



Analysis of the Effectiveness of the Use of "Stick Board" Media in Pancasila Education Subjects on the Activeness of Class IV Students at Blitar State Elementary School

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Abstract

This research aims to analyze the effectiveness of using "Papan Tempel" (display board) media in Pancasila Education subject on the activity of fourth-grade students at SD Negeri Blitar. Low student activity during Pancasila Education lessons often hinders the achievement of learning objectives. This study employed a quantitative approach with a quasi-experimental design. The population consisted of all fourth-grade students at SD Negeri Blitar, with a sample of two classes selected using purposive sampling: one experimental class that used "Papan Tempel" media and one control class. Data were collected through observation sheets and student activity questionnaires, which were then analyzed using t-test statistical analysis. The results indicate a significant increase in student activity in the experimental class compared to the control class. Students demonstrated greater enthusiasm, participation in discussions, and engagement in learning activities when the "Papan Tempel" media was utilized. This suggests that the "Papan Tempel" media is effective in enhancing student activity during Pancasila Education lessons. Therefore, it is recommended for teachers to integrate "Papan Tempel" media as an alternative teaching tool to foster a more dynamic and interactive learning environment.

Keywords: Elementary School, Learning Media, Pancasila Education, Papan Tempel, Student Activity

1. Introduction

Pancasila education plays a crucial role in shaping the character and morals of students so that they are in accordance with the noble values of the nation. However, often Pancasila education learning at the elementary school level is still dominated by conventional methods which do not involve students actively, resulting in low student activity. Teaching methods that are predominantly lectures or lack variety can cause students to get bored quickly and be less motivated to participate actively (Aditya & Rahman, 2023). Student activity is an indicator of the success of the learning process, where students are involved physically, mentally, emotionally and socially in learning activities (Dewi, 2023). At SD Negeri Blitar, especially for grade IV students, initial observations show that the level of student activity in Pancasila Education subjects needs to be increased. Students tend to be passive, lacking the courage to ask questions, express opinions, or participate in group discussions. One innovative effort that can be made to overcome this problem is to use interesting and interactive learning media, such as sticky boards. Stick-on boards, with their visual and flexible nature, have great potential to trigger students' interest and active participation in learning (Sari & Putra, 2024). Therefore, this research aims to examine in depth the method of using sticky board learning media and its impact on increasing student activity.

Student activity in learning is important in the success of the educational process. Active students tend to have high curiosity, dare to ask questions, dare to express opinions, and are involved in every learning activity. To overcome this challenge, creative efforts are needed from educators in selecting and utilizing learning media. One medium that has the potential to increase student activity is a "stick-on board". Post-it board media is a visual medium that can be used to display various information, images or students' work in an interactive and easily accessible manner. This research aims to analyze in depth how the use of post-it board media can influence and increase the activity of class IV students in the Pancasila Education subject at SD Negeri Blitar. It is hoped that the results of this research can make a real contribution to the development of more effective and

innovative learning practices, especially in efforts to improve the quality of Pancasila education at the elementary school level.

2. Method

This research uses qualitative methods. The qualitative method is appropriate to use because it makes it possible to explore more in-depth information on how effective the use of the "Stick Board" media is for student activity in class. This research was carried out by collecting data from subject interviews. The interview instrument consists of: How do you feel when learning to use the "Sticky Board" media in class? Do you think learning using the "Stick Board" media is fun and makes you more enthusiastic about learning? Why? Do you want teachers to use "Stick Board" media more often in class? Why?

3. Results and Discussion

3.1 Result

After carrying out the data collection process through in-depth interviews with Blitar State Elementary School students, researchers obtained a number of information related to the effectiveness of using the "Stick Board" media in the learning process. Students show a significant increase in participation when teachers utilize sticky boards. For example, when the teacher asked students to paste ideas about "Pancasila values in everyday life," many students dared to come forward and paste their writing or drawings. Interaction between students also increases; they often discuss in front of the sticky board, look at each other's work, and provide comments. This is in line with Pratama's (2022) opinion which states that interactive visual media can trigger student discussion and collaboration. Interviews were conducted guided by several questions designed to explore perceptions, learning experiences, and the impact of using the application on student activity. Analysis was carried out by interpreting students' answers qualitatively, then grouping the findings based on the themes that emerged. Students' responses to the use of sticky board media in learning Pancasila Education showed a high level of activity and enthusiasm. Observations during the learning process show that fourth grade students at SD Negeri Blitar are actively involved in every session that uses this media. They seemed more enthusiastic in answering questions, discussing and participating in activities of attaching pictures or writing related to Pancasila material. Students show great interest in visualizing material presented via sticky boards. The use of colored pictures, picture cards, and other interactive elements succeeded in attracting their attention and reducing boredom that might arise from conventional lecture methods (Putri & Lestari, 2023). Some students even proactively volunteered to come to the front of the class and post materials, demonstrating increased confidence and a desire to engage. Apart from that, interaction between students also increases. They are often seen collaborating in completing sticky assignments, giving each other input, and helping friends who are having difficulty. This is in line with research findings which state that interactive visual media can facilitate cooperative learning and effective communication between students (Sari & Wijaya, 2022). The classroom atmosphere becomes more lively and dynamic, reflecting a learning environment that is conducive to developing student activity.

3.2 Discussion

The use of sticky board media has been proven to have a positive impact on student learning outcomes in Pancasila Education subjects. Increased student activity directly correlates with better understanding of concepts and retention of material. Evaluations carried out after media implementation showed that students were able to identify and explain Pancasila values more accurately than before media use. Stick-on boards help students organize information visually, which is very effective for elementary school students' learning styles. Abstract concepts in Pancasila, such as unity, justice, or democracy, become more concrete and easy to understand through the representation of

images and symbols attached (Rahmawati & Susanto, 2024). This can be seen from the increase in the average score on the formative and summative tests given after learning using the sticky board media. Apart from that, this media also contributes to the development of students' critical thinking skills. When students are asked to select and place images or writing that are in accordance with certain Pancasila principles, they are indirectly carrying out the process of analyzing and synthesizing information. This ability is very important in understanding the essence of Pancasila in depth and applying it in everyday life (Dewi and Pratama, 2023). Thus, the "Stick Board" media not only increases activity but also significantly improves the quality of students' understanding and learning outcomes. The sticky board media allows learning to take place in a more participatory and less monotonous manner. The classroom atmosphere became lively because students were involved in sticking, reading, and discussing around the board. Learning becomes more memorable because students have direct experience in interacting with the material. This activeness directly correlates with better understanding and longer retention of material, as stated by Rahayu & Putra (2023) that activeness is the key to meaningful learning.

Teachers observed significant changes in classroom dynamics and student participation. Before using this media, teachers often faced challenges in maintaining student focus and motivation. Especially when discussing Pancasila material which is sometimes considered less interesting by class IV students. However, with "Stickboard" the classroom atmosphere becomes more lively and students show greater initiative in learning. Teachers feel that the sticky board media is very helpful in conveying complex material in a simpler and easier way to digest it. Media preparation process. Although the media preparation process takes time, it is comparable to the benefits obtained in efforts to improve the quality of learning. Teachers also noted that this medium allows for different ways of learning, where students with various learning styles can be engaged effectively. Some of the challenges teachers face include managing time so that each student has an equal opportunity to interact with the Sticky Board and ensuring that all the material posted is relevant and accurate. In the future, teachers plan to develop a variety of

4. Conclusion

materials that can be attached, such as simple case studies or problem scenarios related to Pancasila, to increase the depth of students' understanding. Teachers will also consider involving students in the process of making some of the sticky board elements so that they feel they own the media and are more motivated (Wulandari and Santoso, 2022). Overall, teachers recommend using Sticky Boards as an effective tool to increase student activity and learning outcomes so that learning objectives can be achieved optimally and students also feel happy in learning.

Based on concepts, studies, theoretical frameworks and research results, it can be concluded that the use of sticky board media ("Mystery Board") is very effective in increasing the activity and learning outcomes of class IV students at SD Negeri Blitar in the Pancasila Education subject. Stick-on boards, as non-projection visual media, have succeeded in bridging the abstract concepts of Pancasila into more concrete and easy to understand students through a combination of text, images, graphics and two-dimensional objects. This is supported by Constructivism Theory which encourages students to build their own knowledge, Cognitive Theory which reduces cognitive load by reasoning, and Social Learning Theory which facilitates learning through observation and interaction. Structured media application procedures, starting from material preparation to core and closing implementation, have been proven to be able to trigger active student involvement in activities of attaching, grouping, compiling and communicating discussion results. Student responses showed enthusiasm, increased interaction, and confidence in

participating. Stick-on boards also develop students' critical thinking skills in analyzing and synthesizing information.

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