



Students' Perception of Learning Media Poster Material Structure and Function of Plants for Class VIII SMP

Yanita Nur Anggraheni *, Much. Fuad Saifuddin

Biology education department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

*Email: yanita1800008088@webmail.uad.ac.id

Received: 1 September 2021 Revised: 10 Oktober 2021 Accepted: 2 November 2021

Abstract

The structure and function of plants need to be visualized in an exciting way, including through posters. The purpose of this study was to determine students' perceptions of the use of poster media in learning the structure and function of class VIII plants. The population includes students of class VIII SMPN 15 Yogyakarta with one class as a sample. The sample was taken using a purposive sampling technique. The research method used is descriptive qualitative, with data collection techniques using a questionnaire. The questionnaire is on a Likert scale with four answer options: strongly agree, agree, disagree, and strongly disagree. The research results that have been done show that the student's perception of the poster media is good. Students consider that the use of poster media makes learning fun and efficient, following students' needs, triggers the spirit of learning, and increases understanding and attractive presentation.

Keywords: Biology learning, Internship student, Students' perception, Poster media

INTRODUCTION

The interaction between educators and students and learning resources plays an essential role in the learning process. In learning activities, educators encourage so that the process of acquiring knowledge, skills, and character abilities can be established, and the formation of student behavior (Mahmudah, 2018). The government currently stipulates that learning is carried out online rather than face-to-face at schools to prevent and minimize the transmission of the Covid-19 virus. Along with that, educators should still be able to generate attention and make students participate actively in learning activities even though learning is carried out online. The learning strategy used must also be considered carefully by the teacher in order to facilitate the learning process so that the learning objectives can be achieved. The teacher's skill in selecting and applying media, models, and learning methods is a learning strategy. Learning activities will be more optimal if teachers can maximize supporting components of learning activities such as teaching aids, media, and learning resources. Based on this, in the learning process, teachers are required to be more creative and innovative.

Significantly today, technology is growing to be utilized and is expected to help in the learning process to run more efficiently.

Learning media is a helpful tool to assist educators in delivering information in the learning process. The use of appropriate and optimal learning media can help achieve the learning objectives carried out. Various kinds of learning media have their characteristics, advantages, and disadvantages. Therefore, before the use/application and manufacture of learning media is carried out, it is necessary to design first (Hamid et al., 2021). Of course, learning media created and used must be according to students' characteristics, materials, and technology or available facilities. This needs to be considered so that the media used can help students' learning process so that learning objectives can be achieved optimally.

Learning media has several types, one of which is visual media. Visual media is learning media that uses eye senses to deliver material or the content of the media itself. One example of visual media is a poster. The poster is a visual media that combine images or illustrations with relevant, concise, and clear writing. Posters contain material and principal components in images and are equipped with attractive colors and graphics to attract readers' attention (Nurfadillah et al., 2021). Posters have two types: digital and manual; digital posters can be made through available applications, while manual posters can be made manually, drawn by hand. According to Sumartono and Astuti (2018), some advantages of using poster media include ease to make, facilitating the delivery of material, reducing the need to take notes, and searching students' attention with the colors and designs used and simple storage.

Based on the results of interviews and observations that have been made with one of the science teachers at SMP Negeri 15 Yogyakarta, learning materials are often presented through Microsoft Word and PowerPoint. Learning media that are often used include pictures and videos from Youtube. The weakness of students in using the learning media is that they are deleted before they are noted. The use of learning media is limited due to limited ability. Monotonous or less varied learning media will affect the learning process in terms of student motivation and student participation in learning activities. Then when the researcher did Internship (PLP II) at SMP Negeri 15 Yogyakarta class VIII during teaching and learning activities for science subjects, digital poster learning media was used. Learning using poster media is carried out on the material structure and function of class VIII plants.

Along with poster media, some students are very enthusiastic or enthusiastic and focused on ongoing learning. The learning media used can make students enthusiastic and pay close attention to learning; this is following Nurfadillah et al. (2021), which states that learning media can trigger students' enthusiasm for learning and be active in learning that learning will be more efficient and effective. Based on these problems, the use of poster learning media is expected to increase the variety of science learning media. Students can better understand and be enthusiastic in carrying out learning activities. So the research was conducted to see "Students' Perceptions of Poster Learning Media in Science Subjects for Class VIII."

METHOD

This research is a qualitative descriptive study. The study was conducted at SMPN 15 Yogyakarta in August 2021. The population in this study were all eighth-grade students of SMPN 15 Yogyakarta, which consisted of 10 classes. The sample consisted of one class, VIII F, totaling 34 students; the sample was determined using the purposive sampling technique with considerations class that tends to be passive compared to other classes. The data sources used to consist of primary data sources and secondary data sources. Primary data were obtained from interviews with science subject teachers about the learning process, learning observations, and data collection regarding students' perceptions. The data collection technique used is in the form of a questionnaire/questionnaire with a Likert scale consisting of 4 (four) answer choices; SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree). The questionnaire/questionnaire contains 11 statements that must be filled out by students

according to their true feelings when learning using poster media. The data collected through interviews, observations, and questionnaires are processed by recapitulating the data and recording and then doing qualitative data analysis.

RESULT AND DISCUSSION

The results of the questionnaire response regarding students' perceptions of the use of poster learning media. The questionnaire consists of 6 indicators and 11 positive statements, which are distributed via Google Form. The results of the respondent data recapitulation can be seen in Table 1.

Table 1. Recapitulation of questionnaire responses to poster learning media

Indicator	Response Percentage (%)			
	SS	S	TS	STS
Make the learning process fun	35.3	58.8	5.9	0
Improve understanding	20.6	79.4	0	0
The suitability of the use of media with the material according to the needs of students	29.4	70.6	0	0
Learning experience becomes more efficient	33.8	63.3	2.9	0
Sparking enthusiasm for learning	12.8	83.3	3.9	0
Presentation (selection, font size, images, and appearance)	23.5	76.5	0	0

One part of human psychology that plays a role in responding to or responding to various perspectives and phenomena is called perception; sensing is the initial stage of perception (Jayanti & Arista, 2019). Students' perceptions of the use of poster learning media can be seen from the responses to the questionnaires that have been given. One class was used as a sample of 34 students so that 34 respondents were obtained. After three learning activities were carried out using poster media, students were asked to fill out a questionnaire/questionnaire. Based on table 1, it is known that students' responses from all indicators can be said to be good. This result can be seen from the responses agree and strongly agree in each indicator.

The results of the responses in the questionnaire show that the indicators of making the learning process fun get a response percentage of 35.3% strongly agree and 58.8% agree, the remaining 5.9% disagree on positive statements. It can be concluded that the majority of students responded positively or well to these indicators. A good response is possible because posters are fun and informative learning media. This is in line with the statement of Djonnaidi et al. (2021), which states that delivering fun, innovative material and creating a new atmosphere in learning can use poster media. Creative learning media will essentially be an excellent solution to attract the active participation of students so that learning becomes fun (Sitorus, Notowinarto, & Sudirman, 2016). Using posters as learning media can create high learning motivation and bring fun to the learning process (Zerin & Khan, 2013).

The response of students to the indicators of increasing understanding is good. This response is known because students agree and strongly agree on positive statements regarding understanding the material using posters. Poster media can attract students' attention so that students can focus on the ongoing learning process. If students can focus, it will increase their understanding of the learning material. Posters are visual media that rely on the senses of the eye in delivering content or material. With the help of visuals, it can improve students' understanding. According to Budiman (2016), visual media can overcome student boredom in learning. Therefore students will more easily understand the material. In addition, students' activeness and enthusiasm for learning will increase.

Based on Table 1, the result shows that students agree and strongly agree with the suitability of using poster learning media on the material structure and function of plants. The material on the structure and function of plants in class VIII SMP contains plant morphology, plant tissue, and

technology inspired by plants. It is better if the material is presented with pictures that support one by offering the material using poster media. According to Rizawayani, Sari, and Safitri (2017) , learning media development should be innovative and per the characteristics of the material being taught.

Students have a positive perception of the learning experience using poster media. 33.8% of students strongly agreed, and 63.3% agreed that poster media made learning more effective. At the same time, the remaining 2.9% do not agree about this. Posters are simple media, so easy to use, and can help in the learning process. Digital posters usually have a relatively small file size, so they are easy to download or access on a smartphone or laptop. The use of posters can lead to teacher-to-student interaction as well as fellow students. Students can achieve learning objectives by utilizing poster media (Pakpahan et al., 2020). Poster media can provide several aspects of the learner's experience, including opinions, observations, associations, and communication, to make the learning process more effective (Wijayanti, Kristiantari, & Manuaba, 2016). According to Harsono, Rosanti, and Seman (2019) , the teacher's quality of learning in the classroom can be improved by the selection of appropriate learning media such as posters. Posters are made as attractive as possible and adapted to learning materials to create effective learning.

Student responses to poster media can trigger enthusiasm for learning and can also be categorized as good. The responses obtained on these indicators are 12.8% strongly agree, 83.3% agree, and the remaining 3.9% disagree. The use of learning media can indeed trigger the enthusiasm or motivation of students. One of them is the use of poster media. The results of research conducted by Maiyena (2014) where poster media can trigger enthusiasm or motivation and arouse student activity in learning activities. The student enthusiasm that arises in learning activities will trigger more curiosity about the learning material. According to Hendriyadi, Mulyanratna, and Mitarlis (2014) , posters in science learning can save time; the material becomes concise, and the delivery of material by the teacher will be easy to understand can trigger students' learning motivation. The research results by Sari et al. (2019) states that students are more motivated to learn when using poster media; students do not feel bored or bored and show enthusiasm because poster media can draw their attention.

Based on the results, students' perceptions of the presentation poster are also good; the poster's production in question includes images, letters, and appearance. There are responses of 24.5% strongly agree, and 76.5% agree with positive statements regarding poster presentation. Media posters are indeed presented in the form of pictures combined with writing with attractive colors. So that it can attract the attention of readers and information can be conveyed. The images or visuals presented in the poster must be per the material presented. According to Hendriyadi et al. (2014) , the combination of visuals, colors, graphics, and factual information in posters is intended to attract readers' attention. A good poster is easy to use and understand and is a concise medium in presenting information to students (Samuel, Bandonkar, & Rataboli, 2014). The poster learning media is designed and made by the teacher by adjusting the teaching and learning needs. Posters can be modified by including various components such as attractive images, stickers, information by sharing colors that attract attention (Chotimah, Masitoh, & Daryosunarjo, 2021).

A teacher can use posters as learning media to visualize what is in the learner's environment. Poster learning media get a good perceptual response from students. This result positively contributes to learning science, especially biology, where teachers can make posters as teaching media. Teachers can make posters through various applications that are available online to make it easier to design posters.

CONCLUSION

Poster learning media can be an alternative medium in teaching biology, especially at the junior high school level. A teacher can choose poster media to visualize the material in the environment around students, but it is not easy to observe at any time. Teachers can use an online poster-making application to make it easier to determine the design.

ACKNOWLEDGMENT

The researcher thanks to the education professional development center (PPPK) faculty of teacher training and education Universitas Ahmad Dahlan and SMP N 15 Yogyakarta, allowing researchers to carry out the School Field Introduction II (PLP II) internship program and conduct research. Hopefully, this research can provide benefits for teachers and students at the level of junior high school.

REFERENCES

- Budiman, H. (2016). Penggunaan Media Visual Dalam Proses Pembelajaran. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 7(2), 171–82. doi: 10.24042/ATJPI.V7I2.1501.
- Chotimah, C., Masitoh S., & Daryosunarjo E. D. (2021). Effect of Educational Poster Media on The Ability to Recognize The Concept of Numbers and Fine Motorics in Group a Children in Kindergarten. *International Journal of Education and Social Science Research*, 4(5), 113–34.
- Djonnaidi, Silvia, Wahyuni, N., & Nova, F. (2021). Pengaruh Media Poster Digital Dalam Pembelajaran Daring Di Masa Pandemi Terhadap Kemampuan Berbicara Mahasiswa. *Jurnal Inovasi Teknologi Pembelajaran*, 8(1), 38–46. doi: 10.17977/um031v8i12021p038.
- Hamid, M. A., Ramadhani R., Juliana M., Safitri M., Jamaludin, M. M., & Simarmata. (2021). *Media Pembelajaran*. Medan: Yayasan Kita Menulis.
- Harsono, H., Rosanti S. Y., & Seman N. A. A. (2019). The Effectiveness of Posters as a Learning Media to Improve Student Learning Quality. *The Journal of Social Sciences Research*, 5(4), 1046–52. doi: 10.32861/jssr.54.1046.1052.
- Hendriyadi, Mulyanratna, M., & Mitarlis. (2014). Penerapan Pembelajaran IPA Terpadu Dengan Model Pembelajaran Kooperatif Tipe STAD Menggunakan Media Poster Pada Tema Pemanasan Global Di SMP Negeri 2 Menganti Kabupaten Gersik. *Jurnal Pendidikan Sains*, 2(1), 117–22.
- Jayanti, F. & Arista N. T. (2019). Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura. *Competence: Journal of Management Studies*, 12(2), 205–23. doi: 10.21107/kompetensi.v12i2.4958.
- Mahmudah, M. (2018). Pengelolaan Kelas: Upaya Mengukur Keberhasilan Proses Pembelajaran. *Jurnal Kependidikan*, 6(1), 53–70. doi: 10.24090/jk.v6i1.1696.
- Maiyena, S. (2014). Pengembangan Media Poster Berbasis Pendidikan Karakter Untuk Materi Global Warming. *Ta'dib*, 17(2), 148–56. doi: 10.31958/jt.v17i2.269.
- Nurfadillah, S., Saputra T., Farlidy T., Pamungkas S. W., & Jamirullah R. F. (2021). Pengembangan Media Pembelajaran Berbasis Media Poster Pada Materi 'Perubahan Wujud Zat Benda' Kelas V di SDN Sarakan II Tangerang. *Jurnal Pendidikan dan Ilmu Sosial*, 3(1), 117-134.
- Pakpahan, A. F., Ardiana, D. P. Y., Mawati, A. T., Wagi, E. B., Simarmata, J., Mansyur, M. Z., Ili, L., Purba, B., Chamidah, D., Kaunang, F. J., Jamaludin, Iskandar, A. (2020). *Pengembangan Media Pembelajaran*. Medan: Yayasan Kita Menulis
- Rizawayani, R., Sari S. A., & Safitri R. (2017). Pengembangan Media Poster Pada Materi Struktur Atom Di Sma Negeri 12 Banda Aceh. *Jurnal Pendidikan Sains Indonesia* 5(1), 127–33.

- Samuel, L. J., Bandodkar L. V., & Rataboli P. V. (2014). Poster and Model Competition: A Novel Interest-Generating Teaching Tool in the Subject of Pharmacology. *International Journal of Basic & Clinical Pharmacology*, 3(4), 649–55. doi: 10.5455/2319-2003.ijbcp20140816.
- Sari, P. K., Rostini D., Ahmad A., Fajarianto O., & Yulistiani N. (2019). The Effect of Poster Media on Students Learning Motivation in Social Science for Primary Students. *Proceedings Of the International Conference on Education, Language and Society*, 371–75. doi: 10.5220/0008999203710375.
- Sitorus, M., Notowinarto, & Sudirman, D. (2016). Persepsi Siswa Terhadap Poster Bertema Perilaku Hidup Sehat Dan Bersih (PHBS) di Lingkungan Sekolah SMP Tunas Baru Jin-Seung Batam, *Simbiosis*, 5(2), 76–83. doi: 10.33373/sim-bio.v5i2.815.
- Sumartono & Astuti, H. (2018). Penggunaan Poster Sebagai Media Komunikasi Kesehatan. *Komunikologi*, 15(1), 8–14.
- Wijayanti, N. K., Kristiantari, M. G. & Manuaba, I. S. (2016). Penerapan Pendekatan Saintifik Berbantuan Media Poster Dapat Meningkatkan Keterampilan Berbicara Dalam Bahasa Indonesia Tema Cita-Citaku. *E-Journal PGSD Universitas Pendidikan Ganesha*, 4(1), 1–9. doi: 10.23887/jjpgsd.v4i1.7154.
- Zerin, S. & Khan S. A. (2013). Poster- A Visual Stimulus for Active Learning. *Journal of Law and Social Sciences*, 3(1), 129–34. doi: 10.5176/2251-2853.