

Utilization of Tjilik Riwut Posters as Learning Media in Class IV Civics Learning at State Elementary School 3 Petuk Ketimpun

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Article Information**ABSTRACT**

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Aim: This research aims to describe the use of Tjilik Riwut poster media in civics learning for elementary school students. *Method:* The approach used in this research is qualitative with a descriptive type. The data collection technique is observation, unstructured interviews, and direct involvement in the development of this poster learning media. The subjects in this research were fourth grade students at SDN 3 Petuk Katimpun. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. The research instrument is an observation sheet, to find out which is more effective, learning using poster media or regular learning using books and whiteboards. *Conclusion:* The conclusion is that poster media can build effectiveness in learning. Tjilik Riwut's poster media, which uses a projector, is considered effective and really helps better learning. Students generally like things they have never seen before. Class IV students, namely 15 students or 90% liked it and responded that learning using poster media was effective. Learning using poster media is very useful and teachers are very supportive because learning using poster media makes students happier and happier.

Keywords: Tjilik Riwut Poster, Learning Media, Civics Education, Elementary School



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INTRODUCTION

Elementary school is the initial level to instill basic concepts in children. The basic concepts that children receive are in the form of material that can teach children to think from actual to abstract thinking. Abstract Citizenship Education subject matter requires learning media. Schools are institutions that educate students' character through teacher learning both in the classroom (academic activities) and outside the classroom (extracurricular activities). Citizenship Education subjects are expected to be able to construct character and help students understand and implement their rights and obligations to become good, intelligent, skilled and responsible citizens and care about the development of industry 4.0 and society 5.0. Good student character is expected to be able to overcome problems in social life (Batubara, 2017; Magdalena, Haq, and Ramdhan, 2020). Teachers as drivers of education are tasked with preparing an attractive, comfortable and safe learning environment and facilities to support the development of students' potential and character. Bloom's theory of school learning (Untari, 2017) shows that there are three main

variables in the theory of school learning, namely individual characteristics, teaching quality, and student learning outcomes (Angkowo, 2007). Individual characteristics are behaviors that exist in each person. Meanwhile, teaching quality is the teacher's teaching and learning activities in the classroom so that it will produce learning outcomes after each lesson.

The most determining factor in studying at school is the quality of the teacher himself. Teachers are required to have sufficient knowledge, be able to convey and have attitudes that can be emulated by students, and the skills they possess holistically can be useful in developing students' academic and non-academic abilities, and be able to manage learning media. Learning produces complete learning outcomes with the help of learning media. Learning media makes a positive contribution to the teacher's ability to carry out learning tasks and manage all learning components effectively (Munisah, 2020).

Effective learning carried out by teachers will be able to create student learning experiences through active learning. Teachers must be responsible and plan learning objectives

according to what learning experiences will be taught and students play an active role (Setyosari, 2014). Learning experiences assisted by learning media contribute positively to the learning process. The aim is to optimize the management and use of learning media (Munisah, 2020), as well as efforts to develop teachers' knowledge, skills and attitudes to increase responsibility in managing learning.

Didactically, learning media really helps children's psychological development in terms of learning. Learning media makes it easier for students, especially lowerclass students, to learn because media can make something abstract can be described as concrete (real) (Supriyono, 2018). In principle, learning media in the learning process aims to create a meaningful way of communicating so that students can receive the transfer of knowledge taught by the teacher.

The media used by teachers in learning are printed and audio visual, including printed books, posters/pictures, films and computers. The use of learning media, especially posters, influences student learning outcomes (Megawati, 2017). Poster/picture media was chosen as a medium for elementary school students' learning. The results of research (Situngkir, Sinaga, and Thesalonika, 2022) show that the influence of poster media on the learning outcomes of class IV students, with the results of hypothesis test analysis showing t count (9.550) while the t-table value is (1.721), because t-count > t-table, it is proven that there is an influence of poster media on the learning outcomes of class IV students. This is confirmed by research results (Putri and Saputra, 2022) that poster media in learning Pancasila and Civics Education can make it easier for teachers and students in teaching and learning activities. Poster media is included in visual media.

Visual media according to Daryanto in (Nurfadhillah, 2021) is all the equipment used in the learning process that can be enjoyed through the senses. This visual media displays still images such as film strips, slides, photos, drawings or paintings, posters and prints. There are also visual media that display moving images or symbols such as silent films.

Poster media is a combination of images, colors and messages with the aim of attracting the attention of people who see it. Poster media has attractive power and attracts students' attention, thereby motivating students to learn. The advantages of this poster media are utilized in the teaching and learning process in the school environment (Simarmata, 2022). Poster media is often installed in the school environment, both in the classroom and outside the classroom, with the aim of encouraging students to behave positively, be well disciplined, have positive values, and have knowledge about something. Poster media can also increase students' enthusiasm and motivation for learning in the learning process and non-academic (extracurricular) school activities. Students will have high learning motivation to study the material so that they get complete learning results according to the minimum completeness criteria.

The results of observations and unstructured interviews in the field show that there are still students who think Civics lessons are boring and less interesting, namely 11 students out of 17 students. This problem is caused by the lack of use of appropriate learning media by teachers in the

classroom. This is the background for the author to research the use of learning media for Civics learning. The aim of this research is to describe the use of Tjilik Riwut poster media in civics learning for elementary school students.

Poster media really helps Pancasila and Civics Education learning in improving learning outcomes. The research results of Nurfadhillah, Aldiansyah, Aulia, Octaviana, Billah (2021) show that the use of posters as a medium in Civics learning can increase student interest and activity. Other research by Fauziah (2022) shows that according to students, poster media is very interesting, students' engagement in taking Civics lessons increases students' motivation in studying Civics. This shows that the use of poster media increases students' motivation and interest in learning.

Tjilik Riwut is one of Indonesia's national heroes and the first Governor of Central Kalimantan. His journey and struggle then transcended tribal boundaries to become one of the nation's warriors. His designation as a National Hero was based on Republic of Indonesia Presidential Decree No. 108/TK/1998 on November 6 1998 was a form of appreciation for his struggle during independence and his service in developing Central Kalimantan (Armando, 2021). The use of poster media using the character Tjilik Riwut has never been done before. This is part of the novelty of this research compared to previous similar research. Posters of heroes from this area certainly have different values. Students will feel closer to figures whose names they often hear in their area. The use of poster media for Tjilik Riwut figures is also one way to preserve the local culture and wisdom of Central Kalimantan.

METHOD

This research approach uses a qualitative descriptive approach whose technique is to collect data by observation and direct involvement to analyze the use of poster media in class IV Civics learning at SDN 3 Petuk Ketimpun (Sugiyono, 2016; Sidiq and Choiri, 2019). The subjects in this research were 17 class IV students at SDN 3 Petuk Katimpun. This research uses an instrument in the form of an observation sheet to analyze the Civics learning process using Tjilik Riwut poster media. Qualitative data analysis techniques include data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Results

The results of the research analysis of the use of Tjilik Riwut posters in Civics learning at SDN 3 Petuk Katimpun for class IV students, namely learning media that clarifies the presentation of material in the form of messages and information so that it can facilitate and improve the learning process and learning outcomes. Tjilik poster media makes students happy and happy during the learning process even though there are still students who feel less happy and unhappy and directs children's attention so that it creates enthusiasm for learning, interactions that take place between students and teachers are more active, and students are encouraged to learn

to be able to show their abilities and skills. interest in Civics subjects.

The teacher is enthusiastic in explaining the material because the explanation becomes easier with evidence in the form of posters of the hero Tjilik Riwut. Students also became more familiar with his physical figure so that interesting interactions occurred between students and teachers. Interesting interactions can create happy and happy learning conditions. Poster media can be a bridge to students' limited knowledge if only given in lectures.

Discussion

The use of poster media is seen as very beneficial for teachers and students. The teacher stated that students become happy when given directions and are able to respond well, students are enthusiastic about participating in learning after learning to use media that they rarely see, and when given questions students are very enthusiastic about answering.

The teacher carried out the lesson using the Tjilik Riwut poster media, there were several obstacles found, such as when the lesson was in progress, students still often chatted with their friends which resulted in the class becoming more noisy, some students had forgotten about the material I was teaching, and When students are focused on one thing or activity, it becomes difficult for these students to be directed back to the initial material. Civics material regarding cultural diversity, discussing the struggles of heroes, is very appropriate by using the Tjilik Riwut Hero poster media which is placed on a white board, because it will make students interested in paying attention, besides that the poster media presents attractive colors and shapes.

In the final activity, the teacher provides reflections on the learning material to students. After that the teacher asked a short question regarding the benefits of learning using the Tjilik Riwut poster media. Students prefer learning using poster media because it is different from the learning their teachers have taught before. The research results of Karo-Karo and Rohani (2018) reveal that learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility for students to learn independently according to their abilities and interests.

There were 15 students out of 17 students in class IV who agreed that learning using Tjilik Riwut poster media was effective and interesting, the reason was because students were bored with learning using books or lectures conducted by the teacher. Then there were 2 students out of 17 students in class IV who did not agree that learning using Tjilik Riwut posters was effective, the reason was because using Tjilik Riwut posters displayed in front of the class with the help of a projector made the class noisier, noisier and less orderly.

CONCLUSION

The research results, it can be concluded that poster media builds students' enthusiasm for learning so that they feel happy and happy. The Tjilik Riwut poster media is considered useful and really helps a better learning process. Students generally like things they have never seen before. 90% of class IV

students consider learning using poster media to be very useful, not only using books and white boards, but in the future it can also be assisted by PowerPoint media.

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