Research Paper

Development of Pancasila-Oriented Serial Image Media Student Profiles Dimensions of Mutual Cooperation to Improve Students' Skills in Writing Narrative Texts in High School Classes

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ABSTRACT

The background that prompted this research was that teachers did not use instructional media to increase student interest, students did not play an active role in learning, only listened to the teacher's explanations, students had difficulty expressing ideas because there were no teaching materials or media that supported learning activities, students' questions are only given without media such as images to be narrated to trigger ideas, and students are still difficult to compose narrative text coherently. Meanwhile, the formulation of the problem in this study is "What are the needs, prototypes, feasibility, and effectiveness of serial image media" This study aims to define the needs and prototypes of serial image media and to determine the feasibility and effectiveness of serial image media.

This type of research is RnD using the Borg & Gall model. Data collection was carried out through interviews, observation, and questionnaires. This research was conducted in class IV at SD Negeri Jrahi 01.

The results of data analysis showed that material validation obtained a percentage of 96% with very feasible criteria, media validation obtained a percentage of 88% with very feasible criteria, and expert practitioner validation showed that the percentage of the total score was 96.7% with very feasible criteria. The practicality percentage results were obtained at 96.7%, so the serial image media is included in the very good category. The results of the study showed that students were helped by the presence of serial picture media oriented to Pancasila student profiles in the dimensions of cooperation.

Based on this, it can be concluded that serial image media oriented on Pancasila student profiles, the dimensions of cooperation are valid and practical to use in learning. The advice that can be given in this thesis is for teachers to innovate in learning media to make learning more enjoyable.

Keywords: Serial Image Media, Writing Skills, Narrative Text.

INTRODUCTION

As stated in the 1945 Constitution, language is an introduction to education, this proves the important role of language in education. Language can make students express their thoughts and feelings both in writing and orally. The language will be taught through learning Indonesian at school.

About the use of language, there are four basic language skills. The four basic language skills in question are listening (listening), speaking, reading, and writing. Based on Aziza & Muliansyah (2020) language skills have four components, namely 1) listening skills, 2) speaking skills, 3) reading skills, 4) writing skills. The researcher chose one of the four skills in this study, namely writing skills that were applied to writing narrative essays.

Writing skill is a more complex skill compared to other skills. When writing

students can use it as an indirect communication tool and as a skill that allows students to think critically because the writing must be made appropriate and interesting. Writing can produce a work in the form of writing as stated by Hamidah (2022) that writing is a productive language skill because it will produce a product in the form of writing. Creativity and critical thinking will emerge through writing. Someone that has difficulty having an opinion can make writing the best choice to express that opinion.

Sugiharti & Anggiani (2022) stated that several factors led to poor handling of Indonesian language learning, especially in narrative text writing skills, (1) teachers who did not provide examples of how to write appropriate narrative texts, (2) teachers who lacked in giving motivation to students, (3) the teacher does not provide sufficient exercises for narrative writing skills, (4) the teacher does not use interesting and varied learning media. These things cause students to not understand the proper narrative text writing skills so the researcher focuses his research on narrative text writing skills.

Student skills can be stimulated by using learning media according to the opinion of Daryanti et al. (2019) who argued that learning media can spur the spiritual, social, knowledge, and skills development of students. The important role of learning media is also emphasized in the Merdeka Curriculum. Learning media is part of the teaching modules that are needed in one unit or topic based on the flow of learning objectives. The important role of learning media is an integral part of learning activities in schools. Each teacher's learning requires learning media so that activities can run effectively and efficiently.

In addition to the above as forming the character of students, the researcher orients the media based on the profile of Pancasila students which is a program established by the Ministry of Education and Culture to form Indonesian students who have basic competencies and behaviors that are by Pancasila values and to lead human resources. human beings as well as efforts to improve the quality of education and culture in Indonesia. According to the Ministry of Education and Culture (Rachmawati et al., 2022) there are six profiles that core competencies in the teacher mobilization program to realize the Pancasila student profile, namely (1) faith, piety to God, and noble character; (2) independent; (3) critical reasoning; (4) creative; (5) work together; (6) global diversity. Of the six dimensions of the Pancasila student profile, the researcher chose the dimension of cooperation in the development of the media.

Gotong royong is one of the important values that is upheld by the Indonesian people. Soekarno proposed that the value of gotong royong is the soul, the basic value of the Indonesian people, and the basis for the life of the nation and state of the Indonesian people. The values of gotong royong should be properly maintained, not forgotten because cooperation for Indonesia is ingrained in our flesh and is a noble value that must be maintained.

To find out directly the conditions in the field regarding issues related to Indonesian language subjects in elementary schools today, the researchers conducted interviews with fourth-grade teachers at SD Negeri Jrahi 01, SD Negeri Jrahi 02, and SD Negeri Giling 03. The results of the interviews were obtained that students have difficulty in Indonesian language subjects regarding skills in writing narrative texts, many students have not been able to achieve a KKM score of 60 in Indonesian language subjects.

Seeing the facts that occur in the field in learning activities in elementary schools, one of the reasons for the low skills of students in writing narrative texts is that during the learning process, the teacher has not utilized learning media that suits the needs of students at every teaching opportunity due to various factors, namely limited time in designing and prepare media, and schools do not provide media that suits the needs of students in narrative text material. The lack of use of learning media is one of the causes

of students' low skills in writing narrative texts. In addition to this, the learning activities carried out by the teacher do not use interesting types of learning media to increase student interest. Students only listen to the teacher's explanation, students also have difficulty in expressing ideas and ideas because there are no teaching materials or media that support learning activities, students are only given practice questions without any media such as images to be narrated to trigger ideas, students are still difficult to make narrative text coherently. To overcome these problems, teachers need to innovate creatively in developing teaching and learning activities to improve student's skills in writing narrative texts. One alternative to overcome this is to use learning media.

Media is needed to help students in writing narrative text activities. Serial images are the right learning media to help with these problems and by linking the Pancasila student profile to the dimensions of cooperation students can grow key elements in it, namely collaboration, caring, and sharing as the embodiment of cooperation indicators in the Pancasila student profile. When looking at the picture, students can conclude from the picture and then can describe it in written form so that a narrative essay is created.

Based on the descriptions and problems described above, the researcher determined the title of the research, namely "Development of a Serialized Image Media Oriented Pancasila Student Profile Dimension of Mutual Cooperation for Improving Students' Skills in Writing Narrative Texts in High Classes of Elementary Schools".

MATERIALS & METHODS

Research and development is one type of research model that researchers can use to conduct research. Research and development according to Borg & Gall (Sugiyono, 2016) is a process used to produce certain products and test the effectiveness of the products developed. Based on this opinion,

development research can be interpreted as research in which there is a process of developing and testing the effectiveness of a product with certain validation criteria.

The Borg & Gall model (Sugiyono, 2016) was also chosen because the steps are practical, there are ten research steps, namely 1) research and data collection (research and information collecting),2) planning (planning), 3) development of initial product drafts (develop a preliminary form of the product), 4) preliminary field testing,5) revision of the results of the initial field trials (main product revision), 6) field trials (main field testing),7) improvement of test results field testing (operational product revision), 8) field implementation testing (operating field testing), 9) final product revision (final product revision),10) dissemination and distribution (dissemination and distribution). Borg & Gall (Rachman & Adi, 2019) argues that it is possible to limit research on a small scale, one of which limits research steps. Given the limitations of the researchers, the Borg & Gall model can still be modified. This research will be carried out in six stages, namely, (1) preliminary study, (2) planning, (3) product design, (4) product validation, (5) test try the product, and (6) the result of the final product.

RESULT

Researchers conducted a preliminary study through unstructured observation and unstructured interviews at SD Negeri Jrahi 01, SD Negeri Jrahi 02, and SD Negeri Giling 03, Gunungwungkal District, Pati Regency, Central Java on February 13, 2023. Researchers analyzed the needs of teachers and students for learning media that is to improve student's skills in writing narrative texts. From the results of unstructured observations and unstructured interviews, there are problems, namely the teacher does not use learning media to increase the interest of students, students do not play an active role in learning, only listen to explanations from the teacher, students have difficulty expressing ideas and ideas because there are no teaching materials or media that support

learning activities, students are only given practice questions without any media such as images to be narrated to trigger ideas, and students are still difficult to make narrative text coherently.

Based on the analysis of the needs of teachers and students, it can be concluded that schools need interesting learning media in the form of pictures so that students can understand and make narrative texts well. In this case, the researcher provides innovation by using serial image media oriented to the Pancasila student profile dimensions of cooperation which contains narrative text material and a serial image to be made into narrative text.

Students need learning media that makes it easy to write narrative texts. One of the learning media that can help students is serial picture media. Serial picture media can help students in writing narrative texts because the pictures have been arranged sequentially from the beginning of the event to the end. In addition to this to support the government's program in creating independent learning, this media is associated with the profile of Pancasila students as a guideline for education in Indonesia and to form Indonesian students who have basic competencies and behaviors that are by the values contained in Pancasila to lead human resources and efforts to improve the quality of education and culture in Indonesia.

The following is a serial image media design that is oriented to the Pancasila student profile dimensions of working together to improve student's skills in writing narrative texts in high school grades.

Figure 1. First serial image, a child crying because his house was flooded

Figure 2. In the second series of images, the RT asks residents to work together to prevent further flooding

Figure 3. In the third series of images, residents work together to clean up the environment

Figure 4. Fourth series of images, clean and flood-free environment

Based on input from the media expert validator and the material expert validator the researcher revised according to the input, namely 1) Changing serial images with their designs, 2) Creating a guidebook for using serial image media, 3) Adding material in the form of examples of writing narrative text with serial images, 4) Add material that focuses on discussing how to write narrative text.

Table 1. Eligibility Criteria

No	Skor dalam persen (%)	Kategori Kelayakan
1	<21%	Sangat Tidak Layak
2	21 – 40 %	Tidak Layak
3	41% - 60%	Cukup Layak
4	61% - 80%	Layak
5	81% - 100%	Sangat Layak

Table 2. Media Expert Validation Results

No	Indicator	Ideal Score	Score
1.	Content Eligibility	20	17
2.	Media Display	40	35
3.	Fill Illustration	15	14
Total Score = 66			
$Percentage(\%) = \dfrac{Total\ Score}{Maximum\ Total\ Score} \times 100\%$ $= \dfrac{66}{75} \times 100\% = 88\%$			

The validation result was 88%, so the eligibility criteria for the media can be stated that the serial image media is very feasible.

Table 3. Material Expert Validation Results

No	Indicator	Ideal Score	Score
1.	Content Quality	20	19
2.	Eligibility	30	29
3.	Language	25	24
Total Score = 72			
$Percentage(\%) = \dfrac{Total\ Score}{Maximum\ Total\ Score} \times 100\%$ $= \dfrac{72}{75} \times 100\% = 96\%$			

The validation results were obtained at 96%, then the material eligibility criteria can be stated that serial image media is very feasible.

Table 4. Expert Practitioner Validation Results

No	Indicator	Ideal Score	Score
1.	Conformity	15	15
2.	Eligibility	15	14
3.	Serving	15	14
4.	Visual Communication	15	15
Total Score = 58			
$Percentage(\%) = \dfrac{Total\ Score}{Maximum\ Total\ Score} \times 100\%$ $= \dfrac{58}{60} \times 100\% = 96,7\%$			

The validation results were obtained at 96.7%, based on the expert practitioner's assessment, the eligibility criteria can be stated that serial image media is very feasible.

Table 5. Total Scores and Averages of Teachers and Students

No	Subjeck	Total Score	Average
1.	Teacher	145	48,33
2.	Student	379	18,95
$P2 = \dfrac{\sum x}{\sum x_g} \times 100\%$ $= \dfrac{67,28}{70} \times 100\%$ $= 0,96 \times 100\%$ $= 96\%$			

The practicality percentage results were obtained at 96.7%, based on the criteria of serial image media included in the very good category. So it can be stated that serial

picture media practically does not need revision anymore.

Table 6. Pretest and Posttest Results

NO	Result	The highest score	Lowest Value	Total score	Average
1.	*Pretest*	83	50	1352	67,6
2.	*Posttest*	96	71	1664	83,2
$(g) = \dfrac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$ $= \dfrac{1664-1352}{2000-1352} = \dfrac{312}{648} = 0,48$					

(g)   = Normalized Gain

S_pre = Pretest score of students' psychomotor ability test

S_post = Posttest score of students' psychomotor ability test

S_max = The maximum score of the student's psychomotor ability test

The N-gain calculation results obtained at 0.48 based on the criteria in Table 3.8 the N-gain acquisition of serial image media is included in the medium criteria. This shows that learning using serial image media orientated on Pancasila student profiles dimensions of cooperation is effective for improving students' skills in writing narrative texts.

CONCLUSION

The conclusions of this study are as follows. Students need learning media that makes it easy to write narrative texts. One of the learning media that can help students is serial picture media. To support the government's program in creating independent learning, this media is associated with Pancasila student profiles as a guideline for education in Indonesia and to form Indonesian students who have basic competencies and behaviors that are by the values contained in Pancasila to lead human resources. human beings and efforts to improve the quality of education and culture in Indonesia.

The prototype of the development of serial image media in this study is about cooperation. The concept of the series is (1) the first picture is about a child crying because his house was flooded, (2) the second picture is about the RT asking residents to work together so that no more flooding occurs, (3) the third picture is about

residents working together to clean up the environment, and (4) the fourth image is about a clean and flood-free environment. Material validation obtained a percentage of 96% with very feasible criteria. Media validation obtained a percentage of 88% with very feasible criteria. The results of the expert practitioner's assessment showed that the percentage of the total score was 96.7% with very few criteria worth using. The practicality percentage results were obtained at 96.7%, based on the criteria of serial image media included in the very good category. So it can be stated that serial picture media practically does not need revision anymore. Gain calculations using serial image media oriented to Pancasila student profile dimensions work together to show an average pretest result of 67.6 and an average posttest result of 83.2 resulting in an increase in N-Gain of 0.48 in the moderate gain category.

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