The Development of Learning Devices in Elementary Civic Education Subjects Oriented on Outcome Based Education

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Abstract. The aim of this research is to produce learning devices for civic education subjects based on outcome based education (OBE) in the form of: 1) Learning plans based on case methods and team-based projects, 2) Providing technology-based teaching materials and media and developing websites, 3) Know the validation, practicality and effectiveness of OBE-oriented learning tools. 4) Scientific publications in international seminar proceedings. This research is included in development research, where this research will produce new products to support the learning system in the Department of Primary School Teacher Education, Faculty of Education, Medan State University.

Keywords: Learning Device, OBE, Civic Education in Elementary Schools.

1 Introduction

The implementation of OBE in the Elementary School Teacher Education Study Program, Faculty of Education, Medan State University, emphasizes that all courses must contain RPS so that they have achievement indicators according to CPL and CMPK and apply case and team-based methods . Project, this determination was carried out based on assistance activities with letter number 3460/UN33.1.1/LL/2021, dated 5 August 2021 (Nasution, 2021). Next is the aspect of teaching materials and lecture materials with the help of using a website .

The application of OBE in lectures has indicators of achievement with the output aspect, namely the number of students who take part in face-to-face lecture activities; outcome aspect, namely the achievement of attitudes, knowledge and skills (learning outcomes) of students

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from the course; and the impact aspect, namely students who are able to use attitudes, knowledge and skills in solving real problems.

The situation faced at the beginning of lectures at the PGSD FIP Unimed Study Program, especially in the Elementary Civics Learning course, is preparing learning tools that are oriented towards Outcome Based Education (OBE). The current learning tools include the Semester Learning Plan (RPS) which is still not optimal, textbooks which are still in the form of diktats and the use of the Online Lecture System (SIPDA) in the learning process as well as increasing student interest and learning outcomes. Unimed FIP PGSD student.

In this case, the solution taken to increase student interest and learning outcomes in elementary school Civics learning courses so that the learning carried out is in accordance with real problems and experiences that are close to everyday life in order to develop student knowledge is to develop RPS which is oriented to the case method. and team-based projects, providing teaching materials and technology-based teaching materials as well as website development via WordPress as a student learning reference that is integrated with Sipda so that it becomes an interesting study for developing this course.

The implementation of OBE really needs to be developed to achieve the vision of excellence in the field of primary school teacher education and optimize the achievement of key performance indicators (IKU) packaged in IKU 7 to build collaborative and participatory classes. The application of OBE is carried out specifically in elementary school civic education learning courses without ignoring the learning process and outcomes in the classroom, namely student interests and learning outcomes. Meanwhile, WordPress- based interactive learning media can improve student learning achievement as a teaching aid that is suitable for use in the learning process (Prayudi, 2022).

2 Method

This research uses research and development (R&D) methods. RnD research is development research that functions to validate and develop products according to researchers' needs (Sugiyono, 2017). The research procedures carried out were carried out using the 4-D (Four D) development model (Sugiyono, 2015) which contains the stages that must be passed and implemented.

3 Results

The development stage includes expert validation and trials to see the validity, practicality and effectiveness of the learning tools being developed. The learning tools that have been prepared are then validated by 3 (three) validators consisting of 1 (one) expert in the field of civic education, a language expert and a design expert. Practicality assessment is carried out by students. Learning tools are said to be practical if the learning tools can help students understand the material that has been developed. The effectiveness of the module, tests are carried out to see learning outcomes and student activities during the learning process.

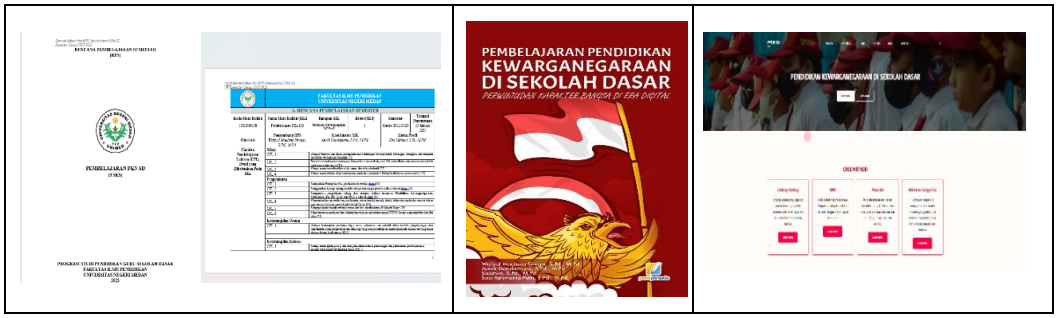

Fig. 1. Elementary Civics Learning Device (RPS, Textbooks and Website) can be accessed at https://bit.ly/PerangkatPbelajaranPPKnSD

Expert validation consists of 2 stages, namely 1) Validation of the validation sheet questionnaire which will be used by validators to validate learning tools, 2) Validation of learning tools using revised validation sheets and giving module assessment scores. Validation of the validation sheet questionnaire is useful for determining and revising the needs that will be assessed in the validation of learning tools by the validator. Validation of the validation sheet questionnaire was revised by 3 experts according to their respective fields. The name of each validator can be seen in the following table:

Table 1. Validator Names.

Validator Name	Expert
Feriyansyah, S.Pd., M.Pd.	Civic education
Dr. Winara, S.Si., M.Pd.	Learning Device View
Nuzuluddin, S.Pd., M.Pd	Language

Table 2. Validator Assessment Results.

Variable	Degree of Achievement (%)	Category
Contents	80	Legitimate
Construction	85	Legitimate
Learning Tools Display	85	Legitimate
Language	80	Legitimate
Average	82.50	Legitimate

The results of the validator assessment score analysis in table 2 consist of 4 variables, namely as follows: 1) content with an achievement level of 80% is categorized as valid, 2) construction with an achievement level of 85% is categorized as valid, 3) the display of the module with an achievement level of 85% is categorized as valid and 4) a language module with an achievement level of 80% is categorized as valid. In general, the average validity of learning tools is 82.5% and learning tools can be categorized as valid.

A limited trial of learning tools was carried out in class D of the Elementary School Teacher Education Study Program, Faculty of Education, Medan State University. The function of testing is to assess the practicality of learning devices by students as users. The effectiveness

of learning devices can be seen from students' activeness or activities during the learning process using learning devices. Apart from that, evaluations are also carried out to see student learning outcomes. The practicality assessment is assessed by students as users of learning tools. The practicality of the learning tools was assessed by class D students of the Primary School Teacher Education Study Program who were also test subjects. After students assess the practicality of the learning tools, data analysis is then carried out. The results of data analysis can be seen in table 3 as follows:

Table 3. Student Practicum Results.

Variable	Achievement Rate (%)	Category
Convenience for Users (*Learnability*)	87.5%	Practical
Dishes, *Efficiency*	88.1%	Practical
Benefits, Time Effectiveness (*Effectiveness of Time*)	88.4%	Practical
Average	88.3%	Practical

Results of data analysis of practicality assessment by class D students of the Primary School Teacher Education Study Program and also as test subjects for learning tools consisting of three variables, namely 1) ease for users (Learnability) with a category achievement level of 87.5% as a practical learning tool for its users, 2) efficiency with an achievement level of 88.1% is categorized as practical for use in the learning process, 3) time effectiveness with an achievement level of 88.4% is categorized as a practical learning tool that can spend time more effectively in the learning process. The average value of practicality of learning tools by students is 88.3% and the module can be categorized as practical.

4 Discussion

The results of this research can be useful for students taking elementary civic education courses. Where this research product can increase students' interest in learning. For the next stage, the author will develop research with a focus on research and publications regarding learning outcomes related to knowledge, skills and affectivity.

5 Conclusion

The learning tools for the SD Civics learning course were developed to increase interest in learning for PGSD FIP Unimed students with a validation score of 82.50% in the valid category. The practicality value of learning devices at an achievement level of 88.30% is in the valid category and can increase student interest in the learning process in the PGSD FIP Unimed study program.

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