How to Build Political Knowledge in School? A Pedagogical Effort through Civic Education

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Abstract—**Building political literacy within formal education has become urgent for the democratization process in Indonesia. Socialization of democratic values is the mission of civic education, both at the international level and in Indonesia itself. It has given civic education a central position to create smart and good young citizens in case to developing democratic citizens. This urgency became the foundation in this research to find alternative learning model for institutionalization process of demographic values, especially in improving the students' political literacy. This research describes the learning process of civic education teachers in Mojoagung Senior High School, Jombang, East Java using quasi-experimental method. The population of the study were students of Mojoagung Senior High School in the academic year 2015/2016, while the sample were class XI Mojoagung Senior High School students, collected using purposive sampling technique. The selection of students at the high school level was based on the idea that they have rights as voters when there is an election. The right reflects the praxis of political participation which is the output of democratic education. The output can be obtained if the input in the form of political knowledge has been successfully transferred to the students. The instrument used in collecting the data was an objective test, while the data was analyzed using the test of data gain normality that was normalized (N-Gain). The results of this research showed that 1) there is a significant difference of political knowledge between students who used comic as their media and those who did not use comic media, 2) there is effect of using comic as their media can increase the political knowledge of the students.**

Keywords— learning media; comic media; civic learning; politic knowledge of students

I. INTRODUCTION

The implementation of political education through civic education is an effort to build and develop the knowledge, character, and skills competences of the students in national and political life. A learning of civic education has some influences in enhancing the rate of citizens' political literacy [1]. The increase and development of students' political knowledge through civic education is difficult to strive because the concepts in civic education learning consists of the understanding and explanation of the political theories that are difficult to understand. Therefore, to increase the students political knowledge should also be supported by the teachers' teaching ability and varied materials during the learning process so that the students could understand the topic easily and achieve the learning objectives.

The variety of teaching by the teachers can be seen from the strategy, method, and media that are used to deliver the learning topics to the students. It also plays as an effort to have a good quality of learning, because a good teacher is the one who creatively find the new approach or strategy in the context of learning [2]. Therefore, in applying the variety of teaching, the teachers should have competency, ability and also knowledge to use the teaching media as the supporting component in the learning process.

The optimization of the teaching variety in political education through civic education can be conducted by using comic. Comic is selected as a teaching media is appropriately considered as method to deliver the topic in civic education to increase the students' political knowledge. It is also because there are many people who loves comic, especially teenagers. Comics such as Hi Miko, Detective Conan, and Naruto become the kid's best-selling books in January 2015 [3]. Since 2008, Elex Media Komputindo Publisher has published over 900 titles and each title printed about 3000 exemplars. Ratna Sari, Managing Editor for Comics and Comic Magazines Elex Media, said that manga (Japanese comic) are most popular comic because the story line is easier to understand and has lively drawings [3].

Comic is considered as a teaching media for the student because it makes student to be more easily understand the topic learned in civic education. Ikhsaniyah [4] in his research about the effectivity of biology comic media in virus topic subject through cooperative learning with cooperative integrated reading and composition (CIRC) type to the motivation and result study of Class X students Sewon 1 Senior High School found that comic with CIRC learning was effective to the motivation and result study. This research proved that comic is interactive media that effective in increase students' motivation and result study.

Comic as a teaching media provide a story line that is engaging with the topic needed to deliver to the students. Due to the drawing contents, comic could attract the interest of the students to read and understand the meaning behind the story. The application of comic media in developing students' political literacy is focused on the Competency Standard of

Political Culture, thus by understanding the topic through comics, students' political literacy could be well developed. This concept is supported by Daryanto [5] which stated that selecting the media that is suitable with the objectives, topics, and students' characteristics and ability will significantly impact the effectivity of learning process and outcome. Choosing the suitable media will result in the effectiveness of the learning.

Based on the explanation above, this study will provide the information about the comic as a teaching media in learning civic education as technique to increase students' political literacy. The using of comic in civic education learning is believed could provide the variety in teaching so that it can attract the interest and motivation study of the students in civic education learning process. Thus, the students are expected to be more easily understand about the topic and eventually it will lead to the increase of the political knowledge of students.

II. MATERIALS AND METHODS

This research was conducted in Senior High School in Mojoagung, Jombang, East Java, Indonesia by using the quasi method experiment. The independent variable in this study was comic as a media in teaching civic education, and the dependent variable was students' political knowledge. The application of teaching process was divided into two parts, teaching by using comic as a media and conventional teaching (without using comic media). The object of this study was the XI grade students of Senior High School in Mojoagung in the even semester of academic year 2015/2016. The data was taken by using purposive sampling technique with the students from XI MIPA 4 (control; conventional teaching) and XI MIPA 5 (experiment; comic as a teaching media) as a population samples. A multiple choice test, consisted of 20 items (reliability=0.786), was used in this study to measure the increase of students' political knowledge. The tests of normality and variance homogeneity of the data was prerequisite in this study before the data will be normalized for normality test analysis [6]. The normality test for data distribution was aimed to investigate whether the results of pre-test and post-test data were distributed normally to determine the statistics analysis that will be used for further analysis. The parametric test analysis, one-tailed t-test, will be used if the data have normal distribution. If the data did not have normal distribution, the data will be analysed by using Mann-Whitney test (nonparametric). While homogeneity test was aimed to investigate that the source of variance was from the difference among groups. The null hypothesis (H_0) will be rejected if p-value ≤ 0.05.

III. RESULTS

In this study, the efforts made to increase the political knowledge of students in school is to provide treatment in the form of comic media related to political activities. With these comics, it is expected that students can more easily understand material related to politics. This study uses a quasi-experimental method as previously explained in the sub-section method. In this study, it is necessary to conduct several tests in order to find out how the differences between groups were treated in the form of the use of comic media in the learning

process with groups using conventional learning. The test stage that must be carried out is the normality test which functions to determine the statistical test to be used. If the data is normally distributed, the statistical test to be used is parametric, namely the t test; if the data is not normally distributed, then the statistical test to be used is non-parametric statistics, is Mann-Whitney. Of all the tests, the score gain comparison test is the last test step to be performed. The Score gain comparison test is used to determine whether there is a difference in political knowledge between the experimental class and the control class. The Score gain comparison test was also strengthened by using t-test to assess the significance of the differences in students' political knowledge between the experimental class and the control class.

The normality test showed that the pretest data has normal distribution, while posttest data has non normal distribution. Whereas the homogeneity test showed that both pretest and post test data were homogenous. Furthermore, the variance equality test showed that students' political knowledge for both equal variances assumed and not has the same variance (F=0.392; p=0.533) after the data was normalized, so that t-test was used to compare the equality of means of the pretest data. Table 1 also showed that T value for students' political knowledge with equal variances assumed (assumed that variances were similar or using pooled variance t-test) was 0.734 with p-value 0.533. Because the p-value > 0.05 so the null hypothesis was accepted, so both means of students' political knowledge of control and experiment class were similar. Table 1 also showed that the mean difference (both equal variances assumed and not) of the data was 0.282. The 95% confidence interval of the difference were -0.485 for lower and upper interval for equal variances assumed. For equal variances not assumed, the 95% confidence interval of the difference were 1.047 and 1.048 for lower and upper interval, subsequently.

TABLE I.   THE RESULT OF PRE-TEST VARIANCE EQUALITY TEST

Independent Samples Test				
			Students' Political Knowledge	
			Equal variances assumed	*Equal variances not assumed*
Levene's Test for Equality of Variances	*F*		.392	
	Sig		.533	
t test for Equality of Means	*T*		.734	.734
	Df		62	59.17
	Sig, (2-tailed)		.466	.466
	Mean Difference		.282	.282
	Std. Error Difference		.383	.383
	95% Confidence Interval of the Difference	*Lower*	-.485	1.047
		Upper	-.485	1.048

Because of the result of the posttest, data did not distributed normally, so that the Mann-Whitney test was used to investigate whether there was significant difference between control and experiment class after the teaching process. Table 2

showed that Mann-Whitney value was 85.0 with p-value 0.000. Because the p-value < 0.05, so the null hypothesis is rejected, means that students' political knowledge was significantly different in control and experiment class.

TABLE II.   RESULT OF POST-TEST MANN-WHITNEY TEST

Students' political knowledge	
Mann-Whitney U	85,0
Wilcoxon W	613,0
Z	-5,842
Asymp. Sig.	0,000

The score gain comparison test was conducted to find out how much difference of mean of student's political knowledge after given treatment in the form of learning by using comic media (experiment class) with student using conventional learning (control class). The results of the comparison test analysis Score gain data interpreted on the table 3.

TABLE III.   RESULT OF SCORE GAIN COMPARISON TEST BETWEEN EXPERIMENT CLASS AND CONTROL CLASS

Group		N	Mean	Std. Deviation	Std. Error Mean
Gain	*Experiment*	32	7.2188	1.77318	.31346
	Control	32	5.0625	2.48787	.43980

The results of the comparison of score gain between control and experiment class (Table 3) showed that the mean of students' politics knowledge score in experiment class is 7.218; it means that the increase of students' politics knowledge score in experiment class is 7.218. In addition, the mean of score gained in control class is 5.062; it means that the increase of the mean of students' politics knowledge score is 5.062. This result showed that there was significant difference between experiment and control class. Furthermore, t-test was conducted to find out the significance of differences in political knowledge between students in the experimental class and the students in the control class.

TABLE IV.   THE RESULT OF POST-TEST VARIANCE EQUALITY TEST

Independent Samples Test				
			Students' Politics Knowledge	
			Equal variances assumed	*Equal variances not assumed*
Levene's Test for Equality of Variances	*F*		3.340	
	Sig		.072	
t test for Equality of Means	*T*		3.993	3,993
	Df		62	59.035
	Sig, (2-tailed)		.000	.000
	Mean Difference		2.156	2.156
	Std. Error Difference		.540	.540
	95% Confidence Interval of the Difference	*Lower*	1.076	1.074
		Upper	3.325	3.238

Based on the analysis result on the score gain comparison test of students' politics knowledge between experiment class and control class interpreted on the table 3, can be described as follow: There was significant mean difference between experiment and control class. This is also strengthened by the results of the t-test on the table above. Based on t-test, the value of t_{count} is 3.993. This value will further be compared with the value of t_{table}, which is 1.999. From both values, it's seen that the value $t_{count} > t_{table}$, so that this can be concluded that there is a significant difference of gain value between experiment class and control class. On the contrary, this is also strengthened with the gain of significance value, which is 0.000 < 0.05. So it can be seen that there is a significant difference between experimental class that use using comic media with a control class that uses conventional learning

IV. DISCUSSION

The results in this study showed that political knowledge of the students was significantly higher when comic was used as a teaching media, because it could attract students' interest and motivation in learning civic education. The increase of political knowledge of the students was positively correlated with the understanding the meaning of the comic story. Furthermore, it will create students' curiosity, teamwork, and creativity, thus influence their political attitude and skills.

The result of this study supported the theory of comic as a learning media by Botzakis [7] in Journal of Adolescent & Adult Literacy which stated that "comic books may not be a silver bullet, but used mindfully, with an eye to students and their contexts, they may be powerful re-sources for sparking student interest and learning". Learning by using comic as a teaching media could attract students' interest and motivation during civic education learning so that the student could have better understanding about political culture that contain in the comic which has positive impact on the increase of students' political knowledge. Learning without using comic media was not attractive enough for the students so that it caused the lack of understanding about the political knowledge.

The result of this study also support the learning theory by Brunner [8] which stated that the learning process of knowledge could be optimal with three main stages: direct experience (enactive), pictorial experience (iconic), and abstract experience (symbolic). Therefore, the students' learning process by using comic media in civic education learning could help the students to obtain some new knowledge based on the story on the comic so that they could reflect the new knowledge as the new information. While the learning process without comic less attract students' interest in learning civic education so that they could not improve their political knowledge.

The result of this study also supported the research by Zlomek [9] which showed that comic could be a source of powerful multimodal for the teachers in using new media as an effort to explore students' capability. It is also supported the research by Ali [10] which showed that local culture-based comic was effective in increasing students' creativity in Social Science learning in Class VII-F SMPN 12 Bandung. From the explanation about, it could be concluded that political

knowledge of the students was higher in experiment class which used comic as a learning media compared to control based on the initial measurement (pretest) between the control and experiment class.

The result of statistics test proved that the political knowledge of the students in experiment class which has comic as a teaching media was higher than control. Based on this result, the comic media was beneficial to (1) increase students' interest to the topic of the study, (2) grow students' interest by trying to understand the topic in the comic, and (3) increase students' curiosity, critical thinking, and creativity by relating the topic of political problems that happened in Indonesia and reflecting into the story of the comic based on the students' creativity.

This study also supported the theory about the civic education as political education by Wahab [11] which stated that civic education is one of political education that aimed to build good citizens who understand and perform well their rights and responsibilities as an individual citizen who has their own social sensitivity and responsibility, who could solve their own and social problems smartly according to their functions and roles (socially sensitive, socially responsible, and socially intelligence). It is also supported the research by Pratama [12] which showed that civic education as political education that build students' political literacy in the development of the citizens' knowledge competency which reflected by the knowledge constructing about the national life which strongly correlated with political life.

The results of this study also supported the theory about the class-based assessment by Surapranata and Hatta in Rapi [13] which stated that the principles of class-based assessment are valid, fair, open, synergic, beneficial, comprehensive, and educative which could motivate the students in learning. Therefore, if the students are motivated in learning thus will influence the students' learning outcome which is the increase of students' political knowledge.

The result of statistical analysis also showed that comic media significantly increase the students' political knowledge. McCloud [14] stated that comics are drawings and other symbols that showed certain position to deliver information and or achieve aesthetic response from the readers. In line with the McCloud's statement, Sudjana and Rivai [15] also stated that the simplest, most practical and easiest visual message that is most liked by students is drawing, especially the coloured one. The application of comic in learning civic education is aimed to attract and increase the students' interest as well as their motivation of the study. By using comic as a media in learning civic education, it is expected to increase the students' interest and study motivation so that it can increase the political knowledge of the students.

On the other hand, conventional teaching method in control class tend to only deliver the topic given by the teachers then followed up by some examples that are related to the topic. This kind of teaching method is tend to be monotonous and cause boredom for the students during the learning process. The students' role is only as the information receiver or passively participate during the learning process, so this kind of method is less attractive to the students and give less opportunity to the students to construct their own knowledge. Therefore, the learning process become less meaningful and results in the lack of students' political knowledge.

V. CONCLUSION

Based on the result of this study, it can be concluded that comic as a teaching media has significant impact on increase political knowledge of the students, especially on the concept of political culture. Comic is quite good to use as a teaching media because it can attract students' interest to read and understand the meaning behind the story. Furthermore, the creativity of the students will also be developed by involving them to make the comic based on the teaching subject.

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