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Development of inshot-based raga learning media on cultural diversity material for grade iii elementary school students

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Abstract: This research is based on the lack of understanding of third grade elementary school students about cultural diversity material because teachers tend to use conventional media, in the form of pictures from textbooks or LKS only. This study aimed to develop Inshot-based RAGA learning media. This research method used research and development (R&D) with ADDIE model. The research steps include: analysis, design, development, implementation, and evaluation. Data collection techniques used in this study are descriptive analysis techniques for observation and interview data while statistical analysis was used to calculate the percentage of results from validation, practicality, and effectiveness in the form of numbers. The results of media expert validation obtained an average score of 95.6% in the very feasible category, and material experts obtain an average score of 96.75% with a very valid category, results of media practicality with a score of 92.75% in very practical category and for scores from student responses 94.5% in very decent category, then the effectiveness data seen from the results of pre-test with a score of 67% and post-test with a score of 83%. Based on the analysis of results it can be concluded that RAGA learning media based on Inshot on cultural diversity material for Civics class III SDN Musirlor 2 has succeeded in increasing student understanding and student learning outcomes.

Keywords: Learning Media, RAGA (cultural diversity), Civics

PRELIMINARY

Education is a conscious effort made to acquire new knowledge and skills. Individual conscious efforts that are planned to create conditions for a conducive teaching and learning process, so that students actively develop their potential, and have spiritual strength, self control for the state and character, is the definition of education according to (Law no. 20 of 2003). Through education, several benefits will be obtained, including:1) acquiring knowledge that will be useful in the future. 2) add more insight. 3) makes it easy to achieve goals. 4) have noble character (Elfachmi, A., K., 2016).

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Civics is one of subjects at the elementary school level. Civics subjects in elementary schools aim to form the character of good citizens, they are citizens who want, citizens who know, and citizens who are aware of their rights and obligations (Aji. 2013:31). In this regard, civics subject is one of the subjects that is considered important to be taught from an early age, starting at elementary school level. For now, education is required to keep up with the times. In the 21st century, education cannot be separated from the use of technology in education. Technological developments can certainly be used by humans to improve welfare and educate the life of nation and state (Kuswanto, J., & Wasulfa, Y., 2017; Warsita, B. 2017). In the 21st century or era, educators are required to be able to master technology and integrate it into learning (Cigerci, 2020).

In fact, based on the results of observations and interviews at SDN Musirlor 2, data was obtained that there were problems related to the less optimal use of learning media on cultural diversity material. This situation occurs because teachers have not been able to integrate technology into learning. The teacher is more dominant in using pictures or LKS books only. The less optimal use of instructional media has an impact on students' abilities to become suboptimal, especially in terms of cultural diversity in Indonesia. This is evidenced by 26 students, only 10 students who passed KKM. Students' high-order thinking (HOT) abilities are less developed because there is no integration of technology into learning methods (Sumardi et al., 2020).

To overcome this, learning media are needed that are appropriate to the characteristics of civics material and student characteristics. Learning media is everything that is used to convey messages both concrete objects and abstract objects from one individual to another and stimulates the learning process (Aqid, 2013: 5 &Nurhafizah, 2018). Whereas according to Nurseto (2012: 21) learning media is a means of channeling messages or learning information. In education, learning media has a role, among others, 1) overcoming the limitations of senses, space, and time. 2) provide a common learning experience 3) clarify the presentation of material 4) increase interest and motivation to learn (Arsyad, 2014).

There are various types of learning media, one of which is video-based learning media. Video learning is a combination of images and sound which becomes a video, both

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images and audio in a compact manner (Sukiman 2012: 187-188). Learning videos have the advantage of being able to attract students' attention. One application that can easily make learning videos is Inshot. Inshot is an application used to change photos or videos in a very easy and simple way, but there are lots of features that can be used and are unique and free (Puspasari Net al, 2021). The use of Inshot is very flexible in its use, which can be accessed using a cellphone or laptop. Based on the advantages of Inshot-based learning videos, this research will develop an Inshot-based RAGA (Cultural Diversity) learning video media.

The results of previous research related to the Inshot application have been carried out by Nisa R (2022) with the title "Development of animated video media based on the Inshot application on the beauty of diversity in my country". The results of this study indicated that the media developed is valid, practical, and effective and is proven to make it easier for students to learn. Based on problem analysis and analysis of previous research, the researchers focused on conducting research with the title Development of Inshot-Based RAGA Learning Media on Cultural Diversity Materials for Grade III Elementary School Students. The purpose of developing this media is to produce Inshot-Based RAGA learning media on Cultural Diversity Material for Grade III Elementary School Students which is valid, practical, and effective for increasing students' understanding of cultural diversity material.

METHOD

The type of research conducted by researchers is development research, with research and development (R&D) methods used in this research. Research and development method is a method for producing a product or developing a product and for testing product effectiveness (According to Sugiono (2013: 297), there are many models in development research, the model chosen by researchers to use is the ADDIE model, they are Analysis, Design, Development, Implementation, and Evaluation.

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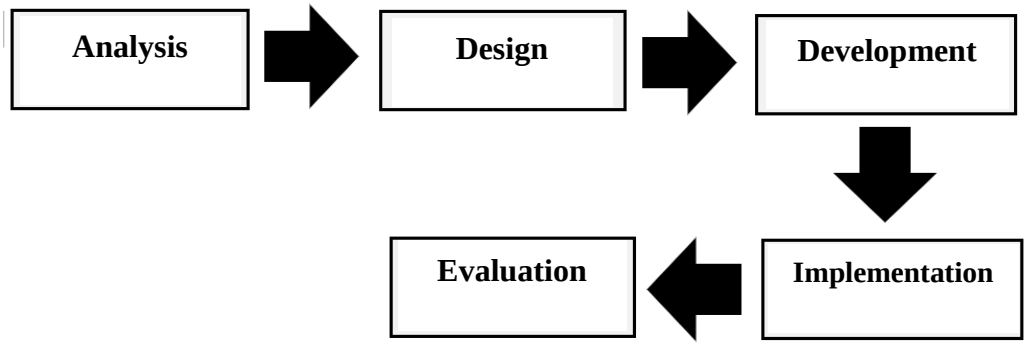

Figure 3.1 Steps of the ADDIE Development Model (Sugiyono, 2015: 200)

According to Benny (2010: 125), explained that ADDIE is an abbreviation contained in the main processes of learning development process. Sample used in this study was Grade III students at SDN Musirlor. With a total of 34 students, were divided into two trial groups, they are 8 students for a limited trial and 26 students for a wide trial. The data collected in this study were data related to product validity, product practicality, and product effectiveness data. The methods for collecting data in this study were observation and interview documentation, questionnaires, and tests. The instrument used in collecting product validity data is in the form of a product validity questionnaire which will be given to learning media experts and Civics material experts. While the instrument used to collect practicality data from learning media developed was in the form of teacher response questionnaires and student response questionnaires. In addition to data on the validity and practicality of learning media in this study, data related to product effectiveness will also be examined. Data related to product effectiveness was obtained from test results that would be given to students in limited trials and large-scale trials in the form of pre-tests and post-tests.

Data related to the validity, practicality, and effectiveness of developed learning media will be analyzed using the following formula.

$$NP = \frac{S}{SR} \times 100\%$$

Details:

NP = Result value

S = Value obtained

SR = Maximum value

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Research criteria in learning media will be shown below.

Table 1.1. Assessment criteria table (BSRiadi. 2014)

No	intervals	Eligibility criteria
1	80% - 100%	Very Decent/Very Good/Strongly Agree
2	60% - 79%	Decent/Good/Agree
3	40% - 59%	Less Decent / Not Good / Disagree
4	0% - 39%	Unsuitable/Not Good/Disagree

RESULTS

Preliminary research aims to identify learning conditions, in Civics subject matter of cultural diversity. Based on the results of observations and interviews conducted by researchers at Talang Elementary School, it was obtained data related to learning and learning outcomes on cultural diversity material were still not optimal. This is evidenced by 26 students, only 10 students who passed the KKM. Learning activities still use conventional methods where learning media are only based on pictures in books and worksheets and teachers cannot involve technology in learning media. Based on the results of needs analysis, the authors suggest development of technology-based media, namely the Development of Inshot-Based RAGA Learning Media on Cultural Diversity Materials for Grade III Elementary School Students.

This media is in the form of interactive learning videos in which there is cultural diversity material which will be explained by animated cartoons that are appropriate for the age of elementary school children and display clear and concise language so that it is easy to understand, appropriate material and appropriate audio settings which will attract the attention of students, to make students active and understand the material. The advantage of this media is technology-based where it can be accessed with a smartphone or laptop wherever and whenever it is. So besides being able to be used as a learning medium in class students can also open it at home so that indirectly they study twice which will increase student understanding and will affect student learning outcomes.

Based on the results of research and development products that have been carried out by researchers, there are 3 types of data that will be displayed, first is data about product validity that will be obtained from 4 experts in categories 2 media experts and 2 material experts. The results of validation assessment will be used as a reference for

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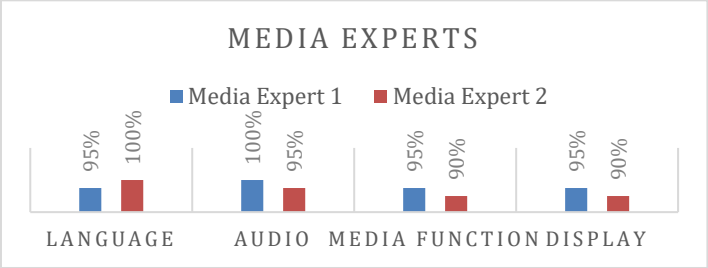
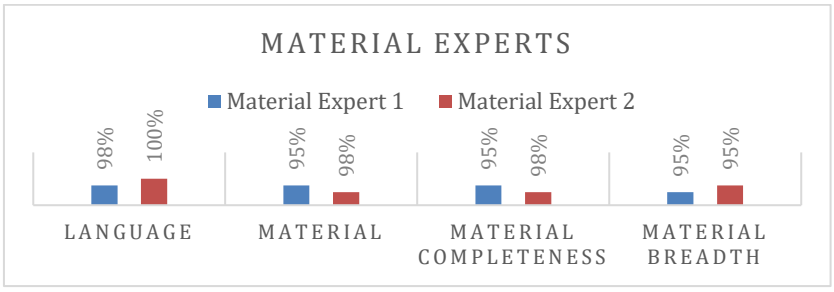
product revision and also see the value of product validity. Second, there is data on product practicality, where the data is obtained from practitioners who will use the media in class. Furthermore, third is data on the product effectiveness which will be obtained from the results of pre-test and post-test of student learning or before and after using the learning media that has been made. The results of the expert validation values will be presented in the following diagram.

Diagram 1.1 Media Validation Results



Based on table 1.1 above, data were obtained from media experts with language assessment aspects of media experts 1 and 2 obtained scores of 95% and 100%, audio aspects obtained scores of 100% and 95%, aspects of media function obtained scores of 95% and 95%, and display aspects obtained a score of 95% and 90%. The media expert's assessment 1 obtained a score of 96.25%. Meanwhile, media expert 2 obtained a score of 95%. In addition to expert media data, the results of material expert validation will also be presented.

Diagram 1.2 Material Validation Results



Based on diagram 1.2, the data obtained from the assessment of material experts with language expert assessment aspects of material 1 and 2 obtained scores of 98% and 100%, material aspects obtained scores of 95% and 98%, aspects of material completeness obtained scores of 95% and 98%, and for the aspect of material breadth obtained a score of 95% and 95% obtained a score of 95.75% while subject matter

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expert 2 received a score of 97.75%. In addition to data from media experts and material experts, data on the practicality of the product will also be presented which will be assessed by practitioners.

Diagram 1.3 Practicality Assessment Results by practitioners

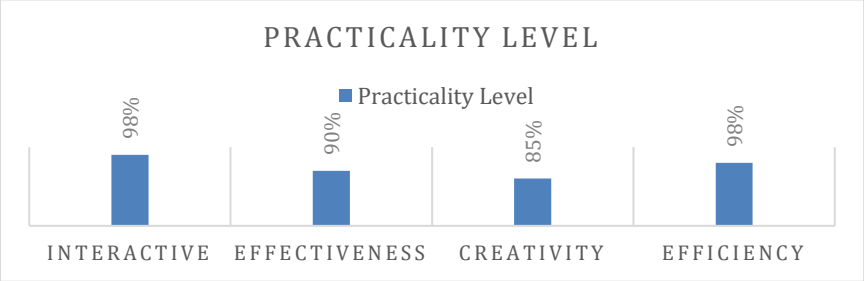

Diagram 1.3 which has been shown above is the result of a practitioner's assessment carried out by a class 3 teacher with an assessment aspect. In interactive aspect, a score of 98% was obtained, effectiveness aspect was 90%, creativity aspect was 85% and efficiency aspect was 98%. Based on the results of practicality score, a score of 92.75% is obtained, with the acquisition of a very practical category so this learning video media is very helpful for teachers and students in teaching and learning activities. In addition to the assessment data from practitioners, practical data were also obtained from student responses which will be shown in diagram 1.4 below.

Diagram 1.4 Student Response Data

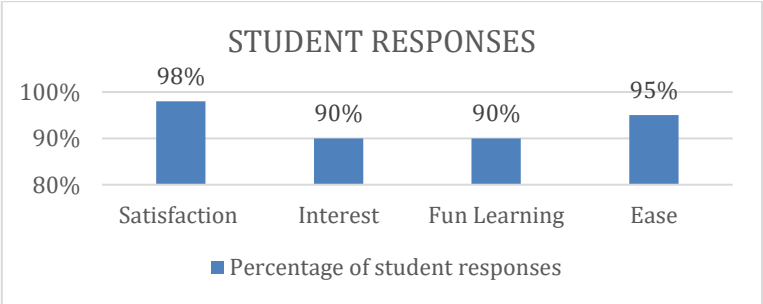

Diagram 1.4 above is data from student responses which include aspects of satisfaction obtained with a score of 98%, aspect of interest obtained a score of 90%, fun learning aspect obtained a score of 90%, and ease aspect obtained a score of 95%. Obtained the results of an average score of 94.5% with the acquisition of a very-very good category. In addition to product practicality tests, product effectiveness tests were also carried out

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using pre-test and post-test or before and after using learning video media with the score results which will be presented in diagram below.

Media Effectiveness Results

Diagram 5.5. Results of data analysis of student learning outcomes

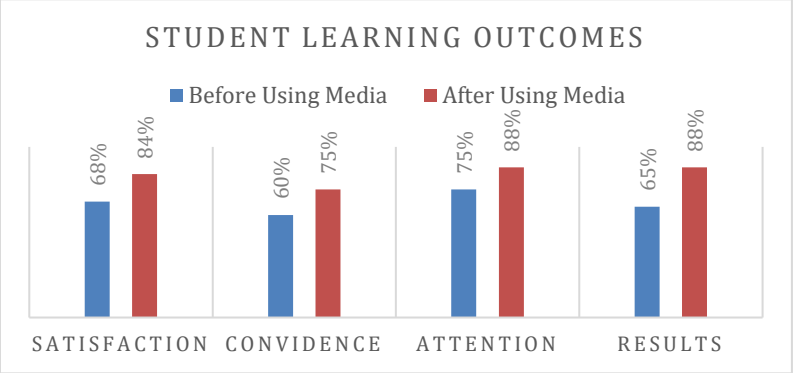

Diagram 1.5 is data on student learning outcomes after and before using learning video media with assessment aspects (satisfaction, confidence, attention, and results). Based on the results in diagram above, it is known that pre-test results are 67% and post-test are 83%. It is proven that after the application of learning video media, it has an impact on student learning outcomes which have increased significantly. This is an indicator that inshot-based RAMA media can improve the learning outcomes of class III students at SDN Musirlor 2.

DISCUSSION

RAGA Media Development Results

The results of RAGA media products were developed with two aspects so that they become media that are suitable for use in teaching and learning process.

Material Aspect

Material aspects in the development of RAGA media were taken based on the 2013 curriculum teacher and student books (2017 revision) published by the Ministry of Education and Culture (Kemendikbud). The contents of material must be based on Main Competencies, Basic Competencies and will be developed into several indicators.

In the development of this RAGA media, the material has been adjusted between competencies and indicators with those in the students' books that will be taught. For the content of material, there is Civics material, which is cultural diversity. The content of material is also adjusted to the learning objectives. It is intended that all material and learning activities are directed to achieve learning objectives (Indrianto, 2011). In

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RAGA media it includes not only 1 subject, but there is also a merger of Indonesian material so it forms thematic concepts according to Indrianto (2019) the interconnection of themes makes the material more meaningful for students. This meaningfulness causes students to have better and longer retention of the themes being studied.

Media aspect

The application used in making RAGA media is Inshot application which can be downloaded for free on the Playstore and Appstore. Tube nail / front view in this media contains titles using 2 different fonts, they are Calibri and Arial fonts with different sizes between titles and subtitles. The choice of font type and size in making media is very important, this is what Indrianto (2012) said to make media not monotonous and leaves a more dynamic and varied impression, so it is not boring when used in education.

For the content in RAGA media, there are several pictures to explain in detail the existing material, so that students are better to understand material, this is in line with the statement (Jarvis, 2011) for elementary school children it is necessary to present physical objects in the form of images to make it easier for students to learn something. Images used are not only 2d images but there are also 3d animations that can move to attract student's attention, as said by Wiratsiwi (2019) stated that media in the form of three-dimensional (3D) models is easier for students to understand, because 3D models can replace the appearance of real thing.

In addition to using 2d and 3d images, this media also uses original images of cultural diversity so that students understand more about what the actual conditions are like and can also imagine matching them in daily life. According to (Indrianto, 2011) the selection of images other than in the form of animation also in original form to make it clearer and easier for students to understand. In addition to audio / sound images in this media, it is adjusted in such a way that students don't feel bored because they only see pictures.

Product validity

RAGA media validation was obtained from 4 experts with team details of 2 media experts and 2 material experts. The team of media experts is lecturers from

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University of Nusantara PGRI Kediri, they are Bagus Amirul Mukmin, M.Pd and Sutrisno Sahari, M.Pd as media experts in their fields. Meanwhile, the material expert team is also a lecturer from University of Nusantara PGRI Kediri, they are Mrs. Ilmawati Fahmi Imron, M.Pd and Mr. Dhian Dwi Nur Wenda, M.Pd. The following are results of various RAGA media validations from a team of experts.

Media expert validation results

Media expert validation of RAGA media includes aspects of assessment (language, audio, media functions, and appearance). Media expert 1 gets a score of 96.25%, while media expert 2 gets a score of 95%. So after doing the calculations, the percentage obtained from the data of two media experts obtained an average score of 95.6% with a very decent category.

Material expert validation results

Material expert validation of RAGA media includes aspects of assessment (language, material, completeness of material, and breadth of material). Material expert 1 obtained a score of 95.75% while material expert 2 received a score of 97.75%. So after calculating, the percentage obtained from second data from the results of material expert's assessment obtained an average score of 96.75% with a very valid category.

Based on the results of acquisition of validation scores from a team of material experts and media experts, it can be stated that this RAGA media product can be said to be valid and feasible to be used to assist teaching and learning activities.

The effectiveness of RAGA media

The effectiveness of this RAGA media can be seen based on the results of pretest and posttest values or before and after using RAGA media. Based on the results of the pretest by 67% and posttest by 83%. There is a significant increase which proves that RAGA media is very appropriate to be used to assist teaching and learning process and can support student learning outcomes

Based on the analysis of research results conducted at SDN Musirlor 2 it is proven that learning video media is proven to be able to improve student learning outcomes. This can be seen from the results of pretest and posttest where there is a significant increase in grades. This research is also supported by Khalistiana (2015) that the use of learning video media is proven to improve and influence student learning

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outcomes. As for the opinion of Barak, Askhar & Dori (2011) that learning cartoon animation video media is proven to improve students' abilities or understanding of learning material.

CONCLUSION

Based on the results of discussion, the researcher drew the conclusion that inshot-based RAGA learning media on cultural diversity material for Civics Class III elementary school subjects was declared feasible to support teaching and learning activities that would be applied as Civics learning media which aims to improve student learning outcomes. This can be demonstrated by obtaining the results of validity, effectiveness, and practicality data that have been collected by researchers. The results of media expert validation assessment obtained an average score of 95.6% with a very feasible category, and material experts obtained an average score of 96.75% with a very valid category, the results of practicality value of media with a score of 92.75% with a very valid category practical and for a score of 94.5% student response with a very feasible category, then the effectiveness data as seen from the results of pretest with a score of 67% and posttest with a score of 83% this is an indicator that there are differences before and after the use of media, based on the results of obtaining the effectiveness data it is proven that there is a significant increase which is a benchmark that media this learning video can improve the learning outcomes of class III students. RAGA learning media based on Inshot on the material Cultural Diversity of Civics class III at SDN Musirlor 2 succeeded in increasing student understanding and student learning outcomes.

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