

The Impact of Using Montage Media on the Civics Learning Outcomes of Class V MIN 2 Gowa Students

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ABSTRACT

This study aims to determine: 1) the learning outcomes of Civics Education (PKn) students before the use of montage media in grade V at MIN 2 Gowa, 2) the learning outcomes of PKn students after the use of montage media in grade V at MIN 2 Gowa, 3) the effect of using montage media on the learning outcomes of PKn students in grade V at MIN 2 Gowa. The type of research used in this study is experimental research with a Pre-experimental One-Group Pretest-Posttest Design. The population in this study is grade V at MIN 2 Gowa. The sampling technique used is saturated sampling. The sample in this study is the grade V class with 22 students. The research instrument used to obtain data is a learning outcome test sheet. The data processing and analysis techniques used are descriptive statistics, and for hypothesis testing, normality test and paired sample t-test are used. The results of this study indicate that the learning outcomes of PKn students in grade V at MIN 2 Gowa before using montage media obtained an average learning outcome score of 43.64, categorized as low with a percentage of 36.4%. The learning outcomes of PKn students in grade V at MIN 2 Gowa after using montage media obtained an average learning outcome score of 77.27, categorized as high with a percentage of 63.6%. The results of the inferential statistical analysis using the paired sample t-test hypothesis test indicate that the use of montage media has a significant effect on the learning outcomes of PKn students in grade V at MIN 2 Gowa with a significance level of $0.000 < 0.05$. Thus, based on the formulated hypothesis, H_0 is rejected and H_1 is accepted, meaning that the use of montage media has a significant effect on the learning outcomes of PKn students in grade V at MIN 2 Gowa. The implications of this study show that the use of montage media significantly affects the learning outcomes of PKn students, so teachers need to enhance student learning activities to improve further. For students, grade V at MIN 2 Gowa should become accustomed to being actively involved in the learning process to fully understand the material. For teachers, montage media can be used as an alternative media choice to improve students' learning outcomes. For future researchers interested in developing this research, it is essential to consider the limitations present in this study, so that future research can be better.

Keywords: *Media, Montase, Learning Outcomes*

INTRODUCTION

Education, in its broadest sense, continually stimulates and accompanies the changes and developments of human beings. As education evolves, it must keep pace with advancing times, requiring a continuous improvement in educational quality over time (Muhaimin 2019:9). To enhance

the quality of education from generation to generation, new innovations in media, methods, and strategies are necessary. Education in formal institutions is a crucial step in developing human resources (Rosdiana 2023:1). In other words, education occurs not only within the classroom but also outside it. Education is not just formal but also non-formal. Fundamentally, education aims not only to develop human intelligence but also to cultivate all aspects of human personality (Dahwadin 2019:2). Education is essential in shaping a responsible, high-quality generation capable of anticipating the future with faith and adapting to forthcoming changes.

Teachers, as educators in educational institutions, are responsible for achieving educational goals so that students become individuals who believe in and are devoted to God Almighty, have noble character, are knowledgeable, creative, independent, democratic citizens, and responsible individuals (Syarwani Ahmad 2020:1). In classroom teaching, teachers must consider students' strengths and weaknesses in absorbing material. Teachers need to choose appropriate media to facilitate the learning process and achieve educational objectives. Therefore, teachers should select media that aligns with students' needs. Using suitable media related to the learning material and students' characteristics positively impacts information acquisition. The material will be easier to understand when teachers use media in the classroom, creating an effective, creative, and enjoyable learning environment.

According to initial interviews conducted on December 2, 2023, with the Class V MIN 2 Gowa teacher, it was found that students' Civics learning outcomes showed a lack of mastery of the material presented by the teacher. This was evident when the teacher asked questions related to the material, where 14–16 out of 22 students could not answer. Additionally, in tests conducted by the teacher, most students did not achieve the Minimum Completion Criteria (KKM) score of 75. The researcher found that the low Civics learning outcomes were due to students' lack of interest and boredom, leading them to perceive Civics as dull. The learning process was mostly dominated by lectures, with no variation, resulting in low student engagement. This situation conflicts with students' desire for creative tasks. Consequently, students became less attentive, leading to poor understanding of Civics.

There are many methods teachers can use to improve student learning outcomes, one of which is montage media. Montage is a media created by cutting images from various sources and pasting them onto a surface to form a cohesive work and theme (Nur Aniah Sentani Waris 2020:7). Additionally, montage media can attract attention and make learning enjoyable, challenging students'

creativity. This aligns with students' preferences for new and engaging activities. Montage work, as a fun learning activity involving pasting techniques, offers numerous benefits to students, including enhancing fine motor skills. Civics education (PKn) focuses on shaping citizens who can exercise their rights and fulfill their duties to become intelligent, skilled, and characterful citizens in accordance with the values of Pancasila and the 1945 Constitution. Thus, montage media can be an alternative tool for teachers to stimulate students' interest in learning, as good learning outcomes are achieved through high-quality learning processes. Classroom learning is considered high-quality when teachers make the learning experience lively, using various creative media so that all students are engaged and actively involved in the learning process, thereby meeting the KKM standards.

METHODS

The type of research used in this study is pre-experimental, where this study uses only one group, namely the experimental group, without a comparison (control) group. The research approach used is a quantitative approach, where the phenomena to be studied or measured use numbers. Data collection techniques are the most important step in research, as they aim to gather data. In this study, the data collection technique used is testing. The instrument used is a test sheet, and the design of this study is a one-group, pretest-posttest design. The analysis technique used in this research is descriptive and inferential analysis. The pretest and posttest scores are the data collected and will be compared. A t-test will be used to find differences between the two data sets or scores from the same sample group.

RESULTS AND DISCUSSION

In The results of this research were obtained based on information and data findings in the field, collected from research instruments related to the variables of montage learning media (X) and Civic Education (PKn) learning outcomes (Y) at MIN 2 Gowa. The research approach used is quantitative, where the phenomena to be studied or measured are expressed in numbers. Thus, it aligns with positivism or natural science and the objective perspective of the object being studied.

1. Learning Outcomes of Civics Education for Fifth-Grade Students at MIN 2 Gowa Before the Use of Montage Media

To determine the learning outcomes of Civics Education before the use of montage media, the researcher analyzed data from 22 respondents based on 10 test items. According to the study

conducted at MIN 2 Gowa, data were collected using a test instrument for Civics Education before the use of montage media, as follows:

**Table 1.1: Scores of Civics Education Learning Outcomes
Before the Use of Montage Media**

No	Student Name	Pretest Score
1	A1	70
2	A2	50
3	A3	40
4	A4	60
5	A5	70
6	A6	50
7	A7	30
8	A8	20
9	A9	60
10	A10	70
11	A11	10
12	A12	20
13	A13	30
14	A14	50
15	A15	40
16	A16	50
17	A17	60
18	A18	10
19	A19	20
20	A20	40
21	A21	50
22	A22	60
Total		960
Average		43.64

Table 1.2: Description of Pretest Learning Outcomes for Civics Education

N	Minimum	Maximum	Mean	Std. Deviation
22	10	70	43.64	19.160

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Based on Table 4.2, the lowest pretest score is 10, and the highest pretest score is 70. The average pretest score is 43.64, with a standard deviation of 19.160. The percentage distribution of Civics Education learning outcomes before the use of montage media is shown in Table 4.3.

Table 1.3: Percentage of Pretest Learning Outcomes for Civics Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Low	7	31.8	31.8	31.8
Low	8	36.4	36.4	68.2
Medium	4	18.2	18.2	84.6
High	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Based on Table 4.3, of the 22 fifth-grade students at MIN 2 Gowa who took the pretest, 7 students (31.8%) scored in the very low category, 8 students (36.4%) in the low category, 4 students (18.2%) in the medium category, and 3 students (13.6%) in the high category. Thus, the pretest scores are predominantly in the low category with a percentage of 36.4%.

2. Learning Outcomes of Civics Education for Fifth-Grade Students at MIN 2 Gowa After the Use of Montage Media

Based on the research conducted at MIN 2 Gowa, data were obtained from a posttest of Civics Education with a sample size of 22 students. The posttest scores of the students after the use of montage media are as follows:

Table 1.4: Scores of Civics Education Learning Outcomes After the Use of Montage Media

No	Student Name	Posttest Score
1	A1	80
2	A2	100
3	A3	80
4	A4	90
5	A5	80
6	A6	90
7	A7	80
8	A8	60

No	Student Name	Posttest Score
9	A9	70
10	A10	50
11	A11	80
12	A12	70
13	A13	70
14	A14	80
15	A15	70
16	A16	60
17	A17	100
18	A18	70
19	A19	80
20	A20	80
21	A21	90
22	A22	70
Total		1700
Average		77.27

Table 1.5: Description of Posttest Learning Outcomes for Civics Education

N	Minimum	Maximum	Mean	Std. Deviation
22	50	100	77.27	12.414

Based on Table 4.5, the lowest posttest score is 50, and the highest posttest score is 100. The average posttest score is 77.27, with a standard deviation of 12.414. The percentage distribution of Civics Education learning outcomes after the use of montage media is shown in Table 4.6.

Table 1.6: Percentage of Posttest Learning Outcomes for Civics Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	1	4.5	4.5	4.5
Medium	2	9.1	9.1	13.6
High	14	63.6	63.6	77.3
Very High	5	22.7	22.7	100.0
Total	22	100.0	100.0	

Based on Table 4.6, of the 22 fifth-grade students at MIN 2 Gowa who took the posttest, 1 student (4.5%) scored in the low category, 2 students (9.1%) in the medium category, 14 students (63.6%) in the high category, and 5 students (22.7%) in the very high category. Thus, the posttest scores are predominantly in the high category with a percentage of 63.6%.

Table 1.7: Average Scores and Categories of Pretest and Posttest Learning Outcomes Using Montage Media in Fifth Grade at MIN 2 Gowa

Average Score	Category	Percentage
Pretest	43.64	Low (36.4%)
Posttest	77.27	High (63.6%)

3. Analysis of the Effect of Using Montage Media on Civics Education Learning Outcomes for Fifth-Grade Students at MIN 2 Gowa

Normality Test

This test is conducted before hypothesis testing to determine if the data are normally distributed. In this study, the Shapiro-Wilk test is used because the sample size is less than 100, with a significance level of 0.05 using SPSS. If the significance value is <0.05 , the data are not normally distributed, while if the significance value is >0.05 , the data are normally distributed. The results of the normality test using SPSS are shown in the following table:

Table 1.8: Normality Test of Pretest and Posttest Learning Outcomes for Fifth-Grade Students at MIN 2 Gowa

Shapiro-Wilk	Statistic	df	Sig.
Pretest	0.927	22	0.105
Posttest	0.941	22	0.206

Based on the table above, the Shapiro-Wilk normality test shows a significance value of 0.105 for the pretest and 0.206 for the posttest. Since these significance values are greater than $\alpha = 0.05$, it can be concluded that both pretest and posttest learning outcomes for Civics Education are normally distributed.

Hypothesis Testing

Hypothesis testing is conducted based on the research results and after performing prerequisite tests. The purpose of hypothesis testing is to determine whether there is an effect on learning outcomes in Civics Education before and after the use of montage media. Given that the prerequisite test (normality test) has indicated that the data are normally distributed, the paired sample t-test is used for hypothesis testing. The results of the paired sample t-test are interpreted based on the significance value, which determines the conclusions that can be drawn from the research.

1. If the significance value (2-tailed) < 0.05, then H0 is rejected and H1 is accepted. This indicates a significant effect between the learning outcomes before and after the use of montage media.
2. If the significance value (2-tailed) > 0.05, then H0 is accepted and H1 is rejected. This indicates no significant effect between the learning outcomes before and after the use of montage media.

Table 1.9: Paired Sample t-Test Hypothesis Testing

Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
				Lower	Upper		
Pair 1: PRE TEST - POST TEST	-33.636	21.279	4.537	-43.071	24.202	7.414	.000

Based on the table above, the paired sample t-test using SPSS yields a significance value (2-tailed) of 0.000. This significance value is less than α ($0.000 < 0.05$), indicating a significant effect on the average Civics Education learning outcomes from pretest to posttest using montage media in fifth-grade students at MIN 2 Gowa.

In conclusion, the research decision indicates that if there is an effect of O_1 (pretest score before using montage media) and O_2 (posttest score after using montage media), then it can be concluded that if $O_2 > O_1$, there is a significant effect on the Civics Education learning outcomes for fifth-grade students at MIN 2 Gowa.

CONCLUSION

Based on the data analysis results of the study on the use of montage media on the Civic Education (PKn) learning outcomes of fifth-grade students at MIN 2 Gowa, the students' learning outcomes before the use of montage media were in the low category, with the highest score being 70 and the lowest score being 10, resulting in an average of 43.64. After the use of montage media, the learning outcomes were in the high category, with the highest score being 100 and the lowest score being 50, resulting in an average of 77.27. There is an effect on PKn learning outcomes before and after the use of montage media, with a notable improvement in the average learning outcomes. This is indicated by the significance value obtained being less than 0.05. Therefore, it can be concluded that there is a significant effect on the average PKn learning outcomes of the fifth-grade students at MIN 2 Gowa.

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