Development of Indonesian Archipelago Vision Animation Videos in Citizenship Education Courses in Higher Education

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ABSTRACT: The use of digital technology in education has brought significant changes in the way learning is carried out. Technology can have positive and negative impacts on the learning process. The purpose of this study is to develop and integrate Indonesian Archipelago material into an interesting animated video so that students can understand the material well and gain broad knowledge related to Citizenship Education. The research method used in this study is Research and Development (R&D) with the 4D Sivaisilam Thiagarajan model which was updated by Trianto to 4P. The results of the study of Indonesian Archipelago animation videos as a learning media for Citizenship Education show that the validity test of learning material experts gave a value of 97%. While the validity test of learning media experts gave a value of 95%. Based on the percentage conversion table, the level of achievement on a scale of 5 is at a very feasible qualification quality. At the Dissemination stage, namely the practicality test for students of the Office Administration Education study program, Faculty of Economics and Business, Yogyakarta State University, totaling 56 students, they got a value of 91.7%. Based on the percentage conversion table, the level of achievement on a scale of 5 is at a very practical quality. The animated video learning media for Nusantara insight in the Citizenship Education course is hereby declared suitable to be used as a learning media for Nusantara insight material in Higher Education.

KEYWORDS: Animation Video, Indonesian Archipelago Vision, Instructional Media, Citizenship Education and Higher Education

I. INTRODUCTION

Technology has had a significant impact on the development of education. However, very little research in educational technology has considered technology integration into education (An, T., & Oliver, M., 2021). The emergence of digital technologies has presented significant new opportunities and challenges for media educators. Over the past 20 years, there has been significant investment in the provision of information and communication technologies in schools. However, until recently, the emphasis has been largely on providing access: some policymakers still assume that 'wiring up' schools will yield automatic benefits, regardless of how the technology is used. In fact, many teachers remain resistant to the introduction of technology into the classroom, often for very good reasons, and the evidence on the contribution of technology to improving student achievement is mixed (Buckingham, D., 2007). As technology advances, Artificial Intelligence (AI) will undoubtedly bring many changes to classroom practice. However, research on AI in education reflects a weak connection to pedagogical perspectives or learning approaches, particularly in education. AI technologies can benefit motivated and adept students. An understanding of the role of teachers in student motivation in mediating and supporting learning with AI technology in the classroom is needed (Chiu, T. K., et al., 2023).

The context of the practice of utilizing artificial intelligence (AI) as a tool that has developed over the last three-quarters of a century will never "take over" the role of the teacher, because the way it works and what it does is very different from human intelligence (Cope, B., et al., 2021). The role of the teacher in the world as an educational designer is a teacher who approaches teaching with clear intentions and goals. He applies specialized knowledge and skills to identify and frame learning challenges and overcome them using a variety of learning models, strategies, and technologies. Becoming an educational designer requires a new mindset, a broad skill set, and a high-quality tool set. The new mindset allows a teacher to approach his practice with increased control over important dimensions of the learning process. The expanded skill set includes a systematic approach to lesson planning and assessment processes. A high-quality tool set consists of a robust collection of models, strategies, and technologies for teaching (Kilbane, C. R., & Milman, N. B., 2014).

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Technology can be utilized in various ways to enhance the student and teacher experience in the learning model. Technology can serve as an excellent tool for teachers when planning direct instruction learning models. During the learning process, when teachers provide materials such as multimedia that include slides with graphics, audio and animations, it may provide a more accurate and information-rich explanation of the process so that the learning process and learning materials are successful and efficient (Kilbane, C. R., & Milman, N. B., 2014). Research from (Peart, D. J., et al., 2022) identified that animation can facilitate learning activities. The use of technology to maximize student learning experiences is an area of interest at all levels of global education. Animation is the best method to interact with audiences or learners in a fun and innovative way. In recent times, animation has been used in various fields to improve knowledge, marketing, advertising, and age groups from infants to adults (Praveen, C. K., & Srinivasan, K., 2022). Teacher-created animated videos to meet specific learning outcomes are a feature of the technology-enhanced learning revolution sweeping across education and learning. Pedagogical research on instructional videos is generally positive and focuses on their benefits to the student experience and how certain features of the films can enhance learning and achievement (Harrison, T., 2020).

Twenty-first century learning is characterized by an increasingly diverse student population. As teachers in the opening scenario note, today's learners have more diverse backgrounds, interests, and learning needs than students from previous generations. Digital technologies, access to information, and globalization have contributed to this diversity (Kilbane, C. R., & Milman, N. B., 2014). Overall, the current way teacher education works is not adequately aligned with the needs of twenty-first century learning environments, such as inquiry-based learning approaches that focus on collaboration and social forms of learning, and the use of ICT (social media, wikis, blogs, mobile technologies, and/or CSCL) in teaching and learning. This, in turn, requires students to have skills related to collaboration, strategic regulation of learning, and the ability to use ICT in a rapidly changing learning society. In our approach, prospective teachers are educated in the way they will be teaching students in the future. In this paper, we have outlined some of the current policy frameworks for twenty-first century skills, and focused more comprehensively on the specific skill areas (CPS and strategic learning skills) that have been the basis of our pedagogical framework in teacher education (Häkkinen, P., et al. 2017).

Citizenship Education in a multicultural context plays an important role in forming an inclusive, tolerant, and diversity-respecting society. In the current era of globalization, where intercultural interactions are increasing, multicultural Citizenship Education is a vital foundation for preparing a generation that is able to adapt and interact positively with diverse cultures and traditions (Atmaja, I. M. D., 2020). Multicultural Citizenship Education aims to develop a deep understanding of the cultural diversity that exists in society. Through this learning, students are taught to appreciate differences in ethnicity, tribe, language, and religion as an inseparable part of individual and group identity. Thus, multicultural Citizenship Education helps build an attitude of tolerance, reduce intercultural conflict, and strengthen a sense of unity in diversity that is vital to prepare a generation that is able to adapt and interact positively with diverse cultures, traditions, and beliefs (Dewi, M. S., & Dewi, D. A., 2021).

Citizenship Education is a compulsory course in every university in Indonesia. The purpose of citizenship education in universities is to improve students' understanding of citizenship values in the current Indonesian context. Citizenship education in universities aims to be a means of improving the quality of students in understanding the intent and purpose of Indonesia as a country based on Pancasila and the 1945 Constitution. In addition, another goal is for students to understand the values of democracy, human rights, diversity, and national unity as the basic foundation of Indonesia today (Santoso, G., et al., 2023). The concept of diversity or multiculturalism is a concept or approach that recognizes and appreciates the diversity of cultures, traditions, and beliefs in a society. In the context of multiculturalism, diversity is considered an asset that enriches and strengthens relationships between individuals and groups in a community. The principles of multiculturalism emphasize the importance of respecting differences, promoting social inclusion, and creating an environment that supports diversity (Marzuki, M., et al 2020). Problems related to Citizenship Education in higher education in terms of diversity include the lack of discussion on the role of learning media, technology and social media in shaping the character and citizenship attitudes of students in the digital era. In addition, there is a lack of emphasis on the negative impacts of globalization on Citizenship Education in higher education. In addition, the cultural and diversity aspects that are characteristic of Indonesia also receive less attention in Citizenship Education in higher education. This diversity is very important in facing the challenges of integration and resolving conflicts that arise in society (Hikmah, S. N., & Dewi, D. A., 2021).

Based on the problems above, it can be explained that the researcher in this study developed an animated video of Indonesian Archipelago as a learning medium for Citizenship Education. The formulation of the problem in this study discusses 1). What are the results of the define stage in the study, 2). What are the results of the design stage in the study, 3). What are the results of the development stage in the study, and 4). What is the Dessimanete stage in the study. The purpose of this study is to integrate Indonesian Archipelago material into an interesting animated video. So that students are motivated and interested in learning

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Citizenship Education. The learning process activities of students are able to understand the material well and gain knowledge related to diversity in Indonesia related to the Indonesian Archipelago material.

II. METHODS

Research Methods used to produce certain products and test the effectiveness of the product. (Sugiyono, 2016) sees R&D as a systematic process carried out to produce new knowledge in the form of products, technologies, or methods that can be useful for society. Sugiyono emphasizes the importance of R&D as an effort to increase knowledge and solutions to problems faced by society, industry, or science itself. In the context of education, Sugiyono applies the concept of Research and Development (R&D) as a method to develop and improve educational practices. The R&D method in education is often used to design, develop, and evaluate various innovations in the field of education, such as curriculum, learning materials, learning technology, or learning strategies. The Research and Development Model used in this study is 4D (Sivaisilam Thiagarajan, 1970) this model was updated by (Trianto, 2010) to 4P. The development approach carried by Trianto emphasizes the importance of context, evidence, and results in designing and implementing innovations in education. This aims to create meaningful, relevant, and effective learning experiences for all learners. The stages of Research and Development (R&D) according to Trianto in the context of education are: 1). Define, 2). Design, 3). Development and 4). Disseminate. This study used data collection techniques: observation, interviews, questionnaire methods, documentation and literature studies.

The location of the research was carried out in Class B, Office Administration Education Study Program, Faculty of Economics and Business, Yogyakarta State University. The number of research subjects in this study was 56 students with various backgrounds from different origins throughout Indonesia. Related to the purpose of Research and Development, namely to produce a product and test the feasibility of the product from experts or academics related to their fields. The stage of testing the validity of the learning media expert in this study was Dr. Iqbal Arpanudin, S.Pd., M.Pd and Puji Wulandari Kuncorowati, S.H., M.Kn as the validity test of the Indonesian archipelago vision material experts. The research time was carried out from Tuesday, March 18 to Wednesday, May 14, 2024.

III. RESEARCH AND DEVELOPMENT RESULTS

A. Stage Define

The "Define" stage in the 4D development model is the first and most important stage in the development process. This phase aims to analyze the beginning and end related to students, materials and tasks. At this stage, learning objective specification activities are also carried out. In the early stages of learning observations, there were several students who had obstacles faced in the Citizenship Education course lecture activities. Through observations that have been carried out and interviews with students who took part in lecture activities, it can be concluded that in the Citizenship Education course learning activities, students feel less able to understand the contents of the learning materials implemented and the media used in the learning process are still said to be simple or conventional. Some of the educators only use presentation media or Power Point in delivering material in learning activities. In terms of material content, the Citizenship Education course is interesting to convey. In line with this, the purpose of Citizenship Education in higher education is to shape students into citizens who have a deep understanding of the concept of the state, democracy, rights and responsibilities as citizens, and national values. Through citizenship education, it is hoped that students can develop an attitude of caring for society and the state and be able to actively participate in national development (Sujana, I. P. W. M., 2021).

Furthermore, in the initial analysis activities related to the obstacles faced by students in the learning activities of the Citizenship Education course, the researcher carried out an analysis of the teaching materials that would be integrated into the form of learning media. The next stage, the researcher carried out discussion activities with the teachers of the Citizenship Education course regarding the material to be integrated. The material developed was about the material on the Archipelago Insight. In line with this, the learning objectives of the Archipelago Insight material in the semester program plan are for students to understand how the historical dynamics and urgency of the Archipelago Insight as a collective conception and view of Indonesian nationality in the context of world relations. In general, the purpose of the Archipelago Insight in Higher Education is to develop perspectives and attitudes for students and the community in Indonesia towards themselves and their environment, which prioritize national unity and regional unity in organizing community, national and state life in achieving national goals (Prakoso, G. B., & Najicha, F. U., 2022).

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B. Stage Desain

The Design stage in the 4D development model is the second stage in the research and development process. At this stage, the goal is to design and create a product that will be developed as a learning medium for Indonesian archipelago vision material. The Design stage includes several stages or other activities, namely: media selection and format, initial planning and initial draft. In the media and format selection activity, researchers received advice from Citizenship Education teachers to choose learning media that are easy to use by educators and when the learning process is easy for students to understand. Researchers chose to use animated videos as the media selection in the design stage process. In line with this, the purpose of selecting animated videos is integrated into the scope of Citizenship Education, namely to increase students' understanding and awareness of the concepts of citizenship, democratic values, human rights, political participation, multiculturalism, tolerance, and social responsibility. By using animated videos, this goal can be achieved through: 1). Visualization of Abstract Concepts, 2). Increasing Student Involvement, 3). Facilitating Independent Learning and 4). Expanding Accessibility. The use of animated videos in Citizenship Education aims to make learning materials more interesting, easy to understand, and relevant for students, so that they can form a generation that is more aware of their rights, obligations, and roles as active and responsible citizens (Bello-Bravo, J., 2018).

In the next design activity, the initial planning stage is the second stage of the design stage in the 4D research and development model. At this stage, it aims to influence the final results of a product that has been determined in the form of quality, effectiveness and success of the product. At this initial planning stage, educators are involved in compiling tests (criterion-test construction). In compiling the assessment instrument test is a basic procedure in the design stage. The expert material validity test instrument is compiled using a grid that is developed by measuring the indicators of the product developed among the following: 1). Clarity of learning objectives, 2). Learning materials, 3). Learning methods, 4). Learning resources and 5). Learning activities. In compiling the expert media validity test assessment instrument test using a grid that is developed using indicators including: 1). Software engineering, 2). Learning design and 3). Visual communication (Sugiyono, 2016).

At the draft design stage, the researcher divided 3 other stage activities in designing learning media, namely: 1). Creating a video concept, 2). Designing a video script (learning material) and 3). Editing. The following are the activities for designing a draft of an animated video of the Indonesian archipelago as a learning medium for Citizenship Education:

1) The video concept creation stage, researchers use relevant applications used to create animated videos. In this activity, several relevant applications were selected, namely 1). Canva, 2). VN, 3). Y2Meta and 4). Capcut. The video concept in this study takes the theme of "Nusantara Insight" which displays the diversity of flora and fauna and the diversity of Indonesian society in the framework of Bhineka Tunggal Ika related to ethnicity, customs, culture and religion in Indonesia. In the next activity, namely designing a video script (learning material), researchers conducted discussions with educators in the scope of Citizenship Education by taking the Nusantara insight material module, in this activity it was concluded that the video concept would provide an explanation regarding the importance of maintaining environmental sustainability in maintaining the integrity of Indonesian assets. In this case, environmental sustainability is part of the Nusantara insight, which is related to ecological behavior and public awareness of protecting the environment. The purpose of this material is to improve citizen behavior in protecting the environment, such as energy conservation, use of environmentally friendly transportation and good waste management (Nusantara, A. P. W., 2020).

2) At the editing stage, the researcher has carried out the creation of a video concept and the selection of previous applications as the process of making animated videos. At the stage of using the Canva application, the researcher carried out the process of creating a video background and selecting animated characters for Indonesian culture. After carrying out the editing process through the Canva application, the researcher used the VN application as a process of unifying several videos that had been made through the Canva application, in the editing process through the VN application, the researcher did several things in the editing process such as the video transition process and dubbing of Indonesian Archipelago material which was integrated through animated videos. The process of adding background music (backsound) through the Y2Meta application, the video taken is audio (no copyright) or free access through internal YouTube. The audio music in this animated video was chosen, namely the music "Bungah Backsound Gamelan". The researcher chose this music because it is related to Indonesian identity, namely gamelan music. Gamelan musical instruments are the context of the identity of the Indonesian nation which is related to the values of the state's foundation, namely Pancasila. Gamelan contains an awareness of unity and diversity. Gamelan musical instruments are a cultural symbol that shows that Indonesian society is multicultural and has noble values (Yoga, K. A. S. P., 2023).

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C. Stage Development

The development stage in the 4-D development model is the stage where the learning device is prepared and further developed after going through the design stage. At this stage, the main focus is to produce the final version of the previously planned learning device. The purpose of the development stage in the 4-D R&D model is to produce the final version of the previously planned learning device. This stage is a key stage in the development process because this is where the learning device will be prepared in more detail and completely based on the results of the previous design stage (Kurniawan, D., & Dewi, S. V., 2017). At the development stage in this study, the researcher conducted two validity tests of the product or learning media developed, namely: 1). Validity test of Citizenship Education learning material experts and 2). Validity test of Citizenship Education learning media experts. The following is a discussion of the two implementations of the development stage:

1) At the expert validity test stage of Citizenship Education learning materials carried out by Puji Wulandari Kuncorowati, S.H., M.Kn, she is an educator with integrity from the Department of Pancasila and Citizenship Education, Faculty of Social, Law and Political Sciences, Yogyakarta State University. The expert validity test stage at the development stage in the 4-D model is an evaluation process carried out by experts in certain fields on the material presented in the learning device being developed. The purpose of the expert validity test stage at the development stage in the 4-D model is to obtain input and validation from experts in their fields related to the material presented in the learning device being developed. Experts will evaluate the suitability, accuracy, meaningfulness, and relevance of learning materials with scientific standards and learning needs (Rajagukguk, K. P., et al., 2021).

The validity test stage of the learning material expert, the researcher designed a questionnaire instrument that was assessed by the material expert by considering the aspects and indicators of the Citizenship Education learning material. In the aspect of learning objectives with indicators of clarity of learning objectives and suitability of objectives with the material, there are 2 (two) questions. In the aspect of learning materials with indicators of clarity of material delivery and learning flow, there are 9 (nine) questions. In the aspect of learning methods with indicators of accuracy of method selection, there are 2 (two) questions. In the aspect of learning sources with indicators of benefits from learning materials, there are 2 (two) questions. Furthermore, in the aspect of learning activities with indicators of introduction, content and closing in the learning material, there are 6 (six) questions. The total number of questionnaire questions given to the learning material expert test is 21 questions with the highest answer ratio being 4 (four). The purpose of the aspects and indicators in the questionnaire at the material expert validity test stage in the development stage in the 4-D model is to provide guidance to experts in evaluating the material presented in the learning device being developed. The aspects and indicators in the questionnaire help experts to focus on important elements that need to be evaluated in the learning materials (Prastyawati, L., & Hanum, F., 2015). At the stage of the expert validity test of the Citizenship Education learning material related to the animated video of the Indonesian archipelago as a learning media for Citizenship Education that has been implemented, the value obtained is:

Tabel 1. Material Expert Eligibility Results

No	Indicator	Highest Score Total	Total Score	Presentation	Category
1	Learning objectives	10	10	100%	Very Worthy
2	Learning materials	45	43	95%	Very Worthy
3	Learning methods	10	10	100%	Very Worthy
4.	Learning Resources	10	10	100%	Very Worthy
5.	Learning Activities	30	27	90%	Very Worthy
Average				**97%**	**Very Worthy**

After obtaining the results of the validity test of the Citizenship Education material expert, the results can be converted into a conversion table of achievement levels on a scale of 5.

Tabel 2. Conversion of Achievement Level Scale 5

Level of achievement	Qualification	Information
90% - 100%	Very Worthy	No need to revise
75% - 89%	Worthy	Slightly revised
65% - 74%	Enough	Revised as needed

55% - 64%	Less Worthy	Many things were revised
0 - 54%	Very Less Worthy	Repeatedly making products

Based on the conversion table above, the percentage of the level of achievement of the results of the validity test of the Indonesian Archipelago material experts in the Citizenship Education course at the University obtained a result of 97% at the qualification quality of " Very Worthy " to be used as a learning medium for Indonesian archipelago vision material at the University. In line with this, the relationship between learning materials and learning media that are suitable for use is very important in the context of developing effective learning tools, because with learning media that are suitable for use, learning tool developers can ensure that the selected media can support the learning process well, facilitate understanding of concepts, and increase student learning motivation (Rahmadani, D. E., 2023).

2) At the expert validity test stage of Citizenship Education learning media carried out by Dr. Iqbal Arpanudin, S.Pd., M.Pd, he is an educator with integrity from the Department of Pancasila and Citizenship Education, Faculty of Social, Law and Political Sciences, Yogyakarta State University. The expert validity test stage of learning media in the development stage (development) in the 4-D model is an evaluation process carried out by experts in the field of related learning media. The purpose of the expert validity test stage of learning media in the development stage (development) in the 4-D model is to ensure that the learning media used in the learning devices being developed are of good quality and in accordance with scientific standards and learning needs (Rajagukguk, K.P., et al., 2021).

The validity test stage of the learning media expert, the researcher designed a questionnaire instrument that was assessed by the learning media expert by considering the aspects and indicators of the Citizenship Education learning material. In the aspect of software engineering with indicators of effective and efficient media use, reliable and reusable, Maintainable and compatibility, Usable (easy to use) and the accuracy of selecting the type of software for development, there are 8 (eight) questions. Furthermore, in the aspect of learning design with indicators of presentation of learning objectives, presentation of the relationship between learning objectives and curriculum, presentation of media content with learning objectives, accuracy of use of learning strategies in videos, learning motivation and contextual and actual, there are 7 (seven) questions. In the aspect of visual communication with indicators of communicative, creative, simple and interesting animation, audio quality and visual quality, there are 10 (ten) questions. The total number of questionnaire questions given to the learning media test expert was 26 questions with the highest ratio of answers being 4 (four). The purpose of the aspects and indicators in the questionnaire of the learning media expert validity test stage in the development stage (Development) in the 4-D model is to measure the extent to which the learning media being developed meets the desired quality standards and is in accordance with learning needs. The aspects and indicators in the questionnaire are designed to evaluate various important aspects of the learning media being developed (Prastyawati, L., & Hanum, F., 2015). At the stage of the validity test of the Citizenship Education learning media expert related to the animated video of the Indonesian Archipelago as a Citizenship Education learning media, the score was:

Tabel 3. Media Expert Eligibility Results

No	Indicator	Highest Score Total	Total Score	Presentation	Category
1	Software engineering	40	39	97%	Very Worthy
2	Aspects of Learning Design	35	32	91%	Very Worthy
3	Visual Communication	50	49	98%	Very Worthy
Average				**95%**	**Very Worthy**

After obtaining the results of the validity test of the Citizenship Education media expert, the results can be converted into a conversion table of achievement levels on a scale of 5.

Tabel 4. Conversion of Achievement Level Scale 5

Level of achievement	Qualification	Information
90% - 100%	Very Worthy	No need to revise
75% - 89%	Worthy	Slightly revised
65% - 74%	Enough	Revised as needed
55% - 64%	Less Worthy	Many things were revised
0 - 54%	Very Less Worthy	Repeatedly making products

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Based on the conversion table above, the percentage of the level of achievement of the results of the validity test of the Citizenship Education learning media experts in Higher Education obtained a result of 95% at the qualification quality of "Very Worthy " to be used as a learning medium for the material of the Indonesian Archipelago in Higher Education. This is in line with the opinion of Rahmadani, D. E., (2023) that effective learning media must be in accordance with its function. For example, the media must be clear and accurate to avoid miscommunication, interesting to increase interest in learning, and can be concretized with the learning concept. By choosing the right media, the learning process can be more effective and efficient.

C. Stage Dessiminate

In the 4-D model, the "Dissemination" stage refers to the process of disseminating or completing the development of learning devices that have been carried out. This stage is the final stage in the 4-D development model proposed by Thiagarajan. At the Dissemination stage, a practicality test was carried out on 56 students from the Office Administration Education class, Faculty of Economics and Business, Yogyakarta State University. The purpose of the dissemination stage in the 4-D development model is to disseminate the results of the development of learning devices to related parties, evaluate the use of learning devices and test the practicality of the media for students. (Kurniawan, D., & Dewi, S. V., 2017). At the practicality test stage, the Citizenship Education learning media related to the animated video of the Indonesian archipelago as a Citizenship Education learning media received a score of:

Tabel 5.

No	Indicator	Highest Score Total	Total Score	Presentation	Category
	Instructional Media	840	767	91,3%	Very Practical
	Learning materials	1400	1.273	90,9%	Very Practical
	Benefits of Learning	560	511	91,2%	Very Practical
Average				**91,1%**	**Very Practical**

After the practicality test of the animated video of the Indonesian archipelago was obtained, the results can be converted into a conversion table of achievement levels on a scale of 5.

Tabel 6. Kategori Kepraktisan

No.	Score	Category
1.	80% < x ≤ 100%	Very Practical
2.	60% < x ≤ 80%	Practical
3.	40% < x ≤ 60%	Quite Practical
4.	20% < x ≤ 40%	Less practical
5.	0% < x ≤ 20%	Very Less Practical

Based on the table above, the assessment of 56 respondents in the practicality test using the practicality index with three assessment aspects shows that the average practicality of all aspects reaches 91.7%, which is included in the very practical category. The average percentage is in the range of 80% < x ≤ 100%, which indicates that the animated video of the Indonesian archipelago developed is classified as very practical.

IV. CONCLUSION

The development of the animated video of the Indonesian archipelago as a learning media for Citizenship Education in Higher Education has gone through a structured and measurable process. The Define stage in the 4D development model is an important initial step in the development process, where initial analysis of students, materials, and assignments is carried out carefully. Observations and interviews with students help identify obstacles in learning the Citizenship Education course. Furthermore, the Design stage is the main focus in designing effective learning media products. The selection of animated videos as learning media is based on suggestions from Citizenship Education teachers, with the aim of increasing students' understanding and awareness of citizenship concepts and other important values. The use of animated videos in citizenship education aims to make learning materials more interesting, easy to understand, and relevant to students. The results of the validity test of learning media experts and material experts show that the Wawasan Nusantara animated video reaches the "Very Good" qualification level with a high percentage, namely 97% by Citizenship Education material experts and 95% by learning media experts respectively. This confirms

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that the developed learning materials and media have met the desired quality standards and are suitable for use in the learning process of Citizenship Education in Higher Education. At the dissemination stage, namely the practicality test, it got a score of 91.7% from 56 students in the Office Administration Education study program class, Faculty of Economics and Business, Yogyakarta State University. At the dissemination stage, the researcher conducted socialization to educators in the Department of Pancasila and Citizenship Education, Faculty of Social and Political Sciences, Yogyakarta State University through lectures on Research and Learning Practice materials and social media platforms such as YouTube and Google Drive.

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