



PERISA Audio Visual Media on Learning Social Diversity for Class V Elementary School Students

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ABSTRAK

Kurangnya pengembangan media pembelajaran yang inovatif dalam mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) berdampak pada pemahaman yang rendah terhadap konsep budaya di kalangan siswa. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berorientasi budaya lokal yang efektif bagi siswa kelas V SD. Penelitian ini menggunakan model pengembangan media pembelajaran ADDIE (Analysis, Design, Development, Implementation, Evaluation). Subjek penelitian terdiri dari 33 siswa kelas V SD. Metode yang diterapkan dalam penelitian ini melibatkan penggunaan kuesioner, lembar rating scale, dan tes sebagai instrumen penelitian. Desain penelitian menggunakan pendekatan pre-eksperimen. Hasil penelitian menunjukkan bahwa media pembelajaran yang dikembangkan, yaitu Media Petualangan Negeri Indonesia (PERISA), merupakan media audio visual berbentuk video yang memvisualisasikan keragaman budaya lokal di Indonesia. Media PERISA memiliki tingkat validitas isi yang sangat tinggi dengan skor 0,92. Respons guru dan siswa terhadap media PERISA juga sangat positif, dengan skor respons guru sebesar 3,81 (dinyatakan sangat baik) dan skor respons siswa sebesar 3,00 (dinyatakan baik). Penelitian ini juga menemukan perbedaan signifikan dalam pemahaman konsep budaya siswa sebelum dan setelah menggunakan media audio visual PERISA. Implikasi dari penelitian ini adalah bahwa media PERISA berpotensi meningkatkan efektivitas pembelajaran PPKn dan memberikan kemudahan bagi siswa dalam memahami konsep budaya lokal. Media ini dapat dijadikan alat pendukung yang berdampak positif dalam proses pembelajaran.

ABSTRACT

The lack of innovative learning media development in the subjects of Pancasila and Civic Education (PPKn) has an impact on poor understanding of cultural concepts among students. This study aimed at developing effective local culture-oriented learning media for grade V elementary school students. This research used ADDIE learning media development model (Analysis, Design, Development, Implementation, Evaluation). The subjects of the study consisted of 33 grade V elementary school students. The method applied in this study involved the use of questionnaires, rating scale sheets, and tests as research instruments. The research design used a pre-experimental approach. The results showed that the learning media developed, namely Media Adventure Negeri Indonesia (PERISA), is an audio-visual media in the form of videos that visualize the diversity of local cultures in Indonesia. PERISA media has a very high level of content validity with a score of 0.92. The response of teachers and students to PERISA media was also great, with a teacher response scored of 3.81 (declared very good) and a student response scored of 3.00 (declared good). The study also found significant differences on students' understanding of cultural concepts before and after using PERISA's audio-visual media. The implication of this study is that PERISA media is likely to increase the effectiveness of PPKn learning and provide convenience for students in understanding local cultural concepts. This media can be used as a supporting tool that has a positive impact on the learning process.

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1. INTRODUCTION

Education is a provision in facing the times. Education is the main foundation for human in developing themselves, behaving in society, as well as educating them. Education is the right of every citizen that must be fulfilled by the government under any circumstances to achieve educational goals (Baro'ah, 2020; Winata et al., 2021). Through education, human resources become smarter, qualified, and able to compete in the globalization era. Education in general means a stage of life to carry out self-development for everyone so that they are able to live their lives (Alpian et al., 2019; Wasitohadi, 2014). Elements or substances in education are the key to good quality of education. Increasing the quality and level of education will be greatly influenced by various aspects, such as teachers, staff, students, curriculum, learning activities, financial support, management, etc (Hopkins, 2015; Ismail, 2018). From those several aspects, one of the most influential in the success of education is the

teacher (Ramadhani et al., 2021; Syahrial, S. et al., 2019). A qualified teacher is a teacher who can determine, coordinate, and understand learning, the characteristics of students, and the learning conditions that are applied (Ariyani & Zuhaery, 2021; Lubis et al., 2023). In this advanced era, educators not only have demands as teachers, but also need values and explore or develop student potential through active, interactive, and interesting classes (Al Inu et al., 2022; Chidziwa et al., 2023). Teachers are required to have four competencies; professional, personality, social, and pedagogical competencies (Adrian & Agustina, 2019; Rafiei & Davari, 2015). In addition, teachers in the learning process can apply an interactive classroom through the development of learning media based on student abilities (Dita et al., 2021; Narsih, 2017). Children who are at the elementary school level are in the concrete operational stage. In this stage, children will be able to logically think about various concrete phenomena and classify objects in different forms (Nuryati, N. & Darsinah, 2021; Rahmaniar et al., 2022). The ability to classify something that already exists, but has not been able to find a way out of abstract problems. From this opinion, children tend to learn from objects, images, and concrete objects (Marinda, 2020; Munir, 2017). To be able to succeed in children's learning at this stage, it is necessary to have adequate learning resources or media (Bujuri, 2018; Novitasari, 2018).

Learning media is an integral part of learning as a facilitator of information delivery from teachers to students, and vice versa. Learning media is an influence that has a major role during learning and teaching activities (Miftah, 2013; Rozie, 2018). Teachers use the media as an intermediary in delivering material so that students can understand it properly (Rozie, 2018; Wahyuningtyas & Sulasmono, 2020). Learning is a process that is more than just teaching but also conveying information through all forms of communication. In the learning process, communication is necessary to avoid errors in understanding concepts. One of the functions of the media is to be a supporting instrument so that it can clarify what is taught by the teacher, thus minimizing the teacher's explanation which is very abstract in nature (Hastuti & Budianti, 2014; Rozie, 2018). In general, learning media is a means applied to teaching and learning to convey information to the party as a form of communication through sound, shape, and image (I. T. M. Pratiwi & Meilani, 2018; Sumantri & Rachmadtullah, 2016). Learning media is also able to increase memory to remember the material. If memory have increased, it will also improve students' learning achievement (Afandi, 2015; Nissa & Renoningtyas, 2021). Learning media has a major role in learning. But in reality, some teachers, especially in elementary schools, still lack of maximizing the learning media properly. This is due to the lack of insight and understanding of educators about learning media and the skill of utilizing technology for learning media (Setiono & Rami, 2017; Winda & Dafit, 2021). Currently, teachers tend to utilize learning media only books and PowerPoint that are just text and images. Consequently, the students tend to get bored and pay less attention to learning because the media used is monotonous (Rozie, 2018; Untari, 2017). Therefore, learning and teaching activities become less meaningful for students (Arigiyati et al., 2021; Nurhidayati et al., 2019). Along with the times, varied learning media emerged. Interesting and varied learning media will be less boring for students. The use of appropriate and innovative learning media can decrease boredom and monotonous. Therefore, students tend to be easily interested in understanding the material being taught (Karina et al., 2019; Untari, 2017). Another problem is that teachers do not always use learning media in every subject. It is not common for some subject contents to not maximize and use learning media properly, one of which is the content of Pancasila and Civics Education (*PPKn*). Civics is a complex and broad subject about values as well as Indonesia's socio-cultural diversity (Ambarwati et al., 2022; Hidayat et al., 2020). The use of Civics learning media is still only limited to reading books and observing pictures even though the content of Civics at the Elementary School level can be further developed.

A low understanding of the archipelago's culture can result the vulnerability of their mindset to radicalism through various doctrines that are contrary to the teachings of religion and the state (Fitriani & Dewi, 2021; Zulfikar & Permady, 2021). The implications that can result from this are the absence of tolerance, mutual respect and value, and the absence of cooperation with each other, which is the social culture of Indonesian society. This is reinforced through research by the Wahid Institute, which in its research showed that there was an increase in the threat to freedom of religion and belief in Indonesia from 2014-2015, up 23%. Likewise, in 2016-2017 and the following year there was an increase accompanied by conflict between religions. In line with this, the lack of understanding of the concept of Indonesian culture in various community groups is what triggers conflict. Understanding the concept of multiculturalism must be held to increase the knowledge of human ideas that so far still maintain the "egoism" of religion, culture and groups (Kim, 2021; Widiyanto et al., 2022). Increasing the understanding of the concept of culture in terms of preventing cultural conflicts that occur can be done by introducing local culture. The role of local culture as a means of conflict resolution is considered essential and must be made a priority standard to overcome various social debates that are increasing in Indonesia (Ramadhani et al., 2021; Syahrial, S. et al., 2019). So far, teachers have tried to create innovative learning as much as possible by utilizing technology such as Powerpoint, but the results of learning and teaching activities are still not as expected. The learning and teaching process through only using book media causes learning activities to be less interesting, this is due to the dominance carried out by the teacher through the delivery of material by lecturing and students just listening to follow the teacher to become passive listeners

(Arifah et al., 2019; Pramuditya et al., 2018). In addition, the lack of innovative learning tools that can support students throughout learning and teaching activities makes it difficult for students to memorize subject matter (Ardhani et al., 2021; Mahesti & Koeswanti, 2021).

Based on the findings of observations and interviews at Sekolah Dasar Negeri 1 Sangsit in the 2022/2023 academic year on October 15, 2022, the grade V teacher explained that the learning media at school and the media used were inadequate to support learning. Almost 20% of students were less focused on the learning process due to limited learning media and cognitively 60% of students did not understand well about Indonesian Culture. Judging from the value of the knowledge competency of Pancasila and Civics Education of class V SD N 1 Sangsit, out of 33 students there were 24 students who have not exceeded or are equivalent to the Minimum Provision Criteria which has become the standard i.e., 75, this is a problem that must be overcome. Learning outcomes are a description of the actual abilities of students, therefore being able to determine the level of student understanding of the material that has been delivered (Jampel & Puspita, 2017; Salsabila et al., 2020). Classroom teachers feel a decrease in student interest in learning during learning because students get bored quickly and the learning media used is not interesting. The material contained in the Civics of class V student book, especially in the diverse socio-cultural material of the community, is still limited. The introduction of the socio-cultural diversity of society by students is still limited, therefore it is necessary to use audio-visual media (Ambarwati et al., 2022; Susanti & Wibawa, 2022).

The utilization of media that has not been maximized can cause a low understanding of the student culture concept. If this is ignored, it will certainly reduce the quality of education and learning in the classroom. Based on these problems, developing learning media that is more interesting and fun for students is great news for learning activities to be more meaningful and more fun. The purpose is to develop more fun learning media through interesting images and audio-visuals. Learning will be maximized if students understand and memorize learning material properly through relevant media (Ahmad & Mustika, 2021; Miftah, 2013). Today's children are digital citizen who have been familiar with technology from an early age. Thus, the appropriate learning media for today's generation of children is learning media with a digital base (Hafizh & Yefterson, 2019; Munawar & Suryadi, 2019).

Based on this opinion, it is necessary to develop media based on current technological developments, for example, the development of audio-visual media. Audio-visual media is a learning tool that can be listened to and can also be seen by the five senses or more specifically audio-visual media is a modern instructional tool that is relevant to the times (the development of science and technology) which has a component between sound and image (Ambarwati et al., 2022; Susanti & Wibawa, 2022). Audio visual media utilizes the senses of sight and hearing. Elementary school children generally learn 50% of what they hear and see (Asnawati & Sutiah, 2023; Hapsari & Zulherman, 2021). Video is classified into audio-visual media which can show sound and images while conveying information or messages (Ambarwati et al., 2022; Hidayat et al., 2020). Through the use of audio-visual media, students are able to easily have an understanding of the content of the material because it uses two senses simultaneously, namely hearing and sight. In addition, the media is displayed through the form of videos that are relevant to the children's point of view. Therefore, in the presentation, the communicated message contains various objects that are being conveyed (Lestari & Suastika, 2021; Normansyah, 2018). Audio-visual media development certainly has advantages. The advantage is the learning and teaching process will become less monotonous and interesting. This is because students do not just follow learning utilizing illustrated text only, but also learn with moving images accompanied by sound in it (Lestari & Suastika, 2021; Novita et al., 2019).

Audio-visual media (video) has advantages in psychomotor, affective, and cognitive abilities (Amin & Sulistiyono, 2021; Satriawan & Rosmiati, 2016). The advantage of the cognitive domain is that it can be used to show examples and ways of behaving in performance, especially learner interaction. The advantage of the affective domain is that it can be an ideal tool to influence attitudes and emotions. The advantage of the psychomotor domain is that it can show examples of abilities related to motion, either through the method of slowing down or accelerating the movements shown. The development of audio-visual media has always been a special attraction because of its effective and efficient application, interactive and attractive learning media display, and influences the students' learning interest. In addition, this animated video can also be educational entertainment for students when they feel tired and bored during learning (V. Ananda & Tirtoni, 2023; Pel et al., 2023). Audio-visual media is very suitable for development in Civics content which requires concrete learning of audio-visual media (R. Ananda, 2017; Susanti & Wibawa, 2022). Civics is structured as a learning subject that focuses on content-embedding values and learning experiences in the form of behaviours that must be realized in everyday life (Gawise et al., 2022; Lestari & Suastika, 2021). One of the topics in Civics material for grade V is the topic of sociocultural diversity of society. This topic shows how diverse and rich Indonesian culture is in all regions. Unfortunately, the media is still very limited, therefore, through the use of audio-visual media, it will be able to influence the improvement of Indonesian culture, increase students' understanding, and increase students' interest in learning.

In this development, the audio-visual media developed features a novelty that is a nuanced adventure with the title *Petualangan Negeri Indonesia (PERISA)* which introduces a variety of cultures in Indonesia so that it matches the appearance of the image and the interests of grade V elementary school students. The desired competency of teaching various local cultures in Indonesia is the emergence of knowledge and understanding of the concept of local culture as a form of appreciation for the various cultures that are owned. It can be raised in addition to the above competencies is that students assisted by teachers can produce the best in learning and teaching activities whether good results in the cognitive domain or good respectful behaviour when an understanding of the diversity that must be respected (Diyah & Syah, 2022; H. A. Pratiwi & Utami, 2013). The introduction of Indonesian culture to students from the early age will further enhance students' tolerance attitudes and increase students' Indonesian cultural insights (Lestari & Suastika, 2021; Syahrial, S. et al., 2019). This is in line with research conducted by Ni Putu Indah Lestari and I Nengah Suastika (2021) which concluded that the validation test by learning media experts received a score of 4.57 or 91.43% which means that this audio-visual media is very relevant, valid, and feasible. This animated video media is also able to be utilized as an example of a learning model. Based on the description above, the researcher intends to develop *PERISA* Audio Visual Media on Social Diversity Learning for Grade V Elementary Students which can improve the quality of learning, especially in Civics learning by presenting an innovative and fun learning atmosphere. There are also research objectives carried out, namely to develop audio-visual media design, test the validity of the media, find out the responses of teachers and students to the media and the effectiveness of the media in influencing the increased understanding of cultural concepts in class V of SD Negeri 1 Sangsit.

2. METHOD

This research was development research (Research & Development). The development research model used was the ADDIE model. The ADDIE model is an approach that emphasizes an analysis of how each component interacts with each other based on the existing stages (Rayanto, 2020). The ADDIE development model has five stages including Analyze, Design, Development, Implementation and Evaluation (Artha & Putra, 2021; Pradipta et al., 2022). The advantages of the ADDIE model are that each stage is systematically continuous and has an evaluation stage that can be carried out at each stage of its implementation to minimize errors in product development. The subjects of this study were 4 experts (2 media experts and 2 learning material experts) to evaluate the validity of the media, 1 teacher and 33 fifth-grade students of SD Negeri 1 Sangsit to find out the teacher and student responses to the media and the effectiveness of the media. The data preparation methods applied were questionnaires and tests. A questionnaire is a survey data collection through the distribution of a question that has been planned according to the objectives of the survey made to obtain information relevant to the research being carried out (Nuryani, 2019; Syarifuddin et al., 2021). Meanwhile, a test is a medium that is applied to calculate various performances and to compile data. A test must be valid, which means that it measures what should be measured and must be reliable, which means that it can be repeated multiple times. The questionnaire method was used for expert questionnaires (media experts and material experts) as well as questionnaires for testing responses to the media by practitioners and students. Meanwhile, the test method was used to test the effectiveness of the media. The data analysis method in this research was qualitative data analysis which processes data in the form of information such as suggestions and input from advisors, experts and practitioners as well as quantitative data analysis including scores obtained from validity tests, practicality tests and media effectiveness test scores that have been done by students. The data preparation instrument applied in this media development research was a closed questionnaire using a rating scale and multiple-choice questions. This data collection instruments were used to test validity, determine teacher and student responses and media effectiveness. The instrument grids used can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Guidelines of Content Validity Instrument for *PERISA* Audio-Visual Media

No.	Aspect	Indicator	Item Number	Total Items
1	Material/Content	Completeness of identity	1	1
		Clear communication of learning objectives	2	1
		Clear teaching of the material	3	1
2	Language Usage	Language used is appropriate	4	1
		Ease of understanding the language used	5	1
3	Presentation	Sequence in presentation	6	1
		Integrity of presentation	7	1
Total				7

(Susanti & Wibawa, 2022)

Table 2. Guidelines of Media Expert Validation Instrument

No	Aspect	Indicator	Item Number	Total Items
1	Clarity of text and sound	Clarity of text displayed	1	1
		Clarity of the narrator's voice	2	1
		Suitability of the back sound used	3	1
2	Visual Quality	Clarity of illustration images	4	1
		Appropriate background display	5	1
		Alignment of colours used	6	1
3	Character	Characterization	7	1
		Character attractiveness	8	1
4	Overall view	Overall visual cohesiveness	9	1
Total				9

(Susanti & Wibawa, 2022)

Table 3. Guidelines of Practitioner Response Instrument

No.	Aspect	Indicator	Item Number	Total Items
1	Material/Content	Completeness of identity	1	1
		Clear delivery of learning purposes	2	1
		Ease of understanding learning material	3	1
2	Language Usage	Ease of understanding the language used	4	1
3	Presentation	Presentation in order	5	1
4	Clarity of text and sound	Readability of displayed text	6	1
		Clarity of the narrator's audio	7	1
5	Visual Quality	Clarity of illustration images	8	1
		Appropriate background display	9	1
6	Character	Character attractiveness	10	1
7	Overall view	The cohesiveness of the overall look	11	1
Total				11

(Susanti & Wibawa, 2022)

Table 4. Guidelines of Student Response Instrument

No.	Aspect	Indicator	Item Number	Total Items
1	Material/Content	Complete identity	1	1
		Clear delivery of learning purposes	2	1
		Ease of understanding learning material	3	1
2	Language Usage	Ease of understanding the language used	4	1
3	Clarity of text and sound	Clarity of the text presented	5	1
		Clarity of the narrator's voice	6	1
4	Visual Quality	Clarity of illustration images	7	1
5	Character	Character attractiveness	8	1
Total				8

(Susanti & Wibawa, 2022)

Table 5. Guidelines of Indonesian Culture Instrument

No	Aspect	Indicator	Total Items	Item Number
1	Understanding the meaning of Indonesia's cultural diversity	Explaining the meaning of socio-cultural diversity	1	1,2
2	Summarizing examples of the diversity of Indonesian traditions	Providing examples of local cultural diversity in Indonesia	3	3,4,5,6,7
		Describing the uniqueness of local cultures in Indonesia	4	8,9,10,11,12

No	Aspect	Indicator	Total Items	Item Number
3	Instilling the value of togetherness in the diversity of Indonesian traditions	Explaining the value of togetherness and tolerance contained in Indonesian traditions	2	13,14,15
Total			15	

(Susanti & Wibawa, 2022)

3. RESULT AND DISCUSSION

Result

This research was conducted to develop *PERISA* Audio-visual Media on Social Diversity Learning for Grade V of Elementary Students. The research was conducted by using the ADDIE development model through five stages, namely analyse, design, development, implementation, and evaluation. At the analysis stage, a more in-depth investigation or study is carried out related to the problems at the research site to be used as a reference in making appropriate media. At this stage, an analysis of the curriculum, needs, media availability and student characteristics was carried out. The results of the research that has been carried out at SD Negeri 1 Sangsit, Kecamatan Sawan, Kabupaten Buleleng found various problems based on the results of analysis and observation with students and teachers. These problems, namely first, the use of learning media in the classroom 54.5% stated that learning in the classroom was more dominant using book media or reading books, while 45.5% stated that learning in the classroom was more dominant using video media or watching videos. The fifth-grade teacher of SD Negeri 1 Sangsit stated that students have not been able to properly recognize the cultures that exist in Indonesia so students' understanding of the concept of Indonesian culture is still low. In addition, the V grade teacher stated that students were less focused during learning due to limited and less innovative learning media for students. In addition, there are also limitations on learning media that can support students in improving their understanding of cultural concepts.

The stage carried out was designing the product that will be developed. There were also programs that are carried out, namely: (1) selecting local cultural content in Indonesia; (2) designing the design or product model in the form of audio media to be developed; and (3) compiling draft instruments. The content contained in the audio-visual media *Petualangan Negeri Indonesia (PERISA)* is the local culture in each province in Indonesia. The Audio-visual Media Prototype developed consists of several parts, namely the initial display, opening display, basic competencies display and learning purposes, material display and final display. After completion, the prototype would be revised by the advisor to give input and suggestions so that it is feasible to be developed into real media. The development stage was carried out by realizing the prototype that has been made and guided. Audio-visual media development used a Video Editor application called *Capcut*. At the development stage, the media made already has the colour, shape, appearance and function designed at the previous stage. After the media has been made, it would be guided before being tested by experts. Some examples of media display that have been made can be seen in [Figure 1](#).

Audio-visual media that has been completed was then tested for validity to be utilized in teaching and learning activities. This media validity test involved four experts, namely, 2 media experts and 2 content learning experts. After obtaining an assessment from the four experts, the data from this validity test was analyzed by applying the Aiken Validity equation to get the media validity index. The *PERISA* media obtained a content validity score of 0.92 with a very high validity qualification. After being declared valid to be applied to teaching and learning activities, the audio-visual media was tested to find out the responses of teachers and students to the media developed. The implementation of teacher and learner response testing in this development research involves 1 teacher and students as practitioners who use the media. The results of the Audio-Visual Media response test were then analyzed to find out the response to the media that was taken. Data analysis was carried out through the calculation of the percentage of scores obtained by the assessment sheet by practitioners. This data is then converted through the PAP conversion table of four-scale achievement levels to find out the qualifications of the response to the media development. The *PERISA* media obtained a teacher response score of 3.81 with very good qualifications and obtained a student response score of 3.00 with good qualifications.

The implementation stage was carried out after the media has been declared valid and the response of students and teachers to the media when used in learning has been obtained. At the implementation stage, media testing was carried out on grade V elementary school students to determine the effectiveness of the media on the results of understanding cultural concepts. Based on the results of the trials conducted, this Audio-visual media was considered effective to be used to improve the understanding of cultural concepts. The media effectiveness test was conducted through pre-experiment through a one-shot case study design. Analysis of the effectiveness of the media was carried out through the use of a one-sample test equation. The prerequisite test must be carried

out, namely testing the normality of data distribution. From the results of the hypothesis test carried out, the significance value was obtained. (2-tailed) worth 0.030 which means that the significance value of $0.030 < 0.05$, therefore it can be concluded that there is a significant difference in understanding the concept of culture during the daily test with the post-test value after using the audio-visual media *Petualangan Negeri Indonesia (PERISA)* in grade V students of SD Negeri 1 Sangsit.

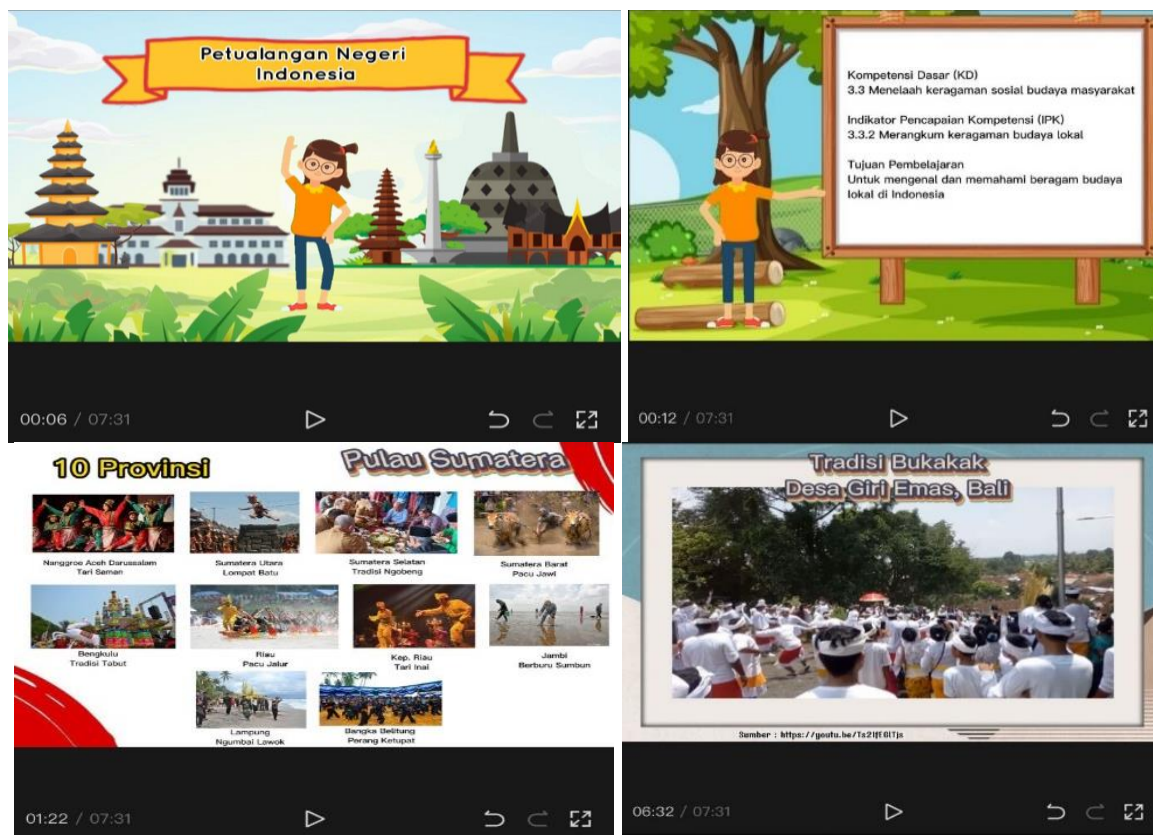


Figure 1. Some Examples of Display on Audio Visual

The evaluation stage was conducted throughout the research, with formative and summative evaluation. Formative evaluation is a stage of data compilation carried out at each stage of development. The aspects considered in the formative evaluation are the course of the research stages and the products produced in each stage. Meanwhile, summative evaluation is a data collection process carried out at the end of the program to determine the effectiveness of the developed learning media. There were also several inputs and suggestions during the development that were used as evaluation materials to improve the quality of the media including paying attention to adjusting media content, media style, and media themes that are relevant to classroom learning needs, focusing content on local culture in Indonesia or oriented to local culture, simplifying the material or content of media content so that it is not too much and improving the statement items on the instrument according to the target, simplifying and replacing verbs on the assessment instrument and adjusting test questions according to the cognitive level and the sound of the projector speaker is very small so that some students can only see the video without listening clearly to the video sound. The solution or evaluation carried out is to re-explain the contents of the video during video viewing. Overall, the research activities went well, although various obstacles were generally related to time and the difficulty of making products. Based on the stages of the research that have been carried out, it can be concluded that the Audio-Visual Media is declared valid, receives good responses from teachers and students and is effective to be applied, so that it affects the understanding of cultural concepts of grade V students of SD Negeri 1 Sangsit.

Discussion

The audio-visual media of *Petualangan Negeri Indonesia (PERISA)* is appropriate to use. The various reasons discussed include: first, the development of the audio-visual media *Petualangan Negeri Indonesia (PERISA)* combines two theories, namely socio-cultural theory by Vygotsky and symbol system theory by Salomon. The socio-cultural theory focuses on the interaction between humans and the socio-cultural context in

cognitive development which is the media provides knowledge and experience for students to get to know the socio-culture in Indonesia and its surroundings and symbol system theory focuses if each media has certain symbols that are applied to convey the media content (Erviana, 2016; Pratama & Wangid, 2018). The explanation of the relationship between the two theories in *PERISA* media is to create learning media that is visually and audibly appealing and includes local cultural content as a form of message delivery in the form of interaction, experience, and knowledge of Indonesian culture for students in the learning process (Jaelani, 2015; Suci, 2018). Combining the two theories not only creates interesting media but also media that can provide knowledge for students to get to know Indonesia more deeply, especially local culture. This is supported by Suardipa who argues that the development of children's ideas is caused by social interactions in the cultural context in which they are raised (Ginting, 2018; Suardipa, 2020).

Furthermore, incorporating Indonesian local cultural content into the learning process also helps to improve the understanding of cultural concepts in terms of preventing cultural conflicts because the role of local culture as a medium for conflict resolution is considered essential and must be one of the priority standards for handling social conflicts (Ode, 2015; Ode & Rachmawati, 2017). Second, the development of audio-visual media for *Petualangan Negeri Indonesia (PERISA)* is based on learning needs in the field. Learning media is very important for learning and teaching activities so that in learning and teaching activities it is necessary to maximize the learning media used (Ahmad & Mustika, 2021; Dita et al., 2021). The learning needs of educators and students are learning media that are interesting, not monotonous and can be an innovative learning media for the future (Hastuti & Budianti, 2014; Susanti & Wibawa, 2022). *PERISA* media is a key learning media that can provide solutions to the needs of learning and learning activities at school. *PERISA* media is a learning media that can provide a better learning experience in the classroom and accordance with learning needs, maximize learning media in the classroom and provide a more interesting learning atmosphere. *PERISA* media is also a learning media that can assist teachers in delivering material clearly and not too much. The function of learning media is a supporting tool so that it can explain what is taught by teachers, thus minimizing very abstract teacher explanations (Ambarwati et al., 2022; Hidayat et al., 2020). In addition, the use of digital learning media is also a learning necessity in the era of globalization so that students not only learn according to context but can also get to know the developing technology (Normansyah, 2018; Susanti & Wibawa, 2022).

Third, the audio-visual media of *Petualangan Negeri Indonesia* has interesting content. The presentation of cultural content with characters and short but clear explanations provides a better understanding of culture for students. Visuals, colours, audio, and characters displayed in *PERISA* media can increase student concentration and enthusiasm for learning. Today's children are classified as a generation of digital natives who have been familiar with technology since now, thus the right learning media for children today is learning media with a digital base (Hafizh & Yefterson, 2019; Munawar & Suryadi, 2019). The pattern of learning, while listening to audio-visual or digital learning media, can dilute the classroom atmosphere to make students better understand the learning material and indirectly invite students to "travel around" Indonesia to get to know the local culture in each region. The use of appropriate and innovative learning media can cause learning not to be monotonous or dull. Therefore, students tend to be easily interested in understanding the lesson (Karina et al., 2019; Untari, 2017).

Fourth, the audio-visual media *Petualangan Negeri Indonesia (PERISA)* is easily accessible. *PERISA* media is a learning media in the form of a 7-minute video, so it can be shared through any platform such as Whatsapp Group and Youtube. It also made easier for teachers and students to access it by laptop and smartphone. In addition, with the ease of access to any platform, makes it easier for students to learn or re-watch videos repeatedly offline or online. The research that supports the results of this audio-visual media research, one of which is research that showed that there is an increase in student learning outcomes when teaching and learning Civics through the use of audio-visual media in class IV of SDN 016 Bangkinang Kota. In cycle I, the class average was 7.1 in the cognitive domain, 7.8 in the affective domain and 6.4 in the psychomotor domain. The class average in cycle II increased to 8.0 in the cognitive domain, 8.5 in the affective domain and 7.9 in the psychomotor domain (R. Ananda, 2017; Ardika et al., 2022). Another study entitled "The Effect of Apply Audio Visual Media to The IV Grades Student Learning Outcomes to Citizenship Education Subject" showed statistical results through the use of the T-test (Independent Sample T-Test) obtained a table t value of 2.00856 through DF = 50, while the calculated t value is 4.351. It can be concluded if t count > t table (4.351 > 2.008), or in other words, if there is a difference between the experimental class and the control class so that the research is accepted because there is an impact of utilizing audio-visual learning media on the learning outcomes of fourth-grade students of SD Inpres Sanrangan, Gowa Regency. Based on the findings of the research that has been carried out, it can be concluded that learning and teaching activities with the use of audio-visual learning media to fourth-grade students of SD Inpres Sanrangan, Gowa Regency are classified as effective because the percentage category increases at each meeting (V. Ananda & Tirtoni, 2023; Pel et al., 2023). *PERISA* can be said to be a learning innovation that can be applied to influence the increased understanding of cultural concepts. Previously, SD N 1 Sangsit had implemented learning using video media, but the material in the video was

limited and not maximally conceptualized. The advantage of audio-visual media is that students are able to easily have an understanding of the material content because it uses two senses simultaneously ear and vision. In addition, the media that is displayed in the form of videos are relevant to the child's point of view, therefore in appearance, the messages communicated contain objects that are being taught (Lestari & Suastika, 2021; Normansyah, 2018). Another advantage is that learning and teaching activities will become less boring and more interesting. This is because students do not just learn using illustrated text but also learn with moving images and sound (Lestari & Suastika, 2021; Normansyah, 2018).

This development research has various research limitations, which include: (1) The audio-visual media content of *Petualangan Negeri Indonesia (PERISA)* is still limited and more Indonesian local cultures need to be explained. *PERISA* media only has 7 main contents with a fairly brief explanation so it needs to be developed further; (2) Animated characters in the media that need to be developed; (3) The appearance of animated characters in the media is quite minimal and the motion of animated characters is less varied so it is necessary to develop better-animated characters; (4) Measurement of students' understanding of cultural concepts that only use in1 class; (5) The research design of media effectiveness is only with pre-experiment design. Future research is expected to be able to conduct media development on a wider and more innovative coverage of other materials to realize learning activities that are more efficient and enjoyable for students.

4. CONCLUSION

Based on the research that has been carried out, audio-visual media made by *Petualangan Negeri Indonesia (PERISA)* in the form of videos that show the diversity of Indonesian cultures can improve the learning quality of the cultural concept. This is also supported by the test results which stated that the audio-visual media of the *Pertualangan Negeri Indonesia (PERISA)* is valid, got a good response from teachers and students and effectively improves the understanding of cultural concepts of grade V of SD Negeri 1 Sangsit.

5. REFERENCES

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