DEVELOPMENT OF DIGITAL MEDIA "TEMA TARI"

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ABSTRACT
This research is titled the development of digital "Tema Tari". The results of research in primary schools conducted by interviews showed the media used were less attractive and still conventional. 93% of students have a smartphone left in the teacher's locker. Students are found to be less active in learning so many students get gredes below minimum completeness criteria. This study aims to determine the development of digital learning media "Tema tari" to improve student learning outcomes in primary scools and measure the achievement of improving student learning outcomes in these elementary schools. In this research, the method used is the R&D method adopted from Sugiono. Based on the validation results obtained: (1) The results of the validation test of the design expertise 82,68%. (2) Validity results of material experts 92%. (3) Validity test results of linguists 86,05 %. The posttest score is better than the pretest score. Average yield of N-gain of 0.77 is the category of a high rise. From the above data it can be concluded that this media is declared feasible and can improve learning outcomes.

Keywords: Learning Media Development, Learning Outcomes.

1. INTRODUCTION

Latest curriculum 2013 revision 2017 at present, the government through the Ministry of National Education to develop thematic learning for elementary school, learning is integrated using the theme and hooking some subjects that can provide meaningful experiences for learners. In addition, the Ministry of National Education is also seeking integration between knowledge, skills, values attitudes and creative thinking by using themes in learning. The government statement, it can be affirmed that the curriculum 2013 revision 2017 thematic learning implemented with a view to improving and enhancing the quality of education, particularly to offset the density of curriculum materials and the level of absorption material by learners. Curriculum 2013 revision 2017 will also provide an integrated learning opportunities with emphasis on participation / active involvement of students in learning. The integration of this study can be seen from the aspect of process / time, aspects of the curriculum, and the teaching and learning aspects.

Education today use a variety of media (multimedia), primary education is also using multimedia in learning to obtain a more optimal learning results. Multimedia in the form of graphics, animation, tesk, video and sound in the form of software that is designed concerned with the interaction between the user and the computer (Schurman: 1995). The use of multimedia to facilitate students in learning.

From the above, it was observed in SD Negeri 3 Klepu District of Sumbermanjing Wetan is one public elementary school level are already implementing the curriculum 2013 revision 2017 and have input or input learners who have a variety of learning outcomes. From the observation learning fifth grade students of SD Negeri 3 Klepu, it has been seen that the fifth grade teachers provide teaching initiatives using instructional media guide books and blackboards in the hope of learning will be more effective and conducive. However, teaching and learning process of the teachers do not look up, in other words, there are still obstacles in the learning. This is evident in the teaching and learning process fifth grade students of SD Negeri 3 Klepu District of Sumbermanjing Wetan when the

researchers to directly observe the application of learning in the classroom. There are some problems in the study: (1) The majority of students pay attention, but others crowded alone, (2) medium presented less attractive, so less able to attract learners to get involved and active in learning. In addition, the number of students who carry smartphones (when PBM gathered in the locker smartphone when home from school teachers and smartphones are returned to each student) also be added value for researchers to create digital learning media. There are some problems in the study: (1) The majority of students pay attention, but others crowded alone, (2) medium presented less attractive, so less able to attract learners to get involved and active in learning. In addition, the number of students who carry smartphones (when PBM gathered in the locker smartphone when home from school teachers and smartphones are returned to each student) also be added value for researchers to create digital learning media. There are some problems in the study: (1) The majority of students pay attention, but others crowded alone, (2) medium presented less attractive, so less able to attract learners to get involved and active in learning. In addition, the number of students who carry smartphones (when PBM gathered in the locker smartphone when home from school teachers and smartphones are returned to each student) also be added value for researchers to create digital learning media.

Based on the interview with the researcher fifth grade elementary teacher at SD Negeri 3 Klepu Sumbermanjing Wetan, Mr. Galeh Prastyanto, S.Pd, he stated that the thematic learning is still low, especially media-based learning Digital for infrastructure such as the LCD does not exist. Expectations from their classroom teacher a media that can be accessed via smartphones because many students who use a smartphone independently. From interviews with teachers grade V SD Negeri 3 Klepu Sumbermanjing Wetan, then the researchers considered that make the development of instructional media that can improve learning outcomes capable of being way out of the problem. Development of appropriate learning media and attractive so as to make all students are actively involved in teaching and learning activities in the classroom.

Development is the act of making grow, change more perfect (thoughts, knowledge, and so on) so that the results of a more perfect development produces a form which is considered adequate and more specs (Afhi: 2011). Therefore, the need for the development of the learning outcomes that already exists but does not meet the purpose of the indicators of learning (student learning outcomes and effective learning) to be used as a tool to create teaching and learning is good and can be one way to put teachers to membelajarkan learners.

Based on the exposure that has been presented, the researchers developed a digital learning on themes 7 subthemes 2 events surrounding the proclamation of independence to improve student learning outcomes in V (five) class of elementary school. Instructional media were developed based on the theme 7 subthemes 2 study entitled "Development of digital learning media"Tema Tari"to Improve Learning Outcomes Thematic Elementary School Students"

Based on the above background, a problem that can be formulated are:

1. How the development of digital learning media "Tema Tari" to improve student learning outcomes in primary school?
2. the development of digital learning media "Tema Tari" can improve student learning outcomes elementary school?

Based on the formula above problems can then be determined goal of this research is:

1. Mengetahui development of digital learning media "Tema Tari" to improve student learning outcomes in primary schools.
2. Mengetahui development of digital learning media "Tema Tari" at enhancing learning outcomes of primary school students.

Learning media is the messenger technologies in a learning process to achieve the goal of learning at school. According to Rusman, et al (2012: 60) a communication between learners, teachers and instructional media. In the learning process is inevitable interaction between teachers and learners, interaction between teachers and learners will be more effective and efficient when using instructional media. Learning media can be interpreted that, the word comes from the Latin media which is the plural form of the word medium, which means something that lies in the middle (between the two sides or poles) or a tool. Media can also be interpreted as a mediator or liaison between the two parties, ie between the source of the message and the recipient of the message or information. Therefore,

In general, the benefits of learning media is to facilitate interaction between educators with students so that learning activities more effective and efficient. While specifically, the benefits of learning media is as follows:

a. The presentation of learning materials can be homogenized
b. With the help of instructional media, different interpretations between educators can be avoided and can reduce the information gap between learners everywhere.
c. Teaching and learning process becomes more vivid and attractive
d. Learning media can display information through sound, image, movement and color, both natural and manipulation, thereby helping educators to make learning come alive, not monotonous and boring.
e. Digital teaching and learning Proses
f. With the media two-way communication will occur actively, whereas without learning media educators tend to communicate in one direction with learners.
g. Time and energy's .efisiency
h. With the medium of learning, learning objectives more easily achieved the maximum with a minimum of time and effort. Educators do not have to explain the material over and over again, because with a presentation using the media, the students more easily understand the learning.
i. Increasing quality of learners
j. Learning media can help learners to learn more deeply absorbing material and intact. Learners can see, hear, try / touch, feel, and experience for themselves through the media, then understanding will be better learners.
k. learning media allows the learning process can be done anywhere and anytime.

l. Media learning can be designed so that learners can freely learn anywhere and anytime without depending on an educator, because we need to realize that time is very limited schooling and the most time just outside the school grounds.

m. learning media can foster a positive attitude towards the material learners and the learning process.

n. Interesting learning process will encourage students to love science is taught and likes to look for their own sources of knowledge.

o. h. Changes role of educators toward a more positive and productive.

p. Educators can share the role with the media learning and so had plenty of time to give attention to other educational aspects such as helping the difficulties of learners, the formation of personality, motivating learning, etc.

Digital media is media that is encoded in a format that can be read by machine (machine-readable). The concept of digital media is a binary 0 and 1 using discrete waves. Digital media can be created, viewed, distributed, modified, and can survive in digital electronic devices. Digital process using logic algorithms. Computer programs and software such as digital images, digital video, video games, web pages and websites, including social media, data and databases, digital audio, such as mp3, mp4 and e-book is a digital media sample. Digital media is very different from analog media that rely on manual systems such as print media, printed books, newspapers and magazines are still traditional such as images, audio tape films and others (University of Guelph, September 2006).

APK is an extension of the Android Package Kit. A smartphone format used to distribute the installation of a smartphone application. APK files stored set of elements needed by smartphones to install an application or game. APK like Windows PC systems to install the software.

Sanjaya (2006: 52) says there are several factors that affect the activities of the learning process, namely:

1) Factors Teacher

Teachers have a significant role in the learning process. The teacher's role not only as a model or a model for the students taught, but also as a learning manager (manager of learning). Therefore experienced teachers will necessarily have a specific strategy or tactics in giving lessons.

2) Factor Student

Student is a unique organism that develops according to the stage of its development. As a unique individual, of the students have different characteristics between individuals in the learning process. It can be seen from several aspects such as student background factors and properties owned by the students.

3) Factors Infrastructures

Means is everything that directly support the success of the learning process, while the infrastructure is everything that supports indirectly to the success of the learning process. The completeness of facilities and infrastructure will affect the learning process.

4) Environmental Factors

Environmental factors that can influence the learning process, namely:
a) Factors class organization in which includes all students in a class where class organizations that are too large will affect the learning process effective.
b) socio-psychological climate factor indicated by the relationship between the people involved in the school environment

Integrated learning which uses themes and associate multiple subjects commonly referred to as a thematic learning. Themes are pikran principal or principal idea of the subject (Wirwa Darminta, 1983). In accordance with the stages of child development, the characteristics of how children learn, the concept of learning and meaningful learning, early learning activities grader SD / MI should be done with thematic learning.

Filososfi grounding in thematic learning is influenced by three schools of philosophy, namely:
a) Progressivism, which emphasizes creative learning process on the establishment, provision of a number of activities, natural ambiance, and attention to the student experience.
b) Constructivism, which saw the direct experience of students (direct experience) as the key to learning.
c) Humanism, which saw the students in terms of uniqueness / uniqueness, potential and motivation has.

Learning outcomes defined as the embodiment of ability due to changes in behavior conducted by education efforts (Purwanto, 2011: 49). Learning outcomes or behavior changes give rise to the ability may be the main result of teaching (instructional effect) and byproduct Bridesmaids (nurturant effect). Rifaidan Chatarina (2009: 95) defines learning outcomes as behavioral changes obtained by learners after experiencing learning activities. Learning outcomes as the ability and behavioral changes obtained by learners after learning activity undertaken.

2. RESEARCH METHODS

The approach used in this study is a quantitative approach with descriptive research. The data collection is done by observation and documentation. Based on analysis of data obtained from this study is the observation that a sheet of researchers observed regarding the implementation of the assessment of learning outcomes of students by teachers during the learning process before and after the use of digital learning media. Data were analyzed using t-test and test of N-Gain and drawing conclusions about the increase in the value of student learning outcomes.

3. RESULTS AND DISCUSSION

In the process of implementation of the learning that takes place in class V SDN Klepu 3 Sumbermanjing Wetan, teacher based on the curriculum 2013 revision of 2017 which has been implemented at the school. In this study, the teacher will try to use the smartphone-based digital learning media on learning theme 7 subtema 2 "Tema Tari" to determine whether the development of instructional media that there is an increase in student learning outcomes.

Researchers prepare research tools to assess the feasibility of smartphone-based digital learning media by obtaining validation of digital learning media expert based

smartphones from three expert categories namely; design experts, linguists and subject matter experts, each expert category totaling 3.

Development of digital learning media "Tema Tari" learning subtema 2 Theme 7 "National Events Regarding the Declaration of Independence" in the fifth grade students of SD Negeri 3 Klepu Sumbermanjing Wetan subdistricts that have been formatted in the form of an .exe extension and has been tested kevalidannya .apk. Based on the results of feedback and criticism from experts validator, the obtained validation of the three expert groups, namely; (1) The validity of the test results obtained design expert validity percentage reached 82.68%. (2) The validity of the test results by the expert group material gain validity percentage reached 92%. (3) The validity of the test results obtained by a group of linguists validity percentage reached 86.05%. Results of the validator is valid or worthy to serve as a medium of learning outcomes of development.

At the beginning of learning, teachers teaching theme 7 subthemes 2 class V SD using conventional learning media then conducted tests to students to take the data as a value of about tested. Then, the teacher teaches theme 7 subthemes 2 uses a smartphone-based digital learning media for the data taken as a value of about tested on the smartphone screen.

Having obtained the data in the form of students before and after the value of using digital learning media-based smartphone, the T-test performed to determine the level of difference in the value of the learning outcomes before and after using a smartphone-based digital learning media.

Development of instructional media digital "Theme Dance" on the theme 7 subtema 2 "Events Nationality Regarding the Declaration of Independence" in the fifth grade students of SD Negeri 3 Klepu subdistrict Sumbermanjing Wetan has been able to improve the learning outcomes of students by testing the value of the pre-test and post-test. In that study showed that the average pre-test score was 52.34 and the average post-test score was 89.00. This indicates that the value of the post-test better than the pre-test. Average yield of N-Gain of 0.77 and obtain a high rise category. From the above data it can be concluded that an increase in learning outcomes between before and after the use of digital learning media "Tema Tari" is.

4. CONCLUSION

Based on the results of feedback and criticism from experts validator to obtain validation of the three expert groups, namely; (1) The validity of the test results obtained design expert validity percentage reached 82.68%. (2) The validity of the test results by the expert group material gain validity percentage reached 92%. (3) The validity of the test results obtained by a group of linguists validity percentage reached 86.05%. Results of the validator is valid or worthy to serve as a medium of learning outcomes of development.

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5. SUGGESTION

Development of digital learning media "Tema Tari" on the theme 7 subtema 2 "National Events Regarding the Declaration of Independence" Class V SD Negeri 3 Klepu Sumbermanjing Wetan rudimentary investigator advised on other researchers to develop it. And do not forget researchers are grateful for the gift and the grace of Allah and thanks to professors-lecturers, friends in class, family, and all those who have helped researchers so that research can be accomplished smoothly.

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