



HEALTH EDUCATION TEACHING MATERIALS THROUGH COMIC MEDIA FOR PRIMARY SCHOOL STUDENTS

Martin Sudarmono[✉], Endang Sri Hanani

Department of Health and Recreation Physical Education, Faculty of Sport Science, Universitas Negeri Semarang

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Abstract

Background: Teaching media is one of several instruments used by teachers to help them carry out the teaching and learning. However, based on the results of the preliminary study, only 30% of primary schools use learning media.

Methods: This study is developmental research. The development procedures in this study include: (1) conducting a need analysis, (2) making a draft of the initial product, (3) validating experts, (4) improving the draft initial product, (5) first trial, (6) initial product revisions, (7) second trial, (8) revision of final products and (9) final products of the health education teaching materials.

Results: This study obtained 85% of health education experts evaluation data and 95% of media experts so that the average percentage was 90% and included in the "very good" category. The results of the first trial reached 86% which is categorized as "good". The results of the second trial on the field received that the average percentage of 93.5% is included in the "very good" category. The results of student responses are as follows: 1) Primary School of 01 Sekaran obtained 86%, 2) and Primary School of 02 Sekaran obtained 92%. Since the students can understand and explain the material respectively

Conclusion: Teaching materials of health education through comic media are very appropriate to be used.

BACKGROUND

Sport is a form of activity that is very important to maintain one's fitness. Exercise is also one of the ways used to reduce stress (Bangun, 2016).

Sport is a physical or psychological activity that is carried out by a person consciously and has benefits to protect and improve one's health and is very good if it is done regularly every day (Aditia, 2015)

Education is a way for humans to transmit values and knowledge. Education plays a very important role in this world because it functions to develop character (Sudrajat, 2011).

The progress of the nation is of course also supported by education in which an educated society will be able to follow the competitive times. The quality of a country's human resources can be measured from the level of education that is owned by its people. With education, it can create quality human resources both practically and theoretically in developing science. Therefore, many countries are gradually and continuously trying to improve the education level of their citizens (Sudarsana, 2016).

School is a real educational environment, where students are taught a variety of knowledge that they have not obtained in the family environment or community environment. Students are taught about physical education which is very useful for maintaining body fitness. School is an educational facility that is structured and tiered consisting of primary education, secondary education, and higher education. Schools have the goal of fostering, directing, and educating students so that educational goals are expected to be achieved (Kurniawan, 2015).

Students are creatures who are in the process of growth and development according to their respective nature. They need consistent and continuous guidance and driving towards the

optimal point of their natural abilities (Dalimunthe P. A, 2017).

Standage (in Beasley, E. K., & Garn, A. C., 2013: 240) states that students who are intrinsically motivated to participate in Physical Education do so for pleasure, satisfaction, and pleasure. Lack of physical activity not only results in health risks, but may also have negative consequences for children's social skills and social life, as much communication takes place in cyberspace than in the real world (Bekker, T., Sturm, J., & Eggen, B., 2010).

Learning media can be a vehicle for channeling messages and learning information. Learning media that are well designed will greatly help students conceive and understand the subject matter (Muhson, 2010).

Teachers are well involved in the learning process, where the learning process aims to improve student learning outcomes. By engaging in teaching and learning activities, teachers can gather evidence that supports the continued use of effective practices, and directs positive activities in the teaching and learning process. Teachers who play an active role in learning will contribute maximally to the development of students (Shizha, 2007).

Health education is an activity that aims to inform individuals of the nature and causes of health/disease and the personal level of risk associated with their lifestyle-related behavior (Whitehead, 2004).

Health education is a material contained in the curriculum. This curriculum is a set of educational efforts or plans carried out in the learning process that aims to achieve educational goals and as a guide in the implementation of teaching in the field of education both inside and outside of school.

The author conducted a preliminary study on the implementation of health education learning in schools. The learning that will be studied uses the 2013 curriculum where the main learning source of

learning the 2013 curriculum is the books of teachers and students that have been determined by the government, but in this book, the material on health education for primary schools is not delivered completely, there are only points as indicators of achieving basic competencies from health education. So the teacher needs a companion book (teaching material) to deliver material in basic competencies regarding health education.

The availability of companion books (teaching materials) on health education materials in schools is available, but in terms of materials, teaching resources, and references are still minimal to achieve basic competency indicators of health education material. In addition, the quality of available teaching materials is very simple so that the motivation to read is less.

The problem in this research is how to model the development of teaching materials for health education through comic media.

This research aims to produce health education teaching materials products through comic media for primary school students. The resulting product is in the form of learning media in the form of comics containing health education material that can be used by students in primary schools.

METHODS

Research design

This research design used a research and development design, which is better known as Research & Development (R & D).

Research procedure

In this development research, the procedure for developing health education teaching materials through comic media for primary school students was carried out in several stages. These stages include: (1) conducting a need analysis, (2) making a draft of the initial product, (3) validating experts, (4) improving the draft initial product, (5) first trial, (6) initial product revisions, (7) second trial, (8)

revision of final products and (9) final products of the health education teaching materials through comic media for primary school students.

Research subject

The location of the research was carried out in Gunungpati District, namely Primary School of 01 Sekaran as a small-scale trial site, and Primary School of 02 Sekaran as a large-scale trial site. In the small-scale trial, the research sample was 30 students of class V Primary School of 01 Sekaran and in the large-scale trial, the research sample was 60 students from Primary School of 02 Sekaran. In addition, there are 1 physical education expert and 2 learning experts to assess and provide advice on developed comic products.

Research Instruments

This study used data collection instruments in the form of observations and filling out questionnaires on the implementation of product trials. Filling out a questionnaire given to students, physical education experts, and learning experts to assess product quality. There are four assessment criteria in the questionnaire, which are as follows: 1. Not good, 2. Poor, 3. Good and 4. Very good.

Table 1. Factors, indicators, dan number of questionnaire items

No.	Classification	Questionnaire Items
1.	Suitability of material with basic competencies	4 items
2.	Accuracy of material	4 items
3.	Novelty of material	4 items
4.	Motivation to learn	4 items
5.	Presentation technique	4 items
6.	Media support	4 items
7.	Teaching and learning process	4 items

Table 2. Percentage classification

No.	Percentage	Classification	Meaning
1.	76% - 100%	Very good	Very worth using
2.	51% - 75%	Good	Proper to use
3.	26% - 50%	Poor	Repaired
4.	0% - 25%	Not good	Not worth using

The formula used in processing percentage data is as follows.

$$P = \frac{\sum X_i}{\sum X_j} \times 100\%$$

Information:

P = Percentage

$\sum X_i$ = Total Rating Score

$\sum X_j$ = Total Maximum Score

100% = Constants

RESULTS AND DISCUSSION

Results

The following is a draft image of the development of health education teaching materials through comic media for primary school students.

The data obtained from filling out questionnaires by health education experts and media experts is a guideline to state whether the product of health education teaching materials is feasible to be tested or not. The following are the results of filling out the questionnaire from the experts:

Table 3. Experts validation data description

No	Experts	Score Average Rating	Percentage(%)
1.	Health materials	3,4	85
2.	Media	3,8	95
Average		3,6	90



Looking at the table of the results of the evaluation of filling out the questionnaire conducted by each expert, the results of filling out the questionnaire are as follows: 1) health education experts, namely 85% are in the "good" category, 2) media experts, 95%, fall into the "very good" category. So that the average percentage is 90% and is included in the "very good" category. From the results of these data, it can be concluded that health learning media using health education teaching materials are feasible for field trials.

The data obtained from filling out the questionnaire by the Physical Education teacher Primary School of 01 Sekaran in the first trial is a guideline to state whether the product of health education teaching materials is feasible to be tested

for use by students or not. The following are the results of filling out the questionnaire from teachers and students.

From the results of the evaluation table 4 filling out the questionnaire conducted by learning experts, the percentage was 93%, included in the "very good" category, so it could be concluded that the teaching material was feasible to use.

Table 5 shows the results of the evaluation of filling out the questionnaire conducted by students obtained a percentage of 86%, included in the "good" category. From these data, it can be concluded that the media for health education teaching materials for primary school students is suitable for the learning process in the first trial, and is feasible for the second trial.

The data obtained from filling out the questionnaire by the Physical Education teacher Primary School of 02 Sekaran in the second trial presented on table 6 is a guideline to state whether the product of health education teaching materials is feasible to be tested for use by students or not.

Table 6 shows the results of the evaluation filling out the questionnaire conducted by learning experts (Physical Education teachers), Primary School of 02 Sekaran get a percentage of 94%, including in the "very good" category. From these data, it can be concluded that the media for health education teaching materials for primary school students is suitable for the learning process.

From the results of the evaluation table 7 filling out the questionnaire conducted by students, Primary School of 02 Sekaran gets a percentage of 92%, including in the "very good" category. From these data, it can be concluded that the media for health education teaching materials for primary school students is suitable for the learning process.

Discussion

Product revisions in this study were carried out after analyzing the results of field trials. Product revision at this stage is carried out to determine the weaknesses and strengths of the

product being developed. To improve the productivity of this teaching material, the researcher added several parts, namely adding a summary of the material and questions. Giving a summary is expected so that students can better understand the main points of the existing material, while the addition of questions is done to measure how far the students' cognitive abilities are.

Table 4. Description of the data results of filling out questionnaires by learning experts on trial I

No	Learning Experts	Score Average Rating	Percentage(%)
1.	Primary School of 01 Sekaran	3,72	93

Table 5. Description of the data results of filling out questionnaires by students on trial I

No	Students	Score Average Rating	Percentage(%)
1.	Primary School of 01 Sekaran	17,2	86

Table 6. Description of the data results of filling out questionnaires by learning experts on trial II

No	Learning Experts	Score Average Rating	Percentage(%)
1.	Primary School of 02 Sekaran	3,76	94

Table 7. Description of the data results of filling out questionnaires by students on trial II

No	Students	Score Average Rating	Percentage(%)
1.	Primary School of 02 Sekaran	18,4	92

Product revision at this stage produces the final product in the form of developing health learning media using health education teaching materials through comic media for primary school students.

CONCLUSION

Based on the results of the analysis of health education expert evaluation data, evaluation of learning experts and evaluation of students' responses from predetermined health education teaching material assessment instruments, the learning media for health education teaching materials through comic media for primary school students meet the criteria of "very good" so that it can be used for students.

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