



Cultural Map Based on Smart-Disc Audiovisual on the Diversity of Social Studies Learning Culture for Grade IV Elementary Students

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ABSTRAK

Permasalahan dalam penelitian ini yaitu kurangnya penggunaan media pembelajaran dan kurang tertariknya siswa dalam mengikuti pembelajaran, sehingga diperlukan media yang mampu menarik minat siswa untuk semangat belajar. Tujuan penelitian ini adalah untuk mengembangkan media pembelajaran peta budaya berbasis smart disk audiovisual pada materi keberagaman budaya pembelajaran IPS untuk siswa kelas IV SD. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE (analyze, design, development, implementation, evaluation). Subjek penelitian ini yaitu validitas media pembelajaran peta budaya berbasis smart disk audiovisual, dengan subjek uji coba yaitu 1 orang ahli mata pelajaran, 1 orang ahli desain pembelajaran, 1 orang ahli media pembelajaran, dan 3 siswa untuk uji coba perorangan. Metode pengumpulan data yang digunakan pada penelitian ini yaitu menggunakan metode non-tes dengan instrument berupa kuisioner. Teknik analisis data yang digunakan pada penelitian ini yaitu teknik analisis statistik kuantitatif. Hasil pengembangan ini menunjukkan bahwa hasil validasi pada ahli isi mata pelajaran memperoleh persentase 87,50% (sangat baik); ahli desain pembelajaran memperoleh persentase 91,66% (sangat baik); ahli media pembelajaran memperoleh persentase 91,66% (sangat baik) dan; hasil uji perorangan memperoleh persentase 91,33% (sangat baik). Sehingga dapat disimpulkan bahwa media pembelajaran peta budaya berbasis smart disk audiovisual valid dan layak untuk digunakan. Implikasi penelitian ini yaitu media pembelajaran peta budaya berbasis smart disk audiovisual dapat digunakan sebagai media pembelajaran sehingga dapat menarik minat belajar siswa.

ABSTRACT

The problem in this study is the less of use instructional media and the less interested students in learning, so media is needed to attract students' interest in learning enthusiasm. This study aims to develop an audiovisual smart disk-based cultural map learning media on the material on the diversity of social studies learning culture. This research is a development research using the ADDIE model. The subject of this research is the validity of the smart disk audiovisual based cultural map learning media with the subject of the trial are 1 subject expert, 1 learning design expert, 1 instructional media expert, and 3 students for individual trials. The data collection method used in this study is use the non-test method with a questionnaire as an instrument. The data analysis technique used in this study is the quantitative statistical analysis technique. The results of this development indicate that the validation results of subject content experts get a percentage of 87.50% (very good); learning design experts get a percentage of 91.66% (very good); instructional media experts get a percentage 91.66% (very good) and; individual test results obtained a percentage of 91.33% (very good). So it can be concluded that the smart disk audiovisual based cultural map learning media is valid and feasible to use. The implication of this research is that the smart disk audiovisual based cultural map learning media can be used as a learning medium so that it can attract students' interest in learning.

1. Introduction

Education is a deliberate attempt to live a better life. The aim of education is to assist students in realizing and developing their full potential (Sujana, 2019; Wahidin, 2017). Training is beneficial to students in the future because it will help them become more adaptable to change. Individuals can now easily obtain education thanks to the advancement in technology in the twenty-first century. This is what is currently becoming a demand for every person to have the skill, so that individual quality must be matched with educational quality. The intellect and imagination of the person are factors in educational quality. Learning experiences that are regulated by the curriculum determine the standard of education in

Indonesia. Indonesia's curriculum has undergone many reforms that have impacted the country's educational standard. Curriculum 2013 (K13), which is an extension of the Education Unit Level Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP), is currently in use. The aim of implementing the 2013 Curriculum is to encourage students to participate in more constructive learning experiences (Keinänen et al., 2018; Yanuarti, 2017). It is possible to fulfill the curriculum's goals by reaching a learning aim. The selection of suitable learning media will aid in the achievement of learning objectives.

Learning media is something that can be used to enhance students' emotions, feelings, attention, and abilities in order to promote the learning process, or, to put it another way, learning media is one of the ways of channeling knowledge or learning messages (Anshori, 2018). Learning media can be divided into four categories: (1) audio media, which can display sound elements, (2) visual media, which can display image elements, (3) audiovisual media, which can display both image and sound elements at the same time, and (4) teaching aids, which can be used to illustrate learning concepts. Learning media plays a critical role in the learning process and is an essential component of the educational landscape. This is because learning media refers to anything that can be used to send and receive messages in order to enhance students' emotions, feelings, attention, and interest in learning. Students will be more inspired to learn if they are exposed to learning media, which will inspire them to write, talk, and visualize. As a result, learning media must be able to increase learning efficiency, since the more appealing the teacher's learning media is, the higher the level of student motivation (Tafonao, 2018).

However, in fact, the use of learning media in schools is still not optimal, especially during this pandemic, where learning activities are carried out using an online / online framework, making the use of learning media a must in learning. Teachers only use learning books during online learning events, according to the findings of observations and interviews conducted at SDN 4 Penatih. This has a major impact on students' motivation to learn. The teacher's sole emphasis is on giving students assignments to complete. Furthermore, teachers' problems with online learning while teaching social studies, especially the material on teachers' cultural diversity, are solely focused on thematic books. While some teachers use instructional video media during online learning, many students are unable to comprehend the media because it is a YouTube video that has been dubbed by others who are not teachers of the students. There are also some videos that do not include dubs, only moving pictures and written descriptions of the content. This, of course, will minimize students' interest in watching instructional videos and listening to them. This is supported by the findings of a study, which found that the feasibility of online learning is not appropriate for its implementation since many teachers offer assignments, and such learning cannot be carried out effectively on subjects like social studies (Akviansah, 2020). This is due to the intimate relationship between social studies and the environmental system (natural and human). Since it encompasses both natural and human environmental systems, this topic necessitates a diverse set of learning tools. Meanwhile, since many teachers only use it to give assignments, online social studies learning is lacking in learning opportunities. Online learning, has implications for social interaction in the classroom. The amount of contact between students and teachers is decreasing, and even verbal communication between students is rarely replaced by communication through technology assistance tools, resulting in a saturated and less enthusiastic learning environment (Wirawan, 2021).

As a result of these issues, it is important to innovate in the implementation of learning so that students can grasp the material easily. Development of learning media, such as audio-visual learning media in social studies learning, is one alternative that can be given. Social Studies (Social Sciences) is a topic that integrates four fields of study, namely economics, sociology, geography, and history, in an integrated approach. IPS or social studies has its own characteristics that distinguish it from other fields of study, such as the characteristics of Social studies in primary school, where the teaching is primarily focused on a certain tradition, namely the material is arranged into the order seen from the material and its delivery strategy (Sulfemi & Mayasari, 2019; Widiastuti, 2017). The distribution of social studies learning materials must be accompanied by a learning process that is tailored to students' needs. Teachers must play an important role in encouraging students, choosing learning media, and using numerous learning tools available both within and outside the school setting in order for social studies learning to be effective (Marhayani, 2017), so that audiovisual media can be used as an intermediary in the delivery of social studies content, resulting in more efficient and enjoyable learning implementation. Learning with audiovisual media helps us to see something fascinating relevant to actual situations by showing pictures so that teachers can help students focus (Muttaqien, 2017). This is also confirmed by the findings, which show that audiovisual media can increase fourth-grade students' learning outcomes (Adittia, 2017). According to the rise in average score of students who had a pretest score of 65.45 and a posttest score of 80.82, there was a 15.37 increase. The inclusion of audio-visual learning media has increased students' listening capacity, which has resulted in improved social studies learning outcomes.

When conveying messages or information, audiovisual media is a medium that can show both picture and sound elements at the same time (Budiarti et al., 2020). Audiovisual media is an intermediary that is used to provide learning explanations in the form of pictures and sounds (Primayana et al., 2020). Audio-visual media is a device that depends on the simultaneous use of two senses, giving it a number of advantages. Audio-visual media has many benefits, including: providing messages that are more evenly received by students; it is an excellent word for defining an operation; is able to solve space and time constraints; they have a reasonable feel to them and can be repeated or stopped when needed; can leave a lasting impression on students, influencing their attitudes (Suprianto, 2019).

This research is supported by prior research. Raihanati et al., (2020) stated in their research that Based on the validation results, contextual-based audiovisual media powtoon was declared "very feasible" by media experts with a percentage of 84 percent and material experts with a percentage of 82 percent, which included in the "very feasible" category, and the response given by students received a perceivable percentage (Raihanati et al., 2020). According to Nadhlirah and Prasetyaningtyas (2018), audiovisual-based diorama media were feasible and effective to use in social studies learning material for the formation of the Republic of Indonesia, as evidenced by the findings of the audiovisual-based diorama media validity test, which was declared very feasible by material experts with an eligibility percentage of 88.4% and by media experts with a percentage of 85.5% or including very feasible criteria; In addition, from the results of the t test, it was obtained t count of 16,661 and t table of 2,034; and, an average increase (gain) of 0.343 with moderate criteria. The use of audio-visual media in the material for the creation of production, communication, and transportation technology in class IV can achieve completeness, as evidenced by the average final test scores made by students as a whole, which show that the final score results are overall (Hasan, 2016). There were 26 classical students who completed the course, and there were two students who did not complete the course out of a total of 28 students. These findings suggest that audio-visual media is beneficial in the classroom and can be used to improve student engagement and learning outcomes.

Learning media that will be built into an audio-visual-based learning media will be saved to a digital storage device in the form of a Smart disk later. Since records stored in digital form cannot be read directly in the form of images, sound, video, writing, or audio-visual that can be used as data, can be processed in a computer program, smart disks, also known as digital media, are a medium for storing data or archives. and saved on a flash disk, CD, or other digital data storage medium (Compact Disk) (Muhidin et al., 2018). The use of digital records, which are considered more effective in terms of delivery time, data completeness, and ease of access, makes them a viable option for use in the process (Bakri et al., 2017). The smart disk in question in this study is a learning medium in the form of a CD (Compact Disk) that contains material on my country's cultural diversity in the form of audiovisual videos that the teacher can use during learning activities. This learning video can be saved to FlashDisk instead of using a CD, which will make it easier for teachers who don't have CD space on their laptop.

Based on the above issues, the researcher believes that there is a need for the creation of learning media that can assist students in the implementation of learning, and that audio visual learning in social studies subjects is important. This audio-visual media was created for grade IV students using content on cultural diversity in social studies classes. The development of this media was aided by the use of Microsoft Power Point and Kinemaster software, with the created media being referred to as the Cultural Map learning media based on audiovisual Smart disks. The aim of this research was to create learning media for cultural maps based on audiovisual smart disks about the diversity of cultures. The aim of this research was to create learning media for cultural maps based on smart disks audiovisual about cultural diversity in social studies learning materials for fourth grade elementary school students.

2. Method

This is a development research based on the ADDIE model. This model is used because it has the advantage of being visible from a structured work process, namely that each step will always relate to the previous step, resulting in a successful product. The five phases of the ADDIE model are evaluate; design; growth; implementation; and evaluation (Tegeh & Kirna, 2010). The validity of learning media media based on smart disk audiovisual culture is the focus of this study, which includes individual trials with one subject expert, one learning design expert, one instructional media expert, and three students. The procedure stage used in this development includes (1) the analyze stage, at this stage an analysis of student needs is carried out. (2) the design stage, at this stage several stages are carried out including formulating learning objectives, material to be provided to students, and designing the development of instructional videos that are tailored to the learning needs of students. (3) the development stage, at this stage the design of the learning video development in the fourth grade social studies subject is carried out

using the Microsoft PowerPoint software application, Kinemaster. (4) the implementation stage, at this stage the product testing of learning video development is carried out for students according to the material to be determined in the development of the learning video. (5) the evaluation stage, at this stage an evaluation is carried out to find out whether the development of the learning video that has been designed is in accordance with the expectations that have been planned. However, due to the situation of the Covid-19 outbreak, this research was only carried out until the product validity test was due to the situation that made it impossible to hold a trial test in class. The non-test method of data collection used in this research was questionnaires. A questionnaire was used as the tool. Scores from product validation, feedback, and comments, as well as suggestions relevant to the product being created, were used to generate data for this analysis. The quantitative descriptive analysis technique was used to analyze the data. The quantitative descriptive approach is a method of analyzing data that involves systematically arranging numbers or percentages related to the object under investigation in order to arrive at a broad conclusion (Agung, 2017) To provide decision-making, decisions are taken on a Likert scale, and the scores are then converted into a percentage of each subject's response using the Achievement Level Conversion clause on a scale of 5.

3. Result and Discussion

Results

Learning media focused on smart disks audiovisual on the cultural diversity of social studies learning materials are the findings of this production study. The ADDIE model, which refers to five levels, was used to design the smart disk audiovisual based cultural map media. The analysis stage is the first step. Observations and interviews are conducted at this point to analyze the needs in the implementation of learning, during which the content of the product to be produced is decided, followed by the basic competencies and indicators of the predetermined material. The design stage is the second stage. Making flowcharts, storyboards, and designing media components, as well as compiling lesson plans (RPPs) and product evaluation instruments, are all activities carried out at this level.

The production stage is the third stage. Based on the storyboards and flowcharts that have been created, the planned and designed products are produced at this point. Making show designs and video media materials with Microsoft PowerPoint software, video editing, filling in animated videos, dubbing, and backsound with the Kinemaster program are among the tasks completed. Implementation is the fourth step. At the point where the operations are being carried out, namely the media implementation. The validity of the media that had been created was tested during the implementation of the media in this report. Validity testing by learning material experts, validity testing by learning design experts, validity testing by learning design experts, and the outcomes of individual trials involving three students are all part of this media's validity evaluation. The assessment stage is the final stage. Conducting an assessment to evaluate or assess the product being produced is one of the activities carried out at this level. Formative and summative evaluations are the two types of evaluations that can be done. Expert confirmation and individual trials are used in this study's formative assessment, which are then updated if appropriate.

The results of the validity of the smart disk audiovisual based cultural map learning media were determined based on the results of reviews by subject content experts, learning design experts, instructional media experts, and individual trial results. The data from the results of the product validity review were then analyzed descriptively by processing the scores obtained from the results of the validity test. The results of the validity of the smart disk audiovisual based cultural map learning media in more detail are presented in table 1.

Table 1. Product Validity Test Results

Numb	Subject Trial	Validity Results	Remarks
1	Learning Content Expert Test	87,50%	Good
2	Learning Design Expert Test	91,66%	Very Good
3	Learning Media Expert Test	91,66%	Very Good
4	Individual Trial	91,33%	Very Good

Based on table 1, it is known that the validity of the products developed successively got good qualifications by learning content experts, very good qualifications by learner design experts and learning media experts, as well as from the results of individual trials. From the results of the product validity test that has been done, it is obtained input, comments, and suggestions given by experts and students as test subjects. The input, comments, and suggestions given are subsequently used as a reference for revising

the product for the perfection of the product produced. The results of the development of audiovisual smart disk-based cultural map learning media are presented in Figures 1, 2, 3 and 4.



Figure 1. Front View of the Media



Figure 2. Introduction



Figure 3. Content



Figure 4. Conclusion

Discussion

The learning media based on smart disk audiovisual culture that has been developed are of such high quality that they are declared valid and suitable for use in the learning process, particularly in material on cultural diversity in social studies learning in Grade IV SDN 4 Penatih, based on the results of the product validity test that has been implemented. This is because the smart disk audiovisual based cultural map learning media was created using the results of the needs study and by choosing the appropriate model, which is the ADDIE model, which has implications for the product's validity and viability. This is because using the ADDIE model in the production process necessitates several rounds of testing by experts or research subjects, as well as revisions, in order to create a development product that meets successful product requirements, is empirically checked, and contains no errors (Cahyadi, 2019). Aspects of learning material, aspects of learning design, aspects of learning media, and the outcomes of trials conducted are also factors that influence the validity of the product being made.

Judging from the aspect of learning content, this smart disk audiovisual based cultural map learning media is in good qualification. The acquisition of this good qualification is influenced by the suitability of the material with the basic competencies, indicators, and learning objectives presented in the instructional video media. This is evidenced by the results of the expert's review of the subject content obtained a percentage of 87.50% with good criteria. So it can be concluded that the presentation of the material on the smart disk audiovisual based cultural map learning media is clear and related to the learning indicators, basic competencies, learning objectives, materials, and the suitability of evaluation with the learning objectives contained in the learning media. Learning objectives will be maximally achieved if there is a link and clarity between basic competencies, indicators, learning objectives, material, grammar, and evaluation in learning media (Dwiqi et al., 2020). In the aspect of the content of the material includes truth, accuracy, depth and attractiveness of the material, the suitability of the material with student characteristics and easy to understand material presented in the learning video media. This is also reinforced by the statement which states that learning media can be said to be effective if the application of media during learning is in accordance with specified criteria such as the suitability of the media with learning objectives, learning resources, student characteristics, and can create learning fun (Indahsari et al., 2019).

This smart disk audiovisual based cultural map learning media is of very high quality in terms of learning design. The packaged video is made in a versatile way to make it simpler and generate student interest in learning, which influences the acquisition of this good qualification. This is shown by the findings of the expert's analysis of the learning design, which showed that 91.66 percent of the learning design met very good standards. As a result, it can be concluded that the established smart disk audiovisual based cultural map learning media can pique students' interest in learning and facilitate their

exploration of the subject matter. Video acts as a more flexible media in supporting student learning activities, is able to explain concepts related to mechanisms or processes, can be repeated and stopped according to student needs, therefore learning designs are developed. so that it can help the learning process so that learning becomes more effective (Saprudin et al., 2018). This is also reinforced by the statement which states that the use of learning media can generate interest, activity and increase student interest in learning (Nursyam, 2019).

Judging from the learning media, this audiovisual smart disk-based cultural map learning media is in a very good qualification. The acquisition of this good qualification is influenced by the appropriateness of the use of text, images, sound, video, and animation so that it can produce learning videos that can enrich the presentation or explanation effectively and efficiently. This is evidenced from the results of the review of instructional media experts obtained a percentage of 91.66% with very good criteria. So it can be concluded that the use of text, images, sound, video, and animation on audiovisual smart disk-based cultural map learning media is clear and precise between one another so that it can be effectively and efficiently used in learning. Using text, pictures, sound, video, and animation to explain learning knowledge will help students understand it better (Geni et al., 2020). The availability of moving images and audio sources through the use of video can be used to enhance student learning experiences (Raisa et al., 2018).

After experts have validated the media and it has been deemed fit for use, students will be subjected to media trials. Person media experiments of three students were the only ones carried out. Person studies have shown that this learning media dependent on smart disk audiovisual culture is of very high quality. The use of learning media in conjunction with the characteristics of students' needs resulted in the acquisition of this successful qualification. Person trials yielded a percentage of 91.33 percent with very strong criteria, as shown by the findings. So, it can be concluded that the use of audiovisual smart disk-based cultural map learning media makes students interested and enthusiastic about learning. The use of learning media that is in accordance with the characteristics of student needs and the material to be conveyed will help arouse curiosity, motivation, concentration, and as a stimulus aid in learning activities, and provide psychological influence on students (Meiarti & Ellianawati, 2019; Setiyani et al., 2020). Video is a medium that has many positive values and is effective for use by elementary school students (Hadi, 2017). However, the selection of videos must also be in accordance with the learning objectives, learning materials, learning methods, and facilities and infrastructure.

Based on the implementation of this study, it was found that the audiovisual smart disk-based cultural map learning media can be applied in the implementation of learning, because this media has advantages, namely audiovisual smart disk-based cultural map learning media is easy to use and can be used without an internet network; because the media is made based on smart disks so that the videos created can be stored either on CDs, flash drives, and the like; can attract students' enthusiasm in learning; and can save costs, time, and space, can attract students' interest in learning. Audio-visual media is very influential on student learning motivation because of its image and sound-based characteristics, making it easier for students to receive material (Salsabila et al., 2020). Audio visual media products are effectively used in the delivery of Class V Social Science material on economic activity metrics, this is evidenced by the results of student responses to audio visual media using macromedia flash in. in the very good category with a percentage of 84.6% (Sururuddin & Hadi, 2019). Powtoon-based audio-visual media is feasible because the results of the expert team's assessment and the results of student responses have met the success criteria that the researchers have proven, this is evidenced by the results of the material expert's test obtaining an average score 88%, the results of the linguist's test obtained an average value of 80%, the results of the student response questionnaires obtained an average value of 88.5% (Alverina et al., 2019). Based on the results of research and relevant research, it can be seen that audio visual media can be effectively used in learning. This analysis demonstrates that learning media based on smart disk audio-visual culture is appropriate for use as a learning medium, as evidenced by expert reviews and individual trial results that met the predetermined performance criteria. These results have implications, such as the learning media based on smart disk audiovisual culture can be used as a learning tool to draw students' interest in learning and to inspire or enable teachers to use facilities and infrastructure in schools that have previously been underutilized.

4. Conclusion

The development of audiovisual smart disk-based cultural map learning media on the material on the diversity of social studies learning culture for grade IV SD students is declared valid and feasible to use. This is because the media developed is good and interesting so that it can make it easier for students to learn and can increase student focus when learning.

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