

LEARNING MEDIA DEVELOPMENT DORAEMON'S TEAMS (TEAMS GIFT) FOR ELEMENTARY SCHOOL THEMATIC LEARNING

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ABSTRACT

Based on field observations, students need media that can improve motivation and easy to use during the learning process so that it is expected to be able to improve student learning performance. The purpose of this research is to explain the development of media, expose the use of media, and explain the improvement of learning performance with teams ' gift learning media in thematic learning in elementary schools. This research is a research and Development (R&D) conducted using the Borg and Gall (Sugiyono, 2016) model modified according to the needs of researchers. The subject of this study is a class II student UPT SD Negeri Kedawung 01. The results show that, media assessments by media experts and material experts are each 76% and 83% respectively, teams ' gift media has 4 game stages which are Group division stage, learning stage, and gift division level, and response The use of media by learners of 86% as well as student learning achievements increased from an average value of 74.04 to 88.85 with N-Gain counting results showing a score of 0.5639 in a medium category. Teams ' gift learning Media is worth testing on the field and can improve student learning achievements.

Keywords: *Development, Learning Media, Thematic, Teams Gift, Learning Achievement.*

1. Introduction

Thematic learning is a learning that blends between different subjects or areas of study using a specific theme. The theme is then understood or examined from various points of view from either social science, natural sciences, and religion, providing a meaningful experience for learners. According to the definition of thematic learning that uses a particular theme, thematic learning will be easier to understand learners when in the process of learning using learning media. Learning Media is a tool used to facilitate convey meaning and message to the learning process, so that the desired learning objectives can be achieved more perfectly. Given the many media forms, the teacher must be able to choose carefully, so that it can be used appropriately.^[1]

The use of media in the learning process must match and in accordance with the material to be taught and pay attention to the complex and unique learning process, then the right media selection is very influential to the learning achievement of learners. In addition, the willingness to study learners also greatly affects learning achievements.^[2]

In school learning, efforts to increase the motivation to learn many students experienced obstacles and obstacles. Based on the results of observations and interviews in UPT SD Negeri Kedawung 01, students are interested in thematic learning but in the implementation in the field teachers only use the media in the form of supporting books of students. It resulted in learning to be monotonous, by teaching such learners less active in the learning process. The lack of active participation of learners in the learning process can pose a situation less conducive, resulting in the learning achievement of learners to be low.

Based on these issues, educators must be able to facilitate learners in the learning that can be done through innovative learning, interesting learning media, and a variety of resources.

Researchers are reviewing how to answer problems that exist in the field. Researchers want to develop a learning medium that is interesting, innovative, and can attract the learning of learners. The research was conducted to galvaned the teams gift learning media for thematic learning in elementary schools through R&D research.

Teams gift learning media are pocket media shaped like favorite cartoon characters of elementary school age children. Kado Teams Media was chosen because its shape and model were favored by elementary school age children, simple media so that students and teachers had no difficulty learning the media, and the media did not require other supporting media. Therefore, the media gift team is expected to be able to improve thematic learning achievement in elementary schools.

Based on the background of the problem, the problem is formulated (1) how is the development of the media of gift learning teams for thematic learning in elementary school? (2) how is the use of the team's gift learning media for thematic learning in elementary school? (3) can the media for learning gift teams improve learning achievement in elementary school?

Based on the formulation of the problem above, the purpose of this study is (1) to explain the development of the team's gift learning media for thematic learning in elementary schools. (2) describes how to use the team's gift learning media in thematic learning in elementary schools. (3) explain the increase in learning achievement with the media of gift learning teams in elementary schools.

2. Research Method

The method in this study is Research and Development (R&D) and uses a Borg and Gall research design (in Sugiyono, 2016: 298) that is tailored to the needs of researchers in the field. In Sugiyono (2016: 298) there are 10 steps that must be passed, but this study only uses 7 steps of research procedures, including: (1) potential and problems, (2) product design, (3) design validation, (4) design revisions, (5) product trials, (6) Product revisions^[3]. The researcher analyzes the product needs by observing and interviewing the teacher, the students in elementary school, after the observation results are obtained then the researcher arranges the design and develops a product that is expected to be a solution of the problems found during observation and interviews in the field, namely instructional media gift teams.

Product validation can be done by asking a number of experts or competent experts to evaluate the new product being designed. The media gift teams were tested for validation by 3 media experts and 3 material experts. The validators assess the media gift teams by filling in the questionnaire provided by the researcher, the questionnaire uses a Likert scale with the following score criteria.

Scoring Guidelines Table

Score	Category
4	Very good
3	OK
2	Enough
1	Less

$$\text{Nilai} = \frac{\text{skor perolehan}}{4} \times 100\%$$

(Sugiyono,2016: 93)

After the media gift teams are validated, the media gift teams are tested twice, namely small-scale product trials and large-scale product trials. In the small-scale trial phase, students' perspective assessments are obtained and in the large-scale trials the pretest and posttest scores are obtained to calculate the extent to which the media gift teams can improve student learning achievement.

The technique used in collecting data in the research development of instructional media learning teams is as follows. (1) Questionnaire / Questionnaire, this questionnaire is used by researchers at the product trial stage in the form of a student questionnaire response. Questionnaire is given at the time of small-scale trials to determine students' responses to the product to be developed, (2) tests, in using test methods, researchers use instruments in the form of tests or test questions, (3) documentation, documentation used to document teacher, researcher, and student activities in the thematic learning process in elementary school, and (4) Observation sheet, observation sheet is used by researchers to observe the stages of learning using instructional media Teams running according to or not in accordance with the stages contained in the RPP.

3. Results And Discussion Research

In this study, potential problems arise when researchers make observations at UPT Kedawung State Elementary School 01 on April 24, 2018, researchers see students' motivation to learn low with the methods used and the media applied by teachers today. Low learning motivation level is directly proportional to learning achievement. In addition, researchers also conducted interviews with one of the teachers and students at the UPT SD Negeri Kedawung 01.

Based on the results of the interview the teacher only uses the lecture and discussion method, the media used are only limited to supporting books, students tend to be passive in the learning process. The results of interviews with students, they are very enthusiastic when learning with new learning media.

The media gift team was chosen because the shape and model are liked by elementary school age children, simple media so that students and teachers have no difficulty learning the media, and the media does not require other supporting media. Therefore, the media are expected to be able to improve thematic learning achievement in elementary schools.

Media gift teams are made in the following order. (1) making the design, shape and size of the doraemon and pouches adjusted so that it looks flexible, and designing the board as a place to put media and gifts. (2) collection of tools and materials (a) flannelette, (b) paperboard, (c) plywood boards, (d) wood, (e) dacron, (f) hinges, (g) yarn, (h) glue, (i) tools and other materials (cutters, scissors, needles, markers and wax glue tools), (3) the manufacturing process, including the making of a doraemon head, hands and feet,

doraemon body making, making bags, letters and numbers, making Doraemon's background and media, merging, making dice, making gifts, and making materials and questions.

The instructional gift media for teams is designed to make it easier for students to learn the material to be learned. The material and questions are put into the media and discussed together with classmates, so students can more quickly understand the material being studied.

This is in line with the notion of the media, that is, if the media is understood in broad terms are people, material, or events that make students able to obtain knowledge, skills, or attitudes. Learning media must increase students' motivation. In addition, it stimulates remembering what has been learned and provides new learning stimuli. Good media will enable students to provide responses, feedback and encourage correct practices.^[4]

Media for gift teams is a two-dimensional form of media that aims to improve learning achievement of elementary school age students. Team gifts are made of flannel, cardboard, plywood, and other decorations that can be easily obtained at the nearest shops. In addition to materials easily obtained, the team's gift is also strong and lightweight because they do not use heavy materials. Media is also easy to use for teachers and students because in the process of using it does not require special skills. Because of its ease of use, the media gift team in addition to being used as a media for thematic learning can also be used for all subjects.

This is in line with the theory of the factors of media selection which include: barriers to development and learning that includes available funds, facilities and equipment, available resources. Content requirements, assignments and types of learning. Barriers from students by considering skills such as reading and other characteristics. Consideration of the level of pleasure and effectiveness. Ability to accommodate, present training and test information. Must get attention.^[5]

After the factors and criteria for media selection are in accordance with the theories of the experts, the researcher collects data before and after the implementation of the gift learning media teams. Validation test to validators. The researcher appoints 3 media validators and 3 material validators, Media Exper

Table Results of the Assessment of Media Expert

No	Assessment Criteria	Assessment			
		Validator I	Validator II	Validator III	Amount
1	Media Coloring Criteria	2	3	4	9
2		2	2	4	8
3		2	3	4	9
4		3	4	3	10
5	Media Design	3	3	4	10
6		2	3	4	9
7		3	3	4	10
8		3	3	4	10
9		2	2	4	8
10		2	2	4	8
11		3	3	4	10
Total		27	31	43	101
Maximum Value		44	44	44	132

Percentage Value	$P = \frac{\sum x}{n} \times 100\%$	76%
Assessment Criteria		Good

The results of the media aspect assessment by the media expert on the instructional gift media products of the team get a score of 76% with "good" assessment criteria. The results obtained from the validation of media experts, the media can be tested with a few notes. Material expert

Table Result of the Assessment of Material Expert

No.	Assessment Criteria	Skor			Amount
		Validator I	Validator II	Validator III	
1	Material	3	3	3	8
2		3	4	3	8
3		3	4	3	7
4		4	4	3	7
5		3	3	4	8
6		3	4	3	7
7		3	4	4	8
8		3	4	4	7
9		3	3	4	7
10		3	4	4	9
11	Language	3	4	3	7
12		3	4	3	7
Total		37	42	41	120
Maximum Value		48	48	48	144
Percentage Value		$P = \frac{\sum x}{n} \times 100\%$			83%
Assessment Criteria					Very Good

The results of the assessment of material aspects by the material experts on the instructional gift media products team scored 83% with "very good" assessment criteria. Based on the values that have been obtained from media experts, they are ready to be trialled in the field.

The results of the assessment of media experts and material experts are in accordance with the theory which states that if the assessment results show a percentage of less than 60%, then the product is declared invalid, then it needs further revision of the product being developed. Conversely, if the results of product validation and trials show a percentage of more than 61%, then the product receives a positive response from the validator and can be declared eligible for use as a learning medium. ^[6]

After the validation test the team's gift is said to be valid, the media are then tested. Product trials were carried out 2 times. Trial of small and large scale products. The small-scale product trial was carried out by inviting elementary school-age children in class II to use the media gift team to find out students' responses to the media. Large-scale trials were conducted on students in UPT Kedawung Elementary School 01 class II theme 6 caring for animals and plants subtema 1 learning to 1. Steps for using media gift teams (1) group division, (2) first round, (3) second round, (4) third round, and (5) gift giving.

Table Result of Student Questionnaire response assessment

NO	NAME	TOTAL SCORE	PERCENTAGE	CRITERIA
1	AMF	9	90%	Very Good
2	MASV	9	90%	Very Good
3	RF	10	100%	Very Good

4	YR	9	90%	Very Good
5	ADK	7	70%	Good
6	GMP	10	100%	Very Good
7	IJVP	8	80%	Good
8	IM	9	90%	Very Good
9	LS	8	80%	Good
10	KNU	7	70%	Good
Amount		86		
Interpretation of Total Scores		$P = \frac{86}{100} \times 100\% = 86\%$		
Criteria		Very Good		

At the end of the study, the researcher gave a questionnaire response to the media of learning the team's gifts and the results obtained were a total percentage score of 86% by entering the criteria of "very good".

Tabel Nilai Pretest dan Posttest Ujicoba Skala Besar

NO	NAME	SCORE	
		PRETEST	POSTTEST
1	FK	60	80
2	ADA	70	85
3	ANR	80	95
4	AWF	65	90
5	ALH	85	95
6	AR	75	90
7	AGS	80	90
8	ADR	80	90
9	AFH	60	80
10	AKA	65	85
11	CCF	65	80
12	DA	80	90
13	EP	75	90
14	LS	80	95
15	MRP	65	90
16	MBK	85	90
17	MRS	70	90
18	MAK	70	90
19	NZ	85	90
20	NDN	80	95
21	NCR	75	85
22	RDP	80	85
23	RSP	75	95
24	SFN	80	90
25	VAP	70	90
26	YAS	70	85
HIGHEST SCORE		85	95
LOWEST VALUE		60	80
AVERAGE		74.04	88.85

Kedawung 01 grade 2 theme subtheme 1 learning 1. Pretest and posttest were used to determine the effect of instructional media learning teams on student achievement. Researchers gave pretest questions before using the media and obtained the highest value of 85, the lowest value of 60 and an average of 74.04. Furthermore, researchers conducted

learning using the media gift teams, students were given a question about posstest. The results obtained from the posttest are the highest value of 95, the lowest value of 80 and an average of 88.85.

In a large-scale trial, an analysis of N-gain calculations is done to find out the improvement in students' learning achievement after using the team gift media. The n-gain calculation results show a score of 0.5639 included in the "medium" criteria.

Based on the results of small-scale trials the average response value of participants was 86% (very good), large-scale trials with an average pretest value of 74.04 and posttest value of 88.85 and the n-gain calculation result was 0.5639 with criteria "Medium" it can be concluded that the learning media of team gifts can improve learning achievement for students of class 2 thematic learning theme 6 Subtheme 1 learning.

4. Conclusions

Based on the development of the instructional learning media gifts for elementary school thematic learning, it can be concluded:

1. The team's gift media is made from materials including flannelette, paperboard, dacron, plywood and decorations, with the manufacturing process, which includes making doraemon heads, making hands and feet, making doraemon bodies, making bags, letters and numbers, making background and place for Doraemon media, merging, making dice, making gifts, and making materials and questions. The results of the media aspect assessment by the media experts on the instructional gift media products of the team get a score of 76% with "good" assessment criteria. The results of the assessment by the material experts on the media learning gift teams get a value of 83% with the criteria "very good".
2. The media has 4 stages of the game namely the stage of group division, the stage of learning subject matter, the stage of giving questions according to learning, and the stage of gift / prize distribution.
3. The percentage results from the perspective responses of students 86% with the criteria "very good". The average value at the 74.04 pretest at 88.85 posstest. The results of the n-gain large-scale test show a score of 0.5639 included in the "medium" criteria.

5. Suggestions

The research developed is far from perfect because the research was carried out in a limited class. Researchers know that the research developed is still lacking, so researchers expect that the media can be developed by subsequent researchers in order to achieve better results.

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