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Implementation Of Media Picture Cards And Crossword Puzzle In Learning Civics Education To Improve Study Motivation In Class VI MI Miftahul Abror

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Abstrak. Tanggungjawab dan tugas dari seluruh komponen MI Miftahul Abror Desa Tawangargo Kecamatan Karangploso Kabupaten Malang, untuk dapat dapat meningkatkan kualitas layanan pendidikan kepada siswanya. Sehingga MI Miftahul Abror menjadi lembaga yang berdaya untuk menghasilkan sumber daya manusia yang disiplin, inovatif, kreatif, kompetitif, memiliki keunggulan, berkarakter dan memiliki kesadaran diri untuk menjalankan nilai-nilai Pancasila dalam kehidupan sehari-hari. Dari hasil penilaian dapat dibuktikan bahwa, implementasi media *picture cards* dan *crossword puzzle* dalam pengembangan motivasi belajar siswa kelas VI MI Miftahul Abror ini telah berhasil, sehingga dapat mengembangkan bakat, potensi dan prestasinya. Bentuk aplikasinya yang efektif adalah dilaksanakan sesuai dengan prosedur yang telah dibuat sebelumnya. Potensi siswa untuk menjadi makhluk sosial yang baik, menghormati dan menghargai sesama tanpa membedakan perbedaan agama, suku, ras, bahasa dan lain-lain sesuai dengan tema Civics Education yang diajarkan guru dapat ditanamkan sejak kecil. Prestasi siswa pun dapat meningkat, karena adanya motivasi dan antusiasme yang tinggi dalam *belajar dengan menggunakan media pembelajaran yang telah dikembangkan oleh guru.*

Kata Kunci. *Media Picture Cards, Crossword Puzzle, Pembelajaran Pendidikan Kewarganegaraan, Motivasi Belajar*

Abstract. Responsibilities and duties of all components of MI Miftahul Abror Tawangargo Village Karangploso District Malang Regency, to be able to improve the quality of educational services to their students. So MI Miftahul Abror becomes an institution that is empowered to produce human resources who are disciplined, innovative, creative, competitive, have advantages, are characterized and have self-awareness to carry out the values of Pancasila in everyday life. From the results of the assessment it can be proven that the implementation of the picture cards and crossword puzzle media in the development of motivation to learn the students of MI MI Miftahul Abror's class has been successful, so that they can develop their talents, potential and achievements. The effective form of application is carried out in accordance with procedures that have been made before. Potential students to become good social creatures, respect and respect for each other without distinguishing differences in religion, ethnicity, race, language and others in accordance with the Civics Education theme taught by teachers can be instilled since childhood. Student achievement can also increase, because of the high motivation and enthusiasm in learning by using learning media that has been developed by the teacher.

Keywords: *Media Picture Cards, Crossword Puzzle, Civics Education Learning, Learning Motivation*

1. INTRODUCTION

Responsibilities and duties of all components of Madrasah Ibtidaiyah (hereinafter sufficiently written MI) Miftahul Abror Tawangargo Village Karangploso District Malang Regency, to be able to improve the quality of education services to their students. So MI Miftahul Abror becomes an institution that is empowered to produce human resources who are disciplined, innovative, creative, competitive, have advantages, are characterized and have self-awareness to carry out the values of Pancasila in everyday life.

Based on the results of observations made by the author when assigned to be a sixth grade teacher at MI Miftahul Abror, shows that the sixth grade students in the 2018/2019 school year are

the majority of students who have intelligent characteristics and have a high curiosity, with the background of village children but already accustomed to using gadgets, cellphones or laptops to access the internet.

This has an effect on the thinking of students who tend to be lazy to learn especially Civics Education material and more specifically in the understanding of Pancasila values. Some educational support facilities at MI Miftahul Abror have also been fulfilled, but in reality the various facilities that have been available are not fully utilized by teachers, especially in the utilization of Personal Computer (PC) and (Liquid Crystal Display) LCD Projectors in Teaching and Learning Process in the classroom. So the quality of learning is also not optimal, because not all teachers have the skills and competencies in the field of computer technology. This is consistent with the view of Zainal Aqib who explains that, to achieve optimal learning outcomes, the teacher's skills in the learning process are very important and must be improved. These skills include planning, implementing and evaluating skills.

According to Gagne Briggs (in Arsyad, 2014: 4) learning is something that is a physical tool used to convey the contents of learning material. Learning media can be in the form of books, tapes recorders, video tapes, films, slides, photos, pictures, television, and computer.

Meanwhile according to Sadiman (2010: 7) the media are everything that can be used to distribute message from sender to recipient so that it can stimulates thoughts, feelings, attention, and interests, as well student attention in such a way that the learning process occur.

Based on the opinion of the experts above, it can concluded that learning media is a tool in the form of books, tape recorders, video cassers, films, slides, photographs, pictures, television and computers that can be used to convey the contents of material that can be stimulating students' thoughts, feelings and interests, and attention so the learning process occurs so that it is able gain knowledge, skills, or attitudes.

In fact, at present there are still problems that arise in MI Miftahul Abror, especially related to learning Civics Education in class VI, including:

1. The method used and the choice in Civics Education learning is lecture and question and answer. The lecture method makes students tend to be passive and bored and less eager to learn, so that the quality of learning Civics Education becomes low, and allows student learning outcomes to decline, while the question and answer method is less effective, because only smart and active students who want to answer questions that are given by the teacher, so that there is a gap between smart students and less smart students.

2. In the case of making computer-based learning media, it is still often overlooked by teachers for various reasons, including; lazy, limited time to prepare for teaching, lack of knowledge and skills in making media, difficult to find the right media, the lack of funds, and others.

Of the two problems described above, we need a solution of action, which can be a way out. One solution is the use of appropriate learning media, so students are easier to accept the material being taught and are eager to learn and are able to increase their learning motivation through effective Teaching and Learning in the classroom.

For this reason, in this Scientific Writing the writer offers a solution to solve the problem, by developing computer-based learning media with the title "Implementation Of Media Picture Cards And Puzzle Crossword In Learning Civics Education to Improve Study Motivation In Class VI MI Miftahul Abror"

2. METHOD

2.1 Research Design

This type of research used in this study is R & D / Research and Development. Research and development methods or in languages The UK for Research and Development is the research method used to produce certain products, and test the effectiveness of these products. Definition of development research according to Borg and Gall "research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products. "That understanding can be explained that "research and development is a strong strategy for improve practice. That is the process used to develop and validating educational products. "

2.2 Research Data

Observation is the first step in R&D carried out by this researcher. Observations made by researchers with the teacher concerned namely regarding the subject matter developed. The material in the end serve as a limitation in the development of instructional media in this R&D.

2.3 Data Collection

Researchers disseminate products to be socialized to all subjects (district / city, or provincial or national) through scientific meetings and journals, in collaboration with publishers when product socialization it is commercial in nature, and monitors the distribution and quality control). The implementation of development research (R&D) has several steps must be done, for that researchers refer to the steps according to Borgand Gall, which has a ten-step development research procedure the first step is to collect data, the second step is planning, the third step is developing the initial shape of the device, the fourth step do the initial testing, step five, revise, step sixth field trial, the seventh step revising, the eighth step retry, step ninth revise, step the tenth product dissemination and implementation.

1.4 Data Analysis

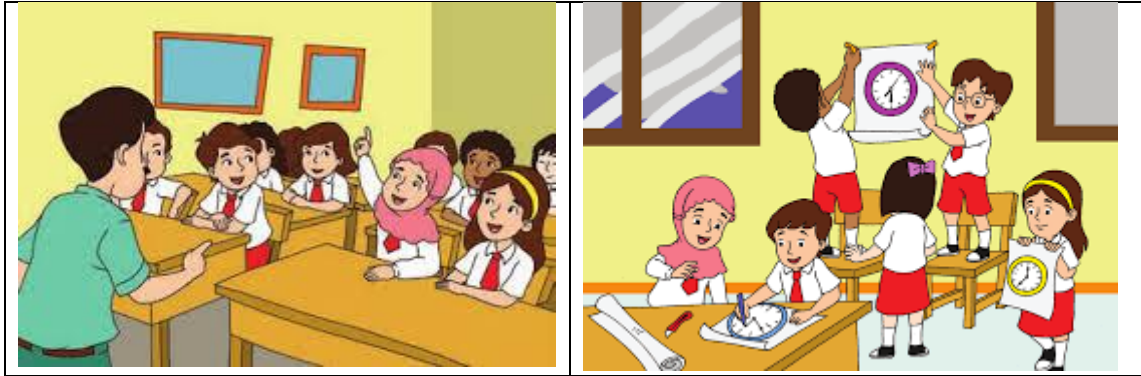
Data analysis techniques in development this learning media is qualitative and quantitative. Data analysis technique used to analyze the data of research results namely the development of qualitative, while the calculation of the average questionnaire results as well from the results of student evaluations/ tests that are quantitative.

3. RESULTS & DISCUSSION

3.1. Learning Media for Picture Cards and Crossword Puzzles

The learning media that the author makes is a learning media that activates students, both in terms of cognitive, affective and psychomotor using picture cards or can be called picture cards that contain various pictures of activities / attitudes that are appropriate and not in accordance with Pancasila. With picture cards students will feel interested in observing pictures and stimulating their brain to think and associate these images with the material taught by the teacher.

The picture cards are equipped with banners with empty table pictures of activities / attitudes that are appropriate and not in accordance with Pancasila values. The blank table serves as a medium for picture cards to be posted in the Civics Education teaching and learning activities in the classroom. Media picture cards are learning media that I developed as a grade VI teacher at the same time with low-cost and easy costs but do not reduce the quality and function in KBM. This media is used by teachers for Civics Education learning which is the result of the development and innovation of learning methods and media. Some examples of media picture cards and banner tables on which to attach picture cards are as below;



Picture 3.1. Examples of Media Picture Cards

KEGIATAN / SIKAP YANG SESUAI & TIDAK SESUAI DENGAN PANCASILA			
SILA	LAMBANG	KEGIATAN / SIKAP YANG SESUAI	KEGIATAN / SIKAP YANG TIDAK SESUAI
1	 KETUHANAN YANG MAHA ESA		
2	 KEMANUSIAAN YANG ADIL DAN BERADAB		
3	 PERSATUAN INDONESIA		
4	 KERAKYATAN YANG DIPIMPIN OLEH HIKMAT KEBIJAKSAMAAN DALAM PERMUSYAWARATAN / PERWAKILAN		
5	 KEADILAN SOSIAL BAGI SELURUH RAKYAT INDONESIA		

Media Pembelajaran Pkn Karya : Abd. Azis Tata Pangarsa

Picture 3.2. Media Banner Picture Cards

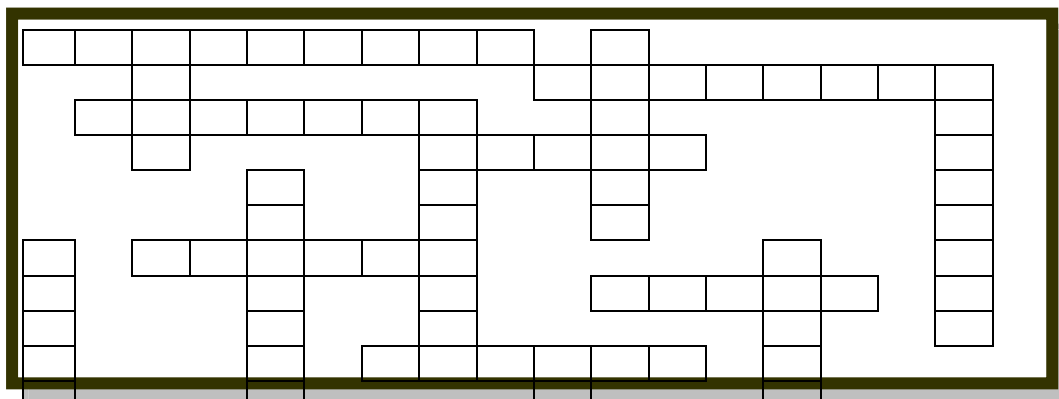
While Crossword Puzzle media is a learning evaluation medium in the form of Crosswords or abbreviated as TTS is a game where we have to fill in the blank spaces (in the form of white boxes) with letters that form a word based on the instructions given. The instructions are usually divided into categories 'horizontal' and 'descending' depending on the direction of the words that must be filled.

Crossword puzzle is a game with a rectangular template consisting of a collection of black-and-white city squares and has two lanes, namely horizontally (a collection of squares that form one row and several columns) and descend (a collection of squares that form one column and several rows) . To complete this game, the entire white box must be filled with words that are available in a collection of existing words.

Specifically crossword puzzle is a game that allows users (in this case students of class VI) to enter words that correspond to the length of the available boxes continuously until all the boxes are fully filled. The rules for filling in the words relate to the equalization of the number of boxes with the number of characters in a word and filling words into a box in a crossword puzzle continuously.

Evaluation of learning by using a crossword puzzle is used to measure the extent to which learning objectives are achieved, as well as to assess the effectiveness of the use of the media as a tool to support the success of student learning processes.

Crossword puzzle is a game that can be used as a good and fun learning strategy without losing the essence of ongoing learning, it can even involve active student participation from the start. Example of a crossword puzzle image below:



3.2. Making Learning Media Picture Cards and Crossword Puzzles

The following are the steps for making media picture cards;

- Search for and download pictures of activities / attitudes that are consistent with the practice of Pancasila values in daily life on the internet,
- Search for and download pictures of activities / attitudes that are not in accordance with the practice of Pancasila values in daily life on the internet,
- Print the pictures and laminate them so they don't get torn or damaged,
- Design and create a banner containing a table of activities / attitudes that are appropriate and not in accordance with Pancasila as a place to attach picture cards.

While the steps in making evaluation media with Crossword Puzzle (ITS) are as follows;

- Making Civics Education questions and answers in the material; Practicing Pancasila values,
- Entering the questions and the answer key into the Eclipse Crossword Puzzle application,
- Select the desired crossword model,
- Save the crossword puzzle question file with the answer key,
- Print a crossword puzzle problem as needed.



Picture 3.4. Application *Eclipse Crossword Puzzle*

3.2. Learning Steps Using Media Picture Cards and Crossword Puzzles.

There are several steps that can be taken by the teacher in learning that uses the media picture cards, namely;

- a. Formulate teaching objectives by utilizing media,
- b. Preparation of the teacher by selecting or determining which media will be used to achieve the goal, in this case the researcher chooses the media picture cards,
- c. Class preparation. Students and classes are prepared before class begins by praying together.
- d. The teacher motivates students to participate seriously in learning by assessing, analyzing, living the lesson using instructional media,
- e. Steps in presenting lessons and using picture cards and crossword puzzle media. The media is used by the teacher to help his task of explaining the lesson material,
- f. Playing the learning video related to the application of Pancasila values with the LCD Projector in front of the class, this is intended to make it easier for students to understand, because psychologically (according to Piaget) in this case the fourth grade students are included in the Concrete Operational Stage, namely age 7-11 years, in which children will more easily understand a lesson with experience and see directly / in concrete, not with abstract stories. Thematic material in this media can also develop students' motivation to learn and indirectly also instill in students good attitudes, respect, respect and good behavior towards fellow humans without distinction of ethnicity, race, color, religion and culture, as practice practices the values of Pancasila in daily life,
- g. Students are divided into four groups, then each group is given ten (10) picture cards,
- h. Together the students discuss each picture they receive with their respective groups,
- i. Students in turn each group is given the opportunity to put forward pictures of activities / attitudes that are in accordance with the Pancasila in the Pancasila table banner then explain the argument or reason he categorizes the picture with the place attached,
- j. Students from other groups are given the opportunity to refute or argue (discussion) from the explanation of students from advanced groups,
- k. The teacher guides the course of learning activities and gives reinforcement, when each group finishes conducting discussion activities between groups,
- l. The teacher and students conclude the results of the Civics Education learning activities,
- m. Students and their groups work on the learning evaluation sheet with Crossword Puzzle evaluation. So that makes students more eager to do it, because it is an evaluation method that is not commonly done by students such as evaluations using multiple choice and descriptions that are often used so far,
- n. After the allotted time runs out, each group reads the results in turn,
- o. The teacher and students correct the results of group work and give gifts to groups that do the fastest and most correct.
- p. The teacher can add reflective questions based on the guidance contained in the Appendix to the Teacher's Book,
- q. The teacher and students ask questions and answers about the material that has been learned (to find out the results of the achievement of the material),
- r. The teacher gives the opportunity for students to express their opinions about the learning that has been followed,
- s. The teacher invites all students to pray (to end the learning activities),
- t. The teacher conducts an attitude assessment.

4. CONCLUSION

Indicators of the success of this study are when students experience an increase in learning motivation than before, based on the teacher's direct observation, the following details can be summarized:

- a. All sixth grade students totaling 23 students are motivated to carry out the tasks given and are enthusiastic about the work done, it is evident that all students work on assignments given by the teacher,
- b. 20 students who are moved to always learn and moved to always do work that suits their interests, there are still 2 students who have not been moved to learn because they are still confused about what interests they want,
- c. There are 18 students looking diligent in learning activities, this is because in him there is a desire to always eliminate laziness and have a strong desire for something.
- d. All students participate in learning with pleasure, do not feel bored with the lesson and always do not know lazy in learning, it is proven that all students are very enthusiastic when the teacher guides the learning activities of Civics Education by using picture cards and crossword puzzles.
- e. There are 20 students who want to ask questions, this proves the motivation to learn in themselves to find out and always feel curious about something very high.

Observation of increased motivation in learning is done at each meeting after the learning process takes place. This assessment is carried out to determine the level of success in increasing student motivation, after the teacher implements picture cards and crossword puzzles in learning.

Qualitative data can be explained from the results of observations and interviews with students who expressed satisfaction with the implementation of the learning strategy, this can be demonstrated by the growing sense of togetherness and mutual cooperation in groups, classroom structure becomes more lively, and courage in expressing opinions.

From the results of the assessment it can be proven that the implementation of the picture cards and crossword puzzle media in the development of motivation to learn the students of MI Miftahul Abror's class has been successful, so that they can develop their talents, potential and achievements. The effective form of application is carried out in accordance with procedures that have been made before.

The indicators of success include:

- a. When learning takes place students are enthusiastic in demonstrating and practicing media created by the teacher, students look more enthusiastic, happy, and do not feel bored,
- b. Students have a great curiosity, which is active in asking and discussing with the exchange of opinions and questions and answers. This shows that students no longer feel afraid to learn to express their opinions and questions and answers.
- c. An increase in student motivation. This can be seen from the increase in student motivation indicators at each meeting.

Potential students to become good social creatures, respect and respect for each other without distinguishing differences in religion, ethnicity, race, language and others in accordance with the Civics Education theme taught by teachers can be instilled since childhood. Student achievement can also increase, because of the high motivation and enthusiasm in learning by using learning media that has been developed by the teacher.

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