

The Use of Educational Film Media to Increase Student Learning Motivation in Civics Subjects, Material on Becoming a Good Citizen

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Abstract

This study aims to improve students' learning motivation in the Pancasila and Citizenship Education (PPKn) subject through the use of educational film media. The subjects of the study were 35 students of class X DPIB A of SMK Negeri 52 Cibubur in the even semester of the 2024/2025 academic year. The method used was classroom action research (Kemmis and Taggart model) which was carried out in three cycles, each including the planning, implementation, observation, and reflection stages. Data were collected through observation, questionnaires, interviews, field notes, and documentation, then analyzed descriptively qualitatively. The results showed a significant increase in students' learning motivation in each cycle. In the pre-cycle, students' learning motivation only reached 42.46% (low category). After the application of educational film media, learning motivation increased to 45.03% in cycle I (low category), 65.80% in cycle II (medium category), and 83.90% in cycle III (high category). Improvements were also reflected in aspects of learning passion, enthusiasm, curiosity, independence, self-confidence, and perseverance. Thus, the use of educational films has proven effective in increasing student learning motivation. This medium can create more interactive, enjoyable, and meaningful learning, enabling students to be more active and confident in understanding Civics (PPKn) material. This study recommends that PPKn teachers use educational films as an innovative strategy in civics learning.

Keywords: educational films, good citizens, learning motivation, PPKn.

1 INTRODUCTION

Learning motivation is key to educational success because it determines the extent to which students are willing to actively participate in the learning process. Motivation not only serves as a driver of behavior but also as a conscious guide for students' learning actions (Sardiman, 2018; Rahman, 2021). In the school context, motivation plays a crucial role in transforming students' potential into tangible achievements. Without motivation, learning tends to be monotonous, boring, and lacks a lasting impact. Low motivation often results in students playing a passive role in class, especially when the teacher's teaching method is still dominated by lectures. This was evident in the case of grade X DPIB A students at SMK Negeri 52 Cibubur, who demonstrated a lack of enthusiasm for the Pancasila and Citizenship Education (PPKn) subject.

In fact, PPKn plays a strategic role in shaping citizens with character, who are democratic, and responsible towards the nation and state. According to Aryani, Nugroho, and Saputro (2021), PPKn learning is not merely a transfer of knowledge but also a process of internalizing basic civic values that must be instilled in students. Similarly, research by Rohman, Iriansyah, and Putri (2023) confirms that PPKn is a vehicle for developing a generation with a sense of nationalism, legal awareness, and social responsibility. However, the reality on the ground shows that many students still view PPKn material as abstract, theoretical, and less relevant to everyday life. Topics like "Being a Good Citizen,"

for example, often fail to arouse students' interest because they are presented in the form of normative concepts far removed from their concrete experiences.

To address this issue, teachers need to introduce learning innovations that connect civics concepts to the realities of students' lives. One strategy is to utilize learning media that are more contextual, visual, and relevant to their daily lives. In today's digital age, the use of educational films is a promising solution. Films can present concrete representations of civics values, making them easier for students to understand. According to Mandasari, Maryanto, and Suprijanto (2022), the use of films in Civics learning has been shown to increase student participation and active engagement. Research by Martini and Aliza (2024) further supports these findings by demonstrating that audiovisual media is more appealing than conventional methods because it creates a fun, communicative, and interactive learning environment.

Furthermore, educational films not only present cognitive information but also stimulate the affective and psychomotor domains. Adi (2020) emphasized that audiovisual media enables a holistic learning process, where students not only understand the lesson content intellectually but also experience the moral values conveyed and are encouraged to apply them in real-life situations. Thus, films can combine students' rational and emotional aspects, making learning more meaningful.

Intrinsic learning motivation can also be fostered through the use of media relevant to students' lives. Hardiyanto (2018) emphasized that intrinsic motivation, such as enthusiasm, creativity, and perseverance, is crucial for fostering student resilience. The current digital generation tends to be more responsive to technology-based and audiovisual learning. Therefore, the use of educational films aligns with the characteristics of this generation and addresses the needs of 21st-century education, which demands critical thinking, collaborative, creative, and communicative skills.

In the context of character education, educational films also serve as a means of internalizing national values. National character education in Indonesia is rooted in the values of Pancasila, *Bhinneka Tunggal Ika* (Unity in Diversity), mutual cooperation, and universal humanity (Hardiyanto, Iriansyah, & Saryono, 2024). Films can bring these values to life through visual narratives that touch the hearts and minds of students. For example, film scenes depicting social solidarity can instill a spirit of mutual cooperation, while stories about cultural diversity can strengthen understanding of the motto "*Bhinneka Tunggal Ika*" (Unity in Diversity). In this way, students not only understand these values theoretically but also internalize them and are motivated to put them into practice.

Other research findings also show that learning strategies utilizing innovative media can improve student motivation and learning outcomes. Research by Rohman, Iriansyah, and Putri (2023) using the jigsaw method demonstrated that students become more active, collaborative, and critical when directly involved in the learning process. Despite the different media, educational films can have similar impacts by encouraging students to discuss, reflect, and relate the film's content to social reality. This aligns with the view of Rahmadani et al. (2023) who emphasized the importance of social studies and citizenship education in developing active, critical, and responsible citizens.

Thus, the use of educational films in PPKn learning is not only a technical innovation, but also a pedagogical strategy that supports national education goals. This medium not only increases students' learning motivation but also strengthens their civic character. Therefore, this study was designed to explore the extent to which educational films can improve the learning motivation of grade X DPIB A students at SMK Negeri 52 Cibubur on the topic of Being a Good Citizen.

2 RESEARCH METHODS

This study uses a Classroom Action Research (CAR) approach with the Kemmis & Taggart model which emphasizes a spiral cycle consisting of four main stages, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. This cycle is iterative, so that the results of reflection in the previous cycle are used to improve planning and implementation

in the next cycle. This approach was chosen because it is relevant to improving direct learning practices in the classroom, while simultaneously improving the quality of the process and student learning outcomes (Aqib, 2006; Kunandar, 2008).

The research was conducted at SMK Negeri 52 Cibubur in the even semester of the 2024/2025 academic year. The subjects were all 35 students of class X DPIB A, consisting of 16 boys and 19 girls. The selection of these subjects was based on initial findings that their learning motivation in PPKn was still low, necessitating innovative efforts in the form of educational film media.

The research instruments used were quite diverse to obtain more comprehensive data. First, observation sheets were used to observe student learning activities during the learning process. Second, a learning motivation questionnaire with an attitude scale (always-never) was used to quantitatively measure students' motivation levels. Third, interviews were conducted with both students and collaborating teachers to obtain qualitative data about their experiences and perceptions of the use of educational films. Fourth, field notes were used to record important findings during the research process that may not have been captured in formal observations. Fifth, documentation in the form of photographs of activities was used as authentic evidence and to support data analysis.

The collected data was analyzed descriptively and qualitatively using three stages of analysis according to Miles and Huberman (1994): data reduction, data presentation, and conclusion drawing. To ensure data validity, source and method triangulation techniques were used, ensuring the data obtained could be verified and accounted for. With this approach, the research is expected to provide a valid picture of the effectiveness of educational film media in increasing student learning motivation.

3 RESULT AND DISCUSSION

3.1 Results

Student learning motivation in the pre-cycle only reached 42.46%, categorized as low. Indicators of learning passion were 55%, learning enthusiasm 35%, curiosity 52%, independence 32%, self-confidence 51%, and perseverance 31%. Students appeared passive, easily bored, and lacked enthusiasm in PPKn learning.

After using educational films, learning motivation increased to 45.03% (low category). Indicators that experienced slight increases were passion for learning (61%), curiosity (53%), and self-confidence (52%). Students began to become interested, but most remained passive.

In cycle II, learning motivation reached 65.80% (moderate category). Indicators that significantly increased were learning enthusiasm (79%), curiosity (76%), and self-confidence (72%). Students were more active in group discussions, began to feel more confident in answering questions, and were better able to relate the film's content to real life.

In cycle III, student learning motivation increased significantly to 83.90% (high category). Passion for learning reached 94%, enthusiasm for learning reached 78%, curiosity reached 95%, independence reached 75%, self-confidence reached 91%, and perseverance at learning reached 71%. Students appeared more enthusiastic, critical, actively engaged in discussions, and demonstrated positive attitudes as good citizens.

In general, the research results show a consistent trend of increasing learning motivation from pre-cycle to cycle III.

3.2 Discussion

The results of this study confirm previous findings that innovative media, particularly audiovisual media such as educational films, significantly contribute to increasing student learning motivation. Overall, students' learning motivation, initially low, increased to high levels after implementing educational films in Civics (PPKn) learning. This improvement demonstrates that learning strategies that combine visual, narrative, and contextual

elements are more effective than conventional approaches. The following provides a more in-depth discussion of several aspects of the research findings.

3.2.1 Educational Films as Concrete Visual Media

One of the main weaknesses in learning PPKn is the material's tendency to be abstract, normative, and theoretical. Students often struggle to grasp civics concepts such as responsibility, rights and obligations, unity, and social justice because they are presented in lengthy texts with minimal contextual examples. In situations like this, educational films offer a solution that can concretely reinforce these abstract concepts.

According to Mayer's (2009) Multimedia Learning theory, the learning process will be more effective if students receive information through two main channels: visual (images, illustrations, animations) and verbal (narration, text). The integration of the two allows students to process information more deeply through a dual coding mechanism, ultimately improving retention, comprehension, and engagement. The findings of this study align with Mayer's theory, as the use of films has been shown to help students connect the teacher's verbal messages with the real-world visualizations presented through film.

Martini and Aliza (2024) emphasized that audiovisual media in PPKn is highly appealing because it provides a more concrete learning experience that is closer to students' social realities. This was evident in cycles II and III, where students more easily grasped the concept of Being a Good Citizen after watching a program that represented citizen behavior in everyday life. Thus, films are not only a means of entertainment but also an effective educational tool for conveying normative messages in a concrete manner.

3.2.2 Educational Films in Increasing Students' Intrinsic Motivation

Learning motivation can be divided into two main types: extrinsic motivation and intrinsic motivation. Extrinsic motivation stems from external factors, such as rewards, grades, or punishments, while intrinsic motivation stems from students' internal drives, such as curiosity, interest, or personal satisfaction (Deci & Ryan, 2000). This study showed an increase in students' intrinsic motivation, especially in cycles II and III. Students began to demonstrate greater curiosity, courage to ask questions, and confidence in expressing their opinions.

This aligns with Hardiyanto's (2018) opinion, which emphasizes that intrinsic motivation is a key factor in fostering creativity, perseverance, and independent learning. Educational film media has been proven to foster this intrinsic motivation because it presents material in an engaging way, is relevant to students' lives, and sparks curiosity. When students perceive that what they are learning is directly relevant to their lives, they are more motivated to learn without having to be forced or rewarded.

Research by Rohman, Iriansyah, and Putri (2023) also supports this, where cooperative learning using the jigsaw method increases students' intrinsic engagement through group collaboration. Although these studies used different media, the underlying principle is the same: creating a fun, participatory, and meaningful learning environment that allows students' intrinsic motivation to grow naturally.

3.2.3 Educational Films as a Means of Character Education

In addition to enhancing cognitive aspects and intrinsic motivation, educational films also play a crucial role in supporting character education. Character education in Indonesia has a strong philosophical basis in the values of Pancasila, Bhinneka Tunggal Ika (Unity in Diversity), mutual cooperation, and humanity (Hardiyanto, Iriansyah, & Saryono, 2024). Unfortunately, the instillation of these values is often carried out through cognitive-oriented lectures, leaving students only with theoretical knowledge without truly internalizing them.

Educational films serve as a medium for internalizing character values through a more emotional and contextual approach. For example, films that depict the practice of mutual cooperation in society can engage students' affective side, encouraging them to emulate it. Kharisma, Faridi, and Yusuf (2023) state that the value of mutual cooperation can be

instilled more effectively through experiential learning activities and realistic visual representations.

This study shows that after watching an educational film, students better understand the importance of solidarity, unity, and social justice. They not only repeat the definitions but are also able to relate them to their daily lives. Thus, the film serves as an instrument for internalizing national values, connecting abstract norms with concrete experiences.

3.2.4 Educational Films and Participatory Learning

Another important finding from this study is the role of educational films in encouraging participatory learning. After watching the films, students were no longer passive spectators but engaged in discussions, reflections, and assignments. These activities encouraged them to think critically, collaborate, and connect the film's content to social realities.

This aligns with the research findings of Rohman, Iriansyah, & Putri (2023), which showed that the jigsaw method can increase students' active engagement in the learning process. Although the instruments used are different (film vs. jigsaw), both emphasize the importance of active participation as the core of meaningful learning. Post-film discussions function similarly to group discussions in jigsaw, creating a dialogue space that allows students to learn from the experiences and perspectives of others.

Furthermore, this active participation supports Rahmadani et al.'s (2023) idea that social studies and citizenship education should be directed toward developing active, critical, and responsible citizens. Through film, teachers can facilitate students' analysis of social phenomena, identification of problems, and formulation of solutions. Thus, film serves not only as a learning tool but also as a means of empowering students as active subjects in the civics education process.

3.2.5 Educational Films as a Bridge between Citizenship Theory and Practice

One of the important findings of this study is the function of educational films as a bridge between civics theory and students' daily practices. Students often struggle to connect civics material to their real-life experiences. As a result, civics is seen as merely a memorization subject with little relevance.

Educational films can bridge this gap by presenting stories that represent civic values in real-life contexts. For example, a story about a student enforcing discipline at school, or a story about a community working together to face a disaster, can help students realize that civic values are not abstract concepts, but rather part of their everyday lives.

This aligns with Adi's (2020) view that audiovisual media serves as a contextual learning experience, enabling students to connect knowledge with social reality. In this way, films not only increase motivation but also reinforce the meaning of learning, thus encouraging students to apply civic values in real life.

From a broader perspective, the use of educational films is also relevant to the demands of 21st-century education. Today's education emphasizes not only mastery of knowledge but also the development of critical thinking, communication, collaboration, and creativity (the 4Cs). Educational films provide ample scope for developing these skills.

When students watch films, they not only absorb information but are also encouraged to critically analyze the content, discuss it with their peers, and express their opinions creatively. This also supports the development of digital literacy, where students become accustomed to interacting with digital media intelligently, critically, and responsibly (Fitroh, 2024).

Thus, this research is not only relevant in the context of increasing motivation to learn PPKn, but also in preparing students to face the challenges of global education in the digital era. From the above description, it can be concluded that educational films have a multi-functional role in PPKn learning. First, films help concretize abstract material. Second, films increase students' intrinsic motivation. Third, films support character education. Fourth, films encourage participatory learning. Fifth, films bridge the theory and practice of citizenship. Sixth, films are relevant to the demands of 21st-century education.

4 CONCLUSION

The use of educational film media in PPKn learning has been proven effective in increasing the learning motivation of class X DPIB A students at SMK Negeri 52 Cibubur on the topic of Being a Good Citizen. The increase in learning motivation occurred gradually and consistently in each research cycle. In the pre-cycle stage, student motivation only reached 42.46%, which is categorized as low. After the intervention in cycle I, student motivation increased to 45.03%, although it was still categorized as low. More significant changes were seen in cycle II, where motivation increased to 65.80% (categorized as medium). In cycle III, learning motivation reached 83.90%, which is categorized as high. This gradual increase indicates that educational films can create a more interesting and meaningful learning experience, so that students are increasingly encouraged to participate actively.

When viewed based on learning motivation indicators, such as passion, enthusiasm, curiosity, independence, self-confidence, and perseverance, all aspects show a consistent upward trend from cycle to cycle. Students who were previously passive and unenthusiastic began to show greater involvement in discussions, expressed their opinions boldly, and were able to relate the civic values depicted in the film to their real lives. This confirms that film is not merely a means of entertainment but also has a strong educational function in building students' awareness, attitudes, and character.

Thus, this study proves that educational film media can be used as an innovative and effective alternative in PPKn learning. Educational films can improve the quality of the learning process by presenting concrete visualizations, fostering students' intrinsic motivation, and internalizing national character values. PPKn teachers are advised to utilize this media continuously to strengthen motivation and develop active, critical, and responsible citizens.

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