

## **Strengthening Civic Disposition Through Learning Media Utilization PosTer (Best Post) In Instagram**

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### **ABSTRACT**

*This article aims to find out the utilisation of social media-based learning media, namely PosTer (postingan terbaik) in instagram in strengthening civic disposition. The research method used is descriptive qualitative method. The research subjects were students of class E of the Mathematics Study Programme, Yogyakarta State University. Data collection techniques and instruments used observation, interviews, and documentation. Data analysis used qualitative data analysis interactive model. Data validity tests include credibility, transferability, dependability, and confirmability tests. The results showed that the application of PosTer media in instagram in Pancasila Education lectures was carried out through three stages, namely explaining the learning topic, determining the value theme, posting in instagram, and the assessment stage carried out in the core activities of the lecture. The application of PosTer media in instagram can strengthen student's civic disposition which includes the characters of tolerance, peace-loving, creative, communicative, responsibility, discipline, and critical thinking. Therefore, it can be concluded that this media can be used in learning to strengthen student's civic disposition.*

**Keywords:** Civic Disposition, Learning Media, PosTer in instagram

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### **INTRODUCTION**

Social media is a product of technological and information developments in the form of online applications that currently have a great contribution in providing ease of communication and socialization with others without space and time limits. Before 2010, social media was generally used as a means of connectivity for every user who had a common goal, but after that this media then focused on creating and sharing user-generated content (Aichner et al., 2021). This result is in line with previous research on the evolution of social media literature which concluded that the definition of social media is always changing, namely from *platform* to socialize in the past became a tool for information aggregation (Kapoor et al., 2018). Features offered to its users such as promoting its users through the available profile page (displaying likes, comments, or recommendations) (Greenhow & Lewin, 2016), giving access to internal connections with other users (through links, newsfeeds, and sharing content), and access to creating and posting words, photos, and videos make social media a popular product used by today's society. Its users will have a uniquely identifiable profile; they can openly articulate their relationships with other users; be able to consume, generate, and connect with various content results of other users on the same site (Ellison & Boyd, 2013). This media can also allow its users to communicate with each other, share things, collaborate, publish, organize, and socialize with various groups (Mao, 2014). Examples of social media are facebook, tiktok, instagram, twitter, youtube, linkedIn, and others (Faizi et al., 2013; Carr & Hayes, 2015; Kaya & Bicen, 2016).

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The rapid growth and development of technology makes social media access easier to run, which then boils down to the number of social media users around the world. Research results from *Pew Research Center* who surveyed 11,178 adults in the United States in 2021 found that about 48% of adults there often get information from social media, with the age group of 18-29 years old and students from several colleges who actively use Snapchat, TikTok, and Instagram (Walker & Matsa, 2021). As for the conditions in Indonesia itself, it is known that out of a total of around 276.4 million Indonesia's population in January 2023, there are 60.4% or equivalent to 167 million social media users (Kemp, 2023). These two data further reinforce the fact that the use of social media as a science and technology product today is a favorite of the world community, including Indonesia. Its popularity is also felt by young people to students, as evidenced by the large number of social media ownership and use *smartphone* which are easy to find in our surroundings. *Smartphone* is the most prominent technological device used by the younger generation (Anderson & Jiang, 2018), including its use for the field of education in accessing resources and lessons regardless of place and time (Göksu & Atici, 2013). The time spent on social media in daily life is increasing day by day (Sharifian & Western, 2020) And if this happens to students, it will have an impact on their education, daily life, physical and mental health (Otrar & Argin, 2014). Therefore, every user must have good and wise self-control in social media so that the benefits provided by social media do not return to harm themselves.

### **METHOD**

The method used in this study is qualitative descriptive. Qualitative research aims to study various phenomena that occur in research subjects, such as views, motivations, actions, and others comprehensively through descriptions using natural methods (Moleong, 2014). The data obtained is presented in the form of words and pictures. The subject of this study is a class E student of the Mathematics Study Program-Yogyakarta State University. Data collection techniques and instruments use observation, interviews, and documentation to see an overview of the use of the PosTer method (the best post) *in Instagram* in the Pancasila Education course through the provision of four main themes, namely the theme of tolerance, Pancasila in the millennial era, grounding Pancasila on social media, and education for the poor and abandoned children. Primary data acquisition was carried out through observation and direct interviews with students. As for the secondary data, it comes from documents related to strengthening *civic disposition* through the use of PosTer *in Instagram learning media*. The data analysis technique uses qualitative data analysis of interactive models. The validity test of the data in this study includes credibility, *transferability*, dependability, and confirmability tests.

### **RESULTS AND DISCUSSION**

#### **Application of Poster in Instagram Learning Media in Pancasila Education Courses**

PosTer *in Instagram* is a learning medium that utilizes social media in order to have a positive impact on its connoisseurs and users. The values transferred are a form of concern for the surrounding environment which has been eroded by the conditions of the times. The name PosTer has two meanings, both the word poster as an information tool and PosTer which stands for the best post (Tampubolon, 2018). Through Instagram social media, it is hoped that

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character values can be instilled and made into a good habit in the culture of socializing on social networking services.

Pancasila Education Courses Rukkiyatha (2008) can be a vehicle for students as young citizens to have the ability to reflect on the values of Pancasila critically and analytically and realize them in the life of the state, nation, and society with full awareness and maturity, which is considered to be well realized through the use of Poster learning media *in instagram* in the learning process in the classroom. Poster Implementation *in instagram* The Pancasila Education course has the objectives as conveyed by Tampubolon (2018), namely:

- 1) Socializing positive values to others.
- 2) Learning the benefits of using learning media in expressing their thoughts, feelings and opinions.
- 3) Conveying information in the form of facts, concepts, procedures, and principles based on Pancasila values.
- 4) Improving students' literacy skills from reading and writing posts on Instagram.
- 5) Increase creativeness student Create a value statement so that it is easy to understand.

Prior to the implementation of the PosTer *in Instagram learning media*, Pancasila Education lecturers individually and in teams first prepared a complete learning tool including annual programs, semester programs, syllabi, and Semester Learning Plans (RPS) for the 2022-2023 academic year which are the guidelines for lectures in class E of the Mathematics Study Program - Yogyakarta State University. In the RPS of the Pancasila Education course for even semesters, the content of the material that will be taught for seven face-to-face times with a time allocation of 2x50 minutes per meeting, namely consecutively regarding Pancasila material as a value system, Pancasila as the ideology of the state of Indonesia, Pancasila in the perspective of ideological comparison, Pancasila as an open ideology, the relationship between Pancasila and the Preamble to the 1945 Constitution of the Republic of Indonesia, the implementation of the 1945 Constitution and the amendment of the 1945 Constitution, and the last material on Pancasila as a paradigm for nation building. Of the total seven meetings of this lecture, there were four meetings that applied the PosTer *in Instagram learning media*. The use of this media is adjusted to the scope of the material and the achievement goals of the learning being taught.

The application of PosTer *in Instagram* media in Pancasila Education lectures is carried out by lecturers by first starting lectures with opening prayers, conducting attendance to check student attendance, conveying learning achievements and objectives as well as assessment techniques, and providing motivation and perception to relate knowledge already known by students with things to be learned on the day of the lecture. After that, lecturers and students will enter the core activities of the lecture with several stages, namely; The first stage is the explanation of learning topics by lecturers who work with students so that the substance of the material is not limited to memorization alone, but leads to mastery of the values of scientific competence so that the balance between knowledge and character is realized. Lecturers at this stage play a role in designing learning to be centered on mastering character values that are excavated from the content or content of learning materials to train students' ability to develop their skills both independently and collaboratively.

At this stage, students are also asked to explore the values arising from the learning material and the goal of achieving the score. For example, in the material about Pancasila as a

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value system, which requires students to be able to analyze and evaluate the values of Pancasila in the lives of the people of Indonesia today accompanied by an explanation of whether or not it is in accordance with the values of Pancasila. The value in this material is extracted from every event or occurrence that violates the application of various Pancasila values in daily life. For example, cases of corruption, intolerance, and human rights violations that prove a lack of human awareness of the right to life of others. Therefore, efforts to spread the values of tolerance, love of peace, environmental and social care need to be carried out in this learning. This effort is carried out so that students are able to develop their potential in strengthening good character values in common life.

The second stage is to determine the value theme which is an important part after students understand the learning material because it describes the message of values that they want to achieve or instill in students. The determination of the value theme in learning is decided based on the results of class deliberations and is tried in accordance with the ongoing situation so that the momentum is on target and current. The theme determined must not be rigid and can be seen from various sides in order to give flexibility to students to think cognitively, imaginatively and creatively. Based on research in class E of the Mathematics Study Program-Yogyakarta State University, because it coincides with the rampant cases of intolerance such as the dissolution of houses of worship (Oktavia, 2023), the condition of the entry of globalization currents that raises awareness of the current resilience of the Pancasila ideology (National Resilience Institute of the Republic of Indonesia, 2020), and in commemoration of National Education Day on May 2, 2023, there are several themes chosen, namely:

### 1) Tolerance

The word "Tolerance" has a variety of perceptions and is interpreted from various sides. Tolerance is defined as a tolerant trait or attitude, namely respecting every difference. This difference can be seen in all aspects, be it differences of opinion, point of view, principles, gender, religion, ethnicity, race, culture, class and others. This theme is given in lecture materials about Pancasila as a value system.

### 2) Pancasila by era milenials

The Post contains students' critical reflections on the ideology of Pancasila in the current Millennial era. Critical reflection is a process of knowing, understanding, reflecting, and critically analyzing something. This critical reflection is a form of student concern for the Pancasila ideology that is developing in the current millennial era. This theme was given in lecture material on Pancasila as the ideology of the Indonesia state.

### 3) Grounding Pancasila on social media

Grounding Pancasila on social media is a movement/effort to preserve Pancasila values and train students to be able to apply Pancasila values in social media properly and correctly. This theme is given in lecture material about Pancasila as an open ideology.

### 4) Education for the poor and abandoned children

The PostTer contains critical reflection writings which are a form of student concern for education for the poor and abandoned children in relation to the 1945 Constitution of the Republic of Indonesia Article 34 paragraph (1). This theme was given to lecture material on Pancasila as a paradigm for nation building.

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The third stage is posting *in instagram*. Students' skills in creative thinking, imagination and inspiration can be seen in this third stage. In this activity, students are asked to post information, messages or words accompanied by pictures, photos or videos. Each sentence must describe a predetermined theme. Students can determine ideas through experiences, reading activities and discussions with friends, parents and lecturers. After finding the concept, students immediately choose an image related to the post sentence and then upload it to Instagram.

The fourth stage is assessment. In assessing student posts on Instagram, lecturers need to give 2-3 days so that students are free to find expressions that will be posted on their personal Instagram. Lecturers need to carefully look at the relationship between the image and the sentence of the post. It is hoped that every article does not contain elements of hatred, defamation and excessive criticism. The content of the post should be valuable and positively charged so that it has an impact on both the reader and the user. At this assessment stage, lecturers also need to understand the content so that the message of the predetermined theme can be conveyed to the reader.

After going through the core activities, lecturers and students then entered the closing activities in the form of delivering conclusions, learning reflections, follow-ups, and closing prayers. In the reflection stage, lecturers and students re-evaluate the learning that has been carried out, including the use of *PosTer in Instagram* media for improvement in the next lecture.

#### ***Strengthening Civic Disposition through the Use of Poster In Instagram Learning Media.***

Current character problems can be found in higher education such as cheating, laziness in college and doing assignments, *drop out*, and disrespect for lecturers (Sugilar et al., 2018). This character problem must be taken seriously, especially among young people (McDonnell & Hahs, 2008), because if ignored, students are worried that they will experience a decrease in creativity. The character of students formed by educational institutions must lead to 18 indicators of the character of the Indonesia nation which include religious character, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievements, friendship and communicativeness, love of peace, love of reading, care for the environment, social care, and responsibility (Republic of Indonesia, 2017) in supporting *national character building*. In addition, according to Branson & Dkk (1999) *civic disposition* It also includes private characters such as responsibility, self-discipline, and respect for human dignity and dignity as well as public characters consisting of caring attitudes as citizens, politeness, obedience to legal regulations, having critical thinking, a desire to listen, negotiate and compromise so that the democratic process can be carried out properly.

Disposition is the product of the organizing action that organizes a person's activities according to the objective conditions of the social world (White, 2006), so that the strengthening *civic disposition* by teachers must be done by preparing a fun learning environment through the use of interesting learning media such as Posters *in instagram*. According to Hidayat et al (2021) *Poster (best post) in instagram* As a learning medium can develop character and increase students' creativity, so that the use of social media as a learning medium can be an alternative choice (Shafer et al., 2018). Research carried out in class E of the Mathematics Study Program-Yogyakarta State University regarding strengthening *civic*

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*disposition* through the use of Poster learning media *in instagram* shows that the character of student citizenship, namely tolerance, love of peace, creativity, communicative, responsibility, discipline, and critical thinking, has been strengthened through the use of Poster learning media *in instagram*.

Tolerance is an attitude of mutual acceptance of differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others (Nastyti, 2020). Strengthening the character of tolerance and peace-loving students through the PostTer project (best post) *in instagram* Seen through the selection of images, videos, and sentences posted by students who invite the public to voice mutual respect and respect for differences in religion, ethnicity, race, culture, and viewpoints. Some of the students also contributed several solutions to the problem of intolerance in Indonesia, namely through efforts to increase understanding and deep meaning of the meaning of differences, train and develop an attitude of openness to dialogue and cooperation with others, create an environment that allows various groups to exchange experiences and views without fear of being judged or discriminated against to present a world oriented towards justice and peace.

The strengthening of students' creative character in this project is seen through the attractiveness of the product images or videos they post. When posting on Instagram, student creativity emerges and has potential value. There are some students who even have high imagination so that their works or posts attract the attention of many people. It is not uncommon for students to make videos and share their life experiences from childhood to adulthood about the meaning of tolerance on the project theme about tolerance. The energy arises because of the enthusiasm of students to participate in spreading positive things to others.

The communicative character in this project is seen from the ability of students to discuss the determination of themes and hashtags used for posts on Instagram. Initially, the lecturer provided alternative themes and students were given the opportunity to voice their opinions. The classroom atmosphere became active with good communication between students and lecturers as they exchanged ideas and opinions until finally agreeing to choose themes and hashtags for Instagram posts. In addition, this character is also strengthened when students can develop and channel knowledge, aspirations, and opinions in the form of images, videos, and post sentences in the form of descriptions of problems and solutions provided, to share positive values with the community through their posts on Instagram.

The character of responsibility and discipline of students is seen through the timeliness of the collection of PosTer *in Instagram* assignments and their responsibility to adjust the post product to the predetermined theme. The results show that students have the discipline to upload their posts according to the estimated work of 2-3 days from the first day a theme is given and are fully responsible for the suitability of their posts with each theme given.

Critical thinking is a skill that includes the ability to analyze arguments, make conclusions, judge, evaluate, make decisions, and solve problems (To, 2011). One of the ways to strengthen students' critical attitudes can be seen through the selection of posts in the form of images or videos and post sentences that contain their critical reflections on the theme of education for the poor and abandoned children. Students criticized the regulations that have been stipulated in article 34 paragraph (1) of the State Law of the Republic of Indonesia which are linked to efforts to handle, policies, programs, empowerment, mentoring, and facilities that

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have been carried out by the central, regional, or community governments to meet the basic educational needs of the poor and abandoned children in Indonesia.

### **CONCLUSION**

The application of PosTer in Instagram media in Pancasila Education lectures in the initial activity began with an opening prayer, making attendance, conveying learning achievements and objectives as well as assessment techniques, and providing motivation and perception. The core activities of the lecture began with several stages, namely; The first stage is the explanation of learning topics, the second stage is the determination of value themes, including the theme of tolerance, Pancasila in the millennial era, the grounding of Pancasila on social media, and the theme of education for the poor and abandoned children. The third stage is the stage of posting in Instagram, and the fourth stage is the assessment by the lecturer. This learning activity was then closed with closing activities in the form of delivering conclusions, learning reflections, follow-ups, and closing prayers. The characters that are strengthened by this learning media are tolerance, love of peace, creativity, communicative, responsibility, discipline, and critical thinking.

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