

Development of Liping Arts Methods (Performance, Exploration, Brainstorming) in PKN Learning

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Abstract

One interesting learning method is the Liping Arts. This method is used in lessons with many stories or events that students must memorize. The Attribute Dimension is a set of equipment used by students in practicing lessons with the Story Liping Arts method. This study aims to test the effectiveness of the story lip art method assisted by attribute dimensions developed with a performance, exploration, and brainstorming approach in civics learning at SDN Patihan Wetan Ponorogo Indonesia. The research method used in this research is descriptive qualitative. Sources of data were obtained from observation, pre-test, and post-test. The results of this study are the Story Liping Arts method assisted by Attribute Dimensions, which was developed using the PEB approach. The syntax of the PEB approach was obtained from an analysis of the Scientific Approach to the MBKM Curriculum and 21st Century Learning Skills. Applying to learning with the Story Liping Arts method assisted by Attribute Dimensions has proven effective and beneficial for students' knowledge and experience because the essence of effective learning is to experience it in real time.

Keywords

Methods; Liping Arts; PEB Approach; Civics Learning

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1. INTRODUCTION

Technology opens up opportunities so great that it allows everyone to network broadly (Alan Januszewski. Michael Molenda, 2008). Following the flow of technological movements that continue to go global, we need revivals *or* major developments, especially in education. Not only reforms in the education system but fundamental reforms in designing GEMBROT PAIKEM activities (Active, Innovative, Creative, Effective, Fun, Happy, and Good Learning) (Susiani & Isnawati, 2021). Several strategies can be used to create renewal in learning activities, both inside and outside the classroom. Learning in the 21st century must: 1). Instruction should be student-centered; 2). Education should be collaborative; 3). Learning should have context; 4). Schools should be integrated with society (Nichols, 2017). As planners, executors, and evaluators, teachers need positive energy intake to support their performance in educating the nation's students (Bruce Joyce, Marsha Weil, 2016). Of course, the teacher can cultivate positive energy intake, including digging up information about children's development in the era of globalization, not stuttering about technological advances, and being up *to date* with things kids like. Teachers are expected to be motivators, inspirers, mediators, and innovators (Hamlyn, 2016) to produce future generations who are intelligent and qualified, have a noble character, and have a



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noble character, as well as character and insight (Cherniss et al., 2006).

Talking about the education system in Indonesia, which continues to be directed in line with the 21st-century learning system, the MBKM Curriculum implementation is based on a scientific approach (Sisdiknas, 2003). An approach that consists of observing, asking, gathering information, associating, communicating, and creating (Kemendikbud RI, 2020). In addition to the principles of a scientific approach, the MBKM Curriculum also strives to promote the values of the nation's character. So, explicitly, the character values that are expected to be achieved by children, have been integrated into the Student's Book for learning with the MBKM Curriculum (Kemendiknas, 2013). However, in mapping basic competencies, science, social studies, Indonesian language, civics, arts and culture, PJOK, and mathematics are still separated. Therefore, the values of national character are discussed more in-depth in Civics (Citizenship Education) lessons (Brooks et al., 2021).

Civics or Citizenship Education lessons tend to contain many stories about the struggle of the Indonesian people to achieve independence. In addition, Civics learning also has a fundamental essence of Pancasila as the nation's philosophy and ideology (Budiwan & Fadrusiana, 2019). Not only lead to knowledge but Civics lessons also function to make the nation's students into children who can practice the values of Pancasila in the life of the country and state (Hamdani & Fauzia, 2021). Civic Education is the right vehicle for fostering morals and national character, especially among students in schools (Art et al., 2016). In the next few decades, the nation's children, who are currently in elementary school, will later become the spearhead of the country. The successor of the ideals of the nation and course excellent *pioneer* for the next generation of the nation (Zajda, 2023).

Through Civics learning it is hoped that educators, especially teachers in schools will have high motivation to continue to develop themselves. In addition to making teaching aids in science and mathematics, it is also necessary intense passion to make Civics learning a lesson that is also liked by students (Merlyna Lim, 2021). The cooperative method can be used as an alternative method used in Civics learning, in elementary, middle, and high schools (Kim, 2013). Teachers can use various media and methods in learning activities. Teachers can also take advantage of IT or environmentally friendly objects, to be used as teaching aids or supports in the implementation of Civics learning (Bromme et al., 2005). Thus, the value of the meaningfulness and usefulness of Civics knowledge, which should be the most basic among other fields of knowledge, will be well imparted to students. Students as citizens must be prepared from an early age to play a role in the life of the nation and state (Lee, 2021).

This study is based on Jean Piaget's cognitive development theory or Piaget's theory shows that intelligence changes as a child grows. A child's cognitive development is not only about gaining knowledge, children must also develop or build mental (Bandura, 1997). The cognitive development of children in this study was at the stage of 7 to 11 years and was marked by the development of organized and rational thinking. Piaget considered the concrete stage as a major turning point in a child's cognitive development because it marked the beginning of logical thinking. At this stage, children develop mature enough to use logical thinking or thinking, but can only apply logic to physical objects (Santrock, 2016). Children begin to show conservation abilities (number, area, volume, orientation). Although children can solve problems logically, they cannot yet think abstractly or hypothetically (Piaget & Inhelder, 1969).

This research focuses on developing the Liping Arts Story method which tells the story of the struggle of the Indonesian people to achieve independence. In this event, several figures of national fighters who were persistent and eager to help the president proclaim the independence of the Republic of Indonesia were told (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah, 2016). The implementation of this method is assisted by Attribute Dimensions, namely: costumes, props, and make-up. Various shapes and color attributes are used by the players who play the characters of freedom fighters (Nasr, 2001). The stages in designing the concept and implementing learning with the Attribute Dimension

Assisted Story Liping Arts method use the PEB approach (Performance, Exploration, Brainstorming)

2. METHODS

This research is experimental research with a quantitative approach (John W. Creswell, 2014). Based on a preliminary study by obtaining student document data at SDN Patihan Wetan Ponorogo whose PKN scores were below the minimum limit. Then a pre-test is carried out at the beginning of Civics learning activities before using the method developed based on the PEB (Performance, Exploration, Brainstorming) approach. Researchers conducted a pretest on 26 5th-grade students and obtained a score of 74.307. At this initial stage, students only gain understanding from student books. Everything in the form of theory is still in the form of text that must be memorized and cannot be described or imagined. Next, the Story Liping Arts method was developed with the help of Attribute Dimensions which was carried out based on the PEB approach. Teachers guide students when carrying out learning activities. After students have completed the three stages in the PEB approach, a post-test is carried out to measure the level of students' understanding and memorization based on the experiences they have had. The post-test results show an average score of 96.530 which is greater than the pre-test results, so it can be concluded that the Story Liping Arts method assisted by Attribute Dimensions based on the PEB approach is effectively used in Civics learning activities. After that, it was analyzed using a comparison

3. FINDINGS AND DISCUSSIONS

The results of the questionnaire resulted in several things, including the lack of teacher creativity in conveying Civics subject matter to students. Teachers tend to only use methods: lectures, group discussions, and classical question and answer. Thus, students become bored and less enthusiastic about participating in Civics learning activities. The response of students who are less enthusiastic about learning will have an impact on the achievements they achieve. Thus, the results of the questionnaire can be summarized into a conclusion that students are less interested in Civics material delivered with less creative methods. Lecture, group discussion, and classical question-and-answer methods do not make students enthusiastic about participating in Civics lessons. In addition, students are also asked to memorize all material as material for repetition at the next meeting according to the agreement.

The next result is the effectiveness of the Attribute Dimension Assisted Story Liping Arts Method which was developed using the PEB approach (Performance, Exploration Brainstorming) in Civics learning activities. The effectiveness of using the method can be seen from the results of the comparison pre-test and post-test. The limitations in this study specifically discuss Civics learning for grade VI elementary school students. The PEB syntax (Bruce Joyce, Marsha weil, 2016) Obtained from the analysis of the Scientific Approach to the MBKM Curriculum with 21st Century Learning Skills can be seen in Table 1.

Table 1. PEB Approach Syntax

No.	MBKM Curriculum Scientific Approach	21st Century Learning Skills	PEB approach
1	Observe	<i>Critical Thinking and Problem Solving</i>	<i>Performance</i>
2	Ask		
3	Gather information	<i>Communication</i>	<i>Exploration</i>
4	Associate	<i>Creativity and Innovation</i>	
5	Communicate	<i>Collaboration</i>	<i>Brainstorming</i>
6	Create		

As for the description of the essence of the PEB approach (*Performance, Exploration, Brainstorming*)

Performance

At this stage, the teacher guides students to make a complete list of the required concepts or designs that have been prepared. The teacher directs students towards choices of equipment or attributes that support their appearance. In this case the role of the teacher as a motivator and facilitator. Teachers can also make themselves available to help students in working on the equipment needed (Siddiq et al., 2016). Stage performance This is intended so that students can combine the theory that has been obtained with the concept that has been formulated, to be communicated in front of the public. In addition to training students' skills in preparing for performances, this stage also trains students' character in terms of cooperation, independence, and responsibility (Lickona, 2012). Therefore, teachers need to guide students to be proficient in communicating the findings obtained, so that it becomes a good collaboration when displayed (Zlatković & Mišića, 2012).

Exploration

At this stage, the teacher guides students to explore information through what is seen, heard, and read. In this case, the teacher provides a stimulus to students with the aim that students can have the basic ability to think critically. Critical thinking skills include the sharpness of curiosity, the ability to analyze or explore a root cause, as well as the ability to think creatively to find solutions to the problems at hand (Perdana et al., 2020). The teacher's role in the exploration stage is as a facilitator (Muhammad Adri, 2010). The teacher continues to guide and direct the course of the learning process, but indirectly also trains students' independence and thinking skills. When students experience difficulties, students can be asked to record things that have not been understood. After that, the teacher can confirm classically (Hamre et al., 2018). The teacher provides an opportunity for students to describe the difficulties they face, and then also provides opportunities for other students to try to provide solutions. Thus, teachers can lead students to learn to find solutions to the confusion they face. Exploration is closed with confirmation activities, to conclude the things that have been learned (Arends & Kilcher, 2010). The teacher emphasized to students not to quickly get confused and panic in the face of difficulties. If friends or teachers may not be able to provide solutions to problem-solving, then students can ask other sources, such as parents, or the Internet.

Brainstorming

At this stage, the teacher guides students to compile the information that has been obtained. Teachers can divide students into several groups. Students need to learn to express their opinions to each other in responding to the information obtained. One by one they will get used to a critical and capable environment. It is this critical thinking ability that will sharpen students to be proficient in terms of communicating (Glasser, M.D., 2001). Not only understand yourself but also be able to make others understand. This process is called communicative. Students need to be directed and continuously guided to have good communication skills (Randy L Bell, 2008). State reasons why you disagree, and provide a choice of solutions. Students are expected to be able to communicate with each other effectively, so they can find a new concept or finding. Ideas come from them, and the teacher will complement them. The role of the teacher at this stage is as a compliment (Suranto, 2011). Concepts that have been generated by students through brainstorming, can be developed and perfected by the teacher. The activity was closed by concluding the things that had been done and studied together (McConnell, 2002). The teacher gives an appreciation for the findings generated through polling and communicating effectively. The teacher emphasizes the value of the meaningfulness and usefulness of the lessons and experiences that have been obtained (Amit, 2011). Thus, students become motivated to make better reforms.

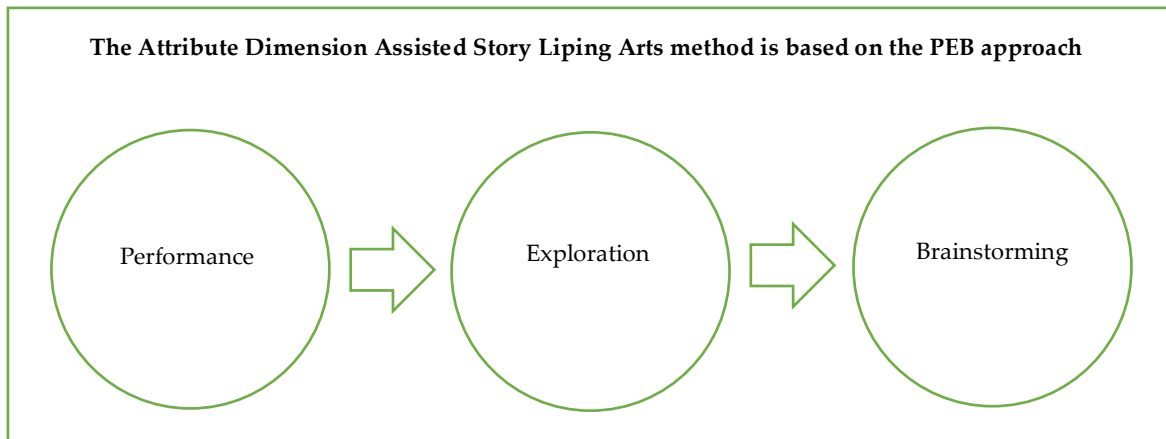


Figure 1. PEB Approach Flow Pattern (*Performance, Exploration Brainstorming*)

The following describes the steps for implementing activities in the PEB approach stage (Performance, Exploration, Brainstorming)

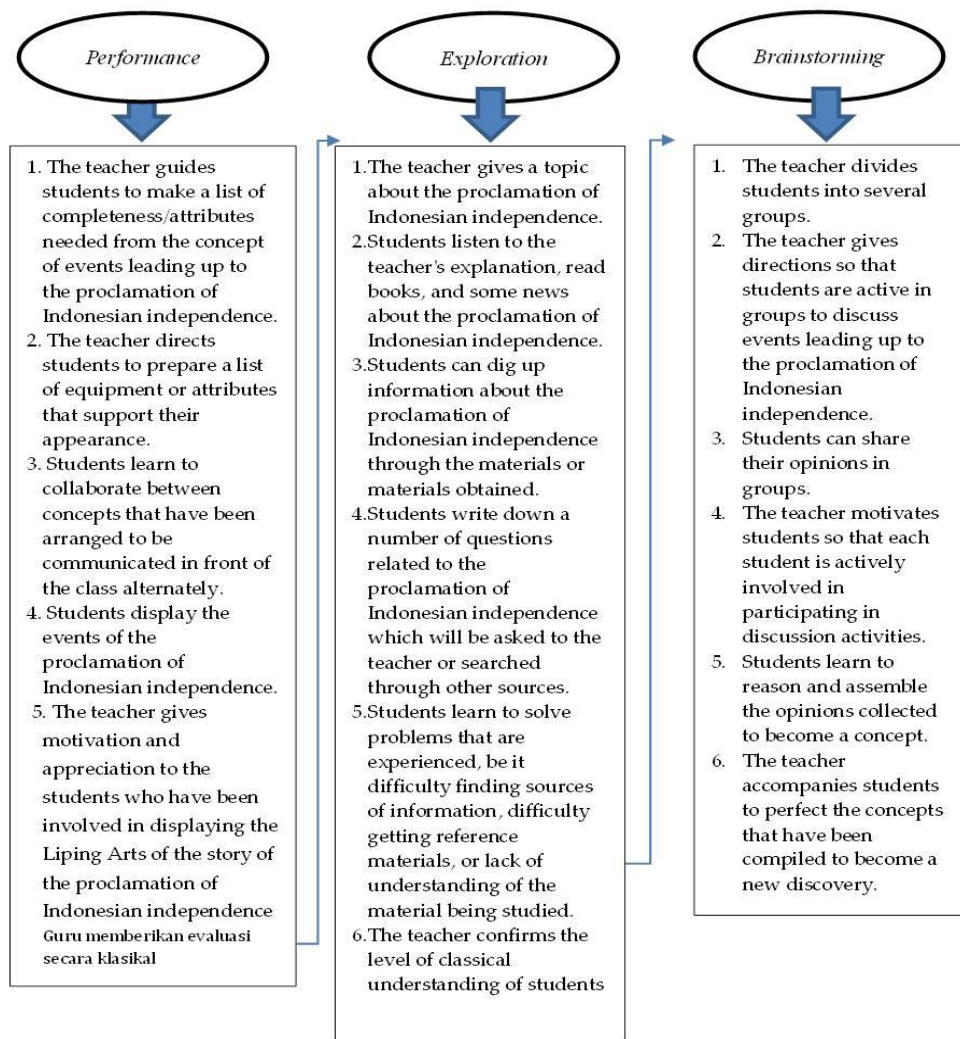
Exploration: 1) The teacher gives a topic about one of the information that will be discussed related to Civics subject matter; 2) Students listen to the teacher's explanation, read books, and some news about the topics presented by the teacher; 3) Students can explore information through the materials or materials obtained; 4) Students write down several questions that will be asked to the teacher or searched through other sources; 5) Students learn to solve problems that are experienced, be it difficulty finding sources of information, difficulty getting reference materials, or not understanding something; 6) The teacher confirms the level of the classical understanding of students.

Brainstorming: 1) The teacher divides the students into groups; 2) The teacher gives instructions for students to be active in the group; 3) Students can share their opinions in groups; 4) Teachers motivate students to participate in discussion activities; 5) Students learn to reason and link the collected opinions to become a concept; 6) The teacher accompanies the students to perfect the concepts that have been arranged to become a discovery.

Performance: 1) The teacher guides students to make a list of the completeness needed from the concept or design that has been prepared; 2) The teacher directs students towards equipment choices that support their appearance; 3) Students learn to collaborate on concepts that have been arranged to be communicated in front of the public; 4) Students show performances in public; 5) The teacher provides high motivation and appreciation; 6) The teacher gives a classical evaluation.

The flow of applying the Liping Arts Story method is assisted by Attribute Dimensions developed with the PEB approach (Performance, Exploration, Brainstorming) Can be seen in Chart 1.

Chart 1. Story Liping Arts Method assisted with Attribute Dimensions based on the PEB approach (Performance, Exploration Brainstorming) in Civics Learning PKN.



Ts of the Proclamation of Independence of the Republic of Indonesia can be seen in Table 2.

Table 2. Pre-Test and Post-Test Results

Value Range	Pre-Test	Post Test
50 – 60	5	1
61 – 70	5	-
71 – 80	9	2
81 – 90	2	1
91 – 100	5	22
Class Average	74,307	96,538

*) taken from 26 students

Based on the results of the pre-test and post-test in Table 2, it can be obtained that the student's comprehension and memorization increased significantly (Sugiono, 2016). This is evident from the results pre-test of 74.307 and *post-test* of 96,538. From these two results, it can be calculated that the average gain is 22.231.

The results (Gray et al., 2023) of this research are different from research which shows that learning

makes teachers frustrated after teaching, but the results of research use The story lip art method assisted by attribute dimensions developed with a performance, exploration, and brainstorming approach makes teachers more enthusiastic in learning.

The research (Chen et al., 2023) shows that interesting learning only uses constructive technology, but from the results of the research in this article, the strength of the teacher and the social approach of using the lip art story method assisted by the attribute dimension which was developed using a performance, exploration, brainstorming approach without technology and only using stories becomes effective in learning

The research (Almukhambetov et al., 2015) found that learning using figurative art is different from this research which uses the lip art story method assisted by attribute dimensions which was developed using a performance, exploration, brainstorming approach, and these two studies have different points but the results are the same, namely that they can increase effectiveness in learning.

4. CONCLUSION

The results of the study show that the lip art story method assisted by attribute dimensions developed with a performance, exploration, and brainstorming approach is very effective in improving learning outcomes in schools. The education system in Indonesia continues to be directed in line with the 21st-century learning system, so the implementation of the MBKM Curriculum is also based on a scientific approach. An approach that consists of observing, asking, gathering information, associating, communicating, and creating. Civics is one of the appropriate subjects for fostering the morals and character of children at school. Through Civics learning it is hoped that educators will have high motivation and work ethic to continue to develop themselves. Teachers can use various media and methods in learning activities to motivate students. Teachers can also innovate to develop a variety of topics or subject matter with creative methods. Thus, students can develop optimally. Not only in the academic field but also in the areas of talents and interests possessed by students.

The Story Liping Arts method is a method that is intended for its application in lessons consisting of many stories or events that students must memorize. The Attribute Dimension is a set of equipment used by students in practicing lessons with the Story Liping Arts method. This research resulted in a learning innovation called the Story Liping Arts method assisted by Attribute Dimensions which was developed using the PEB approach (Performance, Exploration, Brainstorming) The syntax of the PEB approach was obtained from the results of an analysis of the Scientific Approach to the MBKM Curriculum and 21st Century Learning Skills. The application of the Story Liping Arts method assisted by Attribute Dimensions in class VI Civics learning proved effective and beneficial for increasing students' knowledge, memorization, and also experience. Because the essence of effective learning for students is to experience it in real terms. Students will capture and absorb learning material more quickly through what is learned (learning by thinking), experienced (learning by experience), and done (learning by doing) in a pleasant atmosphere (learning with joy). With learning that is designed creatively and innovatively, students will be motivated to be active and also to be creative. Thus, the learning atmosphere in schools will run in a conducive manner.

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