

Developing an Edutainment-Based Probing-Prompting Learning Model for Teaching Civic Education Subject to Fifth Graders

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Abstract

This study was conducted based on the problem found in the teaching and learning process of civic education subject that has not used various learning model yet. In fact, this phenomenon caused the low achievement of students in this subject. Further, this study was intended to develop an edutainment-based probing-prompting learning model for teaching civic education subject. For more, the research and development design was employed to pursue this objective. Meanwhile, the data collection techniques used were questionnaire, observation, interview, tests, and documentation. Accordingly, the result showed that: (1) the learning model was developed regarding learning model components as well as teachers and students' needs; (2) the material experts gave 85% score (feasible), while the experts of learning model gave 81.25% score (feasible); (3) there found cognitive learning achievement average with t-test value as many as -6.298 and also improvement of 0.48 with fair criterion. The developed model also gave effective result on the affective and psychomotor learning achievement with the averages of 88.49 and 91.27. Therefore, this study concludes that the edutainment-based probing-prompting learning model is feasible and effective for teaching civic education subject. Also, this study suggests that this product is used by teachers to improve students' learning achievement.

1. INTRODUCTION

Education is an important component of the nation's progress. Education is useful for humans to develop their potential in order to be able to face the changes that occur due to the development of science. Therefore, in order to realize a good quality of national education system in accordance with the national education objectives in Law No. 20 Year 2003 on National Education System, then one of the necessary elements is the preparation of the curriculum. Government Regulation No. 32 of 2013 states that School Based Curriculum (KTSP) is an operational curriculum developed and implemented by each educational unit.

Based on the Standard Competency and Basic Competency of Elementary School (SD) / Islamic Elementary School (MI) in The Regulation of the Minister of National Education (Permendiknas) Number 22 Year 2006, the subject of civic education (PKn) or Civics is one of the subjects that must be included in the learning curriculum in primary school. Civics focuses on the formation of citizens who understand and are able to realize their rights and responsibilities to become intelligent, skilled, and characterized Indonesian citizens as what is mandated by Pancasila and the 1945 Constitution.

The learning of civic education (PKn) in primary schools needs to consider the appropriate learning model. Soekamto in Shoimin (2014) states that learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning

goals, and serves as a guide in planning the activities of teaching and learning.

The success of Civics learning in elementary school can be seen from students' learning outcomes or learning achievement. Nawawi in Susanto (2013) states that learning achievement is the success rate of students in learning the subject matter in the school stated in the scores obtained from the test results of some subject matters.

Based on the preliminary research activities conducted at State Elementary School (SDN) Mangunsari Semarang city through document and interview data, there found problems that in the implementation of learning Civics, teacher has not used the varied learning model yet. The skills of teacher in carrying out Civics learning activities are also not yet maximal. This has an impact on low student learning activities supported by the low average data of student learning achievement of Civics subjects of 68.3. From 26 students, there were only 9 students (34.6%) whose scores were above 78 which is the passing grade score (KKM).

Based on these problems, the researcher wanted to develop an edutainment-based probing-prompting learning model to improve student's learning achievement of Civics subject. Suherman in Huda (2013) argues that probing-prompting learning is learning by presenting a series of questions (probing questions) that are guiding and exploring students' ideas so as to enhance thinking processes that can link students' knowledge and experiences with new knowledge being studied.

Edutainment comes from the word education and entertainment. Edutainment is a

learning process designed in such a way that educational and entertainment content can be harmoniously combined to create enjoyable learning (Hamid, 2011). Edutainment is a way to make learning fun, so students can easily capture the essence of learning itself without feeling that they are learning.

The edutainment-based probing-prompting learning model can alter a learning that closely relates to the questions which make students feel afraid and have a tense classroom in the beginning into a fun learning with full of knowledge. This learning model assists students in exploring the knowledge and experience that students already have through questions that guide the students to create a new knowledge packaged in a pleasant classroom setting.

Research conducted by Felice Corona, et al (2013) entitled "Information Technology and Edutainment: Education and Entertainment in the Age of Interactivity" suggests that there is a close relationship between education and entertainment as defined by edutainment as a continuous and innovative brain exercise which stimulates in an interactive way the ability to combine attention and motivation to explore and learn.

Based on the description, the researcher will conduct a research and development under the title "Developing an Edutainment-based Probing-prompting Learning Model for Teaching Civic Education Subject to Fifth Graders ". Moreover, the objectives of this research are: (1) developing an edutainment-based probing-prompting learning model; (2) examine the feasibility of the edutainment-based probing-prompting learning model; (3) test the effectiveness of the edutainment-based probing-prompting learning model to improve Civics subject learning achievement of the fifth grade students of SDN Mangunsari Semarang.

2. RESEARCH METHODOLOGY

This study used research and development (R & D) method. Research and development method is a research method developed to produce a particular product, and test the effectiveness of the model. The product aimed to develop in this research was an edutainment-based probing-prompting learning model. Further, the steps of this research were: (1) potential(s) and problem(s); (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) trial use; (9) product revision; and (10) mass production (Sugiyono, 2015).

The research subjects in this study were the fifth graders of SDN Mangunsari, Semarang City in the academic year of 2016/2017 as many as 26 students, with 5 students selected for use in small-scale trials while 21 other students for large-scale trials. Their data were collected through: (1) interviews, in the

form of interviewing the needs of teachers; (2) questionnaire, in the form of a questionnaire of the needs of teachers and students as well as questionnaire responses of teachers and students; (3) observation, in the form of learning model implementation observation and the observation of affective and psychomotor assessment; (4) tests; (5) documentation. The collected data were analyzed by using: (1) product feasibility analysis using descriptive test; (2) initial data analysis using normality test; (3) final data analysis using t-test and N-gain test.

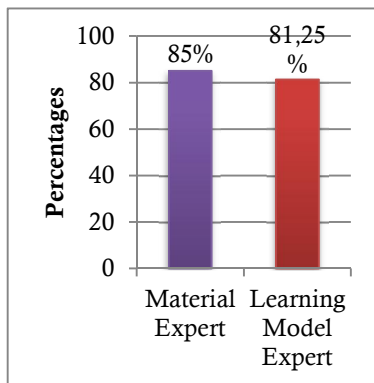
3. RESULTS AND DISCUSSION

The edutainment-based probing-prompting learning model was designed based on the analysis of the students 'and teachers' needs by taking into account the components of the learning model such as syntax, social system, reaction principle, supporting system and impact (instructional and accompanist impacts). Accordingly, the syntax of the edutainment-based probing-prompting learning model were: (1) the teacher faces students in new situations through video containing problems related to the material to be studied; (2) the students provide opinions or responses based on the problems of the video provided by the teacher; (3) the teacher uses music as a signal; (4) the teacher asks questions to the students according to the TPK or indicators; (5) the teacher provides an opportunity for the students to formulate answers or conduct small discussions to formulate them; (6) the teacher appoints the students to answer questions randomly using student's cards; (7) if the student answered correctly, the teacher asks the other students for answers to ensure that all students are involved in the learning activities. However, if the students experience a gridlock in answering, the teacher asks another question whose answer is a walkthrough of the answer, followed by a question that requires students to think at a higher level as indicated; (8) the teacher inserts humor in learning activities; (9) the teacher forms students into heterogenous groups; (10) the students do student's worksheet (LKS) in groups (accompanied by music); (11) the students deliver the results of the group discussion in front of the class; (12) the teacher provides brief explanations and reinforcement of learning materials; (13) the teacher asks the final question given in the form of a bingo game.

In the social system, the teacher maintains control over students' intellectual structures and form environments that support students' self-esteem. In the principle of reaction, the teacher can act as a facilitator in learning activity and the students must play an active role. On the support system, there lies the plan of learning implementation, learning videos, student's identity cards, music and bingo game sheets. In the

instructional impact, there is a construction of knowledge and mastery of the material by the students, while the impact of the companion can form the attitudes of respect and appreciation, courage and responsibility as well as the skills of students in asking, expressing opinions and cooperation.

The result of the developed product was then validated by the material and learning model experts. Therefore, the validation results are presented in the following graph



Graph 1. The Feasibility Assessment Results by Experts

The above graph shows that the developed edutainment-based probing-prompting learning model has met the eligible criteria. As a result, this eligible and feasible learning model was tested to the fifth grade students of SDN Mangunsari Semarang to know its effectiveness.

The cognitive learning achievements of the students using the edutainment-based probing-prompting learning model are presented in the following table.

Table 1. The Results of Students' Cognitive Learning

	Average	Total Student	Total Complete Students	Completeness Percentages
<i>Pretest</i>	69,76	21	9	42,86%
<i>Posttest</i>	83,81	21	17	80,95%

In relation to cognitive learning achievement, the researcher also observed the results of affective and psychomotor learning of the students. Moreover, the students' affective and psychomotor learning achievements are presented in the following table.

Table 2. The Results of Student Affective and Psychomotor Learning

Aspects	Average
Affective	88,49
Psychomotor	91,27

Meanwhile, in dealing with the data of learning achievement, the researcher collected data through questionnaire responses of teachers and students to the edutainment-based probing-prompting learning model as well as the application of this learning model on product testing. The results of the questionnaire and observations are presented in the following table.

Table 3. The Results of Questionnaire Response Teachers and Students and Model Observation Sheets Observation

Instrument	Percentages	Criteria
Students' questionnaire response	94,05%	Very good
Teacher's questionnaire response	100%	Very good
Model implementation observation sheet	100%	Very good

To test the effectiveness of the edutainment-based probing-prompting learning model, it was necessary to perform several tests, including: (1) normality test; (2) t-test; and (3) the N-gain test. The normality test used Kolmogorov Smirnov (K-S) test with the help of SPSS. In Kolmogorov Smirnov test, if Kolmogorov Smirnov > 0,05 then the data are normally distributed, whereas if Kolmogorov Smirnov < 0,05 then the data are not normally distributed. The results of the normality test of students on a large scale conducted on 21 students of the fifth grade level of SDN Mangunsari city Semarang are presented in the following table.

Table 4. Kolmogorov Smirnov Normality Test

	Statistic	Df	Sig.
<i>Pretest</i>	0,130	21	,200
<i>Posttest</i>	0,166	21	,135

The results of Kolmogorov Smirnov's test showed that Kolmogorov Smirnov values for pretest and posttest data were greater than 0.05, so it was concluded that pretest and posttest data were

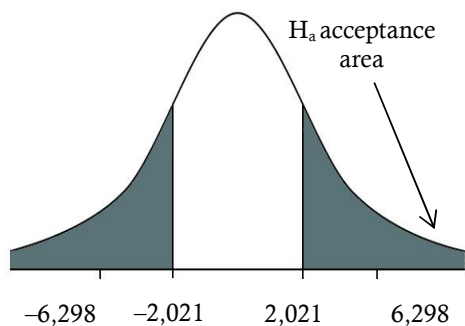
normally distributed so that data could be analyzed using parametric statistics.

Differential tests were conducted to see if there were differences in the average of learning achievement before and after the use of the developed learning model. Alternatively, the differential test results are showed in the following table.

Table 5. The Analysis of t-test Result

Categories	Scores
Pretest average	68,57
Posttest average	83,81
Standard deviation of pretest	15,42
Standard deviation of posttest	10,36
Pretest dan posttest Correlation	0,693
t-test	- 6,298

Based on the table, it was known that the t-test value of pretest and posttest results of the fifth graders of SDN Mangunsari was - 6,298. At " $\alpha = 5\%$ " with dk " $21 + 21 - 2 = 40$ ", so the value of t table was 2.021.



Graph 2. Two-tailed Test

Based on the above graph of the two-tailed test, the value of t arithmetic was in the area of acceptance of H_a , so it could be concluded that there was a difference between the learning achievement before and after the use of the edutainment-based probing-prompting learning model. This showed that the edutainment-based probing-prompting learning model was effective to increase Civics learning achievement of the fifth graders of SDN Mangunsari Semarang. Ulya, et al (2012) states that in the learning model of probing-prompting, students independently find the concepts learned through directed questions given by the teacher so that students' understanding of the teaching materials

will be better and student learning outcomes also increase.

The N-gain test was performed to see the average increase in student learning outcomes before and after using the developed learning model. The results of the average increase of pretest and posttest are presented in the following table.

Table 6. N-gain Test Results

Categories	Scores
Pretest average	68,57
Posttest average	83,81
Difference of pretest dan posttest	15,24
Maximum score	100
N-gain	0,48
Gain index interpretation criterion	Fair

Based on the table, it was known that the average increase of pretest and posttest data was 0.48 in the fair category.

4. CONCLUSION

The development of the edutainment-based probing-prompting learning model has fulfilled the components of the learning model and has met the criteria deserved by the material and learning model experts. Based on the questionnaire of teacher and student responses and observation sheets, it is found that the use of the edutainment-based probing-prompting learning model fulfilled the criteria very well. There is an average difference in cognitive learning achievement with a t-test value of -6.298 and an increase of 0.48 with fair criteria. In addition, the use of the developed learning models is also effective against affective and psychomotor learning outcomes with a median of 88.49 and 91.27, respectively.

5. ACKNOWLEDGEMENT

The researcher would like to thank Mr. Harmanto, S.Pd., M.Pd., As the first adviser, Mr. Farid Ahmadi S. Kom., M. Kom., Ph.D., as the second adviser, Mrs. Atip Nurharini, S.Pd., M.Pd., as the examiner, and Mrs. Dra. Nuraeni Abbas, M.Pd as an English editor who has provided guidance and correction in the preparation of this article.