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Development of Recycled Media in SBdP Learning to Increase Student Learning Activity

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ABSTRACT
This research has a background, namely helping SBdP teacher MI Nurul Iman who is not developing enough recycled media. Therefore, to handle this matter, it is necessary to upgrade from inorganic waste to a recycled media that can increase student learning activity. The aim of this research is to develop recycled media in SBdP learning to increase student learning activity. The research method used is Research and Development (R&D) which has Define, Design and Develop steps. The research respondents were 25 class V students of MI Nurul Iman, Tangerang City. The results of research and product development show that the development of waste recycling media can increase the learning activity of fifth grade students and shape students' character so that they care about the environment where they live. Students responded during the recycling development trial process and it was very good with student response questionnaire results getting 88%. The use of recycled media in SBdP learning can increase student learning activity as shown by an increase after and before the use of recycled media. The percentage of students who completed it reached 84% compared to 64% before using recycled media..
Keywords: *SBDP Learning; Recycled Media; Active Learning.*

ABSTRACT
Penelitian ini memiliki latar belakang yakni membantu guru SBdP MI Nurul Iman yang kurang mengembangkan media daur ulang. Maka dari itu untuk penanganan hal ini dibutuhkannya peningkatan dari yang semula sampah Anorganik menjadi sebuah media daur ulang yang dapat meningkatkan keaktifan belajar siswa. Tujuan dari penelitian ini untuk pengembangan media daur ulang pada pembelajaran SBdP dalam meningkatkan keaktifan belajar siswa. Metode penelitian yang digunakan *Research and Development (R&D)* yang memiliki langkah – langkah *Define, Design* dan *Develop.* Responden penelitian adalah siswa kelas V MI Nurul Iman Kota Tangerang yang berjumlah 25 orang. Hasil penelitian dan pengembangan produk menunjukkan bahwa pengembangan media daur ulang sampah dapat meningkatkan keaktifan belajar siswa kelas V dan membentuk karakter siswa agar peduli terhadap lingkungan tempat tinggalnya. Siswa memberikan respon saat berlangsungnya proses uji coba pengembangan daur ulang dan sangat baik dengan hasil angket respon siswa memperoleh 88%. Pemanfaatan media daur ulang pada pembelajaran SBdP dapat meningkatkan keaktifan belajar siswa yang ditunjukkan dengan adanya peningkatan sesudah dan sebelum digunakannya media daur ulang tersebut. Presentase siswa yang tuntas mencapai 84% dari pada sebelum menggunakan media daur ulang sebesar 64%.
Kata kunci: Pembelajaran SBDP; Media Daur Ulang; Keaktifan Belajar

INTRODUCTION

Education is an effort to develop potential consciously and purposefully to create a teaching and learning process in the school environment (Pristiwanti et al., 2022). Interaction with each other must be maintained optimally so that if it can be conditioned, education can be said to be of high quality and continue optimally (Mustofa, 2017). One of the main factors that is important and valuable for advancing a country is the quality of that country's education because the next generation will continue it (Efendi et al., 2023). Skills in learning and knowledge are very important, teachers are required to have these things (Rahayu S & Setiyadi, 2022). And you also have to know the next stage in the learning process (Oktaviana et al., 2023). Therefore, teachers must develop learning media so that students are active in the learning process.

Based on observations at Madrasah Ibtidaiyah in Tangerang in the learning process, in reality students are still less active in the learning process because there are still teachers who have not implemented learning media(Rahayu S & Setiyadi, 2023). The school provides minimal learning media, which makes students feel bored and uninteresting, resulting in a lack of student needs (Syafira et al., 2023). As an activity, the learning process carried out by students has a need to support this process, one of which is both physically and psychologically (Anggita & Abduh, 2023). Teachers' success in teaching will be seen by implementing appropriatelearning media for students accompanied by relevant material (Fitri et al., 2022). One of these subjects is Arts, Culture and Prakaya (SBdP).

According to (Pitriani, 2020), among various subjects in elementary schools, (SBdP) has an important role in developing students' creativity and self-expression. However, in reality, SBdP learning in elementary schools is still often trapped in monotony. This limits students' space for exploration and creation, so that their potential to develop optimally hasnot been maximized (Fadila et al., 2019). So, the role of a teacher as a trigger for students toimprove their learning abilities is really needed.

SBdP education in elementary schools has a goal and role, to build students' attitudes, work abilities and enthusiasm for learning (Hayati et al., 2023). SBdP is a direct practical activity that is able to develop creativity in students. According to Ki Hajar Dewantara, arts SB education is one of the determining aspects in shaping personality because the education children are taught contains many languages, dimensions and cultures. SBdP education in elementary schools has a role and goal, namely building attitudes, work abilities and a sense of enthusiasm (Lena et al., 2023). It is stated in Permendikbud No. 57 of 2014 which states that SBdP learning aims to increase students' creativity in creating art, and can even form a positive personality (Siswanto et al., 2022). In order to produce a beautiful product, there needs to be creativity in students, sometimes the creativity itself needs to be generated with the help of SBdP teachers (Juan et al., 2023). This art education is a form of training to develop a child's creativity. Games can also be packaged as implementation of arts education in learning. (Lena et al., 2023). So, art is an activity that can also be done through games so that we can foster and educate children in their creativity from an early age. SBdP provides opportunities for students to develop creativity through various artistic activities such as drawing, painting, music, dance and drama. The Merdeka Curriculum encourages a more flexible and creative approach, allowing students to express themselves freely and originaly.

Excellence lies in activity as an essence for students' healthy, productive and innovativeself-growth in their roles(Akhmad et al., 2024). The Independent Curriculum in elementary schools

separates SBdP from other subjects. Children learn various types of arts, such as fine arts, music, dance and theater, in this subject (Soetopo, 2015), In art learning, students are encouraged to express their creativity freely and according to their own wishes (Angraini et al., 2023). Based on applicable aesthetic norms andrules, arts education plays an important role in improving students' cognitive and creative abilities during the teaching and learning process (ANNISA, 2024). The application of SBdP learning shows significant benefits, namely in helping students maximize their potential and encouraging them to become more active and creative.

Fine arts education focuses on creating beautiful and aesthetic works of art, which canbe enjoyed visually by all art lovers. Apart from that, this education also provides opportunities for students to channel their thoughts and ideas through various forms of art. Another view also strengthens the idea that art is a form of human expression that is full of beauty, realized through real media and can be enjoyed by the five human senses. (Citrowati & Mayar, 2019). SBdP aims to foster positive attitudes, improve abilities, and foster a spirit of work in students. In this digital era, it is highly hoped that we can form a generation that is creative and able to think critically (Prayuga et al., 2021)

In the learning process used by teachers to make the class atmosphere comfortable and enjoyable, if the teacher only relies on the lecture method and does not involve studentsactively, then this can make the class atmosphere bored and uninteresting for students and they are not interested in the subject matter. As a result, learning objectives cannot be achieved(Sari et al., 2023). To make students feel comfortable, teachers are usually required to be creative, but teachers can also work together with students to make the classroom comfortable.

According to Novitasari et al (2021) Media that is fun, increases students' interest in learning and transmits friendly messages to students is good media. The media itself has a very important role in the learning process because the media itself is a tool for understanding learningz (Nuraini et al., 2019). Learning media itself is able to make students independent to choose their own activities according to their wishes, however, they remain under the supervision of the teacher (Nurrahman, 2018). Learning media that has economic value can also be fun and environmentally friendly media and can even provide more income for the school and students themselves (Novitasari et al., 2020). So, fun learning media doesn't have to be expensive, however, we can use the media in learning that is economically valuable and environmentally friendly, such as recycling waste.

Changing an obsolete used item into another item that is more useful and can be reused is the meaning of recycling (Setianingrum, 2018). There are two types of waste, namelyorganic and anorgonic waste (Siregar et al., 2020). What can be used as a learning medium is inorganic waste.

In this modern era, where waste continues to be a scourge, recycling inorganic waste is presented as the best solution to achieve environmental sustainability. Recycling inorganic waste is in line with the 3R concept, namely Reduce, Reuse and Recycle, which encourages usto reduce, reuse and recycle (P. D. Anggraini & Wulandari, 2021). According to Ananta et al (2023) The main problem with waste management in school areas is plastic waste which cannot be decomposed naturally, so it takes a very long time to decompose because almost all plastic use is uncontrolled (Nurazizah et al., 2021). Therefore, we can use plastic waste to become a real learning medium while also increasing student activity by being as creative as possible.

According to I. Anggraini et al (2023), active learning is a reflection of students' willingness to observe, ask questions, seek information and dare to solve problems. This canbe achieved through

various self-development efforts, both through face-to-face and online learning, with the aim of achieving optimal learning outcomes (Prasetyo & Abduh, 2021). Student activity can be seen if students can follow the learning process, such as being involved in discussions to solve problems, doing homework, asking questions and presenting report results (Rikawati & Sitinjak, 2020). Therefore, students are forced to communicate well with each other to solve a problem and explain or present it.

Student activity is the main key in the learning process so that they can apply the knowledge they have learned. Therefore, here teachers are really needed and it is important to encourage and motivate students so that they are active in learning (Nurrohim et al., 2022). To see student activity, it can be observed through collaboration and interaction between students and teachers that will occur. Types of student activity such as students actively seeking information and understanding by asking questions to classmates and also the teacher, showing understanding and participation by responding to questions asked by the teacher or classmates (Amalia et al., 2022). The diversity of students in the active learning process and each student has their own way, both physically and non-physically. The more active students are in the learning process, the higher their chances of achieving learning goals.

This research is different from previous research because it focuses on student activity and creativity, the use of recycled media, and efforts to overcome the shortcomings of traditional learning. The recycling media in question is the reprocessing of used materials in the form of dry waste which has low or even no economic value has economic value and becomes a valuable and useful item as a learning medium (Novitasari et al., 2021). With such high expectations, this research hopes to provide new and valuable contributions in the field of research improving the quality of SBdP learning in Indonesia. Therefore, based on this description, research was conducted on the Effect of SBdP Learning with Recycled Media for.

Increasing students to be active in learning different from previous research. This research utilizes sources of problems that arise in the school environment which will be transformed by students into beauty for the school environment and even create a sense ofcomfort and activeness for students in the learning process.

METHOD

Type and Design

Developing with the aim of finding, validating, and developing a mathematics teaching material product, this research is classified as development research. According Hernayati (2021) to that improving or expanding something to meet effective and quality criteria so that it can be used in schools. This is what is called the factual requirements in the use of teaching materials in elementary schools (SD). Various aspects must be considered to create an effective learning environment. However, so far there are still weak points that make students able to think actively about learning.

This research approach tends to evaluate to increase student learning activeness in learning fine arts using recycled media. Therefore, the reference for this development model refers to the model stated by Thiagarajan, Semmel, and Semmel in (Brekalo, 2019), namely this research uses the 4D development model (Define, Design, Develop, Disseminate) to develop recycled learning media in cultural arts and basic skills (SBdP) subjects. At this stage, researchers focus on making learning media from recycled materials that were originally inorganic waste. According to Tiagarajan in the model of the learning device developed is the device development model (FITRI, 2019). can be seen in Figure 1

below.

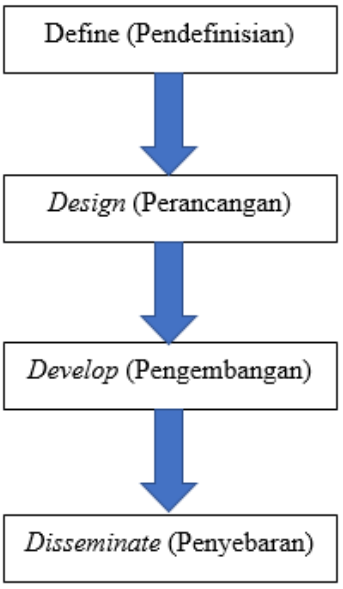

Figure 1, 4-D development concept

Based on Figure 1 above, that the development in this study involves an assessment from the teacher, a team of validators, and students. Therefore, this model was chosen because it is systematic and structured, so that it can assist researchers in developing effective learning to design media development. However, the research only reached the Develop stage due to limited funds, time, and energy.

Data and data sources

The research location of the recycled media development trial in SBdP learning was conducted at MI Nurul Iman Tangerang City, which is located at Jalan Masjid I. The subjects of this research were the fifth grade students of MI Nurul Iman. With consideration of time, energy, and cost, the trial was conducted in class V with 25 students. The research was conducted during the SBdP teacher's teaching hours.

Data collection technique

Data collection techniques are carried out by exploring aspects of the implementation of SBdP learning in Madrasah Ibtidaiyah. This observation was carried out by teachers and students to find out the learning process. While the questionnaire itself is carried out in a closed manner in order to explore information related to the level of validity of the product produced. Interviews were conducted to explore the needs of teachers related to Recycling Media.

Data analysis

The analysis, which is used to answer the research question, is carried out by presenting the results of the research data. The problem faced by the author is the non-development of waste in teaching cultural arts, especially recycling inorganic waste and the lack of active students in learning.

Then the author collects the data collected and summarized to answer the problem of not developing waste in the teaching of cultural arts, especially recycling inorganic waste and the lack of active students in learning. The lack of student learning activity in the classroom is caused by several factors, including 1) The teacher has not fully mastered the class so that it has not been able to attract students' attention and interest in learning. 2)The teacher is too focused on the handbook and interacts less with students, so the learning process becomes passive and boring. 3)Students are easily distracted by their friends, especially when the learning method applied is problem solving which allows discussion between students.

The presentation of data starts from the problem of how the concept of making recycled media in Grade V SBdP learning makes students active in the learning process. Discuss and analyze the presentation of data about the planning of recycled waste media. Then the finished media is used as SBdP learning with recycled media at MI Nurul Iman grade V. A table containing the results of the work and the level of student activeness before and after using recycled media, along with a brief description, will be used to see the development of student activeness in SBdP learning. Researchers use percentages based on categories to analyze the results of observations.

Table 1. the observation sheet assessment criteria

The Categories of	Percentages
80% - 100%	Very excellent
70% - 79%	Excellent
60 % - 69%	Average
≤59%	Below average

The results of the research of class V MI Nurul Iman were obtained by analyzing two data, namely data collected before the use of recycled media and data collected afterwards.

RESULTS AND DISCUSSION

Developing with the aim of finding, validating, and developing a recycled media product, this research is classified as development research. According to (Hernayati et al., 2021) that improving or expanding something to meet the criteria of effectiveness and quality so that it can be used in schools. This is what is called the factual requirements in the use of teaching materials in Madrasah Ibtidaiyah (MI). Various aspects must be considered to create an effective learning environment. However, so far there are still weak points that make students able to think actively about learning. The results of this recycling media development are as follows:

Table 2. the Research results

No	Activity	Research results
I.	The process of developing recycled waste materials into craft art	
1	Formulation of Learning Objectives	• The learning objective to be achieved is that after being explained through recycled media, students are able to be active and engaged in creating art. • After being explained through recycled media, students can be creative in their artwork
2	Formulating learning materials	• Procedures for creating art from recycled materials
3	Developing success measurement tools	• Students can be considered complete or successful if they have finished their artwork

4	Creating the initial product design	• Determining the artwork, Gathering materials, Creating the artwork. • During the creation process in the classroom, students create their artwork while the teacher supervises the artwork creation process.
5	Validation of media	• Subject matter expert (teacher) gives the media presentation component a score of 87% (criteria: very good). • Media expert (lecturer) gives the media presentation component a score of 75% (criteria: good).
6	Revision phase 1	• The recycled media size is relatively small, resulting in small-sized artworks.
7	Trial in the classroom	• The revised recycled media is tested with fifth-grade students. Students provide feedback on the media.
8	Media usage	• Using the media in a fifth-grade class with 25 students, the process
	II.	Recycled media process
9	Observation of fifth-grade students	• Student activity before using recycled waste media is 68% Results of student activity using recycled waste media in fifth grade
10	Results of student activity using recycled waste media in fifth grade	• Student activity is observed when using recycled waste media, with 21 students actively participating in lessons, totaling 84%
11	Results of fifth grade student response questionnaire	• After using recycled waste media, student response to the media was found to be 88%

The following is an explanation about Table 2:

First, at the defining stage (define) the start of the analysis until the start of the analysis until the completion of this term where the researcher examines the information according to the real from the beginning to the end of the research. Cognitive development, academic background that is still being sought information by researchers. The results of observations of the background of Madrasah Ibtidaiyah students are still lacking for the use of learning media, especially the processing of recycled media itself. Student activeness before using recycled waste media was 68% and student response to recycling waste was 70%. The learning objectives to be achieved are After being explained through recycled media students are able to be active and active in their work, After being explained through recycled media students can be creative in their work.

Second, at the planning stage (Design) This stage has the aim of making a device design in learning associated with recycled media. In this recycled media, students are freed to make art according to their wishes made from inorganic waste. During the manufacturing process in the classroom students make their artwork and the teacher as a supervisor during the process of making a work of art.

Third, at the stage of the development stage (Develop) The activities in this stage aim to create

a final version of a better learning tool (Yulianti & Sulistyawati, 2021). Activities regarding this stage, the validator provides input related to the product that can be added attractive decorations so that students like the media. The validation process is carried out to provide feedback and suggestions to improve the quality of the product that has been modified so that it develops.

The results of the material expert validation (teacher) provided a media presentation component obtained a percentage of 87% (very good criteria). Media experts (lecturers) gave the media presentation component a percentage of 75% (good criteria). The results of the activeness of the use of recycled media in class V, namely student activeness seen when using recycled waste media that is active in the lesson as many as 21 students with a percentage of 84% and also the results of the fifth grade student response questionnaire after using recycled media known student response to the media by 88%.

CONCLUSION

The results of the research and product development produced show that the development of waste recycling media can increase the learning activity of class V students and is beneficial for the surrounding environment and is good for forming children's character so that they care about the environment where they live. The use of recycled media in SBdP learning can increase students' learning activity, this can be seen from the increase after and before using recycled media, the percentage of students who completed it reached 84% compared to 64% before using recycled media. The importance of creative teachers can increase student activity by providing media that attracts student attention and increases activity in the learning process.

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