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IMPLEMENTATION OF LEARNING COMIC FABEL MEDIA AS ENVIRONMENTAL EDUCATION SUPPLEMENTS STUDENT IN ELEMENTARY SCHOOL

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Abstract

The government always strives to improve health and good environment. The Government seeks the holding of environmental education in Elementary School. Environmental education is now integrated in every subject in elementary school in the hope that elementary school students will have a good character in protecting the environment and will become a good habit until they grow up. This study aims to determine the implementation of the use of fable comic media in learning environmental education in Elementary School. This research is a descriptive research with qualitative approach. In this study researchers used data collection techniques by way of observation, documentation, interviews and tests. Data analysis technique in this research is interactive data analysis, there are three main thing in data analysis of interactive model that is data reduction, data presentation, and conclusion. Based on the implementation of environmental education learning by using fable comic media grade 1st students SDN Randugede 2 District Plaosan, Magetan has been running in accordance with the lesson plans contained in the Plan of Implementation of Learning. Students look very passionate following the lesson. Test results of the evaluation show 88% of students whose value is already above the average grade.

Keywords: *fable comic media, Environmental Education, Elementary School*

INTRODUCTION

Education is a medium or means used for science and education is also a means to channel the culture and values that exist in society. The government always strives to improve health and good environment. The government has implemented health and education for the preservation of the environment to the school community. Along with the era of globalization which has many positive impacts to society and school, globalization era also give negative impact in the aspect of life including in the world of education.

The degradation of student character in school is one of the negative impacts of globalization. Lately we see a lot of increasing destructive behavior of students. But the government has initiated the holding of character education from an early age to students at school. Given the importance of character education, Elementary School has a heavy responsibility for the formation of student character. At the age of primary school, the child's mind will develop gradually and quietly. Besides families, schools have had a major impact on the formation of child mind. At this age knowledge will grow rapidly. Many of the skills that will begin to emerge and are mastered by the students, in addition to certain habits also began to be developed. The child's memory at this elementary school age reaches the greatest intensity and the strongest. Character education itself is done in many ways one of them exist in the preservation and management of living environment around the students or commonly called environmental education.

The environment is the unity of space with all things, circumstances and living things, including human beings and their behavior that affect the viability of human life and well-being and other living beings (Imam Supardi, 2003: 1). While environmental education is a process for building human populations in a conscious and caring world of the overall environment and all the problems associated with it, and people with knowledge, skills, attitudes and behavior,

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motivation and commitment to cooperate, both individually and collectively to solve current environmental problems, and prevent new problems (Daryanto and Suprihatin, 2013: 2).

Environmental education becomes very important because many of our communities are not yet aware of the importance of environmental role to human life. Many deliberately destroy and pollute their environment. Environmental education is now integrated in every subject in elementary school in the hope that elementary school students will have a good character in protecting the environment and will become a good habit until they grow up. However, environmental education has its own challenges in applying in Primary Schools. Elementary school children are easily bored, they still love to play and have not focused on certain issues.

The attitude of the child in receiving knowledge depends on the teacher's creativity in presenting the knowledge. One of the important components in learning activities is the need for learning media that can be an intermediary for the delivery of materials to students. The use of media should be one of the important concerns for teachers. By using learning media students can more easily understand the material. Teachers should be able to create an atmosphere of learning that can generate students to learn. In environmental education other than teachers invite students to go directly to the environment, teachers can also use instructional media that can attract students' attention.

Learning media is a tool used by teachers to help the process of delivering material to students. According to Hanafiah and Suhana (2010: 59) learning media is all forms of stimulants and tools provided by teachers to encourage students to learn quickly, precisely, easily, correctly and not the occurrence of verbalism Concerned (2008: 50) also argues that the media learning is a medium that can be used to help students in understanding and obtain information that can be heard or seen by the five senses so that learning can be useful and efficient. In basic thematic teaching in elementary school requires the use of optimal learning media that varies so that students can be helped in understanding abstract concepts.

Learning media suitable for elementary school students in completing environmental education is comic media. Hardayani (2008: 2) argues that comic is a form of visual communication media that has the power to convey information in a popular and easy to understand. This is possible because the comics combine the power of images and writing, which are arranged in a story line. The image makes it more easily absorbed, the text makes it easier to understand the reader and the grooves make it easier to follow and remember by the reader. Besides Sudjana and Rivai (2010: 64) revealed that comics are part of a cartoon that connects characters and plays a story in a sequence closely linked to a picture, some of the characters of the comic must be known for the power of content to be lived.

Teachers using comics as a learning medium is certainly much different from when the teacher uses learning media in the form of film or animation. Because in steeped in the story of students cannot repeat the story with as they pleased. However, by using comic media students can easily repeat the part that has not been understood. In addition, using comics can also improve students' reading skills. As revealed by Sudjana and Rivai (2010: 68) that through the guidance of teachers, comics can serve as a bridge to foster interest in reading. In addition, the comic is also a medium of learning that can direct students to discipline in reading, especially for students who do not like to read can also be a bridge to read another book more serious.

Comics become one type of reading that can arouse student interest and eliminate boredom in learning because in addition to an interesting story is also accompanied by images that can channel the imagination of readers. The use of comics in learning should be combined with appropriate models and teaching methods so that comics can be utilized optimally and can be an effective learning media. In this study the comic selected in completing environmental education learning is comic fable.

Fable is a story that describes the nature and mind of human beings perpetrators played by animals (containing moral education and character). According to Desy (Taningsih, 2006: 7) fable is a fairy tale about animal life that is told like human life. Excess fable is one of the things

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that interest kids and fables can give a positive thing in it. On fable stories, animal figures are described to speak and think like humans. One of the advantages of fable is through the story can convey messages positive for children indirectly. Fable comics are considered to be the most appropriate medium because primary school-age children are fond of fairy tales. The wonderful elements in this story capture the children's interests. Critical unsure begins to emerge so that children can correct the story content, and the fantasy element still plays an important role

METHODOLOGY

This research was conducted at SDN Randugede 2, Plaosan Subdistrict, Magetan Regency. This research was conducted at Sekolah1 Primary School. This research is a descriptive research with qualitative approach because it presents data in the form of words and language. Qualitative research according to Sukmadinata is a study shown to describe and analyze phenomena, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups (Sukmadinata, 2007: 60).

The subjects for this research are 1st grade students of SDN Randugede 2, Plaosan Subdistrict, Magetan Regency which is the main informant. As the triangulation, the researcher utilizes the Principal and teacher of class 1. The research is based on that the SD has been implementing environmental education which is integrated in every learning theme. In this research data obtained from various sources by using some data collection techniques such as observation, interview, test and documentation. Observation is done by observation that is clear, detailed, complete and conscious about learning process using comic media. Researchers also conducted interviews with principals and teachers of class 1 as well as some students of class 1.

The document used in this study in the form of a list of research respondents, photos of learning activities and learning outcomes. The test is used to determine students' learning outcomes when implementing learning using comic media.

The instrument of this research is the researcher himself. Data analysis in qualitative research is done when data collection is ongoing, and after completion of data collection. Activity in analyzing other qualitative data: (a) Data reduction is a process of selection, separation, attention and simplification, abstraction and transformation of coarse data arising from records found in the field; (b) the presentation of data, made to facilitate the researcher in viewing the description of the titles or the specific parts of the study; (c) the conclusion, is a continuous verification throughout the research process during the process of data collection.

Conclusion done by extracting the essence of a series of categories of research results based on observation, interview and documentation. Technique examination of data validity in this research that is by using triangulation. triangulation is technique of examination of data validity by exploiting something else outside of data for checking purpose or as comparison to that data. This study uses two types of triangulation are triangulation of source and triangulation technique. Triangulation of resources used by researchers to check data obtained from students of grade 1, classroom teachers and principals. While triangulation techniques used by researchers after getting the results of interviews and then checked with the results of observation and documentation.

RESULT AND DISCUSSION

The results of research and also the discussion in this research will be presented in the form of descriptive. This study describes the general implementation of learning in class 1 by using a lesson in the form of comic fables. This fable comic consists of 20 pages that tell about the life of some animals such as goats, elephants and deer living in the forest. The life of the animals in bikes with the felling of wild trees in the forest and the pollution of water on their rivers. At the end of the comic book also inserted a mandate that must be read by students. Students must keep the environment around. The first stage of research is the observation activity.

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Researchers observed learning in class1 using comic fable media. The data obtained at the initial observation stage is as follows:

1. Learning Preparation Activities

Before carrying out the lesson, the first grade teacher conducts the learning preparation first. Teacher's activities in preparing the lesson is the formulation of RPP (Learning Implementation Plan). RPP is compiled based on Syllabus that is in accordance with the Competency Standards and Basic Competencies that will be used at the time of the learning process. The theme chosen is Character, which is in Class 1 semester 1. On the theme of manners there are several subjects namely Social Sciences, Natural Sciences, Civic Education, Mathematics, Indonesian Language. However, in this time learning will only combine 3 subjects namely Civics Education, Natural Sciences and Indonesian Language.

Environmental education on the theme of character is integrated in every subject. For the subjects of Natural Sciences Competence Standards is to know how to keep the environment in order to stay healthy. While the basic competence is to distinguish healthy and unhealthy environment with the main / main material is healthy and unhealthy environment. In this learning for learning of Natural Sciences taken two indicators that students can express the characteristics of healthy and unhealthy environment and students can explain things that cause the environment becomes dirty. RPP is made thematically so there should be other subjects combined. In this lesson the combined subjects are Indonesian Language and Civic Education.

Standard of Competency in Indonesian Language that is reading, understanding text by reading aloud. Basic Competency of Indonesian Language is to mention the characters in the story. And the Indonesian indicator that students can retell the contents of the fairy tale with his own sentence. As for the subject of Civics Education standard competence is to implement living in harmony in difference, the basic competence is to live harmonious life at home and at school. The indicator is that students can show mutual respect and not discriminate treatment at home or at school. Master also prepares comic fable media.

2. Implementation of Classroom Learning

Learning is carried out in accordance with the learning implementation plan that has been prepared by the teacher. Learning is done in class 1 after the bell sounds. All students are ready to go to class and ready to study. In the implementation of learning is divided into three activities, namely preliminary activities, core activities, and closing activities

a. Preliminary activities

In this activity the teacher's first step is to ask one of the students to come to the front of the class and lead a friend to pray. Prayer is done together. After praying, the teacher absorbs the student attendance. All students attend the class on time and nothing is too late with the number of students is 23. The teacher asks students to prepare books and stationery then the teacher conditioned the class by going around helping students prepare their stationery. After all is finished preparing the stationery teachers start motivation activities that are asking students to sing together sang my beloved gur song. After that the teacher performs apperception by asking about the students this morning, and asking who has relatives at home? After the answer by the student teacher asked who is the quarrel with relatives or friends?

b. Core activities

Questions on apperception activities in preliminary activities are answered by students and teachers continue by explaining the importance of living in harmony with family at home and also with friends and teachers at school. Teachers also do not discriminate between friends or relatives when playing. After that the teacher took the learning media in the form of comics and distributed to each student. After all the students get the comics the teacher and the students read the comics together.

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Students read comics guided by teachers while students watch and read each comic. But occasionally the teacher approached the students who looked still difficult to help the student. Then the teacher asked some students to come to the front of the class and retell the contents of the story in the comic to his friends. All students seem to want to tell the story in front of the class, but the teacher only appoints some students only. After the comic finished reading together, the teacher asked the students what the story content? Who are the characters in the comics? What is the character of each character? All students try to raise their hands and answer the questions the teacher gives.

Students look very enthusiastic in reading comics and pay attention to every picture on the story. Students are also enthusiastic in answering questions from teachers. After the teacher completes the question and answer to the students, the teacher convey the message contained in the contents of the story that we should keep our environment well. Then the teacher asks the students to jointly clean up the classroom of their classroom and afterwards together plant flowers in the flower pot that has been prepared by the teacher. Students look very enthusiastic about doing the instruction given by the teacher and do it seriously.

Teachers also assist each student's activities and guide students who find it difficult. After all the cleaning and flowering activities are completed, teachers and students organize the flowers in and out of the classroom. After all activities outside the classroom, students are asked to sit back.

c. Closing Activity

In this closing activity, the teacher gives a brief overview of today's learning. In addition, the teacher also provides question and answer to the students as well as delivering the messages after studying the subject matter today. Activities undertaken by teachers on closing activities is students together with teachers to make conclusions from the material that has been studied. After that to see if the students are already familiar with the material today, the teacher gives the evaluation question to the students. The evaluation question consisted of 10 brief descriptions of the students to do that day.

3. Evaluation Results

In this thematic learning activity after an evaluation test, the average grade score of 85 and 86% of students is above average. The lowest score is 70 and the highest score is 100. Students who get the value of 70 as many as 3 people and students who get 80 as many as 8 people, students who get the value of 90 as many as 8 people and students who got the value of 100 as many as 2 people. Minimum Passing Criterion that has been agreed that is 75. There are 3 students whose value is below the Minimum Exhaustiveness Criteria.

CONCLUSION

Based on the results of research with observation techniques, interviews and documentation conducted at SDN SDN Randugede 2, Plaosan Subdistrict, Magetan Regency about the implementation of learning using comic fable media can be concluded, among others, the implementation of thematic learning with the theme of manners using the media fable in accordance with the lesson planning have been made before and students look very interested in reading comics and are very enthusiastic about learning. The student score when the evaluation test is conducted is above average.

SUGGESTION

Based on the results of research found suggestions proposed by researchers, among others, the role of teachers is very dominant in learning activities so that teachers should be able to place itself as a good role model for students. Teachers should further develop the learning media and learning strategies in order to make students actively learn and not quickly bored in learning.

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