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Improving Student Learning Achievement Through Diversity Books in Class 2 Theme 3 Sub-theme 2 PKN Content at SDN 90 SIPATANA

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Abstract: This study aims to determine student achievement through the media of diversity books. Therefore, we use this media as a solution offered by using learning media in the Civics learning process that suits the needs of students. Therefore, the use of learning media that creates an interactive learning process can be one of the solutions to the above problems. This study uses qualitative methods which produce interesting learning outcomes. Diversity books are included in the picture book category. The use of picture books provides great benefits for children's learning.

Keywords: Education, Learning Outcomes, Diversity Books

Introduction

According to Gagne (2013: 1), learning can be interpreted as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two main concepts that cannot be separated from one another. These two concepts become integrated in one activity where there will be interaction between educators and students, as well as students and other students during learning. Students are the main target in learning after students can get learning at school, for this it is necessary to know the learning outcomes of students. To find out the learning outcomes and potential possessed by students after learning can be seen through measurement and assessment.

Student learning outcomes are a change that occurs in cognitive, affective, and psychomotor. According to Purwanto, "said that learning outcomes are often used as a benchmark to find out how far a person has mastered the material or lesson that has been taught". Learning outcomes are student achievements as a whole which will be indicators of competence and changes in behavior in a person that can be observed and measured in the form of attitudes, knowledge and skills. According to Bloom (2010: 7) states that "Learning results include knowledge abilities (Cognitive), attitudes (Affective), and Skills (Psychomotor)". According to Syah (2012: 145) the factors that affect student learning can be divided into three types, namely: 1) internal factors (in the form of factors from within students), namely the physical and spiritual state or condition of students, 2) external factors (in the form of factors from outside students), namely environmental conditions around students, 3) learning approach factors (approach to learning), namely types of learning efforts that include strategies and methods used by students to carry out learning activities on subject matter.

The results of previous research according to (Rahman, 2020). School-based management is a model that provides freedom and authority regarding school management with decision-making that is carried out by deliberation and involves all school members in accordance with service quality standards that have been set directly by the central city, district and provincial governments.

The use of media in the learning process is one effort that can improve the quality of student learning outcomes. Learning media is able to improve student learning processes in

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teaching which in turn is expected to improve learning outcomes. The reasons regarding the benefits of media in the student learning process according to Nana Sudjana & Ahmad Rivai include: (1) Teaching will be able to attract more students' attention, (2) Teaching materials will have a clearer meaning so that students can understand them and allow students to achieve better teaching goals, (3) Teaching methods can be more varied, (4) Students will often carry out learning activities, because they not only listen to the teacher's description but also other activities such as doing, observing, demonstrating and so on.

In the Big Indonesian Dictionary (329) Pictures are imitations of things, plants, animals, and so on. Meanwhile, according to Hamalik (2001) who argues that an image is something that is manifested visually in a two-dimensional form as an outpouring of feelings or thoughts.

Diversity books are media that have special characteristics, namely the existence of interesting pictures about the diversity that exists in Indonesia and a choice of questions that students can choose from. In this Diversity Book media, guessing pictures and choosing questions in the diversity book can occur. Diversity books are included in the picture book category, the use of picture books/picture books provides great benefits for children's learning. Image is a form of semiotic function which can be considered as half way between mental image and symbolic play. By using picture books, it can be said that children have carried out symbolic games, which have the function of providing pleasure and autotheism, such as mental images in an attempt to imitate reality.

Education has a very important role to ensure the survival of the state and nation, because education is a vehicle for improving and developing the quality of human resources. In the Law of the Republic of Indonesia Number 20 of 2003, "The essence of implementing education in schools is teaching and learning activities. A success of National Education aims to develop the potential of students so that they can become human beings who believe in and fear God Almighty, have noble character, are independent, healthy, knowledgeable, creative, capable, and are able to become democratic and responsible citizens."

Advances in technology and science, especially information technology, greatly influence the preparation and implementation of learning strategies. Through these advances educators can use information technology media not only to simplify and streamline the learning process, but also to make the learning process more interesting. So that the learning process can be carried out well, it is better for the teacher to provide subject matter in a variety of ways by using appropriate and good teaching strategies/methods.

There are various types of obstacles that can be faced in the learning process both within the teacher and students, both when receiving messages and when conveying them, the learning communication process often takes place in an ineffective or inefficient way. As a professional teacher or educator, of course the problems faced will not be an obstacle but will be a challenge to be more innovative and creative. Various efforts have been made to improve student learning outcomes in learning Civics material, including by maximizing the use of several learning media.

In accordance with field data with observations, observations, and interviews conducted by researchers, one of the lesson contents that students still call difficult, namely civics learning content, because in this content there is a lot to discuss about the various kinds of diversity that exist in Indonesia such as ethnicity, language, traditional houses, dances and so on. In this material many students do not understand the explanation given by the teacher. The teacher only shows material from the textbook and does not provide examples of pictures related to that material. The lack of media used in the learning process will greatly affect the learning outcomes obtained by students. In the following, some of the existing problems can be identified which were obtained from the results of observations in class II of 90 Sipatana Elementary School.

The focus of learning is divided because of the lack of enthusiasm of students in the learning process. Students feel bored with the learning process because the delivery of material is less interesting, besides that students are more interested in reading other reading books than listening to the teacher's explanation. The problem that arises from the teacher is the lack of variation in the presentation of Civics learning content, both in terms of method as well learning

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Media. The teacher teaches only using the lecture method and gives a lot of assignments at the beginning of learning. This makes students look less enthusiastic. The use of textbooks (textbooks) is the only source of learning for teachers and students so that the teacher centered method still dominates the Civics learning process. Teachers seem to take a safe zone by using makeshift learning tools and resources even though in certain materials it would be better to use supportive learning media. Problems in terms of the facilities and infrastructure used by the teacher during the learning process also cause the learning process in the class to appear boring. The lack of availability of learning facilities and infrastructure such as Liquid Crystal Display (LCD) as well as Information and Communication Technology (ICT) rooms is one of the reasons teachers don't use a variety of media.

According to the results of observations made by researchers, it was found that there was a problem, namely the limited learning media used by the teacher. Therefore, one of the solutions offered is the use of learning media in the Civics learning process that fits the needs of students. Therefore, the use of learning media that causes an interactive learning process can be one solution to the problem above. The solution was needed to be able to overcome problems that arise both in terms of students, teachers, and infrastructure.

One of the media that can be developed is Diversity book media. In civics learning regarding diversity material, diversity books can visualize pedagogical material more clearly than using textbooks. Diversity books are media that have specific characteristics, namely the existence of interesting pictures regarding diversity in Indonesia and a choice of questions that students can choose from. In this diversity book media, the activity of guessing pictures and determining the questions contained in the diversity book can occur. Diversity books are included in the category of picture books, the use of picture books / picture books provides great benefits for children's learning. Pictures mean a form of semiotic function that can be said to be halfway between symbolic play and mental images. By using picture books, one might say the child has played symbolic games, which have the function of generating pleasure and autotheism and are similar to mental images in their efforts to imitate reality.

The advantages of this Diversity book are expected to be able to help the PPKN learning process to become a synchronous tool with the needs of students in elementary schools and can help improve student learning outcomes in order to achieve PPKN learning goals effectively.

With the existence of the Diversity Book media, it is hoped that students can be more motivated during the learning process, so that it is easier for students to understand the material thoroughly so that the learning outcomes obtained by students are also good. The use of Diversity Book media can also create a pleasant classroom atmosphere because students will be invited to play while learning by guessing the pictures in the Diversity Book and increasing student enthusiasm where students who are less active in learning become active.
From the results of observations at SDN 90 Sipatana regarding the activities of using the Diversity Book media, researchers want to provide innovation in learning activities through the Media Diversity Book media as a step so that students' understanding increases in understanding the material being taught by showing real media.

Method

In this research activity the type of research used is qualitative. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. Holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing natural methods.

Result And Discussion
Result

From the implementation of activities carried out at SDN 90 Sipatana, the researchers found the results of teacher interviews and student observations as follows:

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This activity was carried out at SDN 90 Sipatana, Jl. Yusuf Hasiru, Bulotada Tim., Kec. Sipatana, Gorontalo Regency. The first day of the activity was held on October 3 2022, on the first day we used the observation and observation method first to observe the situation for class II (2) at SDN 90 Sipatana. In the learning process, Mrs. Tri Wahyuni Astra Dewi as homeroom teacher for class II (2) uses the lecture and question and answer method in her learning process. (Teacher Interview/Tri Wahyuni Astra Dewi. 03/10/2022).

Then the second day of the activity was carried out on October 10 2022, on the second day we conducted an interview with the class II (2) homeroom teacher, namely Mrs. Tri Wahyuni Astra Dewi regarding student achievement in class II (2) SDN 90 Sipatana. After giving examples, the teacher reflects on students' daily lives. As for the results of the teacher interviews, the researcher found a total of 24 students, 11 boys and 13 girls. Then in the learning process the media used by the teacher is in the form of LCD, but in using LCD only at certain times such as in showing learning videos, student books and teacher books, and using concrete media if the media is available. Then the obstacle that is often experienced by teachers in the learning process is that they still find that there are some students who are not fluent in reading, besides reading obstacles, students also experience difficulties in understanding the meaning of reading sources. In the learning process, the teacher also uses teaching materials that are already available, such as student books and teacher books. The model used by the teacher in learning to overcome student boredom is in the form of learning while playing. When the class situation is out of control, the teacher invites students to sing the songs they like.

From direct observations, researchers use concrete media in the form of Diversity Books to improve student learning achievement so that students who are less active in the learning process will be more active and enthusiastic when learning takes place, especially in the Diversity Book media there are interesting pictures and questions that make students can work together with group mates so that there are interaction activities between students. Then we continued the third research activity on October 18, 2022, researchers carried out learning activities using the media of diversity books. This was done by directing students to listen and pay attention to the pictures and questions in the following diversity books. (Ob/student/18/10/2022).

In this observation, the researcher included the results of the activity in the following table:

No	Kategori	Tingkat Pencapaian	L	P
1.	Students who are fluent in reading	19 People	8	11
2.	Students who have not been able to distinguish images of diversity	7 People	4	3
3.	Students who have not been able to answer questions	7 People	3	4
4.	Students who do not understand the material	8 People	5	3

Discussion

Citizenship Education is learning related to the official status of the state public which was originally regulated in Law No. 2 yrs. 2003. (Ujang Jamaludin & Damanhuri, 2017) Civics is a formal lesson in the form of past history, socio-cultural development, technological development, social way of life, and state regulations. The breadth of Civics modules means that it is not easy for children to be invited to think critically and creatively in responding to different cases so that the resulting orderliness and learning outcomes are low (Fahrurrozi et al., 2022).

Pancasila and Citizenship Education are subjects taught at a level from elementary school to high school. Pancasila and Citizenship Education (ppkn) in its development has undergone repeated name changes or nomenclature. Pancasila and civics education as subjects to help prospective citizens have 3 aspects, namely knowledge, attitudes and skills. These three aspects

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must be developed in learning which has an impact on student learning outcomes. In line with this statement, according to Doganay (2012: 31) the learning of citizenship education in the curriculum has 3 aspects, namely knowledge, attitudes, and skills.

The purpose of ppkn subjects is to form good young citizens who have character in accordance with the 1945 Constitution and Pancasila. According to Murdiono (2012: 47) that the basic goal of citizenship education is to make effective citizens those who are competent and have concern. The formation of citizens apart from being based on Pancasila and the 1945 Constitution also forms citizens who are capable of having morals or caring for others.

Learning outcomes are benchmarks used to determine the level of student success. If there has been a change in a person's behavior, then that person can be said to be successful in learning. As stated by Hamalik (2001). Learning outcomes are behaviors that arise, for example from not knowing to knowing, the emergence of new questions, changes in skills habits, ability to appreciate, development of social attitudes, emotional and physical growth. Student learning outcomes can be seen from the ability of students to remember the lessons that have been conveyed by the teacher during the learning process and how these students can apply them in everyday life and are able to solve problems that arise. This is in accordance with Purwanto (2000). Student learning outcomes can be viewed from several cognitive aspects, namely students' abilities in knowledge (memory), understanding, application, synthesis analysis and evaluation (Amri & Tharihk, 2018; Anderson et al., 2001; Iriyani, 2008; Minarti, Susilowati, & Indriyanti , 2012).

The complete definition of learning is put forward by Slavin (2010: 16), which defines learning in general as changes in individuals that occur through experience, and not because of the growth or development of the body or the characteristics of a person from birth. Slavin (2000: 143) states, learning is the result of the interaction between stimulus and response. Humans learn a lot from birth and some even get it before birth. Between learning and development is very closely related. According to Gagne (in Susanto 2013: 1), learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that cannot be separated from one another. These two concepts become integrated in one activity where there is interaction between educators and students, as well as students and students during learning. Students are the target in learning after students get learning at school, for this it is necessary to know the results of their learning. To find out the learning outcomes and potential possessed by students after learning is done, it can be seen through measurement and assessment.

Student learning outcomes are changes that occur in cognitive, affective, and psychomotor. According to Purwanto (2011: 44) "Declaring learning outcomes is often used as a measure to find out how far a person has mastered the material that has been taught". Learning outcomes are student achievements as a whole which are indicators of competence and changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. According to Bloom (in Suprijono 2010: 7) states that "Learning results include knowledge abilities (Cognitive), attitudes (Affective), and Skills (Psychomotor)". According to Syah (2012: 145) the factors that influence student learning can be divided into three types, namely: 1) internal factors (factors from within students), namely the physical and spiritual state/condition of students, 2) external factors (factors from outside students), namely environmental conditions around students, 3) learning approach factors (approach to learning), namely types of learning efforts that include strategies and methods used by students to carry out activities Learning subject matter

The use of media in the learning process is one effort that can improve the quality of student learning outcomes. Learning media can improve student learning processes in teaching which in turn is expected to improve learning outcomes. The reasons regarding the benefits of media in the student learning process according to Nana Sudjana & Ahmad Rivai, (2002: 2) include: (1) Teaching will attract more students' attention, (2) Teaching materials will have clearer meaning so that they will be better understood by students. Students and allows students to

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achieve teaching goals better, (3) Teaching methods will be more varied, (4) Students do more learning activities, because they not only listen to the teacher's description but also other activities such as observing, doing, demonstrating and others.

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Supporting and Inhibiting Factors

Factors supporting this research activity came from good cooperation with the school principal who had given permission to conduct research at the school he led and the openness of the teachers at SDN 90 Sipatana. In addition, the cohesiveness, liveliness, and respect of students, especially grade 2 students at SDN 90 Sipatana, also greatly assisted researchers in carrying out this research activity.

In addition to the supporting factors, our researchers also found several inhibiting factors, including the hours of study which were close to the student's recess time, so that some students' concentration was disturbed because of the close break time. The closeness of students to teachers sometimes makes students tend to be less appreciative when the teacher speaks. And finally, in the use of this diversity book media, there were some students who were still lacking in understanding pictures and answering questions.

Conclusion

The research that we have carried out at SDN 90 Sipatana regarding improving student learning outcomes through Diversity Books has benefited students, teachers and our own group. That students can choose from. In this Diversity Book media, there is an activity of guessing pictures and choosing questions in the diversity book. Diversity books are included in the picture book category, the use of picture books provides great benefits for children's learning. Pictures are a form of semiotic function that can be considered as half way between symbolic games and mental images. By using picture books, it can be said that children have carried out symbolic games, which have the function of providing pleasure and autotheism and are like mental images in an attempt to imitate reality. The use of Diversity Book media can also create a pleasant classroom atmosphere because students will be invited to play while learning with how to guess the pictures in the Diversity Book and increase student enthusiasm where students who are less active in learning become active. This media is also a step so that students' understanding increases in understanding the material being taught by showing real media.

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