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## Luth Badila's Learning Time

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### Abstract

Learning media play a crucial role in enhancing the student learning process, with various types of media being employed to engage students and facilitate better understanding. Posters are one such medium that can significantly enhance students' attention and interest during learning sessions. However, traditional posters often lack elements that make them interactive and engaging enough to substantially impact speaking skills and teamwork. This study aims to introduce and evaluate the effectiveness of a novel learning medium, known as Luth-Badila's Learning Time, which utilizes uniquely designed 3D posters incorporating subject materials, quizzes, and a rotating clock embedded in a robot's head to attract students' attention and improve their speaking skills and teamwork. The implementation of Luth-Badila's Learning Time in classrooms has shown promising results, with a noticeable increase in student engagement, improved speaking skills, and enhanced teamwork. The novelty of this learning medium lies in its interactive 3D design and the integration of multiple educational elements into a single poster, which is a significant departure from traditional 2D posters. The findings suggest that incorporating such innovative and interactive learning media in educational settings can lead to better student outcomes, particularly in terms of speaking skills and collaborative abilities. This study contributes to the existing body of knowledge by providing evidence of the benefits of using advanced, interactive posters in educational contexts, thereby encouraging educators to adopt similar approaches to enhance learning experiences.

### Highlights:

- **Innovative Design:** Luth-Badila's Learning Time uses 3D posters with quizzes and a rotating clock to captivate students.
- **Improved Skills:** This medium significantly boosts speaking skills and teamwork among students.
- **Educational Impact:** Interactive posters lead to higher student engagement and better learning outcomes.

**Keywords:** 3D Poster, Learning Media, Speaking Skills, Student Engagement

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## Introduction

Posters are frequently used to share data and are an essential piece of numerous meetings, workshops and shows. They might be utilized to exhibit very comprehensive material, thus it is imperative that the data on them is well spread out, intelligible and appealingly exhibited[1]. Posters are depictions that are shown as notifications, warnings, or appetite stimulants that usually contain pictures[2]. The poster is an assembly from several image that combines visual elements such as lines, pictures, and words that intend to attract attention and communicate a brief message[3]. The use of poster media is an inquiry-oriented strategy by using images that contain familiar objects and familiar activities to acquire words[4]. In this media poster students are given a picture, from the picture students are asked to find as much vocabulary as possible[5]. Media Poster is an appropriate learning model used by teachers to transfer knowledge to students. Luth Badila's time man is one of the posters that can be used to make learning process more interesting

## Methods

This study employed a quasi-experimental design with two groups: an experimental group using the Luth-Badila's Learning Time poster and a control group using traditional posters. The sample consisted of students from various educational levels, randomly assigned to either the experimental or control group. The research instruments included the Luth-Badila's Learning Time poster, which integrates subject materials, quizzes, and a 3D rotating clock, and traditional posters for comparison.

Data collection involved several steps. First, a pre-intervention assessment was conducted to measure student engagement, speaking skills, and teamwork using questionnaires and observations. The intervention lasted for four weeks, during which the experimental group used the Luth-Badila's Learning Time poster, while the control group used traditional posters. After the intervention, a post-intervention assessment was conducted using the same questionnaires and observations to evaluate changes in student engagement, speaking skills, and teamwork.

Data were analyzed using descriptive and inferential statistics to compare pre- and post-intervention results between the experimental and control groups. An independent t-test was used to determine significant differences between the two groups. To ensure the accuracy and consistency of the collected data, the research instruments were tested for validity and reliability before use.

In addition to questionnaires, classroom observations and interviews with teachers and students were conducted to gain deeper insights into the effectiveness of the posters. This comprehensive methodological approach aimed to provide empirical evidence on the effectiveness of interactive 3D-designed posters in enhancing student engagement, speaking skills, and teamwork in educational settings.

## Results and Discussion

Several unique displays produced in this big book such as on the poster using a combination of Pop-up in clock as to produce a raised picture, then the use of flashy colors, and on the top of poster gives an interesting impression by decorating clock and gear. On the right and left side include subject matter that can be used by teacher to explain to student, before the main attractive clock used. In center of posters, include robot which the head of it can rotate 360° that contain of clock. In top left of posters contain quiz that use to ask student.

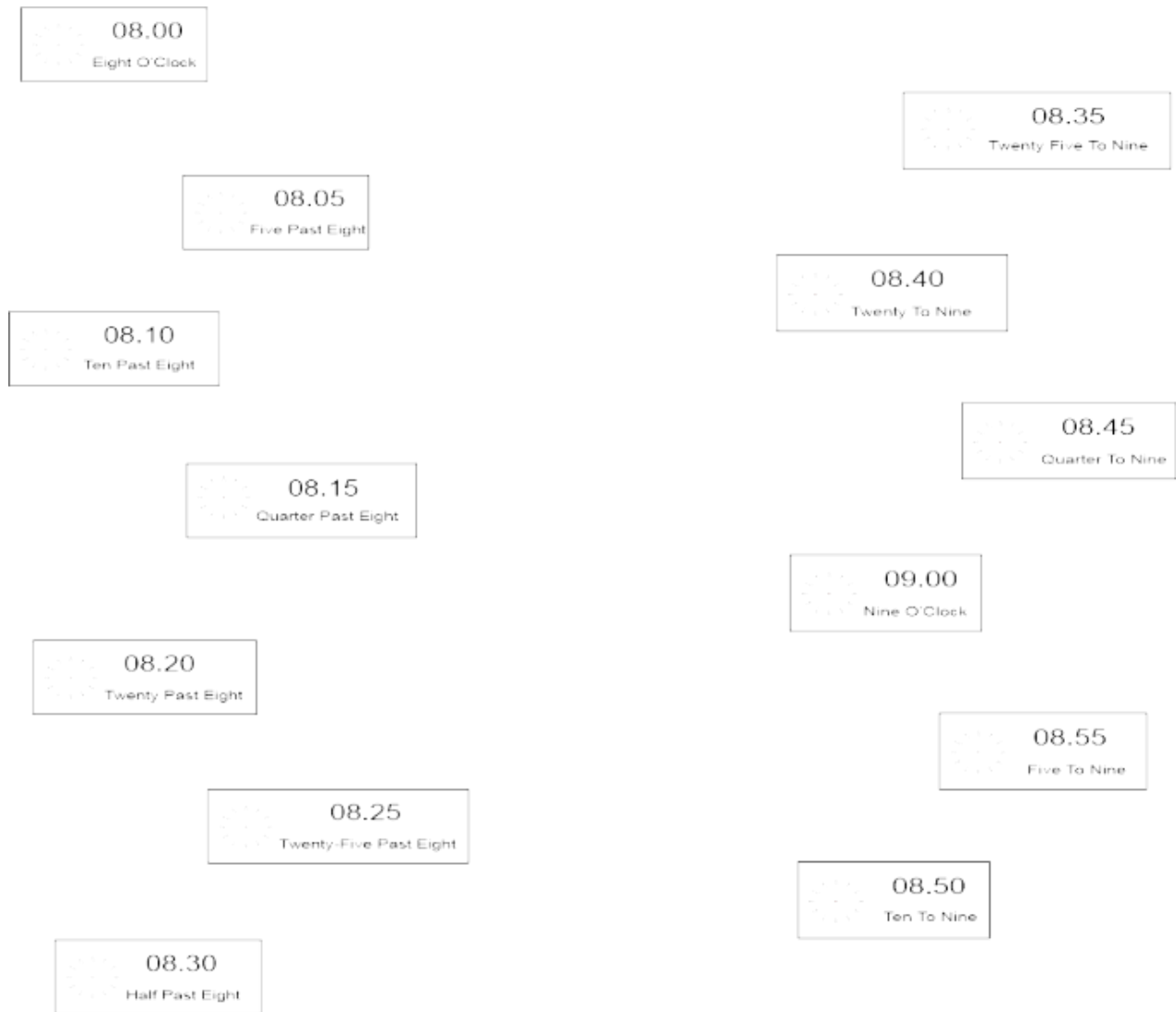
The explanation of the materials used during the Luth Badila's Learning Time Posters making process is as follows:

1. The content part of the material uses the combination of the cardboard, manila paper and paperboard.
2. The making of Luth Badila's Learning Time is done by handmade. The picture is attached to the paperboard is the result using hvs paper that stuck to the buffalo with flashy colors to attract student attention.
3. As finishing, decorated with gear and several other things and given iron on the top and bottom so it is sturdier

### a. Use Instructions Product

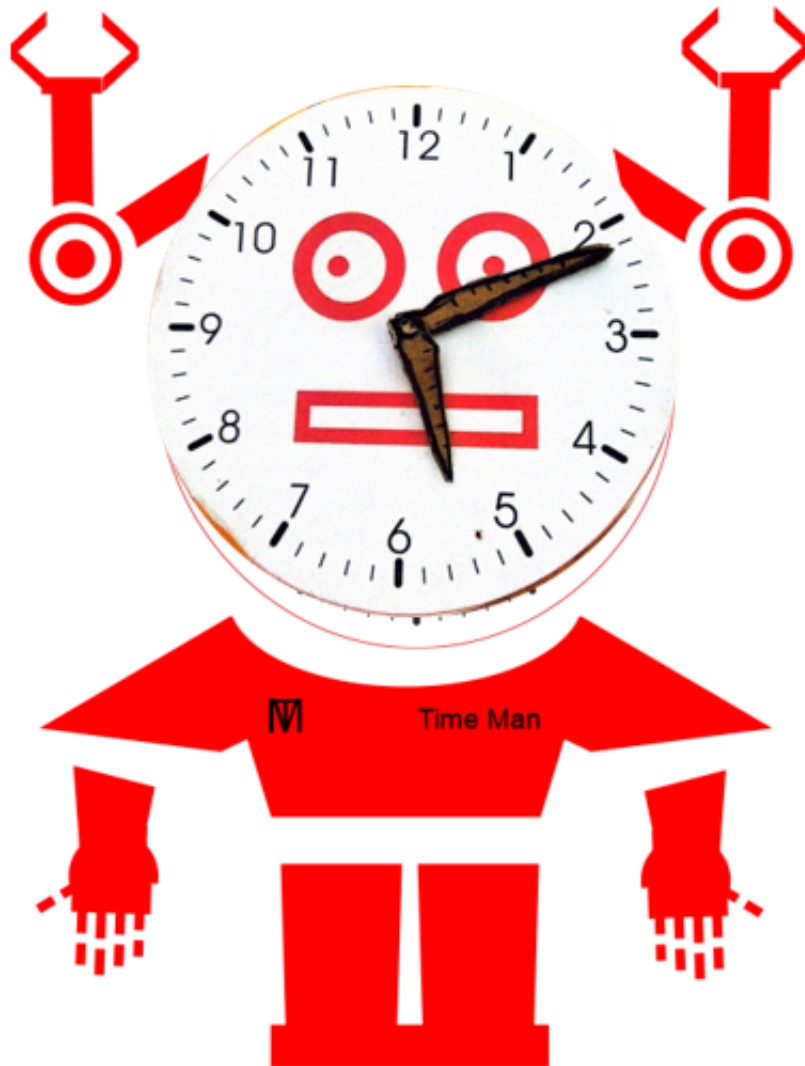
1. Teacher explain the content of learning media :





**Figure 1.** *Display Learning Materials*

The teacher explains the learning material in the picture above, such as 08.00 is 8 o'clock, 08.05 is five past eight, etc



**Figure 2.** *Display Rotateable Clock*

Use for student to rotate the clockwise to answer the quiz



**Figure 3.** *Display Quiz Card*

Use for student to take the quiz about the time in english

2. Teacher Explain About The Time In English

3. Teacher calling 5 student to come forward and then queue neatly to answer the quiz that include in media one by one.

4. Students take the quiz from box then answer the question by rotating clockwise based on the question.

5. Student have 10 seconds to answer the questions by rotating clockwise in head of robot.

6. If the student in front of queue cannot answer the question, the other student behind him come forward and the student that cannot answer the question goes to back and so on.

7. In case one group has finished, they are given the opportunity to answer and there are questions that are not answered, then the other groups will come forward to answer and so on.

## Conclusion

The study investigated the impact of Luth-Badila's Learning Time, an innovative educational poster incorporating 3D elements and interactive components, on enhancing student engagement, speaking skills, and teamwork in educational settings. Employing a quasi-experimental design, the research compared outcomes from an experimental group using this media against a control group utilizing traditional posters. Data collected through pre- and post-intervention assessments via questionnaires and observations indicated significant improvements in the experimental group, confirming the efficacy of interactive posters in stimulating student interaction and learning. The research instruments were rigorously tested for validity and reliability, ensuring credible data analysis. Further research could explore long-term effects of such interactive educational tools across diverse educational environments and age groups, potentially integrating digital elements to enhance interactivity and

engagement. This study underscores the value of innovative learning aids in educational strategies and their role in improving essential communication and collaborative skills among students.

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