LISKI

Jurnal Ilmiah LISKI
(Lingkar Studi Komunikasi)

https://journals.telkomuniversity.ac.id/liski

Communication Education of Learning Media Analysis Using Science Edutainment Approach

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Abstrak. Kemajuan TIK yang begitu pesat menawarkan berbagai kemudahan dalam pembelajaran memungkinkan terjadinya pergeseran orientasi belajar dari *outside-guided* menjadi *selfguided* dan dari *knowledge-as-possesion* menjadi *knowledge-as-construction*. Untuk menunjang pembelajaran di kelas diperlukan sarana dan prasarana pendukung berupa alat bantu atau media. Dalam dunia pendidikan, sering kali istilah alat bantu atau media komunikasi digunakan secara bergantian atau sebagai pengganti istilah media pendidikan (pembelajaran) Penelitian ini bertujuan untuk mengembangkan media pembelajaran pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) bertema "Aku Cinta Lingkungan" dengan pendekatan *science-edutainment*. Metode yang dipakai untuk mencapai tujuan yaitu melalui penelitian pengembangan (*Development Research*) yang diarahkan untuk mengembangkan media pembelajaran IPS bertema lingkungan bagi siswa Sekolah Menengah Pertama (SMP) Kota Bandung, yang berupa puzzle, crossword maupun squareword berbasis TIK. Subjek merupakan 30 siswa SMP berusia 13-15 tahun yang terbagi menjadi kelompok eksperimen dan kontrol. Hasil penelitian ini penting sebagai kajian baru dalam menemukan pengembangan media pembelajaran dengan pendekatan *science-edutainment*.

Kata kunci: Media Pembelajaran, Tematik, Lingkungan, *Science-Edutainment*

Abstract.
The rapid advancement of ICT offers various conveniences in learning, allowing a shift in learning orientation from outside-guided to self-guided and from knowledge-as-possession to knowledge-as-construction. To support learning in the classroom, supporting facilities and infrastructure are needed in the form of tools or media. In the world of education, the terms tools or communication media are often used interchangeably or as a substitute for the term educational media learning. The method used to achieve the goal is through development research directed at developing environmental-themed social studies learning media for Bandung City Junior High School (SMP) students, in the form of ICT-based puzzles, crosswords and squarewords. The subjects were 30 junior high school students aged 13-15 years which were divided into experimental and control groups. The results of this study are important as a new study in finding the development of learning media with a science-edutainment approach.

Keywords: Media Learning, Thematic, Environment, Science-Edutainment

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INTRODUCTION

Learning in Indonesia is currently facing challenges, namely changing perceptions about learning and improving information and telecommunications technology (ICT) which shows extraordinary developments. Constructivism has basically answered the first challenge by redefining learning as a constructive process in which information is converted into knowledge through a process of interpretation, representation, and elaboration. Nugroho (2010) said that the rapid advancement of ICT that offers various facilities in learning allows a shift in learning orientation from outside-guided to self-guided and from knowledge-as-possession to knowledge-as-construction. So to support learning in the classroom, a supporting facility and infrastructure is needed in the form of tools or media where in the world of education it is known as learning media. The use of assistive devices in the form of this media gives hope in which a communication relationship can increase so that it can run smoothly with maximum results. There are several research results regarding the application of learning media in schools can increase the effectiveness and efficiency of the learning process (Akhtar, and Akbar, 2011), the application of audio-visual learning media can improve learning outcomes much higher than conventional learning (Haryoko, 2009), and the development of learning multimedia to optimize students' cognitive understanding (Alimah, 2012). The character of caring for the environment is integrated in all subjects taught from primary to secondary school levels. The character of caring for the environment needs to be developed in the world of education, in order to maintain and improve the existing environmental conditions.

Learning in Social Sciences (IPS) subjects is distinguished based on the integration of materials or themes. In social studies learning there are several relevant concepts and can be used as a theme in different fields of study so that the use of time can be more efficient so that the achievement of learning objectives is more effective. One of the efforts to achieve effective and efficient learning objectives is the development of social studies learning media with the theme of caring for the environment. Social studies learning and the environment are interconnected, so it is important to do research on the development of social studies learning media with environmental care characteristics. Conservation is closely related to caring for the environment, so the theme of conservation is in accordance with the character of caring for the environment. Social studies learning has different characteristics, so it requires an appropriate model in order to provide optimal results. There are a number of basic competencies that contain overlapping concepts so that being taught separately becomes inefficient. To produce a complete competence, the basic competence must be associated with a certain theme so that it resembles a spider's web. This kind of model is called Webbed or called thematic model.

The use of the Webbed model because there are several basic competencies whose concepts are related in different semesters so that to get a complete and contextual understanding, interesting themes are chosen that are close to everyday life into a concept of the theme "I Love the Environment" which is presented with a science-edutainment. It is hoped that by using learning media the science-edutainment approach can improve student learning outcomes and interest because: it makes students happy and makes learning easier, designs learning with educational play media to strengthen understanding of the material, effective and friendly communication, conveys material lessons that are needed and useful, convey material that is appropriate for the age and ability of students and give awards or prizes as motivation so that students can achieve even more. Learning in Indonesia is currently facing challenges, namely changing perceptions about learning and improving information and telecommunications technology (ICT) which shows extraordinary developments. Constructivism has basically answered the first challenge by redefining learning as a constructive process in which information is converted into knowledge through a process of interpretation, representation, and elaboration. Nugroho (2010) said that the rapid advancement of ICT that offers various facilities in learning allows a shift in learning orientation from outside-guided to self-guided and from knowledge-as-possession to knowledge-as-construction. So to support learning in the classroom, a supporting facility and infrastructure is needed in the form of tools or media where in the world of education it is known as learning media. The use of assistive devices in the form of this media gives hope in which a communication relationship can increase so that it can run smoothly with maximum results.

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RESEARCH METHOD

This research is a development research that is directed at developing social science learning media with the theme "I Love the Environment" in the form of puzzles, crosswords and squarewords. The research subjects were junior high school students in the city of Bandung and totaled 30 students at the age of 13-15 years. The field test was carried out by implementing learning using learning media that had been developed, then an assessment of student learning outcomes was carried out. The product usage test was carried out experimentally, namely a pre-experimental one-shot case study model design. Collecting data in this study using the method of interview and osbervation. Interview was used to obtain validation data on the feasibility of social science learning media with the theme "I Love the Environment". Observation was also used to collect information about the character of students who care about the environment in learning activities using learning media with a science-edutainment approach. The test is used to obtain data on cognitive learning outcomes. The test is carried out at the end of the learning process. These results are also used by researchers to measure the effectiveness of the use of learning media.

RESULT

The use of edutainment-based media shows an increase in the enjoyment and retention of students' learning as learning media users. In indicator number eight, it is answered that environmental pollution has a negative effect on health with curiosity with the highest increase because the use of edutainment-based media makes students feel happier. Analysis of the results of observations during the study showed that the pleasure of students in participating in learning using this media had a positive impact on students' curiosity so that learning activities increased, especially reasoning so that students' independence also increased. According to Bisri et al. (2009) that learning as much as possible involves students, allowing students to be able to explore to form competencies by exploring various potentials and scientific truths. The use of social science learning media with the theme "I Love the Environment" with a science-edutainment approach has a positive effect on student learning outcomes and the data from the field trial scores for each character indicator of students caring for the environment are presented in Table 2.

Table 1
Characters of Students Care for the Environment

Number	Student Character
1	Maintaining environmental sustainability.
2	Does not damage the vegetation along the road.
3	Do not scribble along the road shoulder
4	Dispose of garbage in its place
5	Do not burn garbage around the house.
6	Cleaning the environment.
7	Burying used goods.

The results showed that there was an effect of social science learning outcomes with students' environmental care attitudes. The higher the student learning outcomes, the more positive student attitudes will be. In other words, students' cognitive understanding of the environment affects the attitude of caring for the environment.

The environment is a physical factor around as a location for learning activities that implemented by students and teachers. Environment refers to the location and setting at the time of the activity communication takes place (Goodboy, 2018: 67). Location is the area where an activity communication takes place. While the background is the arrangement of a set of furniture and its influence on ongoing communication activities (Steve (2017:43). However, this space has not been able to show it as a learning activity before psychological scope for the resource persons involved in it are not in a psychological condition the same one. With the same psychological conditions can also move the classroom to another different places, e.g. school grounds, library during communication purposes and background psychology is still the same. The setting is the place where the communication event takes place. Different backgrounds will form a different communication event. Although the scope of activities carried out are still learning activities, namely teacher and student interactions, but the difference in will change the rules of interaction that occurs Ahmad and Abdul (2005:89). Based on the results of observations that rote learning activities for elementary school students The Koran is inside or outside the classroom without using a chair so that all the resource persons are teachers and students just sit on the floor in carrying out learning as usual. Utilization learning outside the classroom is more often done by students for ziyadah activities at halaqah first and second halaqah and ziyadah activities in the third halaqah. As for inside the class is more focused on learning activities related to the provision of tahsin material. Thing This is done with the aim that students can concentrate more when memorizing and can reduce boredom in students because routine activities are usually carried out in the classroom.

DISCUSSION

Analysis of learning outcomes shows that the pleasure of students in participating in learning using this media has a positive impact on students' curiousity, so that learning activities increase, especially reasoning so that students' independence also increases. Of the overall test indicators for social science learning outcomes, the lowest increase in indicator number four is proposing ways to overcome environmental pollution to foster a healthy lifestyle in creating a healthy environment, which is 0.74 even though the increase is still in high criteria because of the complexity of the material as well as the limitations of the media in displaying examples and media interactivity.

This shows that the use of social science learning media with a science-edutainment approach can cultivate the character of caring for the environment in junior high school students as stated by Ahmad (2010) that through educational vehicles, one can change the perspective, increase the capacity of ecological insight so that it can move environmentally friendly behavior and lifestyle. However, there are some aspects that have a low value, such as using used goods, students still don't care about this aspect, most students prefer to throw away items that are no longer used. Furthermore, in the reforestation process at school, students are also less concerned with reforestation, this is because there is already a gardener who takes care of plants at school

The results of the study also provide data that the quality of social science learning also affects students' environmental care attitudes in the classroom. This fact is in accordance with the opinion of Gagne in Kresnawati (2013), which states that the quality of learning and learning outcomes affect the formation of attitudes. In this case, the quality of social science learning with the theme "I Love the Environment" with a science-edutainment approach has an effect on civilizing the formation of environmental care characters.

Opening learning is an activity in the interaction carried out by the teacher which according to Khattak and Basri (2016:64) include: real questions, mock questions, informative and expressive. Opening up learning is one of the main characteristics of learning because apart from being included in the preliminary stage to start a lesson, other than that According to Leland and Janmie (2016:114), because learning activities are very closely related to the nature, types and outcomes of learning, initiation is a systematic effort that needs to be done. done in learning. At the time of early learning activities, attracting students' attention first will usually determine the course of learning in the halaqah of the Qur'an so that the stages attract students' attention in learning activities are included in the stage of opening learning. So opening learning is interpreted as a decisive initial effort in learning carry out learning activities (McCroskey and Richmond: 2016:54). As an activity What is decisive, the stages do not only aim to open learning activities but it has other functions that can create an impression that makes students enthusiastic about learning participate in learning activities and have the aim of preparing students to be involved in Learning Activities. So, the principles of learning in the learning process include readiness, students, educators, and the environment in the learning process, motivation students to always follow the learning, attention, perception and transfer so that the knowledge that has been learned can be applied to other situations. Individual learners must have a learning mindset, namely the direction or attitude towards learning activity means that when the individual learns, then he must have a direction of activity to make it easier to achieve the goals you want to achieve and then do learning activities. Learning is a conception of two dimensions of activity (learning and teaching) that must be planned and actualized and directed at achieving the purpose or mastery of a number of competencies and their indicators as a description of the results study. Clay (2015:9) learning is a process in which the environment someone is intentionally managed to allow students to participate in certain behavior under special conditions or produce a response to certain situations. Learning does not only provide knowledge, theories, concepts but also more than that. Learning is an effort to develop a number of potentials possessed by students, both thinking (mental-intellectual), emotional, social, moral, economic, spiritual and cultural. Learning is an activity that requires

proper arrangement orderly and systematic because learning is related to what is to be achieved so that in the learning process must begin with a careful planning process so that implementation can be carried out effectively. Planning will be regarding analysis, forecasting, judgment, and decision-making activities about objectives expected to be mastered by students, analyzing and applying activities subject matter, activities to select and determine approaches, strategies, methods and techniques that will be used to achieve the objectives. In addition, the analysis, estimates, considerations, and decision making is also related to the actions that must be taken carried out so that the goals can be achieved as expected.

CONCLUSION

There is a significant influence between the learning outcomes of social learning sciences with students' environmental care attitudes. The higher the student learning outcomes, the more positive student attitudes will be. In other words, students' cognitive understanding of the environment has a big influence on the attitude of caring for the environment. In addition, there is also a significant influence between the quality of social science learning and learning outcomes with the environmental care attitude of class students. The quality of learning and learning outcomes affect the formation of attitudes. It is necessary to always maintain and improve the quality of social science learning that contains environmental care characters in junior high schools because based on this research there is a correlation between the quality of learning and the formation of students' attitudes to care for the environment. This is because students' understanding of the environment can create a young generation who cares about the environment, so it is necessary to equip junior high school students with knowledge about the environment, especially in other social science subjects.

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