Developing Jam Doraemon Bermain (Join) Instructional Media for Third Graders of Elementary School

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Abstract: Educational media plays a pivotal role and forms an essential component within the educational framework. For third-grade students in elementary schools or madrasahs studying the theme of energy transformation and its sub-theme of energy sources, pedagogical tools are necessary for teachers to effectively impart thematic content, particularly in relation to the concept of time (hours). The methodological approach employed in this study is structured around the ADDIE model, encompassing Analysis, Design, Development, Implementation, and Evaluation phases. The study's objectives were twofold: (1) To understand the development of the JOIN medium in relation to the sixth theme, first sub-theme, for third grade elementary/madrasah students, and (2) To gauge the degree of student engagement with the JOIN medium. The participants of the study comprised 17 third-grade students from Madrasah Mambaul Ulum Malang in the 2018/2019 academic year. The research yielded two key findings. Firstly, the JOIN tool, a large craft resembling the Japanese character Doraemon with an analogue clock integrated into its design and a pouch for storing thematic materials and questions, serves as a thematic learning medium, facilitating teachers in the transmission of educational content. Secondly, the study revealed a high level of student enthusiasm and enjoyment with the JOIN tool during the learning process. A questionnaire was employed to measure the students' reaction, revealing a very high validity rating of 92%. The teachers' response was similarly high at 90%, while content experts rated the tool at 84%. Initially, the tool expert gave an assessment of 88%, which increased to 97% following revisions. The study therefore concludes that the JOIN tool demonstrates high validity and is thus deemed an effective supplementary resource for the teaching and learning process.

Keywords: instructional media; interactive media, third-grader; elementary school, thematic learning

1. Introduction

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016 regarding Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Basic Education and Secondary Education lays the foundation for the educational framework in Indonesia. According to Article 1 of this regulation, the 2013 curriculum applies to basic education, including Elementary School/Madrasah Ibtidaiyah (SD/MI). Notably, the 2013 curriculum places a strong emphasis on active student engagement, with teachers assuming the roles of facilitators, guides, and directors in the learning process. Building upon the Minister's regulation, Article 3 further elaborates on the implementation of learning in Elementary Schools/Madrasah Ibtidaiyah (SD/MI) using an integrated thematic learning approach. This approach requires students to actively participate in the learning process, thereby enabling them to acquire meaningful educational experiences.

Before commencing the learning process, it is imperative to evaluate the various components that comprise it. These components, including objectives, learning materials, learning methods or strategies, media, and evaluation, are interdependent and interact with one another (Sanjaya, 2012). Learning media, in particular, holds a central position and serves as an integral part of the overall learning system. Without proper learning media, the learning process may not be executed optimally, effectively, or efficiently (Adilah & Minsih, 2022). Consequently, it is crucial to incorporate media into thematic learning. Such media have the power to stimulate students' thoughts, attention, feelings, and motivation, thereby facilitating the learning process. Moreover, media aids teachers in effectively conveying knowledge, skills, and attitudes to students.

However, research conducted on Monday, January 15, 2019, revealed a significant deficiency in thematic media provision at Madrasah Ibtidaiyah. If any media were available, they were limited to a single discipline, neglecting the comprehensive nature of the thematic approach. Furthermore, the study highlighted that teachers predominantly employed lecture-based methods, relying heavily on verbalistic instruction. Unfortunately, thematic learning media were seldom utilized, resulting in students' passivity during the learning process. This lack of direct interaction between students and the media, environment, and reality hindered their active engagement (Al Mardhiyyah, Latief, & Masduqi, 2021). Additionally, it was noted that third-grade students, who are characterized by their playful nature and occasional lack of focus, faced challenges in the learning process. While they exhibited proficiency in reading digital clocks, some struggled with analog clocks.

To address these challenges and enhance the learning experience, it is crucial to invest in a comprehensive range of thematic learning media. This will not only foster active student involvement but also bridge the gap between theoretical concepts and practical applications. By integrating various types of media, such as visual aids, audio recordings, interactive software, and manipulatives, teachers can cater to different learning styles and reinforce student comprehension. Additionally, teacher training programs should be implemented to equip educators with the necessary knowledge and skills to effectively utilize thematic learning media (Harsiwi & Arini, 2020; Kadir, 2020). By incorporating interactive and engaging teaching strategies into their instructional practices, teachers can create a dynamic and stimulating learning environment. Moreover, collaboration between teachers, curriculum developers, and media specialists is essential to identify and develop high-quality thematic learning media (Manjale & Abel, 2017; Munisah, 2020). This collaborative effort will ensure that the media align with the curriculum objectives, promote active learning, and cater to the diverse needs of students.

If the aforementioned problems are not promptly addressed, the learning process will suffer from suboptimal effectiveness. Additionally, the delivery of subsequent materials will be hindered, as students struggle to comprehend more complex concepts. Consequently, student learning outcomes will decline. To rectify this situation, it is imperative to procure game-based learning media that can assist teachers in conveying knowledge, skills, and attitudes, while simultaneously captivating students' interest in the thematic learning process, specifically concerning the analog clock reading material. This approach ensures active student involvement and fosters meaningful learning experiences.

In order to fulfill these expectations, researchers will develop a learning medium called "JOIN" (Jam Doraemon Bermain). JOIN is a game-based prop designed in the likeness of Doraemon, a popular cartoon character, featuring a clock-shaped body and a pocket on the back. The JOIN medium will be utilized for theme 6, titled "Energy and its Changes," specifically sub-theme 1, which explores "Energy Sources" for third-grade students in SD/MI (Elementary School). This particular theme and sub-theme were chosen due to their significant inclusion of time-related content, particularly hours and time units.

Another motivation for this research is to support the lecture method frequently employed by teachers and to enhance the utilization of diverse learning media. Furthermore, it has been observed that numerous third-grade MI students struggle with reading analog clocks, despite the expectation that they should have acquired this skill by this stage. Proficiency in analog clock reading is crucial for students to ascertain prayer times, school schedules, and estimate activity durations. Consequently, this media is not exclusively applicable to mathematics but can be employed across various subjects, thereby serving as a valuable tool for thematic learning.

The advantages of the JOIN media are as follows: (1) Its visually appealing appearance as a Doraemon cartoon character, which the majority of students are familiar with, (2) Its large size, ensuring visibility even from a distance, and (3) Its interactive nature, transforming the learning process into an enjoyable activity. The implementation of JOIN media is crucial as it enriches thematic media, assists students and teachers in comprehending specific concepts, piques students' curiosity by integrating playfulness into learning, improves learning outcomes, and provides a holistic and meaningful learning experience.

Considering the aforementioned explanation, it is crucial to commence this research without delay. The research aims to achieve the following objectives: (1) Describe the development process of JOIN media for grade 3 SD/MI students, focusing on theme 6 and sub-theme 1, and (2) Determine the level of student response to JOIN media in the context of theme 6 and sub-theme 1 for grade 3 SD/MI students.

An integrated thematic approach, as described by Prastowo (2015), is a learning method that incorporates competencies from various subjects into a central theme. The Directorate General of Basic Education (2016) defines integrated thematic learning as an instructional approach that combines several subjects to create meaningful learning experiences. In essence, integrated thematic learning integrates multiple subjects into a cohesive theme, emphasizing the principle of integrated learning.

In the context of education, media refers to any tools, environments, or activities deliberately designed to convey learning messages effectively and efficiently, according to Prastowo (2015). Haryono (2015) adds that learning media stimulate students' thoughts, emotions, and willingness, thereby facilitating the learning process and imparting new information. In summary, media encompasses tools, environments, and activities planned by teachers to deliver messages, stimulate students' cognitive and affective aspects, and help achieve learning objectives with effectiveness and efficiency.

JOIN media, also known as the Doraemon Playing Clock media, is a type of teaching aid used for demonstration and illustration. It can be understood as a prop resembling a clock in the shape of Doraemon, a popular cartoon character, and serves as a medium for learning through

play. The JOIN media consists of three levels: level 1 involves arranging Doraemon's face and stomach, level 2 focuses on guessing the time, and level 3 includes a lucky round, which is a time guessing game. Each level is completed sequentially, with each level contributing to the learning process.

This media can be folded as needed, allowing the head and body of Doraemon to be folded together. Its size is medium, with a circular shape measuring 32 cm in diameter and 46.3 cm in circumference. The head of Doraemon is designed to resemble the cartoon character, while the body incorporates an analog clock. Additionally, the back of the JOIN media features pockets to hold subject matter materials, missions, or questions, further enhancing its functionality and versatility in the learning process.

2. Method

The development research undertaken in this study utilized the ADDIE model, a learning system design model renowned for its ability to create effective and efficient training programs. The suitability of this model for developing JOIN media (Doraemon Play Hours) lies in its simplicity, ease of implementation, and its capacity to accurately capture research outcomes. This choice is further substantiated by the endorsement of Pribadi's expert, who asserted that the ADDIE model offers a straightforward approach that can be implemented in stages to realize a comprehensive training program (Pribadi, 2014). Consequently, the utilization of the ADDIE model is highly appropriate for this development research. The ADDIE research model encompasses five key stages. Firstly, the Analysis phase involves conducting a needs analysis, exploring common learning methods employed by teachers, analyzing knowledge domains (KD), identifying indicators, assessing student characteristics, evaluating students' ability to read analog clocks, and conducting material analysis.

The second stage, Design, focuses on crafting the learning media itself. This involves meticulous planning and creation of the learning materials tailored to the specific requirements of the project. Subsequently, the Development phase entails the actual development of the media and the validation of the materials. Rigorous testing and refinement are carried out to ensure the quality and effectiveness of the media produced. Moving forward, the Implementation stage involves conducting field trials and distributing questionnaires to both students and teachers to gauge their responses and obtain valuable feedback. Finally, the Evaluation phase encompasses assessing the validity of the media and analyzing the responses received. This comprehensive evaluation process enables researchers to gain insights into the efficacy of the developed training program.

The research was conducted at MI Mambaul Ulum Malang, located at Jl. Notojoyo No.179, Babatan, Tegalgondo, Karangploso, Malang Regency. The research implementation took place during the Even Semester of the 2018/2019 academic year, specifically during the teaching of Theme 6, sub-theme 1, and learning modules 1, 5, and 6. The research subjects consisted of a total of 17 students from class 3 MI. Various data collection techniques were employed, including observations and interviews with the class teachers and students of class 3 at MI Mambaul Ulum. Additionally, questionnaires were administered to media experts, covering aspects such as material validation, and student and teacher responses. Documentation also played a role in gathering relevant data. Qualitative data analysis techniques were employed to analyze the results of observations, interviews with the third-grade teachers at MI Mambaul Ulum, and suggestions and input from experts. Furthermore, quantitative data analysis was

conducted, involving the examination of expert questionnaires, as well as the analysis of student and teacher response questionnaires. These questionnaires were derived from validation and field trials, employing a Likert scale with four categories to gather responses effectively.

By utilizing the ADDIE model and implementing a range of data collection and analysis techniques, this development research aimed to create a comprehensive training program through the development of JOIN media (Doraemon Play Hours). The ultimate goal was to ensure that the training program effectively catered to the needs and learning abilities of the students at MI Mambaul Ulum Malang.

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3. Results and Discussion

The first step in the research and development activities was the observation and interview of class 3 MI Mambaul Ulum teachers regarding the media and thematic learning processes. Based on the observations, it was found that the teachers had limited use of media during the learning process. While the students were fairly active, there were still many instances where students lost focus and engaged in individual play.

During the interviews with the third-grade teachers, it was revealed that they rarely used media and mostly relied on teacher books, student books, and occasionally displayed videos and pictures. One of the challenges faced by the teachers was capturing the students' attention and keeping them focused on the lessons. Grade 3 students often preferred playing and engaging in other activities, and they sometimes showed disinterest in subjects like mathematics due to considering them difficult. The teachers noted that students were more responsive and had a better understanding when learning materials were presented using media. However, they were limited in terms of the availability of learning media. Additionally, students tended to be more interested in colorful media.

Based on the data obtained, the development of thematic media in the form of JOIN media (Doraemon Play Clock) was deemed necessary. JOIN media consisted of a Doraemon cartoon character with an analog clock-shaped stomach, and it was designed as a game-based learning tool with three levels of difficulty. This media aimed to make students actively participate in learning while enjoying the process. The indirect benefit of this media was its ability to capture students' attention and enhance their understanding, leading to improved learning outcomes.

Following a needs analysis, the next step involved designing the JOIN media product for learning. This included creating the media design, determining the materials and images to be included, developing game questions, designing lesson plans and attachments, and collecting necessary materials and media-making tools. The development of this media focused on six sub-themes: 1, learning 1, 5, and 6 for grade 3 SD/MI.

The development stage progressed by creating the JOIN media, which was then subjected to validation by experts in both content and media. This validation process involved the use of a questionnaire to identify any deficiencies in the media. If shortcomings were identified,

revisions were made to ensure the final product met the desired standards. The results of the questionnaire were analyzed to determine the level of validity and to gather feedback, criticism, and suggestions for improvement.

Figure 1. The Interface of JOIN Instructional Media

Figure 2. JOIN Instructional Media Components

3.1. Material Expert Validation

This initial validation process serves as a pivotal step, conducted only once, with the primary objective of assessing the degree of validity attributed to the information encompassed within the media. The ensuing section presents the outcomes derived from the comprehensive material validation questionnaire:

Table 1. Material Expert Validation

No.	Assessment Aspect	Score
1.	Media facilitates both individual and group learning.	3
2.	The media content aligns thematically with the learning objectives.	3
3.	The developed media maintains relevance to the subject matter under study.	4
4.	The material adheres to the prescribed curriculum guidelines.	4

No.	Assessment Aspect	Score
5.	The media content aligns with the Basic Competence (KD) of Indonesian Language, PPKn, SBdP, and Mathematics.	4
6.	The media content aligns with the indicators of Indonesian Language, PPKn, SBdP, and Mathematics.	4
7.	The indicators cover all the material comprehensively.	4
8.	The material presented aligns with the formulated objectives.	3
9.	The material corresponds to thematic learning approaches.	4
10.	The materials establish meaningful connections among themselves.	3
11.	The material accurately conveys the intended concept.	3
12.	The material presented relates to real-life situations.	3
13.	The material meets the students' needs effectively.	3
14.	The material addresses the learning difficulties experienced by students.	3
15.	The material suits the characteristics of 3rd grade SD/MI students.	3
16.	The examples provided in the material reflect students' surroundings.	3
17.	The material presentation is holistic in nature.	3
18.	The material coherence aligns with the media syntax employed.	4
19.	The language used in the material ensures easy comprehension for students.	3
Total		64

The material validity assessment, conducted by material experts, yielded a score of 64, equivalent to 84% when expressed as a percentage. This score indicates that the media material meets the criteria of being very good, highly valid, or requiring no revisions. The feedback received from the validator includes both criticisms and suggestions, which are outlined below:

Overall, the material described is deemed good and relevant by the validator. This positive assessment indicates that the content is appropriate and aligned with the intended objectives. The validator acknowledges that the linkages between the materials are consistent with thematic learning. This observation signifies that the material successfully integrates various components and maintains coherence within the broader context of the subject matter. The media employed for delivering the material is deemed appropriate by the validator. The selection of media aligns with the desired instructional approach and aids in conveying the content effectively. However, the validator suggests that the functionality of the media could be maximized to enhance the clarification of the learning material. By leveraging the potential of the media further, it would be possible to provide more comprehensive and explicit explanations, thereby improving the overall understanding and comprehension of the material.

Thus, based on the material validity assessment, the media material has received a favorable score, indicating its high quality and relevance. The validator's feedback highlights the strengths of the material, particularly in terms of its relevance, coherence, and appropriate use of media. Furthermore, the validator suggests optimizing the media's potential to clarify the learning material, which would enhance the effectiveness of the instructional content.

3.2. Media Expert Validation

This process of media validation was conducted twice, subsequent to the outcomes obtained during the initial validation.

Table 2. Media Validity Results

No.	Aspects of assessment	Score
1.	Visually appealing color combinations in media.	4
2.	Color selection that complements the content without causing distractions.	4
3.	Appropriately chosen colors based on the age group of the target audience.	4
4.	Media design aligns with the designated theme.	3
5.	Material presented on the media is conveyed clearly and comprehensibly.	3
6.	Numerals utilized are easily legible and sufficiently large.	3
7.	Font size on the media is clear and appropriately sized.	3
8.	Information displayed on the media is presented clearly and facilitates understanding.	4
9.	Typeface and layout are proportionate and well-structured.	3
10.	Media display is visually captivating.	4

No.	Aspects of assessment	Score
11.	Unique and distinctive design elements incorporated in the media.	4
12.	Media is user-friendly and ensures safety during usage.	4
13.	Media is durable and resistant to damage.	3
14.	Media serves as a viable alternative for educational purposes.	3
15.	Media is flexible, allowing for easy mobility and transportability.	4
Total		53

Based on the aforementioned analysis, it becomes apparent that the media obtained a rating score of 53, corresponding to a percentage of 88%. This indicates that the media is categorized as being of high quality. However, it is important to note that there is a recommendation for the media to undergo revisions based on the provided suggestions in order to enhance its effectiveness as a learning tool. Consequently, improvements were implemented to address the criticisms and suggestions, which included the following actions: (1) enhancing and organizing the instructions for both teachers and students to ensure clarity and comprehensibility; (2) removing unnecessary content from the teacher's book to streamline its presentation, making it more concise; and (3) labeling the small bags within the media package for better organization. After the revisions were made, the media underwent a second round of validation, in accordance with the results obtained from the questionnaire.

Table 3. Second Media Validity Results

No.	Aspects of assessment	Score
1.	Visually appealing color combinations in media.	4
2.	Color selection that complements the content without causing distractions.	4
3.	Appropriately chosen colors based on the age group of the target audience.	4
4.	Media design aligns with the designated theme.	4
5.	Material presented on the media is conveyed clearly and comprehensibly.	3
6.	Numerals utilized are easily legible and sufficiently large.	4
7.	Font size on the media is clear and appropriately sized.	4
8.	Information displayed on the media is presented clearly and facilitates understanding.	4
9.	Typeface and layout are proportionate and well-structured.	4

No.	Aspects of assessment	Score
10.	Media display is visually captivating.	4
11.	Unique and distinctive design elements incorporated in the media.	4
12.	Media is user-friendly and ensures safety during usage.	4
13.	Media is durable and resistant to damage.	3
14.	Media serves as a viable alternative for educational purposes.	4
15.	Media is flexible, allowing for easy mobility and transportability.	4
Total		58

During the second evaluation, the media received a score of 58, reflecting a significant improvement over the previous assessment. This higher score indicates enhanced effectiveness, as validated by the evaluator. Additionally, the media achieved an impressive percentage of 97%, indicating its strong qualifications. The elevated percentage highlights the media's reliability, accuracy, and overall suitability for instructional purposes. In comparison, the previous acquisition attained a score of only 88%, implying the media's substantial progress in meeting educational standards.

3.3. Implementation

This implementation involved the researcher conducting three sessions based on theme 6, subtheme 1, and learning outcomes 1, 5, and 6. The sessions followed the predefined lesson plans and utilized JOIN media as a supportive tool. The JOIN media included various activities such as capturing pictures, presenting questions in media bags, engaging in writing exercises, and measuring time units (hours). The lessons were conducted at three different levels, namely levels 1, 2, and 3. Throughout the implementation process, the researchers actively observed and documented any encountered obstacles and identified areas for improvement.

In the first learning session, the researcher introduced level 1 games using JOIN media to the students. Specifically, the game involved a competition where students had to arrange Doraemon's face and stomach within a given time limit. The researcher thoroughly explained the rules of the game and divided the class into three groups. Each group took turns in assembling Doraemon's face and stomach while being mindful of the time spent. Additionally, the researcher assigned each group the task of completing an LKK (documentation of learning activities). The group that successfully completed the task with the highest accuracy and speed was declared the winner.

In the context of implementing learning activity 5, students were engaged in playing a game called "Guess the Time" at level 2. The rules of the game were explained by the researcher, and students actively participated by raising their hands and calling out their names to answer questions. Selected students had the opportunity to respond to questions posed by the teacher, which were either drawn from a mission bag or sourced from JOIN media questions. Students who successfully demonstrated the ability to read analog clocks accurately and write down the corresponding digital time were rewarded with a small star.

In the implementation of learning activity 6, multimedia elements were incorporated. One of the researcher's approaches was to display a picture from the JOIN media material bag. The picture depicted Doraemon, highlighting rights related to food consumption, electricity usage, and plant care responsibilities. Based on this picture, students were encouraged to contemplate and identify other examples of rights they have acquired and the corresponding obligations they must fulfill. Additionally, the researcher introduced level 3 games, specifically the "Lucky Round" or the time estimation game. Two representatives from each group took turns selecting three dolls from the JOIN media, with each doll carrying different points and varying levels of difficulty. If the group successfully completed the assigned mission, they were awarded a big star. The student representatives not only chose three dolls but also drew a question card featuring a picture corresponding to the selected doll. Each group engaged in discussions to collectively solve the presented problem.

Towards the end of lesson 6, the accumulated stars earned by individuals and groups were tallied. The student or group with the highest score was awarded a toy gold medal, the second-place winner received a silver medal, and the third-place winner was presented with a bronze medal. Overall, the implementation of these activities generated enthusiasm and engagement among the students. They actively participated in discussions, posed questions, and provided answers, while also demonstrating a better understanding of the subject matter with the aid of JOIN media. However, some challenges or limitations were observed during implementation, such as students occasionally becoming overly engrossed in playing games on the media, which occasionally disrupted the learning environment. Nevertheless, these challenges were successfully overcome. To gauge the students' response levels more comprehensively, the researcher distributed student response questionnaires to a sample of 17 students, and the results are as follows:

Table 4. Results of Student Response Questionnaires

No.	Assessment Aspect	Amount Earned
1.	The media interface is user-friendly.	62
2.	The instructions for utilizing the media are explicit and easily understandable.	59
3.	I find using the media enjoyable.	66
4.	The media does not cause fatigue or boredom.	63
5.	The media sparks excitement and motivation for learning.	63
6.	The content presented in the media is comprehensible and clear to me.	63
7.	I am highly interested in utilizing this media for learning both at school and at home.	62
8.	I aspire to possess this media for personal use.	60
9.	I am captivated by the visual displays in the media.	64
10.	The media provides additional resources and knowledge related to the Energy Sources Sub-theme.	64
Total		625

Based on the aforementioned data, the obtained score is 625 out of a maximum possible score of 680, resulting in a percentage score of 92%. Therefore, it can be inferred that JOIN media has achieved an excellent rating. This conclusion is further substantiated by the feedback received from students through the administered questionnaire. One student expressed their satisfaction with JOIN media, emphasizing its vibrant colors, appealing design, engaging nature, diverse range of games, and the wealth of knowledge it offers. The positive response received from students corroborates the classification of JOIN media as highly commendable. Additionally, the teacher response questionnaire yielded the following outcomes:

Table 5. The results of the teacher's response validation questionnaire

No.	Aspects of assessment	Score
1.	The media facilitates both individual and group learning.	4
2.	The media aligns with the relevant study material for students.	4
3.	Engaging titles are employed to maintain student motivation.	3
4.	The media adheres to the prescribed curriculum guidelines.	4
5.	Clear objectives and benefits are articulated.	3
6.	The material content aligns with the Core Competencies (KI).	4
7.	The material content corresponds to the Basic Competence (KD).	4
8.	The material content accurately conveys the appropriate concepts.	3
9.	The media is user-friendly and easy to navigate.	4
10.	Users find the media engaging and avoid boredom.	4
11.	The material includes illustrative visuals and sample questions.	3
12.	Practice questions in the media encourage students to actively seek correct answers.	3
Total		43

Based on the findings derived from the aforementioned questionnaire, the obtained score of 43 out of a possible maximum score of 48 indicates a high level of effectiveness. With a calculated percentage of 90%, it can be confidently concluded that the utilization of JOIN media in the thematic learning process is exceptionally beneficial. The results obtained from the questionnaire serve as empirical evidence that substantiates the efficacy of JOIN media in facilitating the thematic learning process. The high score achieved indicates that the implementation of JOIN media has significantly contributed to the overall success of the learning experience.

Furthermore, the robustness of the data supports the notion that JOIN media is an optimal choice for integrating multimedia elements into thematic learning. The overwhelmingly positive response received from the participants underscores the substantial impact of JOIN media on

enhancing the learning outcomes. These findings carry significant implications for educators and instructional designers alike. The high percentage of 90% signifies a remarkable level of satisfaction and engagement among learners using JOIN media. This data suggests that incorporating JOIN media into the instructional strategies can greatly enhance the effectiveness of thematic learning, resulting in improved comprehension and retention of subject matter.

It is worth noting that the questionnaire-based approach employed in this study provides valuable insights into the overall perception and experience of learners. However, it is important to acknowledge that there may be certain limitations inherent in self-reported data, such as potential biases and subjective interpretations. Therefore, future research endeavors should consider employing additional methodologies, such as observation or performance assessments, to further validate the effectiveness of JOIN media in the thematic learning context.

3.4. Evaluation

The obtained results from all activities are subjected to thorough evaluation. The material validation questionnaire yielded a validation percentage of 84%. Prior to the revision, the media validation questionnaire attained an 88% validation percentage, while after the revision, the same questionnaire achieved an impressive validation percentage of 97%. These findings conclusively demonstrate the high level of validity of the media for application in thematic learning.

In addition, the evaluation of student response yielded a commendable score of 92%, while the teacher's response reached a score of 90%. These scores indicate that both students and teachers have positively responded to the media, placing it in the "very good" category. Consequently, it can be confidently concluded that the media exhibits exceptional quality and is highly suitable for implementation as thematic learning material.

4. Discussion
4.1 JOIN Instructional Media Development

This research project has successfully developed a product known as JOIN media (Doraemon Play Hour), designed for facilitating learning in theme 6, sub-theme 1, of grades 3 in SD/MI. The implementation of JOIN media in the learning environment, specifically tested on 3rd-grade students at MI Mambaul Ulum, theme 6, sub-theme 1, can be regarded as a triumph. This conclusion is drawn from the smooth progression of the learning process, the enhanced clarity of learning messages, and the increased engagement and participation of initially less active students. Additionally, the utilization of JOIN media has effectively prevented the learning experience from becoming monotonous.

Sutikno (2013) supports the notion that incorporating media into the learning process serves various purposes such as clarifying information, alleviating student boredom, enhancing motivation, promoting student engagement, and facilitating comprehension. The application of JOIN media aligns with these advantages, as evidenced by the positive outcomes observed in the research.

Furthermore, the results obtained from the questionnaire analysis demonstrate remarkable percentages across all aspects, surpassing 81%, which indicates a very favorable outcome. Notably, the media validation questionnaire yielded an impressive 97% rating. Based

on this score, it can be concluded that the media used in this study is highly valid and does not require any revisions concerning color usage, material presentation, language proficiency, graphics, or design. Appropriate media incorporates appealing content, possesses an attractive form, is practical and safe to use, and has a positive impact, all of which were clearly evident among the students involved in this research project (Rejeki, Adnan, & Siregar, 2020; Setyosari, 2010; Sunaeningsih, 2016).

4.2 Students' Response

The students' reception of the media can be characterized as highly favorable, as evidenced by their positive and enthusiastic response. Nearly all students expressed a sense of satisfaction and enjoyment with the media, primarily due to the inclusion of interactive games, which made the learning experience enjoyable. Furthermore, the utilization of media facilitated a greater comprehension of the subject matter, as it provided a visual and engaging platform for understanding the concepts being taught. These observations align with Arsyad's (2013) theory, which emphasizes that thematic learning media should effectively fulfill various functions, including capturing students' attention, stimulating their affective responses, enhancing their cognitive abilities, and compensating for any potential learning gaps.

According to Arsyad's theoretical framework (2013), a crucial aspect of thematic learning media lies in its ability to captivate students' attention. In this case, the media successfully captured the students' interest, as evidenced by their positive feedback and overall enjoyment. The incorporation of interactive games within the media played a significant role in this regard, as it provided a dynamic and stimulating learning environment (Ngussa & Chiza, 2017).

Moreover, the media also had a pronounced affective impact on the students. The positive response expressed by the students indicates that the media elicited favorable emotional and attitudinal responses, creating a conducive learning atmosphere. By engaging students emotionally, the media fostered a positive disposition towards the subject matter, which can further enhance their motivation to learn.

From a cognitive perspective, the media proved to be highly effective in facilitating students' understanding of the material. By presenting information in a visually appealing and interactive manner, the media helped students grasp complex concepts more easily. The incorporation of visual elements, such as images, videos, and interactive graphics, provided a multi-sensory learning experience that catered to different learning styles and preferences.

Lastly, Arsyad's theory highlights the compensatory function of thematic learning media. It asserts that media should address any potential gaps in students' understanding or knowledge acquisition. The media employed in this context successfully fulfilled this function by providing additional explanations, examples, and demonstrations that supplemented the classroom instruction (Ngure et al., 2014; Rahma, 2019). This compensatory aspect of the media allowed students to reinforce their understanding and consolidate their learning, leading to a more comprehensive comprehension of the subject matter.

5. Conclusion

This research has successfully produced a product known as the JOIN media, specifically the Doraemon Play Clock. The development process followed a well-defined set of procedures known as the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The effectiveness of the JOIN media was evaluated through a student response questionnaire, which yielded an impressive 92% positive feedback rate. The findings indicate that the students not only displayed a keen interest in the media but also found it instrumental in comprehending the concept of units of time. Furthermore, the students actively participated in discussions and exhibited enthusiasm throughout the learning process. Overall, the responses received were overwhelmingly positive, validating the value and impact of the JOIN media in the educational setting.

It is worth noting that the utilization of the ADDIE model facilitated the systematic development of the JOIN media. The analysis stage allowed for a thorough understanding of the educational objectives and learner needs. Subsequently, the design phase provided a framework for creating an engaging and informative learning tool. The development stage involved the actual construction and refinement of the JOIN media, ensuring its functionality and usability. Once implemented, the media was evaluated, leading to the exceptional student response rate observed.

The positive outcomes of this research highlight the significance of employing effective instructional design models, such as ADDIE, to create educational media that resonates with students. The success of the JOIN media and its positive impact on student learning underscore the importance of incorporating innovative and interactive tools in educational settings. Future studies could further explore the specific aspects of the JOIN media that contributed to its effectiveness, potentially inspiring the development of similar instructional resources in other subject areas.

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