# THE DEVELOPMENT AND DESAIGN OF PUBLIC MEDIA FOR THE LEARNING OF TENTH GRADE HIGH SCHOOL CLASS EDUCATION

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***ABSTRACT***

*In accordance with observations made by researchers the hypothesis that researchers get at Sutojayan SMAN and SMAN 4 Blitar schools still has constraints in the facilities and infrastructure available at school, learning there are still obstacles that are experienced in the learning process, so researchers developed PUBPIN learning media. Researchers use the R&D method with the following steps: potential problems that exist in schools namely inadequate facilities and infrastructure, observations were made at Sutojayan SMAN and SMAN 4 Blitar, PUBPIN design, PUBPIN validation, PUBPIN revision, PUBPIN trials, PUBPIN revisions, and publications. The PUBPIN learning media is validated by the media expert validator, the material expert validator, and the language expert validator and simulated to the X Grade 4 Blitar high school students. Evaluation of the feasibility of the media using a Likert scale and assessment of student responses using the Guttman scale. Based on the analysis of media expert judgment data by 90% categorized as very feasible, the material expert assessment by 87.1% is categorized as feasible, the linguist assessment by 98.3% is categorized as very feasible, and the assessment of the response of Blitar 4 SMAN students on average by 98.7% was categorized as very feasible.*

*Keywords: Media Development, PUBPIN, Archipelago Insight*

## 1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and country. The role of media in the learning process is very important, the presence of media can support the learning process, making it easier for students to understand the learning material, and improve the quality of teaching of teachers which will have an impact on the quality of student learning outcomes, one of which is the Pop Up Book media. Pop up book media is a book-shaped media that has three-dimensional elements. In the Pop Up Book, the material is delivered in the form of an interesting picture because there are parts that if opened are easy to change or give the impression of arising.

To find out the problems that exist in schools, researchers conducted observations at SMAN 4 Blitar and SMAN Sutojayan. The results of observations made on PPKn teachers in the two schools, namely the school has used the 2013 curriculum, learning resources that are used in relevant textbooks with basic competencies, facilities and infrastructure in schools that do not fully support the learning process. As for the difficulties experienced by students' activeness when learning is still lacking, students' awareness in reading is still lacking, and students' abilities are not evenly distributed. During this time the solution used is to improve facilities and infrastructure, motivate students to be more active in learning, and understand the conditions of their students.

Based on observations made by researchers, it can be concluded that the two schools still have constraints in the facilities and infrastructure available in schools, and in learning there are still difficulties or obstacles that are experienced during the learning

process. With these difficulties or obstacles, new learning media are needed. So researchers create new learning media such as pop up book media. Pop up book media is a three-dimensional media that can be combined with other images so that the picture looks more attractive. Pictures are the clearest and easiest explanations for students. This is because students can see for themselves the shape of an object without the teacher's explanation in the form of verbal words or sentences. Pop up book media has the ability to reinforce the impression to be conveyed in a material so that it makes the material easier to remember and learn. Based on this background, the authors are interested in conducting research entitled "Development and Design of PUBPIN Media for Learning PPKn High School Class X".

Development is an effort to improve the product being developed. Sugiyono (2015: 407) Research and development methods is a research method used to produce a particular product, and test the effectiveness of that product. Arsyad (2013: 3) Media is the introduction or intermediary for the message from the sender to the recipient of the message.

The study was conducted by Sarah Nur Hidayah (2018) in a study entitled "Development of Color Combination Pop-Up Book Media in Subjects in Life Skills in Self-Clothing Design at MAN 1 Sleman". Based on the results of this study it can be concluded that this development research uses the 4D development model which includes the stages of defining, designing, developing and disseminating. The results of the media research Pop Up Book Color Combination can be used in the process of teaching and learning activities.

According to Miftahul Kharisma (2017) in a study entitled "Development of Pop Up Learning Media to Improve Student Learning Outcomes on Petroleum and Petrochemical Materials in Class XI Mas Muta'allimin Aceh Besar". The advantages of Pop-Up media include being able to visualize stories better, display images that have dimensions and can move when opened can attract students to use Pop-Up media.

According to Giyanti (2018) in a study entitled "Development of Pop-Up Book Learning Media for Smp-Lb Deaf Students on Motion Material and Style". So there are advantages of pop-up books as learning media, namely:
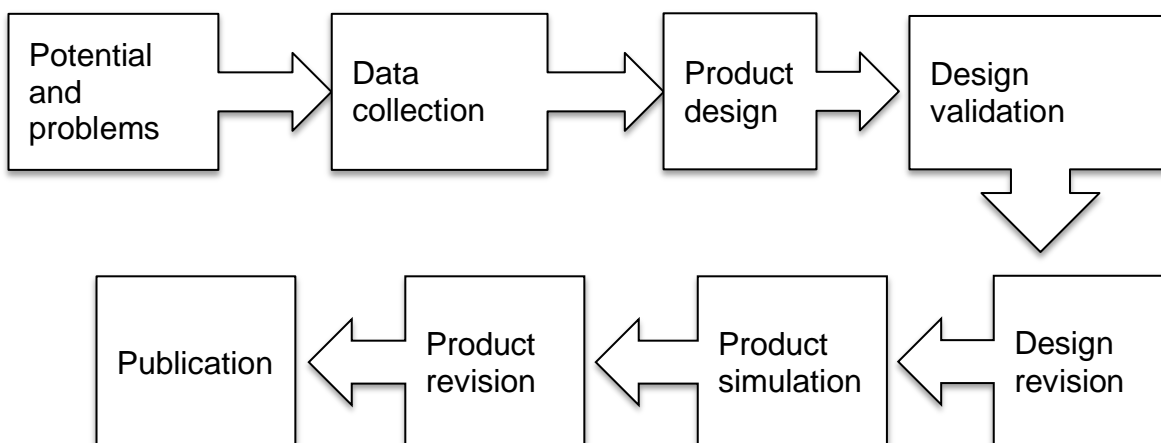
1.) Media pop-up books contain activities in daily life, so students are easy to understand the material.
2.) The paper used is in the form of art paper, so there is no concern about damage.
3.) Media pop-up book measuring 22 cm x 33 cm, so it is easy to carry anywhere.
4.) In the magnetic force material there are activities attached to images, so that it can make students active in learning.

In addition to the advantages there are also weaknesses of the media, namely:

1.) Because this media is printed with printing media, so it takes a long time to complete.
2.) Difficulties in making creations to fold the image to make it look 3D
3.) The process required is very complicated from the process of collecting material, drawing to the printing stage then cut and pasted.

## 2. RESEARCH METHOD

Research used by researchers is R&D (Research and Development) or called research and development according to Sugiono (2016). The steps used by researchers are as follows:

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┌───────────┐     ┌───────────┐     ┌───────────┐     ┌───────────┐
│ Potential │ →   │ Data      │ →   │ Product   │ →   │ Design    │
│ and       │     │ collection│     │ design    │     │ validation│
│ problems  │     │           │     │           │     │           │
└───────────┘     └───────────┘     └───────────┘     └───────────┘
                                                             ↓
┌───────────┐     ┌───────────┐     ┌───────────┐     ┌───────────┐
│           │ ←   │ Product   │ ←   │ Product   │ ←   │ Design    │
│ Publication│    │ revision  │     │ simulation│     │ revision  │
└───────────┘     └───────────┘     └───────────┘     └───────────┘
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1. Potential and Problems
   In this first step, the researcher makes observations to find out the potential and problems in the class.
2. Data Collection
   Data collection was carried out by interviewing PPKn teachers and giving questionnaires to students.
3. Product Design
   After collecting data and information, the researchers then designed a product that would be developed.
4. Design Validation
   Validation is an activity to test or assess the feasibility of a product before being tested so that the media become more effective. Validation is done by material experts, media experts and linguists.
5. Design Revision
   After the product design is validated, the researcher revises or improves the product according to the results of the assessment given by material experts, media experts, and linguists.
6. Product Simulation
   Product simulations are carried out to determine the feasibility of the product.
7. Product Revision
   Product revision is done if there are shortcomings and weaknesses in use.
8. Publication
   After the revision, the researcher can publish it

Data collection was obtained from giving questionnaires to students during the trial to see how students responded to PUBPIN media. Evaluation of the feasibility of the media using a Likert scale and assessment of student responses using the Guttman scale.

## 3. RESULTS AND DISCUSSION

The initial design is to make a media design by collecting the tools and materials needed. Then design is done by determining the material which is the insight of the archipelago in the context of the republic of Indonesia.

The product prototype will be consulted with the supervisor, then the products that have been made are validated to experts as many as 6 validators consisting of 2 linguists, 2 media experts, and 2 meterial experts.

Development research aims to produce PUBPIN media products as a PPKn learning aid for class X high school in the archipelago insight insight in the context of the unitary state of the Republic of Indonesia. Following the development of PUBPIN media:
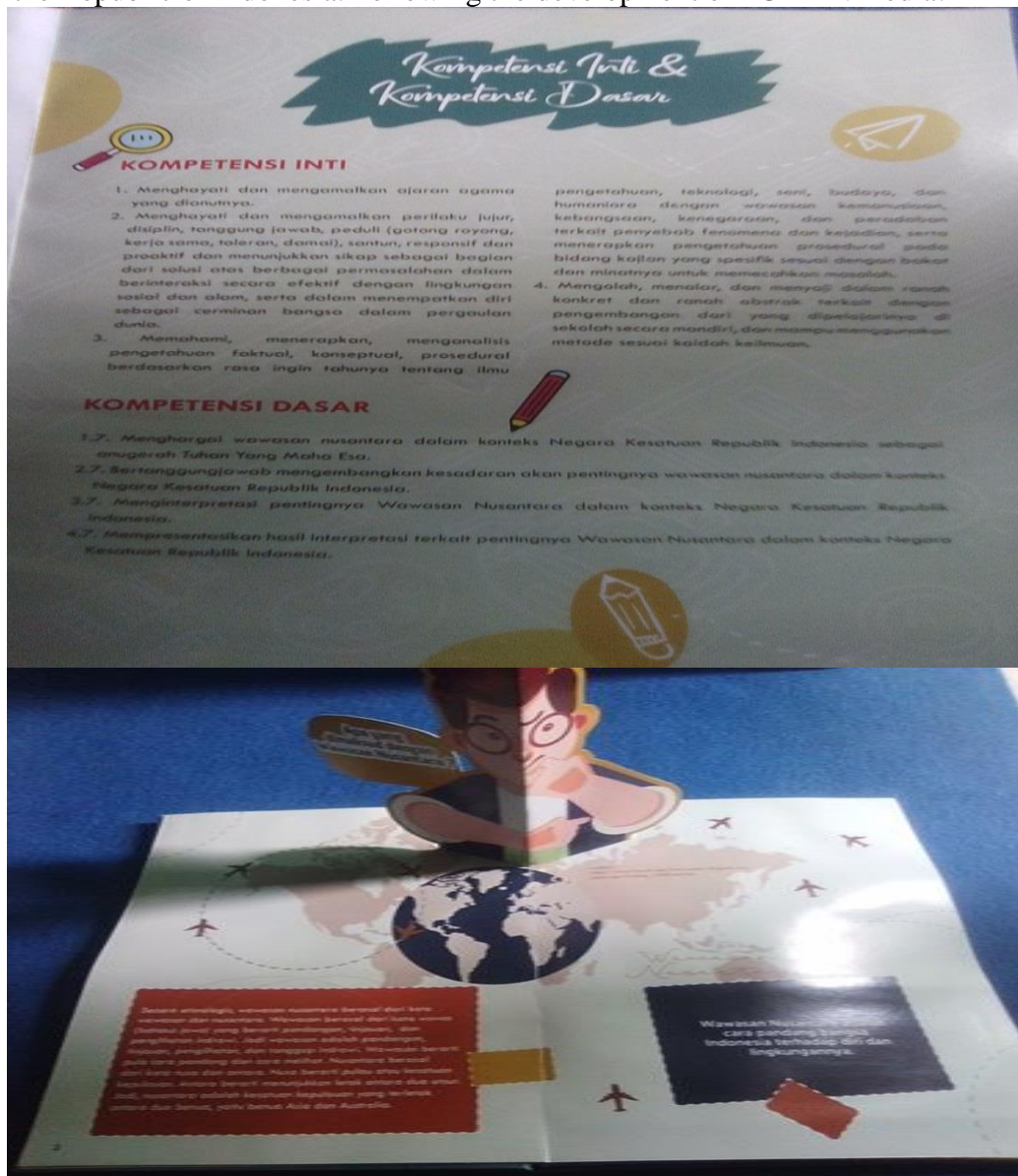
Figure 1 PUBPIN media design

Research and development of PUBPIN media on archipelagic insight material in the context of the Unitary Republic of Indonesia aims to determine the feasibility of the developed media. PUBPIN media feasibility assessment was assessed by several experts which included three components namely the material component, media component and language component.

To see the validity of the learning media developed, it can be analyzed using a Likert scale with the following formula:

$$Final\ score = \frac{number\ of\ scores\ obtained}{maximum\ number\ of\ scores} X100$$

Table 1 Decision making criteria from the validation questionnaire

| Criteria | Meaning |
|---|---|
| 0% - 19% | Very less valid |
| 20% - 39% | Invalid |
| 40% - 59% | Quite valid |
| 60% - 79% | Valid |
| 80% - 100% | Very valid |

Table 2 The Validation Result by Material Expert, Media Expert, and Language Expert

| No | Validator | Score | Percentage | Category |
|---|---|---|---|---|
| 1 | Material Expert | 35 | 87,1% | Very valid |
|  |  | 26 |  |  |
| 2 | Media Expert | 43 | 90% | Very valid |
|  |  | 47 |  |  |
| 3 | Language Expert | 30 | 98,3% | Very valid |
|  |  | 29 |  |  |

The percentage of material component was 87.1%, the media component was 90% and the language component was 98.3% so the average rating was 91.8%. According to Sugiyono (2015) based on the feasibility level, the value is included in the range of 80% - 100% with a very decent category. From this description it can be concluded that the PUBPIN media on archipelagic insight material in the context of the Unitary Republic of Indonesia is declared to have quality that is fit for use as a learning medium.

In the student response test conducted at SMAN 4 Blitar class X IPS 1 against PUBPIN media, a percentage of 98.7% was included in the positive criteria while 1.3% were negative criteria.
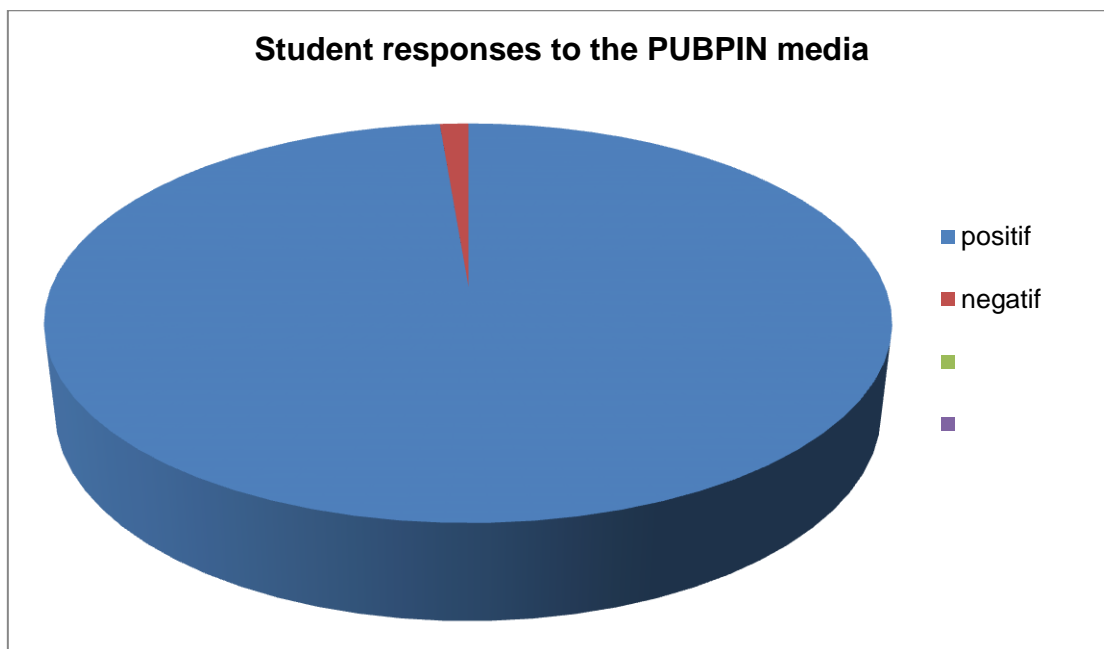
Initial activities
1. The teacher opens learning activities and conducts classroom management.
2. The teacher gives a brief illustration of the insight of the archipelago in the context of the Republic of Indonesia.
3. The teacher directs students to form discussion groups.
   Core activities
4. The teacher conditions students to be ready to begin learning.
5. The teacher directs students to discuss with each group.
   End activities
6. The teacher directs each group to report the results of the discussion while the other groups respond.
7. The teacher gives a review of the report.
8. The teacher directs students to record the results of the discussion.
9. The teacher concludes the results of the discussion that has been done.
10. The teacher closes the learning activities.

## 4. CONCLUSION

Based on the results of the study can be concluded as follows: The development of PUBPIN media on archipelago insight material in the context of the Republic of Indonesia is carried out with R&D development procedures. Obtaining a percentage of material components at 87.1%, media components at 90% and language components at 98.3% so that the average rating is 91.8%. Students' responses to the PUBPIN media conducted with product simulations at SMAN 4 Blitar obtained an average percentage of 98.7%.

## 5. SUGGESTION

Researchers have several suggestions for improvement in the future, which are as follows: For educators, it is better to be able to utilize PUBPIN learning media in learning. For other researchers, it is better to develop PUBPIN media which is more interesting to help students in learning and perfecting products. For school institutions, this media can be used for student learning.

## 6. ACKNOWLEDGEMENT

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