



Innovation Learning Model “Who Wants to Be a Good Citizen” Based on Flash Player Application in Learning Pancasila and Citizenship Education

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Abstract. This research journal reviews learning innovations in the field of Pancasila and Citizenship Education. This journal focuses on efforts to realize the quality of learning through games and quizzes in the learning process. The game in this study is called “who wants to be a good citizen” by innovating the game who wants to be a millionaire. The game was innovated by presenting a quiz form as a pretest or post test. The game was implemented in senior secondary education classes at the CT ARSA Foundation Superior High School in Sukoharjo, Central Java. The enthusiasm for learning of each student increases with very good involvement or participation. The material presented for learning is also very complete including pre-test tracing, core material, enrichment, and also post-test. This makes the Learning of Pancasila and Citizenship Education very popular at CT Arsa Foundation’s Superior High School. The participation in learning is associated with the talking stick game to determine the participants who participate in each meeting. This innovation also adapts flash player media so that it looks more attractive and inspires students’ enthusiasm for learning.

Keywords: Citizenship · Innovation · flash player · who wants to be a good citizen

1 Introduction

Indonesia is one of the countries that has made education a policy priority. Education has a strategic position in the life of society, nation and state. Education is one means of changing the nation’s civilization. One of the estuaries of implementing education is to shape one’s character or attitude. Through education a person will learn how they should behave and treat other people [1]. Education is not just about providing knowledge, but through the implementation of quality education, everyone will also acquire skills and attitudes that are in line with the expectations of the nation. In order for each generation to have the knowledge, skills and attitudes that are in accordance with the orientation of national education, the implementation of education must have good standards and quality [2].

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Efforts to improve the quality of national education can be done by increasing the quality of learning. One of them is by improving the quality of learning in terms of delivering the material. The use of innovative learning models is an important factor in supporting the quality of education. The selection and use of learning models must be adjusted to the characteristics of students and also the characteristics of the material to be delivered. It is important to take into account the characteristics of students when choosing a learning model, because there are various characteristics of students that can affect the effectiveness of using the model. In addition, the characteristics of learning materials also need to be considered, because there are various types of material that can be presented with certain models, for example there is material that explains concepts and applications. By considering the characteristics of learning materials and the characteristics of students, it is hoped that the teacher will be able to determine the appropriate learning model in learning [3].

The talking stick cooperative learning model is one of the learning strategies that educators can employ. Native Americans first employed the talking stick learning paradigm to encourage participation and free expression in forums (meetings between tribes). Many nations have incorporated the talking stick paradigm into their educational systems. The talking stick method is used to give each learner (student) the chance to participate actively in their education. The talking stick learning model is highly intriguing since it implements the learning model using a stick (a tiny stick around 20 cm long). The talking stick learning model can in principle be applied to various subjects. However, it must be remembered that the talking stick learning model will only be successful in its application if the educator is able to understand or identify the qualities of the pupils and the subject matter to be taught.

The Pancasila and Citizenship Education curricula can be implemented with the use of the talking stick learning approach. The fact that Pancasila and Citizenship Education courses are progressive means that scientific research will always advance in line with societal advancements and governmental regulations. The creation of excellent citizens is one of the results of Pancasila and Citizenship Education courses. One of them is willing and able to participate actively as part of the Indonesian nation. Therefore, by using the talking stick method, Pancasila and Citizenship Education subject teachers can provide stimulants so that students are active in learning and bring these habits into people's lives.

The talking stick learning model in this paper will be combined with a flash player application which is made similar to a quiz that was worldwide in the 2000s, namely quiz who wants to be a millionaire by innovating so that it is called who wants to be a good citizen. The quiz presents a collection of general knowledge questions that are tested on participants with cash prizes. However, in relation to the application of the talking stick learning model, the questions presented are specific to state institutions in Pancasila and Citizenship Education subjects. The innovation presented in this paper is not innovation without tolerance. However, in practice an alternative will be given if the school is in a situation where it is not possible to implement the innovations in this research. This study took objects at the CT ARSA Foundation Sukoharjo Superior High School, in class XI. Material regarding state institutions can be realized with descriptive material and also quizzes which increase the enthusiasm for learning and increase student enthusiasm.

The journal results of this research are expected to be able to become a recommendation for every educational actor in implementing innovative and adaptive learning models.

2 Literature Review

2.1 Definition of Learning Model

Teachers regularly run into a variety of issues when students are studying. Learning models that are thought to be able to assist teachers in the teaching and learning process are important to overcome a variety of learning challenges. Even while the model itself is not the reality of the real world, it is created to depict that reality. Planning learning in groups and tutorials is aided by the learning model, which is a pattern. According to the aforementioned opinion, a learning model is a strategy or a pattern that serves as a roadmap for organizing in-person or online tutorial learning [4]. The learning model serves as a guide for instructional designers and teachers as they carry out learning [5]. The teaching model, in contrast to the aforementioned opinion, was asserted to be a conceptual framework that comprises systematic procedures and arranges student learning experiences to meet specific learning goals and serves as a guide for teachers in the teaching and learning process. Miftakhul [6] It is clear from the many viewpoints presented above that the learning model is a framework applied to learning in order to accomplish a particular objective. The teacher uses the learning model as a guidance when conducting group learning.

2.2 Use of Media Who Wants to Be a Millionaire

One of the toughest challenges in learning history is eliminating the impression that learning history is full of memorization, contains a lot of material, and contains complex stories [7]. Which ultimately makes students lazy or less interested in learning history. Especially if it is coupled with the learning method or model used, which is limited to conventional methods, such as in the form of lectures. This of course will be more boring for students. And this is a challenge as well as an opportunity for history teachers today.

Arsyad [8], In order to create an interesting historical lesson, many learning methods and models can be applied. One of them is by using the game method (games) as a method or learning media. The use of games in learning is actually relevant to Ki Hadjar Dewantara's educational philosophy, namely education adapted to the nature and nature of the times. It is natural that students, who incidentally are children, really like games. On the other hand, the games presented must also be adapted to the times.

The use of games in learning makes learning more fun and enjoyable. Because the nature of the game itself is fun, stimulates and encourages players to keep moving forward so that players will automatically learn a skill/skill and digest a lot of information [9]. There are many benefits of games in learning. Among them, namely, to increase awareness and increase motivation, train skills, develop knowledge, communication and collaboration, and integrate learning experiences.

This is supported by various research results on the benefits of games for learning. One of them is research conducted by Syarif Hidayatullah et al. They researched

the effect of learning games on increasing learning outcomes in understanding natural science material temperature and changes in class VII MTs Raudlatul Ulum Karangpulo. As a result, the understanding of students who use learning games is higher than the group that does not use learning games. Speaking of games, of course who is not familiar with the “who wants to be a millionaire” quiz. The quiz which was broadcast in the mid-2000s on one of the private television stations was very popular at that time (<http://www.cronosal.web.id/2014/08/cara-membuat-game-who-wants-to-be-Millionaire-kreasi-sendiri.html>). This quiz can still be found today, namely in the form of game applications, both computer and mobile versions.

The quiz concept who wants to be a millionaire is very educative. Each question contains questions that test the participants’ insights and knowledge. Therefore this quiz is suitable to be applied in the learning space. Especially in history lessons. Learning history with the quiz game who wants to be a millionaire can be done with many variations. Can be used as an evaluation tool that is individual or group. In addition, it can also be combined with other learning methods such as STAD (student team achievement division), TGT (teams game tournament), two stay two stray and so on. To make this quiz, we can use various software. For example, by utilizing flash or power point applications. Based on the author’s experience, making using flash and power point is too complicated and time-consuming. Because it has to deal with programming languages or too many hyperlinks (<http://www.superteachertools.com/millionaire/makegame2.php>).

We can actually make a quick and easy quiz who wants to be a millionaire by using a free online application from the superteachertools.net site. There we just fill in the questions and answers to the quiz on the template that is already available. After the questions and answers are filled in, then all that remains is to publish the quiz. The quizzes that have been made can then be immediately played, both online and offline. Meanwhile, to apply this learning model in the classroom, it can be done in several steps [10].

First, the teacher orders students to study certain subject matter. Later, the teacher’s position will be as the quiz presenter. To attract students’ attention, the teacher can imitate the words, gestures and appearance of the original presenter of the quiz.

Second, the teacher determines which students will be participants who have the right to sit in the hot seat. Budiana [11], Determination Participants can be chosen randomly or with a certain selection system, such as throwing scramble questions.

Third, each selected participant is given fifteen questions with three choices of assistance, namely fifty-fifty, phone a friend and ask the audience. Each question has its own point. Each question has four answer choices. The choice of fifty-fifty assistance is carried out by means of the teacher discarding two wrong answers. While the choice of phone a friend and ask the audience assistance is done by asking a classmate for help.

Fourth, if you answer one of the questions incorrectly, the game will automatically stop. Then the teacher re-selects the next participant. The four stages are carried out repeatedly. To make the atmosphere more interesting, the class can be designed with a layout that is as similar as possible to the Who wants to be a millionaire quiz. Presenter and participant chairs are placed in the center of the front of the class. In between the presenter’s chair and the participants are given a table as a place to put a computer or

laptop to display questions. Not to forget, to further dissolve the atmosphere, you can also play background music from the quiz.

3 Method

This scientific publication utilizes descriptive qualitative research, which uses facts to characterize the subject of the study (people, institutions, or other entities) [1]. According to Denzin and Lincoln, qualitative research is study conducted in a natural situation using a variety of methods that are currently in use with the goal of interpreting events that are observed. This scientific study is the result of research done at Lambung Mangkurat University's Pancasila and Citizenship Education Study Program. The research for this scholarly publication was conducted between May and June of 2022 over a period of 2. Snowball sampling was the method of sampling that was employed in this investigation. A method for selecting samples that are initially few in number and gradually grow in quantity is called snowball sampling. The data collection tools that will be employed in this study include interviews (interviews), observations (observations), and document analysis in accordance with the type of qualitative research and the data sources used. Data triangulation was used to check the accuracy of the data in this investigation. Claims that data triangulation makes the same or comparable data more stable and allows for the extraction of the truth from a variety of data sources. Review informants were utilized in conjunction with data triangulation to assess the reliability of the data used in this study. The data analysis employed in this study is based on H.B. Sutopo's contention that "every qualitative researcher must comprehend the four components of the process of data analysis." Data collection, data reduction, data presentation, and data visualization are the four parts, together with conclusion- or verification-drawing. This method's connection to holistic data mining allows for thorough data exploration. The collected data are compared to the theory, which serves as a reference point for the significance of podcasts in today's educational landscape. Data from those that have been successfully juxtaposed will give people in all walks of life, including observers of education and educators, comprehensive knowledge. The invention of the talking stick learning model with the query "who wants to be a good citizen" will be the main emphasis of the qualitative data given.

Additionally, there are benefits to qualitative research, including the fact that it is more detailed and in-depth because it focuses on quality. In cases where this cannot be quantified statistically, the study's findings can be used to describe a realistic image of the social world as it has been experienced by the informants. Depending on the circumstances in the field, the data collection procedure is adaptable. The interaction with the language that the sources use on a regular basis is done because the deeper the data collection process goes, the closer you are to the sources. In addition to pointing out these benefits, the authors also take into account this study's flaws, which include: The more subjective informants used in this study run a significant danger of reducing the impartiality of the research findings. The researcher's personality will influence the study's findings; hence, when you meet additional researchers with diverse personalities, the findings may alter. To avoid this, a first strategy is taken before conducting research. Reusing the research design for the same study in various places is challenging. Given

that there are several reasons that enable social phenomena to emerge, it is challenging to determine the causal relationship of a social phenomenon. Unable to use the research result in a broad sense.

4 Results and Discussion

This study focuses on the use of the innovative learning model who wants to be a good citizen, which can be used by any teacher of Pancasila and Citizenship Education subjects on state institutions. The existence of this innovation is expected to assist teachers in taking measurements as well as providing a treatment that learning Pancasila and citizenship is something fun. This subject explains the following matters. Citizenship and the Pancasila Education is a developing field that calls for constant innovation from its practitioners [12]. The implementation of learning is a good place to start for teacher innovation. One of the creative things that can be done is to use a student-centered, effective, and fast learning paradigm. Additionally, in order for students to comprehend the information being taught in Pancasila and Citizenship Education courses, they must pay close attention to a number of concepts or theories that are included. Therefore, a learning model that can accommodate different complaints or issues that come up when conducting civics education is required.

A cooperative learning paradigm that uses talking sticks is one that can be used to teach Pancasila and citizenship education. A teacher may use the talking stick learning model as a guide for supplying or presenting material in a planned way. The talking stick learning model in conjunction with the media flash player who aspires to be a millionaire innovation will be developed in this article. This paper's originality focuses on *Bhinneka Tunggal Ika*-compliant content for class VII SMP/MTs on ethnic, religious, and racial diversity.

The innovations carried out in this paper will indirectly lead to the development of three aspects of citizenship, namely aspects of civic knowledge, civic skills, and civic disposition. Through ethnic, religious and racial diversity material within the framework of *Bhinneka Tunggal Ika*, there are aspects of civic knowledge that will be displayed or developed. Students will be given knowledge about the diversity that exists in Indonesia, both in terms of religion, ethnicity, and race, so that students will have in-depth knowledge, pride, as well as the responsibility to maintain the sustainability of every form of this diversity. Learners will learn what ethnicities, races, and religions are recognized in Indonesia in detail, so that based on the knowledge gained by students, aspects of civic knowledge will be fulfilled.

The development of civic skills in this innovation leads to the development of students' ability to speak in front of friends. Speaking skills can be honed, when the sticks held are in accordance with what the teacher asked for, then students can use this opportunity to hone their speaking skills in front of many people. Habits like this are based on being carried by students in the social environment, or the community environment. Communication skills possessed by students must continue to be developed by the teacher by providing stimulation through learning models that allow students to be involved or participate in learning.

The development of civic disposition in this innovation paper can be obtained by paying attention to the material content. The focus of material discussed in this paper

is ethnic, religious and racial diversity within the framework of Unity in Diversity, so that the value of tolerance in this material can be highlighted by the teacher in learning. Apart from being seen from the material side, civic disposition can also be developed by the teacher through dividing into groups when learning the talking stick model begins. The activity of dividing groups can be directed to students understanding differences and being tolerant of the differences that exist in their groups.

The innovation in this paper lies not only in developing three aspects of citizenship through content, but also in developing the syntax of the talking stick learning model combined with the flash player who wants to be a millionaire. This combination is carried out so that students are interested in the implementation of learning, because it uses an interesting form of audio-visual media. As explained in the theoretical framework, that the talking stick learning model is carried out in groups, so one of the innovations is that the teacher will provide sticks with different colors, for example:

- 1) Group 1 is given a red stick.
- 2) Group 2 is given a green stick.
- 3) Group 3 is given a yellow stick.
- 4) Group 1 is given a blue stick.
- 5) And so on.

By dividing the groups with sticks of different colors, it will make it easier for the teacher to designate which group will answer the question. Thus the readiness of students will be tested in the implementation of learning. Students who successfully answer the questions correctly will also increase their enthusiasm to answer the next question, and will be more confident that they are able to answer the questions correctly.

Steps for Implementing the Talking Stick Learning Model Using Flash Media Who Wants To Be A Millionaire

The innovation of the application of the talking stick learning model using the Flash player Who Wants To Be A Millionaire can be observed in every step of its implementation. However, before explaining the implementation steps, it is necessary to know the stage or syntax that is being innovated. The following is a table showing the innovations made for the talking stick learning model using the Flash player Who Wants To Be A Millionaire, namely:

Table 1. Table of steps for implementing the talking stick learning model.

Number	Uninnovated Syntax	Innovated Syntax
1.	Formed into groups (totaling 5–6 people)	Formed into groups (totaling 5–6 people)
2.	The teacher prepares a stick ± 20 cm	The teacher prepares ± 20 cm sticks with various colors. For example, group 1 sticks are red, group 2 sticks are yellow, group 3 is group green, and so on.

(continued)

Table 1. (continued)

Number	Uninnovated Syntax	Innovated Syntax
3.	The instructor introduces the key information to be examined before providing the groups with the chance to read and research the topic.	The teacher presents the main material that will be discussed at 1 meeting via slides if possible.
4.	Students talk about the issues raised by the discourse.	Students discuss discussing the material being studied, and ask material that has not been understood to group members.
5.	The teacher invites pupils to close the reading’s contents once they have finished reading the material and analyzing its contents.	After students finish reading the subject matter and study its contents, the teacher invites students to close the contents of the reading
6.	The student who holds the stick must respond. The teacher takes a stick and hands it to one of the kids. And so on until the majority of the pupils had a chance to respond to each of the teacher’s questions.	The teacher takes the stick at random, then the color of the stick that is selected must answer the questions displayed by the teacher using the flash player who wants to be a millionaire.
7.	The teacher concludes	The teacher gives conclusions based on test results using a flash player who wants to be a millionaire.
8.	The teacher conducts an evaluation/assessment	The teacher conducts an evaluation/assessment and also determines follow-up.
9.	The teacher closes the lesson	The teacher closes the lesson

Based on Table 1, the learning steps using the talking stick learning model combined with the Flash player Who Wants To Be A Millionaire can also be observed in terms of development (knowledge, skill, disposition). The innovative steps of the talking stick learning model combined with the Flash player Who Wants To Be A Millionaire, can be observed in Table 2.

Based on Table 2, there are several steps or syntax in the talking stick model combined with the Flash player Who Wants To Be A Millionaire in a coherent manner according to the theory stated by Miftahul Huda [6]. The innovations in this paper will of course have limitations, where the application cannot be guaranteed to be applicable to all schools. Schools that are in underdeveloped areas or do not have sufficient access to make this innovation can use other alternatives. For example, in the presentation of questions, areas that do not have access can use manual questions that are packaged in an attractive way in the classroom, for example forming rolls of paper and so on. So, the teacher can be creative as freely as possible as long as it is ethical and in accordance with the rules of teaching.

Table 2. Table the innovative steps of the talking stick learning model combined with the Flash player Who Wants To Be A Millionaire.

Number	Syntax	Aspect
1.	The teacher forms groups of students consisting of 5–6 people in various ways.	Toleransi (<i>civic disposition</i>)
2.	The teacher prepares ± 20 cm sticks with various colors. For example, group 1 sticks are red, group 2 sticks are yellow, group three sticks are green, and so on. Students take the stick provided by the teacher with confidence.	Percaya diri (<i>civic disposition</i>)
3.	The teacher presents material on the diversity of religions, ethnicities and races, through slides whenever possible. Students pay attention to the teacher's explanation, read books, or other relevant sources.	Pengetahuan (<i>Civic Knowledge</i>)
4.	Students discuss material on the diversity of religions, ethnicities, and races, and ask group members about material that has not been understood..	. <i>Civic Skill and Disposition</i>
5.	After students have finished reading the material on the diversity of religions, ethnicities, and races, the teacher invites students to close the contents of the reading	–
6.	The teacher takes the stick at random, then the color of the selected stick must answer the question displayed by the teacher using the flash player who wants to be a millionaire. Students answer questions according to the color of the stick pointed by the teacher.	<i>Civic knowledge, skil, and disposition</i>
7.	The teacher gives conclusions based on test results using a flash player who wants to be a millionaire.	<i>Civic skill</i>
8.	The teacher conducts an evaluation/assessment and also determines follow-up.	–
9.	The teacher closes the lesson	–

5 Conclusion

Innovation on the talking stick learning model in collaboration with the flash player who wants to be a millionaire can be done based on a modification of the existing syntax. One of the characteristics of the talking stick learning model is the use of the stick as a tool to designate the group that will answer the questions, so in this innovation the sticks are made in various colors so that it is clearer which group is designated. Apart from that, in presenting the questions, this innovation uses a media flash player who wants to be a millionaire, so that it will look more attractive and can invite students' enthusiasm.

From the development aspect of citizenship, three aspects have emerged, both aspects of civic knowledge, civic skills, and civic disposition (Table 2). These three aspects are important to bring out so that students remain on the path of the expected outcome, namely becoming good citizens. Based on the results of writing this paper, I really hope that this paper can be a reference for practitioners or education observers to apply the talking stick model in collaboration with flash player who wants to be a millionaire.

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