

# The Development of Civics Picture Book Media for Third Grades Students

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**Abstract**—This study aimed to describe the media design, test the media feasibility, and know the effectiveness of the Civics picture book media. This study used a quantitative approach. The type of research was Research and Development (R&D). The data collection techniques used were test, interview, questionnaire, and documentation. The data analysis of this study was analysis of media feasibility and analysis of media effectiveness. The picture book media of Civics for local cultural uniqueness material was claimed very appropriate by the material expert with 84.4% feasibility percentage, and 80% by the media expert or included in the feasible criteria. The test result of the difference between two means with t test obtained  $t_{count}$  was 9.184 and  $t_{table}$  was 2.064. The conclusion of this study was the Civics picture book media was feasible and effective to be used in Civics learning for local cultural uniqueness material, in accordance with the improvement of students' learning result in Kedungpane 02 Elementary School.

**Keywords**—*picture book; local cultural uniqueness; Civics*

## I. INTRODUCTION

According to Winataputra (2014), Civics (PKn) is education that concerns the formal status of citizens who were initially regulated in Law No. 2 of 1949 which contained self-citizenship, and regulations on naturalization or the acquisition of status as Indonesian citizens. Civics in Law No. 22 of 2006 is a subject that aims so that students have the ability to participate actively, responsibly, and act intelligently in community, national and state activities, as well as anti-corruption. To achieve better student achievement, especially in Civics and to facilitate students learning, a media is needed to facilitate students to understanding the material.

Based on preliminary research through interviews, observations, document data, conducted by researchers in third grade of Kedungpane 02 Elementary School, it was known that, Civics subjects have been taught but not

maximally. From the results of observations, students' learning responses in the class were less than optimal, it was seen that only a small percentage of the students were able to answer the questions the teacher gave. In addition, the researchers also observed that the use of instructional media by teachers was still limited to textbooks and simple examples, not yet using specific and clear media. Through unstructured interviews of researchers with several students, information was obtained that third-grade students still did not understand the culture in the Central Java region. Student learning outcomes in Civics subjects were mostly still under the KKM, which was 70. This was evidenced by the final test value of students who researchers get from homeroom teachers, with learning outcomes in the cognitive domain 13 students from a total of 25 students around 52% have not received optimal grade.

These problems indicate that there needs to be an improvement in the learning outcomes of Civic learning content. In this study, researchers chose to develop media picture books. Media images / photos are two-dimensional media that represent the original form. Image / photo is a visual tool that can be visualized so that it can be explained more concretely and realistically. Information will be more easily accepted and understood by children by looking at pictures / photos because they are closer to reality. Picture books are media as teaching aids to explain the material of a lesson, which can facilitate students in understanding the material being taught.

"Media images are very suitable for use in elementary schools, especially early classes, this was because the media was very useful for concretizing things that were abstract in the form of images or photographs, which

can describe good and bad behavior, as a means of moral formation of children [7].

## II. METHOD

This research used a quantitative research approach. The type of research used was Research and Development (R & D). According to Mulyatiningsih [3], research and development aimed to produce new products through the development process. The reason for the use of this type of research and development in this study was in accordance with the purpose of the study, which developed media designs for picture books in Civic learning.

The subjects in this research and development were (1) third grade elementary school students at Kedungpane 02 Elementary School at 2017/2018 school year with a total of 25 students consisted of 14 female students and 11 male students; (2) third grade teacher at Kedungpane 02 Elementary School.

The design of this study used a developing design by Borg and Gall. According to Sugiyono [8], the steps of research and development of Borg and Gall were 10 stages. Testing was done by the experimental method, namely by the design of one group pre-test post-test. Sugiyono [8]. The steps were then adjusted to the needs of the researcher, which was limited to the product effectiveness test phase which consisted of eight stages through the Bayes-Fishbone Theory (Yuniarto, 2014: 221), (1) potential problems; (2) development of the initial form of the product; (3) product design; (4) design validation; (5) design revisions; (6) product testing; (7) product revisions; (8) effectiveness test (limited scale).

Data collection techniques were conducted to collect data from this study, namely by using tests and non-tests. Instrument non-test included questionnaires, interviews, and documentation. This study used tests carried out at the beginning of learning (pretest) and the end of learning (posttest) as a comparison of improving student learning outcomes of Kedungpane 02 Elementary School.

The data analysis used in this development research consists of three types included product data analysis, preliminary data analysis, and final data analysis.

## III. RESULT AND DISCUSSION

This study used a type of research and development (R & D) with the aim of producing new product designs, testing the effectiveness of existing products, and developing and creating new products [8].

### 1. Development of Picture Books Learning Media

The results of the development of Civics picture books by researchers were arranged based on previously designed prototypes according to the questionnaire of students' needs and literature studies obtained by researchers. With a design designed used the Photoshop application, 28 pages thick, using A4 paper (29.7 x 21.5 cm).

## 2. Feasibility of Picture Books Learning Media

### 2.1 Results of Expert Validator Assessment

The feasibility assessment by the material expert got a positive response, indicated by the value points given with an average percentage of 84.4% and included in the very feasible criteria [6]. According to material experts, the picture book media needed to be improved in the formulation of indicators adjusted to the four competencies (KI) included religious, social, knowledge, skills and learning objectives formulated with the ABCD pattern (Audience, Behavior, Condition, and Degree).

Evaluation of media validators got an average percentage of 80% and was included in the criteria eligible according Riduwan [6]. The media validator provides input on improvements to the picture book included, (1) the images included in the book were given the source of downloading images (internet sources); (2) the title that was originally "Picture book" was changed to "Picture Book"; (3) the material presented can be summarized again.

### 2.2 Results of Questionnaire Assessment of Student and Teacher Responses

The Civics picture book media has been declared feasible to be tested on a small scale carried out on 6 third grade students of Mangkang Kulon Elementary School 02 consisted of 3 male students and 3 female students, with different abilities. The results of the responses of 6 grade III students at Mangkang State Elementary School Kulon 02 were consisting of 3 male students and 3 female students on the Civics picture book media, agreed on 9 aspects and 1 aspect disagreed. The positive responses of students in the aspects of the book were interesting to read, the color of the cover of the images were interesting, the images in the book were clear, the books added to the enthusiasm of students, the letters in the book attracted the attention of students. The results of the questionnaire responses that received a positive response were 10 aspects. In small-scale product trials, the teacher gave a perfect score or score of 5 in 1 aspect only and the other was given a score of 4 with a percentage of 82%, while in large-scale product trials or in the research class the teacher gave a positive response with a score of 5 in 7 aspects with the total percentage increased to 94%. Picture media played an important role in the learning process. According Arsyad [1] states that, images could foster student interest and provide a relationship between the content of subject matter and the real world. The use of image media must be adapted to the topics to be discussed in learning, so that their used would be more effective and could help students digest lessons easily [3].

- Results of Data Analysis on Media Effectiveness. The following were the learning outcomes in the product testing of picture books, which were presented in the figure 1.

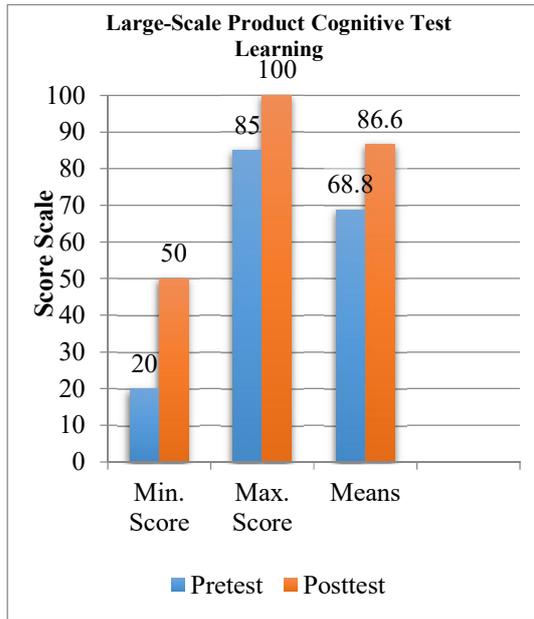


Figure 1. Large-Scale Product Cognitive Test Learning

Graph Data on student learning outcomes that have been obtained were then tested for normality used the Liliefors test, this test was used to determine the statistical technique used. Based on the results of the normality test that has been done it could be concluded that the pretest and posttest data were normally distributed with the provision that  $L_o < L_t$ ,  $L_t$  or Liliefors table for a sample of 25 students is  $0.173 / 0.1772$ , it was known that  $L_o$  data pretest was  $0.173$ , and  $L_o$  data posttest well known was  $0.135$ . Data that were normally distributed then used to test the differences in the average media of Civics picture books. The average difference test was calculated using the paired sample test formula, based on the formula used the results obtained used the table as follows

Table 1. The Result of Different Means Score of Pretest dan Posttest

Data	t <sub>count</sub>	t <sub>table</sub>	$\alpha$	dk	Ex.
Pretest	9,18	2,064	5 %	24	Ha received
Posttest	4				

Based on the results of the calculation, it was concluded that the effective picture book media used in Civics learning was indicated by an increase in class averages seen from the results of the pretest and

posttest differences calculated by N-gain could be presented in the following figure 2.

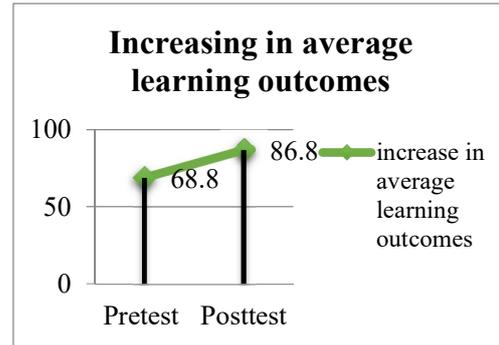


Figure 2. Increasing in Average Student Learning Outcomes

Based on this explanation in accordance with the explanation of Edgar Dele [1] argued, that the more concrete media presented to students would help students understand the material conveyed by the teacher, and would have an impact on student learning outcomes. In addition, research with images that support the improvement of children's memory, namely research by Suzuki, H, et al (2015) in the Research Teams for Social Participation and Community Health, Tokyo Metropolitan Institute of Gerontology, Itabashi-ku, Tokyo, Japan. With the research title "Long-Term Effects of Cognitive Intervention Through A Training Program for Picture Book Reading in Community Dwelling Older Adults", with the results of the study that the program to read picture books could improve episodic memory in the long run.

Whereas the improvement in learning outcomes seen in the graph was also in accordance with Research by Pradina [4], Yaumil Ainin & Hastuti, Wiwik Dwi in 2017, with the title, "The Effect of Picture and Picture Learning Model towards Science Outcomes for Students with Hearing Impairment in the Class VII ", with the results of research data obtained with a minimum value of 19.00 pre-test and post-test of drinking value is 58.00. While the maximum value was 37.00 the pre-test and post-test maximum value was 88.00. While the average value of the pre- test 50 before used the image and image model was 28.50, while the average value after using the image and image model was 72.33. Based on the explanation, it could be seen that the Civic picture book media was stated to influence learning outcomes.

#### IV. CONCLUSION

Based on the results of the study, it was concluded that, (1) the design of The Civics picture book developed by the researcher was compiled based on the questionnaire of teacher and student needs, including material aspects, presentation, language and graphics.

Book design is made interesting according to the stage of development of third grade elementary school students; (2) picture book media material from the cultural specificity of the origin developed by the researcher, based on the analysis of the assessment of material experts and media experts, declared appropriate for the components of content, presentation, language, graphics; (3) effective picture book media to be used in learning material cultural specificity of the area of origin, on student learning outcomes with  $t_{\text{count}}$  of 9,184 and  $t_{\text{table}}$  2,064. As an amplifier, the calculation obtained using N-gain was 17.8 seen from the difference between the pretest and posttest results.

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