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THE DEVELOPMENT OF KATAYA (REPLIKA PETA BUDAYA) MEDIA IN THEMATIC LEARNING ON THE 4TH GRADE

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Abstract. This research aims to know the steps of development and the feasibility of Kataya (Replika Peta Budaya) media in 4th grade of elementary school. The research method used is the Research and Development (R & D) method with reference of Borg and Gall development model which developed by Sugiyono. This model consisting of 10 stages; (1) the potential and the problems (2) collecting the information (3) product design (4) design validation (5) design revision (6) small group product trial (7) product revision (8) large group product trial (9) final product revision (10) mass production. This research is limited only in 6 stages. Expert validation was carried out by media experts, material experts and education experts, with the research subjects of 4th grade students of SDIT Dauroh, amounting to 24 students, from the data obtained get the average expert validation score of 92.67%, with the "very feasible" category. Student responses on trials got an average score of 86,83% with the "very good" category. So it can be concluded that the Kataya (Replika Peta Budaya) media is feasible and can be used in elementary schools.

Keywords: kataya (replika peta budaya) media, thematic learning

A. Introduction

The changes in the curriculum have occurred several times in Indonesia as an effort to improve the quality of education. According to the Minister of Education and Culture Regulation No. 67 of 2013 concerning the Basic Framework and Curriculum Structure of Elementary Schools/Madrasah Ibtidaiyah, the 2013 curriculum was decided to be applied in the 2013/2014 school year. In the implementation of the 2013 curriculum, learning at the elementary schools/MI equivalent level is implementing integrated thematic learning. As stated in the copy of the Minister of Education and Culture Regulation attachment No.65 of 2013 concerning the standard process that the integrated thematic learning in elementary schools/MI/SDLB/Package A is adjusted to the level of students' development.

Thematic learning is basically an integrated learning model that uses themes to combine several subjects to provide meaningful experiences to students (Widyaningrum, 2012:109). The term of integrated learning model as a concept is often equated with integrated teaching and learning, integrated curriculum approach, a coherent curriculum approach, based on this term, integrated learning is basically born from an integrated curriculum approach pattern (Trianto, 2011). This is in line with Sungkono's opinion (2006) who interpret that thematic learning is a learning activity by integrating the material of several subjects into one theme/topic of discussion. The thematic learning process emphasizes the activeness of students' involvement, challenging, and fun (Indriani, 2015). Thematic learning does not merely encourage students learning to know, but also learning to do, learning to be, and learning to live together, so the learning activities are relevant and meaningful for students (Igak, 2009).

Thematic learning requires students to actively search for, explore, and discover concepts and principles holistically and authentically. According to Damanhuri (Endah, 2017) the learning process is said to be effective if students are actively involved in all things, both mental,

physical and social. The implementation of thematic learning also requires adequate facilities and infrastructure and need to use a variety of learning resources, both specifically designed for learning needs (by design) and learning resources available in an environment that can be utilized (by utilization) and can be visited by students (Jailani, 2016).

Based on observations by researchers during the observation at the fourth-grade SDIT Dauroh, it can be discovered that the learning resources used in the 2013 curriculum learning process are student handbooks in the form of a thematic book owned by each student and a thematic companion book for teachers. In the learning process in the class, teachers do not apply the subject materials to the media in the classroom, so students are difficult to understand the material being taught. Of course, by using only textbooks and modules, the learning process is conventional and become less attractive to students. The media that has been used by the teacher when learning the material of socio-cultural diversity is in the form of several pictures and a list of diversity names from the student textbook. This is not in accordance with the characteristics of the 2013 curriculum, which in the learning process emphasizes students to actively participating in the learning process (Shafa, 2014).

The development of elementary school students is still in the level of concrete thinking, so it is recommended that learning at the elementary school level using concrete examples and may involve student experiences directly (Nurhasanah, 2016). Hal ini This is in line with what was described by Edgar Dale (Huda, 2016) namely Dale's Cone of experience "This cone is a detailed concept elaboration of the three levels of experience proposed by Burner". In this cone explained that direct experience (concrete) provides the highest learning outcomes. Followed by artificial objects, dramatizations, field trips, television, live pictures of the exhibition, images, visual symbols and word symbols (abstract) which provide the smallest portion.

The Dale experience cone classifies the media based on the learning experiences that will be obtained by students, from the direct learning experiences, learning experiences

through pictures, and abstract learning experiences (Arsyad, 2014). The use of media will help teachers and students in the learning process. Through the use of appropriate media and in accordance with learning needs, then learning objectives will be easily achieved (Tafonao, 2018).

Refers to concrete operational stages, learning experiences, and as a solution to overcoming the limitations of the media, the researcher offers the new media development that is appropriate to the concrete operational stages and provides the artificial experience, so that through creative and fun learning, understanding of concepts can be achieved optimally (Rina, 2015). The media offered is Kataya (Replika Peta Budaya) media, namely a miniature of the Indonesian archipelago that completed with the information land heights, water depths, and cultural diversity cards from each province in Indonesia, such as dances, musical instruments, traditional houses, and others. This research has been done before, but there are some differences from the developed media, where the previous researchers made the media with a styrofoam-based material and

there was no separation between the islands. In this research, the researchers made plywood-based media to be more durable and divided the map of Indonesia into 7 (seven) islands so students can find in more detail the location of the provinces contained in the State of Indonesia.

The development of this media, besides being used to learn about the cultural diversity of each province, can also provide knowledge about the landscape of the Indonesian archipelago and get to know the location of the provincial capital by looking at its miniature models. This media is 3-dimensional, the land is made in 3-dimensional forms with the color pattern that matches the height and depth of the land, the depth of the waters, the provincial boundaries and the cultural diversity cards from each province. This media can be assembled and reused by students. This media is used in thematic learning on theme 7 (The Beauty of Diversity in My Country) sub-theme 2 (The Beauty of My Country's Cultural Diversity) to assist students in understanding and remembering the culture found in Indonesia. With the use of media,

students will develop their activeness and understanding of the material by discovery, which is students will find and build their knowledge obtained according to the stages of intellectual development and experience (Martono, 2016).

B. Research Methodology

The research method used in this research is Research and Development (R&D), namely the efforts to develop and produce a product in the form of material, media, tools and or learning strategies in class, and not to test the theory (Ainin, 2013). This definition is in accordance with the theory stated by Borg & Gall (Lusiana, 2013) "educational research and development (R&D) is a process used to develope and validate educational products". The definition of R&D from Borg & Gall can be interpreted that educational research and development is a process used in developing and testing an educational product.

The step in this research and development refers to the steps stated by Borg & Gall and developed by Sugiyono (2015) as follow: (1) the potential and problems, (2) collecting the information, (3) product design, (4) design validation, (5) product design revisions, (6) small group product trials, (7) product revisions, (8) large group product trials, (9) final product revision, and (10) mass production. However, in this research and development, was modified to the 6th stage only, because the researchers only conducted a Kataya media feasibility research at one school.

The trial subjects in this Kataya media development research were the fourth-grade students of Muadz Bin Jabbal, SDIT Dauroh at 2nd Semester, Academic Year of 2018/2019. In this research, the researchers used questionnaires as the data collection tool. According to Sukmadinata (2011) the questionnaire is a technique or way of collecting data indirectly (researchers do not directly ask questions with respondents). The instrument or data collection tool is also called a questionnaire, containing several questions or statements that must be answered or responded by respondents.

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This questionnaire is used to determine the quality of the results of research and development, as well as student responses to learning media. The research questionnaire was compiled based on a list of media research instruments. Questionnaires were given to several experts, namely: (1) material experts, (2) media experts, and (3) education experts to find out the assessments and suggestions as a basis to revise products, so the product can be used to determine the product's feasibility. Besides the questionnaires given to experts, the questionnaire was also given to students to find out the students' responses to Kataya media. The next step is to calculate the score obtained from the experts with the following formula

$$Result = \frac{total\ score\ obtained}{maximum\ score}\ x\ 100\%$$

Then to see the quality of each expert responses and calculate the average score with the following formula (Ernawati, 2017)

$$x = \frac{\Sigma x}{n} x\ 100\%$$

With the feasibility categories as follows (Damayanti, 2018)

Tabel 1. Feasibility Category

Scores in Percentage (%)	Feasibility Category
≤ 20 %	Not Feasible
20 – 40 %	Less Feasible
40 – 60 %	Feasible Enough
60 – 80 %	Feasible
80 – 100 %	Very Feasible

C. Research Results and Discussion

This research and development aim to develop Kataya (Replika Peta Budaya) learning media on thematic learning in theme 7 (The Beauty of Diversity in My Country) sub-theme 2 (The Beauty of My Country's Cultural Diversity). The stages in this study, inter alia: (1) Gathering information, this stage begins by observing thematic learning in fourth-grade of SDIT Dauroh. Based on these observations it was found that the learning process in the classroom, the teacher did not apply the subject matter to the media in the classroom, so students would be difficult to understand the taught

material. (2) Planning, based on needs analysis done by observation and interviews with fourth-grade teachers, it can be concluded that learning media need to be developed that can help teachers in delivering the material and involve students actively. (3) Product design, at this stage the production of Kataya (Replika Peta Budaya) media products is carried out, the steps taken are: designing patterns, making physical culture symbols, making pulp mixes, making miniature islands, coloring processes, and finishing processes. (4) Design validation, the stage of design validation is done to determine the feasibility of Kataya media. Media validation is done on media experts, material experts, and education experts. (5) Design revision, this design revision is based on comments and suggestions from experts during the design validation process. (6) Product trials are conducted by giving questionnaires to students. (7) The final result, the final product of Kataya learning media is obtained from the results of validity, comments, and suggestions from media experts, material experts, education experts.

The developed learning media were stated to be very feasible to use based on validation by material experts, media experts, education experts, and student responses. The result of the research at this stage can be described as follows:

Material Experts Validation Results

Validation of Kataya media is done to lecturers who are competent in the field of Social Sciences and to class teachers. This media feasibility test was conducted by reviewing the Kataya media based on aspects of material accuracy, material clarity, and the scope of the material conducted by a Lecturer in the Teaching and Education Faculty of Sultan Ageng Tirtayasa University, namely Zerri Rahman Hakim, M.Pd. and fourth-grade teacher at SDIT Dauroh Holis Oviani Rahayu, S.Pd.

There are 10 statements on the validity test of the material expert test, with the acquisition score of 4 (good) and 5 (very good), dominated by scores of 5 on both material expert validity questionnaires. In the validity test of material experts, Kataya media is superior in the aspect of material accuracy with the highest score of 5 from other aspects, so it can be said that the selection of material used in Kataya

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media is appropriate. This is in line with Saud's opinion (2009) who said that the media usage would be appropriate if learning media was used in accordance with the basic competencies. The scores obtained from the validation questionnaire of the material experts I and material experts II are as follows:
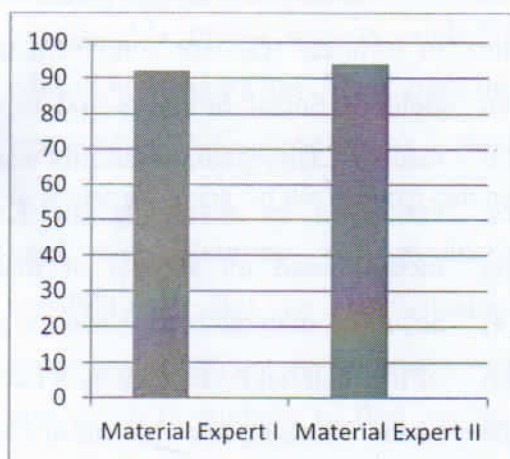

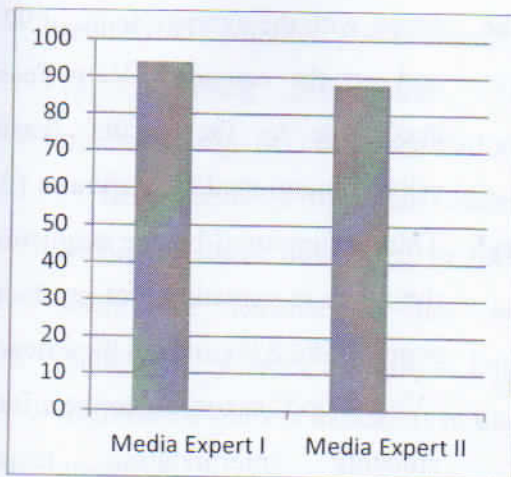**Diagram 1. Material Experts Validation Score**

Based on the results of the material feasibility test, was obtained an average percentage score of 93% and the category of "Very Feasible".

Media Experts Validation Results

The validation of Kataya media is conducted to lecturers who are competent in the field of learning media. This media feasibility test was done by reviewing the Kataya media based on physical aspects, utilization, images illustration, colors, and writing

conducted by the Lecturer in the Teaching and Education Faculty of Sultan Ageng Tirtayasa University, namely A. Syachruroji, M.Pd and Lecturer of the Tarbiyah and Teaching Faculty of the Sultan Maulana Hasanuddin State Islamic University of Banten, namely Birru Muqdamien, M.Kom.

There are 20 statements in the validity questionnaires of media experts. The scores obtained are 4 (good) and 5 (very good), the highest score is 5 and the lowest score is 4. Of all the statements in each aspect, Kataya media is superior in the utilization aspect by obtaining the highest score of 5 from other aspects. This in accordance with Arsyad's statement (2014) that the expediency of learning media is able to present messages and information, can increase attention, interest, and motivation, can overcome the limitations of space, time, and limitations of the human senses, and can create interactive learning conditions between teachers and students. The scores obtained from the validation of the questionnaire of media experts I and media experts II are as follows:
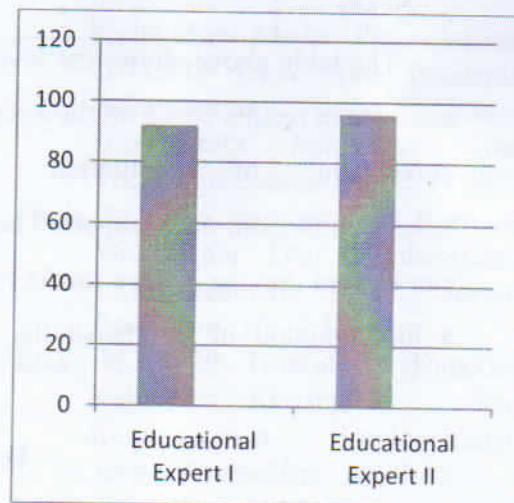
Diagram 2. Media Experts Validation Scores

Based on the results of the media feasibility test, was obtained an average percentage score of 91% and the category of "Very Feasible".

Education Experts Validation Results

Kataya media validation is done to the lecturers who are competent in the field of education. This media feasibility test was conducted by reviewing the Kataya media based on material and media aspects done by the Lecturers of the Teaching and Education Faculty of Sultan Ageng Tirtayasa University, namely Dr. H. M. Hosnan, M.Pd and Damanhuri, M.Pd.

There are 10 statements in the validity test of the education experts' questionnaire, with the acquisition of a score of 4 (good), 5 (very good). In the validity test of educational experts,

Kataya media is superior in both aspects. So it can be said that the chosen material is in accordance with the competencies and indicators. The use of Kataya media in delivering material can also be said to be able to help learning activities. This is in accordance with the statement of Sudjana and Rivai (2011:4) that one of the considerations of media selection is conformity with the objectives and content of learning. The scores obtained from the questionnaire validation of education experts I and education experts II are as follows:

Diagram 3 Educational Experts Validation Score

Based on the results of the material feasibility test, was obtained the average percentage score of 94% and the category of "Very Eligible". Based on

the validity test on the three experts, the average score obtained as follows:

Table 2. The Average Score of Experts Validation

Validation Results	Percentage	Category
Media Experts	91%	Very Feasible
Material Experts	93%	Very Feasible
Educational Experts	94%	Very Feasible
Total	278%	
Average Score	**92.67%**	**Very Feasible**

The table above shows the level of assessment results based on the average percentage of validation test assessments from each expert. Then it can be said that the Kataya media reach a high enough of the feasibility test score, with the average score of 92.67% and get the category "Very Feasible" according to the media feasibility criteria mentioned by Arikunto (2012). This is supported by the acquisition of the average percentage of product trial scores of 86.83% and get the category of "Very Good" according to the criteria of students' interpretation responses mentioned by Riduwan (2012).

Student Questionnaire Results

Student questionnaire was used to determine students' responses to the Kataya (Replika Peta Budaya) media that researchers made. Based on the data analysis of the product trial results to 24 students of fourth-grade SDIT Dauroh, Kataya media gained the highest score of 96 and the lowest score of 76 with the average percentage score of 86.83% and received the category of "Very Good".

D. Conclusions

Kataya (Replika Perta Budaya) media development in the fourth-grade thematic learning of elementary schools, can be drawn as these following conclusions:

1. Steps in developing Kataya (Replika Peta Budaya) media in the thematic learning of 4th-grade elementary school are carried out based on research and development procedures referring to the Borg and Gall model that has been developed by Sugiyono. The procedure of this study went through 6 stages,

namely: (1) potential and problems; (2) gathering information (3) product design (4) design validation (5) design revision (6) product trials. Media products developed in this study are feasible to use in elementary schools because it has fulfilled the success indicators of the product.

2. The feasibility of the Kataya media in the thematic learning of 4th-grade elementary schools is obtained from the assessment of media experts, material experts, and education experts as well as product trials. Kataya media validation results on media, material and education experts get an average final score with a percentage of 92.67% (Very Feasible). While the product trial results get an average final score with a percentage of 86.83% (Very Good).

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