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## **Implementation of Learning Through Direct Instruction Plus Based on Interactive Flipbook Media in Curtural Arts and Crafts Lessons**

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### **Abstract**

*The teaching and learning process is inseparable from the application of learning models and media. The Direct Instruction Plus model based on interactive media flipbook is used as a tool and way to achieve lesson objectives. This study aims to determine the learning outcomes of Cultural Arts and Crafts learning in grade IV students at MIN 1 Medan by using the Direct Instruction Plus model based on Flipbook Interactive Media. This research uses the type of Classroom Action Research with a qualitative descriptive approach. Data collection techniques used in this study are observation sheets, work results and documentation. Data analysis in this study uses the calculation of the percentage of analysis of teacher observation results, students and learning outcomes. The results of this study obtained an increase in student learning outcomes ranging from Cycle I to cycle II. In cycle I student activity obtained a score of 76%, and in Cycle II obtained a score of 92.25%. The increase in learning outcomes can be seen from the percentage of classical completeness and percentage of success. The percentage score increased to 88.20% with the category "very good".*

**Keywords:** *Direct Instruction Plus, Crafts Lessons, Curtural Arts, Flipbook, Media*

### **Abstrak**

Pada proses belajar mengajar tidak terlepas dari penerapan model dan media pembelajaran. Model *Direct Instruction Plus* berbasis media interaktif *flipbook* digunakan sebagai alat dan cara untuk mencapai tujuan pelajaran. Penelitian ini bertujuan untuk mengetahui hasil belajar pembelajaran Seni Budaya dan Prakarya pada siswa kelas IV di MIN 1 Medan dengan menggunakan model *Direct Instruction Plus* berbasis Media Interaktif *Flipbook*. Penelitian ini menggunakan jenis penelitian tindakan kelas. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu lembar observasi, hasil karya dan dokumentasi Analisis data dalam penelitian ini menggunakan perhitungan prosentase analisis hasil observasi guru, siswa dan hasil belajar. Hasil penelitian ini diperoleh terdapat peningkatan hasil belajar siswa mulai dari Siklus I sampai siklus II. Pada siklus I aktivitas siswa memperoleh skor 76%, dan pada Siklus II memperoleh skor 92,25%. Peningkatan hasil belajar dapat dilihat dari presentase ketuntasan klasikal dan presentase keberhasilan. Skor persentase meningkat menjadi 88,20%

dengan kategori sangat baik.

**Kata Kunci:** Flipbook, Kerajinan Tangan, Media, Pembelajaran Instruksi Langsung, Seni Budaya.

## **Introduction**

Cultural Arts and Crafts (SBDP) is one of the subjects in Basic Education. SBDP lessons learn about arts, culture, and skills such as music, fine arts, and dance (Adila, 2019). Dance is a learning material that involves body movement as a medium to express it. Dance is a rhythmic body movement as an expression of soul expression that produces elements of beauty and deep meaning (Yulianti et al., 2022). The concept of dance as a unique and diverse medium of expression provides space for individuals, including elementary school children, to express themselves freely and creatively (Reichenbach et al., 2019).

Dance learning affects the development of students' motor skills, so that they can train to coordinate motion and sound in dance movements (Syaidah & Kurniawan, 2021). In addition, dance as learning opens opportunities for positive psychological and emotional development (Kerling, 2020). To develop motor skills, students must first understand the material conceptually and textually before understanding the techniques and procedures in the skills they will learn.

In basic education, dance learning has educational values such as character building for students, sensitivity to art and beauty and developing creativity. Dance as a self-development tool and is important to consider as an integral part of a holistic and sustainable curriculum (Cholilah et al., 2023). Dance learning has a good impact on student development (Putri & Desyandri, 2019). The purpose of learning dance is not to make students professional dancers, but to provide experience in practicing dance. Dance learning for students in elementary schools to support growth and development and shape the character of students in order to improve the quality of life, be more active, creative, critical, skillful and brave (Wahyuni & Mayar).

The results of initial observations on SBDP learning at MIN 1 Medan show that dance learning has not been implemented well enough. This is because SBDP learning is mostly taught by class teachers or teachers who do not have an arts education background. The most influential challenge in the implementation of SBDP learning is the limited educators in mastering the field of art (Fransiskaa & Andaryani, 2023). Teachers or lecturers are educators whose work demands

professionalism, although in reality there are still educators teaching outside their field of education (Sulaiman, 2022). This causes educators to have limitations in delivering material, both contextual understanding to students and material in practice or motion. In addition, the lack of use of learning media makes it difficult for students to understand the material (Afifah et al., 2022). This is caused by teachers who have difficulty finding suitable media, limited preparation time and limited costs. Teachers' limitations in applying models and media can hinder the skill process in the practice of dance movements, causing students to not have the opportunity to be creative and develop their motor skills. In addition, most teachers still use conventional learning models (Yanuar & Pius, 2023). Teachers tend to rely on textbooks as the main source. Teachers also often use methods such as lectures and discussions so that dance learning has not been carried out effectively. Students' academic success is strongly influenced by the application of learning methods (Suparlan, 2023). This can hinder the potential of students in developing skills in dance movement. To develop students' motor skills in dance lessons, teachers need to choose learning strategies so that the learning process can be carried out effectively, one of which is by using learning models and media. To achieve the planned learning objectives, it is important to use the right model and media. One model that can be applied is Direct Instruction or direct learning. Direct Instruction is a learning model with a step-by-step activity pattern to support the learning process of knowledge, procedural and declarative (Astutik, 2020).

The Direct Instruction model in learning can measure basic skills, understand concepts and materials. In applying this model, the teacher plays a role in demonstrating step-by-step knowledge or skills to students (Negeri & Agung, 2022). The Direct Instructional model can take the form of demonstrations, training, group work, without overriding the teacher's role as a facilitator and classroom manager (Sawining, 2019). The application of this model focuses on the development of students' motor skills. The application of the Direct Instruction learning model will be more effective if the teacher juxtaposes it with the appropriate learning media. Learning media is a tool that can help the teaching and learning process so that the meaning of the messages conveyed becomes clearer and learning objectives can be achieved effectively and efficiently (Nurfadhillah et al., 2021). The use of media makes it easier for teachers to present and teach students so that learning will be more student-centered (Febrita & Ulfah, 2019). One of the media that can be used is flipbook.

Flipbook media is media with an electronic format that can display simulations interactively. Flipbook media not only presents a combination of text but also animation, video, sound and so on (Kodi et al., 2019). Through flipbook media, learning material is easier to understand. Flipbook media can be used easily and quickly between computers, laptops or smartphones (Pradani & Aziza, 2019), so that students can access additional material that does not yet exist through the links provided (Utami & Yuwaningsih, 2020).

In this study, researchers focused on learning Cultural Arts and Crafts in grade IV, on Dance learning materials, namely recognizing dance and performing regional dance. The material is in the form of understanding regional dance contextually and expressing body part movements through regional dances. The material taught is demonstrating the movements of the Ratoeh Jaroe dance.

The purpose of this lesson is through the direct instruction model plus students can understand cognitively about Ratoeh Jaroe dance and students can practice the basic movements of Ratoeh Jaroe dance based on the images and videos contained in the Ratoeh Jaroe dance flipbook media. Through flipbook media, students will demonstrate movements with head, hand and foot coordination according to the count correctly.

### **Method**

The research method in this study is Classroom Action Research with a descriptive qualitative approach. Classroom action research (PTK) is a form of learning study carried out in the context of the classroom, initiated by teachers to overcome learning challenges, improve quality and learning outcomes, and try new approaches to improve quality and learning outcomes (Pandiangan, 2019). Classroom action research has a very important and strategic role in improving the quality of learning. PTK is carried out by teachers who depart from the problems they face by using certain stages to improve learning outcomes in the classroom (Nurulanningsih, 2023). PTK is a form of research conducted in classroom learning activities that has a special characteristic, namely solving learning problems by taking structured actions (Aprillani Muntya Sari, 2024). Classroom action research goes through four stages, namely planning, action, observing, and reflecting (Mashud, 2022).

The subjects in the study were fourth grade students of MIN 1 Medan, with a total of 22 students. The research instruments used were observation sheets, student work, and documentation. The observation sheet was used to observe

teacher activities and student activities. The research was conducted in 2 cycles with 3 meetings in the first cycle and 2 meetings in the second cycle. Data collection techniques through observation, interviews, written tests and documentation. Data analysis techniques in this study are in the form of percentage calculations.

The success indicator to be achieved in this study is to improve learning outcomes in class IV students of MIN 1 Medan through Direct Instruction Plus based on Interactive Media Flipbook. The success of this study is known if the students' learning outcomes after undergoing the learning process so that the achievement of the success of the research implementation can be seen from the following:

- At least students get a score of 68 from the learning outcomes
- At least 75% of students get a learning outcome score of more than or equal to 68

## Result and Discussion

### Teacher Activity

Teachers implement and manage learning in cycle 1 and cycle 2. In Cycle I, the teacher's learning management activities reached 74%, and in Cycle II, this figure increased significantly to 85.20%. This data clearly reflects the improvement of the teacher's ability to organize the learning process using interactive flipbook media. Learning management which includes the initial, core, and closing stages has been realized in accordance with the plans that have been prepared in the Learning Implementation Plan (RPP) both in Cycle I and Cycle II, making the implementation of learning run according to the expected expectations.

**Tabel 4. Teacher Activity**

No	Cycle	Percentage
1	Cycle I	74%
2	Cycle II	85,20%

### Student Activity

In the learning process, student activities experienced good development. This can be seen from student activities in the learning process, in Cycle I and Cycle II, experiencing positive developments. This increase is reflected in the percentage

data which shows that in Cycle I, student involvement reached 76%, while in Cycle II, this figure increased to 92.25%. The teacher took reflection actions on the results of student activities in cycle I which were carried out on an ongoing basis. Teachers make improvements that continue to be made for the next cycle, for example, such as stimulating increased student involvement in the learning process through the use of flipbook media. Thus, it can be concluded that the involvement of grade IV students at MIN 1 in the learning process through Direct Instruction Plus based on Interactive Media Flipbook achieved the expected results and experienced a positive increase from Cycle I to Cycle II.

**Tabel 5. Student Activity**

No	Cycle	Percentage
1	Cycle I	76 %
2	Cycle II	92,25%

### **Learning Outcomes**

Student learning outcomes in SBDP subjects in class IV MIN 1 Medan are based on the school's Minimum Completion Criteria (KKM) that has been set, which is a score of 70 to achieve classical individual completeness. Through data analysis on the test results in Cycle I, there is data that only seven students managed to achieve completeness with a percentage of 45%, while the other eight students were not complete with a percentage of 54%.



**Picture 1. Student Learning Activities**

Learning in Cycle II, learning experienced significant process improvements. There were twelve students who managed to achieve individual completeness with a percentage of 88.20%, while one other student had not yet reached completeness with a percentage of 1.80%. The learning results in cycle I and cycle II showed a

difference in learning outcomes. Thus, it can be concluded that through Direct Instructional Plus based on Ratoeh Jaroe Dance flipbook media has succeeded in improving student learning outcomes at MIN 1 Medan, in line with the views of various relevant studies



Picture 2. Ratoeh Jaroe Dance Flipbook Display

Tabel 6. Learning Outcomes

No	Cycle	Percentage
1	Cycle I	45 %
2	Cycle II	88,20%

Conclusion

Based on the analysis revealed in the research entitled “Implementation of Learning through Direct Instruction Plus based on Flip book Media in Cultural Arts and Crafts Lessons at MIN 1 Medan”, conclusions can be formulated as follows:

- a) Progress in Learning Management by Teachers: The increase in teacher activities in managing the learning process by using flip book media to improve student learning outcomes can be seen in the research data. In cycle I, teacher activities obtained a percentage score of 74% with the categorization of “good”, and in cycle II, the percentage score increased to 85.20% with the category “very good”.
- b) More Active Student Participation: Students' involvement in following the learning process through flip book media to improve learning outcomes has also improved. In cycle I, student participation reached a percentage score of 76% with the category “good”, and in cycle II, this figure increased dramatically to 92.25% with the category “very good”.
- c) Improvement in Student Learning Outcomes: Evaluation of student learning outcomes using flip book media showed a significant increase. In cycle I, only

seven students managed to achieve completeness with a percentage score of 45%, while the other eight students had not reached the classical completeness criteria of 70%. However, in cycle II, the condition experienced a positive change with ten students who reached completeness with a percentage score of 88.20%, and only one student who had not reached completeness with a percentage score of 1.80%.

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