

# Practicality of Learning Media Nature and Job Cards Charged with Character on Nature Appearance Material Class V Elementary School

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## ABSTRACT

Learning will be more practical and interesting if use media in its implementation. Learning media is everything that can be used in learning so that learning objectives can be achieved. This study aims to describe the practicality of a character-charged card learning media called Nature and Job Cards (N&J Cards) on the material of natural appearance, artificial appearance and type of work in grade V elementary school. This type of research is research and development (R&D) with the ADDIE development model (analyze, design, development, implementation, evaluation). The data collection techniques in this study are questionnaires, observations and documentation. The data analysis technique carried out is the analysis of the responses of teachers and students of grade V elementary school. The data on the completed response questionnaire instrument are then analyzed quantitatively by calculating the total score for all indicators which is then analyzed with a formula to determine the practicality value. The results of the study averaged teacher responses to the media practicality score of 92.5% and the average student response to the media practicality score of 89.69%. Based on the results of the practicality test, it can be seen that the N&J cards media developed are included in the criteria of being very practical to use in learning.

**Keywords:** Media Cards, N&J Cards, Natural Appearances, Characters

## INTRODUCTION

The purpose of Indonesian national education is not only to develop students' abilities but also to prepare students to become good citizens and have character. Character education is expected to shape children's morals and become the main foundation to improve the dignity of the nation. To realize these values, it is necessary to implement character education which is developed through planned and programmatic learning activities so that character values can be embedded in children (Raharjo, 2015).

Schools as one of the environments in educational institutions must familiarize students with applying the character values to be formed (Martsel et al., 2020). Currently, the Indonesian nation is experiencing moral decadence as seen from various aspects of life. Students' attitudes of concern for the environment are also decreasing. Dewi (2021) mentioned that character education and social skills formation should start from early childhood education to higher education.

Social studies learning provides students with knowledge that includes four competencies in the 2013 curriculum objectives which are closely related to social life (Zevin, 2018). In class V social studies learning, there is material about natural and artificial appearance. The material aims to allow students to know and recognize the

appearance of nature and artificial as well as work according to the place of residence in Indonesia. A medium is needed so that students can clarify the picture of the real situation and can increase understanding of natural and artificial appearance materials (Babay & Akrom, 2019).

Learning will be more interesting for students if in its implementation using learning media. Learning media is everything that can be used to channel messages or as learning materials, so as to achieve learning goals (Daryanto, 2016). With card media, students can learn while playing which aims to train students to achieve a balance between soft skills and hard skills (Han et al., 2020). Based on the observations of SDN 03 Serang, the implementation of class V social studies learning with material on natural appearances and artificial appearances and types of work found several similarities, namely that it is still not optimal in the implementation of learning. In this material, there is difficulty in grouping which is the appearance of nature and the appearance of artificial. In distinguishing the attributes of mountains and hills, it is sometimes a misconception.

In learning, there is no learning media that can also invite students to play. The cultivation of character education is not like when direct learning because the teacher does not see how the students' daily lives are. Game cards are worth using because they are one of the tools that can be used in learning at the same time by playing. Based on this background, researchers have developed card learning media in the form of Nature and Job Cards Charged with characters to Increase Understanding of Nature Appearance Material class V elementary school.

Nature and Job Cards contain cards of natural appearance, artificial appearance and work. This card is a game that combines material elements of natural appearance, artificial appearance and type of work. The character education contained in the job type card can be used to instil character education in students. This game card is modified into

three types of cards, namely there are nature appearance cards, artificial appearance cards and job type cards. On each card there is a picture, description and name of the image.

However, before being used in learning, the mathematics comic media that has been developed must first look at the quality of this media. The quality of the products that have been developed has an important role in product development in education. According to Dewi (2021), the learning media that has been developed can be said to be of high quality if it meets 3 standard assessment criteria, namely valid, practical, and effective criteria. Furthermore, Nieven (1999) also said that the quality of learning development products must meet three criteria, one of which is that the learning products developed must be practical. According to Nieven (1999) in relation to educational research design, learning tools are said to be practical if teachers and students consider learning tools easy to use in the field (the material can be understood) and in accordance with the researcher's design plan. If there is a consistency between the curriculum and the learning process, the learning tools are said to be practical if the respondents state that learning tools can be used in learning aimed at questionnaires or questionnaires (appreciation) by teachers and students.

In addition, the practicality of a media is also determined from the results of user or user assessments. The level of practicality can be seen from the explanation whether the teacher or other parties think that the learning material is easy and can be used by students and teachers. Learning media must be easily used by students so that the learning process does not have difficulties so that learning objectives can be achieved as expected. The practicality test was carried out to see the convenience of character-charged Nature and Job Cards media through a questionnaire of teacher responses and student responses. In this case, the researcher wants to conduct research, namely the practicality of nature and job cards media charged with characters on the material of nature appearance class V

elementary school. The purpose of this study is to describe the practicality of nature and job cards media with character charged characters that have been developed.

## MATERIALS & METHODS

This research was conducted at SDN 03 Serang, Petarukan District, Pemalang Regency, with 32 students in class V and 1 class teacher. This research uses research and development (R&D) methods with the ADDIE development model (analyze, design, development, implementation, evaluation). Data collection techniques use student and teacher response questionnaires, observations and documentation. Data analysis techniques with a test of the practicality of response questionnaires, with the following formula:

$$P = \frac{f}{N} \times 100\%$$

Keterangan:

P = percentage number

f = score obtained

N = overall score (Purwanto, 2013:102)

Hasil persentase data kelayakan kemudian dikonversi dengan kriteria di bawah ini.

**Tabel 1 Kriteria Penilaian Uji Kepraktisan**

Presented	Criterion
$81,26\% \leq P \leq 100\%$	Very Practical
$62,51\% \leq P \leq 81,25\%$	Practical
$43,76\% \leq P \leq 62,50\%$	Pretty Practical
$25\% \leq P \leq 43,75\%$	Impractical

(Purwanto, 2013:102)

The research procedure is described as follows:

### 1. Analyze

Researchers made observations related to needs analysis, identifying students' problems with social studies subjects. Needs analysis is carried out by analyzing the state of the media and its availability. The curriculum analysis obtained is the 2013 curriculum and the material analysis obtained is the material of natural appearance, artificial appearance and type of work. The results of the analysis stage will be used to find out the initial problem in classroom learning and to determine the right

solution to solve the problem. At this stage, a character-charged Nature and Job Crads media solution was found as the medium used.

### 2. Design

At the design stage, the activities carried out are compiling learning media designs, design instructions for use, material designs, learning device designs, expert assessment instrument designs, and learning outcome evaluation tools, then the researcher makes a draft of the learning media containing the card media design to be made.

### 3. Development

This stage of development activities are carried out in essence translating design specifications into physical form, thus producing a prototype of the development product. The application used in design development is the CorelDraw X.4 application. The activities carried out at this stage are the search and collection of references needed when developing materials, drawing places, typing descriptions and layout settings. After the development process is complete, the media will then be validated by the media validator and the learning material validator. The media is also tested on a limited basis to a small group of students, to find out the feasibility of the developed media. If in the process of evaluating the test by the validator there are things that must be improved, then make improvements and modifications to the media to match the recommended.

### 4. Implementation

In this activity, students tried to use nature and job cards media with character charged on natural and artificial appearance materials and types of work. After the learning process is complete, students do the test questions that have been provided, then students and teachers are also asked to fill out a questionnaire that responds to the media as a result of the practicality test. Pada implementasi ini digunakan desain penelitian pr e-ex

perimental one group (pretest-po sttest) design.

### 5. Evaluation

The activity carried out at this stage is an evaluation of the data that has been collected at the implementation stage. Evaluation can be done by looking at the impact of learning using character-charged nature and job cards on increasing understanding of natural appearance material.

## RESULT

### Results of the Teacher Response Questionnaire Analysis

The questionnaire instrument for teachers' responses to media nature and job cards is charged with character totaling 10 points of statements consisting of 4 items of statements of media results and 6 items of statements of media use.

Table 2 Results of teacher response questionnaires

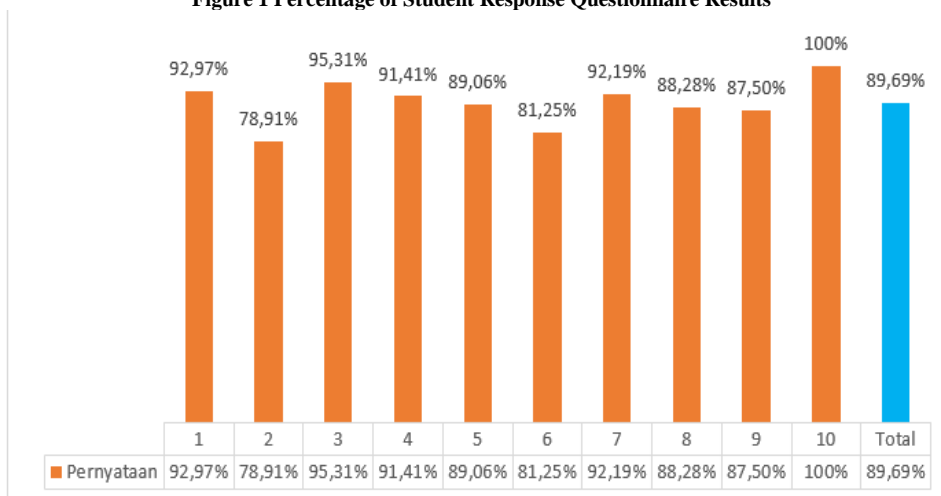
Statement	1	2	3	4	5	6	7	8	9	10
Score	4	4	3	4	4	3	4	4	3	4
Number of Earned Scores	37									
Total Score Amount	40									
Percentage	92,5%									
Criterion	Very Practical									

Based on table 2, it can be seen that the results of the media practicality test from the class V teacher of SDN 03 Serang in the criteria are very practical with a percentage of 92.5%.

### Results of the Student Response Questionnaire Analysis

The questionnaire instrument for student responses to media nature and job cards is charged with character totaling 10 points of statements consisting of 4 items of media result statements and 6 items of media use statements with a total of 32 students.

Figure 1 Percentage of Student Response Questionnaire Results



Based on Figure 1, it can be seen that the overall results of the media practicality test from grade V students of SDN 03 Serang in the criteria are very practical with a percentage of 89.69% with 1 practical criterion each (statement 2) and 9 others with very practical criteria.

## DISCUSSION

### Analysis of Media Practicality Test Results from Teachers

The practicality of character-charged nature and job cards media is reviewed based on the results of the implementation of learning using character-charged nature and job cards media with natural and artificial appearance materials and types of work. Has a result of research shows that the practicality test from teachers is 92.5%, which means that nature and job cards media charged with character are very practically used in learning natural and artificial appearance materials and types

of work. The teacher's response questionnaire consists of 10 statements.

Statement 1 on the conformity of the media to the level of knowledge of the student, statement 2 on the logical and systematic presentation of the material, statement 3 on the language used in the media, statement 4 on the use of student-centered media, statement 5 on the instructions for the use of the media, statement 6 on the durability of the material from the media, statement 7 on the reuse of media, statement 8 on media appeal, statement 9 on the ease of using the media and statement 10 on improving the quality of student learning with the media.

In statements 3,6 and 9 get a score of 3 and the other statement scores 4. The language used in some cards is clear, but some are at the stage of being less clear to the teacher. The durability of the material is sufficient compared to the previously used card media. And the ease of use will be easy if the student and the subject who uses it already know the entire material on the card.

In addition, using the media of nature and job cards charged with character is also considered to be able to affect the character of each student, because on the job type card there is a character value that can be exemplified. After being observed, there was an increase in the character value of each student on the value of responsibility, peace-loving, social care and environmental care. This shows that character-charged media nature and job cards are also practical in improving character values in students.

Research from Meilina et. al (2021) strengthened the use of card media in very practical learning with a percentage of 93% and the student learning completion value also increased to 91%. This is because the cards are easy for students to understand and play so that the effectiveness test is a very practical criterion. MacQuarrie et. al (2019) compared the practicality of various methods used in retention learning. In the end, he discovered that the card method has the highest practicality because it has consistency in its use.

## **Analysis of Media Practicality Test Results from Students**

The practicality of character-charged nature and job cards media is also reviewed based on the results of the implementation of learning using character-charged nature and job cards media with natural and artificial appearance materials and types of work in terms of students. Hasil research shows that the practicality test of students is 89.69% which means that the media nature and job cards charged with character are very practically used in learning natural and artificial appearance materials and types of work. The student response questionnaire consists of 10 statements.

Statement 1 on the suitability of the media with the material, statement 2 on the understanding of sentences, statement 3 about images on the media, statement 4 on the color of the media, statement 5 about the interest of students, statement 6 about the interest of other materials with the media, statement 7 on the instructions for the use of the media, statement 8 on the ease of use of the media, statement 9 on independent use and statement 10 on the use of media with friends.

In statement 2 about the ease of understanding sentences has a different practicality value, that is, only on practical criteria. The understanding of sentences in the media of nature and job cards charged with character also depends on the mastery of sentences and understanding of the previous material in each student. Statement 10 gets a very practical criterion with a percentage of 100% because each student can use character-charged nature and job cards with his classmates without violating the rules of the game that have been made.

## **CONCLUSION**

Based on the results of research and discussions on the practicality test of media nature and job cards charged with character both in terms of teachers and students at SDN 03 Serang, the percentage of 92.5% and 89.69% of both in very practical criteria. So it can be concluded that the media of nature

and job cards charged with character is very practical to use in social studies learning material on natural and artificial appearances and types of work.

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