# Campaign of the Week: a Learning Innovation, Advertising, Slogan, and Poster

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**Abstract.** The Campaign of the Week is a student-to-student learning innovation, which analyzed problems that occur in the school environment for students to solve in the form of campaign participation. By using the method of contextual learning, students are expected to get a lot of valuable experiences from the process that is executed. By using authentic assessment, students can be analyzed their process from the problem in their learning with the motivation to solve problems in their environment. The Campaign of the Week then becomes the final student's project to be presented to residents in school as a form of the campaign on issues that happened at school. This innovation was researched using qualitative research, and the type of literature study was tested using a field study at SMPN 1 Singosari.

**Keywords:** Innovation, campaign of the week, advertising.

## 1 Introduction

Language learning is inseparable from innovation to improve knowledge of quality learning. Quality learning can be seen from how learning can influence individuals who carry out learning so that they have significant developments at each learning time. Language learning innovation can certainly be raised from four patterns of language learning skills, namely listening, reading, speaking, and writing skills which are then integrated into teaching materials, as a space for students to develop and grow in their learning.

Learning innovation is certainly not only obtained just from theories, the ability of educators to analyze a problem that occurs in the school environment can also be used as a space to innovate unique and impactful learning. Advertisements, slogans, and posters are examples of materials that can be innovated and introduced to solve a problem at school, in terms of attitudes, examples are nationalism, religion, and morals. In a more contextual context, for example, there is bullying that still often occurs in the school environment. We can achieve this with several learning approaches, with teaching products that promote student interest to bring up learning from student to student.

In this case, Contextual Teaching Learning can be a method used in learning to be more innovative by developing quality learning, the first reason for using CTL (Contextual Teaching Learning) is that CTL does not use traditional learning that emphasizes theories to be memorized without value. useful in everyday life, CTL is considered to be able to bring students closer to the problems they must face, because they use their study time to find, explore, discuss, think critically, work on projects, and solve problems. In addition, the main reason for using CTL as an introduction to learning methods is that CTL can be elaborated on in the final project of the Campaign of the Week.

Campaign of the week is a final project for students to show creativity by showing their learning results through slogans, advertisements, and posters in front of school residents, as a school campaign to overcome problems that occur in schools, such as bullying. The campaign of the week is expected to have an impact on the environment, which makes students more sensitive and have a lot of problem-based knowledge from the ongoing learning process. The use of the final project of the Campaign of the Week is also one of the educators' efforts to bring learning closer to an ongoing event, namely fashion week, which makes students more enthusiastic about achieving their final project.

## 2 Research Method

### 2.1 Theoretical basis

### 2.1.1  Language learning innovation and IKM

Indonesian language learning innovations always bring learning closer to a process. A rigid and monotonous atmosphere is usually always faced by students in class because a lot of them are faced with materials based on mere theories. However, innovations that are integrated into learning will make students interact by discussing, so that they can develop a concept in the material being studied, without forgetting the main source, and the scientific principles being studied. In addition, the teacher also plays a role in reinforcing students so that there are no wrong concepts that will clash with the truth values themselves [2].

Language learning is now also starting to develop its curriculum, such as the K13 curriculum which has also begun to be abandoned and replaced with the IKM curriculum, making learning to be student-centered, while the teacher is only reinforcing the process. states that in carrying out the teaching process to students of the 21st-century generation, educators should be able to adapt strategies, models, and teaching methods based on these characteristics. This is also supported by the competencies that must be mastered by students in the independent curriculum, which master thinking competencies, including critical thinking, creative thinking, and problem-solving. The competence to act includes communication, collaboration, digital literacy, and technology, while the competence to live in the world includes initiative, self-direction, global understanding, and social responsibility.

### 2.1.2 Campaign Fashion Week

Campaign of the week is a final project innovation whose integration comes from learning advertisements, slogans, and posters using contextual learning methods. The campaign of the week itself is an imitation of the phenomenon of the Fashion Week community, which has

stolen a lot of public attention because it is public and has artistic value. Because of its attention-grabbing nature, then this phenomenon is copied in the form of learning by showing students' work to be shown as a campaign about problems that occur in their environment.

In line with the principle of contextual teaching-learning, where students' work becomes the product of students' products that must be appreciated, in the campaign of the week, students are directed to make several works in the form of slogans, advertisements, and posters which are divided in each meeting, to be exhibited in outdoor performances. class, taking into account the elements of the advertised performance.

### 2.1.3 Contextual Teaching Learning

Contextual Teaching Learning (CTL) is considered to be a bridge that will lead to perfect learning of advertisements, slogans, and posters. CTL itself is a comprehensive concept, CTL consists of interconnected parts, if each part in learning is intertwined with each other, it will produce an effect that exceeds the results given by the separate parts. The eight CTL systems that make learning meaningful for students include 1. Making meaningful connections, 2. Doing meaningful work, 3. Conducting self-regulated learning, 4. Collaborating, 5. Thinking critically and creatively. 6. Helping individuals to grow and develop, 7. Achieving high standards, 8. Using authentic assessments that prioritize individual processes over overall outcomes. This will certainly help students in seeing the meaning of the academic material they are studying by connecting academic subjects with the context of their daily lives.

### 2.2 Previous research

There are previous studies that discuss the innovation of learning advertising, slogans, and posters, namely research made by Femi Puspitasari, et al with the title Animaker-Based Learning Media Development in Online Learning as Learning Resources on Advertising Texts, Slogans, or Posters for Class VIII Junior High School Students This study discusses the development of animaker-based learning media and describes the results of the feasibility of animaker-based media products in learning advertising texts, slogans, and posters for VIII grade junior high school students. In this study, research and development (R&D) methods were used by Borg and Gall, with the results obtained from Animaker-based learning media research on advertising texts, slogans, or posters for class VIII SMP to produce products in the form of learning videos.

Another research on learning innovation by Dini Putri Haryanto puts forward how innovation can answer a problem that occurs both inside and outside of learning. By approaching how learning innovations then become problems in schools, this research produces open-mindedness that must be carried out by a teacher toward learning itself.

In another study on poster writing skill with contextual learning models and image media with the theme of public service advertisements, Vita Nur Aliyah, et al. This study describes the implementation of poster writing learning with a themed contextual learning model, also describes the improvement of skills and changes in behavior experienced by students.

However, among several studies, contextual learning innovations have not been found in the subjects of slogan texts, advertisements, and posters that use the final project using a phenomenon approach in society, namely the fashion week campaign. In addition, in this study, innovations related to learning using contextual learning are integrated with authentic

assessment, so that it will lead to the meaning of learning. So this research is deemed necessary as an innovative effort in quality and meaningful learning.

## 2.3  Data collection technique

Innovation is a descriptive and developing thing, in this research on advertising, slogan, and poster learning innovation research uses a qualitative type of research through a library study which confirms the results through field studies, as the validity of the research results. The research was carried out in several stages, (1) collecting several sources of literature obtained from the formulation of the problem, both primary and secondary sources. (2) The data classification stage is based on the research formula [7]. (3) Performed data management and quoting references. In the next stage, this research was also carried out through field studies as a form of strengthening learning innovations that were tested, by (1) developing a field research design, (2) determining the research location, namely at SMPN 1 Singosari, with class VIII J students as respondents. The data from the literature study and the results of field studies are confirmatory, abstracted into complete information, and interpreted into innovations in advertising, slogans, and posters through the campaign of the week.

# 3 Result and discussion

## 3.1  The problems of writing poetry to students

### 3.1.1 Learning Innovation

*Introduction, planning, and agreement*

Every good learner must know the purpose of the learning carried out to find out what knowledge will be obtained. In the new taxonomy, knowledge is grouped into 4 groups, namely: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge (Widodo, 2005: 61-69). In this case, the learning process takes place metacognitively and procedurally. Metacognitive knowledge includes knowledge about cognition in general and knowledge about oneself. Students are required to be more aware and responsible for themselves and their learning. Concerning procedural knowledge, students are told that learning will take place by prioritizing certain techniques and methods which are then linked to social problems.

Then the problem is analyzed into action in learning, into a project that is integrated with contextual learning. According to Alfred Nortt W. (1929/2967: 30). The importance of knowledge lies in its use and the student's mastery of that knowledge. In other words, lies in wisdom. Wisdom itself is something that deals with the handling of knowledge, the selection of knowledge to establish relevant things, and the value of our direct experience. In this case, contextual learning will be delivered as an agreed learning pattern

### 3.1.2 Approach to problems and projects

Contextual learning and teaching engage students in important activities that help them relate academic lessons to the real-life contexts they encounter. By linking the two, students will see meaning in the assignments and projects they work on. When students are directed to analyze

real problems and then integrate them in the preparation of projects, students will make choices and take responsibility, seek information, and draw conclusions. In the end, the expectation of a problem approach makes students active in arranging, organizing, planning, investigating, questioning, and making decisions. Students will relate it to the context of life situations, and in that way they find meaning.

There are 3 problem recommendations that the teacher tries to arrange in learning, to produce meanings for students for later evaluation.

a. Environmental problems that are integrated by the group in learning.

Along with the times, good learning is learning that is obtained from the environment that produces solutions to the environment. Of course, this learning will bring students closer to environmental and social problems, such as bullying, religion, nationality, etc. In the innovation of learning slogans, students can be assigned the task of voicing anti-bullying (it could also be with other contextual issues) through short videos, which are then compiled and shown in the Campaign of the week.

The learning process by solving this problem can improve students' soft skills such as the ability to think critically, and creatively, communication, leadership, and cooperation. Based on Moffit's research (Depdiknas, 2002). Environmental problems bring students closer to contextual matters, in this case, students will be asked questions about the problems faced in the environment, and what solutions are offered by students to overcome these which are connected with sentences in advertisements, slogans, and posters, and reasons that support this action. To train students in critical thinking, which of course will launch projects that students work on in the future.

b. Learning problems solved through project assignments.

Contextual Learning helps students in completing their tasks, in groups, students form a system that allows students to see the meanings in it and remember academic material theoretically simultaneously [1]. Learning innovations by teachers must of course be carried out, to bring learning problems closer through knowledge testing and evaluating them with theoretical improvements, such as in learning advertisements, slogans and posters, students first make posters with prepared teaching materials (with basic knowledge provided by the teacher). known to students), with the results of which are then evaluated in the evaluation session, to be addressed in the next project.

### 3.1.3 Evaluation

Evaluation can make students know their mistakes, and evaluation in learning needs to be carried out and delivered. In this learning innovation, it is recommended that evaluation can be done using a thinking system. System thinking is a way of looking at things as a whole, which are interconnected. Seeing the whole by studying and understanding all the related parts. Such as student problems, teacher problems, learning tools, ways of thinking, time, and so on, then broken down into smaller components to find out problems in detail and solve them together.

### 3.1.4 Portofolio

The portfolio becomes a collection of the work of a student, as a result of carrying out performance tasks, as part of an effort to achieve mutually agreed learning objectives. Portfolio-based Contextual Teaching and Learning involves hands-on learning, connecting learning to experiences, and society at large. With a portfolio, students can learn to evaluate their level of achievement, not only from the material learned at school but also from the surrounding environment. Portfolios are collected from the beginning of learning, such as in learning portfolio slogans in the form of short videos, in poster learning, students collect posters from the evaluation of posters that have been carried out in previous lessons, and advertisements that are carried out by integrating portfolio assignments in the final project of the campaign of the weeks.

### 3.1.5 Campaign of the week

Campaign of the week is project-based learning using the components of contextual teaching learning (CTL), such as making meaningful learning, doing meaningful work, doing student-regulated learning, working together through groups, critical thinking, helping grow and growing, and achieving high standards using authentic assessments. In the innovation of learning advertisements, slogans, and posters, the campaign of the week becomes the final project of students in learning in the form of performances that are shown to audiences and residents in school.

The results of the advertising and slogan portfolio assignments are then displayed as a preventive action against the problems that are being faced by students and schools, by creating a campaign. The advertisements appear as a series of introducing the campaign of the week itself so that it becomes a series that is real and occurs directly. Performances are carried out by showing the results of portfolio assignments, and speeches to implement the presentation of the intentions of the posters that have been made. The campaign of the week marks the end of the learning carried out by students, in the sense that students are fully involved in the process of the performances carried out, by dividing the roles of each group, and each person.

### 3.1.6 Reflection and authentic assessment

Reflection is an important evaluation activity for teachers to carry out toward students, the effectiveness of CTL in capturing learning reflection lies in the opportunity given to all students to develop expectations, find out the latest information, and become members of a democratic and capable society. In CTL-based learning, evaluation is carried out by analyzing the development of students carried out by the students themselves. Authentic assessment makes each teacher have to think about patterns that must be done in each lesson, such as projects, learning mechanisms, and things that support learning. In this case, the reflection ability is based on the authentic assessment as the standard of assessment. The goal of each student is of course to develop a personal opinion and write it very convincingly and make sense. In this case, authentic assessment indirectly gives students the space to realize and know what has been done during learning, so that each student will feel meaningful with what he or she is doing. which he has done.

### 3.2 The experimental results of learning advertising, slogans, and posters that were tested at SMP Negeri 1 Singosari

The impression conveyed by students on average shows satisfaction with learning, because learning is different from other learning, if other learning uses a lot of theory, advertising learning innovations, slogans, and posters that are applied get a lot of experience which then gives rise to theory. Constraints experienced by the students vary, the most dominant that occurs is dissatisfaction with group friends who have less performance, but students feel challenged with every challenge presented in each lesson. In addition, many students feel satisfied with themselves, because they can do assignments according to their passion.

In contextual problem-based learning, most students feel they are contributing to their environment, especially in voicing about bullying that occurs in their schools. In addition, many students are enthusiastic about similar learning innovations, because most students are awakened and contribute to solving the problems they face so that the problems that occur in schools are felt to be decreasing. In addition, students feel that the learning mindset that they thought was monotonous has turned into fun learning.

## 4 Conclusion

Campaign of the week as an innovation of learning advertisements, slogans, and posters becomes a space and example that learning can be carried out and taken from contextual events that are happening in the community. A series of campaigns of the week in learning using contextual teaching learning as an introduction to learning, becoming a fun and meaningful learning tool for students, as evidenced by the results confirmed through field actions as the application of learning, students feel meaningful to be involved in every learning, making it possible learning takes place optimally for each student.

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