



Planning for the Development of *Bulletin Board Media* to Increase Students' Learning Motivation in Pancasila Education Subjects in Junior High School

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Receive: 11/02/2024	Accepted: 11/02/2024	Published: 01/03/2024
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Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan media *bulletin board* untuk meningkatkan motivasi belajar peserta didik pada mata pelajaran Pendidikan Pancasila di SMP. Dari hasil observasi terhadap 32 peserta didik di kelas VII SMP N 6 Lahat, ditemukan bahwa 10 peserta didik sering datang terlambat, belum mengeluarkan buku dan Lembar Kerja Peserta Didik (LKPD) setelah pelajaran dimulai, kurang memperhatikan penjelasan guru, serta tidak melaksanakan perintah guru. Hasil ulangan harian menunjukkan bahwa hanya 19 peserta didik yang tuntas dalam pencapaian materi, sedangkan 13 lainnya belum tuntas. Hal ini menunjukkan bahwa materi yang diujikan belum dikuasai dengan baik oleh peserta didik. Selain itu, penyampaian materi oleh guru masih bersifat monoton, tradisional, dan minim media pembelajaran. Persentase ketuntasan pembelajaran PKN hanya mencapai 59%, sementara 41% lainnya belum tuntas. Sehingga penelitian ini menekankan pentingnya pengembangan lebih lanjut media *bulletin board* sebagai sarana untuk meningkatkan motivasi dan hasil belajar peserta didik.

Kata Kunci: *Bulletin board*, motivasi, mata pelajaran PKN.

Abstract

This study aims to analyze the need for developing bulletin board media to increase students' learning motivation in Pancasila Education subjects in junior high school. From the observation of 32 learners in class VII SMP N 6 Lahat, it was found that 10 learners often came late, had not taken out books and Learner Worksheets (LKPD) after the lesson started, paid less attention to the teacher's explanation, and did not carry out the teacher's orders. The results of the daily test showed that only 19 students were complete in achieving the material, while 13 others were not complete. This shows that the material tested has not been mastered well by students. In addition, the delivery of material by teachers is still monotonous, traditional, and minimal learning media. The percentage of PKN learning completeness only reached 59%, while the other 41% were not complete. So this research emphasizes the importance of further development of bulletin board media as a means to increase student motivation and learning outcomes.

Keywords: *Bulletin board*, motivation, Civics subject.

Introduction

Pancasila as the basis of the Indonesian state is an important subject to be understood by all students. This subject not only teaches national and moral values but also shapes the character of students as good citizens. Unfortunately, Pancasila learning is often considered monotonous and less interesting, causing low student motivation to learn. There are still those who think that the subject of Pancasila Education is unimportant and seems boring, allowing students to become bored and less motivated to participate in learning (Syaparuddin and Elihami 2019). It can be seen from the direct observation of the researcher as many as 10 students out of 32 students arrived late, had not issued books and Student Worksheets (LKPD) after the lesson started, did not pay attention to the teacher's explanations, did not carry out the teacher's orders and the results of the daily test of grade VII junior high school students totalling 32 people showed that there were only 19 students who completed the material achievement and 13 others who had not completed it.

This shows that the material being tested has not been mastered well by students. In addition, from the teacher's side, the delivery of material from teachers to students is still monotonous, traditional and minimal learning media. The percentage of PKN learning completeness shows that only 59% have achieved complete learning, while 41% have not completed it.

As an educator, they are required to have methodological abilities in terms of learning design and implementation (Hamdayama 2016). This includes assignments in the use of learning resources, namely learning media. Teachers are also required as educators, supervisors, trainers and teachers to be able to create an interesting, creative, and effective learning climate that does not make students bored and involves students interactively in the learning process.

The learning process is an educational process that provides opportunities for students to develop their potential into abilities that are increasing over time in behaviour, knowledge and skills. In learning process activities, teachers are required to be creative in increasing students' motivation to learn in the classroom. For example, by developing a variety of interesting methods of presenting material. Learning in the classroom is more directed at the ability of students to understand the subject matter. And the theories learned by students lack application in daily life.

This causes students to find it difficult to concentrate when the lesson starts, tired and bored because the material explained by the teacher has many theories so the student's motivation to learn is lacking (Hidayati et al. 2022; Uno 2021).

In school, this extrinsic motivation is more dominant, especially in students who are in the learning process. The learning process in the classroom will be successful if students are motivated to learn. Therefore, educators need to grow and increase students' motivation to learn. To obtain optimal learning outcomes, teachers are required to be creative in generating students' motivation to learn. Improving student motivation and learning outcomes can be achieved through the use of interactive media such as educational games and other innovative learning tools (Fidya and Oktaviana 2021).

Creative use of media will allow students to learn better and improve their performance according to the goals they want to achieve (Rizky, Jadidah, et al. 2023). In line with this, learning media is considered to be able to solve problems related to the difficulties of the teaching and learning process (Smaldino, Lowther, and Russell 2014). With the existence of media that can interestingly describe learning materials, it can be one of the fun learning alternatives. Miarso also defines the same thing that media is all things that can stimulate students so that an active teaching and learning process is created. Based on this opinion, it can be concluded that the media does play an important role in implementing meaningful learning, without the media, communication will not occur and the learning process as communication cannot also take place optimally. Therefore, the application of game media can be an alternative to increase students' motivation to learn. And also something that channels messages and can stimulate students' thoughts, feelings, and willpower so that they can encourage the teaching and learning process in them.

Nowadays, the media that can be used in the learning process is very diverse. One of them is by using a bulletin board media. This *bulletin board* can encourage learners to work, stimulate initiative, and practice how to solve problems (Boro Allo, Trimiliani, and Pedawana 2022). Based on the results of the diagnostic assessment conducted by teachers to 32 students, the results were that students with visual learning styles were 15 students, kinesthetic 8 people, auditory 9 people, so it can be concluded that

visual learning ability is more in demand by students participating in teaching and learning activities.

Therefore, this *bulletin board* media can be an innovative learning media so that students do not get bored quickly in their learning. In this media, *the bulletin board* pours out the subject matter and also the concise understanding of the material that has been taught by the teacher, so that students are expected to grasp the subject matter faster. This bulletin board is shaped like a simple bulletin board, where it is very easy to make and can be modified as needed.

Based on this, the researcher is interested in conducting a research entitled "**Planning for the Development of Bulletin Board Design Media to Help Increase Students' Learning Motivation in Pancasila Subjects in Junior High School**"

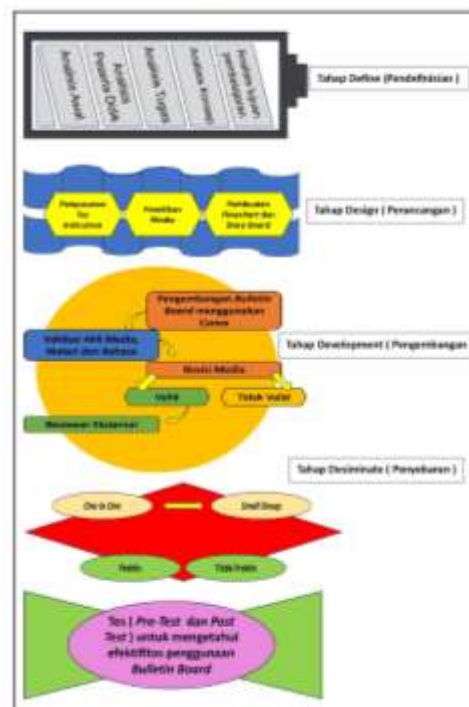
Method

This study applies a qualitative method, while the analysis of questionnaire data is carried out quantitatively. The qualitative method was chosen because the data obtained was very basic, and based on existing facts, events, and realities, so it was not the result of research engineering (Emzir 2020; Sudaryono 2018; Sugiyono 2019). In addition, the results of the research and discussion in the qualitative research are also in-depth so that it is suitable for explaining the needs of students for *the bulletin board* media that is developed. Meanwhile, the analysis of questionnaire data was carried out quantitatively to describe the percentage comparison of each needs analysis that had been carried out. Quantitative research is considered more objective research and can be explained by exact numbers (Emzir 2020; Sudaryono 2018; Sugiyono 2019). The subject of this study is grade VII students at SMP Negeri 6 Lahat. Participants will be selected based on inclusion criteria that include the level of application of Pancasila values, learning motivation, and interest in learning media. The object of this research is a bulletin board product on the Pancasila education subject.

Further research in the context of the development of this bulletin board, will use a qualitative approach and developmental research design using a 4D model. A qualitative approach is used to gain a deep understanding of the student experience and the effectiveness of bulletin board media in increasing learning motivation.

Meanwhile, the design of development research is used to design, develop, and evaluate effective bulletin board media.

The research procedures that will be carried out are:



Result and Discussion

Based on the results of the observations that the researcher has made in the field and checking the exam result documents, the researchers obtained data on the acquisition of learning outcomes and learning needs in their Pancasila education subjects as follows:

Table 1. Acquisition of student learning outcomes

Name	Grade
X	80
X	65
X	55
X	78
X	69
X	81
X	78
X	60
X	63
X	77
X	78
X	85
X	45
X	75
X	77

X	78
X	83
X	66
X	68
X	81
X	85
X	71
X	76
X	85
X	85
X	81
X	71
X	56
X	53
X	78
X	79
X	67
X	69

Table 2. Learning needs of students

No	Ability	Number (people)	Presented (%)
1	Visual	15	47
2	From Kines	8	23
3	Audiotape	9	28
	Total	32	100

Based on the data that has been presented in Table 1 above. It can be seen that 14 out of 32 students or 43.75%. The low achievement of student learning outcomes can be caused by various factors such as physical condition, mentality, supporting facilities and infrastructure, learning methods, learning media and also learning motivation (Bunyamin 2021; Rizky, Maryamah, et al. 2023; Siregar and Nara 2015; Slameto 2021).

Low learning motivation has an impact on the participants, especially in obtaining their learning outcomes (Rizky, Maryamah, et al. 2023). Low learning motivation makes students lose encouragement and enthusiasm when participating in the learning process that takes place in the classroom. The low motivation to learn is caused by various factors, one of which is the facilities and infrastructure to support the learning process such as learning media (Uno 2021).

Monotonous and boring learning media make students lose their motivation to learn (Sabrina and Yamin 2017). The loss of students' motivation to learn must be overcome considering how important its role is in influencing students'

motivation to learn. One of the learning media that can overcome these problems is the *Bulletin board media*.

According to Sanaky, the *Bulletin board media* contains the meaning of a learning medium that can encourage students and teachers to work, generate new ideas, learn effective problem-solving techniques, and encourage students to increase their confidence. So that this media is one of the breakthroughs so that students do not get bored quickly (Boro Allo et al. 2022). This media also incorporates visual media that functions to inform, deepen understanding, and inspire action, as well as stimulate students' interest and motivation.

This media can meet the learning needs of students whose learning modality is visual because this media is visual-based. This media is also able to meet the learning needs of kinesthetic students because this media inspires students' actions and this media can meet the learning needs of auditory students because in its implementation the teacher will explain voice.

Unfortunately, in junior high schools where observer researchers have never used this kind of media, especially in the learning process of Pancasila education materials. The media can be one of the solutions in overcoming the problems in the class. Therefore, it is important and a need to develop *Bulletin board media* to increase students' learning motivation in the subject of Pancasila Education in junior high school.

Conclusion

This study seeks to examine the need for planning for the development of *Bulletin board media*. The results of the study showed that 43.75% of students had low learning outcomes, one of the causes of which was learning motivation. Other results also show that students in the class have different modalities or learning styles. Other findings show that teachers in the classroom tend to use monotonous or conventional media. So based on these three points, it is necessary to develop an attractive, innovative and educational media, namely a bulletin board where no one has ever made it in the school.

However, even though this study was conducted by paying attention to good and correct research procedures, valid instruments and good data processing still needs to be

considered that this research has limitations. The analysis carried out was limited to one school one class and one subject. So, the results of this study cannot be generalized.

Differences in schools, grade levels and subjects will certainly produce different results.

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