

APPLICATION OF LEARNING MEDIA PROSE THEME BOX AT SDN 194 PEKANBARU

PENERAPAN MEDIA PEMBELAJARAN KOTAK TEMA PROSA DI SDN 194 PEKANBARU

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Abstrak

Berdasarkan hasil observasi pada pembelajaran prosa fiksi dikelas V SDN 194 Pekanbaru memperoleh informasi bahwa siswa belum mencapai hasil yang diinginkan oleh guru dalam pembelajaran prosa. Dari hasil observasi tersebut, maka dapat diketahui bahwa siswa masih sulit menemukan ide atau gagasan untuk menulis atau menciptakan prosa fiksi. Dan apakah dengan menggunakan metode media gambar dapat meningkatkan kemampuan anak menulis prosa fiksi kelas V Sekolah Dasar Negeri 194 Pekanbaru. Tujuan dari observasi ini adalah untuk meningkatkan penerapan media ajar prosa di sekolah dasar agar anak mendapatkan cara belajar yang baru. Observasi ini menggunakan metode *Research and Development* yang disederhanakan sehingga hanya meliputi tiga tahap utama, yaitu (1) studi pendahuluan, (2) perumusan dan pengembangan produk, dan (3) validasi dan mempresentasikan produk.

Abstract

Based on the results of observations on prose fiction learning in class V SDN 194 Pekanbaru, information was obtained that students had not achieved the results desired by the teacher in prose learning. From the results of these observations, it can be seen that students still find it difficult to find ideas or ideas to write or create fictional prose. And can using the media image method improve children's ability to write fiction prose class V 194 Elementary School Pekanbaru. The purpose of this observation is to increase the application of prose teaching media in elementary schools so that children get a new way of learning. This observation uses a simplified *Research and Development* method so that it only includes three main stages, namely (1) preliminary study, (2) product formulation and development, and (3) product validation and display.

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INTRODUCTION

Learning literature for elementary schools is an effort to improve students' ability to appreciate literary works. That is, efforts to train elementary school students to sharpen feelings, reasoning, imagination, and sensitivity to society, culture, and their environment. The development of literary abilities in elementary schools is carried out in various types and forms through listening, speaking, reading, and writing activities. One type of learning literature in elementary school is learning Prose Appreciation.

Prose is a literary work that is descriptive or narrative in nature (Yuwono, 2007: 27). Rumini, 1997: 1). Thus, the behavior of enjoying, understanding, interpreting, and interpreting literary works in the form of stories is called prose appreciation. and interpreting and enjoying the contents of the story. In its application, appreciation requires activity, creativity, and motivation in demonstrating

one's ability or potential because appreciation is a process (Aminuddin, 2001: 35). Furthermore, Rusyana (1982: 7) emphasizes that people who have appreciation do not simply believe that something is desired as a calculation of their mind, but rather desire it with an enthusiastic attitude towards the literary work. This is in line with Zaidan's opinion (2001: 21) which states that appreciation takes place through the process of knowing, understanding, living, and assessing a thing or work that exists in a life.

Learning prose in elementary schools needs to be done according to the level of education and age level. In other words, to study prose in elementary school, it is absolutely necessary to have prose objects or materials aimed at children, namely children's literature. Children's prose or children's literature referred to here is prose that expresses the world of children or the world close to them in order to get simple and easy-to-understand language, but more importantly, if children's prose is in elementary school, it will make it possible to positively influence children's behavior. . In other words, learning to appreciate literary works can instill values that shape children's character from an early age. In other words, children's literature can shape a child's personality and guide a child's emotional intelligence, and can be used as a means of education and entertainment. Children's literature education contains messages about children's morals, the development of children's personality, the development of children's imagination and creativity, as well as practical skills for children.

To achieve the goals of learning literature in elementary schools certainly requires planning, strategies, approaches, methods, learning techniques, and the determination or selection of effective teaching materials. Determination of approaches and methods and learning techniques must of course refer to the applicable curriculum. Furthermore, in the implementation of prose appreciation learning the teacher acts as a facilitator and should place students as learning subjects. Therefore, the authors try to examine the implementation of prose appreciation learning in elementary schools by looking at one case at SD Negeri 194 Pekanbaru.

This study aims to examine prose learning in class V at SD Negeri 194 Pekanbaru through case studies. Some of the cases found at SD 194 Pekanbaru are the lack of understanding of students in understanding a reading, the lack of reference sources presented, the absence of teaching media that are appropriate to the material presented and students having difficulty finding ideas.

From the cases above, we can conclude that the lack of teaching media can make children not understand the material and determine ideas and ideas in making prose. In the previous teaching method, children were required to understand the material using the lecture method. While students quickly feel bored when the teacher uses the lecture method. In this observation we decided to use the pictorial idea method.

METHOD

In this study, a simplification and grouping of steps was carried out, from ten steps into three main stages, namely (1) preliminary study, (2) product formulation and development, and (3) product validation and presentation. the product we use is in the form of a box containing images to determine the theme of the prose to be made. And students will be given worksheets to make prose according to the pictures they get.

RESULT AND DISCUSSION

Students are the subject of students and at the same time as objects of students in the implementation of learning (Semi, 1993:12). As subjects, students must be active in learning, while as objects, all learning activities are directed to make students have abilities according to learning objectives. The learning program is an activity to influence students in a situation that allows interaction between teachers and students, students and students or students with the environment (Nurgiyantoro, 2005: 41).

The definition of fictional prose is a story or story that is carried by certain actors with the characterization, setting and stages as well as a series of certain stories that depart from the imagination of the author so that they intertwine a story (Aminuddin, 2011: 66). In a literary sense, prose is also known as fiction, or narrative text. The term fiction is a fictional story or an imaginary story in the form of prose.

Based on the results of observations made, the Prose learning material in class V at SDN 194 Pekanbaru provided by the teacher is in accordance with the main material in the curriculum. Most of the material provided by the teacher comes from theme books and companion books. The theme book is used as the main source book in learning, because all students have the book, and the learning material contained in it mostly refers to the learning objectives of both competency standards and basic competencies contained in the curriculum.

Teaching materials are all forms of material/set of material/subject lessons (teaching material) which are arranged systematically, can be printed or non-printed, used as learning resources in the form of audio-visual material (software/hardware) which can be used as an alternative in communicating to students. teaching and learning process, which in general consists of knowledge, skills, attitudes that students must learn in order to achieve predetermined competency standards. In addition, (Prastowo, 2013: 43) also adds several objectives for making teaching materials which have at least four main things covering them, namely: (1) helping students learn something, (2) providing various types of choices of teaching materials, (3) make it easier for educators to carry out learning, (4) so that learning activities become interesting. And the benefits of teaching materials developed by the educators themselves can be broadly designed according to the relevant curriculum, according to the needs and characteristics of the students themselves, so that the expected goals will be achieved. The types of teaching materials are classified into two, namely printed and non-printed teaching materials. Printed teaching materials can be used in learning without the help of technology such as computers, LCD projectors, and others, while non-printed teaching materials are more widely used by utilizing this technology.

The media used by the teacher in prose learning in class V at SDN 194 Pekanbaru is still very simple. For Prose learning, elementary school teachers convey more material in the form of theory so that Prose learning has not been carried out appreciatively. This is because the teacher lacks mastery in the field of learning literary appreciation, especially prose learning so that prose material has not been delivered optimally, or the teacher feels less confident in appreciating prose.

Based on observations made at SDN 194 Pekanbaru, several cases were found, namely, students' lack of understanding in understanding a reading, lack of reference sources presented, lack of teaching media that matched the material presented and students having difficulty finding ideas.

From the cases above, we can conclude that the lack of teaching media can make children not understand the material and determine ideas and ideas in making prose. In the previous teaching method, children were required to understand the material using the lecture method. While students quickly feel bored when the teacher uses the lecture method. In this observation we decided to use pictorial ideas/theme boxes as media. The theme box is a learning medium in the form of a box containing ideas that can later be used as themes in prose writing. These ideas are illustrated into an image that is commonly known to all students. Before the writing activity, each student takes one picture from the box. The picture they get will be the theme of their writing. In the opinion of students, this learning media greatly facilitates them in finding ideas or ideas for writing prose. Compared to before using this media students spent a lot of time just looking for ideas and ideas. According to the educators at SDN 194 Pekanbaru, the application of learning media that we did was more effective than the previous prose learning method which only used the lecture/delivery of theory method without being accompanied by the use of learning media.

CONCLUSIONS AND RECOMMENDATIONS

Solutions that can be suggestions in learning to write prose fiction using media images, namely pictures that are used as a reference for students in writing must be adapted to themes that most likely all students experience, the learning process should be adapted to a predetermined time allocation, then students those who have difficulty interpreting images should be placed in the front seat during learning, so that it will make them concentrate more on paying attention to the images. Instead, the provision of material is more focused or gets more portion on the use of spelling and punctuation.

The results of observations that have been made in the process of learning to write prose fiction using media images, it turns out to be able to improve student learning outcomes. Therefore, Indonesian language teachers should be able to apply the use of media images to assist in the learning process, so that the learning objectives can be fulfilled/achieved. The teacher should always reflect on the implementation of the learning carried out so that the teacher can find out the deficiencies in the learning process that has been carried out, so that it can be used as material for correction to improve in the next learning process.

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