

EFFECTIVENESS OF E-ENSHI AS A LEARNING MEDIA FOR CIVIC EDUCATION TO ENHANCE STUDENTS' KNOWLEDGE OF LOCAL WISDOM

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Abstract. The impact of globalization has also influenced the existence of local wisdom knowledge among the younger generation. Civics Education (PPKn) in the classroom, as a platform for learning local wisdom, is perceived as monotonous due to the use of repetitive instructional media. To address this issue, the researcher is interested in implementing the E-Enshi learning media in PPKn classes. E-Enshi (Elektronik Ensiklopedia Sistem Hukum Adat Indonesia) or Electronic Encyclopedia of Indonesian Customary Law Systems is one of the instructional media alternatives that can serve as a viable option to enhance students' understanding of local wisdom. The aim of this research is to investigate the effectiveness of using E-Enshi as a Civic Education instructional media to enhance students' knowledge of local wisdom. This study employs a quantitative approach and utilizes a quasi-experimental method. Data collection techniques involve pretest and posttest assessments in both the experimental and control groups, with data analysis conducted using IBM SPSS Version 25 software. The results of the research, as measured by the N-Gain Score test, indicate that E-Enshi exhibits significant effectiveness, yielding a score of 0.759.

Keywords: Civic Education; E-Enshi; Learning Media; Local Wisdom

1. INTRODUCTION

Civic Education is one of the mandatory subjects taught in schools. Civic Education is known as a means to implement multicultural education among the younger generation. The purpose of Civic Education is to shape good citizens (Adha & Perdana, 2020). Good citizens are those who can appreciate cultural heritage within society, contribute to the community, and show concern for the environment in which they live (Sunarso, 2006).

Fostering an attitude of appreciating culture can be initiated by the desire to know and learn about the diversity of existing cultures, one of which is local wisdom. Local wisdom refers to the intellectual capability of humans found in certain ethnic groups and acquired through experience in the societal context (Rahyono, 2009). Local wisdom manifests in several forms, including ideas, concepts, and artifacts. One form of local wisdom in the form of ideas or values is customary law.

Customary law refers to a set of rules embodied in decisions made by traditional leaders and naturally applicable within the community (Haar, 2001). The presence of customary law reflects the Indonesian society's awareness of the importance of striving for a just and dignified life through the unique expression of their local culture.

The existence of local wisdom contained in customary law should always be preserved. The value of existence is fundamental because it represents an achievement within an environment (Sjafirah & Prasanti, 2016). However, the preservation of local wisdom currently faces various challenges, one of which is globalization. Globalization is a social phenomenon and social interaction aimed at connecting all countries in the world within an extended framework, involving various

countries and transcending their national boundaries (Agung Feriyanto, 2013). One of the negative impacts of globalization is the fading of the cultural values of a region (Suneki, 2012). Therefore, maintaining local wisdom through various efforts is necessary.

One effort that can be undertaken as a means of cultural transmission to the younger generation is through the learning process of Civic Education in schools. Civic Education (PPKn) serves as a means to foster a love for the nation's culture among students as the younger generation. However, research shows that students often perceive Civic Education as a monotonous subject due to the lack of varied learning media (Syaparuddin & Elihami, 2020). Hence, more diverse learning media are needed to ensure that Civic Education, as a medium to increase knowledge of local wisdom, can make students more enthusiastic about learning.

E-Enshi (*Elektronik Ensiklopedia Sistem Hukum Adat Indonesia*) or Electronic Encyclopedia of the Indonesian Customary Law System is one of the media that can be used to enhance students' knowledge of local wisdom. E-Enshi is a learning platform that discusses the Indonesian customary law system, developed through the transformation of various studies and related materials from textbooks, which are then integrated into a website (Putra et al., 2021). E-Enshi can be accessed through the following website: <https://e-enshi.000webhostapp.com/>. In a study conducted by Putra et al. (2022), E-Enshi received a material feasibility score of 94.15% and a media feasibility score of 79.85% as a cultural literacy medium (Putra et al., 2022).

Previous research conducted by Nurdiansyah et al. (2021) showed that using an encyclopedia in learning has the potential to enhance understanding in Civic Education learning (Nurdiansyah et al., 2021). Research conducted by Prayogi et al. (2019) showed that using learning media through local wisdom multimedia received favorable assessments for supporting meaningful learning. Therefore, as a multimedia learning tool in the form of an encyclopedia, E-Enshi can be considered as a learning medium. Based on this, the objective of this research is to determine the effectiveness of using E-Enshi as a learning medium to enhance students' knowledge of local wisdom.

2. LITERATURE REVIEW

2.1 Learning Media

Learning media is one of the important elements in the implementation of the learning process. Learning media is a series of elements that function as a bridge between teachers as the providers of information and students as the receivers of information, in order to stimulate them to have motivation and be able to carry out the learning process more comprehensively and meaningfully (Widyastuti et al., 2022). Learning media is a means to assist the learning process so that the meaning of the conveyed message becomes clearer and learning objectives can be achieved effectively and efficiently (Nurrita, 2018). Therefore, based on the opinions expressed, learning media can be understood as a means that can serve as a communication intermediary to support the learning process so that it runs optimally. Learning media has several objectives, including: (1) to help students optimize their potential; (2) to create innovation in learning strategies; (3) to enhance students' learning motivation; (4) to achieve more effective learning; (5) to create student-centered learning; and (6) to create more meaningful learning as learning media can encourage students to actively discover learning materials independently (Dewi & Budiana, 2018).

2.2 E-Enshi

E-Enshi (*Elektronik Ensiklopedia Sistem Hukum Adat Indonesia*) or Electronic Encyclopedia of Indonesian Customary Law Systems is a learning media focusing on local wisdom in the form of Indonesia's customary law system. The content of this media is derived from textbooks and then integrated into a website format (Putra et

al., 2021). E-Enshi was developed by the PKM-RSH team of the Citizenship Education Study Program at Universitas Pendidikan Indonesia in 2021. E-Enshi is innovatively and practically designed to assist teachers in developing varied teaching materials and helping students better understand topics related to local wisdom within the framework of Indonesian customary law. E-Enshi can be accessed by visiting the URL <https://e-enshi.000webhostapp.com/> using a PC or smartphone. It features four main components; (1) Kamus Hukum Adat Indonesia (Indonesian Customary Law Dictionary) Feature, which includes various terms related to Indonesian customary law along with their explanations; (2) Seputar Hukum Adat ("About Customary Law") Feature, explaining various concepts and general knowledge related to Indonesian customary law, covering aspects such as definitions, formation processes, characteristics, communities, legal foundations, and benefits of customary law; (3) Peta Hukum Adat Indonesia (Indonesian Customary Law Map) Feature, presenting a map showing the locations of various customary law regions in Indonesia, accompanied by explanations of the applicable customary laws in each region; (4) Kuis (Quiz) Feature, offering a series of questions related to knowledge about Indonesian customary law. This feature is integrated with assistance from the website <https://wordwall.net/>.

2.3 Civic Education

Civic Education is one of the subjects included in the curriculum in Indonesia. Civic Education (PPKn) emphasizes the effort of moral education for the nation to create intelligent, noble, and democratic citizens who can contribute to the development of national character and consistently uphold and build democratic ideals (Azmi, 2016). Civic Education serves as a subject with a strategic and significant role in the national education system to develop the character of the Indonesian nation living in a society with diverse cultural backgrounds (Tolak, 2018). One aspect of Civic Education includes multicultural materials aimed at enabling students to voluntarily accept the reality of Indonesia's multicultural nation with a commitment to maintaining the unity of the Republic of Indonesia (Tolak, 2018). In essence, Civic Education is a strategic effort to form intelligent, noble, and democratic citizens who can contribute to the development of national character and uphold democratic ideals. This subject functions as a moral and ethical foundation for students, preparing them to live in a culturally diverse society with mutual respect and a commitment to the unity of the Republic of Indonesia. Civic Education also instills an understanding of multiculturalism, encouraging students to accept and appreciate diversity and to actively participate in advancing a democratic and united Indonesia.

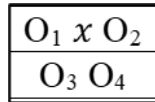
2.4 Local wisdom

Local wisdom is a worldview, knowledge, and diverse life strategies practiced by local communities as part of their activities to meet their needs (Marwiyah, 2020). Local wisdom encompasses various forms of wisdom based on all values of goodness that are believed, implemented, and sustained from generation to generation over a sufficiently long period in the area where they reside (Rachmadyanti, 2017). One form of local wisdom is the Indonesian customary law system, which is deeply rooted in the cultural traditions of various communities throughout the country. Local wisdom is closely relevant to the traditional culture of a place and contains thoughts or rules so that the community has a basis when deciding on actions in daily behavior (Rachmadyanti, 2017). Therefore, it can be concluded that local wisdom is a cultural heritage that includes worldviews, knowledge, and life strategies inherited and maintained by local communities from generation to generation. This reflects values of goodness believed in and applied in daily life, providing a foundation for communities to make decisions and behave according to the values and rules inherent in their traditional culture.

3. RESEARCH METHODS

This research used a quantitative approach with a quasi-experimental method. Quasi-experimental research involved treatments or interventions and outcome measures (Alpansyah & Hashim, 2021). The study employed a non-equivalent control group design, involving two groups: an experimental class (the group given the treatment) and a control class (the group not given the treatment). Below was the non-equivalent control group design used in the research.

Non-Equivalent Control Group Design Research Design



Source: Sugiyono, 2017

The research was conducted at SMP Negeri 18 Bandung, using class 7.3 as the experimental class and class 7.7 as the control class. The study involved 64 students, with 32 students in the experimental class and 32 students in the control class. The research steps consisted of three stages: the planning stage, the implementation stage, and the final stage. The planning stage included preparing instruments and designing the research implementation. The implementation stage involved the treatment and administering the pre-test and post-test. The final stage involved data processing. Data analysis techniques included normality tests, paired sample t-tests, homogeneity tests, independent sample t-tests, and n-gain score tests. Decision-making on the n-gain score was based on (Meltzer, 2002).

N-Gain score categorization

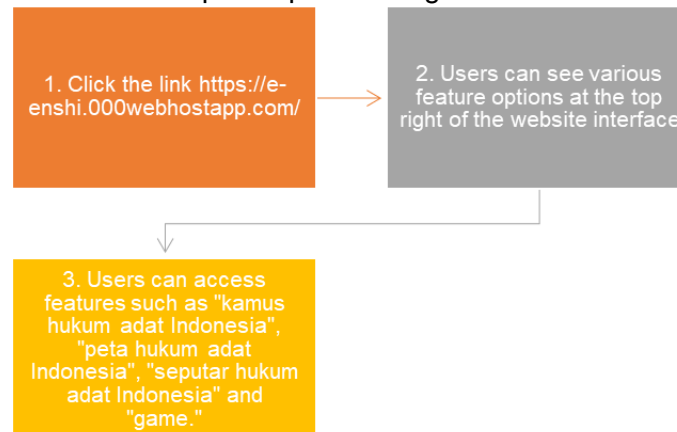
Limitation	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Source: Meltzer, 2002

4. RESULTS AND DISCUSSION

In principle, the use of E-Enshi as a learning media is one form of realizing the utilization of technology as a support in education. E-Enshi media can be used in Civic Education (PPKn) learning, particularly for cultural diversity and local wisdom content. Here are some simple steps for using E-Enshi:

Simple steps for using E-Enshi



Source: Researcher, 2024

To gather research data, researcher administered pretest and posttest exercises to students. The test results were then processed using the IBM SPSS 25 application.

Descriptive Analysis of Pre-Test and Post-Test Results in the Experimental and Control Classes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Results of the Experimental Class	32	37	77	55.06	9.483
Post-Test Results of the Experimental Class	32	73	100	89.97	7.293
Pre-Test Results of the Control Class	32	40	80	58.41	9.377
Post-Test Results of the Control Class	32	73	100	84.81	7.442
Valid N (listwise)	32				

Processed by the researcher using IBM SPSS 25, 2023

The data above illustrates the descriptive analysis results of pre-test and post-test data in the experimental and control classes. In the experimental class, the pre-test data shows a minimum score of 37 and a maximum of 77. In contrast, the control class has a minimum pre-test score of 40 and a maximum of 80. The average pre-test score in the experimental class is 55.06, while in the control class it is 58.41. The standard deviation of the pre-test scores is 9.483 for the experimental class and 9.377 for the control class.

Regarding the post-test data, in the experimental class, the minimum score is 73 and the maximum is 100. Similarly, the control class also has a minimum post-test score of 73 and a maximum of 100. The average post-test score in the experimental class is 89.97, whereas in the control class it is 84.81. The standard deviation of the post-test scores is 7.293 for the experimental class and 7.442 for the control class.

Normality Test of Pre-Test and Post-Test Results in the Experimental and Control Classes

Tests of Normality							
Kolmogorov-Smirnov ^a							
Kelas		Statistic	df	Sig.	Shapiro-Wilk		
					Statistic	df	Sig.
Student Learning Outcomes	Experimental Pre-Test	.117	32	.200*	.976	32	.675
	Experimental Post-Test	.145	32	.085	.935	32	.055
	Control Pre-Test	.125	32	.200*	.977	32	.700
	Control Post-Test	.116	32	.200*	.958	32	.243

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Processed by the researcher using IBM SPSS 25, 2023

The table of normality test results provides several pieces of information using Kolmogorov-Smirnov and Shapiro-Wilk tests. According to the Kolmogorov-Smirnov test, the significance levels (sig.) for the experimental class pre-test and post-test were 0.200 and 0.085, respectively, both exceeding 0.05, indicating a normal distribution.

Similarly, the control class pre-test and post-test had sig. values of 0.200 and 0.200, respectively, also suggesting normal distribution. Meanwhile, the Shapiro-Wilk test results showed sig. values of 0.675 for the experimental class pre-test, 0.55 for the post-test, 0.700 for the control class pre-test, and 0.243 for the control class post-test, all greater than 0.05. This indicates that all data tested using the Shapiro-Wilk test followed a normal distribution pattern. In conclusion, both Kolmogorov-Smirnov and Shapiro-Wilk tests confirm that the pre-test and post-test scores in both experimental and control groups exhibit normal distribution characteristics.

Paired Sample Test of Pre-Test and Post-Test Results in the Experimental Class

		Paired Samples Test								
		Paired Differences				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Experimental Class Pre-Test Results - Experimental Class Post-Test Results	-34.906	13.384	2.366	-39.732	-30.081	-14.754	31	.000	
Pair 2	Hasil Pre-Test Kelas Kontrol - Hasil Post-Test Kelas Kontrol	-26.406	13.543	2.394	-31.289	-21.524	-11.030	31	.000	

Processed by the researcher using IBM SPSS 25, 2023

The table above shows the results of the paired sample test from the pre-test and post-test data in the experimental class. From the paired sample test results, it was found that the Sig. (2-tailed) value for the comparison between pre-test and post-test in the experimental class is $0.000 < 0.050$. This indicates that there is a significant influence of using the E-Enshi learning media on student learning outcomes.

Homogeneity Test of Pre-Test and Post-Test Results in the Experimental and Control Classes

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.327	1	62	.569
	Based on Median	.335	1	62	.565
	Based on Median and with adjusted df	.335	1	60.588	.565
	Based on trimmed mean	.300	1	62	.586

Processed by the researcher using IBM SPSS 25, 2023

Homogeneity test is one of the prerequisites (though not mandatory) before conducting an independent sample t-test. Therefore, in this case, a homogeneity test is needed for the post-test results of the experimental and control classes. Based on the information from the table above, the homogeneity test results show a Sig. value of $0.569 > 0.05$. This indicates that the variance of the post-test results in the experimental and control classes is homogeneous.

Independent Sample T-Test of Post-Test Results between Experimental
and Control Classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.327	.569	2.799	62	.007	5.156	1.842	1.474	8.838
	Equal variances not assumed			2.799	61.975	.007	5.156	1.842	1.474	8.838

Processed by the researcher using IBM SPSS 25, 2023

The table above shows the results of the independent sample t-test from the post-test data in the experimental and control classes. From the table, it is observed that the Sig. (2-tailed) value is 0.007, which is smaller than the significance level α (0.050). Therefore, it can be concluded that there is a significant difference between student learning outcomes in the experimental class using the E-Enshi learning media and those in the control class without using the E-Enshi learning media.

Next, the testing continues with the N-Gain Score test. Here are the results of the N-Gain Score test in the study.

The N-Gain Score Test Results

	Experimental Class	Control Class
Mean	75.8548	60.2396
Maximum	32.50	14.81
Minimum	100.00	100.00

Processed by the researcher using IBM SPSS 25, 2023

The calculated N-Gain Score for the experimental class is 75.8548% (or 0.759), which falls into the high category. Meanwhile, the N-Gain Score for the control class is 60.2396% (or 0.602), categorized as medium. Therefore, these results indicate that learning using the E-Enshi learning media is more effective in enhancing students' knowledge or cognitive aspects.

CONCLUSION

The use of E-Enshi is considered effective in enhancing students' knowledge of local wisdom among 7.3 grade students at SMP Negeri 18 Bandung. In the independent sample t-test results from the post-test data of the experimental and control classes, the Sig. value (2-tailed) was found to be $0.007 < 0.050$. This indicates a significant difference between the learning outcomes of students in the experimental class using E-Enshi as a learning media compared to those in the control class without it. Furthermore, the calculated N-Gain Score for the experimental class is 75.8548% (or 0.759), which falls into the high category. These results suggest that using E-Enshi

as a learning media is more effective in enhancing students' knowledge and cognitive aspects.

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