Improving Students' Civic Education Achievement Through Picture

Asnafiyah ^{1*}, Yuli Widi Hastuti ²

¹ Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia,
asnafiyah69@yahoo.com

² Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia,
yuliwidi Hastuti96@gmail.com

ABSTRAK

Hasil pre-observasi menunjukkan guru PKn di kelas II SDN 2 Kajoran, Klaten Selatan, belum pernah menggunakan media pembelajaran. Nilai PKn siswa pada Ujian Tengah Semester masih rendah. Oleh sebab itu, penelitian ini bertujuan untuk meningkatkan hasil belajar PKn dengan menggunakan media gambar. Rumusan masalah penelitian ini adalah: 1. Bagaimana proses pembelajaran selama pra siklus PKn siswa kelas II SDN 2 Kajoran, Klaten Selatan? 2. Seberapa besar peningkatan hasil belajar PKn siswa kelas II SDN 2 Kajoran, Klaten Selatan, setelah menggunakan media gambar? Penelitian ini merupakan Penelitian Tindakan Kelas. Pengumpulan data dilakukan melalui lembar *post test*, observasi, wawancara, dan dokumentasi. Adapun hasil penelitian menunjukkan: 1. Proses pembelajaran selama pra siklus tidak menarik. 2. Pembelajaran PKn menggunakan gambar pada siklus I menunjukkan nilai rata-rata 85,7 dengan kriteria “baik” dan ketuntasan belajar 60% atau 6 dari 10 siswa tuntas. Siklus II menunjukkan nilai rata-rata 87,5 dengan kriteria “baik” dan ketuntasan belajar 80% atau 8 dari 10 siswa tuntas. Hasil belajar siswa pada pelajaran PKn meningkat setelah menggunakan media gambar.

Kata Kunci: Hasil belajar kognitif, PKn, dan Media gambar

ABSTRACT

The pre-observation result indicated the Civic Education teacher of the second-grade students in a primary school SDN 2 Kajoran, South Klaten, had never used learning media. Students' scores of Civic Education in the midterm test were still low. Therefore, the research aimed to improve the learning achievement by using picture media. The research problems were: 1. How was the learning process during the pre-cycle of Civic Education for the second-grade students in SDN 2 Kajoran, South Klaten? 2. How much was the improvement of the learning achievement in Civic Education of the second-grade students in SDN 2 Kajoran, South Klaten, after using picture media? The research was conducted through Classroom Action Research. The data were collected through the post-test sheet, observation, interview, and documentation. The research results showed: 1. The

learning process during the pre-cycle was not attractive. 2. The learning using the picture in the first cycle showed the average value was 85.7 with the criteria of "good" and learning mastery 60% or 6 from 10 students mastered. The second cycle showed the average value was 87.5 with the criteria of "good" and learning mastery 80% or 8 from 10 students mastered. The students' learning achievement of Civic Education increased after using picture media.

Keywords: Cognitive Learning Achievement, Civic Education, and Picture Media.

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I. INTRODUCTION

Education is one of the important things in the development of the Indonesian nation to create knowledgeable, pious, and cultured people to face the challenges of such a great future. It can create smart and skilled students in society (Magorani, 2018:167).

Learning is a complex activity. Therefore, teachers with all their abilities are required to be able to empower the learning process in the classroom without neglecting the conditions and the diversity of attitudes, characters, and abilities of students in receiving learning. One of the efforts to create a conducive atmosphere in the classroom is that all students must accept the learning presented. The teacher's ability is all the insights and skills of organizing and managing all elements related to

the learning process following the goals of the school curriculum.

Learning activities at school must be under the objectives to be achieved in a subject. Civic Education is a subject required for the curriculum at the primary, secondary education, and compulsory subjects for the higher education curriculum, as mandated in Law Number 20 of 2003 concerning the National Education System Article 37.

Based on the above explanation, the Civic Education learning process in schools must be continuously improved. In reality, many citizens do not reflect the Civic Education objectives. As happened, there was one of the schools committed violence against a student with special needs. (Setiawan, 2014).

Civic Education subject in the research focused on the cognitive

dimensions as C1 (remembering) and C2 (understanding), then focused on competency standards number 3 (showing democratic attitudes) and 4 (showing Pancasila values). The basic competencies of cycle I were 3.1 (knowing deliberation activities) and 4.1 (knowing the value of honesty, discipline, and sincerity to work in daily activities), with Indicator 3.1.1 Students can understand the meaning of deliberation through teacher explanations in class and 3.1.2 Students can find out the purpose of deliberation through explanations from the teacher in class, then indicator 4.1.1 Students can identify some honesty values through the pictures given by the teacher in the classroom appropriately (Permendikbud No. 61 Tahun 2014).

In the world of education, teachers should apply what has become an obligation as educators, as using learning media that supports learning material so the students can easily understand the material presented by the teacher. The use of picture media in the teaching and learning process is very necessary. It's because picture media can be used to deepen students' understanding. By using picture media, students pay

more attention to the teaching material being studied and it can foster students' interest in learning (Uswatun et al., 2016).

Based on the observations made by the researchers during the learning process, it can be concluded that grade II students preferred to learn with teachers who were ready to teach, where teachers must be ready to assist students who have difficulties in learning. During the learning process, the teacher did not use media that was relevant to the material and some students have problems because the teacher was not ready to carry out the learning process.

The students did not get attention because the teacher focused on books. The role of the teacher is very important during learning so that students are interested in learning. After making observations in grade II SD Negeri 2 Kajoran, the researcher found that learning was only focused on the teacher (teacher center), and less focused on students. This learning made students unable to accept the material properly. For the learning process to be effective, a teacher must be able to carry out his duties properly as an educator by changing the learning system from a

teacher center to a student center. It was proved through the use of picture media.

Based on an interview with Ms. Siti Markhamah, the teacher of second-grade students at SDN 2 Kajoran, on 12th January 2018, the data and information obtained in the class, the Civic Education learning achievement of the second-grade students in a primary school SDN 2 Kajoran, South Klaten was still low. It was under the expected standard. The midterm score was unsatisfactory, where 5 students got an average score of 70. It did not reach the KKM (minimum master criterion) score set by the school, which is 75.

Seven students were less focused on the learning delivered by the teacher. In carrying out learning activities, the teacher did not use media to support learning. The teacher only involved students when reading text or questions in turn. The students must always pay attention and listen then the teacher will spontaneously appoint them. However, the fact in the observations, students who did not have the turn to read tend to be crowded in the class. Therefore, the students' interest in the material during the learning process

was still low. During the observation, no students dared to comment or ask related to the material presented by the teacher. Based on the problem, the researchers offered to learn using picture media to improve student cognitive learning achievement.

II. METHOD

The research was a classroom action research conducted collaboratively and participative. Collaborative means that researchers did not carry out their research, but collaborate with senior teachers at SDN 2 Kajoran Klaten. Participative means that this research required the participation of all parties from students, teachers, and researchers themselves.

Classroom action research was carried out by the level of success. Each cycle was carried out by one action and each action embodied in teaching and learning activities during one Civic Education subject meeting with the time of each subject 2 x 35 minutes. Each research cycle consisted of planning, acting, observing, and reflecting. At the end of this lesson, the teacher gave the final written test as an assessment.

The type of data in the study was in the form of qualitative and

quantitative data. The qualitative data was data revealed by description. The quantitative data was the data measured through numbers. It was obtained from the students' achievement score. The data collection techniques were test, observation, interview, documentation

III. RESULTS AND DISCUSSION

1. Pre-Cycle

Based on the observation result of the Civic Education Learning Process conducted by Mrs. Siti Markhamah at the second-grade students of SDN 2 Kajoran, South Klaten, the pre-cycle was begun on Monday, January 22, 2018. It was at 07.35-08.45 WIB. Civic Education subject has minimum master criterion (KKM) 75. The facilities provided by the school for this class were adequate including a blackboard, tables and chairs, and a cleanroom. At the same time, the very formal arrangement of tables and chairs, as in general, is lined up four backward. It is reinforced by the result of research (Aliyyah & Abdurakhman, 2016: 95) the classroom physical condition, the students' socio-emotional, and teacher's skill in

class organizing are the keys to the success of learning objective.

Table III.1 Students' Middle Test Score

No.	Students' Name	Score
1	Oktaviyanta	68
2	Tirta Maharani	80
3	Afian Vyno Saputra	100
4	Ardeva Galih Pratama	76
5	Ervina Krisnawati	60
6	Galih Rama Rauf Anafiq	72
7	Muhammad Ibrahim Lhaqoni	80
8	Mustofa Mukid B	60
9	Renata Garnis Arimbi	84
10	Raindra Luthfi A.	73
	Total	756

The average daily test in the pre-cycle was:

$$M = \frac{756}{10} = 75,6$$

2. Cycle 1

The implementation of the first cycle was carried out on Monday, 12 March 2018 at SDN 2 Kajoran, Klaten Selatan, at 07.45-08.45 WIB, in class II. Researchers came to the research place SDN 2 Kajoran, Klaten Selatan, before 07.30. Students and teachers were still carrying out the Flag Ceremony. It is reinforced by the result of research (Widodo, 2019: 45) The flag ceremony contains the values of nationalist characters, the

ceremony activities also contain discipline and orderliness so the students get used to being neat, orderly, and disciplined.

Table III.2 Score of Cycle I

No.	Students' Name	Score
1	Oktaviyanta	50
2	Tirta Maharani	74
3	Afian Vyno Saputra	92
4	Ardeva Galih Pratama	94
5	Ervina Krisnawati	80
6	Galih Rama Rauf Anafiq	74
7	Muhammad Ibrahim Lhaqoni	90
8	Mustofa Mukid B	46
9	Renata Garnis Arimbi	80
10	Raindra Luthfi A.	78
Total		758

The average post-test scores in cycle I as follows:

$$M = \frac{\sum X}{N} = \frac{758}{10} = 75.8$$

So, the cycle increased from pre-cycle to cycle I. It was 10%. The learning mastery in the first cycle is 60%. Table I.2 shows the cycle I learning achievement in the cognitive aspect, students who mastered the KKM were 6 students who reached score 75 (60%), while 4 students did not reach the KKM. This means the learning outcomes of the students' cognitive aspects were not successful because it was only 60%. Therefore, cycle II was needed to improve the learning

achievement. It is as the opinion (Djadjuri et al., 2015: 17) in the curriculum, students' behavior change is the result of learning which includes cognitive, affective, and psychomotor domains.

3. Cycle 2

The implementation of Cycle II was carried out on Monday, 19 March 2018 at SDN 2 Kajoran, Klaten Selatan, at 07.30-8.45 WIB, in class II precisely. The researchers came to the research place before 07.30 WIB, which was 07.20 WIB. Arriving over there, the researcher went to class II immediately.

Table III.3 Score of Cycle II

No.	Student Name	Score
1	Oktaviyanta	64
2	Tirta Maharani	84
3	Afian Vyno Saputra	96
4	Ardeva Galih Pratama	96
5	Ervina Krisnawati	86
6	Galih Rama Rauf Anafiq	86
7	Muhammad Ibrahim Lhaqoni	86
8	Mustofa Mukid B	66
9	Renata Garnis Arimbi	88
10	Raindra Luthfi A.	78
total		830

The average test results in cycle II as follows:

$$M = \frac{\sum X}{N} = \frac{830}{10} = 83$$

Table III.4 Tabulation of
Students' Post-Test Learning
Achievement in Cycle II

Daily tests	Cycle I Result		Cycle II Result	
	Compl eted	Inco mple te	Com plete d	Inco mple te
Numb er of Stude nts	6	4	8	2
Percenta ge (%)	60%	40 %	80%	20%

The percentage increased from cycle I to cycle II was 9.50%. The percentage of mastery in cycle II was 80%. Table I.3 shows there were 2 students or 20% who were in the very good category, there were 5 students or 50% who did it well, there was 1 student or 10% whose performance was quite good, and there were 2 students or 20 % whose performance was in the poor category. It is reinforced by the result of research (Sari et al., 2014: 39) the application of the discussion method using picture media can increase students' activity and learning achievement in the environmental theme of Civic Education learning at SDN Sumberlesung 02 Ledokombo, Jember.

Table I.4 shows in cycle II the students' learning achievement was 80% and it was increased by 9.50%. In cycle II students who completed the Minimum Master Criterion (KKM) were 8 students or 80%, while 2 students or 20% did not complete it. To sum up, the learning achievement in cycle II reached a minimum criterion.

IV. CONCLUSION

Based on the description of the research results and the data in cycle I and cycle II, it can be concluded Civic Education learning process of the second-grade students in a primary school SDN 2 Kajoran, South Klaten, during the pre-cycle was not attractive. The students were not motivated to learn because their teacher did not use learning media. The picture media was proved can support the learning material and attract the students' attention. Therefore, the picture media improved learning achievement. The students' learning achievement of Civic Education increased after using picture media. In the pre-cycle learning, the mastery was 50% or only 5 students completed the KKM. In the first cycle, Civic Education learning achievement was 60% or 6 students

completed the KKM with an average score of 85.7. This cycle was not successful because the percentage of mastery was still below 75%. In the second cycle, Civic Education learning achievement was 80% or 8 students completed the KKM with an average score of 87.5. In this cycle, learning using picture media was successful because the mastery was above 75%. The results of the research are expected can contribute to the theory development of picture media and can be a reference for other Civic Education teachers to improve their students' learning achievement.

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