

DEVELOPMENT OF ICT-BASED LEARNING MEDIA IN SUBTEMA PPKN LESSONS THANKFUL FOR DIVERSITY TO INCREASE STUDENTS' LEARNING OUTCOMES IN CLASS IV SD NEGERI 106161 LAUT DENDANG

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Abstract

This study aims to describe the level of feasibility and effectiveness of developing ICT-based learning media in the form of interactive power points on the sub-theme of being grateful for diversity. This research was conducted at the public elementary school 106161 Laut Dendang, Percut Sei Tuan District. The subjects of this study were all fourth grade students of public elementary school 106161 Laut Dendang. The research method is Borg & Gall development research. The results showed (1) Based on the results of the analysis of ICT-based learning media products on the sub-theme of being grateful for the diversity of the experts, it was stated that it was very effective and suitable for use with the criteria of the validity of material experts 85.42%, design experts 91.00%, and linguists 85 ,00 %; 2) ICT-based learning media is categorized as practical because ICT-based learning media results from student responses have increased; and 3) ICT-based learning media is said to be effectively used in learning with the assumption that students' understanding of the sub-theme of being grateful for diversity is higher when using ICT-based learning media on the sub-theme of being grateful for diversity.

Keywords: *ICT-Based Learning Media; Powerpoint, Civics Learning Outcomes*

A. Introduction

The use of technology in education, especially in the learning process is an effort to create an effective, innovative and efficient learning process (Iswanto et al., 2018; Yusrizal et al., 2019). Teachers as the party who plays the most role in the continuity of the nation's successors by conducting learning through ICT-based learning media (Information and Communication Technology) (Yusrizal et al., 2017). In the current development of education, a teacher is required to apply computer-based media in the learning process that can stimulate the mindset and development of students. This is in line with the research journal Utari & Hidayatullah (2019) with the title "The Benefits of ICT as a Learning Media at SD Dharmajaya Palembang" and the research proves that the results of interviews conducted with the board of class teachers at SD Dharmajaya Palembang on average from teachers really feel good benefits with the use of ICT as a medium of learning. They feel very helpful in increasing students' knowledge, it can be seen that learning using ICT at SD Dharmaja is felt to have a very good impact and is used well by all school members to achieve learning objectives.

The selection of ICT learning methods and media will determine the success of teachers in the learning process in the classroom (Fatmawati & Yusrizal, 2021). The use of learning media can influence students' motivation, communication and learning interactions to be more responsive and interactive in learning activities in the classroom so that they become individuals and citizens who are faithful, productive, creative, innovative, and effective.

Based on the results of observations and interviews with the homeroom teacher of class IV SD Negeri 106161 Laut Dendang, it was found that most of the learning patterns of Civics were still transmissive,

the teacher transferred and poured concepts directly to students. In this view, students passively absorb the knowledge structure provided by the teacher or contained in textbooks, as a result it has an impact on student learning outcomes that have not reached the specified KKM.

Another finding found that the factors that influenced the low learning outcomes of students in the field of citizenship studies at SD Negeri 106161 Laut Dendang were caused by first, the learning media used by the teacher had not been varied and the delivery of material was mostly explained on the blackboard and only used pictures. Second, students are less active in the learning process. Third, teachers have not maximally utilized school facilities related to IT such as using projectors.

In classroom learning, the teacher is more dependent on the package books purchased from publishers. With textbooks, teachers are considered to be helpful in the learning process, which sometimes takes a long time to explain and the material provided. In addition, the use of teaching media does not change from year to year. These factors affect the low competence of students, especially in improving student learning outcomes (Fatmawati et al., 2021). For students who use textbooks, they always feel bored and sometimes also lack variety so that students are not active in the learning process.

Therefore, teachers are required to always innovate in carrying out the learning process. The use of learning media using technology should be an alternative for teachers to facilitate students in understanding the material and is expected to be able to change learning conditions. Learning media is not in accordance with the needs of students. This is because the coverage of material in the media is made for the general public and does not pay special attention to the characteristics of the school's needs, the examples and illustrations

displayed in the media do not lead to the surrounding environment and are not in accordance with the curriculum applied in schools.

In today's modern era, technology such as computer machines, internet, multimedia, projectors, telephones, speakers, etc., can be used in learning as ICT-based learning media. By using ICT media, a teacher can be more optimal in learning (Yusrizal & Fatmawati, 2021). A teacher must also be careful in using ICT-based learning media. Furthermore, referring to the needs survey, one type of ICT-based learning media is interactive Powerpoint (Nurseto, 2019). Although in essence interactive Powerpoint is classified as one of the learning media that encourages active student participation, not many educators understand how to design and use it in learning. In general, educators more often design and use conventional learning media that only requires the active participation of one party. With this media, students can be more active in the learning process because they can explore the material they are learning which makes the material memorable and attached which can help successful learning later (Pakpahan & Fitriani, 2020).

B. Method

The type of this research is Research and Development with the learning design of the Borg & Gall development model Gall et al., (2015) suggested the steps of R & D as follows: (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; (7) Operational product revision; (8) Operational field testing; (9) Final product revision; and (10) Dissemination and implementation.

This research was conducted at SD Negeri 106161 Laut Dendang, Percut Sei Tuan district, Deli Serdang district. Addressed Jl. Usman Siddik

No.175, Tembung, Kec. Percut Sei Tuan, Deli Serdang Regency. The subjects in this study were all fourth grade students of SD Negeri 106161 Laut Dendang. The data collection instrument in this development is in the form of an interactive Power Point-based ICT media validation sheet. In addition, a test of learning outcomes is also given to students. Before the test is used, the test is first tested for validity, reliability, level of difficulty, and differentiating power of questions.

C. Finding and Discussion

1. Result

a. Product Trial Result Data Description

1) Learning Material Expert Validation Results Data

The results of the assessment of learning materials experts as a whole stated that the level of achievement of scores on the feasibility of content and feasibility of presentation was 85.42 where the range was at the level of achievement of scores of 85-100 categorized as "Very Good". The results of the assessment of the developed material received several comments, including: (a) each material is shown KD, (b) illustration of the material is displayed in a visual video, (c) there is no glossary in the material, (d) student involvement is still in the form of practice questions, and the suggestion is to improve it according to the results of the discussion. The conclusion from the assessments, comments and suggestions by learning material experts is that ICT-based learning media deserves to be tested in the field with revisions.

2) Linguistic Expert Validation Result Data

The results of the assessment by a language design expert covering aspects of physical appearance attractiveness, accuracy of design

use, conformity of format, presentation with target characteristics, clarity of media instructions, clarity of material exposure, and conformity of evaluation with the material as a whole can be concluded that the level of achievement of the score is 85.00 where the range is at the level of achievement of a score of 85-100 categorized as "Very Good". The results of the assessment of the learning design on the development of interactive learning media received several comments, including: (a) the media made must be in accordance with the learning strategy/method/model, (b) it must display KI, KD, indicators and learning objectives, (c) learning design includes initial, core, and closing activities, (d) at the end of interactive multimedia a glossary must be made, and the suggestion is a multimedia revision according to the comments. The conclusion from the assessments, comments and suggestions by learning design experts is that ICT-based learning media deserves to be tested in the field with revisions.

3) Learning Design Expert Validation Result Data

The results of the assessment by learning design experts covering aspects of media display design, media programming design, and media content design as a whole can be concluded that the level of achievement of the score of the media design expert is 91.00 where the range is at the level of achievement of a score of 85-100 categorized as "Very Good" .

The results of the media design expert's assessment of the design of instructional media in the development of ICT-based learning media received several comments, including: (a) the design used was good, the menu display was also in accordance with the level of students using it. (b) please fix the animation because the animation used is less attractive. (c) the layout of the media is not attractive, make it according to the

needs of students. and the suggestion is that all data from the results of media expert reviews are used as a basis for revising in order to improve the content of learning media before being tested on students as users of development products. The conclusion from the assessments, comments and suggestions by learning design experts that ICT-based learning media is worth trialling in the field with revisions, and the results of the assessment of media design experts on the design of instructional media in the development of ICT-based learning media received several comments, including: (a) it is necessary to add a usage guide, (b) a summary is placed on each sub-theme. The conclusion from the assessments, comments and suggestions by instructional design experts that ICT-based learning media deserves to be tested in the field with revisions.

4) Individual Trial

Individual trials were conducted in class IVa of SD Negeri 106161 Laut Dendang which consisted of 3 students consisting of 1 student with high achievement, 1 student with moderate achievement, and 1 student with low achievement.

Based on the results of individual trials, it was found that the results of the assessment and responses of individual trials on the development of ICT-based learning media as a whole were 81.67%. Based on the assessment criteria for interactive learning media, it is stated in the "Very Good" category.

5) Small Group Trial

Small group trials were also conducted in class IVa of SD Negeri 106161 Laut Dendang which consisted of 6 students, consisting of 2

students with high achievement, 2 students with moderate achievement, and 2 students with low achievement.

Based on the results of individual trials, the results of the assessment and responses of small group trials on the development of ICT-based learning media were obtained as a whole is 90.42%. Thus the response in the small group trial dominantly gave a very good response to the quality of ICT-based learning media. Based on the data of individual learning completion results obtained based on the student's ability, it can be seen that from 6 children there are 2 students who are "Unfinished" and there are 4 students who are "Completed". Based on the gain score, the result is 0.50, the gain score on the small-scale test, namely 6 people is classified as moderate.

6) Data Analysis of the Effectiveness of ICT-Based Learning Media

The questionnaire given during the learning process with interactive learning media has been completed. The results of filling out the questionnaire with the number of student responses as many as 30 students after using ICT-based learning media developed in the classroom were calculated using the formula:

$$PRS = \frac{\sum A}{\sum B}$$

$$PRS = \frac{2198}{3000} \times 100\%$$

$$PRS = 73.2\%$$

The average of all aspects of the assessment questionnaire items is 73.2% which is in good qualitative criteria. Thus, it can be concluded that: 1) interactive learning media developed in accordance with what is needed by students and what is expected by researchers, 2) ICT-based

learning media which are declared effective in the learning process, especially in learning.

2. Discussion

To determine the feasibility of ICT-based learning media, validity tests were carried out by material experts, design experts, and media experts. Where each expert gives an assessment of each discussion contained in the sheet, the validation of the learning media is in the form of a quantitative descriptive assessment questionnaire that is disclosed in the score distributor and rating scale category.

The validity that is carried out at the validity test stage is theoretical validity, namely validity with experts and competent in their fields based on theoretical and logical considerations. There are 3 parts of ICT-based learning media that will be validated, namely material, language, and media. The developed interactive learning media needs to be validated to obtain eligibility so that it is suitable for use in learning. At the validation stage, the researcher conducted an assessment using the language of discussion by showing the initial design of ICT-based learning media on the sub-theme of gratitude for diversity, to learning language experts, material experts and learning media experts. In addition, researchers also provide validation sheets to validators in order to obtain theoretical validation results.

Based on the validation of the material expert, it is known that the validation assessment is 84.09% with valid criteria but there are still improvements from the material expert. The material expert suggests correcting simple words so that they are understood by students. After being revised the percentage to 92.11% validity with very valid criteria. After discussing with material experts, ICT-based learning media were

based on validator's input and suggestions.

Based on the validation of learning design experts based on aspects of content, presentation, display language and content, it was rated 78.57% in the good category. The validator suggested that the colors on the media used be more varied, and that the size of the writing was slightly enlarged so that all students could see clearly. After being revised, it is suitable for use by students.

Furthermore, the media feasibility test was tested on individual students, the percentage results were 81.67% and on a small-scale trial of 6 people, the percentage results were 90.42% with a very good category and very feasible to use. In line with Rosdiana (2016) said that the use of ICT-based learning media in the sub-theme of being grateful for diversity was very appropriate for use in learning in elementary school.

Based on the results of the study, the feasibility of ICT-based learning media in the media aspect was 4.00, the material aspect was 3.23, and the language aspect was 4.11. In the limited trial, the results of the student questionnaire showed the feasibility of 4.34 and the teacher's questionnaire of 4.70. While the results of student questionnaires in the broad trial showed the feasibility of 4.44. Based on the results of a series of due diligence processes, the developed ICT-based learning media is suitable for use in the sub-theme of gratitude for diversity. This is in line with research from Handayani (2018) which says that the feasibility of media is influenced by the results of student and expert response questionnaires, if the results of student responses increase and the average results of experts are in the high category then media development is feasible to use in learning.

Based on the assessment given by the validator and also the assessment given by students to the developed ICT-based learning media

as well as suggestions and input given by experts, the developed ICT-based learning media is said to be valid and feasible to use in learning.

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. Based on the results of the analysis of ICT-based learning media products on the sub-theme of being grateful for the diversity of the experts, it was stated that it was very effective and suitable for use with the criteria of validity of material experts 85.42%, design experts 91.00%, and linguists 85.00%.
2. ICT-based learning media is categorized as practical because ICT-based learning media results from student responses have increased.
3. ICT-based learning media is said to be effectively used in learning with the assumption that students' understanding of the sub-theme of being grateful for diversity is higher when using ICT-based learning media on the sub-theme of being grateful for diversity.

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