DEVELOPMENT OF SOCIO-CULTURAL-BASED PHOTONOVELA MEDIA TO IMPROVE POSTER WRITING SKILLS OF CLASS VIII STUDENTS OF SMP/MTs

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Abstract

Posters are media used to convey important things or information, suggestions, messages, ideas, and ideas so that they can stimulate the readers to see and read them. The poster contains interesting pictures and text. Based on observations at SMP Muhammadiyah 2 Blitar City, during the learning process and through interviews with students and teachers of Indonesian subjects, there were still many students who were less interested in the learning process, especially in poster writing material. Many students still have difficulty finding an idea when making a poster. This Research uses the 4D research method. The results of the assessment from respondents, namely material experts, media experts, Indonesian language teachers, and students got the results, namely material experts with 2 component aspects getting a percentage of 81.5% which means it is feasible to be implemented. Media experts with 2 component aspects get a percentage of 87%, which means it is very feasible to implement. Indonesian teachers with 4 component aspects get a percentage of 95.7%, which means it is very feasible to implement. Students with 3 component aspects get a percentage of 89,3% which means it is very feasible to implement. From the results of the overall percentage, it can be concluded that the photonovela media is very feasible to be implemented in the learning process to achieve the expected learning objectives.

Keywords: *Learning Media, Photonovel, Poster*

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1. INTRODUCTION

Learning is a process of complex interaction between students and the material knowledge or knowledge they learn (Foley & Thompson, 2017). In a lesson, there must be something called a curriculum, because basically, an educational institution requires a learning plan in order to achieve the educational goals desired by an educational institution. The curriculum itself is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (Gunawan, 2017). In the current lesson the curriculum used is K13 or the 2013 curriculum, the application of the K13 curriculum emphasizes student activity during the learning process. So, if the teacher or educator only plays a role in giving directions or a little material to students, then students must be more active.

In this curriculum, the assessment aspects cover 3 aspects, namely 1 aspect of knowledge, 2) aspects of skills, 3) aspects of attitude (Mehmood et al., 2020). On the attitude aspect it shows the personality and character of students, while on the knowledge aspect, it shows the intelligence or ability of students to understand the material during the learning process, finally the assessment of the skills aspect refers to student creativity during the learning process. Current learning that has used the 2013 or K13 curriculum is expected that during the learning process, there will be active interaction between the teacher (educator) and students and can change the pattern of learning that was previously teacher-centered so that it is expected to change to student-centered.

Learning Indonesian is one of the lessons that must exist and must be implemented in the world of education which is used as a subject that has been taught starting from elementary school (SD), junior high school (SMP), senior high school (SMA), to university. Language itself has a central role in the intellectual development (ability) of students, the social life of students, and emotional learners. while Indonesian has a high role in human life as well as in mastering science and technology (Utomo & Wasino, 2020).

In the 2013 curriculum learning Indonesian uses text-based learning because it can improve students' reading, writing, listening, and speaking aspects (Amelia et al., 2023). This text-based learning emphasizes more on students' understanding the various types of text that have been presented. Texts containing character/morals can foster good character in students. A lot of material is taught in class VIII Indonesian subjects, one of the materials that can be used for character/moral learning is posters, because the poster material contains messages.

The learning process is influenced by the media used (Kozma, 1991). Media in learning itself can be electronic or non-electronic media. Simple media and quite complex media. The use of interesting, innovative, and effective learning media can arouse students' desires and interests, generate motivation and stimulate learning activities, and even bring about a psychological influence on students. In addition, the use of replica media or actual media can help students improve their understanding. One of the media that can be used is Fotonovela media. Fotonovela is a work or media in the form of a series of photographs accompanied by story text. The media has many functions in the learning process (Puspitarini & Hanif, 2019), one of which is to train and stimulate students to imagine when they see pictures and then put it in the form of short story essays according to the creativity of each student. The picture card media itself also contains socio-cultural content with a contextual basis that places more emphasis on the socio-culture that exists in the environment where they live.

The limitation of basic competence (KD) in learning to write posters is 4.4 Presenting ideas, messages, and invitations in the form of advertisements, slogans, or posters orally and in writing. Includes materials for advertising elements, slogans, posters, and how to compose advertising text, slogans, and posters. This development research, is more focused on learning to write posters (Short, 2017). Posters are placards (words and pictures) that are displayed in public places. A poster serves to express an idea, something new or important thing to audiences. Posters rely on a mix of pictures and words. The words used in the poster are short, clear, interesting, and complete. In writing this poster using a type of educational poster with a socio-cultural theme around the environment where students live. Like the customs or culture that exist in that environment. With contextual (experience) students, can make it easier to understand how to make posters. Because of the experience that students have seen, especially in the environment around where they live, of course, every day they know what the culture or customs are in that environment.

The problem that often occurs in the learning process, in general, is the lack of use of media or the lack of use of appropriate learning media to support the learning process, especially in presenting posters, therefore students experience difficulties in writing a poster at the idea discovery stage.

2. RESEARCH METHODS

This research and development use a research model from Sivasailam Thiagaranja, Dorothy S. Semmel, and Melvyn I. Sammel (1974) (Kurniawati et al., 2023). This development model is 4D, in this development model there are 4 stages used, including (1) define, (2) design, (3) development, and (4) disseminate). This research model was chosen to produce a media that can assist in the learning process so that it can be effective, the media is produced through the 4D development model, namely photonovela media which is used to improve poster writing skills for class VIII students of SMP/MTs.

● Defining (define) At this stage the researcher determines what product will be developed. At this stage, needs analysis is carried out through research and literature studies and gathering information related to the product to be developed. At the define stage, there are several analyzes needed in the defining stage, including:

1) Analysis of students

This analysis was carried out with the aim of knowing the characteristics of students, knowing the problems experienced during the learning process, and the background knowledge and cognitive development of students. Through this analysis the results can be used as a reference for developing learning media that will be used.

2) Analysis of curriculum and syllabus

In the define stage, it is also necessary to analyze the curriculum and syllabus which aims to develop learning objectives.

3) Basic competency analysis

Analyzing basic competencies must also be considered. The analysis is intended as a reference for researchers to choose what basic competencies will be used in the learning process with the media to be developed. Researchers chose basic competencies (4.4) Presenting ideas, messages, and invitations in the form of advertisements, slogans, or posters orally and in writing. Includes materials for advertising elements, slogans, posters, and how to compose advertising text, slogans, and posters. In this study, the focus was on poster writing materials.

● The design (design) at this stage is carried out by designing products or media for the learning process. At this stage, the design is carried out in terms of the initial product format design which will be developed and designed according to the material requirements that have been analyzed previously.

• Development (develop) At this stage the researcher makes a product that has been previously designed and is tested for validity until the resulting product meetsthe desired specifications. Before distributing the product, several stages need to be carried out, including:

1) Media and material expert validation

This validation is carried out with the aim of obtaining suggestions, comments, and input from media and material experts as a basis for revising media that has been previously designed or that will be developed.

• Dissemination at this final stage contains activities for distributing products that have been tested before for the benefit of others. Sources of data used as a needs analysis for researchers consisted of Indonesian language teachers and class VIII students at SMP Muhammadiyah 2 Blitar City. Media experts and material experts provide evaluation, input, and suggestions for the media being developed. While the validation data subjects in this study consisted of validation media experts and material experts who have the criteria for a Masters's degree (S2) and have the ability or expertise in the field of instructional media, material experts have abilities in their fields. As well as Indonesian language subject teachers with a minimum education of S1.

Data Collection Technique

The interview is a dialogue activity between the interviewer and the resource person. According to Yayuk & Sugiyono, (2019), interviews are a data collection technique in which the interviewer (researcher or who is given the task of collecting data) in collecting data asks a question to the informant. According to Edi (2016), interviews are a method used to obtain information from sources by conducting questions and answers. Observation is an observation activity carried out by researchers who aim to collect information. According to Sugiyono (2017), observation is a complex process composed of various biological and psychological processes. Questionnaires or questionnaires are data collection techniques by asking questions. According to P. D. Sugiyono (2017), a questionnaire is a data collection technique by giving questions orally or written questions to respondents to answer.

Validity Test

According to S. Sugiyono (2017), research results will be valid if there are similarities between the data collected and the data that actually occurs in the object under study.

3. RESULTS AND DISCUSSION

The product developed in this research and development is a learning media called fotonovela which is intended for writing posters for class VIII students of SMP/MTs. This media was created and developed with the aim of helping students in the learning process, especially writing posters (Kirova & Emme, 2008). This media can increase student creativity in writing a poster and can help the learning process in order to achieve the expected learning objectives (Astuti, 2017). The development of this media is based on and adapted to basic competencies (KD) and learning objectives that already exist and apply, namely basic competence (KD) 4.4 presenting ideas, messages, invitations in the form of advertisements, slogans, or posters orally and in writing.

This learning media is shaped like a brochure to make it more efficient and easy to carry anywhere. This media is also packaged in an attractive manner such as the appearance on the cover or title using bright and varied colors with a background image that is proportional to the color and writing. In this media, there are steps to use to make it easier for students to use this media (Bryk et al., 2015). As well as the elaboration of KI (core competencies), KD (basic competencies), achievement indicators, and a summary of the material regarding the poster which includes (the meaning of the poster, the characteristics of the poster, the use of the poster and the steps for writing the poster).

Obtaining data in this study was from the results of filling out a questionnaire that was distributed to material experts, media experts, Indonesian language teachers, and students as respondents (Yaacob & Lubis, 2022). Testing the validity of the data uses a validity test and a reliability test with the help of the SPSS 16.0 application program. In addition to using the validity test and reliability test, before the questionnaire was disseminated, a validation expert was consulted beforehand to ask for advice and opinion on whether the instrument was appropriate or not. The following is a presentation of the results of the validity test and reliability test (Mohajan, 2017).

Testing the validity of this instrument is done by calculating using the Product Moment Correlation technique. The validity test begins by calculating the rcount value of each statement item from the questionnaire which is then compared to the table using the SPSS 16.0 program (Yildirim & Correia, 2015). This research and development use respondents with a total of 19 students with a significant level of 5% or 0.05, then the value of rtable is 0.456. Here's the presentation in Table 1.

Statement	r_{count}	r_{table}	Information
Item 1	0,791	0,456	Valid
Item 2	0,647	0,456	Valid
Item 3	0,593	0,456	Valid
Item 4	0,616	0,456	Valid
Item 5	0,655	0,456	Valid
Item 6	0,502	0,456	Valid
Item 7	0,467	0,456	Valid
Item 8	0,703	0,456	Valid

The results from the table above can be concluded that of the 8 statement items, namely rcount is greater than rtable, then all 8 statement items are declared valid. So that the statement items in the questionnaire are said to be valid or suitable for use.

The reliability test of the instrument in this research and development used the Alpha Cronbach technique with the SPSS 16.0 program. Table 2 is a presentation of the results of the reliability test.

Table 2 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.753	9

Based on the results of calculations using the alpha Cronbach formula with the help of the SPSS 16.0 program. if the results of the reliability coefficient instrument show (r11) > 0.60, it is declared perfect reliability. However, if the results of the instrument coefficient show <0.50 then it is declared low reliability. The table above shows the reliability coefficient (r11) at alpha <0.60, which is 0.753, which is included in the high- reliability criteria. Based on the table above, it can be stated that the questionnaire instrument is declared reliable to be used for research data collection.

The recapitulation of the results of the respondent's questionnaire is presented after analyzing the data for each eligibility component, such as the material feasibility component, the presentation feasibility component, the presentation feasibility component, and the linguistic feasibility component which was carried out to the respondents (material experts, media experts, practitioner/teacher experts). Each questionnaire given by the respondent or validator does not contain the aspects that have been presented. The following Table 3 presents a recapitulation of the results of the respondent's questionnaire.

Table 3 Recapitulation of Respondent Questionnaire Results

No	Assessment Aspects	Respondent				Total Presentation
		Material Expert	Media Expert	Teacher	Students	
1	Material Eligibility	91%	-	95,8%	89,3%	92,1%
2	Eligibility of Presentation	72%	-	87,5%	-	79,7%
3	Display Eligibility	-	92,8%	96,8%	89,4%	93%
4	Language Eligibility	-	81,2%	100%	89,4%	93,7%
	Total Presentation	81,5%	87%	95,1%	89.3%	90,2%
	Criteria	Worthy	Very worth it	Very worth it	Very worth it	Very worth it

4. CONCLUSION

This research and development produce a photonovel learning product or media (Fibriantie et al., 2021). This media is intended to improve poster writing skills for Grade VIII students of SMP/MTs. This media is in the form of a brochure with the contents of the media title, an explanation of the content competencies (KI) and basic competencies (KD) for writing posters, namely 4.4 Presenting ideas, messages, invitations in the form of advertisements, slogans, or posters orally and in writing. Includes materials for advertising elements, slogans, posters, and how to compose advertising text, slogans, and posters. Furthermore, there is a summary of material regarding posters, instructions for using fotonovela media, and the essence of fotonovela media, namely pictures accompanied by dialogue (Davis, 2017).

This media can fill the availability of learning media, especially in Indonesian language learning, so that students become more active and can improve results so that they are in accordance with the desired learning objectives (Laurillard, 2013). This research and development were conducted at SMP Muhammadiyah Blitar City class VIII with a total of 18 students. This research and development model uses 4D (define, design, develop and disseminate) from Sivasailan Thiagaranja. Dorothy S. Semmel, and Melvyn I. Sammel.

The results of the assessment from the respondents, namely material experts, media experts, Indonesian language teachers, and students, obtained results, namely material experts with 2 component aspects getting a percentage of 81.5%, which means it is feasible to implement. Media experts with 2 component aspects get a percentage of 87%, which means it is very feasible to implement. Master Indonesian with 4 component aspects to get a percentage of 95.7%, which means it is very feasible to implement. Students with 3 component aspects get a percentage of

89.3%, which means it is very feasible to implement. From the results of the overall percentage, it can be concluded that fotonovela media is very feasible to be implemented in the learning process to achieve the expected learning objectives.

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