

Analysis of The Use of Boardbook Learning Media Based on Contextual Methods in Civics Learning

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Abstract

This research was motivated by the low interest in learning of students in Civics learning subjects due to the lack of variety and adequate learning media applied in the school. The type of research used is qualitative research with descriptive methods. The research was carried out on class III students at SDN 064965. The type of data used was primary data. Primary data is direct data obtained through observation and interviews with respondents. The data source in this research is the class III teacher at SDN 064965. The data collection techniques used are questionnaires, interviews and observation. This research aims to analyze the use of boardbook media based on contextual methods and analyze the problems of using boardbook media based on contextual methods. The results obtained are 1) The use of boardbook media is an effort by teachers to motivate students to learn. With various learning strategies in the form of randomly throwing questions, it makes students more active. So that the learning process becomes effective. 2) The obstacle that occurs in using boardbook media is that more study time is used, and the production of boardbook media is quite expensive so that the media is only owned by teachers.

Keyword: Learning media, *boardbook* , PPKn learning

1. INTRODUCTION

Education is a process that allows each individual student to gain understanding and maturity so that they can become more critical in thinking. Education is also an effort to improve human resources in a better direction. In education there is a learning planning process to obtain knowledge and skills. Learning planning includes the formulation of lesson objectives to be achieved, methods for assessing achievement of objectives, material to be presented, method of delivery, and preparation of the tools or media used. Education must be able to adapt students' needs to current developments. Especially in current developments, learning media can be modified with the help of technology. The importance of learning media in the learning process as a tool to help teachers create an interactive learning atmosphere. Apart from that, learning media functions as a communication intermediary between teachers and students. Arsyad (2011) defines learning media as anything that can be used to convey messages or information during the teaching and learning process with the aim of increasing students' attention and interest in learning. Learning media are various parts of students' environments that can encourage them to learn (Priansa, 2017) . Meanwhile, the role of a teacher is very large in developing students' learning abilities and development. Thus, it is emphasized that teachers can be motivators and facilitators in services that make students feel more comfortable during the learning process. A varied learning process will produce active learning from the teaching and learning process in the classroom. In the learning process teaching has many factors that influence the achievement of learning goals, such as teachers as educators, children as students, environment, methods and techniques, and learning media. According to Sadiman (2005) the use of learning media in the teaching and learning process is very important for teachers in elementary schools, but the role of the teacher as a learning agent is more important because the teacher is the main driver who facilitates the teaching and learning process in the classroom. Therefore, teachers must not avoid their obligations as educators and instructors to present themselves fully in front of their students. So it requires a varied learning process to produce active learning. However, the fact is that many teachers still use less varied methods, such as conventional methods and only textbooks which are still used in the current curriculum. In K13 learning, the 2013 Curriculum does not only teach children material knowledge; it also emphasizes attitudes and skills. The most prominent difference between the 2013 syllabus and the previous syllabus is the focus on learning areas. The 2013 curriculum focuses on educational processes in broader fields: cognitive, affective and psychomotor.

Conventional learning patterns used by teachers often cause students to get bored. As a result, this can cause the learning process to be hampered and even the learning objectives themselves are not achieved. It often happens that in Civics learning, teachers are still focused on conventional learning models with lecture methods which tend to make students feel bored and not pay attention to the teacher's explanations. As a result, learning objectives are not achieved. The media used is also based on student needs. So, in the learning process teachers must be wise in choosing learning methods and models that are suitable for use with lower grade students. For lower class students, they still think temporarily about the importance of PPKn learning in building students' character to become better individuals in the future. According to Basri & Khatimah (2019) learning media is expected to make it easier for teachers to convey lesson material, help students, and facilitate student understanding. Apart from that, it is hoped that students will not get bored of listening to the lesson material presented by the teacher through this media. Based on the results of observations carried out on class III students at SDN 064965 in the PPKn subject, the homeroom teacher explained that the low interest in learning of students in the PPKn subject was due to the lack of variety and adequate learning media applied at the school. In addition, teachers face challenges in encouraging students to participate actively in the learning process because teachers and students do not create good interactions between students and teachers and students and students. So it can be concluded that the learning process in class is not active. To overcome problems in the learning process, media is needed that suits students' needs, such as *boardbook media* based on contextual methods. According to Jean Piaget, elementary school students still think concretely. Therefore, a contextual approach can be applied to learning. Contextual approach to learning According to Muslich (2009), the aim is to help teachers link learning material and integrate learning ideas into real world contexts with the hope that students can understand what they learn well and easily. Utilizing boardbook media is the right solution because boardbook media consists of illustrations that are adapted to students' teaching materials and are also related to everyday life. So that students can truly imagine the explanation given by the teacher.

As stated by Aulia & Wuryandani (2019), media full of images can attract students' attention. The more illustrations in the media, the more interesting it is for students and the easier it is to understand because illustrations can make understanding easier. One of them is boardbook media. This media is a type of visual media. Boardbooks are media that are shaped like books with pages consisting of stiff, hard and thicker paper and will be filled with two-dimensional images arranged as attractively as possible, with animation and color to attract the interest and enthusiasm of lower grade students. The advantage of boardbook media is that the raw material, such as paper, is not easily torn, which makes it more durable for repeated reading. In addition, paper books are stronger to withstand getting wet, which is the main cause of damage to book pages. So it is very efficient to use this media in the long term in early childhood. Meanwhile, the weakness of this media is that the boardbook media is only in visual form so students must be able to think critically to understand the images with the learning material. The aims of the research are 1). To analyze the use of boardbook media based on contextual methods in the learning process. 2). To analyze the problems of using boardbook media based on contextual methods. The results of this analysis can become a basis for researchers to design and develop learning media as a reference for further research conducted by other researchers. So the problem formulation in this research is as follows: 1) Analyzing the use of boardbook media based on contextual methods. 2) Analyze the problems of using boardbook media based on contextual methods.

2. RESEARCH METHODOLOGY

The type of research used is qualitative using descriptive methods. Qualitative research is research that is natural in nature and the data is descriptive (Adhimah, 2020) . According to Dewi & Asrori (2014) the descriptive method is a method that describes all the data and conditions of the subject, then analyzed and compared with the current situation, and then the researcher tries to find a solution to the problem. The type of data used is primary data. Primary data is direct data obtained through observations and interviews with respondents (Sugiono, 2014) . The interview technique used was an in-depth interview conducted by the class III teacher at SD N 064965. The next stage was observation by seeing directly how the boardbook media was used to strengthen the analysis.

3. RESULT AND DISCUSSION

Learning media is anything that can be used to convey messages or information during the teaching and learning process with the aim of increasing students' attention and interest in learning. The Civics learning process tends to be less interesting because it still uses conventional learning methods. So teachers need tools to help explain material such as boardbook media. The use of boardbook media in learning also attracts students' interest in learning because boardbook media is designed with colored pictures and a little narrative explanation of the material so that students are interested in paying attention to the teacher when explaining the material. Apart from that, using boardbook media also creates a pleasant learning atmosphere. Teachers no longer explain material using the lecture method, but use boardbook media with several usage techniques. To make the learning atmosphere more effective, the teacher uses media while asking students questions regarding the images displayed. Then, to answer the question, students are randomly appointed to answer it. The aim is so that students can focus on the media used and remember the teacher's explanation before using the media. Because the content of the material in the media is adjusted to the content of the material in the student's textbook. There are strategies that can be used to help students understand the material by visualizing the material with learning media that suits their characteristics (Yestiani & Zahwa, 2020) . Apart from that, based on data reduction from interviews and questionnaires for class III teachers at SDN 064965 as follows:

Table 1. Results of questionnaires and interviews for class III teachers at SDN 064965

Category	Question	Answer
Use of learning media	What method do you use for PPKn learning?	The method used, especially in PPKn learning, still uses the lecture method, after which students are given the task of working on questions in their textbooks while waiting for the study hour to finish.
	Do you use additional media to explain learning theories?	Apart from textbooks, especially for PPKn learning, additional media is rarely used. It's just that students are given additional books such as worksheets.
	Do you think the learning process has been effective?	According to Mother, it is less effective, seen from the number of students who sometimes do not focus when the teacher explains and sometimes they feel bored during the learning process so that the class atmosphere feels monotonous and less conducive.
Problems faced in learning	In the learning process, what obstacles often occur? -If there is, give a reason why the problem occurred	An obstacle that often occurs is that many students do not focus on learning so they have difficulty understanding the material.
	If you use Boardbook media, what are the obstacles related to this media?	What may be an obstacle is that more study time is used, and the production of boardbook media is quite expensive so that the media is only owned by the teacher.
Potential to assist in the	Have you heard about boardbook	Yes, I knew beforehand.

development of learning media	media before?	
	After using the boardbook media, is there a change in students' learning potential?	Judging from the previous use of boardbook media, students were very enthusiastic about seeing the media used. They were curious about what the contents of the book were.
	Does the boardbook media suit students' needs?	In lower class students they like picture and colored books with a little narration which they think doesn't make them dizzy.
	Does boardbook media make it easier for students to understand the material?	Of course, they were active when I asked random questions regarding the material that had been explained previously.

Based on the results of questionnaires and interviews obtained from class III teachers at SD N 064965, it was stated that there is a great need for tools in the form of learning media for PPKn learning so that the teaching and learning process is more active and efficient. Due to facts in the field that the lack of diversity in learning methods makes students tend to get bored while studying. However, based on the results of interviews with resource persons, the use of boardbook media in the learning process stated that students were very enthusiastic and active when the teacher asked random questions regarding the material provided using the boardbook media. Lower grade students like picture and colored books with a little narrative which they say doesn't make them dizzy. So it can be concluded that with the use of boardbook media, the teaching and learning process experiences significant changes, both in terms of students' activeness in learning and their enthusiasm for using boardbook media. The results of the study by Erwin et al (2023) showed that the use of boardbook media to introduce the names of the months of the Hijri year to early childhood or preschool children stated that the information presented through the media to students was conveyed well and the interactive features could be interacted with well. Apart from that, from the results of the study by Media et al., and the use of short story media in the pop up boardbook model in material on the human circulatory system in class V elementary school, it was stated that the results of measuring the practicality of the media were obtained from the results of the teacher response questionnaire with an achievement of 87.5%. and the student response questionnaire results were 94.28%. From the results of the questionnaire, it can be interpreted that the media is very practical to use. The results of media effectiveness were obtained through the pre-test and post-test results of students who had fulfilled the learning completeness percentage of 100% and the N-Gain calculation was 0.65, which means that there was an increase in student learning outcomes. Based on these results, it can be interpreted that the media is used effectively. Based on these results, it can be concluded that the use of boardbook media in learning is declared effective as a medium in the learning process teach.

4. CONCLUSION

The results of research analyzing the use of boardbook media based on contextual methods in the learning process are 1) The use of boardbook media is an effort by teachers to motivate students to learn. With various learning strategies in the form of randomly throwing questions, it makes students more active. So that the learning process becomes effective. 2) The obstacle that occurs in using boardbook media is that more study time is used, and the production of boardbook media is quite expensive so that the media is only owned by teachers.

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