

DEVELOPMENT OF SERVICE-BASED FILM MEDIA TO STIMULATE SOCIAL CARE, CRITICAL THINKING, CREATIVE, AND COLLABORATIVE SKILLS

RESEARCH ARTICLE

KANZENNA KURNIA ASHSIDDIEQY

Universitas Negeri Malang, Malang, Indonesia

Corresponding author: kanzenna.kurnia.2207128@students.um.ac.id

SRI UNTARI, A ROSYID AL-ATOK

Universitas Negeri Malang, Malang, Indonesia

FITROTUN NAFSIYAH

Sekolah Menengah Atas Negeri 1 Tumpang, Malang, Indonesia

Abstract

The purpose of this study was to develop service-learning-based short film media to improve critical, creative, collaborative, and social care skills. Test validity, test practicality, and test effectiveness used ADDIE model flows. The analysis stage obtained the characteristics of learners, curriculum analysis and learning resources. The design stage was carried out the development of short film media. The development stage was carried out validity tests and practicality tests. At the implementation stage, effectiveness tests were carried out. The evaluation phase was carried out. Data collection tools used were material and media validation instruments, interview instruments, instruments for prospective teacher and student users, and performance self-assessment test sheets. data analysis using Shapiro-Wilk Technique and Paired Samples T-Test. This film had gone through validation tests by several validators, and the results were declared feasible, interesting, and valid for use in learning. The media validation score reached 57.5, being in the range of 60-48.75, with very valid criteria for subsequent studies. Material validation achieved a validity score of 95.5, being in the range of 96-78, with very valid criteria. The teacher user candidate test showed a validity score of 68 out of a maximum score of 68, which when calculated as a percentage, indicated a validity score of 100% in the range of 68-55.25. Small group trials gave a score of 518 from the range of 600-487.5, while large group trials gave a score of 2,186 from the range of 2460-1998.75. The paired sample T-test showed a significance value (Sig. 2-tailed) of $0.000 < 0.05$.

Keywords: English teachers, rural area, teaching challenges, teaching English

Introduction

Pancasila education is basically a subject that is applicable and application-oriented in students' daily lives. The subject matter of Pancasila and Civic Education is unique and different from other subjects that focus more on theory. The subject matter of Pancasila and Civic Education aims to develop and maintain values, morals, character, and personality rooted in the culture of the Indonesian nation with the hope that it can be applied in students' daily lives (Nurwardani et al., 2016). Knowledge transfer (*knowledge*) In the study of civic education, it is only limited to providing initial understanding and insight as a form of provision in dealing with social dynamics and formulating maximum solutions in realizing a harmonious community atmosphere (Cohen et al., 2021; Ridhuan & Wahid, 2018, p. 8; Shapiro & Brown, 2018; Winthrop, 2020). Instead it is the realm of attitude change (*civic disposition*) and behavior (*civic skill*) preferred (Gandamana, 2017; Ridhuan & Wahid, 2018; Setiawati, 2016). Therefore, to obtain optimal conditions from teaching Pancasila and Civic Education, students not only know and understand the material but also can apply what they understand. So, to be able to carry out Pancasila and Civic Education as a whole, learning must involve and provide direct experience to students.

Pancasila and Civic Education also have other demands. In addition to the demands of the times, it is necessary to prioritize changes in the realm of attitudes (*civic disposition*) and behavior (*civic skill*) In students, education in the era of development must be relevant to the needs and lives of students (Kristiawan, 2019; Prasetyo, 2021; Rahzianta & Muhammad, 2016). Especially in the 21st century, where graduates of educational institutions must be able to compete with a wide variety of products and the development of artificial intelligence (*Artificial Intelligence*) (Athanasia, 2022; Koh et al., 2015; Rodrigues, 2020). Referring to the above understanding, efforts are needed so that students can face various challenges and demands of the globalization era. Therefore, it is now necessary to develop appropriate learning to prepare a quality generation. The learning in question is learning that prepares students to face the various demands and challenges of the global era which has had an influence in all fields, especially the field of Education.

To meet these demands, students must be given an approach that allows them to have direct learning experiences or direct practice in the community. This approach is known as *Experiential Learning*. *Experiential learning* is a form of learning process where students are able to connect knowledge, skills and values through direct experiences (Pratama & Indahwati, 2021; Purnami & Rohayati, 2016). It is this learner experience that is central in *Experiential Learning*.

Experiential learning is important in learning (Boud et al., 1985). Experience becomes an important ingredient in learning because the capacity to reflect is developed to different stages in different people and perhaps it is this ability that characterizes those who learn effectively from experience. It is the emphasis in having this experience that later distinguishes *Experiential Learning* with other approaches. User term "*Experiential Learning*" is intended to make a difference with learning theory *Cognitive* who tend to hold on the emphasis of learning on the side of cognition over the side of affection and learning theory *Behavior* which seems to eliminate the role of subjective experience in the learning process of students (Sutriana, 2019). Learners must be given direct experience to reflect on their abilities and apply the knowledge they have.

As a logical consequence of the demands of the approach *Experiential Learning*, then the use of models and media as well as the content of the material and subject matter are adjusted to the situation and changes and social developments that are occurring. The use of interesting and relevant material and appropriate learning models is expected to improve students' ability to achieve learning objectives (Rahmawati, 2022). For example, teachers can develop media juxtaposed with appropriate learning methods to improve learning outcomes. For example, the development of short film-based *Service Learning*.

Short films become a trigger or stimulus where students who see video shows as if they are people who play a role in the video, so that they get initial knowledge about social life and social life phenomena. When students can practice the knowledge directly, meaningful learning patterns will be formed (Brabeck et al., 2015). This is better than learning only through existing theories of textbooks because so far the use of textbooks has not been optimal in improving students' skills (Untari et al., 2016). This learning pattern is in accordance with Albert Bandura's social cognitive theory. This theory states that individuals learn through experience and observation, including the development of empathetic attitudes.

The problem is, the availability of learning supplements in the form of films, videos, images, posters and the like is still very lacking (Al Atok et al., 2016). Although there are several studies that show the development of short films or videos in the PPKn learning process. However, the results of studies related to the development of short films in PPKn learning are still at the stage *civic knowledge* (Japar et al., 2019). The results of the study show that the development of short films needs to be optimized to the stage *civic disposition* and *civic skill* to be relevant to the needs and lives of learners (Pangalila, 2017). This is reinforced by the results of observations and interviews during the study where learning supplements at SMA Negeri 1 Tumpang were only limited to facilities provided by the school, such as books, posters, and pictures. Based on the needs analysis carried out, it is known that students and teachers stated the need for the development of learning supplements in the form of short films. The reason for the need to develop short films is because: (1) the introduction and understanding of Pancasila values is important as a provision for students to live in society (Princess & Adam, 2022); (2) Pancasila material in Civics learning is often still presented in theoretical form, without contextual examples (Sumaryati & Sukmayadi, 2021); Based on the above facts, it is necessary to compile a media in the form of a short film based on service learning as a supplement to stimulate the ability of social care, critical thinking, creative, collaborative in the elements of the Pancasila independent curriculum.

Literature Review

Short films

Short films are basically part of learning videos. Learning videos are media used to display learning materials through moving images, and display characters according to their original characters (Baktiono, 2020; Susanti et al., 2022). The purpose of using video as teaching material includes cognitive, affective, and psychomotor purposes (Alber, 2018; Brame, 2016). According to (Riyana, 2007) have characteristics in order to be able to increase stimulus and effectiveness in its use, including clarity of message, stand alone, friendly / familiar with the wearer, content

representation, visualization with media, using high resolution, can be used classically or individually. The following is an empirical review of the short films.

Table 1. *Empirical review of short films*

No	Authors/Titles	Purposes	Results
1	Wisnu Kristanto / Development of Character-Based Short Film in Early Childhood at Tk. Maarif Nu.Hasanudin, Surabaya/2018	This research is motivated by the declining character problems in the Indonesian nation, so efforts are needed to shape the character of early childhood through education. One medium that can be used to support character education is short films played by early childhood itself.	This research resulted in a character-based short film entitled "Story of Sholeh's Children" which lasted 15 minutes. Based on the results of field trials, this film shows a significant influence on improving the moral and religious abilities of early childhood. Early childhood children who use this short film media are more interested and motivated to follow learning, especially in aspects of moral and religious values.
2	Aksoy, Sevil Hasırcı/the Effect of Short Films As Advance Organizer on Reading Comprehension and Self-Efficacy Perception/2021	This study wanted to find out whether short films as an early introduction could have a positive impact on students' reading skills, especially in terms of reading comprehension and perceptions of self-efficacy.	The study found that short films as initial organizers improved students' reading skills in all aspects measured, though not significantly.
3	Siti Aminah, Antonius Ian Bayu Setiawan/ Development of Short Film Media "ASA" as an Effort to Prevent Sexual Violence in High Schools/2021	This study aims to develop a short film played by high school students as a medium for guidance and counseling services to prevent sexual violence in schools.	This research resulted in a short film entitled "ASA" which is 20 minutes long. The film tells the story of a female student who is a victim of sexual harassment by her classmates, and how she tries to get up and report the incident to the authorities. The film is aimed at high school students in Yogyakarta. The conclusion of this study is that the short film "ASA" deserves to be used as a medium for guidance and counseling services to prevent sexual violence in high schools
4	I Nyoman Sugita Rupian, I Gede Suwindi, I Nyoman Miarta Putra/ The Wisdom Value of Sanghyang Dedari in Short Film Media to Improve Student Character in Multicultural Studies Courses/2023	This research aims to develop a short film based on Sanghyang Dedari's local wisdom as a learning medium in multicultural studies courses to improve student character.	This research produced a short film based on Sanghyang Dedari's local wisdom which lasted 20 minutes. Sanghyang Dedari's local wisdom-based short film is suitable to be used as a learning medium in multicultural studies courses to improve student character.
5	Garry Cantona, Grendi Hendrastomo, Development of Short Films as Media Delivery Media for Class X High School / Ma Sociology Subjects for the 2015/2016/2017 Academic Year	This study wants to develop short film media that is relevant to class X sociology material and test its feasibility and effectiveness in improving student learning outcomes	There is a significant difference between the learning outcomes of experimental and control class students. Experimental class students had higher learning outcomes than control class students. So short film media is more effective than conventional media in improving sociology learning outcomes of grade X students.

6	Iñaki Bergera/ Designing from cinema: Film as trigger of the creative process in architecture/2018	This research wants to explore the relationship between architecture and cinema in the context of architectural education	The films provide credible and identifiable context and character for project learning, triggering students' creative and critical processes in responding to given design problems, such as developing ideas, concepts, and forms, helping students to develop narrative and visual skills in presenting and communicating. And. Increase student interest and motivation in related courses and topics.
---	--	---	---

Service Learning

Service learning is learning that is carried out by helping the community directly in a process that involves the initiative of students, has a time structure to reflect on experiences, knowledge services, and skills gained from direct practical action (Karliani, 2016; Walukow & Priyanto, 2021). The following is an empirical review of service learning.

Table 2. *Empirical review of service learning*

No	Authors/Titles	Purposes	Results
1	Agus Santoso/Dwi Santoso/Development of E-ServiceLearning Media in Indonesian Subjects at SMA Negeri 2 Banjar/2019	The Indonesian learning process in high school still often uses conventional media that is less interesting and varied. This research wants to develop e-service-learning learning media that is relevant to class X Indonesian material and test its feasibility and effectiveness in improving student achievement.	The e-service-learning learning media developed has high feasibility based on expert and student assessments. There is a significant difference between the average pretest and posttest. Students who use e-service-learning learning media have higher learning achievement than students who do not use these media. E-service-learning learning media is more effective than conventional media in increasing learning achievement Indonesian grade X students.
3	Isiah D. Brown IV, Lucille Pointer, Charles Smith, Kim Gleason/The impact of a short duration service-learning project on student learning outcomes/2023	The research aims to find out whether service-learning projects that last only one day can have a positive impact on student learning outcomes, especially in terms of practical skills, citizenship, personal responsibility, and interpersonal skills.	The research found that one-day service-learning projects improved student learning outcomes in all aspects measured, though not significantly.
4	Jade Frederickson, Jason Peake, Margie Hensler/Impact of Community-Based Service-Learning on Undergraduate Students Self-Authorship/2023	This study aims to determine the influence of community-based service-learning (CbSL) on the development of self-authorship in students.	This research shows that CbSL courses positively impact students' self-authorship, as they demonstrate increased awareness of their own values, goals, and perspectives, as well as a greater appreciation of diversity, social justice, and civic responsibility.
5	Shelly J. Landreth, Tara	This study aims to explore	The results show that service-learning projects

	Wilson/Exploring the Impact of a Literacy-Based Service-Learning Project on Pre-Service Teachers/2023	the impact of a literacy-based service-learning project on prospective teachers taking children's literature courses	have a positive impact on prospective teachers, as they can develop teaching skills, understand reader needs, and interact with the community.
6	Kritika Gupta, Blake Grove, Georgianna Mann/Impact of Service Learning on Personal, Social, and Academic Development of Community Nutrition Students/2021	The study aims to evaluate the impact of service learning (SL) on the personal, social, and academic development of students taking Community Nutrition courses	Service Learning has a positive impact on students' personal, social, and academic development. Personal impact includes improved communication skills, leadership, and cultural competence. Social impact includes increased understanding of social issues, social responsibility, civic skills, and commitment to performing community service. Academic impact includes increased understanding of nutrition concepts, critical thinking skills, problem analysis, and professional career development.
7	Ka Hing Lau, Robin Stanley Snell, Maureen Yin-Lee Chan, and Cynthia Lok Sum Yeung/ Reflections by Community Partners of Hong Kong-based Universities on Key Process Variables in Service-Learning: An Exploratory Study/2023	aims to validate an important typology of process variables in the service-learning project proposed by Snell and Lau (2022) with empirical evidence. Service-learning is a learning method that integrates academic knowledge with real experience in the community.	The result of this research is that service-learning has a positive impact including achieving project objectives, adding resources, and increasing knowledge, insights, ideas, and techniques. Positive impacts for the final beneficiary include improved well-being, awareness, skills, and motivation.
8	Su-I Hou, A Mixed Methods Evaluation of Teaching Evaluation: Innovative Course-Based Service-Learning Model on Program Evaluation Competencies/2022	This study aims to evaluate the impact of course-based service-learning models on doctoral student program evaluation competencies.	The course-based service-learning model has a positive impact on student program evaluation competencies for all essential competency domains. These positive impacts include improved pre- and post-course scores on course learning objectives and program evaluation competency scales.
9	Rina Marie Camus, Grace Ngai, Kam Por Kwan, and Stephen Chi Fai Chan /Transforming Teaching: Service-Learning's Impact on Faculty/2022	aims to explore the impact of service-learning on faculty teaching and learning.	The result of this research is that service-learning has a positive impact on faculty teaching and learning for all aspects studied. These positive impacts include increased motivation, creativity, and innovation in teaching; improvement of reflective, collaborative, and interdisciplinary skills in learning; increased awareness and social responsibility in a global context; and increased professional satisfaction and rewards.

Methodology

Research design and approach of the study

This service-learning-based short film was developed using the ADDIE model which consists of five stages (Branch, 2009). In the first stage, an analysis of student characteristics, curriculum analysis and learning resources used is carried out. At the design stage, the development of short film media was carried out. At the develop stage, validity tests and practicality tests are carried out. At the implementation stage, effectiveness tests are carried out, at the evaluation stage, an evaluation of the development process is carried out from the initial stage to the final stage.

Research site and participants

The scope of the trial consists of material experts, media, teachers and users in class X Tumpang. Here's the exposure from each test subject. Material experts as product validators are two people according to qualifications who have an S3 educational background, have a deep understanding of their fields and master product material. 2) Two learning technology design experts as product validators according to qualifications who have an S3 educational background, experienced in the field of educational technology. 3) SMAN 1 Tumpang teachers as product users totaling 1 person according to qualifications who have an educational background of S1 PPKn, experience teaching PPKN learning, and can operate mobile phones. 4) Students of grade X SMAN 1 Tumpang who have various abilities, can read fluently, have electronic devices (mobile phones) and can operate them. The participant selection technique uses the cluster sampling method.

Data collection and analysis

This research uses descriptive data analysis techniques, both qualitatively and quantitatively. Qualitative descriptive analysis is used to analyze data derived from interviews, critiques, and suggestions obtained from material experts, design experts, and users. Meanwhile, quantitative descriptive analysis is used to analyze quantitative data generated from validity instruments, practicality instruments, attractiveness instruments, and test instruments. The results of this analysis are presented in the form of predetermined numbers, scores, and percentage scales, using the Likert scale. Analysis activities are aimed at the results of learning activities and the results of assessment scores before and after implementing service-based short film media. The normality test uses the *Shapiro-Wilk* Technique because the number of sample data is less than 50. After the data is proven to be normal, the next is a comparative hypothesis test or comparison test using the Paired Samples T-Test technique. The tool used is IBM SPSS statistics version 25.

Results

The analysis

Needs analysis Based on the results of observations and initial interviews, some information was obtained that so far learning at SMA Tumpang is still oriented towards the use of modules or

LKS. According to the teacher of the Pancasila and Civic Education subject of SMA Tumpang, students more easily understand the learning material if the material is presented with images and sounds or audio visuals. They also like learning using multi media, gadgets. Overlapping high school students also have different learning styles. Based on the results of observations and interviews with PPKn teachers of SMA Negeri 1 Tumpang, data was obtained that all grade 10 of SMA N 1 Tumpang had used the Merdeka Curriculum. Based on observations and interviews, grade X students of SMA N 1 Tumpang generally use three types of learning resources, namely modules, package books, and online learning media.

The design

The resulting product is a short film media that contains Pancasila values and, while the procedure used is a syntax of *the service-learning* learning method. Learning tools needed in the development of service-based short film teaching materials *include* computer or laptop modules, gadgets, LCD projectors, and research instruments. The resulting service-learning-based short film product is a short film with a duration of 46 minutes from opening to. The short film has been designed according to the learning model and material used. The model used is a *service-learning learning model*. The material used is the Pancasila material of the Merdeka curriculum.

The development

Material expert validation is used to prove the validity of the learning material to be tested. The material used comes from Pancasila material with a focus on Learning Outcomes 5 and 6. This material validation instrument consists of 24 assessment items, with a choice of the lowest value 1 and the highest 4. The validation results from the first material expert obtained a total score of 96 out of a maximum score of 96. Meanwhile, the second material expert gave a total score of 95 out of a maximum score of 96. The total score is then calculated by dividing the total score obtained by the maximum score and multiplying it by the constant, thus indicating a validity score of 95.5. The score was at intervals of 96-78, with very valid criteria.

The validation results from the first learning media expert obtained a total score of 59 out of a maximum score of 60. Meanwhile, the second learning media expert gave a total score of 56 out of a maximum score of 60. The total score is then calculated by dividing the total score obtained by the maximum score, and the result is multiplied by a constant, indicating a validity score of 57.5. The score was in the interval of 60-48.75, with very valid criteria to be applied to the next research process. The validation results of prospective teacher users obtained a total score of 68 out of a maximum score of 68. The total score divided by the maximum score and multiplied by 100, indicates a validity score of 100% being at intervals of 68-55.25.

Based on data from the student response instrument on the practicality of service-learning-based short film teaching materials, a score of 518 was obtained at intervals of 600-487.5. Large group trials are held after going through small group trials. The large-scale trial involved 40 students from Class X of SMA Negeri 1 Tumpang. Based on the responses of students at the large group trial stage related to the practicality of service-learning-based short film teaching materials, a practicality score of 1,646 was obtained in the range of 1800 -1,462.5.

The implementation

The implementation stage is carried out to determine the effectiveness of using short films for the ability to care for social, critical thinking, creative, innovative, and collaborative. The test subjects were 10th graders. Service-based short film learning for ability to care socially, think critically, creatively, and collaboratively, was carried out using procedures carried out during three meetings. To measure the ability to care for social, critical, creative, and collaborative thinking before treatment, a pre-test was carried out, while to measure after treatment, a post-test was carried out on the test subjects. As for the pre-test, students get a score of 1620, while in the post-test students get a score of 1880. Based on the results of *pre-test* and *post-test* data, a normality test was carried out. The normality test is used to determine whether the research data follows a normal distribution pattern or not. The normality test results are described as listed in table 3.

Table 3. *Normality test results*

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
PRETEST	.169	30	.029	.950	30	.169
POSTTEST	.134	30	.181	.957	30	.262

Table 4.9 shows the results of the "Normality Test," where the Significance for the Pre-Test is 0.169, and for the Post-Test is 0.262. Since the significance values in both tests are greater than 0.05, we can conclude that the data from Pre-Test and Post-Test have a normal distribution. Based on these results, the data analysis is continued by conducting *paired samples statistical tests* as described in table 4.

Table 4. *Paired samples statistical test results*

		Paired Samples Statistics			
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	PRETEST	53.50	30	2.886	.527
	POSTTEST	61.73	30	3.300	.603

Based on the data in Table 4.11, the average value (mean) in the Pre-Test is 53.50, while in the Post-Test is 61.73. The number of respondents used as a sample in the study was 30 students. The standard deviation in the Pre-Test reached 2.886, while in the Post-Test it reached 3.300. Finally, the standard value of the mean error in the Pre-Test is 0.527, and in the Post-Test is 0.603. Data analysis was then continued by conducting a paired sample T-test. Test comparative hypotheses or comparative tests using the Paired Samples T-Test technique. If the value of Sig. (2-tailed) < 0.05, then there is a significant influence on the use of short film media based on service learning to stimulate the ability of (Social care, critical thinking, creative, and collaborative) material elements of the Pancasila independent curriculum. The test results of the Paired Samples T-Test technique are described as follows.

Table 5. *Test results of the Paired Samples T-Test technique*

		Paired Samples Test			
		Paired Differences			
		95% Confidence			
		Interval of the			
		Difference			
		Upper	t	Df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-7.571	-25.406	29	.000

Based on the paired sample T-test results in Table 4, it was found that the significance value (Sig. 2-tailed) was $0.000 < 0.05$.

The evaluation

The evaluation stage is carried out at each stage of ADDIE's research, so that conclusions and suggestions are obtained related to the development of service-learning-based short film media to stimulate the ability of social care, critical thinking, creativity, and collaboration. The following is a breakdown of the evaluation stages.

Discussion

Short film based on service learning to stimulate skills social care, critical thinking, creative, collaborative on the elements of pancasila curriculum merdeka

Short films based on service-learning Produced through validation tests by several validators, and declared feasible, interesting, and valid for use in teaching and learning activities. The validity, feasibility and attractiveness of learning tools are very supportive to create conducive and fun learning activities and are able to achieve optimal results (Uloli et al., 2020). The revision is based on advice given by media experts, experts and material experts. Based on the results of quantitative and qualitative data in the form of advice from media experts, and learning materials, short film-based teaching materials Service Learning declared valid and can be used for field trials.

The resulting service-learning-based short film product is a short film of less than 60 minutes. The short film has been designed according to the learning model and material used. The model used is a service-learning learning model. The material used is the Pancasila material of the Merdeka curriculum.

Acceptance of short film media based on service learning theoretically to stimulate abilities social care, critical thinking, creative, collaborative in the Pancasila elements of the independent curriculum

Service-based short film media was assessed for its acceptability through assessments from four groups, namely (1) material experts in Pancasila and Civic Education; (2) short film media experts; (3) prospective teacher users; and (4) prospective student users. Validation is carried out

using product acceptance instruments that include aspects of accuracy, usefulness, attractiveness, and convenience, as explained by the [Committee \(1994\)](#). Product acceptance instruments used in validation by experts and prospective users are tailored to the needs and objectives of the assessment.

Validation of service-learning-based short film media begins with Pancasila and Civic Education material experts to assess the content of material in service-learning-based short films. The development of this film is based on learning methods *Service Learning* (Syamsudduha & Tekeng, 2017). In accordance with the theory of the principle of experience (*Theory of Experience*) i.e. that experience affects humans and humans are more adaptable through experience (Syamsudduha & Tekeng, 2017). Approach *Experiential Learning* This is what is expected to provide a meaningful learning experience for students (Pratama & Indahwati, 2021; Purnami & Rohayati, 2016).

Based on the evaluation of material experts in Pancasila and Civic Education, short film media received positive assessments on 24 aspects of statements. This shows that the two experts have a very high level of agreement regarding the accuracy, usefulness, attractiveness, and ease of service-learning-based short film media. The next evaluation was carried out by a media expert who has special expertise in the development of learning media, especially in making short films. Service learning-based short film media can be played on various devices such as LCD projectors, Personal Computers, laptops, and devices through the link provided, with a note that you need an internet connection to watch online or download short films. The service-learning-based short film developed has a duration of about 40 minutes. This duration is longer compared to short films in general. This decision was taken because longer short films can provide opportunities for character development, more complete storylines, the addition of visual elements, genre conventions, the development of positive values, and the strengthening of scenes that reflect the values of Pancasila so as to provide more tangible benefits (Badal, 2012).

The validation results of two media expert lecturers gave positive validation results on 15 aspects of the statement. This shows that both media experts have a very high level of agreement regarding the accuracy, usefulness, attractiveness, and ease of service-based short films. After a validation test by material and media experts, it was carried out by prospective users, namely PPKn teachers who implemented an independent curriculum in grade X of SMA N 1 Tumpang. The validation results of PPKn teachers reached a perfect index in 16 statements, showing that PPKn teachers have a very high agreement on service-based short films. The validation theoretically ended by involving 30 grade X students of SMA N 1 Tumpang as prospective users. The average assessment results of 30 students on aspects of accuracy, usefulness, attractiveness, and ease, with a total of 15 statements, showed a score of 1,646 in the range of 1800-1,462.5. In conclusion, this media has been theoretically validated very well, so that it can be used as a trial material at the empirical research stage.

The effect of using service learning-based short films empirically to stimulate abilities social care, critical thinking, creative, collaborative on the elements of pancasila curriculum merdeka

Based on the post-test results, it is also known that all research subjects as many as 30 students who learned Pancasila material with service-based short film media experienced stimulation in the

ability of social care, critical thinking, creative, and collaborative skills, which occurred during the learning process. [Research Results Bergera \(2018\)](#) explained that short films provide credible context and character and trigger the creative and critical process of students in responding to the given problem topics, such as developing ideas, concepts, and forms. This helps students to develop narrative and visual skills in presenting and communicating, as well as increasing students' interest and motivation towards learning materials and related topics. [Aksoy \(2021\)](#) also explained that short films can be used as initial organizers that can stimulate the improvement of students' skills. These results are also reinforced by research from [Kristanto \(2018\)](#) Yang explained that short films show a significant influence, especially on improving moral and religious abilities and, making students more interested and motivated to follow learning.

The success of using service-based short film media to stimulate the ability to care for social, critical, creative, and collaborative thinking is also influenced using service-learning methods in media and the learning process of students. This is because media tends to have a passive nature because it needs short film media to be combined with learning methods. A suitable learning method to combine with short films is service learning. This opinion is reinforced by the results of research conducted by [Frederickson et al \(2023\)](#) which explain that service learning positively impacts self-authorship, as it shows increased awareness of their own values, goals, and perspectives, as well as a greater appreciation of diversity, social justice, and civic responsibility. [Gupta et al. \(2021\)](#) in his research, he also found that service learning has a positive impact on students' personal, social, and academic development. Personal impact includes improved communication skills, leadership, and cultural competence. Social impact includes increased understanding of social issues, social responsibility, civic skills, and commitment to performing community service. Academic impact includes increased understanding of nutrition concepts, critical thinking skills, problem analysis, and professional career development. The above results are also reinforced by [Camus et al. \(2022\)](#) which explains that *service-learning* has a positive impact on faculty teaching and learning for all aspects studied. These positive impacts include increased motivation, creativity, and innovation in teaching; improvement of reflective, collaborative, and interdisciplinary skills in learning; increased awareness and social responsibility in a global context; and increased professional satisfaction and rewards.

Advantages of short films based on service learning

There are several advantages or advantages of short film-based *Service Learning* as a complement in Pancasila learning, namely: 1) Can attract students' interest because it can present information and learning materials in the form of visuals and interesting and contextual storylines. 2) Relevant to the Pancasila material being taught because it is developed based on the results of analysis, curriculum and applicable learning materials. 3) Viewing is easy to do because it is quite compatible with most facilities and devices available at school, such as projectors, personal computers (PCs), laptops, or gadgets. 4) Have a clear visual and audio display. 5) It is flexible because it can be used in distance learning or in networks.

Disadvantages of short films based on service learning

In addition to the advantages previously described, there are also weaknesses in service-based short films. The disadvantages of service-learning-based short films include: 1) Service-learning-based short films in scope as a learning supplement are only suitable for high school level audiences because they require a deep enough understanding in understanding the message and value implied in the film. 2) Requires a relatively long learning time

Conclusion and Implications

The service-learning-based short film is developed as a supplement in the Pancasila and Citizenship Education subject, particularly in the Pancasila material. The short film is produced through validation by several validators and is declared suitable, engaging, and valid for use in learning activities. Media validation scores reach 57,5. at intervals 60-48,75, while material validation scores are 95,5. The score at the interval was 96-78. The validation with prospective teacher users shows a validity score of 100%. In the small group trial, a score of 518 in the interval 600-487,5 is obtained, and in the large group trial, a score of 1,646 in the range of 1800 -1.462,5 is achieved. Based on the paired sample T-test results in Table 4, it was found that the significance value (Sig. 2-tailed) was $0.000 < 0.05$. This short film serves as an initial stimulus, introduction, and exemplification of the contextual application of Pancasila values. In the next stage, this service-learning-based short film can be utilized in Pancasila and Citizenship Education as a supplementary learning tool alongside the main teaching materials in various schools. Therefore, due to the diverse nature of students' characters in each school, further development is needed, whether in terms of approaches, methods, or learning models that align with this short film and the characteristics of the students. Despite its various advantages, this short film has some limitations, such as the need for adequate facilities, suitability primarily for high school students or equivalent, and the necessity for direct teacher guidance to ensure optimal learning activities.

Disclosure statement

No potential conflict of interest was reported by the authors

References

- Aksoy, S. H. (2021). the Effect of Short Films As Advance Organizer on Reading Comprehension and Self-Efficacy Perception. *International Online Journal of Education and Teaching (IOJET)*, 8(3), 2131–2149. <https://iojet.org/index.php/IOJET>
- Al Atok, A. R., Al Hakim, S., Untari, S., & Margono. (2016). Model Pembelajaran Pendidikan Karakter dengan Pendekatan Multikultural Dalam Pendidikan Kewarganegaraan di Perguruan Tinggi. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 28(1), 20–30. <http://journal.um.ac.id/index.php/jppk/article/view/5467>
- Alber, R. (2018). *Using Video Content to Amplify Learning*. Edutopia. <https://www.edutopia.org/article/using-video-content-amplify-learning>

- Athanasia, G. (2022). *The U.S. Should Strengthen STEM Education to Remain Globally Competitive*. Center for Strategic and International Studies (CSIS). <https://www.csis.org/blogs/perspectives-innovation/us-should-strengthen-stem-education-remain-globally-competitive>
- Badal, S. (2012). *Swimming Upstream: A Lifesaving Guide to Short Film Distribution*. Focal Press. <https://doi.org/10.4324/9780080556697>
- Baktiono, T. E. (2020). *Pemanfaatan Video Pembelajaran untuk Meningkatkan Hasil Belajar Siswa*. Ayo Guru Berbagi Kemdikbud. <https://ayoguruberbagi.kemdikbud.go.id/artikel/pemanfaatan-video-pembelajaran-untuk-meningkatkan-hasil-belajar-siswa/>
- Bergera, I. (2018). Designing from cinema: Film as trigger of the creative process in architecture. *Journal of Technology and Science Education*, 8(3), 169–178. <https://doi.org/10.3926/jotse.372>
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning Experience into Learning*. Kogan Page Ltd.
- Brabeck, M., Jeffrey, J., & Fry, S. (2015). *Practice for Knowledge Acquisition (Not Drill and Kill) Applications of Psychological Science to Teaching and Learning modules*. American Psychological Association. <https://www.apa.org/education-career/k12/practice-acquisition>
- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE Life Sciences Education*, 15(4), es6.1-es6.6. <https://doi.org/10.1187/cbe.16-03-0125>
- Branch, R. M. (2009). Approach, Instructional Design: The ADDIE. In *Department of Educational Psychology and Instructional Technology University of Georgia* (Vol. 53, Issue 9). Springer.
- Camus, R. M., Ngai, G., Kwan, K. P., & Chan, S. C. F. (2022). Transforming Teaching: Service-Learning's Impact on Faculty. *Journal of Higher Education Outreach and Engagement*, 26(2), 47–64.
- Cohen, A. K., Pope, A., & Wong, K. K. (2021). Civic Education and Civic Capacity in Public Schools: The State of the Field and Directions for the Future. *Peabody Journal of Education*, 96(3), 229–234. <https://doi.org/10.1080/0161956X.2021.1958633>
- Frederickson, J., Peake, J., & Hensler, M. (2023). Impact of Community-Based Service-Learning on Undergraduate Students Self-Authorship. *Journal of Service-Learning in Higher Education*, 17, 57–79. <http://journals.sfu.ca/jslhe/index.php/jslhe>
- Gandamana, A. (2017). Perbandingan Kompetensi Kewarganegaraan Dalam Kurikulum 2006 (Ktsp) Dan Kurikulum 2013 Mata Pelajaran Pendidikan Kewarganegaraan. *Seminar Nasional Pgsd Unimed*, 2(1), 370–376. <https://jurnal.unimed.ac.id/2012/index.php/snpu/article/view/16127>
- Gupta, K., Grove, B., & Mann, G. (2021). Impact of Service Learning on Personal, Social, and Academic Development of Community Nutrition Students. *Journal of Community Engagement and Higher Education*, 13(3), 1.
- Japar, M., Fadhillah, D. N., & H.P, G. L. (2019). *Media dan Teknologi Pembelajaran PPKn*. CV. Jakad Publishing.
- Karliani, E. (2016). Membangun Civic Engagement Melalui Model Service Learning Untuk Memperkuat Karakter Warga Negara. *Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 27(2), 31–37.
- Koh, J. H. L., Chai, C. S., Benjamin, W., & Hong, H. Y. (2015). Technological Pedagogical Content Knowledge (TPACK) and Design Thinking: A Framework to Support ICT Lesson Design for 21st Century Learning. *Asia-Pacific Education Researcher*, 24(3), 535–543. <https://doi.org/10.1007/s40299-015-0237-2>

- Kristanto, W. (2018). Pengembangan Film Pendek Berbasis Karakter Pada Anak Usia Dini. *JPUD - Jurnal Pendidikan Usia Dini*, 12(1), 175–189. <https://doi.org/10.21009//jpu.121.15>
- Kristiawan, M. (2019). Analisis Pengembangan Kurikulum dan Pembelajaran. In *UPP FKIP Univ. Bengkulu* (Issue February). Unit Penerbitan dan Publikasi FKIP Univ. Bengkulu.
- Nurwardani, P., Saksama, H. Y., Udin Sarifudin Winataputra, D. B., Sapriya, Winarno, Mulyono, E., Prawatyani, S. J., Anwar, A. A., Evawany, Priyautama, F., & Festanto, A. (2016). *Pendidikan Kewarganegaraan Untuk Perguruan Tinggi*. Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi.
- Pangalila, T. (2017). Peningkatan civic disposition siswa melalui pembelajaran Pendidikan Kewarganegaraan (PKn). *Jurnal Pendidikan Kewarganegaraan*, 7(1), 91–103. <http://repository.unima.ac.id:8080/handle/123456789/426>
- Prasetyo, S. A. (2021). *Era 4.0, Guru, Dan Tuntutan-Tuntutannya*. Ayo Guru Berbagi Kemdikbud. <https://ayoguruberbagi.kemdikbud.go.id/artikel/era-4-0-guru-dan-tuntutan-tuntutannya/>
- Pratama, D. O., & Indahwati, N. (2021). Analisis Metode Experiential Learning dalam Pembelajaran Pjok Materi Passing Bawah dan Passing Atas Bolavoli. *Ejournal.Unesa.Ac.Id*, 09(01), 27–45. <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/42154>
- Purnami, R. S., & Rohayati, R. (2016). Implementasi Metode Experiential Learning Dalam Pengembangan Softskills Mahasiswa Yang Menunjang Integrasi Teknologi, Manajemen Dan Bisnis. *Jurnal Penelitian Pendidikan*, 13(1). <https://doi.org/10.17509/jpp.v13i1.3511>
- Putri, F. I. S., & Adam, K. M. T. (2022). Implementas Nilai-Nilai Pancasila Dalam Membangun Karakter Bangsa. *Jurnal Universitas Sebelas Maret*, 1(2), 6–16. <https://jurnal.uns.ac.id/indigenous/article/viewFile/73627/pdf>
- Rahmawati, T. F. (2022). Pengembangan E-Modul Interaktif Berbasis Contextual Teaching And Learning Dalam Pembelajaran PPKn Kelas V Sekolah Dasar. *Jurnal Ilmiah PGSD STKIP Subang*, 08(01), 30–40. <https://doi.org/10.36989/didaktik.v8i1.261>
- Rahzianta, & Muhammad, L. H. (2016). Pembelajaran Sains Model Service Learning Sebagai Upaya Pembentukan Habits of Mind Dan Penguasaan Keterampilan Berpikir Inventif. *USEJ - Unnes Science Education Journal*, 5(1), 1128–1137.
- Ridhuan, S., & Wahid, A. (2018). Pendidikan Kewarganegaraan di Perguruan Tinggi. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). University Press Universitas Esa Unggul Jakarta.
- Riyana, C. (2007). *Pedoman Pengembangan Media Video*. P3AI UPI.
- Rodrigues, R. (2020). Legal and human rights issues of AI: Gaps, challenges and vulnerabilities. *Journal of Responsible Technology*, 4(September), 100005. <https://doi.org/10.1016/j.jrt.2020.100005>
- Setiawati, W. (2016). Implementasi Penilaian Keterampilan Kewarganegaraan Berdasarkan Kurikulum 2013. *Jurnal Civicus*, 16(2), 69–79. <https://doi.org/10.17509/civicus.v16i2.5131>
- Shapiro, S., & Brown, C. (2018). *The State of Civics Education*. Americanprogress.Org. <https://www.americanprogress.org/article/state-civics-education/>
- Sumaryati, & Sukmayadi, T. (2021). Kebenaran Pancasila Sebagai Dasar Negara Dalam Pandangan Mahasiswa Program Studi Pendidikan Pancasila Dan Kewarganegaraan. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 6(2), 408–416. https://eprints.uad.ac.id/38155/1/ARTIKEL_JURNAL_UNM_VOL_6_DES_2021.pdf

- Susanti, S., Putu Ida Arsani Dewi, N. S., Dewi, A. K., TasdinTahrim, Wulandari, F., Jefryadi, Jonata, Rismayani, Kusumawardan, R. N., Bahtiar, I. R., & Sholeh, M. (2022). *Desain Media Pembelajaran SD/MI*. Yayasan Penerbit Muhammad Zaini.
- Sutriana, E. (2019). Deskripsi Penerapan Model Experiential Learning Dalam Pembelajaran Matematika Pada Siswa Kelas X SMA Negeri 13 Sinjai [Universitas Negeri Makassar]. In *Mathematics Journal*. http://eprints.unm.ac.id/13074/2/eva_sutriana_162050701068.pdf
- Syamsudduha, S., & Tekeng, N. Y. (2017). Penerapan Service Learning Dalam Pembelajaran Matakuliah Pedagogik Pada Kurikulum Pendidikan Calon Guru. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(1), 1–17. <https://doi.org/10.24252/lp.2017v20n1a1>
- Uloli, R., Olli, J., & Odja, A. H. (2020). Pengembangan Perangkat Pembelajaran Model Inkuiri Terbimbing untuk Meningkatkan Kemampuan Kemampuan Berpikir Kritis. In A. Aneta, A. Rahmat, & N. Djafri (Eds.), *Dosen Penggerak Penguatan Tridharma Masa New Normal & Pasca Covid-19* (p. 159). Pascasarjana Universitas Gorontalo.
- Untari, S., Hakim, S. Al, & Astawa, K. D. (2016). Pengembangaii Model Pembelajaran Berbasis Deep Dialogue/Critical Thinking Melalui Praktik Belajar Kewarganegaraan Siswa Sd Di Jawa Timur. *Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 23(2), 25–32. [http://download.garuda.kemdikbud.go.id/article.php?article=437423&val=8691&title=PEN GEMBANGAII MODEL PEMBELAJARAN BERBASIS DEEP DIALOGUECRITICAL THINKING MELALUI PRAKTIK BELAJAR KEWARGANEGARAAN SISWA SD DI JAWA TIMUR](http://download.garuda.kemdikbud.go.id/article.php?article=437423&val=8691&title=PEN%20GEMBANGAII%20MODEL%20PEMBELAJARAN%20BERBASIS%20DEEP%20DIALOGUECRITICAL%20THINKING%20MELALUI%20PRAKTIK%20BELAJAR%20KEWARGANEGARAAN%20SISWA%20SD%20DI%20JAWA%20TIMUR)
- Walukow, D. S., & Prijanto, J. H. (2021). Pendekatan Service Learning Dalam Pembelajaran Pendidikan Kewarganegaraan Di Universitas Pelita Harapan Era New Normal. *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKn*, 8(2), 136–142. <https://doi.org/10.36706/jbti.v8i2.15745>
- Winthrop, R. (2020). *The Need For Civic Education In 21st-Century Schools*. Brookings.Edu. <https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/>