

Student Response of PGSD FKIP Sriwijaya University in Making IPS SD Learning Media Based on Edutainment

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Abstract—This study aims to determine the students response of PGSD FKIP Sriwijaya University in making IPS SD Learning Media Based on Edutainment. The method used in this study is qualitative in the form of survey research. The subjects of this study were all of PGSD students in the 2016 Class of FKIP Sriwijaya University Campus Indralaya which amounted to 39. Data collection was done using a questionnaire. Therefore, this research instrument is a questionnaire. The statement in the questionnaire consisted of three aspects, namely (1) understanding of the benefits of skills to make IPS SD Learning Media Based on Edutainment; (2) pleasure in the development of IPS SD Learning Media Based on Edutainment; (3) aware of the ability to make IPS SD Learning Media Based on Edutainment. Based on the results of the research and data analysis, it was concluded that the IPS SD Learning Media Based on Edutainment were responded to very well by PGSD students at the FKIP Sriwijaya University. This was indicated by the answer to the questionnaire filled out by students in the agreed category and strongly agree.

Keywords—students response, learning media, edutainment.

I. INTRODUCTION

Primary School Teacher Education or Pendidikan Guru Sekolah Dasar (a.k.a PGSD) is organized by the Sriwijaya University (a.k.a Unsri) Teacher Training and Education Faculty or Fakultas Keguruan Ilmu Pendidikan (a.k.a FKIP). As one of the Teacher Training Education Institutions or Lembaga Pendidikan dan Tenaga Kependidikan (a.k.a LPTK), the PGSD FKIP Unsri produces a Bachelor of Education which then becomes a Professional Teacher after going through Teacher Professional Education or Pendidikan Profesi Guru (a.k.a PPG). As the vision of PGSD FKIP Unsri, namely to become a leading educational institution in 2025 in producing elementary school education scholars who are noble, qualified, proactive in the development of science and technology, innovative in learning and able to compete at the global level. This vision can be realized through the details of the mission.

PGSD Students of FKIP Unsri who are prepared to become Bachelor of Education with elementary education must certainly have adequate skills. Good in soft skills and hard skills. In addition, there are also basic teaching skills. Among them are asking skills, making variations, giving reinforcement, managing classes, opening and closing lessons. As Usman [10] suggests that there are 8 basic teaching skills.

These skills also synergize with skills in Social Sciences or Ilmu Pengetahuan Sosial (a.k.a IPS). Social studies learning as one of the content in the elementary school level is not seen in the aspects of the disciplines. Sapriya [5] argues that this is because social studies learning is more concerned with pedagogical and psychological dimensions and characteristics, so students' thinking abilities are holistic. Skills that are considered synergistic are asking skills. Social studies requires all three dimensions to form holistic thinking skills, so that teachers are required to be able to provide questions. Both basic questions and further questions.

Another skill that is fundamental and must be owned by the teacher is the skill of making variations. Students of PGSD FKIP Unsri are also prepared to have these skills. Learning media made by teachers can be an indication that the teacher has made variations. The various types of learning media available will make the teacher more choosy according to the learning objectives. Next, the teacher variations on the selection of learning media.

As Rudy Bretz [8] classifies media according to the main characteristics of the media into three elements, namely sound, visual, and motion. Furthermore, the classification was developed into seven groups, namely: a). Audio-visual-motion media; is the most complete media because it uses audio-visual and motion capabilities, b). Silent audiovisual media; have audio-visual abilities without mobility, c). Audio-semi-motion media; displaying sound accompanied by point movement in a linear manner and cannot display the real image in its entirety, d). Visual-motion media; have visual abilities and movements without sound, e). Media visually silent; has the ability to convey information visually but does not display sound or motion, f). Audio media; media that only manipulates the ability to make noise only, g). Print media; media that are only able to display information in the form of certain verbal letters and symbols.

Learning media based on edutainment, of course, uses the basic concept of edutainment that uses elements of entertainment in learning. The foundation of the concept edutainment consists of 3 assumptions. As Hamruni [2] suggests these 3 assumptions, namely (1) positive feelings will accelerate learning, while negative feelings, such as sadness, fear, threatening, and feeling unable to slow down learning or even stop it the same once; (2) if someone is able to use the potential of reason

and emotions accurately, then he will make a leap of unexpected achievements; (3) if each learner can be motivated appropriately and taught in the right way, a way that values learning styles and their modalities, then they will all achieve optimal learning outcomes.

Based on the advantages of edutainment-based learning media, the PGSD FKIP Unsri students are considered necessary to have the skills to make the learning media. In particular, it is also needed in elementary school social studies. Some courses at the PGSD FKIP Unsri have included discussion of learning media content, so that students already have the knowledge and make the learning media and apply it to peer teaching. Similarly, learning media based on edutainment. So, the improvement of students' skills in making these learning media needs to be optimized. Subsequent actions, students responses of FKIP PGSD Unsri to IPS SD Learning Media Based on Edutainment can also be analyzed. Based on the description, this article is titled "Student Response of PGSD FKIP Sriwijaya University in Making IPS SD Learning Media Based on Edutainment".

Based on the above background, the focus in this study is how the student response of PGSD FKIP Sriwijaya University in making IPS SD learning media based on edutainment. In accordance with the problems, the objective of this study is to determine the students response of PGSD FKIP Sriwijaya University in making IPS SD Learning Media Based on Edutainment.

II. METHOD

The type of this research is descriptive qualitative research, meaning research that describes phenomena without comparing or connecting between variables. As Sutarna [9] states that descriptive research is intended to describe a situation or phenomena as they are. The phenomenon in question can be natural or human engineering. As according to Sukmadinata [7], descriptive research is intended to describe or describe existing phenomena, both phenomena that are natural or human engineering. Furthermore, Nazir [4] mentions the purpose of descriptive research is to make descriptions, drawings, or paintings systematically, factually and accurately regarding the facts, and the relationship between the phenomena investigated.

The subject of this descriptive qualitative research is all students of Social Sciences II learning courses, namely Students of PGSD FKIP Sriwijaya University Force 2016 Class Inderalaya. The number of subjects in this study were 38 students. The number consisted of 34 female students and 3 students. PGSD FKIP Sriwijaya University Classes are addressed at Jalan Raya Palembang-Inderalaya KM 32 Ogan Ilir. This research was conducted in the even semester 2017/2018 school year.

Data collection is done using a questionnaire. Therefore, this research instrument was a questionnaire. The statement in the questionnaire consisted of three aspects, namely (1) understanding of the benefits of skills to make IPS SD learning media based on edutainment; (2) pleasure in the development of IPS SD

learning media based on edutainment; (3) aware of the ability to make IPS SD learning media based on edutainment. These three aspects represent each statement in the questionnaire consisting of 9 statements.

Data that has been collected, then analyzed. The researcher analyzed qualitative data. The questionnaire distributed was a closed questionnaire, so that there were choices given in response to the statement in the questionnaire. These choices are strongly agree, agree, disagree, and strongly disagree. Each statement is analyzed how many answers strongly agree, agree, disagree, and strongly disagree. Furthermore, it is displayed in percentage.

III. RESULT AND DISCUSSION

This research was conducted on the students of PGSD FKIP Sriwijaya University Force 2016. Students were given a questionnaire when the IPS SD learning media based on edutainment were completed. The questionnaire in this study aims to determine the response of the students PGSD FKIP Sriwijaya University Force 2016 in making IPS SD learning media based on edutainment. Analysis of student attitudes data was conducted by comparing the percentage of students who responded negatively compared to the number of students who responded positively.

The results of the data analysis of the attitudes students of PGSD FKIP Sriwijaya University Force 2016 in making IPS SD learning media based on edutainment obtained that the percentage of students who responded positively. Overall indicators of students who respond positively are greater than the percentage of students who respond negatively. This means that in general, the PGSD students of FKIP Sriwijaya University Force 2016 have a positive attitude towards skills to make IPS SD learning media based on edutainment.

A positive response to the questionnaire is described by the 2 choices chosen for the statement, namely the choice strongly agrees and agrees. Whereas, the negative response on the questionnaire is described by the 2 choices chosen against the statement. The choice is disagree and strongly disagree. Each statement in the questionnaire represents 3 aspects grouped by researchers, namely (1) understanding the benefits of skills to make IPS SD learning media based on edutainment; (2) pleasure in the development of IPS SD learning media based on edutainment; (3) aware of the ability to make IPS SD learning media based on edutainment. These three aspects are then illustrated in the first table as follows. Based on the first table above, the three aspects are in a positive response. This can be seen from each aspect in the criteria of agree and strongly agree.

The first aspect is the understanding of the benefits of skills to make IPS SD learning media based on edutainment represented by 3 statements. The three statements, namely statements number 3, 7, and 9 each in the criteria strongly agree. Statement number 3 as much as 83% on the criteria strongly agree. Statement number 7 as much as 75% still on the criteria strongly agree. Statement number 9 as much as 81% also on the

criteria strongly agree. So, it was concluded that the first aspect was in the criteria strongly agree.

Table 1. Questionnaire Analysis Of The Response Students Of PGSD FKIP Sriwijaya University In Making IPS SD Learning Media Based on Edutainment

No	Aspect	Number of statement	%	Criteria
1	Understanding the benefits of skills makes-based social science learning media SD elementary school edutainment	3	83	Very Agree
		7	75	Very Agree
		9	81	Very Agree
2	Happy feeling for making instructional media IPS elementary school based on edutainment	1	78	Very Agree
		2	62	Very Agree
		8	67	Agree
3	Aware of the ability to make-based social science learning media SD edutainment	4	54	Agree
		5	54	Agree
		6	73	Very Agree

The second aspect is the feeling of happiness towards the making of IPS SD learning media based on edutainment which also represented 3 statements. The three statements, namely statements number 1, 2, and 8 each in the criteria strongly agree and agree. Statement number 7 as much as 78% on the criteria strongly agree. Statement number 2 as much as 62% also on the criteria strongly agree. Statement number 8 as much as 67% on agreed criteria. That means there are 2 statements on the criteria strongly agree and 1 statement on the criteria agree. So, the second aspect is in the criteria strongly agree.

The third aspect, which is aware of the ability to make IPS SD learning media based on edutainment represented 3 statements. The three statements, namely statements number 4, 5, and 6 respectively are also in the criteria of strongly agree and agree. Statement number 4 as much as 54% on the agreed criteria. Statement number 5 also 54% of the criteria agreed. Statement number 6 as much as 72% on the criteria strongly agree. That means there are 2 statements on the agreed criteria and 1 statement on the criteria strongly agree. Thus, the third aspect becomes the opposite of the second aspect which shows 2 agreed statements and 1 statement strongly agree. Furthermore, it can be concluded that the third aspect is on the agreed criteria.

Furthermore, after having an understanding of the benefits of the skills of making IPS SD learning media based on edutainment, PGSD students are happy to make the learning media. This is because students assume that learning media can make it easier to create a conducive

classroom atmosphere, even learning media can help teachers bring the outside world into the classroom. As Hasanah [3] states that with the presence of learning media, oral and written traditions in the learning process can be enriched with various learning media. With the availability of learning media, teachers can create a variety of classroom situations, determine the variety of teaching methods and create a healthy emotional climate among students. Even this learning media can help teachers bring the outside world into the classroom. Thus abstract and foreign ideas are concrete and easily understood by students. By utilizing the media, the teaching and learning process in the classroom becomes interesting and fun.

In the next stage, making the media has become a teacher's awareness that learning media is needed in teaching and learning activities. That certainly can be realized when the stage of understanding and application. Self-awareness of the Teacher is emotional, even the basis of emotional intelligence. So, there is no need to be forced. As Goleman [1] self-awareness is the basis of emotional intelligence. People who have more confidence about their emotions are like pilots who are reliable for their lives. Because he has a higher sensitivity to their true emotions. A person whose self-awareness is good then he is able to recognize and choose feelings, understand what is being felt and why it is felt and know the cause of that feeling.

IV. CONCLUSION

Based on the results of research and data analysis, it can be concluded that PGSD students respond positively to the aspects of understanding the benefits of skills to make IPS SD learning media based on edutainment. This can be seen from the results of the student questionnaire responses in the criteria of agreeing and strongly agree. Based on the response questionnaire, it was illustrated that students stated that before they could create learning media, they must first understand the benefits of learning media. In addition, after having an understanding of the benefits of the skills of making IPS SD learning media based on edutainment, PGSD students are happy to make these learning media. Furthermore, making the media has become an awareness that learning media is needed in teaching and learning activities.

Based on the results of research and conclusions, researchers need to convey that students must continue to be consistent in creating learning media in order to create a more pleasant learning atmosphere and make learning goals attainable. Students as prospective elementary school teachers get used to innovating in learning, including learning media. That is, do not let when you become an elementary school teacher the opposite happens.

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