



DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON CONTEXTUAL LEARNING CURRENT PKN STUDENTS OF CLASS V SDN 250/VI SINAR GADING II

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Abstract

This study aims to develop interactive learning media based on contextual learning in Civics subjects at SD Negeri 250/VI Sinar Gading II, the material of rights and obligations is used as a tool to support learning to be more effective and efficient. This interactive learning media is made with the help of articulate storylines by combining various kinds of objects, namely text, images, animation, audio, video, and interactive buttons. The media will be tested to determine the feasibility and practicality of the media. This research is a research and development. The development model used is the Akker model. The research development stage includes (1) problems with problems, (2) analysis, (3) media design and development, and (4) design evaluation or validation. The data collection technique used was using a questionnaire which was analyzed descriptively to determine the validity and practicality. The results of this study are interactive learning media based on contextual learning, with an average assessment of (1) the results of the validation assessment of two material experts on the aspects of the feasibility of content and presentation obtained an average value of 3.65 with a valid category, (2) the results of the validation assessment from two media experts on the media feasibility aspect and the graphic feasibility aspect obtained an average value of 3.80 with a valid or feasible category, (3) the results of the validation assessment of the instructional design

expert by two experts with an average value of 3.86 in a good category, and (3) practical test of teacher users at SD Negeri 250/VI Sinar Gading II from three practitioners obtained an average score of 3.40 in the good or practical category. Conclusion Interactive learning media based on contextual learning is appropriate for use in the learning process on Civics subjects for fifth grade students at SD Negeri 250/VI Sinar Gading II.

Keywords: *Interactive learning media, contextual based, rights and obligations*

A. Introduction

The quality of Indonesian education in general is still not so encouraging. This can be seen from the results of the 2018 Program for International Student Assessment (PISA) survey, so reading, science, and math skills in Indonesia are categorized as low. According to the PISA survey results, Indonesia is ranked 74th out of 79 countries. This is reinforced by the results of another study entitled Word's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, the State of Indonesia was ranked 60th out of 61 countries in terms of reading interest.(B. Ministry of Education and Culture, 2019). From the survey, it is a serious concern for the Indonesian state to improve education.

Education is a learning process that can be done anywhere, anytime, by anyone. This is because learning is a lifelong process as an important institution for humans. Sutisna (2011) said that education is a meaningful institution or institution for human survival. One of the learning institutions that is carried out in a systematic way is the school.

Education in schools is an activity or process of interaction carried out by teachers and students to achieve the goal of changes in these students from cognitive, affective and psychomotoric aspects, in

which there is literacy and numeracy.(Ejiofor, 2021). Schools that have good facilities and infrastructure, and are supported by competent teachers and education staff, can improve the quality of graduates and of course improve the quality of education in general. The linearity of teachers also determines the quality of education in schools (Mahdiansyah, 2010). Therefore, education in schools must involve teachers and students in order to achieve learning objectives.

The purpose of learning is to achieve optimal results which include cognitive, affective, and psychomotor aspects, thus the quality of education can be measured through these three aspects.(Hermawan, 2019).

Optimizing the education quality of the Indonesian nation involves itself in the PISA international education evaluation. This is intended to identify and compare the quality position of the Indonesian nation with other nations. The results of the PISA assessment of Indonesia's participation, of course, become a reference for the need to improve the quality of education in Indonesia. Based on the PISA evaluation as mentioned above, the quality in Indonesia must continue to be considered, improved and refined. This can be done by paying attention to various elements related to the educational process.

Quality schools are influenced by several aspects, including the teaching performance of teachers and the use of learning resources. Thus, efforts to improve the quality of learning must pay attention to the factors that have been described by the experts above. One aspect is mainly related to learning resources and educational media Hidayat et al (2014),

In the 4.0 era, education must be more creative, innovative and effective by utilizing information technology. This is intended to support or as a means to improve the quality of education. This is in accordance with the

view Nurhayati & Ulfah (2021) that in the 4.0 era learning must always adapt to the development of information and communication technology.

In addition, teachers are required to be able to use digital media in learning effectively and efficiently. This can be done in terms of planning, implementing and evaluating learning. In this way learning will be more effective, not only open books with limited resources. Using it also allows the teacher to convey the material more easily. Likewise, students, through the right media, allow them to understand the material better. In short, the use allows the achievement of learning objectives more effectively and efficiently.

One of the learning media needed in this century is interactive media. Interactive learning media is considered necessary, considering the advantages of interactive learning media can interact more broadly (Mustika et al., 2018). Besides that Tarigan & Siagian (2015) mentions that interactive media are classified as constructive media consisting of learning, students, and the learning process. Thus it is clear that interactive learning media is needed in improving the quality of education.

Some research shows that interactive media can significantly affect the learning process more effectively and efficiently. This is shown by research Priyambodo (2012) that interactive media has a positive effect on student motivation. In addition to research Zulhelmi (2017) found that the use of interactive learning media can improve students' critical thinking skills. The same thing can also be seen from the results of research conducted by Harvianto (2021) that the use of interactive learning media to students can improve learning outcomes. Thus it can be understood that interactive learning media can improve the process and quality of education.

The articulate storyline learning media apart from being empirically able to improve learning efficiency has also been proven to be applied practically. The results of the research show that articulate storylines actually provide practicality in learning. This is shown by Sari & Harjono (2021) Articulate storyline-based interactive media can assist teachers in delivering learning materials and help students to grow interest in participating in learning activities. Therefore, articulate storyline interactive learning media can be used as an alternative for teachers in delivering material while increasing students' motivation and interest in learning.

One of the subjects in the educational process that needs attention is Citizenship Education. Citizenship Education is a compulsory subject at every level, from Elementary School to Higher Education. Citizenship Education (PKN) is one of the subjects that must be taught in formal education to shape students' attitudes and morals so that they have positive character and personality in accordance with the values of Pancasila. Besides that Magdalena et al (2020) said that Citizenship education is to instill the importance of the values of the rights and obligations of a citizen so that everything that is done is in accordance with the goals and ideals of the nation and does not deviate from what is expected. The same thing was explained by Sutyono (2017) Citizenship Education is more directed at how to grow high-level abilities or critical thinking skills.

Research observations at the 250/VI State Elementary School Sinar Gading II, Tabir Selatan District, Merangin Regency, Jambi show that the learning process is not optimal. The media used by teachers in Civics learning is still limited to text and illustrated images. The available Civics learning media are still limited to teacher handbooks and student

handbooks. Civics learning outcomes are still low, this is indicated by the average value of learning outcomes below the KKn 75. In general, teachers have not used interactive learning media in accordance with the current digital era. So that this has an impact on besides not being optimal in learning outcomes, the learning process is also not effective and tends to be less attractive.

B. Method

The approach used in this research is research and development. The purpose of the R&D approach in education is not to formulate or test theory, but the R&D approach is to develop effective products for use in schools.(Silalahi, 2018).*n*This research will be conducted at SD Negeri 250/VI Sinar Gading II, Gading Jaya Village, Tabir Selatan District, Merangin Regency, Jambi Province. The subjects in this study were fifth grade students and teachers of SD Negeri 250/VI Sinar Gading II.

Research procedure

In this study, the interactive learning media development model that will be used is the model Akker (2013) which is described as follows:

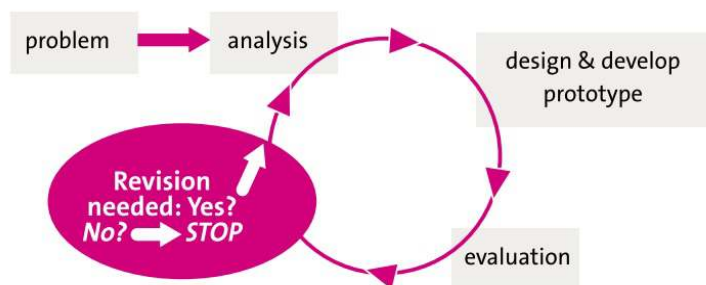


Figure 1. Akker Model Development Sequence

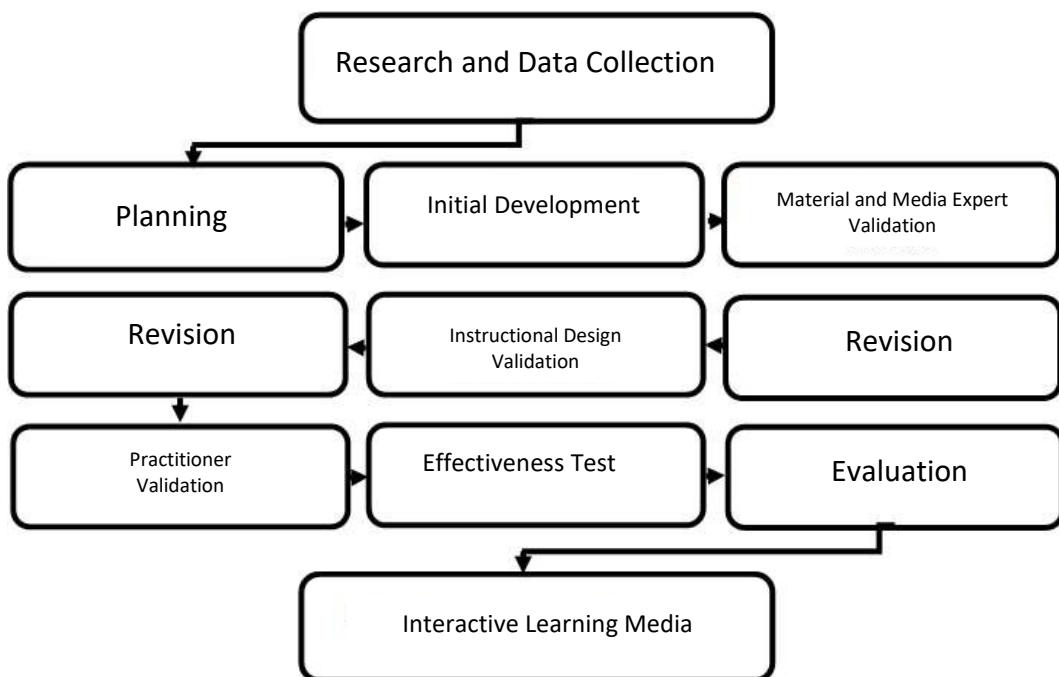


Figure 1. Research Sequence and data collection

Data Collection Instruments

The research instrument used was in the form of suggestion and comment sheets as well as questionnaires. Questionnaire (Questionnaire) is a data collection technique by giving a set of questions or written statements to respondents to obtain answers from these respondents. The form of the statement can be in the form of an open question or a closed question (Sugiyono, 2019). Questionnaires have similarities with interviews, except for their implementation (Arifin, 2017). The contents of the questionnaire include assessment forms for material experts, media experts, Instructional Design experts and teacher assessments.

Instrument of student learning outcomes

The instrument for learning outcomes consists of 20 multiple choice questions covering cognitive levels C1 to C6. The quality of the instrument was analyzed using the antest through field trials. The trials to calibrate the instrument include validity, reliability, discriminatory power, level of difficulty and quality of distractors on the multiple-choice instrument/question. So that the results of the instrument test based on the quality criteria used are at least "good" (valid) for aspects of validity, reliability, level of difficulty, and distinguishing power.

C. Finding and Discussion

1. Result

a. Results of the Stages of Media Development Implementation

This media development research went through the trial phase. The trial was carried out with a validation stage by experts, namely: two material experts, two media experts, two instructional design experts, two practicality test practitioners, and media effectiveness tests. The result of the development of this media is as a means to facilitate teachers and students in learning Civics class V material rights and obligations. The purpose is as a medium used in learning so that it is more effective and efficient. Media is also a means of companion for student learning so that student learning outcomes can be optimal.

The development of interactive learning media was developed with the help of articulate storyline software. The development model used is the Akker model (2013) with stages including: problem, analysis, design and prototype development and evaluation.

b. Material Validation Result Data

Validation of material experts on the development of Civics

interactive learning media was carried out by two selected validators, namely Dr. Surya Dharma, M.Pd, a lecturer at Medan State University, Department of Civics, Faculty of Social Sciences. And the second validator is Mr. Dr. (C) Edi Wardani, M.Pd, one of the lecturers of the Syeh Maulana Qory Bangko Jambi School of Religious Studies, Islamic Education Management Study Program.

The assessment was carried out with the aim of obtaining information on the feasibility of developing Civics interactive learning media on rights and obligations. The validation results are in the form of values for the components of the material. These results can be seen as follows:

Table 1. Total Assessment of Material Validity Aspects

Indicator	Average	Category
1. Content Feasibility Aspect	3.70	Valid
2. Aspects of Feasibility of Presentation	3.60	Valid
Amount	3.65	Valid

Based on the results of the material expert validation as shown in the table, it shows the total results of the material expert assessment with an average score of 3.65 with a valid category. So the interactive learning media developed is "fit" to be used in learning. Based on input from material experts before the improvement there were comments to add enrichment and examples of context to the presentation of the material. After revision, the material is declared good for use.

c. Media Validation Result Data

The validation of media experts on the development of Civics interactive learning media was carried out by two selected validators, namely Mrs. Dr. Samsidar Tanjung, M.Pd, one of the lecturers at Medan State University, Department of Educational Technology Study Program, Faculty of Postgraduate. And the second validator is Mr. Dr. Sukarno, M.Pd.I, one of the lecturers at the State Islamic University of Sultan Thaha Saifudin Jambi, Physics Study Program, Faculty of Postgraduate.

The assessment was carried out with the aim of obtaining information on the feasibility of developing Civics interactive learning media on rights and obligations. The validation results are in the form of values for media components. These results can be seen as follows:

Table 2. Total Media Validity Assessment

Indicator	Average	Category
1. Media Eligibility Aspect	3.80	Valid
2. Aspect of Feasibility of Graphics	3.81	Valid
Amount	3.80	Valid

Based on the results of media expert validation, it can be seen that the total average value of media experts is 3.80 with a valid category or interactive learning media for Civics subjects "appropriate" to be used in learning. Based on input from media experts, there are improvements to revise and add cover, background color, use of terms, layout and writing. After revision, the media is declared good for use in learning.

d. Instructional Design Validation Results Data

The validation of instructional/learning designs on the development of Civics interactive learning media was carried out by two

selected validators, namely Prof. Dr. Anita Yus, M.Pd one of the lecturers as well as ka. Basic Education Study Program, Faculty of Postgraduate, State University of Medan, and the second validator is Dr. Yantoro, M.Pd. one of the lecturers as well as Ka. PGSD Study Program Faculty of Teacher Training and Education FKIP Jambi University.

The assessment was carried out with the aim of obtaining information on the appropriateness of the appropriateness of Civics interactive learning media on the rights and obligations of the learning process in the classroom. The results of the validation are in the form of values for the learning components. Based on the results of the validation of the instructional design that the interactive learning media based on contextual learning subjects Civics rights and obligations material has a "good" category or between the media and the steps of the contextual learning model both for use in learning. Based on input from instructional design experts, there were improvements in the learning steps, issues related/discussed, and looking at time efficiency. After the revision, the learning steps based on the syntax and the media used were declared good to be implemented in learning.

e. Media Practicality Validation Result Data

The practicality test for the development of Civics interactive learning media was carried out by three practitioners. The chosen practitioner is a class teacher on duty at SDN 250/VI Sinar Gading II. The teachers chosen were Mr. Andreas Avelius Arinta, A.Ma.Pd served as class VI teacher, Mrs. Maya Anggraini, S.Pd served as grade IV teacher and Mrs. Iin Hidayati, S.Pd served as grade III teacher. All practitioners work at SDN 250/VI Sinar Gading.

The assessment was carried out with the aim of obtaining information on the practicality of Civics interactive learning media on the rights and obligations of the learning process in the classroom. The results of the practicality test by the teacher are in the form of scores on the components of the media. These results can be seen as follows:

Table 3. Total Practicality Test Assessment

Indicator	Average	Category
A. Ease of Use	3.33	Well
B. Interesting Serving	3.42	Well
C. Benefits	3.46	Well
Amount	3.40	Good/Practical

Based on the results of the total value of the practicality test by the teacher. It can be seen in the table above, the average value of the practicality test is 3.40 with the "good" category or interactive learning media for Civics subjects "Practical" to be used in Civics learning class V material rights and obligations as citizens. Based on input from practitioners or from teachers. Then the media and materials are declared good for use in Civics learning

2. Discussion

Feasibility, and Practicality of Interactive Learning Media Based on Contextual Learning Civics Subjects for Class V SDN 250/VI Sinar Gading II.

Learning media is a tool for conveying messages from teachers to students according to learning objectives and influencing learning outcomes (Simbolon, 2020). Good media in learning is media that attracts attention and makes it easier for students in learning activities

(Puspitasari & Simatupang, 2019). Good learning media are media that can increase student motivation and learning outcomes so that learning becomes effective (Tobing et al., 2022). Then the media chosen by the teacher in learning to make it easier for teachers and students to learn so that the message and learning objectives can be understood by students and learning is more effective and efficient.

The development of interactive learning media is a combination of development studies that cannot be separated from validation. Development research was carried out because of problems which were then solved using theoretical principles. The general criteria for development quality in terms of high-quality media are validity, practicality, and effectiveness. Validity is divided into content validity and constructive validity. Content validity means answering the need, the latest constituent component is called relevance. Constructivist validity is that the constituent components are consistent with one another. The second criterion of media development is that high-quality media is considered practical for use by teachers as users. If the user states that it is practical then the media has high quality and good validity. (Akker, 2013). The results of the validity and feasibility of learning media can be seen in table 4 below:

Table 4. Results of Interactive Learning Media Validation

No	Validator	Average value
1	Material Expert	3.65
2	Media Expert	3.81
3	Instructional Design Expert	3.86
4	Practitioner	3.77
Average		3.77

In this study, the feasibility of interactive learning media was assessed by experts. Experts as validators assess the material, the media developed, the accuracy of the media with learning, and the practicality test assessment by the teacher. Based on the results of the validation of interactive learning media, the average score given by the experts and the practicality test by the teacher was 3.77 with the Valid category.

From the results of the average expert validation score and practicality test, it can be concluded that the interactive learning media based on contextual learning for Civics Class V subjects at SDN 250/VI Sinar Gading II on rights and obligations material is valid and practical to use in the learning process.

D. Conclusion

Conclusions that can be drawn based on the results of research and discussion in the previous chapter are as follows:

1. The result of this research is an interactive learning media product based on contextual learning in Civics subject matter of rights and obligations for class V SD Negeri 250/VI Sinar Gading II. Media developed with the help of articulate storyline software.
2. The interactive learning media has been validated by two material experts, two media experts, and two instructional design experts. The results of the material expert validation assessment on the feasibility aspect and the presentation aspect obtained an average value of 3.65 with a valid category. The results of media expert validation on the media feasibility aspect and the graphic feasibility aspect obtained an average value of 3.80 with a valid category. The results of the validation of the instructional design obtained an average value of 3.86 with a good category. Then the media is declared valid and

feasible to use.

3. The interactive learning media has been tested for practicality by three practitioners. The practitioner is a teacher at SD Negeri 250/VI Sinar Gading II. The results of the practicality test on the convenience aspect, attractiveness aspect, and benefit aspect obtained an average value of 3.40 with good or practical categories. So interactive learning media is feasible to be used in the learning process in class V SDN 250/VI Sinar Gading II on the subject of rights and obligations.

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