

## Improving Civics Learning Using Image Media in Class III at SD Negeri 008 Rambah Samo Kabupaten Rokan Hulu

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**Abstract,** This Classroom Action Research was carried out in class III of SD N 008 Rambah Samo, Rokan Hulu Regency. This Classroom Action Research will start from August to October 2022, first semester of the 2022/2023 academic year. The subjects of this research were 21 students at SD Negeri 008 Rambah Samo. The results of teacher observations showed good improvements and changes from cycle I, meeting I to cycle II, meeting II, namely from 83, 86.89, 93 to reaching 93.33. Student learning outcomes show good improvements and changes from cycle I, meeting I to cycle II, meeting II, namely from 75, 79, 82 to 87. For schools, especially SD Negeri 008 Rambah Samo, it would be good to support teachers in finding creative ideas for educational learning. Citizenship in student learning

**Keywords :** Image Media, Citizenship Education Learning, Classroom Action Research

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### I. INTRODUCTION

In the learning process the presence of media has quite an important meaning. Because in this activity the ambiguity of the material presented can be helped by presenting the media as an intermediary. The complexity of the material to be presented to students can be simplified with the help of media. Media can convey messages that teachers are unable to say through certain words or sentences. Even the abstractness of materials can be made concrete by the presence of media.

According to Gagne (in Azhar, 2003: 4) "that learning media includes tools that are physically used to convey the content of teaching material consisting of books, tape recorders, cassettes, video cameras, films, photos, pictures, graphics, television and computer". Besides that, according to Hamidjojo (in Azhar, 2003: 4) explains that "media is all forms of intermediary used by humans to convey or spread ideas, thoughts or opinions so that the ideas, ideas or opinions expressed reach the recipient well.

Based on the definition above, it can be concluded that media is an intermediary

tool used by teachers to convey lesson material, so that using this media will really help the effectiveness of the learning process and the delivery of message content and lesson material by the teacher at that time.

Considering the importance of learning media above, a teacher is required to be able to use learning media that is appropriate to the material presented, so that this can increase student interest and motivation in learning Citizenship Education in Elementary Schools. In the Ministry of National Education (2006:271) states that "The field of study of Citizenship Education is also a field of study that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens mandated by Pancasila. and the 1945 Constitution"

To achieve the goals and targets above, teachers must be able to organize tools, materials and media or learning resources so that they can be seen and are easy for students to use. One of the media that can be used in elementary school citizenship education learning is image media, this media is a type of visual media which is useful for consolidating abstract things into images or photos, which can

illustrate good and bad behavior. , as a means of forming students' morals.

Baugh (in Azhar, 2003:9) "estimates that approximately 90% of a person's learning outcomes are obtained through the sense of sight and only around 5% are obtained through the sense of hearing and another 5% with other senses".

So we can see how big the role of image media is in improving student learning outcomes in Citizenship Education learning in elementary schools. However, in the current reality based on observations in the field, image media is rarely used as a learning medium for Citizenship Education, teachers more often present material using the lecture method. However, each subject matter certainly has varying levels of difficulty.

Learning material with a high level of difficulty is certainly difficult for students to process, especially for participants who have a visual learning type. Students will quickly feel bored and exhausted because the teacher's explanations are difficult to digest and understand. So teachers must be able to create a pleasant learning atmosphere and can foster students' interest in learning, namely by using image media.

Judging from the results of observations made by the author at State Elementary School 008 Rambah Samo, that

teachers have not utilized appropriate media in presenting Citizenship Education learning material, so this causes students to be less motivated and less understanding of the learning concepts presented, this is illustrated by The students' learning outcomes during the evaluation after the lesson ended only reached an average score of 67 on the material taught, while the standard score at the school was 70 so the score achieved was still below standard.

Based on the description provided above, the author is interested in discussing "Improving Student Learning Outcomes in Citizenship Education Learning by Using Image Media in Class III at SD Negeri 008 Rambah Samo, Rokan Hulu Regency"

## **II. RESEARCH METHODS**

The form of research carried out is classroom action research using a qualitative approach. This approach is concerned with improving or improving the learning process in a class. The procedure for carrying out this research follows the basic principles of action research in general. This type of research is Classroom Action Research.

According to Kemmis (in Ritawati, 1992: 69) "the action research process is a recycling or research cycle starting from the aspect of developing a plan, taking action according to the plan, observing the action

and reflecting, namely contemplating the plan." Action activities and successful results obtained are in accordance with the general principles of action research, each stage and cycle is always participatory and collaborative between researchers and practitioners in the school system

## **III. RESEARCH RESULTS AND DISCUSSION**

The learning improvement plan carried out in the pre-cycle is to conduct pre-tests for students. After knowing the results, the teacher makes learning improvements. The improvement that was made was to re-explain the material about the meaning of the Youth Pledge. It turns out that most of the students had not mastered it. The material is presented as interesting as possible so that it can attract students to increase their activeness in learning Citizenship Education.

The actions planned by the author are:

- a. Prepare a learning implementation plan (RPP) for each cycle.
- b. Prepare props.
- c. Prepare learning resources.
- d. Prepare teacher and student observation sheets.
- e. Prepare post test sheets..

The implementation stage intended is to carry out Citizenship Education learning with material on the meaning of the youth oath according to the learning plan. The action plan in this learning process is as follows:

- a. Carry out learning according to the learning plan.
- b. Conduct initial tests.
- c. At the end of the lesson an evaluation is carried out.
- d. Perform data analysis.

### 3. Teacher Observation

This observation or observation activity is carried out by observers who are carried out by fellow researchers. When making observations, the observer observes what the researcher does during the learning process, learning methods and observes the researcher's mastery of the class and records things or events that occur in the field. The teacher's observations can be seen as follows:

Table 1. Teacher's observation results

Stage	Observed aspects	Evaluation
Initial activity	Motivation	3
Core activities	•The teacher divides work groups	4
	•The teacher explains the material being taught	3

	•The teacher asks students to say the names of the pictures	3
	•The teacher orders students to work in groups	3
	•The teacher guides students in working together	3
	•The teacher guides students to make conclusions from the results of practice	3
Closing activities	•Teachers provide reinforcement for the results of educators' work	4
	•The teacher guides students to summarize the results of practice	4
<b>Total Score</b>		<b>30</b>
<b>Percentage</b>		<b>83</b>

After applying the drawing method in Citizenship Education lessons , the material on the meaning of the youth oath was taught to third grade elementary school students N 00 8 Rambah Samo , the following student learning outcomes were obtained:

**Table . 2**  
**Student learning outcomes in cycle I, meeting I**

Name	KK	Mar	Completeness
Adelia Nova Bellda	70	6 5	Not Completed
Andrian Fahri.S	70	6 5	Not Completed
Danu Pratama	70	80	Complete
Destriana Nurul Aini	70	9 0	Complete
Dwin Rahmadani	70	6 5	Not Completed
Farid Noval Aziz	70	10 0	Complete
Fazly Fernanda	70	7 0	Complete
Ihwanul Rifa'i	70	7 0	Complete
Ijlal Mirza	70	8 0	Complete
Kana Anisa.R	70	7 5	Complete
Kenzie Azka.Q	70	7 5	Complete
Mahera Dwi Kurnia	70	70	Complete
Marsya Anisa Putri	70	8 0	Complete
M. Abdi Alamsyah	70	85	Complete
M. Harun	70	6 0	Not Completed
Nashwa Adira Moko	70	85	Complete
Nova Pespita Sari	70	70	Complete
Rava Alfahri	70	70	Complete
Rise Koselawati	70	8 0	Complete
Shopy Ardi Julianto	70	6 5	Not Completed
Ashar Syafi Qolbi	70	80	Complete
<b>Total / Avg</b>		<b>1. 57 5</b>	<b>7 5</b>

At this stage the author consults with observers to review both negative and positive findings from the learning process in cycle I. What is reflected in this research is the learning outcomes. Student learning outcomes are reflected in increased student learning outcomes. The cycle is stopped if the learning carried out is in accordance with the plan and has been able to improve student learning outcomes by meeting the minimum completeness criteria, namely 70. In the first cycle of the first meeting, the average student learning outcomes were above the KKM, namely 7-5, but there were still students who got a score . under KKM. Therefore, the author will carry out the implementation of the next cycle, noting that the method is still the same but the author will focus on children whose grades are still low and facilitate children who are less/unfinished

## CYCLE II MEETING I

### 1. Planning

The learning improvement plan carried out in the pre-cycle is to conduct pre-tests for students. After knowing the results, the teacher makes learning improvements. The improvement that was made was to re-explain the material about the meaning of the Youth Pledge. It turns out that most of the students had not mastered it. The material is presented as

attractively as possible so that it can attract students to arouse their activeness in learning Citizenship Education .

The actions planned by the author are :

- a. Prepare a learning implementation plan (RPP) for each cycle.
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## 2. Implementation

The implementation stage intended is to carry out Citizenship Education learning with material on the meaning of the youth oath according to the learning plan. The action plan in this learning process is as follows :

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## 3. Teacher Observation

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researcher's mastery of the class and records things or events that occur in the field. The teacher's observations.

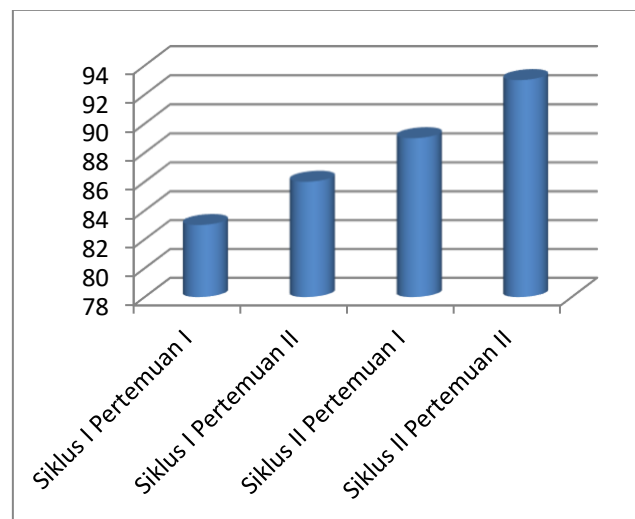
## E. Research result

### 1. Teacher Observation Results

Based on the results of observer observations from cycle I to cycle II, there was an increase in teacher observation results. This shows that diverse learning methods can improve teacher observation results. The results of teacher observations in each cycle can be seen in the diagram below:

**Diagram 1**

**Teacher observation results**



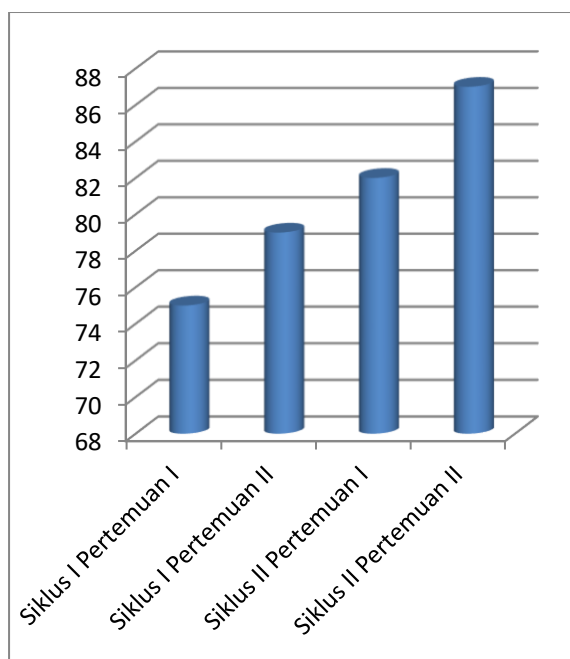
From the diagram above it can be concluded that the drawing method can also improve teacher observation results. The increase occurred, starting from 83 , 86 , 86 to reaching 93. This means that the right

method can also improve the teacher's ability in the learning process.

## 2. Student learning outcomes

Just as the results of teacher observations have increased, student learning outcomes have also experienced a significant increase in each cycle. The increase in student learning outcomes can be seen in the diagram below:

**Diagram 2**  
**Student Observation Results**



From the diagram of student learning outcomes, it can be concluded that there has been an increase in student learning outcomes using the drawing method. Starting from 75, 79, 82 until reaching 87. This means that teachers must use various methods to improve student learning outcomes and create a pleasant teaching and learning atmosphere.

## IV. CONCLUSION

Based on the results of the analysis in cycle I and cycle II, it can be concluded:

1. Based on the results of observations of student activities and teacher activities (achievements) in learning, there was an increase in the next cycle, along with the teacher's ability to carry out learning actions in accordance with the action plan.
2. The teacher's achievement in learning as a student facilitator determines success

The learning carried out can improve student learning outcomes assisted by applying image media..

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