

The Effect of Poster Media on Students' Learning Motivation in Social Science for Primary Students

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Abstract: This research is motivated by the findings and interviews that study the students' level of Social Sciences student grade III SDN Sudimara 10 low. This study aims to determine the effect of poster media on students' learning motivation in Social Science class III SDN Sudimara 10. This study uses quasi experimental design method using pretest-posttest control group design implemented in class III (35 students) and class III B (35 students). Data collection using tests and behaviors. The results showed that using the poster media to study the social science learning of the third grade students of SDN Sudimara 10. The results of the experimental class students' learning List of the average score of pretest 68 and posttest 76 control classes Get the average score of pretest 60 and posttest 66 hypothesis Thitung (3,434) is higher than t_{table} (1,996) at $\alpha = 0,05$ then $H_0 =$ No media poster for student learning in Social Science Period. This research provides benefits as a reference for further research and makes learning more creative and innovative.

1 INTRODUCTION

Today the development and technological progress are so rapid, and it makes a lot of changes to various aspects of social lives, therefore education is very required in order to produce quality human resources.

Based on Republic Indonesia contitution No.20/2003 Chapter II Clause 3 about National education system explained that National education aims to develop abilities and to form a character and also a dignified culture nation to educate national life, and also it aims to develop students' potential to become a religious and loyal to God Almighty, precious moral, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Hasbullah, 2015: 307).

Talk about education, especially education at formal school, it can not be separated from the subjects including the matter inside those subject. Students have to be able to know those subject matter well. Social science subject is a subject that must be mastered by primary students such as third grade students.

Journal Intervention in School and Clinic said "Early elementary is a critical time to provide interventions to enhance the development of foundational social competence skills". (Webster Stratton and Reid in Diamond, 2018:4)".

Social science subject should be liked by students, but in fact students do not like social science because teachers get unattractive and boring to deliver it that's why students more often become sleepy at class when they learn it.

Lack of desire to study social science can be seen when the researcher did an observation and interview on Thursday, 18th January 2018 to SDN Sudimara 10 Ciledug. There are grade IIIA and IIIB teachers as the interviewees.

From the research could be seen that students did not like social science because they were lazy to read, about 40% students grade IIIB were lazy to read, and also the limitation of learning media made students did not like social science and made them sleepy during class, the boring social science, and teachers' difficulties to get students' focus and attention. Teachers often used conventional strategies with lecture methods.

In Jean Piaget cognitive theory, third grade primary students are at a concrete operational level, at this level students can develop a logic mind, so they need something real in the learning process.

Learning process by using a correct media will make students feel enjoy and not bored to follow social science learning at school. The various learning media require teachers to be more selective in choosing media to be used.

In this research, researcher selected poster media as an alternative that can be used by teachers to present social science subject to third grade students. Learning social science by using poster media can be easier to reach the aim of national education and also make it easy for teachers in teaching their students. So that social science learning will be more preferred by students and it will increase students' of SDN Sudimara 10 motivation level.

Learning media is something that used by people to present learning messages. (Sugiarto in Tatang, 2015:54).

Poster is a large size picture and giving stress to one or two main ideas that are visualized simply and clearly. (Sanaky in Niska 2013:2).

International Journal of Environmental and Science Education Vol 11 No.5 "Poster preparation is found to improve research and analyzing skills and increase motivation and success, increase meaningful and permanent learning, improve creativity, cooperative learning, critical thinking, research abilities and communication skills of students. (Hasturk Gamze and Alex Dogan, 2016: 894).

Using poster in learning process can be done in two ways, there are helping teachers to explain the lesson to their students, and to offer invitation to students after class session. (Daryanto 2012:30).

International Journal of Law and Social Sciences said "Some researchers found using posters for creative tasks that have resulted in high level of motivation and confidence and it has contributed to bring pleasantness in the learning environment". (Stone et al., in Zerlin 2013:130)".

International Journal of Asian Social Science Vol.4 No.6 said "motivation is the impetus or stimulus given to a person in order to have the will to act. Motivation is very important in determining the activity of learning, because amotivated group will be more successful than those who do not have the motivation" (Hikmat in Bakar, 2014:723).

Learning motivation is a psychic impetus from inside someone to be able to do a learning activity by adding skills, experience. Motivation encourages

and leads to learning interest to achieve a goal. (Yamin 2011: 216).

International Journal of Asian Social Science Vol.4 No.6 said "Explains that students who have the high motivation is indicated by some characters, such as, initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. Motivation is seen as a mental impulse that drives and directs human behaviour, including learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner". (Baron and Donn in Bakar Ramli, 2014:724)".

One of the factor that influences motivation is learning dynamics factor. *International journal of basic and clinical pharmacology* said "A teacher should not merely teach; he/she should have the desire and capability to help students to learn. This intrinsic desire and potential in the teacher will help and motivate the students to learn. A teacher should realize that all the students in the class are not of equally motivated. A teacher plays the key-role in the motivation-learning process by undertaking such innovative learning activities to arouse and sustain enthusiasm, inspire confidence and promote the desire to learn and perform well in academics". (Samuel et al., 2018: 654)".

Social science is an integration from various branches of social science and humanities, such as sociology, history, geography, economy, politics, law and culture. (Susanto 2014: 6).

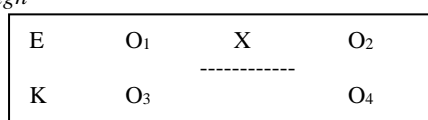
Social science learning is a lesson that must be mastered by primary students, especially to formal school students, basically social science is a fun subject to learn. The aim to be achieved in this research is to find out whether there is an influence of poster media on students' learning motivation abilities to social science subject.

2 RESEARCH METHOD

This research was done at SDN Sudimara 10, at Jl. Raden Fatah No 69 Sudimara Barat, Ciledug, Tangerang city, Banten Province. Meanwhile this research was done to third grade even semester academic year 2017/2018, there were 35 students from grade IIIA and 35 students from grade IIIB. This research was done in February to March 2018. This research used quantitative method quasi experimental design by using pretest –posttest control group design, samples were not randomly selected in this research.

There were two groups in this research, there were experiment class and control class which were not randomly selected but purposive or called purposive sample, then given a pretest to find out the first condition, were there any differences between experiment class and control class. Experiment class was a group that given such treatment (such as giving poster media at learning session), meanwhile control class was a group of students that was not given such treatment (it just as a comparison group). After given the treatment to both two classes next they would be given a posttest to find out is there any solution to the mathematical system problem.

Table 1: Pretest-posttest research design *control group design*



Source : Sugiyono (2015:112)

The population in this research were all SDN Sudimara 10 students. While the technique used was purposive sample, it is a technique accumulation sample with a certain opinion. The population used in this research was 386 students, therefore grade IIIA as control class and grade IIIB as experiment class, involved 35 students as sample for each class. accumulation data technique that used by researcher were test and observation.

The observation filled by observer and helped by class experiment teacher using observation sheet to find out how teachers were able to see students progress by using poster media and did the students take effect on using this paikem edutainment method, while the test would be filled out by students, used in order to do measurement activities which has many questions or set of tasks in the form of social science subject test and carried out or answered to measure the extent of students' knowledge about the subject given. The observation data sheet and test result collected were analyzed using quantitative estimation to find out students motivation on social science learning by using poster media that would be analyzed using *Likert scale* model. As for the hypothesis test analyze using *Test-t* with a significance level 5% or 0.05.

3 RESULT AND DISCUSSION

The data from pretest and posttest results at each group (control and experiment class) can be seen as follows:

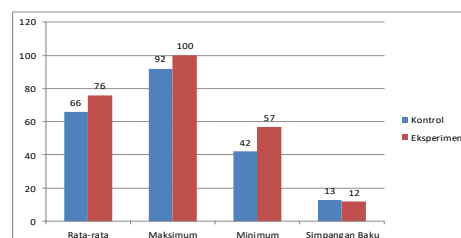


Diagram 1: Comparison of posttest score control class and experiment class

The diagram shows that the posttest average experiment class is 76 while the average of control class is 66 so it means posttest score of experiment class is bigger than the average of control class.

Based on the research done to the usage of poster media to students motivation learning on social science that has been analyzed using Likert scale get these following result:

Table 2: Likert Scale

Validity	Realibility >0,05	Normality Sig >0,05 (Normal)	Homogenity sig >0,05 (homogeneous)	Hypothesis (test-T)
Social science validity test results using poster media $r_{tabel} = 0,334$	Social science realibility test result using poster media 0,870	Pretest control class sig =0,565. Posttest control class sig =0,874 Pretest eksperimen class sig =0,676. Posttest experiment class sig =0,911. score sig pretest posttest control class and score sig pretest posttest experiment class >0,05	Homogenity pretest control class and experiment class, sig= 0,237 Homogenity posttest control class and experiment class, sig= 0,421 Sig pretest and posttest control class and experiment class get 0,237 and 0,421 >0,05	$t_{hitung} = 3,434$ s with degree of freedom (df) 70-2 =68 and significant level 0,05 while $t_{table} = 1,996$. because $t_{hitung} > t_{table}$ (3,434 > 1,996) so H_0 accepted

Based on the table it can be known that the result of validity test result if $r_{hitung} > r_{tabel}$, so test is valid, and if $r_{tabel} = 0,334$, and there were 28 questions that has $r_{tabel} > 0,334$. Social science reliability test using

poster media is 0,870. Then test the normality data and known the result for pretest control class = 0,565 *posttest* control class =0,874, and the result of pretest experiment class =0,676 *posttest* experiment class =0,911 in the term sig > 0.05 and claimed that data is normally distributed. The homogeneity of pretest control class and experiment class, sig= 0,237. the homogeneity *posttest* control class and experiment class, sig= 0,421. Sig *pretest* and *posttest* control and experiment class 0,237 and 0,421 >0.05, so data obtained from the same variant (homogen). And also *Test-t* result known $t_{hitung} = 3,434$ with freedom degree (df) $70-2 = 68$ and significant level 0,05 while $t_{table} = 1,996$. Because $t_{hitung} > t_{table}$ ($3,434 > 1,996$) so H_0 is acceptable, means there is an effect from poster media to social science learning motivation. Here are process of using poster media at third grade students SDN Sudimara 10 Ciledug, Tangerang City.



Figure 1: Poster media that used to increase students' motivation



Figure 2: Social science learning using poster media

At the time learning using poster media applied on experiment class, it made students more motivated, they were not bored and enthusiastic since it attract their attention and grow their learning enthusiasm. Students were able to learn happily because they learn using media, so that teaching materials are more easily delivered by teacher to students. Students also become active, innovative, creative, effective and fun at learning process, and it forms students to express their opinions and students

are able to show their confidence and courage at learning process.

4 CONCLUSIONS

Based on description, analyze and interpretation of research it can be seen that the use of poster media at SDN Sudimara 10 Ciledug, Tangerang City. At the time students learnt social science were given the treatment in form of poster media, it was proven that they got better average scores and also based on the result of teachers' observation sheet told that students' motivation increase after learning social science using poster media.

Learning environment become more fun, students are more active, more focused on learning, students anthusiasme on learning are increase and social science learning is not boring anymore. So based on the statistic calculation show the big this is proven that new learning media is needed in social science learning as the use of poster media. Social sciece learning will become more interesting and students will get more easily to understand material, so learning process becomes meaningful.

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