



MEDIA CARD FOR ANTICORRUPTION LEARNING ON THE SUBJECT PKn (Pendidikan Kewarganegaraan) IN JUNIOR HIGH SCHOOL

Lu'mu

Fakultas Teknik , Universitas Negeri Makassar

Lumu_taris@yahoo.com

ABSTRACT

Purpose of this research is to know how to design anti-corruption Based Learning Media Card for Instilling Values Honesty Since Early IN Civics Lesson in Junior's eyes. Research is a research development KIND singer. Software Development Models using Form Learning The Game Cards for review provides understanding shown to Students About Learning corruption singer performed WITH engineering approach where the stages are: analysis, design, implementation, and evaluation. Operating Data Used hearts singer research is qualitative data and quantitative data. Qualitative data TIN From Needs analysis instruments, while quantitative data TIN From the findings Needs analysis sheet, sheet material experts, media and experts. The development of anti-corruption Media Card Media as a Learning through Three Stages BETWEEN lie: a) analysis WITH analyze Supplies, analysis of the characteristics, material analysis, as well as objective analysis. b) designing ie design a concept, designing development tools, MAKE Product Design, and Product revision and validation. c) That the development of producing products until finishing. Learning design models using anti-corruption as Instructional Media Card plus cellular WITH Based Applications Supporting Card Games. Software designed WITH purpose to facilitate a review of the game. Looking for your answer key using WITH Easily Without Having Handbook hearts Shapes hardcopy. Based on the findings mean SCORING ASSESSMENT RATING TIN Good Very valid By Expert Media and Content Experts.

Keywords: *Anti-Corruption, Value Honesty, Media Card*

INTRODUCTION

The development of attitudes, moral, and personality learners can not be developed in a short time because they development of attitudes, moral as well as a person's personality comes from a long process and continuing with the habit that often do. So the need for education model anti-corruption continuing where early childhood is the most important in instilling attitudes, morale and a positive personality and certainly instill anti-corruption starting from early childhood or past (SMP) for this period is a period of development of gold which operates purely on the subconscious mind and will absorb the information 100% without any filtering of the information and will form the belief or the confidence to be embedded in the subconscious mind of the child. When a belief has been embedded in the unconscious child, then the belief is

very difficult to change (Gunawan, 2008). For children of junior high school age belief-belief planting anti-corruption education is very effective if through a fun educational games. One model of educational games for children, namely the method of a card game. Based on the description that background, the research was conducted to find out how the learning-Based Anti-Corruption Media Card can Instilling Values Honesty Since Early In junior high school students.

Instructional Media

Media comes from the Latin "medius" which literally means an intermediary or introduction. Media is "an intermediary or an introductory message from the sender to the receiver of the message (Sadiman Arief, 2003). Aside from being a messenger, the media is also a tool in the learning process that can

arouse students' interest and motivation. Oemar Hamalik found "an educational media tools, methods and techniques that can streamline communication and interaction in the process of education and teaching in schools" (Oemar Hamalik, 1994).

According Munadi, instructional media are "learning resources other than the teacher called the dealer or connecting instructional messages are held and / or created by teachers or educators (Sadiman Arief, 2005). Many limits suggested by experts on the media. And Communications Technology Association Education in America restrict media "as all forms and channels people use to distribute messages and information. Based on the above opinion, it can be concluded that all forms of learning media is used to process the information in learning to give motivation and innovation in learning that can occur on the student learning process effectively and efficiently. In this case the effective means providing high effectiveness in terms of the message and the interests of students who are learning. While efficient means to have power in order in terms of how it is used, the time and place. A media said to be efficient if its use is easy, in a short time can achieve extensive content and where required is not too broad. Media also must be "communicative, meaning the media is easy to understand his point, in other words what is displayed through the media is easy to understand students (Sardiman, 2004)".

The use of creative media can enable students to learn better and improve student performance in accordance with the objectives to be achieved. So the media in all forms of learning is a communication tool that can be used to convey information from the source to the students that aims to stimulate thoughts, feelings, and the willingness of students in participating in learning activities. Media is also used to deliver learning as a whole

can also be used to convey a certain part of the learning activities, and provide motivational coaching.

Card Games in Learning

What is called the game (games) are each contest between the players interact with each other by following certain rules to achieve certain goals anyway. Every game should have four main components: a) the player; b) the environment in which the players interact; c) the rules of the game, and d) the existence of certain objectives to be achieved.

As a medium of learning, the game allows the active participation of students to learn. The game has the ability to engage students in active learning process. The game is a fun thing to do, something entertaining, as well as card games. Media Game has several advantages as follows: a) the game is a fun thing to do; b) the game allows the active participation of students to learn; c) the game can provide immediate feedback; d) game allows the application of concepts or roles to the actual situation and role in society; e) the game is flexible; f) the game can be easily created and propagated. The weakness of the media game, among others: a) flexible nature so as to make students too busy playing so that the learning objectives are not achieved; b) the effectiveness of learning depends on the materials chosen specifically; c) sometimes it takes a considerable cost; d) require a long time.

RESEARCH METHODS

Types of research

The first phase of the study, entitled "Anti-corruption learning model based Media Card To Instill Values Honesty Since Early In Junior High School Students" is a type of research development. Software development such as learning model that uses a card game to provide insight to students about learning

this corruption carried out by engineering approach where the stages are: analysis, design, implementation, and evaluation. Having produced an instructional model Anticorruption Based Media Card, the study continued to conduct tests on products developed for the students of SMP Negeri 27 Makassar. Experimental research was conducted in the second year.

Development style

The planned study is a research and development in education (educational research and development) adoption of a model Borg & Gall. In accordance with the understanding that this research aims to produce products. The next development of learning tools via a card game.

Procedure Development

The procedure of research and development models Borg and Gall (1983: 772-774) basically consists of two main objectives, namely: (1) develop products, (2) to test the effectiveness of the product to achieve goals. The first goal leads to the development of a product and the second aim is to lead to validation.

Data types

Data used in this study is qualitative data and quantitative data. The qualitative data obtained from the instrument needs analysis, while quantitative data obtained from the results of the needs analysis sheet, sheet materials experts. Techniques used in the collection of data / information from the models developed observation, interviews and questionnaires. Furthermore questionnaire, used to collect data on response validator on learning Model-Based Anti-Corruption Media Card To Instill Values Honesty Since Early In Junior high school students developed.

Data analysis technique

At every stage of research and development will be analyzed in accordance with the intent and purpose of

these stages. In general, the analysis used in this research is descriptive analysis that will describe the results of development, the response of the validator. Analysis of the software and hardware is done by considering the minimum specifications, with reference to the development of learning tools for instructional media, namely efficiency and effectiveness, reliability, maintainabilitas, reusability, application selection accuracy, compatibility, packaging, documentation and reusability.

RESULTS AND DISCUSSION

Results

In this analysis, information gathering done by conducting interviews with teachers in high school Civics First the anti-corruption learning materials in the classroom. From the analysis of the interview, it could be concluded as follows:

- a. The learning approach used in the process of learning is learning-oriented approach or a student-centered (Student Centered Approach).
- b. Learning strategies used in the learning process is deductive. In deductive learning strategies messages to be delivered starting from the general to the particular, from the abstract to the real thing, from abstract concepts to concrete examples.
- c. The learning method is usually done using a model of lecture, discussion and recitation (assignment). Lecture method is lighting and narrative orally to clarify the description. Discussion method is a method of learning that exposes students to a problem. The main goal of this method is to solve a problem, answer questions, add and understand the knowledge of students, as well as to make a decision.

- d. Media used was limited to teaching board.
- e. Learning media card game very interesting to help the learning process on anti-corruption, with the hope media card game created by interactive involving students directly in the learning process with the media, the material contained in the medium of learning to use language that is easily understandable and understood the students, easy to play, media expected a simple and facilitate students to see the desired material as well as responsive or unresponsive to commands students, the media is expected to be displayed in the form of the many popular and loved by the students, the multimedia are expected to provide a learning experience becomes easier to understand a material's anti-corruption SMP.

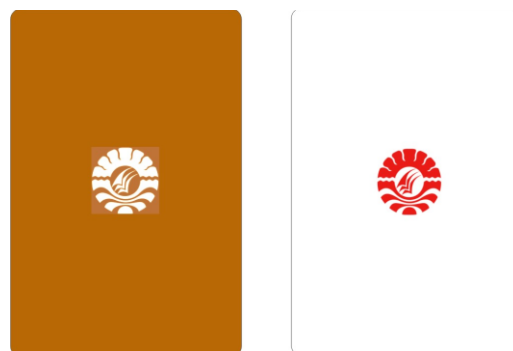
and matter, the game cards are also grouped according to the type of answer choices so that a homogeneous choice according to the identity of the card. Identity alphabetic letters written by the antecedents to the sequence of digits ranging from 1-50. card shape is a rectangle with a portrait models to be easily held, besides the player cards containing material questions and answers. there is also an additional element in the form of caricature image affixed wise words, as an addition to accents and dynamic elements and aesthetics for character education. Caricature is a simple black and white picture that is often and commonly found as a symbol - a symbol in a particular message. The size of the player's card is 11 cm wide and 7.5 cm. This size is the size of the international standard card game of poker.

Development

The development phase is an advanced stage of the design phase, since the design phase of a reference during the development stage. The development stage is divided again into a small stage that is making multimedia interface, coding or coding, testing movie, publishing, packaging, validation expert and multimedia revision. The development stage is the stage production of the card there are some production processes in the manufacture of this enterpoker card media as supporters and completeness of the product. Each phase is described as follows:

a) Production Card Players

Process development activities undertaken is the product manufacturing process in this case the creation of all instruments and products needed. The first step is the manufacture of playing cards totaling 30 cards each different numbering



Gambar 5.5 Play Card.

b) Production Punishment card and Reward

The next stage is to produce punishment cards and reward cards, this card is made with the card functions as a marker, that players who play it can be answered correctly or incorrectly. This card also as a reference for who will win the game. These cards are numbered each 6 pieces with a characteristic picture of a child holding a trophy to reward card. As for punishment card is a picture of someone who was carrying a balance. The size of this card is smaller that 1/6 of the game card and master card.

Results Table 5.3 Assessment of Learning Materials

NO	STATEMENT	mean Score
1.	Concept material On the media card this already corresponding.	3
2.	Matter on media Card this corresponding or relevant with competence basic.	3
3.	Matter yang presented complete corresponding with standard competence and competence basic.	3
4.	Question in card disajikan corresponding with material, correct, no impose will, and conflict with fact that appear.	4
5.	Matter in card this be adapted and pengembangan technology and appropriate with development cards game in the market.	4
6.	Matter dalam card this easy be understood and interesting interest read.	4
7.	Matter in pertanyaan and statement and selection answer already complete.	3
8.	Matter that presented in card this could develop ability participant learners to think in right in solve problem.	4
9.	Matter that presented in expression taken from material from module.	4
10.	Matter in media Card this presented with businesslike and easy be understood and cultivate curiosity.	4
11.	selection answer by material that there is in module and including in ingredients teaching.	4
12.	answer only there is 1 selection answer correct from question that presented. No there is pengulangan's and duplication.	2
13.	Use picture as value aesthetics but no dominate percentage from material.	2
14.	Picture that be used in card this taken from caricature that spiked motivational phrases as value added.	4
15.	Application Standard Competence and Competence basic on grain question already corresponding and balanced.	3
16.	Each grain question and jawaban on card have level distress that balanced and weighted.	3
	Average Overall Score	3,375

In Table 5.3 the results obtained Aspects ratings Matter Learning with a mean score of 3.37 or by category Eligible.

2) Media Expert

Media experts give advice on the material contained in the anti-corruption card. After a media expert assessment, it is known the things that have to be revised. Identification of high and low

propensity score set at ideal criteria data with the data range 1 to 4.
 based on the score Likert scale research

Table 5.7. Aspects election Media learning

NO	PERNYATAAN	Rerata Skor
1.	Forms of physical appearance, content uniquely presented.	4
2.	This card can be taken anywhere and uncomplicated.	4
3.	These cards correspond to the learning objectives.	4
4.	This card is adapted to the conditions of learners.	3
5.	This card can be used as a medium of learning.	4
6.	This card can be applied in a variety of learning strategies.	3
7.	This card can hone acting speed and smoothness say the	4
8.	Models and designs as well as materials such as anti-corruption card modern commercially sold in the market.	4
9.	Sentence grow buying imaginary power.	4
	Rerata Skor Keseluruhan	3,77

In Table 5.7 the results obtained Aspects votes Election Media Education with a mean score of 3.77 or with good category.

DISCUSSION

Instructional media are very diverse and have diverse criteria anyway. Therefore in determining the medium of learning there are a few things to note include: learning objectives, ketepatan, the condition of students, availability of devices and the availability of cost (Asnawir and Usman, 2002: 15). Selected media should support the learning objectives to be achieved. The media must also comply with the material that will be taught. Conformity media with the material will greatly affect learning outcomes. Selection of media also should pay attention to the condition of students, such as age, intelligence, cultural and educational backgrounds. Selecting media also pay attention to the media availability. The media should indeed available or allows teachers to design the media is balanced with the results achieved.

Cards are usually made of paper which is hard and thick that contain words, pictures, phrases or sentences (Rosyidi,

2009: 69). Anti-corruption card is teaching aids in teaching civics in the form of cards containing pictures and words. Card contents varied and tailored to the needs of learning in this case anti-corruption learning. Cards used in learning to maximize learning objectives so that the anti-corruption learning objectives can be achieved.

Stahl (2008) quotes in his article “Social studies teaching and learning are powerful when they are meaningful” Civics good that learning will be created if meaningful. This is relevant to the theory of David Ausubel meaningful learning. Dahar (1996) outlines that have meaningful learning prerequisites, namely: (1) the material studied potential to be significant; and (2) the child is going to learn should have the readiness and intention meaningful learning. Related to the above, in the model ANKOP BERMEKAR (Anti-Corruption-Based Media Card) the significance of learning gained from the integration of learning materials with anti-corruption values. This is because corruption is a problem that is ingrained in society and have not found the solution thoroughly. Therefore, through the model ANKOP BERMEKAR students are directed to behave anti-corruption early

by planting anti-corruption values in learning. The application of the model ANKOP BERMEKAR make students understand the reasons for the importance of learning civics. When the model ANKOP BERMEKAR can be a source of materials, approaches and motivations it will create meaningful learning for students.

Learning corruption will not succeed if students are not able to find a link between the values of anticorruption concepts Civics material to be mastered. Burner inquiry learning theory stressed the importance of understanding the structure of the key importance of understanding the structure of matter from a knowledge learned, the need for active learning, and the value of thinking inductive learning (Trianto, 2007: 33). Related to this theory, the model ANKOP BERMEKAR directing how learners understand the substance of the material he had learned through the media card. Teachers encourage students to active learning by bringing up the problem to be solved by the students through discovery. The values of anti-corruption be the topic of problems that encourage students find learning concept in anti-corruption around then connects with the concept of the material being studied.

BERMEKAR ANKOP model development has gone through several stages, preliminary, early product development, validation, and field trials. Nieveen (1999) suggests three criteria that must be met by a product research and development, namely: (1) valid or invalid; (2) practicality; (3) effectiveness. Aspects kevalitan and practicality in terms of the assessment of experts or practitioners as a validator whether the model developed already rational theoretical and has internal consistency so that it can be applied. BERMEKAR ANKOP model development to final product produced under criticism and suggestions from the

validator to repair and enhance product ANKOP BERMEKAR models. After the revision, the validator states that the product is feasible to be implemented or tested. Effectiveness side, at the stage of field trials also obtained various inputs and disadvantages that must be addressed related to the practice in the classroom. Tests on the test results show the model ANKOP BERMEKAR models have met the criteria valid and effective.

CONCLUSIONS

A. Conclusion

Based on data from the research and discussion that has been described, it can be concluded that:

1. The development of anti-corruption media cards as a medium of learning through three stages include: a) analysis by analyzing the needs, characteristics analysis, material analysis, as well as objective analysis. b) design that is designing the concept, designing development tools, making the design of products, and revision and validation of the product. c) development of producing products until finishing.
2. Design of anti-corruption learning models using the card as a medium of learning coupled with a mobile based application that supports a card game. The software is designed with the aim to facilitate the game. Searching for the answer key easily without having to use a manual in hardcopy form.
3. Based on the assessment results obtained mean score very valid votes either by Expert Media and Content Expert.

B. Suggestions

Suggestion of this research include:

1. In accordance with the results of the research, that this anti-corruption card is media that is based on an advanced testing kelaayakan then the media is feasible for use in the learning process of learning about the corruption in the junior high school students.
2. Expected further research on the effectiveness of the use of media learning, towards the card so that it can improve students understanding of the anti-corruption learning.

REFERENCE

Abu Ahmadi dan Widodo Supriyono. 1991. *Psikologi Belajar*. Jakarta: Rineka Cipta.

Anisatul Khairiyah. 2011. *Efektivitas penggunaan media permainan kartu dalam meningkatkan hasil belajar IPS terpadu siswa pada materi ekonomi*. Fakultas ilmu tarbiyah dan keguruan Universitas Islam Negeri Syarif Hidayatullah Jakarta

Arief S. Sadiman. 1986. *Media Pendidikan*. Jakarta : Rajawali.

Arief S. Sadiman, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2007), 86

Azhar Arsyad, 2006. *Media Pembelajaran*, Jakarta : PT Raja Grafindo Persada.

Dewa Ketut Sukardi. 1984. *Bimbingan dan Penyuluhan Belajar dan Sekolah Usaha Nasional*. Surabaya.

Herman Hudoyo 1988. *Mengajar Matematika*. Jakarta .Depdikbud.

Indianto. 2003. *Metode Pembelajaran Matematika Terhadap prestasi Belajar Matematika Anak Heperaktif*. Fakultas Keguruan dan Ilmu Pendidikan .

John D. Latuheru. 1988. *Media Pembelajaran dalam Proses Belajar Mengajar Masa Kini*. Jakarta : Depdikbud.

Kartini Kartono 1990. *Pengantar Metodologi Reaserch Sosial*. Bandung Angkasa

Moh. Amin. 1995, *Ortopedagogik Anak Tunagrahita*. Bandung : Depdikbud Dirjen Pendidikan Tinggi Proyek Pendidikan Guru.

Mudjiyo 1995 *Tes Hasil Belajar* .Jakarta : Bumi Aksara.

Munzayanah. 2000. *Tunagrahita*. Surakarta : Depdikud.

Muljono Abdurrachman dan Sudjadi S. 1999 . *Pendidikan Bagi Anak Berkesulitan Belajar..* Jakarta: Rineke Cipta.

Nana Sudjana dan Ahmad Rivai. 1990 . *Media Pengajaran Penggunaan dan Pemuatannya*. Bandung: Sinar Baru.

Nana Sudjana, *Media Pengajaran*, (Bandung: Sinar Baru Algensindo, 2009)

Ngalim Purwanto. 1988. *Psikologi Pendidikan*. Bandung : Remaja Rosdakarya.

Nur Hayati Yusuf, *Media Pengajaran*, (Surabaya: Dakwah Digital Press ,2005), 6

Rosyidi, Abdul Wahab. 2009. *Media Pembelajaran bahasa Arab*. Malang: UIN Malang Press

Oemar Hamalik. 1986. *Media Pendidikan*. Bandung: Citra Aditya Bakti.

Triman Prasadjo. 1976. *Gangguan Psikiatrik Pada Anak Retardasi Mental*. Fakultas Kedokteran. Universitas Air Langga

Usa Sutisna. 1984. *Pendidikan Anak*



INTERNATIONAL CONFERENCE ADRI - 5

“Scientific Publications toward Global Competitive Higher Education”

Terbelakang Mental. Jakarta : Depdikbud.

Setijadi. 1986. *Pemilihan dan Pengembangan Media untuk Pembelajaran*. Jakarta : Rajawali.

Suharsimi Arikunto 1992. *Dasar – dasar Evaluasi Pendidikan* . Jakarta PT. Bumi Aksara.

----- 2002 *Prosedur Penelitian Suatu Pendekatan Praktek* .Jakarta. Rineka Cipta.

----- 2003 *Prosedur Penelitian Suatu Pendekatan Praktek* , Jakarta : Rineka Cipta

Slameto 2001 *Evaluasi Pendidikan* . Jakarta . PT. Bumi Aksara

Sutratinah Tirtonegoro 1987 *Metodik Khusus Pengajaran Anak Tuna Grahit* a Jogjakarta FIP IKIP Jogjakarta.

Winkel W. S. 1991 *Psikologi Pengajaran* n . Jakarta . PT. Grasindo .

Yunus Nawaga, *Metodologi Pengajaran Agama Islam*, (Jakarta: Pustaka Firdaus, 2000), 137

Zainal Arifin. 1991. *Evaluasi Instruksional*. Bandung : Remaja Rosdakarya.