

Effectivity of Whiteboard Animation Proclamation-Based on The Patriotism of Elementary School Students

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Abstract

This research aims to analyze the effectiveness of the whiteboard animation proclamation based on the patriotism character of elementary students. This is quantitative with quasi-experimental research. Random cluster sampling with 56 students was used as a sampling technique. The data were collected through patriotism scale tests before and after learning activity. Analysis data techniques used were descriptive and inferential statistics analysis by comparing the average result of the test and t-test. The result shows that the average of students' patriotism in the control class is lower than in the experimental class. The increase of the control class is only 15.05% compared to the experimental class that increased 32.25%. T-test results show that whiteboard animation proclamation-based can influence elementary students' patriotism with a significance value of 0.00 (<0.05). It shows that whiteboard animation is effectively used to improve the patriotism character of elementary school students.

Keywords: whiteboard animation, Patriotism character, elementary school

INTRODUCTION

Character formation in students is a hidden curriculum because character building is done through habituation and learning. The government has set character values that are expected to develop and become a complete character in students through 18 character values formulated by the Ministry of Education and Culture. One of the 18 existing character values is love for the homeland; the formation of the character of love for the homeland aims to make students have an attitude of patriotism. Syahri (2013: 38) states that patriotism is the spirit of love for the homeland or the attitude of someone willing to sacrifice everything for the glory and prosperity of his homeland. Patriotism is the soul and spirit of love for the homeland that complements the existence of nationalism (Bakty, 2010) The value of patriotism is a reference or principle that reflects the love for a group or nation and a willingness to uphold human values. Patriotism includes being proud of the nation's achievements, being proud of the nation's culture, and having a desire to maintain the nation's characteristics and the nation's cultural background. (Rasyid, 2004) mentions several values of patriotism, namely loyalty, courage, self-sacrifice, and love for the nation and state. Forming an attitude of patriotism will be more effective if students get direct learning and imitate the patriotism attitude of someone

close to them. A teacher needs to show patriotism at school so that students are motivated to imitate this behaviour.

The attitude of patriotism needs attention considering that at this time during the corona pandemic learning is carried out online so that learning is carried out very limited. This is related to the opinion of Nurjaman & Akbar (2021) which explains that one of the problems in online learning is the reduced quality of learning, especially providing habits that shape students' characters such as the character of patriotism. Hartono (2020) explains that the young generation of today's digital era lacks patriotism. The spirit of defending the country, the attitude of patriotism is now starting to fade. Schools as centers of learning and training no longer touch such learning materials. The low awareness of defending the country, the not yet optimal educational curriculum in the digital era are the main problems that must be immediately sought for solutions.

Problems that arise due to low patriotism are that students do not know their own culture, students are more easily influenced by outside cultures for example spending time playing certain applications, students spend more time watching videos that are less useful, students play online games more than study so that appear selfish behavior because they rarely interact with the people around them. If the attitude of patriotism is continuously neglected, students will not know their own nation even though they are the hope for the country to continue to maintain the integrity of the nation. Then, in social life, the impact of low patriotism can lead to behavior that considers oneself better, students' low knowledge of their nation so that it has an impact on the low sense of love for the homeland, and the emergence of behavior that does not care for students. Therefore, the formation of the character of patriotism still needs to be considered even though it has a small portion.

Character formation should be done using students seeing and imitating every teacher's behaviour or the people around them. However, because learning is carried out online, students' character formation is not well monitored. One way to grow character in students is by showing learning videos containing inspirational stories or historical events. After watching the video, the teacher can direct students to discuss and examine the moral message. The process of studying the moral message of each student will show different results because each student has his or her thoughts. Therefore, teachers need to carry out reflection activities and straighten concepts if misunderstandings. This learning needs to take advantage of interactive media not to get bored quickly when learning. Teachers in the industrial revolution 4.0 era act as teachers,

but they can create democratic learning conditions and operate the use of information and communication technology. The rapid development of technology and

Information in the era of the industrial revolution 4.0 requires teachers to adapt by being able to master information and communication technology so that it can be applied in the learning process. According to Novitasari (2016) interactive multimedia is a blend of media between text, images, animation, sound, and video that demands the involvement of many senses in the learning process. Meanwhile, according to Vaughan (in Suandi dkk, 2019) interactive multimedia is media that combines text, images, graphics, sound, video, animation in an integrated manner with the help of computer devices or the like and can be controlled interactively so that multimedia elements will be used or displayed at the desired time.

Interactive multimedia can help learn so that learning is expected to occur effectively, clearly, and easily understood. This is following the cinematic function in learning media, which is explained according to Arsyad (2019) that the cinematic function of learning media is to concretize ideas, shapes, or images and provide clarity in each media display so that students find it easier to gain learning experiences. Whiteboard animation is categorized as a product of interactive multimedia. Whiteboard animation is a device that creates animation in a short whiteboard style to explain a concept that teachers and students can use. Whiteboard animation is a learning media in the form of animated videos consisting of several images arranged into a complete video series (A. Hasan & Baroroh, 2019).

Whiteboard animation can present unique content by combining sound, images, and attractive designs so that students can enjoy the learning process. The features provided in whiteboard animation are also very diverse, so this media can be made by adjusting the material to be delivered. Through whiteboard animation, teachers can create learning videos freely according to their ideas. Whiteboard animation can spark a warm discussion, provide a real picture in life, and demonstrate problem-solving more interestingly. Whiteboard animation also helps the teacher deliver long enough learning material to feel shorter and more relevant. This is evidenced from previous research on whiteboard animation by Hamidiyah et al (2021); Kelana & Wardani (2021) which shows that whiteboard animation based on local wisdom can increase students' interest in learning about energy concepts in high school. Referring to the results of previous studies, the researchers are interested in conducting research using whiteboard animation on the proclamation material to increase patriotism in students. Researchers chose whiteboard animation as an effort to foster patriotism because whiteboard animation has characteristics that match the characteristics of elementary school students.

Elementary school students are in the concrete operational phase, meaning they really like things that are real, they also like stories related to challenging things such as war. Therefore, the provision of whiteboard animation media is expected to take the values of patriotism through the proclamation. Based on the explanation that has been described, this study aims to increase the patriotism of elementary school students through the application of whiteboard animation media.

METHOD

This research analyses the effectiveness of using whiteboard animation proclamation based on the patriotism of elementary students. The sample of this research were 28 students of the experiment class and 28 students of the control class. The sample was selected nonrandomly. This research used a quantitative approach with a quasi-experimental type. The design used in this research is the pre-test post-test control group design (Johnson & Christensen, 2014).

Table 1. Research Design

Class	Pre-test	Treatment	Posttest
Control	O1	X1	O2
Experimental	O3	X2	O4

Table 2. The Data of Research Sample

Class	Amount	Gender	
		Male	Female
Control	28	8	20
Experiment	28	12	16

There were several stages in this research. First, conducting a preliminary study aims to obtain initial research data in the form of problems in the field. The next step was to complete the preliminary study data with a literature review. Then, the research instrument is prepared; it aims to collect research data. Research instruments compiled was an instrument in a questionnaire to measure student patriotism.

Furthermore, the research data were collected by conducting pre-test and post-test in the experiment class (using whiteboard animation proclamation-based) and control class (not using whiteboard animation proclamation-based). After research data was obtained, the

assumption test (normality and homogeneity test) was carried out. After that, a descriptive statistical was carried out to measure the average increase in student patriotism results at experimental and the control classes. The next step was to test the research hypotheses with parametric statistical tests using independent t-tests to obtain the significance value of the effectiveness of whiteboard animation proclamation-based. After all, was done, conclusions were drawn from the research.

The data obtained in this research was quantitative; the data was collected using the patriotism test instrument in a questionnaire format. This instrument was given before and after treatment. The grid used in this research is as follows.

Table 3. Research Instrument Grid

Aspect	Indicator
Intrepid	Students are brave to express arguments against answers
Willing to Sacrifice	Students are willing to work hard to achieve something they aspire
Never Give Up	Students try to achieve something they want even though they have failed
Esprit de Corps	Students have a sense of social care to help others who need help with empathy and compassion.
Tolerance	Students can appreciate their differences from others.

The data was collected using descriptive statistics by analyzing test averages (pre-test and post-test scores between control and experimental classes). Then, a t-test was formed to find different values (Sugiyono, 2016). An independent t-test was conducted to analyze the different values of patriotism between students in the experimental class who used whiteboard animation proclamation-based and students in the control class who did not use it. The data used for this independent t-test analysis was the post-test value of the experimental and control class students. The SPSS 22.0 application for windows assisted the entire data analysis process in this research.

RESULTS AND DISCUSSION

Results

The results showed that proclamation-based whiteboard animation was effectively used to increase the patriotism of elementary school students. This can be seen from the results of the patriotism questionnaire ability test that data conducted before and after treatment showed an increase in the average in the experimental class. Analysis of patriotism character in this research was conducted in two stages, 1) descriptive statistical test by comparing the mean

score and the percentage increase in the mean score of the pre-test with post-test in the experimental class, and 2) inferential statistical test by doing a different test using independent t-test technique. Descriptive statistical results on the students' patriotism data will be presented below.

Table 4. Descriptive Analysis of Patriotism Character

Class	Average Score		Average Score Increase (%)
	Pre-test	Post-test	
Control	48.34	67.88	40.42
Experiment	46.97	79.63	69.53

The data presented in Table 4 shows that the average pre-test scores for the patriotism character of control and experimental class students were 48.34 and 46.97. Thus, it shows that the patriotism character of students in the experimental and control classes before being given treatment tends to be the same because there is no significant difference in the average value. However, after the treatment is carried out through a learning process using whiteboard animation proclamation-based in the experimental class, there is an increase in the average value of his patriotism attitude test results. Post-test results in the experimental class show that the average value of the experimental class was 79.63. While in the control class, where the learning process is carried out by not using whiteboard animation proclamation-based, post-test results show the average value of students' patriotism was 67.88.

The research data shows that the two classes' test results increased compared to the average value of the pre-test and post-test. However, if it is reviewed from the percentage increase in the average between the two classes, the average value in the experimental class was more significant than the control class. Table 3 shows that the percentage increase in the average value of students' patriotism in the experimental class is $\frac{69.53 - 46.97}{46.97} \times 100\% = 47.99\%$, while the control class is $\frac{40.42 - 48.34}{48.34} \times 100\% = -16.49\%$. This shows that the whiteboard animation proclamation-based has a significant effect on students' patriotism.

The questionnaire results of students' patriotism were also analyzed using an independent t-test technique. However, before the independent t-test was conducted, the assumption test was conducted on the student's patriotism test results. The assumption test carried out is the normality and the homogeneity test. Table 5 presents the results of the normality test in this study.

Table 5. Data Normality Test Results

Class	Type of Test	P Value Kolmogrov-Smirnov	Assumption	Information
Control	Pre-Test	0.34	$P > 0.05$	Normal
	Post-Test	0.25	$P > 0.05$	Normal
Experiment	Pre-Test	0.39	$P > 0.05$	Normal
	Post-Test	0.40	$P > 0.05$	Normal

Table 5 shows that all data results from the questionnaire of students’ patriotism in this research are normal data. This can be seen from the Kolmogorov-Smirnov P-value; all tests conducted showed a value greater than the assumed value ($P > 0.05$), which means that all data are normally distributed. The result of the homogeneity test also shows that the data comes from a homogeneous population. It could be proven by the results of the homogeneity test, which shows the significance value (Based on the mean) is 0.092 (> 0.05), which means that the data comes from a homogeneous population. The normality and homogeneity test, which shows that the data is normally distributed and comes from a homogeneous population, concludes that the assumption test results have met the requirements of parametric statistics testing with an independent t-test technique.

The t-test in this study was conducted to determine the significance of the different treatment values. The type of t-test carried out was an independent t-test. The independent t-test in this study was conducted to determine whether there is a difference in students’ patriotism between the experimental class (using whiteboard animation proclamation-based) and the control class (not using whiteboard animation). The independent t-test in this study can be seen in Table 6.

Table 6. Independent T-Test Results

Variable	Equal Variances Assumed		Information
	Value Significance	Assumption	
Patriotism Character	0.00	< 0.05	There is a difference

The data presented in Table 5 show that the independent t-test on experimental and control classes were 0.00 (< 0.05). That means that the hypothesis is accepted in this test that there is a difference in the patriotic character of students who take part in learning using a proclamation-based whiteboard animation (experimental class) with students who take part in learning not using a proclamation-based animated whiteboard (control class).

Discussion

The patriotism character is the dependent variable tested in this study using whiteboard animation proclamation based as the independent variable. The indicators of patriotism character used in this study were 1) Intrepid; 2) Willing to sacrifice; 3) Never give up; 4) Esprit de corps, and 5) Tolerance. This follows the opinion of Aristy et al. (2017) that patriotism as a heroic value is usually taken from a lesson about the story of the heroes' struggle in seizing independence and defending independence. Value is appreciated, upheld, and pursued by humans to obtain a happy life (Gusal, 2015). Humans can feel satisfaction with values. Furthermore, Wijayanto J. & Marzuki (2018) stated that patriotism students would have an attitude of kindness (noble) that encourages preparedness and a strong desire to sacrifice for the country's welfare and its homeland.

The whiteboard animation in this study was applied to social studies learning in elementary schools. Social studies material on the proclamation of independence was prepared using a whiteboard animation application. Permatasari et al. (2019) stated that animation-based learning media is one of the effective media used in social studies learning at elementary schools. The proclamation-based whiteboard animation in this study has a significant influence on the patriotism of elementary school students in social studies learning through several components, namely 1) presentation of interesting material; 2) can facilitate various types of learning methods, and 3) ability test facility. The material presented in this whiteboard animation is about the proclamation of independence. The material discussed starts from the reasons for the proclamation of independence, when it happened, and who played Indonesian independence. The material is displayed more attractively in the form of (Puspitarini, 2019). In addition to videos, this whiteboard animation also attracts students' attention and increases students' motivation in learning (Hernawati et al., 2021). This follows the findings of Hasan & Wijayanti (2018), which states that whiteboard animation can foster student enthusiasm for learning. In addition, good learning motivation is very important in social studies learning at the elementary school level so that student learning outcomes can increase Fitriana (2016) on the other hand, inculcating values in social studies learning is one part of the purpose of a learning process (Prasetyo Utomo, 2018). [Click or tap here to enter text.](#)

Good learning media must-have components can help students achieve learning goals (Putra et al., 2019), one of which is the addition of practice questions as a media component (Waluyo et al., 2021). Giving practise questions help teachers measure students' abilities, both related to cognitive and affective (Lubis, 2019). Whiteboard animation proclamation based in

this research was also given practice questions about the material presented to trained students to measure the value of patriotism.

CONCLUSION

This research shows that whiteboard animation proclamation-based is effective and has a significant effect on the patriotism character of elementary school students. It is referred to the increase in the average value of the experimental class, which is higher than the control class, which does not use it. The results of the different tests also prove the difference in the analysis of the patriotism character between students who participate in social studies learning using whiteboard animation proclamation-based and students who do not use whiteboard animation proclamation-based. This research is expected to contribute by becoming a reference for the development of science, especially social studies education and learning in elementary school. However, this study has limitations on variables because the variables tested were only on the character of patriotism. Future research is expected to test the effectiveness of proclamation-based in another variable. Choosing the right learning media is an effort in realizing learning goals that are in line with expectations, so the selection of media must look at the characteristics of students. Choosing the right learning media can foster student motivation to learn. In addition, teachers are also expected to improve their professionalism to produce quality students and become human resources with knowledge and character. The use of whiteboard animation media can develop student participation, build student personalization and can, adjust learning conditions, provide a stimulus to collaborate and communicate; provide the habit of critical, creative, and innovative thinking through whiteboard animation media can increase the effectiveness and efficiency of learning (Imamah & Ma'ruf, 2018).

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