

# Development of Puzzle Media in Project Based Learning Models to Improve Learning Outcomes of Pkn Class V Gugus Diponegoro Kaliwungu Kudus

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To Cite This Article: <https://doi.org/10.53797/icccmjssh.v3i3.12.2024>

Received 5 June 2024, Revised 19 June 2024, Accepted 3 July 2024, Available online 14 May 2024

**Abstract:** The purpose of this research is to describe the needs, analyze the design, test the feasibility and effectiveness of puzzle media on a project-based learning model to improve student learning outcomes in the Class V Kaliwungu Kudus.

The research method uses Research and Development developed by (Sugiyono, 2010) with 10 research steps which are simplified and adjusted into 7 research steps according to the needs of researchers, namely potential and problems, data collection, product design, design validation, design revision, product trial, product revision. The result of this study is (1) the development of puzzle media was developed based on an analysis of the needs of teachers and students. (2) The puzzle media uses light and thick PVC board material. (3) Media Puzzle is appropriate based on the assessment of material experts 83.33%, 82.05% media experts and 84.38% linguists. The results of the teacher's response to student responses were in very good categories. (4) The use of puzzle media proved to be effective with the results of the n-gain test in the limited trial of 0.4701 in the medium category. The results of the n-Gain test in the experimental class area trial got an average n-Gain score of 0.72 in the moderate category, the control class got an average n-Gain score of 0.42 in the medium category. The conclusion of this study is that the puzzle media in the project-based learning model is very suitable for use in Civics learning and is effective in improving student learning outcomes. Suggestions in its development, this puzzle media can be used as learning media in schools.

**Keywords:** puzzle, media, project-based learning, learning outcomes, civic education

## 1. Introduction

Education has an important role in human life so that it can transform values such as religious values, culture, knowledge, technology and skills so as to make humans dignified, knowledgeable, and have noble character. Usman (2020: 7) states that education is a process of transforming knowledge involving various aspects or components contained in it to support learning activities. According to Law number 20 of 2003 concerning the National Education System (Sisdiknas) article 1 states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state."

Basic education must include religion, Citizenship Education (PKn), Indonesian, mathematics, science, social studies, arts and culture, physical education and sports, skills/vocationalism, and local content.

"The Citizenship Education subject is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character mandated by Pancasila and the 1945 Constitution."

Citizenship Education (PKn) in its delivery is integrated with the content of other subjects. Civics is one of the compulsory subjects in the 2013 Curriculum. Burhan (2016: 7) states that Citizenship Education is a lesson that focuses on self-development that is diverse in terms of religion, socio-cultural, language, ethnicity to become intelligent, skilled citizens and has character according to the mandate of Pancasila and the 1945 Constitution. Lubis (2018: 16) defines Civics as an eyelessons that serve as the foundation for equipping students with character, knowledge, and becoming good citizens. Civics learning must be strengthened from an early age, so that students are accustomed to practicing

Pancasila values in everyday life.

Based on this explanation, it is concluded that Civics is a subject that aims to shape individuals to become complete citizens and be able to uphold Pancasila values in everyday life. In addition, learning Civics in elementary schools is expected to be able to foster and develop the potential of students to become good citizens in accordance with Pancasila and the 1945 Constitution. In order to form quality citizens, it can be started by improving learning, and affirming the learning objectives to be achieved. Indicators of achievement of the 4 learning objectives can be seen through the learning outcomes achieved by students in the administration of education.

One of the objectives of Civics is to form the character or characteristics of good citizens (Soemantri in Ruminiati, 2008: 1-25). Meanwhile, the aim of Civics in SD is to form citizens who know, want, and are aware of their rights and obligations (2008: 1-26). Thus, students are expected to become citizens who are skilled, intelligent, have good manners, and are able to keep up with modern technological advances. Civics teach the knowledge and intellectual skills students need to actively participate in societal life, so they are important in education in Indonesia.

Judging from the scope of the material in Civics learning content in SD/MI grades I- IV, the material for Pancasila values is one of the materials studied in class V, which is in accordance with KD 3.1 Identifying Pancasila values in everyday life, and KD 4.1 Presents the results of identifying Pancasila values in everyday life. Due to the wide coverage of Pancasila values material, teachers need learning media to make it easier to convey Pancasila values material. In the teaching and learning process the use of media plays a very important role as a tool that aims to make it easier for students to understand the material being taught. The definition of media itself is everything that conveys information from sources to recipients (Communication and Educational Technology Association) in Suryani (2018: 2). Suryani & Agung (2012) the role of learning media is as a teaching aid that also influences the situation, as well as the environment that is arranged and created by the teacher. This is supported by the opinion of E.T. Ruseffendi who stated that children will have a greater interest in learning, if the learning is conveyed properly and interestingly using teaching aids so that the teaching participants will be more interested in learning.

In reality on the ground there are various obstacles in the implementation of Civics learning in schools. Civics learning in elementary schools is still mostly carried out conventionally or traditionally (discussions, questions and answers and lectures) which are still teacher-centered learning and the teacher's lack of ability to motivate students makes Civics learning achievement still low and there is still a lack of use of interactive learning media by teachers to support learning activities so that teaching and learning activities feel monotonous. The researcher found that the media used by the teacher were picture media and audiovisual media. This was found by researchers when conducting observations and interviews at SD 3 Karangampel, Kudus Regency. This is shown from the learning outcomes data for fifth grade students of SD 3 Karangampel even in the academic year 2022/2023 that SD 3 Karangampel with Minimum Completeness Criteria (KKM) = 75. Out of 29 students, there were 10 students (35%) whose grades were below the KKM, and 19 students (65%) scored above the KKM.

The low learning outcomes of fifth grade students at SD 3 Karangampel and the learning content of Civics on the Pancasila Values material is due to several factors, both from students, teachers, and learning media that are rarely used. Factors from students, namely students who are less active in participating in lessons because of the low motivation of students in participating in Civics lesson content. This was revealed by the class teacher when interviewed by the researcher. The use of learning media that is less than optimal also affects the lack of activity of students in participating in class learning which causes students to have difficulty receiving learning material, thus affecting student learning outcomes. In addition, teachers experience difficulties in preparing and using appropriate learning media to convey material because the facilities do not support the availability of learning media in schools.

Based on the data from observations and interviews that have been conducted, the researchers developed interactive learning media to improve student learning outcomes in class V SD 1 Karangampel. The development of learning media that researchers want to do is the development of Puzzle media in the Project Based Learning model, with the development of this game media, students can actively participate in learning and be directly involved in the use of learning media so that they can improve student learning outcomes.

## 1.1 Research objectives

This research was conducted to determine media needs, design, feasibility and effectiveness of puzzle media to improve civics learning outcomes for class V.

## 2. Methodology

The design of the development of puzzle media in the project based learning model to improve Civics learning outcomes refers to the research steps of the R&D method developed by Sugiyono.

Referring to the development model (Sugiyono, 2010) of 10 steps in implementing R&D method research, researchers took seven steps in this process.

### a. Potential and Problems

The potentials and problems in this development research are based on the results of an analysis of the mathematics learning process in the field, needs analysis conducted by researchers at SD 1 Karangampel and SD 1 Garung Lor. Kaliwungu district. The potential and problems found are the lack of use of media in Civics learning material on

Pancasila values, so that fifth grade students have difficulty understanding the material.

#### b. Data Collection

Data collection was carried out using interviews, observation, questionnaires and documentation to obtain the right and appropriate data to be processed in research, especially as material for designing and developing products that are expected to overcome existing problems.

#### c. Product Design

The product design is a puzzle made of rectangular cardboard with a size of 33 x 21 cm and contains 20 pieces of images. The puzzle contains pictures according to the material and is made as attractive as possible with colorful pictures so that students are interested in learning.

#### d. Design validation

Design validation is carried out by experts or experts and practitioners who will validate the material in the puzzle media. Validation is done to find out the deficiencies in the product design. Validation includes media, material and language validation. The validation results are used to improve the design of the puzzle media design.

#### e. Design revision

Revisions were made based on input and validation assessment results from experts. From the results of the design revision, it was then developed to make a product that was planned and ready to be tested. The results of validation from experts become the basis for improving the product design to be developed. After the product design has been revised and obtained a valid title from the expert, the product design can proceed to the product trial stage.

#### f. Product trials

Product trials were carried out on trial subjects to analyze the level of feasibility and effectiveness of using puzzle media in project-based learning learning models to improve Civics learning outcomes.

The trial was carried out on teachers and students of class V semester 1 of the 2023/2024 school year in Kaliwungu District. Schools that are the subject of research are divided into three, namely:

- 1) Small-scale trial class, namely SD 3 Karangampel (20 students)
- 2) Field trial class, consisting of:
  - a. The experimental class, namely SD 2 Karangampel (15 students) and SD 2 Karangampel (15 students).
  - b. The control class is SD 1 Karangampel (15 students) and SD 1 Garung Lor (15 students).

#### g. Product revision

In this stage, product revision is carried out after weaknesses are obtained at the product trial stage. The revision results are used for product improvement so that the final product is in the form of a puzzle media that is ready to be used for learning.

In order to get the right data, the instruments using questionnaires and questionnaire tests are made in a structured way in the form of questions to get information needs that support theory, information needs for model development, information. In order to find out whether students can use interactive learning media as well as assess the quality of the interactive media provided. and tests to measure student learning outcomes

**Data Analysis Techniques** After the data is obtained, the next step is to analyze the data. This research focuses more on the effectiveness of products designed as media so that the data is analyzed properly. To analyze the data from the questionnaire, the following steps were taken: (1) The questionnaire was filled in by the respondent, the answers were checked for completeness, then arranged according to the respondent's code, (2) Quantitative questions by giving a score according to predetermined weights, (3) Make data tabulations, (4) Calculate the percentage of each sub-variable.

## 2.1 Learning Media Validation Results

Assessment of the quality of puzzle media by lecturers as experts, teachers as educational practitioners, as well as Master of Education graduates who are experienced in research and development. The results of the assessment, suggestions and input obtained are used as material for improving the product being developed before being used for trials.

Suggestions and input are used as the basis for improving the media. The results of the validation of puzzle media development are presented in table 1.

**Table 1 - Recap of expert validation results.**

Validators	Average (%)	Category
Media Expert	82,05	Very valid
Material Expert	83,33	Very valid
Linguist	84,38	Very valid

Based on the validation results, it is known that the puzzle media in the project based learning model developed is declared valid for use in Civics learning in class V.

## 2.2 Media Eligibility

Learning media is said to be feasible based on the results of the teacher and student response questionnaire after using the media in learning mathematics. The results of teacher and student responses are presented in Table 2.

**Table 2 - The results of the teacher and student response questionnaire.**

Indicator	Average (%)	Category
Teacher Questionnaire	83,33	Very good
Student Questionnaire	90,58	Very good

Based on the teacher and student responses above, it can be concluded that media puzzle is able to attract students' enthusiasm in the learning process. This is in accordance with the opinion of Gagne and Briggs (in Hamid et al, 2020: 4) who state, "learning media is a tool used to convey the content of learning material that stimulates students to participate in the learning process".

## 2.3 Media Effectiveness

### Normality Test

The results of the normality test for media puzzle are presented in table below.

**Table 3 - Normality test results.**

Learning Outcome Data	N	Test Statistic	Sig. (2-tailed)	Category
Pretest control	30	0,145	0,200	Normal
Pretest experiment	30	0,123	0,200	Normal
Posttest control	30	0,131	0,200	Normal
Posttest experiment	30	0,125	0,200	Normal

Based on table 3 it can be seen that all data from the experimental and control groups as well as the pretest and posttest show that the data is normally distributed with a significance value (Sig.) in the Kolmogorov-Smirnov column of more than 0.05, because the significance value is above 0.05. It was concluded that the data was normally distributed and met the requirements for the Independent T Test test stage.

### Homogeneity Test

Results The results of the pretest data homogeneity test are presented in table 4.

**Table 4 - Results of homogeneity test data pretest class control and experiment.**

Data	Levene Statistic	df1	df2	Sig.
Score	0,107	1	58	0,745

Based on table 4, it is known that the sig. The results obtained in the pretest were  $0.745 > 0.05$ , meaning that the data variance was homogeneous. Furthermore, the results of the posttest data homogeneity test are presented in table 5.

**Table 5 - Posttest data homogeneity test results for class control and experiment.**

Data	Levene Statistic	df1	df2	Sig.
Score	1,671	1	58	0,201

Based on table 5, it is known that the sig. The resulting posttest data was  $0.201 > 0.05$ , meaning that the data variance was homogeneous. Thus, research data from the pretest group and posttest group have the same or homogeneous variance.

### N-Gain Test

**Tabel 6 - Recapitulation of the n gain test results for class experiment and control.**

Class	N Gain (%)	Category
Experiment	77,2	Effective
Control	49,5	Less effective

Based on the results of the N-test calculations in table 6 above, it shows that the experimental class got an average n-Gain score of 77.2% with the effective category. With a minimum N-gain score of 50% and a maximum of 100%. Meanwhile, the control class got an average n-Gain score of 49.5% in the less effective category. With a minimum N-gain score of 0% and a maximum of 66.7%. Thus, it can be concluded that puzzle media in the project-based learning model is said to be effective in improving student learning outcomes.

### 3. Conclusions

From the results of the research "Development of Puzzle Media using the Project Based Learning model to improve Civics Learning Outcomes for Class V Students at Gugus Diponegoro Elementary School Kaliwungu Kudus", it can be concluded as follows: The development of puzzle media was developed based on analysis of teacher and student needs questionnaires. Learning carried out in class includes several activities, namely learning using a project based learning model, there are observation activities, discussion activities, and product presentation activities related to Pancasila Values material.

Puzzle media uses PVC board material which is light and thick. The puzzle is accompanied by a frame for placing the puzzle pieces. The puzzle media consists of 35 pieces of images arranged according to the Pancasila values.

Puzzle media is suitable for use as a learning medium with the results of the material expert assessment obtained an average percentage score of 83.33% in the very good category. Meanwhile, media expert validation obtained an average percentage score of 82.05% in the very good category. The results of the language expert assessment obtained an average percentage score of 84.38% in the very good category. The results of the teacher's response resulted in an average percentage score of 88.33% in the good category and an average percentage of student responses of 90.58% in the very good category.

The use of puzzle media has proven to be effective in increasing pretest-posttest scores with the results of the n-gain test in limited trials getting an average n-Gain score of 0.4701 in the medium category. The results of the n-Gain test in the extensive trial of the experimental class got an average n-Gain score of 0.72 in the medium category, the control class got an average n-Gain score of 0.42 in the medium category.

### Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

### Conflict of Interest

The authors declare no conflicts of interest.

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