

Use of Civics Learning Visual Media to Improve Primary School Student Learning Outcomes

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Abstract. The purpose of this study was to improve learning outcomes in grade IV students of the Inpres Sermayam 2 Elementary School, Merauke. The problem in this research is how to use Visual Media techniques to improve student learning outcomes. This can be seen from the results of the formative exams in the 2021/2022 academic year. The results showed that the activities of students and teachers experienced a significant increase from cycle I to cycle II. The test results of the first cycle of action obtained classical completeness of 66.66% and in the second cycle there was a significant increase in learning completeness of 100%. This shows the percentage increase from cycle I to cycle II is 33.34%. The results of classical absorption in the first cycle were 72.22% and the second cycle classical absorption was 90.88%, this shows the percentage increase in Civics learning outcomes from cycle I to cycle II of 18.66%. Based on the performance indicators, it can be concluded that the use of visual media which is repeated in two cycles can improve Civics learning outcomes in fourth-grade students of the Inpres Sermayam 2 Elementary School Merauke.

Keywords: Media, Visual, Student Learning Outcomes

1 Introduction

Education in modern times is very important in life because humans think that education is an absolute need that must be fulfilled throughout life. Education is one of the efforts to form the moral and intelligence of the Indonesian nation, especially among generations. Education in Indonesia very concerns, and the reality proves that education in Indonesia is still far behind compared to other countries. In accordance with the above facts, the role of elementary school teachers as mentors is very much needed because the age of elementary school children is an age that is still very easy to direct. Every student, especially in elementary schools, has differences from one another, in addition to similarities. The differences involve: intellectual capacity, skills, motivation, perception, attitude, ability, interest, background in family life and others. This difference tends to result in differences in the learning of each student, both in the speed of learning and the success achieved by the students themselves.

Based on the conditions observed so far in the fourth grade of the Inpres Sermayam 2 Elementary School Merauke, most of the students looked passive, some students tended to be more indifferent or playful, talking to other students in taking Civics lessons which seemed to contain quite a lot of material. Civics learning methods that are generally used by classroom teachers

so far are lectures, and the most commonly used media is the blackboard. So that the lecture method used when teaching is more focused on the activeness of the teacher, while the students tend to be inactive.

Based on the description above, it can be explained that the student learning process and the teacher's teaching process are integration that requires careful regulation and planning so as to create student learning motivation. Students' learning motivation will be able to grow and be maintained if the teacher's teaching process is carried out in various ways, including with the help of learning media. Visual learning media is an alternative that can be used in Civics learning as an effort to improve student learning outcomes because it can be seen and held. Therefore, the learning media used in this study is an audio-visual-based learning media which has a very important role for learning[1].

Media, if understood in broad terms, are people, materials, or events that build conditions that enable them to acquire knowledge, skills, or attitudes. Media is anything that can be used to stimulate the thoughts, feelings and will of students so that it can encourage the learning process in students[2]. Tatang Sastradharja limits the media as a physical form of educational technology which includes words or sentences, films, tapes, slides, videos, and so on. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and

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learning process tends to be interpreted as a graphic, photographic, or electronic tool for capturing, processing, and rearranging visual or verbal information [3].

Visual media is a way of presenting learning materials by using teaching media tools that can demonstrate these materials so that students can see/witness directly, observe carefully, hold/feel the demonstration materials. At each presentation of lesson materials, the teacher should use teaching media, such as flipcharts, panel boards, projectors, and so on. So the core of this visual teaching is to use several teaching media tools/materials, among others, through demonstration pictures, photographs, and so on. It is more important to use real objects as props.

The benefit of learning media is that the media will be able to increase student learning motivation because its presence provides something that is able to attract students' attention[4], [5], [6]. Therefore, it is important for teachers to have the ability to choose, develop and apply learning media because learning media has a very important role in learning success.

Civics lessons, through the application of visual media, it is hoped that lessons will be more meaningful and easier to understand and live up to. For example, teaching about family, such as how to behave to older people in a visual way, or through visualization demonstrations such as greeting when meeting, shaking hands and greeting politely, can be applied how to respect others, Ardiani[7].

The use of learning media can be used as a factor to improve the quality of teaching and learning[8]. With the use of media will get interesting learning, students are expected to improve learning outcomes. Someone doing the learning process, of course, there are results to be achieved. The learning outcomes include processes and experiences both individually and in groups that take place at school and outside of school. These learning outcomes are called achievements. Poerwadarmita defines learning as the results obtained by someone after doing certain things, or the high and low results achieved by someone from an activity that can be measured with certain measuring instruments [9]. Learning outcomes can be explained by understanding the two words that make it up, namely "results" and "learning". Understanding the results (product) refers to an acquisition as a result of doing an activity or process that results in a functional change in the input. Production results are gains obtained due to the activity of converting raw materials into finished goods. Likewise, in teaching and learning activities, after experiencing learning, students change their behavior compared to before[10].

Gagne argues that learning is a form of growth or change in a person which is expressed in new ways of behaving thanks to experience and practice[3]. Learning outcomes are the occurrence of changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes can be interpreted as an improvement and development that is better than before and those who do not know become aware[11].

Learning outcomes are abilities that students have after they receive their learning experiences. Learning outcomes have an important role in the learning process [9]. Learning outcomes are changes in abilities that include cognitive, effective, and psychomotor abilities. The process of assessing learning outcomes can provide information to teachers about student progress in an effort to achieve learning goals through learning activities. Furthermore, from this information the teacher can arrange and foster further student activities, both for the whole class and individually. So, learning outcomes are abilities that students have after they receive their learning experiences. Learning outcomes have an important role in the learning process[12].

Piaget's cognitive learning theory states that "ages 6-11 years are in a period of concrete operations where children are able to form mental operations on the knowledge they have. This operation allows him to be able to solve problems logically." So that with the ease of learning, student learning outcomes will also increase [13].

Based on the problems above, the researchers formulated the problem, namely whether the use of visual media for Civics learning can improve the learning outcomes of elementary school students? The purpose of this study was to determine student learning outcomes after using visual media in Civics learning.

2 Research Methods

This research is a type of classroom action research. This research refers to Kemmis and MC. Tanggart which consists of 4 stages, namely (1) Planning, (2) Action Implementation, (3) Observation, (4) Reflection (Wibawa, 2003). The subjects were all fourth-grade students of the Inpres Sermayam 2 Merauke elementary school with a total of 18 students consisting of 10 male students and 8 female students. This Classroom Action Research was conducted in two cycles continuously. Data collection techniques used are observation and evaluation tests. While the data analysis technique used in this study is the analysis of observations and test results.

Indicators of success include the process and results of using visual media to improve student learning outcomes in understanding freedom of organization. The criteria used to improve student learning outcomes in understanding the material are in accordance with the standard criteria expressed at the Inpres Sermayam 2 Merauke elementary school. A student is said to have completed individual learning if the percentage of individual absorption is equal to 65% and completed classical learning if the percentage of classical absorption is more than or equal to 80%.

3 Results and Discussion

3.1 Results

The results of the pre-action test showed that out of 18 students, 12 students scored below 65 and 6 students scored above 65. The mean score was 62.55% with a

classical completeness rate of 33.33%. These data indicate that classroom learning has not met the specified completion limit. Thus, in the initial conditions of this learning, it is said to have not achieved the expected goals. The reason is that student learning outcomes are lacking, namely there is less interaction between teachers and students or vice versa because they only use the lecture method.

The results of observations on the implementation of the action can be described that there are still students who do not pay attention to what the teacher teaches in class. When teachers explain learning to students, many do not pay attention because the methods used are still lacking, students seem less active in the learning delivered by the teacher.

Based on the results of observations of student and teacher activities, the results of the analysis of formative tests and the results of interviews in the first and second cycles, there appears to be a fairly good increase. This shows that the use of visual media is quite effectively applied in the learning process carried out to improve students' reasoning power, creativity and ability to relate one concept to another so that it has an impact on good learning outcomes.

In learning that uses visual media, students are trained to remember, re-express knowledge, compare and make decisions. In the teaching and learning process, students are assisted to express their ideas clearly through activities carried out daily. Students compose sentences based on the pictures that are already available. Students discover new concepts so that they become more understanding and enthusiastic in learning because they experience it themselves.

Based on the results of observations of student activities in the first cycle, the average score percentage was 65%. This shows that the students' activities are in the sufficient category. This is because students' motivation in participating in learning is still lacking so that students still look passive and do not dare to give opinions or questions about the problems given. At the second meeting, the percentage of the average value of student activities was 80%, this shows that student activities are in the good category and have increased from the previous meeting. The increase in student activity was caused by students being slightly more active than in the previous meeting, although the overall process of expressing opinions was still dominated by the teacher.

In the second cycle, the percentage of the average value of student activities was 90%, this means that student activities are in the very good category. The increase in student activity from meeting 1 to meet 2 is due to the fact that students are more motivated in participating in learning activities, this can be seen when carrying out teaching and learning activities students are more active in the process of expressing opinions and in answering questions contained in the worksheet. In addition, students become more aware of how to compose sentences based on pictures (visuals) and express their opinions.

Based on the results of observations of teacher activities in the first cycle, the average score percentage was 65%. In the second cycle, the percentage of the

average value of teacher activity was 97.92%. with a very good category, this shows an increase in teacher activity at each meeting. Based on the percentage of the average value of the teacher's activity cycle I and cycle II showed a significant increase. The increase in teacher activity from cycle I to cycle II is due to the fact that teachers continue to try to increase motivation and guidance to students with various treatments so that students are active in learning activities.

In the results of the analysis of formative tests in the first cycle, the percentage of classical absorption was 72.22% with 12 students who completed from 18 students. The percentage of classical absorption is already the maximum of the success indicators, which is 65%. The percentage of classical absorption in the first cycle is due to the lack of student motivation in learning so that students' understanding of the concept is also not maximized. Based on the results of the evaluation of the first cycle, improvements were made in the second cycle by improving learning outcomes and guidance to students. This treatment has a good impact, it can be seen from the increase in student learning outcomes in cycle II with the percentage of classical absorption reaching 90.88% with 18 students who completed from 18 students.

3.2 Discussion

The percentage increase in learning outcomes in each cycle can be seen from the average score obtained in cycle I and cycle II. The average score obtained in the first cycle is 72.22 and the average score obtained in the second cycle is 100. This indicates an increase in learning outcomes in each cycle. The application of visual media can liven up the learning atmosphere because students are actively involved in every teaching and learning process. A supportive learning atmosphere is one of the motivations of students in learning. Learning models using visual media, not only teach students but also teach teachers. Teachers are required to be patient and sensitive to the different analogies of each student. The teacher must be able to accept the student's thoughts as they are while showing whether those thoughts are in line or not. Teachers must master the material broadly and deeply so that they can more flexibly accept the ideas of different students. The use of visual media can help students remember, understand, process and can express all their knowledge about a concept to be used in solving problems.

This learning is quite effective for improving learning outcomes because it can change the habits of students who only listen and receive information from the teacher to learn by thinking a lot. This learning also has drawbacks which require a variety of learning resources which is a difficulty for students.

4 Conclusion

Jules Verne created this book in 1873. Around the Learning models using visual media can improve Civics learning outcomes for students in grade IV of the Inpres Sermayam 2 Elementary school Merauke. This is

evidenced by the achievement of performance indicators in the first cycle, the percentage of classical completeness is 66.66% and classical absorption is 72.22%. In the second cycle, the results of the formative test showed that 18 out of 18 students had completed individual completion with a percentage of classical completeness of 100% and classical absorption of 90.88%. From the results of the data based on the analysis obtained, it appears that all (100%) students stated that their learning outcomes increased through the use of visual media in the learning process to improve student learning outcomes.

The results of observation and evaluation of student and teacher activities have increased from cycle I to cycle II, reaching the very good category. The results of the interviews in cycle I and cycle II show that students are happy with the learning model applied by the researcher.

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