



The effect of two-dimensional image media on civility education learning outcomes on theme 7 the beauty of diversity in my country

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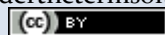
*Two-Dimensional Image Media,
Civics Learning Outcomes,
Educational Citizenship*

ABSTRACT

This study aims to describe the results of Civics learning before and after teaching using two-dimensional image media, in addition to knowing the effect of two-dimensional image media on Civics learning outcomes on the Beautiful Diversity in My Country Theme. This type of research is quantitative and the sample is class IV students totaling 30 students consisting of 16 female students and 14 male students. Data collection techniques in this study were test questions to measure Civics learning outcomes, documentation and observation. The research design is a non-equivalent control group design. Data analysis using descriptive analysis and inferential analysis. The results of the analysis show that based on the results of research on Civics learning outcomes before applying two-dimensional image media, an average value of 38.00 is obtained. After the implementation of applying two-dimensional image media, an average value of 83.33 was obtained. With the results of the analysis of hypothesis testing using the Independent Sample T Test obtained a sig value of 0.000 < 0.05. Thus the two-dimensional image media has an effect on Civics learning outcomes.

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INTRODUCTION (10PT)

Education is a conscious and planned effort to create a conducive learning process and learning atmosphere. Students actively develop their potential to have spiritual strength, religion, self-control, intelligence, personality, noble character, and have the skills needed by students, the nation and society (Sulfemi & Minati, 2018).

Students have the opportunity to develop their potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative and independent, and ultimately become citizens of the Republic of Indonesia as a democratic and responsible nation, through the National Education system based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

Teachers act as instructors, while students act as learners, in order to achieve education. The instructor plays the role of someone who never tires of showing concern to his students. Without a teacher, it is not certain that children can read, draw, count, or write. In addition, without teacher guidance, the interests and talents of students are difficult to develop in an appropriate way. There is no "normal" developmental stage for children. People who are prepared to face difficulties in the future are mostly developed through education. Humans benefit from education because it helps them to develop natural intelligence and the skills and talents they already have to achieve their goals (Anjelina Putri et al., 2018).

Education and learning are two meanings that go hand in hand. Education is defined as "a directed and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills expected by society, the state, and the state obliges" in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.

In addition to the direct involvement of teachers and students, the teaching and learning process of Civics at SDN 88 Kendari requires various other assistance. These aids consist of appropriate learning resources, use of appropriate techniques, and favorable environmental settings and settings.

The results of civics education for fourth grade students at SDN 88 Kendari are below standard. This is because students who score less than 65.00, namely at least 80%, are only 62% closer in mastering classical learning than students who score 65.00 or more, namely at least 90%. This shows that the learning outcomes of Civics are still very below standard. One of the factors causing the low learning outcomes of this subject is the instructor's lack of inventiveness in using the teaching methods of Civics subjects. The findings of the researchers' observations prior to conducting this research indicated that there was little variation in learning because teachers often used lectures or other traditional teaching methods, and students did not appear to have an active visible role in learning process.

The low average grades of Civics learning at all grade levels in schools are caused by various causes. Here are some of these challenges: The use of instructional media in the form of visual aids has not been encouraged, and Civics subject assistant teachers still find it difficult to get their students to interact with their teachers and classmates. Student fatigue has not been overcome by repetition techniques, and the learning patterns used are still traditional.

Various types of learning media are used to provide knowledge to students so they can continue their education. It is important that teachers incorporate different types of media into every aspect of the educational experience because doing so will make it easier for instructors to increase their students' understanding of what they are learning in class. In terms of education, the primary goal of learning in primary schools is to teach children the basics of reading, writing, and mathematics as well as other valuable information and skills that also help prepare them for the next level of education. One tactic that teachers can use as part of their overall approach to achieving this goal is the use of different types of instructional media. One type of media that is easily used by educators is the image of the media.

Image media according to Yusni (2018) is a category of visual media that can only be seen and does not contain any components related to sound or audio. Anything that can visually express various ideas in a two-dimensional form is sometimes referred to as an image medium. Portraits, paintings, projectors and other comparable devices are some examples of visual media.

In Kurniawan (2011), Hidayat and Rahmina emphasized that media functions as a tool for creating an effective learning environment, as an integral part of full learning scenarios, as a teaching aid related to teaching objectives, and as a complement to teaching and learning, learning process to attract students' attention and make it easy to understand.

When used effectively, media images can attract students' attention and retain it so that they pay attention to

the content of the lesson in relation to the visual meaning offered or that supports the text material. Communities can be entertained and guided to follow lessons by using visual media. As a consequence, students will learn and retain information from previously covered lectures much more easily. Therefore, it is very important that the teaching strategies and media used are in line with the knowledge imparted to students. One of the PKn papers that must include appropriate examples to demonstrate the various types of central and regional regulations is information about the laws and regulations that apply at the central and regional levels. The use of media images is one way that can be used by instructors to help students understand the material presented. (Arnie, 2019).

In all educational activities, pictures are a very well-known type of teaching material. They are also the most frequently used type of educational media, with the aim of conveying a message from the recipient of the message to the recipient of the message source. A simple form of two-dimensional media called image media occurs on a non-transparent plane. Combining the use of words and images to express concepts can produce various forms (Suparman et al., 2020).

Studying the characteristics that make Indonesia unique, such as the diversity of its natural wealth and the goodness of its people, is one of the subjects covered in civics, a discipline taught in elementary schools. (2015) Dewi & Laila's learning outcomes, which can arise from previous experiences or intentional or planned learning, are often long-lasting changes in behavior. The diversity of Indonesian culture is highlighted by the nation's uniqueness in terms of diversity. Learning can be assessed by considering the extent to which students change as a result of the learning process. By initially defining "outcome" and "learning", the notion of learning outcomes can be broken down into its constituent parts. Results are things that are obtained as a result of participating in an activity or through a process that produces a change. The inputs and outputs of the input-process-result cycle can be distinguished from one another because of the modifications brought about by the process (Purwanto, 2013:38). Learning outcomes Student are one of the most important factors influencing student performance in the teaching and learning process in the classroom. As a result, educators make every effort to promote interesting, creative, rewarding, and happy learning. (Abindara, Suardika, & Anse, 2020).

Based on the description above, the researcher is interested in conducting research entitled "The Influence of Two-Dimensional Image Media on Citizenship Education Learning Outcomes on the Theme of the Beauty of Diversity in My Country".

METHOD

Quasi-experimental research method was used in this research. This study used a non-equivalent for its design. Based on Sugiyono (2017), this design involves randomly selecting two groups and administering a pretest to determine whether the experimental group and the control group differ from their initial state. The research design is as follows:

Table 1. Research Design

No	Research Class	Pretest	Treatment	Posttest
1	Class Experiment	O1	X	O2
2	Class Control	O3	-	O4

Note:

- KE : Experiment Class
- KO : Control Class
- O1 : Pretest Class Experiment
- O2 : Posttest Class Experiment
- X : Treatment in Experimental Groups Using Two-Dimensional Image Media
- O3 : Pretest Class Control
- O4 : Posttest Class Control

The location of this research was at SD Negeri 88 Kendari which is located at Jalan Mekar Komplek RCTI No. 16 Kadia Village, Kadia District, Kendari City, Southeast Sulawesi, and this research is focused on fourth grade students. The time used in this research is in the even semester of the 2021/2022 school year, and it will be carried out from January to February.

Test questions were used as a data collection method for this study. Image media in the form of multiple choice questions are used in the tests used to measure Civics learning outcomes at the beginning and end of class. These questions will be used in the *Pretest* and *Posttest*. The first test called "*Pretest*" is done before the *treatment* is given,

and the last test called "*Posttest*" is done after *the treatment* is given. This test is used to measure how well students have learned about citizenship and learned about the beauty of diversity in my country. Is there any influence before and after being given treatment.

In this study, the instrument was tested for validity to find out the validity category of the instrument, a reliability test for using the instrument as a means of collecting data because it was good, a test for difficulty level, and a test for discriminating power, or the ability of questions to tell smart students from students with low abilities.

Descriptive and inferential analysis are data analysis methods used in this study. In this research, descriptive analysis was used to see the *mean* (\bar{X}), maximum (X_{\max}), minimum (X_{\min}), and standard deviation. Kolmogorov Smirnov normality test, homogeneity test, and *Independent Samples T Test* is used for inferential analysis hypothesis testing.

RESULT AND DISCUSSION

1. Results of Descriptive Analysis

a. Results of Descriptive Analysis of Pretest and Posttest

Table 2. Descriptive Analysis Pretest and Posttest

Descriptive Statistics	Pre-test	Post-test
Student	30	30
Mean	38.00	83.00
Median	40.00	80.00
Mode	30	80
Minimum	20	70
Maximum	60	100
Standard Deviation	11.861	8.841

There were 30 students who took the pretest, the table above presents the results of the descriptive analysis pretest. Students may receive a score on the pretest that ranges from 20 to 60 out of a potential 100. The average graded assignment is 38.00. The median, or midpoint, is represented by the number 40.00. As the most frequently used number, the number 30 can be considered as the mode.

Table 2 above presents the results of the posttest involving a total of 30 students. findings posttest varied from a minimum of 70 to a maximum of 100. When the posttest were averaged to 83.33. 8.841 is the number that represents the median, or midpoint. The number 80, commonly referred to as the mode, is the one that appears as the mode most often. This mode number looks very high because it shows that most students have understood the subject.

2. Inferential Analysis Results

a. Normality Test

As a condition for carrying out a normality test whose purpose is to be able to ascertain whether or not the data collected in a normally distributed population is a data normality test. This is important in order to determine what kind of data analysis method to use.

The evaluation was carried out using the SPSS program, and the student population provided the data. The calculation results are shown in the table below:

Table 3. Data Normality Test Results

Tests of Normality				
Class		Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
N-Gain	Experiment	.183	30	.011
	Control	.190	30	.007

a. Lilliefors Significance Correction

From the SPSS output table it can be concluded that the sig value is greater than 0.05, so the data is normally distributed because the Kolmogorov-Smirnov normality test described above serves as the basis for evaluation.

b. Homogeneity Test

One of the variances is used to determine whether data from two or more groups has homogeneous (e

identical) or heterogeneous (e different) variances.

The evaluation was completed using SPSS software, and the student population provided the data. The calculation results are shown in the table below:

Table 4. Homogeneity Test Results					
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
N-Gain	Based on Mean	.099	1	58	.754
	Based on Median	.132	1	58	.718
	Based on Median and with adjusted df	.132	1	57.614	.718
	Based on trimmed mean	.123	1	58	.727

The significant value Based on the Mean for the experimental group and the control group was determined at 0.754 according to the results of the Homogeneity of Variance Test. The decision-making process led to the rejection of the H_0 hypothesis and the acceptance of the H_1 hypothesis, which indicated that the experimental and control class data were identical.

c. Hypothesis Testing

The extent to which the Mean N-Gain in this study can be compared with one another can be determined by using the Independent Sample T Test statistic.

Using a 5% confidence level, the H_0 hypothesis is rejected if the sig. value is less than 0.05, while the H_1 hypothesis is accepted if the sig is more than 0.05. The table below lists the findings from the hypothesis analysis.

Table 5. Test the hypothesis independent samples test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
N-Gain	Equal variances assumed	.099	.754	-13.306	58	.000	-38.667	2.906	-44.484	-32.850
	Equal variances not assumed			-13.306	57.298	.000	-38.667	2.906	-44.485	-32.848

Hypothesis H_0 is rejected because the result is $t = 13.306$ with $\text{sig} = 0.000 < 0.05$. The degree of confidence is 95%, this shows that the two-dimensional image media influences the learning outcomes of Citizenship Education on the theme The Beauty of Diversity in My Country.

3. Discussion

Students are provided with knowledge through various learning tools so that they can continue their studies. The main goal of learning is to focus on the basic skills of reading, writing, and mathematics as well as on the basic information and skills that are useful to students as well as the knowledge and skills of preparation. Teachers must incorporate media into every learning process to achieve the goals that must be met within the parameters of learning in elementary schools. Thus, they will be able to more easily increase students' knowledge about learning. The use of various forms of instructional media is one strategy that instructors can apply as part of their overall

strategy to achieve this goal. Image media is one form of media that instructors can use easily.

When used effectively, media images can attract students' attention and retain it so that they pay attention to the content of the lesson in relation to the visual meaning offered or that supports the text material. Communities can be entertained and guided to follow lessons by using visual media. As a consequence, students will learn and retain information from previously covered lectures much more easily. Therefore, it is very important that the teaching strategies and media used are in line with the knowledge imparted to students. One of the PKN materials that must include appropriate examples to demonstrate various types of central and regional regulations is material for laws and regulations at the central and regional levels. Combining visuals from different sources is one way teachers can help their students understand the content being taught. (Arni, 2019)

The use of images from the media in the educational process has considerable relevance because the media is a tool that students can use to more easily capture what they are learning. The complexity of teaching materials that will be given to students can be reduced by the use of various types of media. More conceptual learning resources can be delivered through various media. Given the importance of learning media, a teacher must be able to integrate it into the classroom because it can increase student interest and involvement in learning, which is very important for the Citizenship Education (PKN) curriculum in elementary schools (SD). Teachers should be able to organize tools, resources and media effectively so that students can use them without difficulty to achieve the goals and objectives listed above. (Eferi, 2017)

Improving student learning outcomes is one of the goals of the educational process; consequently, instructors must be knowledgeable about various teaching strategies, learn more about them, and use what they have discovered in class. To foster high student learning achievement, it is very important for teachers to educate and teach students by using the learning techniques needed for the learning process in class (outcomes). (Nasution, 2017)

Behavioral and cognitive changes related to student learning can be in the form of improving their cognitive, affective and psychomotor skills. Changes that occur as a result of learning are known as learning outcomes. Learning outcomes are a way to measure how well the learning process or activity has been evaluated. They can express the results that students have achieved in a certain time by using symbols, characters or phrases. Consequently, students are expected to be able to achieve learning outcomes in accordance with the standards or KKM that have been set; but in reality not all students will be able to achieve the highest level of learning. Utilization of learning media that has not been optimally optimized is one of the factors that can cause this. (Novita et al., 2019)

The average pretest score for the experimental class was 38.00, while the average for the control class was 33.33, according to a descriptive analysis of student learning outcomes data. The average post-test for the experimental class was 83.33, and the average for the control class was 76.67, so this result was lower. This conclusion is based on the comparative findings between the experimental class and the control class. This average value places the Civics learning outcomes of students before learning in the very bad category and places them in the good group after learning. This means that in general two-dimensional visual media can have a fairly positive impact on improving students' Civics learning outcomes. In more detail, the Civics learning outcomes of students are included in the following bar graph:

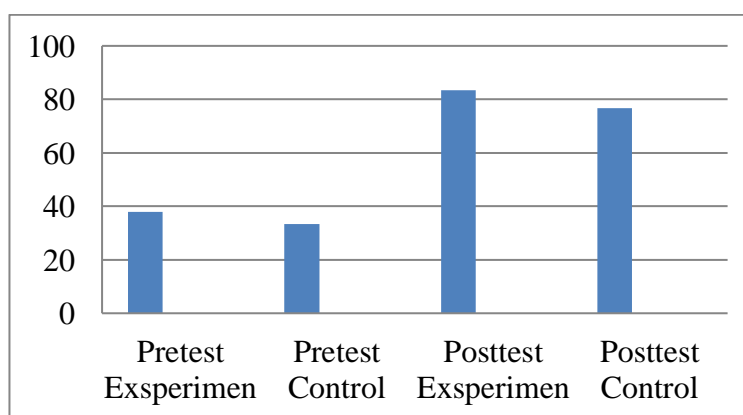


Figure 1. Average Value of Citizenship Education Learning Outcomes of Students

Based on data analysis, the *pretest* and *posttest* experienced an increase with an average score of 0.30. The

acquisition of the average score shows that after learning, all students have been able to improve their Civics learning outcomes even though they are still in the low category. This is because the two-dimensional visual media requires students to consistently participate in solving problems using the scientific method to improve their learning outcomes.

Results were assessed using the t-test for independent samples, and testing the hypothesis in this study using the *Mean*. Following are the results of the *Independent Samples Test t-test* which is used to test the hypothesis obtained by the value of $t = 12.818$ with $\text{sig} = 0.000$. This shows that the theory is not proven true. $\text{Sig} = 0.000 < 0.05$ which means the null hypothesis H_0 is not accepted. With a confidence level of 95%, this shows that the two-dimensional visual media has a good and significant effect on the learning outcomes of fourth grade students at SD Negeri 88 Kendari. Civics learning outcomes of students increased due to the use of two-dimensional, two-dimensional visual media. With regard to education, the use of two-dimensional graphic media helps students to absorb the subjects being taught more deeply due to their own mental processes. The principles taught to students will go beyond rote memorization. By asking children questions that include pictures that go beyond memory, this becomes simpler. As a result, each indicator of student Civics learning outcomes has increased as evidenced by an increase in student Civics learning outcomes.

As part of the learning process that utilizes two-dimensional visual media, students not only conduct experiments to find concepts related to Civics, but also participate in group discussions and present their results in front of the class. Through a learning process that aims to provide direct experience of the learning process, students are encouraged to develop scientific attitudes such as curiosity, cooperation, responsibility and self-confidence. Students are encouraged to actively investigate theories that have been made by experts about the factors that influence diversity in Indonesia during the learning process that uses two-dimensional graphic media. Throughout college, this process of discovery occurs. A series of questions related to the subject matter being studied will always be asked by the teacher to start the learning process. With the help of the worksheets and textbooks provided, students are tasked with facilitating group discussions. Along with adopting a tone that emphasized explaining concepts, instructors failed to explicitly state what the correct concepts were. The teacher poses questions with several possible answers, which encourages students to consider which method of thinking is good. Because the teacher's questions require students to find their own solutions, students do not learn how a concept must be justified from what the teacher says; instead, they learn the right concepts from the frame of mind they adopt when finding solutions to teacher questions. Before conducting the experiment, students were asked to make a hypothesis as part of the learning process using this two-dimensional image media. Before the experiment itself is used to derive a solution, it gives students the opportunity to practice logical dexterity.

The first step in studying two-dimensional image media is to carry out observation activities to try to understand a topic. Individually and in groups, participants are involved in cycles of observation, question and answer, analysis, and formulation of hypotheses before creating and utilizing two-dimensional visual media. The fact that both students' Civics learning outcomes and each indicator of their Civics learning outcomes improved shows how effectively children learn Civics. Students' Civics learning outcomes have the potential to increase, and their self-confidence also tends to increase, because they are required to find their own solutions to problems based on the results of student experiments conducted during learning using two-dimensional image media. This is one of the reasons for the increasing effectiveness of learning. As part of this project, students are expected to have their beliefs and provide rational support for them based on the results of class discussions. In addition, when students have group conversations, they are asked to convey their results in front of the class, and other students respond if there is a discrepancy in the answers they give. Student involvement tends to increase because they directly participate actively in each phase of the two-dimensional image media.

Improving Civics learning outcomes for students shows that the use of two-dimensional visual media in Civics learning can provide better Civics learning outcomes for students. Students are in a position to understand the subject matter being taught in more detail when learning through two-dimensional visual media because of the search process carried out by students. There will be more to students' knowledge of the subject they are studying than rote memorization or repetition. By asking children questions that include pictures that go beyond memory, this becomes simpler. As a result, each indicator of student Civics learning outcomes has increased as evidenced by an increase in student Citizenship Education learning outcomes.

CONCLUSION

Based on the results of the discussion above, it can be concluded that:

1. Based on the results of research in the experimental class on the results of Civics learning before the application of two-dimensional image media for class IV at SD Negeri 88 Kendari, the average value was 38.00. After implementing the application of two-dimensional image media, an average value of 83.33 was obtained.
2. H_0 is rejected and H_1 is accepted according to the findings of hypothesis testing by testing the Independent Sample t-Test with a sig = 0.000 < 0.05. This shows that with a 95% degree of confidence there is an influence of two-dimensional image media on the learning outcomes of Citizenship Education on the theme The Beauty of Diversity in My Country.

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