The Role of Multimedia in Developing Civic Education

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Abstract
The development of engaged and accountable citizens is greatly aided by civic education. Multimedia is a powerful tool for communicating civic ideas in the digital age. According to research, multimedia can enhance students' comprehension through engaging visuals, high levels of involvement, and convenient accessibility. Multimedia integration in the curriculum can boost learning efficacy and promote student engagement. Multimedia serves as both a tool and a guide for technology-based learning. There are still issues, though, like kids' unequal digital abilities and restricted access to technology. Support and a fair allocation of resources are therefore required to ensure that every student can make the most of multimedia. Multimedia use is still a viable creative way to raise the standard of civic education, even when a lack of resources is a barrier. Strategies for deploying multimedia more successfully and inclusively require greater investigation
Keywords: Role of Multimedia, Developing, Civic Education

INTRODUCTION

One of the key tools for creating intelligent, engaged, critical, and responsible citizens who understand their rights and responsibilities in society, the country, and the state is civic education. Fostering national character, bolstering national identity, and boosting community involvement in the democratic system are the primary goals of civic education. Civic education is crucial in fostering social cohesiveness and averting national disintegration in Indonesia, a multicultural society. The field of education has undergone a paradigm shift in tandem with the times. The field of education has undergone a paradigm shift in tandem with the times. Globalization and the fourth industrial revolution have brought both opportunities and problems to the field of education, particularly to the way that students learn at colleges and universities. The primary forces behind the revolution in education as a whole are developments in information and communication technology, particularly the internet and digital gadgets. Teachers and educators must therefore be able to adjust to these developments and utilize technology to its fullest potential in the classroom, including when teaching Citizenship Education.

Multimedia is one of the technologies that significantly contributes to raising the standard of education. According to Lestari and Pratama (2021), multimedia is a collection of several types of media, including text, sound, images, animation, and video, that are merged into a single digital platform and displayed dynamically. Multimedia has the advantage of presenting learning experiences that are engaging, enjoyable, and easier for students to understand. Multimedia can be utilized to more concretely and contextually present abstract and complex content in the context of civic education, such as Pancasila ideals, citizen rights and obligations, and political and democratic dynamics. Multimedia instruction can also

encourage students' different learning preferences, including kinesthetic, visual, and auditory. Given the diversity of pupils' origins and traits, this is crucial. In the current digital environment, learning that solely depends on traditional lectures is no longer effective. If students are not actively involved in the learning process, they are likely to get disinterested and bored. Multimedia is therefore a creative way to make learning more engaging, dynamic, and meaningful (Setiawan, 2023).

However, there are still several barriers to using multimedia in civic education instruction, including those related to infrastructure, teacher preparation, and student readiness. Not every school or educational institution has access to sufficient technology, including digital learning platforms, computers, projectors, and internet networks. Furthermore, many educators lack the ICT (information and communication technology) skills necessary to create and execute multimedia-based learning materials successfully (Wijayanti & Ardiansyah, 2022). However, kids also have difficulties with digital literacy. Not every student is equally proficient with technology. Another major issue is unequal access to technology, particularly for pupils from low-income households or those living in distant places. They might not have access to personal electronics, a reliable internet connection, or a nurturing classroom setting. This results in a lapse in multimedia-based learning implementation, which could further exacerbate Indonesia's educational disparity. Incorporating multimedia into the curriculum presents both pedagogical and technical problems. Instructors must make sure that using multimedia may help students meet learning goals in addition to providing amusement. In fact, improper multimedia use might divert students' attention from the main subject. Therefore, in order to provide multimedia-based learning that is focused on enhancing civic values, instructors must receive training and professional development (Syahputra, 2024).

Using a multimedia-based approach to civic education has the potential to help students develop more critical, reflective, and socially adaptive personalities. Students can be encouraged to learn about a variety of current civic concerns, including democracy, tolerance, social justice, human rights, and political involvement, through instructional games (serious games), historical animations, interactive simulations, or documentaries film. As a result, students are able to internalize the ideas in their daily lives in addition to having a theoretical understanding of them. Furthermore, new avenues for the use of web-based learning multimedia have been made possible by the growth of digital platforms like Google Classroom, Moodle, Edmodo, PesonaEdu, and Rumah Belajar Kemdikbud. In the meantime, more and more instructional games are being used in the classroom. Examples of these include interactive Pancasila games, election simulation games, and other educational apps that can be found on the Play Store and App Store. All of them enhance the Civic Education curriculum to make it more engaging, enjoyable, and applicable to the lives of the digital generation.

According to recent research, using multimedia in the classroom can enhance students' cognitive, emotional, and psychomotor learning results. Multimedia can also promote project-based, autonomous, and cooperative learning. Giving students the freedom to actively and artistically explore learning materials helps them develop a responsible attitude and the ability to take charge of their education. With its various advantages, multimedia should be developed more widely and systematically in Civic Education. The government, schools and universities should work together to provide infrastructure, teacher training and multimedia content development that is contextualised and in line with the national curriculum. Further research also needs to be conducted to explore effective, sustainable and inclusive multimedia integration strategies at various levels of education. Therefore, it can be said that multimedia

plays a critical role in assisting civic education instruction that is pertinent to contemporary needs. Multimedia is a crucial link in bolstering the national character of Indonesia's youth to uphold the principles of Pancasila, the 1945 Constitution, NKRI, and Bhinneka Tunggal Ika in the face of globalization and digitalization.

RESEARCH METHODS

This study combines descriptive approaches with a qualitative approach. The qualitative method was selected because it uses individuals as the primary data source and seeks to fully comprehend the events that arise in a natural setting. Qualitative research is interpretive, exploratory, and depends on people's subjective interpretations of their social surroundings (Sugiyono, 2021). A methodical, factual, and precise explanation of the facts and features of the thing being studied is provided by the descriptive technique. In this case, the descriptive approach enables researchers to provide a detailed account of how teachers and students implement and perceive the use of multimedia in Civic Education instruction. This study's primary goal is to describe the procedures, relationships, difficulties, and viewpoints that come up when multimedia-based learning is implemented. Direct observation, in-depth interviews, and documentation were the methods used to collect data. Data analysis employed the methods suggested by Miles, Huberman, and Saldana (2020) for data reduction, data display, and conclusion formulation. Triangulation of sources and methods was used to assess the validity of the data.

RESEARCH RESULTS AND DISCUSSION

The evolution of civic education is significantly influenced by multimedia. Its capacity to boost learning process interactivity is one of its primary advantages. Students can voice their ideas and actively engage in the learning process through multimedia. Additionally, multimedia helps draw students' attention and make classes more engaging. Better learning results may result from this since it may boost students' motivation and involvement in the classroom. Multimedia can also be utilized in project-based learning. In this situation, students can collaborate in groups to produce multimedia presentations or other projects pertaining to civic education. Students' critical thinking abilities can be enhanced through the use of multimedia in civic education. Additionally, the following multimedia components can be created for Education: The Media's Strategic Contribution to the Development of Civic Education. In the current digital era, media—particularly multimedia education—plays a crucial role in advancing civic education. In addition to serving as a visual aid, media has evolved into a calculated tool for influencing pupils' views, character, and comprehension of civic principles. Multimedia-based learning materials can foster a positive learning environment, boost communication, and motivate students to actively participate in the learning process, particularly in subjects like civic education that incorporate values, claim Rahayu & Fauziah (2022).

First of all, the media makes it possible to create more engaging, interactive, and understandable teaching materials. Teachers can provide Civic Education lessons in a more dynamic way by utilizing a variety of mediums, including audio, video, animation, and graphics. Applications like PowerPoint, Canva, and Kinemaster are examples of creative tools that assist educators in creating communicative and student-centered learning materials.Second, students' enthusiasm to learn can be raised by including multimedia components into the curriculum. Students can participate actively and avoid boredom with the use of colors, sound effects, basic animations, and menu interactivity. Additionally, interactive multimedia enables instant assessment, such as quizzes that provide students prompt

feedback so teachers may identify areas for growth. Second, students' enthusiasm to learn can be raised by including multimedia components into the curriculum. Students can participate actively and avoid boredom with the use of colors, sound effects, basic animations, and menu interactivity. Additionally, interactive multimedia enables instant assessment, such as quizzes that provide students prompt feedback so teachers may identify areas for growth. This supports the findings of Rahmawati & Ningsih (2021), who found that the use of interactive multimedia improves information retention and boosts the effectiveness of material delivery.

Third, the presentation on learning Teachers can use multimedia as a method to present difficult content in an organized and understandable way. Applications like Microsoft PowerPoint and OpenOffice Impress can be used to help explain citizenship content using graphics, tips, and the inclusion of movies that elucidate ideas like democracy, human rights, and civic duties. Fourth, civic materials can be explained succinctly yet effectively with the help of visual media like posters. Despite their simplicity, posters have the benefit of visually and enduringly communicating moral lessons or national values. Additionally, posters can be altered to fit the learning subject. Lestari (2023) asserts that visual media, such as posters, can effectively enhance students' affective and cognitive values, particularly in character-based instruction. With the correct learning resources, educators can modify the content to fit the learning preferences of their pupils, giving civic education a more relevant context and a more grounded connection to everyday life. Students' critical thinking, feeling of duty, and social consciousness as democratic and civilized Indonesian citizens are shaped by the media in addition to disseminating information. Therefore, the media plays a crucial role in promoting innovative learning and strengthening civic competency. The creation of educational media is one of the practical ways to address the issues of globalization and digital change while enhancing the caliber and applicability of civic education at all educational levels.

Discussion
Multimedia's Function in Civic Education Education

An intermediary tool or media used in education, multimedia serves to transmit information and messages with the primary goal of motivating students to engage in active and meaningful learning. To enhance material knowledge, multimedia in this context refers to an integrated strategy that incorporates a variety of media, including text, images, video, sound, animation, and digital interactivity, rather than merely visual or auditory technology (Kusuma & Riyanto, 2021). Because it may make the learning environment more engaging, productive, and pleasurable for students, multimedia is crucial to the educational process. Multimedia serves as a tool in today's educational environment that helps close the gap between students' concrete experiences and abstract content. Teachers can simplify and make difficult subject easier to learn by using multimedia (Rahmadani, 2023). It is especially important and vital to employ multimedia when learning Civics Education (Civics). This is due to the fact that abstract concepts like nationalism, democracy, justice, and human rights are included in civics and are frequently hard for pupils to comprehend if only taught using traditional techniques. As a result, a strategy that is visual, interactive, and contextualized is needed; learning multimedia can help with all of these.

Additionally, the paradigm of education has altered as a result of the advancement of information and communication technology (ICT), notably in the area of citizenship. As digital natives, today's students are accustomed to interactive, visual learning. Therefore, in order to keep learning relevant, contextualized, and capable of more profoundly instilling civic principles, the use of multimedia in civics is not merely a supplement but a strategic need (Suryani, 2022). Learning multimedia also involves using hardware and software to

communicate both orally and visually. This demonstrates that multimedia is not just utilized for presentations but may also enhance learning experiences, foster two-way interactions between professors and students, and boost student motivation for learning (Lestari & Handayani, 2020). As a result, multimedia in civics education serves as a catalyst for critical thinking, social empathy, and the development of national ideals in addition to disseminating information. One of the key pillars of 21st-century educational innovation, along with technological advancement, is the use of multimedia, particularly to fortify the character of intelligent, engaged, and responsible citizens.

CONCLUSION

For the development of civic education, the media is crucial. Through a variety of mediums, including sound, animation, graphics, and video, multimedia can help students comprehend civic themes in a more engaging and intelligible way. The use of multimedia in civic education has several benefits, including improved learning outcomes due to greater motivation, interactivity, and student participation. Additionally, media facilitates project-based learning, in which students collaborate in groups to produce multimedia projects or presentations about citizenship, thereby honing their critical thinking abilities. Additionally, media aids in the delivery of courses in a way that is engaging and fun, fitting the interests and qualities of the pupils. Inequality in access to technology and digital abilities, however, is one issue with the use of media in civic education. Thus, it is essential that all students have equitable access to and receive the support they need to use multimedia in the classroom. It takes innovative approaches and relevant learning materials to make the most of media in civic education. Multimedia can therefore improve student learning and help them become engaged, responsible citizens.

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