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KATAYAJA MEDIA DEVELOPMENT (REPLICA OF JAVANESE CULTURAL MAP)FOR GRADE IV ELEMENTARY SCHOOL

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ABSTRACT

The process of this research is development research using a modified and simplified 4-D model, namely definition, design, development and without dissemination. The results of the development of learning media in the form of a replica of the Javanese Cultural Map. Sources of data in this development research are students of class IV UPT SD Negeri 16 Gresik, totaling 28 students. For data collection used by collecting media validation and learning materials and learning outcomes tests. With data analysis, namely, analysis of the validity of learning media, analysis of the practicality of learning media, and the effectiveness of learning media. Based on the results of descriptive analysis of the validation data and test data, it was obtained that the development of KATAYAJA learning media (Javanese Cultural Map Replica) for the material uniqueness of the area where I live in class IV UPT SD Negeri 16 Gresik meets the good criteria, which are as follows: a) The results of the validation of learning media carried out by the validator obtained a percentage of 92.5% which is categorized as valid and can be used and taught during the learning process, b) The practical category from the analysis results in the practicality of learning media by the validator shows that the media can be used with little or no revision, c) Categorized as effective from the results of learning mastery analysis, the results of the percentage of classical learning mastery are 89, 28%, it is said that students' learning mastery is achieved.

Keywords : 4-D Model, Replica of Javanese Cultural Map

1, INTRODUCTION

Learning is a process or effort made by each individual to obtain a change in behavior both in the form of knowledge, skills and positive attitudes and values as an experience to get the results of the material that has been studied. According to Syaiful Bahri (2014:7) Learning that takes place in the world of education means the efforts made by a teacher aimed at making students learn easily. Social studies education is a simplification of the social sciences, state ideology and disciplines as well as social problems related to the organization and is presented scientifically and psychologically for educational purposes. Social studies learning at the elementary school level teaches students to always be active regarding learning that deals directly with phenomena or experiences in everyday life. In the learning process, it is expected that students will have the skills to think logically about the problems of social phenomena that occur and be able to obey the rules and norms that exist in society. Therefore, it would be very appropriate if teachers and students are expected to be able to vary in the use of methods, media and can also use innovative learning models.

Based on interviews that the researchers conducted with the fourth grade teacher of UPT SD Negeri 16 Gresik on Monday, October 19, 2020, the researchers obtained information that the school had implemented the 2013 curriculum which had been implemented from grade 1 to grade 6, starting from the books used for the learning process, learning activities and also seating positions that are in accordance with the 2013 curriculum. After the researchers conducted interviews the availability of media to support learning was inadequate so that educators only relied on using the educator's handbook and only explained without any aids in the form of learning media such as maps of Indonesia, traditional pictures customs, traditional clothes, art tools, pictures of regional dances, and others. Explanation of learning that is monotonous and less varied. Students often find it difficult because they are more likely to imagine and sometimes elementary school children have not been able to imagine things in detail and correctly. So the need for learning media that can help students understand the material. Without learning media, it can lead to misconceptions that involve misunderstandings in the material, one way is by using learning media. The media is a replica of a map of Javanese culture.

In connection with this, the researchers developed learning media for Javanese Cultural Map Replica which was followed by learning tools and the type of research used was development research with a 4-D model, which used 3 of 4 stages, namely defining, planning, and developing. develop). The researcher took a study entitled "Development of KATAYAJA Media (Replica of Javanese Cultural Map) for Grade IV Elementary School". It can be said that the learning media by this researcher is a tool or intermediary used by teachers in teaching and learning activities. The use of media in teaching and learning activities makes the delivery of material more effective, efficient and meaningful, so that students are more active and enthusiastic in following the lessons that are taking place and can better understand learning.

According to (Umar, (2013) the most important criteria in the selection of learning media, namely the media must be adjusted to the learning objectives or competencies to be achieved. For example, if the goals and competencies of students are memorizing words, of course the audio

media is the right one to use. If the goal or competence achieved is to understand the content of the reading, then the suitable media to use is print media which is more appropriate to be applied. And if the learning objectives are motor (movement and activity), then use media or film. According to Hujair (2009) a replica is an imitation tool or a model that is made to resemble the original object so that students can see it directly. This imitation tool is usually only selected certain parts so that it is easy to learn. This replica is made in addition to facilitating the learning process it is also made more effective because it is devoted to the character of students because usually they are more interested when they show the original object or objects.

This replica of the Javanese cultural map has several components to support the game, including a replica of an embossed map, an explanation card about history, culture, customs and there are also miniature traditional houses in the Java area and question cards. The above components have their respective functions, namely:

a. Javanese cultural map replica board: The replica board was modified into an embossed map measuring 40 x 60 cm. In this map replica, the researcher uses a map of the Java province and in Java there are 6 provinces, the board of this Javanese cultural map replica serves as a learning medium.

b. Explanation card: As the name implies, this card contains an explanation of the history, culture and customs that exist in Java along with pictures. The function of this card is so that students can see and read and understand about the provinces in Java.

c. Miniature Traditional House: Miniature traditional house itself is a form of one of the miniature traditional houses in the province of Java. for the DI Jogjakarta province the researchers used the traditional house of Bangsal Kenana, the provinces of East Java, Central Java and also West Java the researchers used the Joglo Traditional House, for Jakarta the researchers used the Kebaya traditional house and the last one for the Banten province the researchers used the Baduy Traditional House

d.   Question card: And according to the name, this card contains questions about the names of the provinces in Java. The function of this card is as a form of question so that students can answer it so that learning becomes more active and fun.

In theme 8, sub-theme 2 about the uniqueness of the area where I live, which is in grade 4 explains the uniqueness of the area where I live which includes culture, customs and also its cultural diversity. In this sub-theme, it explains what is in the area where it is occupied, for example, its culture and customs, etc. And also from this material, we know that there is a lot of diversity in the area where they live and also the differences, but they can still live in harmony side by side. Java Island is an archipelago that has the largest population, there are approximately 150 million people who inhabit the island of Java. The island of Java itself has an area of 126,700 Km², besides that we can see the Bengawan Solo river which has a length of about 600 Km. And the island of Java also has 38 mountains from East to West of Java Island. The highest mountain on the island of Java is Mount Semeru, and the most active volcanoes on the island of Java are Mount Merapi and Mount Kelud. The island of Java consists of 6 provinces, namely: the Special Capital Region of Jakarta, Banten Province, and the provincial capital city of Serang, West Java Province,

with the provincial capital city of Bandung, Central Java Province, and the provincial capital city of Semarang, East Java Province, with the provincial capital city of Surabaya. Province of the Special Region of Yogyakarta, with the capital city of Yogyakarta.

2. Methods

This research is classified as a 4D development research that has been developed by (thiarajan) which includes definition, design, development, and dissemination. At the dissemination stage it was not carried out by researchers because researchers have limitations in distributing learning media replicas of Javanese cultural maps, which must have a copyright before being distributed to schools, while to obtain copyright it takes a long time and costs more, because it does not Due to the sufficient cost and time, this stage was not carried out. Researchers developed this media because this media was considered to be in accordance with the characteristics of students who were in elementary school at UPT SD Negeri 16 Gresik.

This media was developed on the Thematic understanding of Theme 8 My Living Area, Sub-theme 2, Learning 4 on Map material. This media emphasizes the ability to understand the map of the Java region because on average the students are Javanese with the theme that the researcher determines is done to make it easier for students to understand this material. The subjects in this study were 2 validators. 1 expert validator and 1 material expert validator. And also fourth grade students at UPT SD Negeri 16 Gresik. The selected class will be carried out for a limited trial.

This learning media development model refers to the development model carried out by Silvasilan Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974, namely the 4D development model by simplifying it into 3D form, namely by not carrying out the dissemination stages, so that the stages of -The stages of this development research are defining, designing, and developing. The first stage. Defining stage This stage includes 4 main points, namely: initial and final analysis, student analysis, material analysis, and formulation of learning objectives. The second stage is the Design Stage. This stage aims to design learning tools. There are 2 steps that must be done, namely: media selection and format selection. And the last is the Development Phase which aims to modify the learning media prototype. The activities in the development stage are Validation, Revision and Trial.

The data collection technique used in this study is the Validation of Learning Media. The method carried out at this stage is by providing or showing the developed learning media in the form of a replica of the Javanese cultural map along with the validation sheet that has been given to the validator, then the validator provides an objective assessment score. on each aspect by putting a tick (√) in the column on the validation sheet to determine whether there is a need for revision or not. Each aspect is assessed on a rating scale 1) Not Good: Not yet usable and requires revision, 2) Poor: Can be used and needs revision, 3) Fairly Good: Can be used with little revision, 4) Good: Can be used without revision). The validation sheet rating scale was adopted from (Arikunto, 2007). And the second is the Student Learning Outcome Test. The data collected is a student learning outcome test obtained from the results of working on the given test sheet. The results of the work of these students are used to determine the effectiveness of the Javanese cultural

map replica media.

For Instruments This research uses several instruments to collect valid data. To determine the instrument must be adapted to the data collection technique used. The instruments used in this research are 1. Validation Sheet of Replica of Javanese Cultural Map Media which is used to obtain data regarding the validator's opinion about the validity of the development of learning media. and the second THB sheet which contains multiple choice questions and descriptions relating to indicators of competency achievement that must be carried out by students during the learning process. This instrument is used to determine the cognitive scores of students after participating in learning using a replica media of Javanese cultural maps in the learning process. and the third is Student Response Questionnaire Sheets are several questions in written form that are used to obtain information from respondents (Arikunto, 2010). Student response questionnaire sheets were given to students after the learning process that had been made by researchers to determine student responses to learning media replicas of Javanese cultural maps.

The data analysis technique used in this study is 1. Analysis of the Validity of Learning Media. The data obtained from the validation sheet is a presentation analysis method with a formula for data processing adapted from (Sugiyono, 2012). The assessment of validators and observers on the validity of the learning media in the form of a replica of a Javanese cultural map consisting of 3 aspects, namely content suitability, concept clarity, and appearance. Activities carried out by researchers to analyze this data are:

a. Presenting in a table and then entering the data that has been obtained in the table and then analyzing the table.

b. Counting the number of scores given by material expert validators and media experts on each criterion. Each of them can use the following formula:

1) Calculating the maximum score of the criteria with the formula adopted from Sugiyono (2012):

$SKM = 4 \times V$

Information :

SKM : Maximum Score Criteria

V : Validator (number of validators)

2) Calculate the total score of each criterion, with the formula:

$RK = \frac{\sum_{i=1}^{n} S}{SKM} \times 100\%$

Information :

RK : average score criteria

SKM : maximum score criteria

$\sum_{i=1}^{n} S$: the number of scores given by the validator for each criterion

3) Calculate the final value, using the formula Sugiyono (2012):

$NA = \frac{jumlah\ RT}{jumlah\ kriteria\ yang\ dinilai}$

NA : average total validity of all criteria

RT : mean score criteria

N : the number of criteria assessed

c. After the final value of each validation test by material experts and media experts is known, the average analysis results can be calculated by material experts and media experts with the following formula:

$$\text{Nilai} : \frac{Va + Vp}{2}$$

Information :

Va : Validation from material expert

Vp: Validation from media experts

d. Then the final values are matched on the validity intervals as follows:

Tabel 1. Presentase Hasil Validitas

Presentase (%)	Kriteria Kevalidan
$75 \leq NA \leq 100$	Valid
$65 \leq NA < 75$	Cukup Valid (revisi)
$40 \leq NA < 65$	Kurang Valid (revisi)
$0 \leq NA < 40$	Tidak Valid (revisi)

A learning media can be said to be valid or ready to be used if the final score and media validation results are obtained 75%. If the final score obtained is < 75%, the media must be revised by taking into account the suggestions and comments from respondents about the media.

The second is the Analysis of the Effectiveness of Learning Media. Learning media is said to be effective if it can meet: the first is Student Learning Outcomes. Student learning outcomes are said to increase individually if they meet the requirements or get a score of 75% and complete as much as 75% of all students completed. Minimum completeness can be calculated using the formula (Simang, et al 2016).

1) Daya Serap Individu

$$\text{DSI} = \frac{skor\ yang\ diperoleh\ peserta\ didik}{skor\ maksimal\ soal} \times 100\%$$

2) Ketuntasan Belajar Klasikal

$$\text{KBK} = \frac{jumlah\ peserta\ didik\ yang\ tuntas}{jumlah\ seluruh\ peserta\ didik} \times 100\%$$

And the second is the response from students. Analysis of data derived from graded questionnaires or ranked 1 to 5, researchers conclude the meaning of each alternative as (Arikunto, 2007).

1. SS = strongly agree, rated 5

2. S = agree, rated 4

3. KS = disagree, given a value of 3

4. TS = disagree, given a score of 2

5. STS = strongly disagree, rated 1

Presentase PD : $\frac{(5 \times SS) + (4 \times S) + (3 \times KS) + (2 \times TS) + (STS)}{(5 \times \sum) \times jumlah\ pesrta\ didik} \times 100\%$

Tabel 2. Presentase Respon Peserta Didik

Presentase	Kriteria
81% - 100 %	Sangat Baik
75% - 80%	Baik
60% - 74%	Cukup Baik
30% - 59%	Kurang Baik
0% - 29%	Sangat Kurang Baik

Student responses are categorized as positive if the percentage of student responses has reached 75%. Katayaja is said to be effective if the student's response is categorized as good/positive.

And the third is the Quality of Learning Media According to Nieveen (in Yamasari, 2010) a learning media is said to be of quality if it meets three criteria, namely as follows: first Valid Learning media can be said to be valid or ready to be used if the final score from the results of media validation is obtained 75%

The second is Practical. Learning media is said to be practical if students have a positive response to the questionnaire given. meet the percentage results by reaching 75% of the overall results of the student response questionnaire. And the last one is Effective. Learning media is said to be effective if it meets the following indicators: The average score of the student learning outcomes test is complete. Each student completes if he gets a score of 75%

3. Results and Discussion

The results of the research on the development of learning media for Replica of the Javanese Cultural Map which was carried out by testing the success through the learning process for students to determine the effectiveness of learning media in class IV UPT SD Negeri 16 Gresik. The results of this study are adjusted to Thiagarajan's development theory which includes, a 4-D development model which is only carried out in 3 stages including the definition stage, the design stage, and the develop stage. Based on the trial of the Javanese Cultural Map Replica learning media product, it shows that the results are acceptable/valid, so that it can be used for the learning process on abstract material into concrete, especially material unique to the area where I live.

At this definition stage, it consists of 4 steps, namely the first preliminary and final analysis, at this stage an analysis of the curriculum used at UPT SD Negeri 16 Gresik. The result of the researcher's interview with the fourth grade teacher is that the UPT SD Negeri 16 Gresik uses the 2013 curriculum (K13). In the 2013 curriculum (K13) KI and KD are interrelated and related which refers to Bloom's taxonomy which consists of several categories, namely the Affective Domain (attitudes), Cognitive Domains (knowledge), Psychomotor Domains (skills). The second is Student Analysis. The results of the student analysis state that the fourth grade students are UPT SD Negeri 16 Gresik. Having a fairly good character, having a high enthusiasm for learning, the

use of media that will be developed by researchers, namely the development of learning media for Replica of Javanese Cultural Maps, namely the development of a modified Java map, so that it can make students more enthusiastic in learning. And the third is Analysis. The subject matter used in this research is the material of the uniqueness of the area where I live which includes culture, customs and also its cultural diversity. For that we take KD 3.3 on KI-3 and KD 4.3 on KI-4

At the design stage there are 2 steps, the first is the Selection of Learning Media. This selection is based on the analysis of students in the form of selecting media from the modified Java map media, concept analysis in the form of material that will be delivered in KATAYAJA media, namely material on theme 8 uniqueness of the area where I live, sub-theme 2, Learning 4, this analysis is in the form of implementing material into KATAYAJA media which is described through explanation cards and also question cards and shows miniature traditional houses, for the formulation of learning objectives in accordance with the lesson plans. The second is the Initial Media Design, at this stage the initial design of the KATAYAJA learning media is carried out using plywood which will be used as a media board. The results of the Java Cultural Map Replica design will be shown in Figures 1,2,3,4.

Figure 1. Map replica board

Choosing materials that are suitable for use as a KATAYAJA learning media board measuring 40 cm x 60 cm, this size looks right for learning media in the classroom. Researchers used plywood which was then painted blue, because plywood is a strong material and is quite easy to apply and has a low price.

Gambar 2. java island embossed map

For the design of the embossed map, the researcher prepared a 2 cm thick cork to create an embossed impression, then the process of forming it into a map of Java and continued the process of coloring the embossed map of the island of Java. The color is adjusted to the provinces on the island of Java.

Gambar 3. Katayaja explanation card

Then the researcher made an explanation card with a width and height measuring 12 cm x 9 cm. the explanation card is made of art paper so that it is not easily torn and also looks shiny and for the explanation card the researcher designed it using the Canva and Inshoot applications. There are 53 explanation cards from various provinces in Java.

Gambar 4. Katayaja question card

After making the explanation card, the researcher immediately made a question card made of art paper which was wide and 10 cm x 7 cm high and was designed using the Canva application. And for the number of question cards, there were 30 question cards.

At the development stage (Develop) which is the final stage in this research and there are 4 steps, the first is the Validation of the KATAYAJA Learning media given by the validator which consists of 2 people, namely the fourth grade teacher of UPT SD Negeri 16 Gresik Siti Chuzniwati, S.Pd and lecturer media expert for the PGSD study program at the University of Muhammadiyah Gresik Afakhrul Masub Bakhtiar, M.Pd. The validator also provides suggestions and comments that are expressed in writing. After making the product, the researcher took the next step, namely validating material experts and validating media experts.

The result of the media expert validation calculation is 95%. It can be concluded that the level of product feasibility from the media validation results is suitable for use in the classroom learning process. After the final value of each validation test by material experts and media experts is known, the average calculation can be carried out the results of the analysis of material experts and media experts with the following formula:

Nilai : $\frac{Va+Vp}{2}$

: $\frac{90+95}{2}$

: 92,5 %

Description :

Va : Validation from material expert

Vp: Validation from media experts

The results of the calculation of the validation of material experts and media experts are 92.5% So it can be concluded that the level of product feasibility from the results of material validation and media validation is suitable for use in the classroom learning process.

The second is the revision of the Katayaja Learning Media. At this stage, improvements are made to the KATAYAJA learning media based on comments and suggestions from the validators so that it becomes an even better KATAYAJA media. comments and suggestions from validator 1 and validator 2 there is a slight revision to add a border, so that the media looks better and clearer, from the suggestions and comments of the validator, improvements have been made to the KATAYAJA learning media listed in the appendix. the results of the analysis by the validator indicate that the learning media can be used with a few revisions.

And the third stage is the Trial stage, the researcher conducts a limited trial, so for face-to-face researchers only do learning with 5 students and for the others they do learning through WhatsApp Group social media accompanied by a class teacher. For the direct learning process, the researcher explains how to use learning media and gives students time to observe the KATAYAJA learning media, after they observe they will read the explanation cards of each province and continue to answer the questions that have been provided on the question cards. Next, the teacher distributes worksheets to students containing questions. After finishing, the students collect the worksheets to the teacher. The teacher concludes the lesson that has been done using KATAYAJA media. The data obtained from the test results are as follows:

1. Student Learning Outcomes

To determine the students' learning completeness, a learning outcome test was carried out using KATAYAJA learning media. The learning outcomes test consisted of 10 multiple choice questions and 5 essay questions. listed in the attachment.

The percentage of classical learning completeness can be known by using the following formula:

$$\text{KBK} = \frac{number\ of\ students\ who\ completed}{jumlah\ seluruh\ peserta\ didik} \times 100\%$$

$$= \frac{25}{28} \times 100\%$$

$$= 89,28\ \%$$

From the calculation above, it can be shown that the results of the percentage of students' learning are included in the complete category because classical learning completeness at UPT SD Negeri 16 Gresik is 75%.

2. Student Response Questionnaire

The practicality of KATAYAJA learning media in grade IV UPT SD Negeri 16 Gresik was obtained by distributing student response questionnaires after the learning process was completed. The questionnaire consists of 5 questions. Students fill out a response questionnaire by ticking the student response column. The result is converted in the form of a number.

From the results of the questionnaire responses, many students chose strongly agree (SS) and agree (S). this is the result of the calculation of the percentage as follows:

$$PD : \frac{(5 \times SS) + (4 \times S) + (3 \times KS) + (2 \times TS) + (STS)}{(5 \times \sum) \times jumlah\ pesrta\ didik} \times 100\%$$

$$PD : \frac{(5 \times 81) + (4 \times 56) + (3 \times 0) + (2 \times 0) + (1 \times 0)}{(5 \times 5) \times 28} \times 100\%$$

$$PD : \frac{(405) + (224) + (0) + (0) + (0)}{25 \times 28} \times 100\%$$

$$PD : \frac{629}{700} \times 100\%$$

$$PD : 89{,}86\ \%$$

The results of the calculations above show that the percentage obtained from the student response questionnaire is 89.86%, meaning that it meets the specified criteria, namely 75% and the Javanese Cultural Map Replica media can be said to be practical because it has met the percentage of the final score of the student response.

Based on the results of research and data collection, it can be concluded that it is necessary to develop a replica media of Javanese cultural maps in social studies subjects for grade IV UPT SD Negeri 16 Gresik. According to Daryanto (2010:6), learning media are all things that stimulate the attention, interests, thoughts, and feelings of students in learning activities to achieve learning goals. The development of this Javanese cultural map replica media is expected to be used by students as learning media. From the results of research and data collection learning in class IV UPT SD Negeri 16 Gresik has experienced a very good improvement compared to the previous ones who did the learning process without using attitude learning media. students in participating in learning activities are also very good, and are very attentive to the media being taught.

4. Conclusion

Based on the research results obtained, it can be concluded that the flow in the development of learning media for Javanese Cultural Map Replica refers to the use of the 4-D model by Thiarajan which has been modified and simplified. This research only carried out 3 stages out of 4 stages, namely, defining, designing, and developing. The results of the descriptive analysis of the validation data and test data obtained that the KATAYAJA learning media (Javanese Cultural Map Replica) met good quality. which is categorized as valid and can be used in the learning process. The results of the analysis in the practicality of learning media by the results of student response questionnaires are said to be practical because the results of the assessment of the student response questionnaires have obtained a percentage of 89.86% .. And the results of the analysis of learning completeness, the results of the presentation of classical learning mastery are 89.28%, then it can be said that students' learning mastery is achieved.

5. Suggestion

Based on the description of the research results, the researchers can provide the following suggestions:

1. For teachers, using KATAYAJA learning media (Javanese Cultural Map Replica) is categorized as effective. Therefore, the existence of these learning media can make alternative use of learning media during the social studies learning process, especially on thematic material unique to the area

where I live and make students more motivated in the learning process.
2. For further researchers, it is hoped that the development of KATAYAJA learning media (Javanese Cultural Map Replica) can be developed further and is more interesting for students.

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