
Junior High School Students' Skills in Making Posters Through the Blended Li-Pro-GP Learning Model

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Abstract. The skill of making a good poster is that it must meet the quality requirements of the poster. A good poster quality consists of clarity of content, completeness of components, aesthetics, composition of text and images. To train students' poster making skills, a supportive learning model is needed. The project based literacy that integrates school literacy movement strengthening character education (Li-Pro-GP) program in the implementation of learning. The purpose of the study was to describe the skills of making posters for junior high school students after using the Li-Pro-GP learning model. The research method uses classroom action research (CAR) at SMPN 23 Malang City, carried out in 2 blended cycles. The results showed that students' skills had increased in making posters based on science concepts. The population of this research is class VII odd semester 2020/2021 students of SMPN 23 Malang. The sample from the research of class VIIC SMPN 23 Malang is 25 students with purposive sampling technique. Data collection with student activity observation sheets includes field notes and poster making skills with poster making indicators. The research data were analyzed descriptively and qualitatively presented with bar and pie charts with an explanation for each percentage on the diagram of the 25 students, it shows that 20% of the students in the very good poster category, 16% of the students in the good category and 64% of the students in the moderate category.

Keywords: Blended Learning, Li-Pro-GP, Literacy, Project Learning, School Literacy Movement

Introduction

Education as a forum for academics equips students according to the demands of skills in the 21st century (Mukaromah & Wusqo, 2020; Purwanti et al., 2022). The fact is that there are still some problems in education, namely the lack of creative thinking skills of students who have not been able to meet the challenges of 21st century education which requires superior generations to have creative thinking skills. Creative thinking is one of the skills that help students create new ideas based on the knowledge they have acquired (Safitri & Kuntjoro, 2018). Research result Antari et al. (2019) one form of a person's creativity container is writing a poster. Poster writing skill is one of the skills that must be mastered by high school students.

In learning activities the assignment of making posters is able to train student creativity that comes from implementing student ideas in a product. Research result Coşkun & Eker (2018) shows that in recent years the use of posters has taken the form of

classroom activities. Posters allow students to become active learners and develop their high-level thinking skills. Posters can be a place for a student to show someone's creative attitude (Nurhayatin, et al., 2021). Posters can be one of the teaching and assessment tools in learning activities that allow students' various skills to be evaluated properly. In learning activities giving assignments to produce scientific posters can show the knowledge gained by students about the topic and display students' abilities to find, select, and briefly summarize and display relevant information. Poster presentation facilitates and displays students' written and oral skills. This provides ample opportunity for teachers to gain insight into the depth and understanding of students' knowledge (Brown, 2020). This is in line with the opinion that posters can be used as an assessment (Pantiwati et al., 2020).

Poster is a media that is classified as graphic media which is a combination of writing, images, or a combination of both with the aim of providing information or messages (Pierce, 2018). By its nature poster, poster sentence must be short, clear and easy to remember as well as have appropriate color composition and images. In making a good poster one must have good language and writing skills (Santosa, 2021). In learning posters are able to provide several benefits such as providing creative, participatory learning experiences and experiences to foster creativity in students (Azizah & Budijastuti, 2021). But the fact is, each individual has the ability to make different posters or more accurately classified skills that vary based on the abilities they have.

Information from science teachers for Junior High School 23 students, especially grade VII, that students' skills in making posters are still weak. Posters made by students have not referred to the topic, let alone the topics in basic competencies IPA. Thus, skills such as color selection, pictures, poster display arrangement are still weak so that student-made posters do not provide meaningful messages. In addition, the teacher has never given assignments and skills to make posters whose topics are based on the material being studied. Therefore, students need to be given assignments and assistance in making posters. Considering that posters are a product of someone's thoughts or knowledge, students need to be equipped with sufficient knowledge to be able to express their knowledge. Students' knowledge can be obtained by reading a lot or doing various literacy activities.

Li-Pro-GP is a learning model that has been developed using a project learning syntax that is integrated in an integrated manner with school literacy movement (SLM) and strengthening character education (SCE) (Pantiwati, 2020). In the implementation of the Li-Pro-GP learning model the learning syntax adopted is the project learning syntax. In the implementation of the Li-Pro-GP learning model, it will emphasize literacy activities in learning activities. This is in accordance with the development of Li-Pro-GP learning, namely to create literacy learning that is based on project learning and integrated SCE. The Li-Pro-GP learning model activates basic literacy literacy, such as reading, writing, numeric, digital, science literacy.

Literacy activities in the Li-Pro-Gp learning model can be carried out in the literacy program of the SLM (Pantiwati, et al., 2020). SLM consists of three stages, namely the stage of habituation, development, and learning (Lakson & Wiedart, 2019). SCE integrated into Li-Pro GP learning model. Integrated means entering the project learning stage or entering the SLM stage. SCE integration of the five main SCE values, namely mutual cooperation, integrity, religious, independent, and nationalist (Kemendikbud, 2017). The five main values are implemented in an integrated manner. The nature of the integration does not have to be that the five main SCE values can only be one, two, or three values. Li-Pro-GP learning can be done online, offline and blended.

Blended learning is learning that is carried out in a combined way through online and offline. Blended learning is effective in achieving the learning objectives to be achieved (Istiningsih & Hasbullah, 2015). Research result Dwiputro, et al., (2021) that blended learning can be applied in schools either offline or hybrid learning. While online learning

can be done using online platforms such as home learning portals, google classroom, edmodo, web, kipin school, or others. Research conducted by Budiyo (2020) shows that the implementation of blended learning provides convenience and comfort to teachers and students in teaching and learning activities in the midst of a pandemic. The implementation of blended learning needs further guidance because some teachers and parents are still not proficient and skilled in applying technology and the application of blended learning, thus requiring intense assistance from parents so that the implementation of teaching and learning activities is more effective and there is synergy between teachers, students and parents of students. From this research, it is very possible to apply blended learning by paying attention to and controlling the inhibiting factors.

Blended learning is very possible to use both during the pandemic and after the pandemic, considering the many advantages of using blended learning (Mali & Lim, 2021). Darmawan (2019) had conducted research long before the pandemic the results showed that the science learning outcomes in the group of students who used the blended learning approach were higher than the group of students with the contextual approach and the blended learning approach gave higher integrated science learning outcomes for the group of students who had high self-confidence. Blended learning if it can be applied effectively by adjusting the conditions and through blended learning learning will be more meaningful because the material being taught is designed so that students can easily understand. Blended learning can also increase student independence, because student independence plays an important role in learning success (Sandi, 2012).

The posters made in this study use the concept content of elements, compounds, and mixtures which are science material for grade VII SMP. The Ministry of Education and Culture in 2013 stated that there are four main elements in science learning, namely: (1) attitude: curiosity about things, phenomena, living things, and causal relationships; (2) process: problem solving procedures through the scientific method; (3) products: in the form of facts, principles, theories and laws; (4) application: the application of scientific methods and science concepts in everyday life. These four elements are the characteristics of a complete natural science that cannot be separated (Ekapti, 2016).

Based on the description that has been presented regarding Li-Pro-GP learning as well as the learning components, as well as blended learning which still shows weaknesses but can still be used to improve cognitive abilities. If it is still not effective in increasing student collaboration, this actually needs to be explored and developed to get effective blended learning that can achieve the predetermined goals. Therefore, this study uses the Li-Pro-GP Learning Model in blended learning, aiming to describe the skills of making posters of "elements, compounds, and mixtures" material which is one of the demands of basic competence 4.3 regarding the presentation of the results of elemental investigations., compounds and mixtures. One of the efforts in presenting this work can be in the form of presenting posters by students.

Methods

This study uses classroom action research (CAR) conducted at SMP Negeri 23 Malang City in the even semester of 2020/2021 with material from basic competencies 3.2 Explaining the concept of mixtures and single substances (elements and compounds), physical and chemical properties, physical and chemical changes in daily life and basic competencies 4.3 Presenting the results of investigations or works on the nature of solutions, physical changes and chemical changes or mixed compounds. The implementation of Li-Pro-GP learning in research is in accordance with the syntax of the learning model in Figure 1.

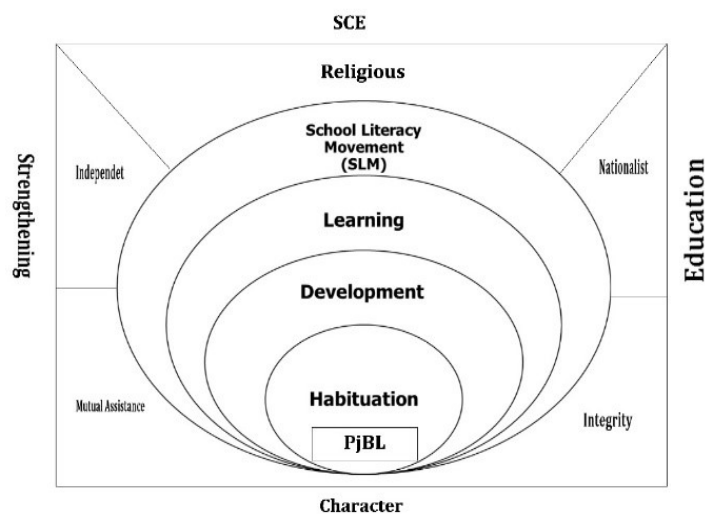


Figure 1. Syntax of the Li-Pro-GP learning model (Pantiwati, et al., 2022)

The subjects of this study were class VII students, totaling 25 students. The sampling technique in this study used a purposive sampling technique. Subject selection was based on criteria and class problems and teaching problems in class VII C, totaling 25 students. The type of data obtained is qualitative data. Qualitative data includes student activity observation sheets including field notes and poster making skills with indicators: (1) clarity of poster content or information; (2) completeness of poster info; (3) aesthetic appearance; (4) composition between text and images; (5) color composition and placement of images/parts of poster content. The topic of the poster is the concept of material about elements, compounds, and mixtures. Elements, Compounds and Mixtures refer to Basic Competence 3.3 which explains the concept of mixtures and single substances (elements and compounds), physical and chemical properties, physical and chemical changes in everyday life. The basic competencies contain: (1) explaining the form of matter and its application in daily life, (2) identifying the properties of matter, (3) explaining the concept of elements, compounds and mixtures, and (4) classifying the concepts of elements, compounds, and mixtures. mix in everyday life. The four basic competencies can all be used as poster material, considering that the four contents can be developed and applied in everyday life. Data were analyzed descriptively. Furthermore, the data were analyzed descriptively qualitatively. There are 4 categories of poster quality assessment (Table 1).

Tabel 1. Poster quality category

No	Category	Score Quality Poster
1.	Very good	86-100
2.	Well	76-85
3.	Pretty good	60-75
4.	Not good	0-59

(Sinta et al., 2018)

Results and Discussion

Li-Pro-GP learning activities with Blended Learning

The research was carried out in a blended manner, namely online and offline. Offline learning cannot be done for 100% of students considering that the pandemic is not yet fully normal. Therefore, the class is divided into 2 groups A and B. If group A is online learning, then group B is offline with different materials and activities. There are 2 meetings both online, this is done when providing directive learning or class discussions. The following is an example of cycle 1 learning activities in Table 2.

Table 2. Examples of Li-Pro-GP learning activities

Meeting Form		Material and Meeting	
Grub A	Grub B	A	B
Online	Online	Explain the concepts of elements, compounds and mixtures. Pre-Test Identify the characteristics of students, problem orientation and grouping Initial material by model teacher Doing LKPD 1	Explain the concepts of elements, compounds and mixtures. Pre-Test Identify the characteristics of students, problem orientation and grouping Initial material by model teacher Doing LKPD 1
Online	Offline	Explain the concepts of elements, compounds and mixtures. Read material summary	Presenting the results of investigations or works on the properties of solutions and mixtures Performance/Practicum Doing LK Practicum
Offline	Online	Presenting the results of investigations or works on the properties of solutions and mixtures Performance/Practicum Doing LK Practicum Doing practical reports	Explain the concepts of elements, compounds and mixtures. Read material summary
Online	Online	Students read a summary of the material Material Reinforcement by the model teacher Explain and share the performance report format Explaining a standalone video bill of homogeneous and heterogeneous mixtures	Students read a summary of the material Material Reinforcement by the model teacher Explain and share the performance report format Explains a standalone video bill of homogeneous and heterogeneous mixtures
Offline	Offline	Submission of characteristics, formats, and examples of posters	Submission of characteristics, formats, and examples of posters

The total meetings in cycle 1 were 5 meetings, both in groups A and B. Each offline or online meeting had its own activities. The activities in question are related to assignments at each meeting which include meetings, teaching materials used, invoices, and methods of collecting assignments (Table 3). Billing is done in stages at each meeting

both in class A and B until finally students collect poster assignments regarding elements, compounds and mixtures.

Table 3. Activities and use of student learning resources

No	Meeting	Student Study Material (In GC)	Student Bills/Assignments	Collection
1	1 online 100%	- Summary - PPT	LKPD 1	Uploud on GC
2	2 online & offline	- Summary - PPT	LKPD 2 offline	Uploud on GC
3	3 online & offline	- Summary - PPT	LKPD 2 practice	Manually collected
4	4 offline 100%	- Summary - Material reinforcement - Report format - Sample Videos	- Independent practicum report - Independent practicum videos	Uploud on GC
5	5 online 100%	- PPT - Report Poster - Simple Poster	Each student's independent poster	Uploud on GC

Poster making skills through learning Li-Pro-GP

One of the bills in Li-Pro-GP learning is that students get the task of making posters with topics about elements, mixtures, and compounds individually. It is hoped that from making this poster, students can implement the material they have learned with their daily life as outlined in a poster. Posters are important information written in certain media, this is because every individual in daily and professional activities requires important information (Wardhani & Sulistyningrum, 2015). Posters are part of an effective communication medium to convey a message that is short, dense and impressive because of its relatively large size (Rahayu, 2018). Furthermore, posters are judged based on the clarity of the content or information of the poster, the completeness of poster info, aesthetic appearance, composition between text and images (Sulistyono, 2016).

In the implementation of the Li-Pro-GP learning model the criteria for a good poster consist of the writing on the poster must be clear and legible, the combination of images and text is not excessive, considering the main strength of a poster is the combination of text and images, position the poster maker as a reader not a maker. so that it will indirectly follow the taste of the reader, and the right color combination (Sulistyono, 2016). The criteria for a good poster are used as a benchmark in the assessment of posters made by students. Furthermore, in each indicator there will be a categorization whether it belongs to the very good, good, sufficient and less categories (Figure 2.).

The first criterion is clarity of content, clarity of content includes conformity in writing the title, material, images displayed with the information submitted. The images and information conveyed must have a relationship, so that the images can function properly in helping to clarify the information (Sihombing et al., 2014). The results on the criteria of content clarity in the Li-Pro-GP learning model that the categorization of students varied. Of the 24 students who collected posters, on the content clarity indicator there were 12.5% students in the very good category, 37.5% in the good category and 50% in the sufficient category (Figure 2). The second criterion is the completeness of the components. In making

posters, the completeness of the components includes the title, material, results, conclusions, references and identity of the maker (Alpharazy et al., 2020). The components of the completeness of the poster can be adapted to the purpose of making the poster, so there are some differences but not all. The results of the completeness of the components on the poster in the Li-Pro-GP learning model show that 8.3% of students are in the very good category, 58% of the students are in the good category and 33% of the students are in the moderate category (Figure 2).

The third criterion is aesthetics. In making posters, aesthetics is one of the important points, besides containing information, the poster must also be able to attract the interest of the reader or target. Aesthetic criteria in posters include color, text, and visual elements. Every aesthetic criterion in the poster cannot be ignored, but each criterion has its own role and complements each other. This starts from choosing colors that must match when using several colors, selecting text and even visual elements that shape one's perception (Karimun & Syafii, 2021). The results on the aesthetic aspect of the poster in the Li-Pro-GP learning model show that on the aesthetic indicators there are 13% of students in the very good category, 50% of the students in the good category and 37% in the fairly good category (Figure 2).

The fourth criterion is the composition of text and images. A good poster, must have a balanced composition of text and images. According to its function, the poster is one of the media to convey information, so that the composition of the image or writing is not excessive so that the information on the poster can be conveyed properly (Sulistyono, 2016). The poster must also have a text color that contrasts with the background color of the poster so that the text can be read clearly and attractively. A good poster display can attract the attention of readers and the main points in the poster must be highlighted (Aprillia & Daningsih, 2016). The results of the aspect of text and image composition in the Li-Pro-GP learning model show that 17% of students are in the very good category, 46% are in the good category and 37% are in the moderate category (Figure 2).

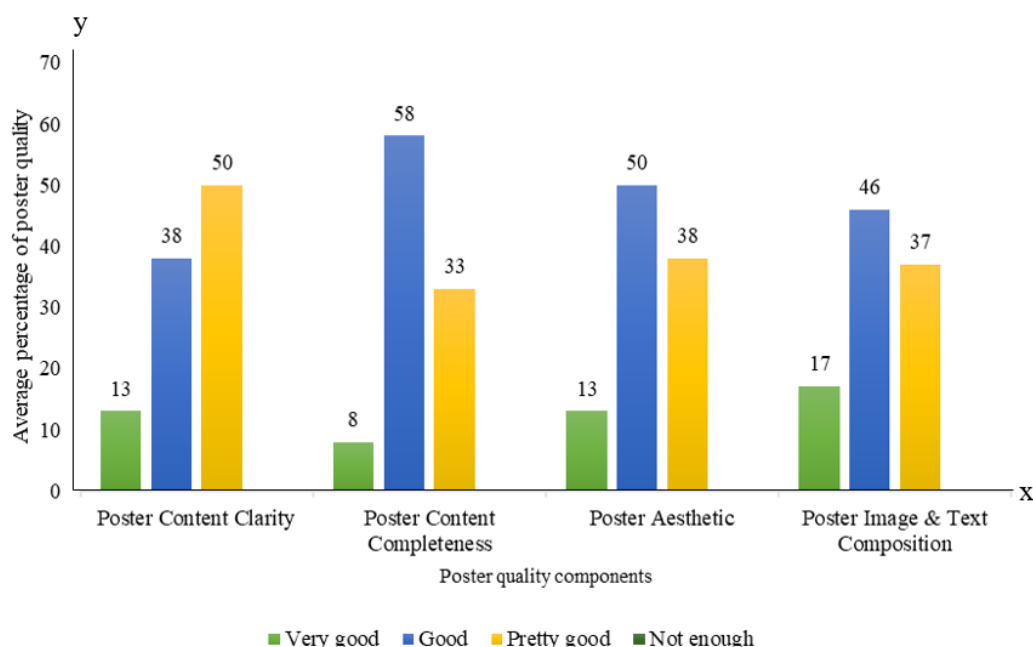


Figure 2. Percentage quality of student posters based on indicators

The results of the poster quality criteria for elements, mixtures and compounds of students after being categorized based on the criteria for a good poster, the next step is to classify the results of student posters based on the quality of the poster (Figure 3). In general, the quality of the posters is divided into four, namely very good, good, quite good and poor (Table 1). The results at this stage are obtained from student posters that have been assessed based on good poster indicators and then grouped based on existing categories. The results show that the application of the Li-Pro-GP learning model in poster making shows that 21% of students in the very good poster category, 17% students in the good category and 67% students in the moderate category.

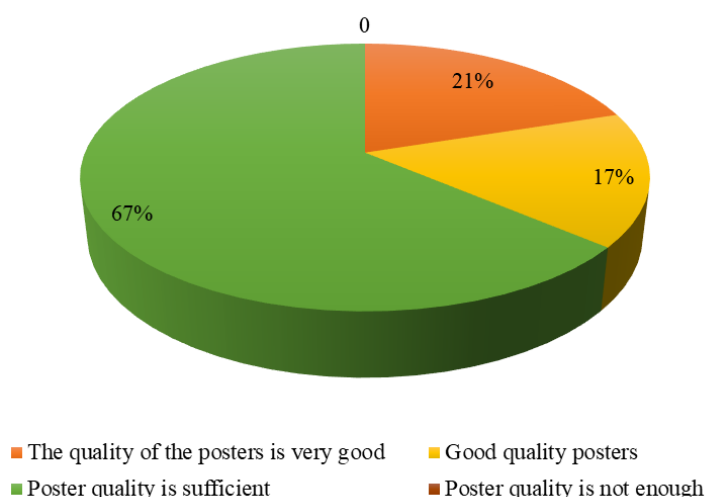


Figure 3. Average quality of student posters

The implementation of the Li-Pro-GP learning model in the skills of making posters of elements, compounds and mixtures showed varying results with very good, good and sufficient categories (Figure 3.). The Li-Pro-GP learning model in the application uses the project learning model syntax. Project learning is learning that emphasizes projects in each lesson. This learning also involves students in solving problems and tasks, so that students can build independent learning and ultimately can produce a product (Munawaroh et al., 2013). One of the products in this learning activity is the skill of making posters. The skill of making posters is one of the efforts to train students' creativity and students' writing skills (Azis, 2012). This is also in accordance with the benefits of literacy in this learning model which include increasing knowledge of vocabulary, making the brain work optimally, adding insight, sharpening oneself in capturing information from a reading, developing verbal skills (verbal ability is a potential ability in the field of language that can be measured through vocabulary knowledge, complete sentences, word relations and discourse), train thinking and analysis skills, train focus and concentration and train yourself to be able to write and string words well (Ulfah, 2020).

In addition to literacy, this learning model is also integrated in SCE. So that in learning activities, not only make students good or smart, but students with superior character and manners (Rohendi, 2010). The integration of SCE in learning activities is carried out either in offline or online learning activities. In offline learning activities, namely practical activities, the integration of SCE can be started from small things. One example of the integration of SCE in this learning activity is discussion activities with friends, teachers or when students conduct practical demonstrations with a group of friends.

Conclusion

Overall the application of the Li-Pro-GP learning model to the skills of making science concept posters namely elements, mixtures and compounds showed varying results. The results of making this poster include the very good, good, and sufficient categories of all students. In the application of the Li-Pro-GP learning model the criteria for a good poster include several components such as the poster writing must be clear and legible, the combination of text images is not excessive, the completeness of the poster components and the purpose of making elements and compounds can be conveyed properly.

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