotonovela. Fotonovelas are similar to comics or comics in that they contain messages accompanied by pictures and illustrations. Fotonovelas use images with high reality in the form of photos, while comics and comics use images with low image reality because they are abstract images. Fotonovela learning media can influence students' critical thinking skills and learning outcomes as well as building basic skills. Fotonovelas can improve indicators of critical thinking skills, namely providing simple explanations and building basic skills as well as improving learning outcomes in the analysis aspect [16]. Fotonovelas can be used to integrate character values through learning [17].

A digital learning photonovela is a presentation that is consciously and intentionally created by determining a goal first, containing a story line in a series of still images acted out by story characters with certain characters, visualized in the form of *frames* and word balloons and arranged side by side in a certain reading order so that into one unit in electronic-based digital form, inserting *genres, animations* , films and applications to make them interesting to read *online* with the aim of conveying messages to students so that they can be used in the learning process so that there is a change in attitudes, knowledge and skills for the better. Fotonovelas can be said to be a learning medium if the content of the fotonovela story fulfills the elements of learning, in other words, the fotonovela does not only provide an entertainment aspect. Fotonovela media must also meet the indicators of the material being taught for each material that is told, namely containing learning material in accordance with the subject matter of the material that will be provided. Fotonovelas as educational learning media are simple, clear and easy to understand. So it can attract students to learn and become a new hobby for students to increasingly like reading [18]. Citizenship education is a subject that is expected to shape students into moral people. This goal can be realized by using the right media in learning. With the characteristics of being able to carry a number of messages of hope, containing values and morals, being prepared in accordance with developments in information technology, using real learning, attracting students' interest and attention, making students think critically, and being affordable for students' learning abilities. Digital photonovelas are able to answer learning media problems in Civics learning and contextual learning are able to help students link problems in the real world with scientific theories obtained in class. So the development of digital Fotononela with a contextual learning approach can be an alternative solution to achieve the goal of changing the attitudes of students who not only master knowledge but have strong character as Indonesians.

Based on the analysis of several relevant studies, it was found that the development of fotonovelas had been carried out by previous research, both in print and digital form. The printed photonovela that was developed includes character education in the form of a supporting book [17]. Fotonovelas were also developed by including character values presented in book form [19]. Apart from being printed, the photonovela was also developed in digital form. Development of Fotonovela in digital form, still in book form with the help of Android on magnetic field material intended for exceptionally deaf students [20]. Fotonovelas were also developed based on *flipbooks* which can increase understanding of the concept of harmonious vibrations [21]. The development that has been carried out for both printed and digital fotonovelas has not yet accommodated the stages of certain learning methods as a storyline and there are no videos and links available to support the dialogue in the story. Based on this, the development of fotononela can be carried out in digital form, which includes videos and links with storylines using contextual learning stages, making it more interesting for students. For this reason, a needs analysis is needed to discuss in more depth the form and characteristics of digital photonovelas, which will be used as learning media for Pancasila and Citizenship Education with a story line using contextual learning stages, as well as learning outcomes that will be used as story themes for the digital photonovelas that will be developed

II. RESEARCH METHODS

This research is *descriptive research* , using *mixed methods* namely qualitative and literature study. The analysis

stages carried out are: Needs analysis, carried out by analyzing the situation and availability of teaching materials to meet learning needs, so that the factual situation that occurs in the school is obtained. Analysis of the characteristics of the fotonovelas that will be developed, this analysis is carried out so that the creation of digital fotonovelas is in accordance with the needs of students. Curriculum analysis is carried out by examining learning outcomes, the flow of learning objectives and learning objectives so that they become a reference for selecting learning materials that are developed and will be used as storylines in digital photonovelas.

This research was conducted at SMP Negeri 1 South Tangerang City during the odd semester of the 2023/2024 academic year with a total of 382 class VII students. The technique for determining respondents is based on objectives *(purposive sampling).* This technique selects respondents who have knowledge and information about the phenomenon being studied . For educators, the resource persons were 3 Pancasila and Citizenship Education teachers. For students, there were 17 respondents. This observation guide contains a list of types of observed activities carried out by educators and students. Aspects of observations carried out include: Pancasila and Citizenship Education learning methods carried out during learning, learning media used, student learning motivation and student learning outcomes. This guided interview guide contains complete and detailed questions that will be asked to respondents. The interview aspect includes the characteristics of the digital photonovela that will be developed. It contains colors, templates, navigation structures, videos, links that students expect to be included in the digital photonovela that will be developed. Analysis of learning outcomes is carried out by studying curriculum documents so that appropriate learning material is obtained to be used as a story theme.

The data analysis technique used is a qualitative data analysis technique. Implementing qualitative data analysis is the process of systematically searching for and compiling data obtained from interviews, observation notes and other materials followed by carrying out synthesis, as well as making conclusions that can be informed to other people so that they are easy to understand. The data analysis process uses the *Miles and Huberman* interactive analysis model which includes 4 stages, namely data collection, data reduction, data presentation and drawing conclusions. 1) Data collection, data obtained from interviews, observations and documentation in field notes which consist of two parts, namely *descriptive* and *reflective* . 2) Data reduction, carried out by selecting relevant and meaningful data, focusing data that leads to solving problems, discoveries, meaning or to answer research questions 3) Data presentation, to combine information so that it can describe the situation that occurred, can be in written form, pictures, graphs and tables. 4) Conclusions are drawn after the data has been collected completely. [22]

III. RESULTS AND DISCUSSION

Based on the results of guided interviews with educators who teach Pancasila and Citizenship Education subjects, information was obtained that the learning models used by educators when teaching have not varied. Apart from the lecture model, educators also often use the discovery learning model. The learning media uses Civics textbooks and uses cellphones to search for other information needed when learning. Educators also say that junior high school students are teenagers in a transition period, they prefer to use devices to watch videos and play games rather than having to look for information by reading books. Students are more interested in visualization than literacy. So educators need the ability to motivate students, plan learning well by using learning models that link students' daily lives with the material being taught and provide learning media that is relevant to the material. Educators are also expected to provide information to participants to use the internet healthily and effectively. Analysis of learning outcomes in PPKn learning has not reached the expected targets in the material on Pancasila and the Unitary State of the Republic of Indonesia. Based on the results of guided interviews conducted with students regarding colors, online web templates, navigation structures and video links, the information is presented in the table 1.

Table 1. Analysis of Interview Results

No	Criteria	Interview result
1	Color	15 students said bright colors such as light blue, orange, green, red and yellow made them look attractive when reading. 1 student said red because it is the dominant color of Civics subjects. 1 student said black and white because black and white are the colors generally used in comics
2	Online Web Templates	Students said the initial display was made simple but attracted attention, the title was printed in bright colors. With a font type and size that is pleasing to the eye. The theme of the story is made separately according to the material being taught. If there is a task that needs to be done, you want an upload task button to be available.
3	Navigation Structure	Students said it was not difficult to enter the Fotonovela website. 9 students did not use a password and 8 students used a password. There are page turning features, zoom out, story/material themes and it's easy to use.
4	Videos and Links	12 students said it needed to be equipped with news and video links. 5 students said there was no need for the reason that having to leave the web and enter another application was feared that it would take a long time

Table 1 above shows that the information provided by students about the Fotonovela concept which will be developed as a PPKn learning medium is designed digitally with an attractive initial appearance using bright colors which will make their eyes comfortable when reading and stay focused. It is not difficult to log into the Fotonovela website without needing to use a password. The material is presented separately according to the story theme, if there is an assignment, there is a file upload button in it. To increase understanding, news and video links are provided. The themes used as stories in the fotonovela are related to the material of Pancasila values, the diversity of the Indonesian nation, the struggle for Indonesian

independence, the Youth Pledge and the Awakening of the nation. Based on the literature review related to learning outcomes and Civics subject matter which will be used as the theme of the story, the study carried out is more focused on information obtained from sources, namely Pancasila values and the diversity of the Indonesian nation as seen in the table 2.

Table 4. Analysis of Learning Achievements

No	Element	Learning Outcomes
1.	Pancasila	Analyzing the chronology of the birth of Pancasila; examine the function and position of Pancasila as the basis of the state and the nation's way of life, and get to know Pancasila as the state ideology; understand the implementation of Pancasila in state life from time to time; identify the relationship between Pancasila and the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia; as well as implementing Pancasila values in daily life; and identifying the contribution of Pancasila as a way of life in solving local and global problems using the Pancasila perspective.
2.	Unity in Diversity	Identify ethnic, religious, racial and inter-group diversity within the framework of Bhinneka Tunggal Ika, and be able to accept diversity and cultural change as a reality that exists in social life, and respond proportionally to existing conditions in the environment in accordance with existing roles and needs in society; understand the urgency of preserving traditional values, local wisdom and culture; show examples of preserving traditional values, local wisdom and culture; and foster an attitude of responsibility and play an active role in maintaining and preserving the practice of traditional values, local wisdom and culture in global society.

After analyzing table 2 above, the learning objectives that will be used in the Fotonovela story theme that will be developed are embedding Pancasila values in everyday life and accepting diversity and cultural change as a reality that exists in social life. The material related to these learning outcomes is Indonesian Diversity, Respect for the environment and local culture and Cooperation and Mutual Cooperation. This material is material studied by class VII students

IV. CONCLUSIONS

Based on the analysis of the need for implementing contextual learning principles in digital photonovelas, it can be concluded that contextual learning is learning that can accommodate Civics learning objectives. Regarding the development of Digital Fotonovela, the contextual learning steps can be used as a guide to the storyline that will be developed so that the storyline being developed can be adapted to the contextual learning steps. The material that can be used as a story theme is closely related to Pancasila values and national diversity. Equipped with news and video links to understand the material better.

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