

Development of Nusantara Card Media in Learning IPS Class IV Elementary School

Mesy Kholina Jeliwanti¹, Muhamad Idris², Kiki Aryaningrum²

¹SD Negeri 19 Rambang Niru, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: mesykholina280102@gmail.com

Abstract: Social studies learning requires learning media that can improve the learning achievement of grade IV students. This research is a type of R&D (Research and Development) research using the 3D model (Define, Design, Development). The purpose of this research is to produce a product of Nusantara cards on social studies learning grade IV. The problems found by teachers tend to use the lecture method, rarely use learning media, especially in social studies material, so that students' understanding of social studies learning material is still low. This research was conducted at SDN 19 Rambang Niru in class IV. Data collection through questionnaires and documentation. Data analysis in this study obtained validity and practicality. This research and development resulted in a valid archipelago card being used, with a score of 86% in the "very valid" category. Based on the results of the one-two-one trial, the results obtained 84% with the category "very practical", and in the small group trial obtained 85% with the category "very practical". It can be concluded that the archipelago card media is suitable for use in social studies learning.

Keywords: Learning Media, Nusantara Card, Social Studies

A. Introduction

According to the National Education System Law number 20 of 2003 states that, Education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character and skills needed by themselves, society, nation and state (Haudi, 2020). Primary school education is the initial education for students. Basic education is the foundation that underlies education for the next levels. Primary education is in the form of elementary schools (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms. In elementary school education, students are required to master various main subjects, namely Religion and Ethics, Civics, Indonesian Language, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), Cultural Arts and Crafts, and Physical Education, Sports and Health (Permana, et al, 2020).

The 2013 curriculum sets national education standards with a basic framework, structure, syllabus and curriculum implementation guidelines. As stated by Johnson (2021), Social Studies is an educational approach that emphasizes the comprehension of social concerns, fairness, and justice in the community. It involves examining present-day topics such as societal disparities, prejudice, and economic inequity to equip students to be informed and engaged members of society. In elementary social studies material based on the curriculum 2013 social studies has aspects of education, namely: (1) Social Studies knowledge related to the concept of life of surrounding communities, nations, and mankind, both in the physical environment and the cultural environment; (2) Social Studies skills related to critical thinking skills, logical, and cooperate in the life of society and the state; (3) Values in social studies in the form of honesty, cooperation, social culture, humanity, and have a good personality to achieve learning objectives; (4) Attitude in social studies learning consists of curiosity, independence, competitiveness, and responsibility (Ayudia, et al., 2022). The purpose of social studies learning is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all skills to overcome any problems that occur every day that befall themselves or society (Endayani, 2018).

The objectives of learning history in the 2013 curriculum are, so that students have the ability to; (1) build students' awareness of the importance of the concepts of time and place in understanding changes in social and national life in Indonesia; (2) develop historical thinking skills through the study of historical facts and events correctly; (3) foster students' appreciation and respect for historical relics as evidence of the civilization of Indonesia in the past; (4) foster students' understanding in the process of forming the Indonesian nation through a long history and is still in process until now and the future (Sholeh et al, 2019). As shown by Clark & Mayer (2016), learning media refers to a broad array of visual and auditory aids, software applications, and interactive multimedia utilized to facilitate the presentation of educational content and enhance the effectiveness of learning experiences. Learning media is an intermediary or introducer of message sources with message recipients, stimulating the thoughts, feelings, and desires of students so that learning goals can be achieved properly (Hamid et al, 2020). Learning media is one of the tools used by educators so that learning activities take place effectively (Nurfadhilah, 2021). Nusantara card media is a visual-based learning media in the form of images and writings packaged in the form of cards. Facilitate the achievement of goals to understand and remember information or messages contained in pictures, help students who are weak in reading to organize information in text and remember back (Sukiman, 2012). The archipelago card as a medium has specificity and uniqueness, so it is in accordance with the learning style of elementary schools that can still play it in all places and at all times with interesting games but contains learning material (Lestari & Arsyad, 2019). In addition, the archipelago card media is an interesting media because it is in

accordance with the style of students who still like to play. It is also expected that students can better remember the material taught.

B. Methods

The research and development in this study used the 3D development model to design and develop the archipelago card media. The 3D model is an extension of Define, design, development (Sugiyono, 2019). This study used interview, documentation, and questionnaire. An interview is a meeting of two or more people to exchange information and ideas through questions and answers, so that it can be constructed on a certain topic. Interviews can be structured and unstructured. Structured interviews are used as a data collection technique if the researcher already knows with certainty about the information to be obtained. Meanwhile, unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for data collection (Wilinny, et al, 2019). Documentation is a record of events that have passed. Documentation in the form of writing for example diaries, life histories, stories, etc. Documentation is used to collect data and then examine it which can support research (Idris et al, 2020). In this study, several things were documented, namely documentation in the form of photos and videos.

Questionnaires are an efficient data collection technique when research knows exactly the variables to be measured (Sugiyono, 2019). The questionnaire can be given to: 1) Questionnaires for media experts are used to obtain data on the quality of the programming display, readability of conveying certain content; 2) Questionnaires for material experts, used to obtain data in the form of product quality in terms of the correctness of the concept and learning content; 3) Questionnaires for linguists, used to obtain data in the form of an assessment of the feasibility of the language used in the product developed; 4) Questionnaires for students, used to obtain data used to analyze the attractiveness and accuracy of the material provided to students (Dora & Idris, 2019).

C. Result and Discussion

This research produces archipelago card media products that have been validated and feasible to use in learning social studies grade 4 SD, especially on the material of Hindu, Buddhist and Islamic kingdoms. This archipelago card media consists of several cards in which there are pictures and writings about Hindu, Buddhist and Islamic kingdoms and figures. Here's a look at the archipelago card media as in the picture below. After validation and assessment of the archipelago card media from experts, the validation results can be seen in the table below.

Table 1. Validation and Assessment

Validation	Percentage	Criteria
Media expert	84%	Very valid
Material expert 1	88%	Very valid
Material expert 2	85%	Very valid
Linguist	86%	Very valid

Based on the table above, the archipelago card media gets a percentage of 84% with very valid criteria given by media experts, besides getting a percentage score of 88% and 85% very valid from material experts 1 & 2, a percentage score of 86% with very valid expert criteria given by linguists. This shows that the content of the archipelago card media is very feasible to use in social studies learning materials in elementary schools, namely about the material of Hindu, Buddhist and Islamic kingdoms. Next, the results of the one-two-one and small group trials in the use of fourth grade students are shown in the following table.

Table 2. The Results One Two One and Small Group

Inquiry	Presentation	Criteria
Questionnaire one-two-one	84%	Very practical
Small group questionnaire	85%	Very practical

At this stage, the calculation of the practicality value is carried out using a one-two-one trial consisting of 3 students and a small group trial consisting of 9 students. In the one-two-one trial, the results were 84% with the category "very practical", and in the small group trial, the results were 85% with the category "very practical".

D. Conclusion

Based on the results of research and discussion about the development of archipelago card media, using the 3D model which consists of 3 stages, namely the defining stage (define), the design stage (design), and the development stage (development). Then the researcher concludes the important points that have been obtained. The archipelago card media developed by researchers is stated to produce validity and practicality.

1. The archipelago card media has been developed very well, based on media expert validation getting 84% with the category "very valid", on material expert validation with 2 validators getting 88% and 85% with the category "very valid", and on linguist validation getting 86% with the category "very valid". So that this archipelago card media is very valid for use.
2. The archipelago card media has been responded by students with the results of student response questionnaires in the one-two-one trial getting 84% with the

category “very practical”, and in the small group trial getting a result of 85% with the category “very practical”. So that this archipelago card media is very practical to use.

3. The archipelago card media has the advantages of being easy to use and practical, easy to store and carry anywhere, the size is not too large, combining image media with games, making it easier for students to understand the material, and suitable for use in small groups.
4. Nusantara card media has disadvantages, namely focusing on one material only, and based on teacher observations the media is easily damaged, only uses the sense of sight, and is limited in size for large groups.

E. Acknowledgement

We would like to express our sincere gratitude to our family, friends, colleagues in SDN 19 Rambang Niru, and Universitas PGRI Palembang.

References

- Ayudia, I., Sidiq, F., Zahara, R., Fatmawati, Ningsih, S., Mustofa, M., Yusrizal. (2022). *Social studies education for elementary school*. Bandung: Media Sains Indonesia.
- Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. John Wiley & Sons.
- Dora, A., & Idris, M. (2019). Development of Audio-Visual Learning Media on the Material of the History of the Spread of Islam in Sirah Pulau District in Padang. *Kalpataru Journal, Volume 5, Number 1, July 2019, 45-53*.
- Endayani, H. (2018). History and Concept of Social Studies Education. *Ittihad, Vol. II, No.2, July - December 2018, 117-127*.
- Hamid, M. A., Ramadhani, R., Juliana, M., Safitri, M., Jamaludin, M. M., & Simarmata, J. (2020). *Learning Media*. Medan: Yayasan Kita Tulis.
- Haudi. (2020). *Basics of Education*. Bandung: Insan Cendekia Mandiri.
- Idris, M., Saputro, R. A., & Suryani, I. (2020). History and Culture of West Palembang as a Source of History Handbook. *Kalpataru Journal, Volume 6, Number 1, 6-17*.
- Johnson, P. E. (2021). Incorporating Social Justice into Elementary Social Studies Education. *The Journal of Social Studies Research, 45(2), 189-203*.
- Lestari, I., & Arsyad, M. N. (2019). Quartet Cards of Historical Events and Figures as Alternative Media for Teaching Contemporary History at IKIP Budi Utomo Malang. *Journal of Proceedings of the 2019 National Seminar on Education and Learning, 1-7*.
- Nurfadhilah, S. (2021). *Learning Media*. Sukabumi: Jejak.
- Permana, K. A. (2020). Analysis of Social Studies Comprehension Ability in Grade V Students of SD Negeri 1 Ujung Tanjung. *Wahana Didaktika Vol. 18 No. 3, 357-*

365.

- Sholeh, et al. (2019). The Values of Historic Sites in South Sumatra as a Character Strengthenener at SMK PGRI Lahat. *PKM Journal: Community Service*, Vol. 02 No. 03 ISSN 2615-4749, 235-245.
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Sukiman. (2012). *Media Development Learning*. Yogyakarta: Pedagogy.
- Wilinny, Halim, C., Sutarno, Nugroho, N., & Hutabarat, F. A. M. (2019). Analisis Komunikasi di PT. Asuransi Buana Independent Medan. *Jurnal Ilmiah Simantek*, 3(1), 1-6.