Results of Response Analysis Against the Use of Multimedia Comic Media Man Nusantara (MANTRA) for Civics Learning in Senior High Schools

Bagus Prasetia [1*]
Ida Putri Rarasati [2]
Moch.Yusuf Zen [3]

[1,2,3] Pancasila and civic education, FKIP, Islamic University, Blitar, Indonesia

Abstract

With the lack of learning media, monotonous learning and misuse of cellphones during learning are the reasons for researchers to develop learning media based on PPKn multimedia in high school. The purpose of developing MANTRA media. To see theresponse of teachers and students to the MANTRA multimedia comic media.

The research design used is research and development design. While the approach used is a quantitative approach, where in calculating the data using numbers. This study aims to determine the feasibility of the product developed by the researcher in the form of a multimedia comic insight into the archipelago (mantra). It is hoped that this research can provide benefits towards the development and advancement of science and information technology to support Civics learning in high school.

The results in this study are in the form of multimedia comic videos (software) designed using the Corel Draw application in the form of MANTRA learning videos. To assess the feasibility of the product, three experts were validated, namely material, media and language experts who obtained an average score of 74% with a fairly valid category. Meanwhile, product trials to determine student and teacher responses to the developed media scored an average of 87.7% and 78.2% with a very high response to media category

Keywords: *Mantra Comics, Multimedia Based.*

[1*]Corresponding author, email: Bagusslank20@gmail.com

1. INTRODUCTION

Researchers collected data on students by distributing questionnaires to two schools, each with two classes, namely SMKN 2 Blitar and SMAN 4 Blitar, in the questionnaire the lowest score on the student questionnaire character number 1 was "I am always honest in doing the assignments given by the teacher. teacher. While in class X TKJ decreased to statement number 4, namely "I always pay attention when the teacher explains the learning material. on the use of MANTRA media in lessons PPKn. The next step that must be taken by researchers is to develop multimedia-based learning media using media that are able to display images, photos, audio and video at the same time and are equipped with interesting features in the form of various images, text, graphics, sound and animation. interesting and can be adapted to learning materials in this modern era in the hope of providing comfort and convenience for students to learn and understand thematerial presented.

According to Arsyad (2011: 15) "the main function of learning media is as a teaching aid that influences the climate, conditions, and learning environment that is organized and created by the teacher". The functions and roles of learning media according to Wina Sanjaya (2011: 169) are:

1. Capture an object or certain important events. Important events or rare objects can be immortalized with photos, films, or recorded via video or audio, then the event can be saved and can be used when needed.

2. Manipulating certain circumstances, events, or objects. Through learning media, teachers can present abstract lesson materials into concrete so that they are easy to understand and can eliminate verbalism.

3. Increase students' passion and motivation to learn. The use of media can increase student learning motivation so that students' attention to learning materials can be increased.

4. From the description above, the function of learning media is to increase students' motivation and interest in learning so that teaching and learning activities run more optimally due to the existence of learning media that can be seen andlearned by students.

This development research used three relevant researchers. The first research is the research of Desy Puji Astuti (2014) with the title of the effect of interactive multimedia learning media on student learning outcomes in the field of study. history of class X at SMP Negeri Muaro Jambi in the 2014/2015 academic year. This study aims to improve student learning outcomes. Desy Pujiastuti's research (2014) is relevant to this study because it discusses

multimedia-based learning media. The difference in the research is that the research makes the development of learning media improve student learning outcomes by using interactive multimedia-based PPKN learning, while in this study using multimedia comics media to determine teacher and student responses to learning media.

2. RESEARCH METHODS

The research design used is research and development using the quantitative approach proposed by Sugiyono (2016: 407). Calculation of data analysis results validation and readability test of teachers and students on MANTRA learning media using a Likert scale. In this study, the researcher limited the problems studied, namely in the Civics subject for class X SMA, material about Archipelago Insights within the scope of the Unitary State of the Republic of Indonesia (NKRI), multimedia-based learning media usingthe Corel Draw x6 application, video merging using the Wondershare Filmora 9.3 application. 7.1, the research is limited to only 8 steps, namely to the small-scale trial stage which aims to determine the response of teachers and students to the MANTRA media and the trial design is carried out at SMA Negeri 4 Blitar class X semester II for the 2019-2020 school year.

In this research, the object of the research is the media for learning multimedia comics from Indonesian humans and the test population in this research and development are students, SMA Negeri 4 Blitar as many as 5 students from class and Social Sciences 3 class X. In the COVID-19 pandemic situation, researchers took the test try the readabilityof the Nusantara Mantra media as many as 5 people out of 35 students in Social Studies class 3 SMA Negeri 4 Blitar. The following are the steps of research and development (research and development) carried out by researchers:
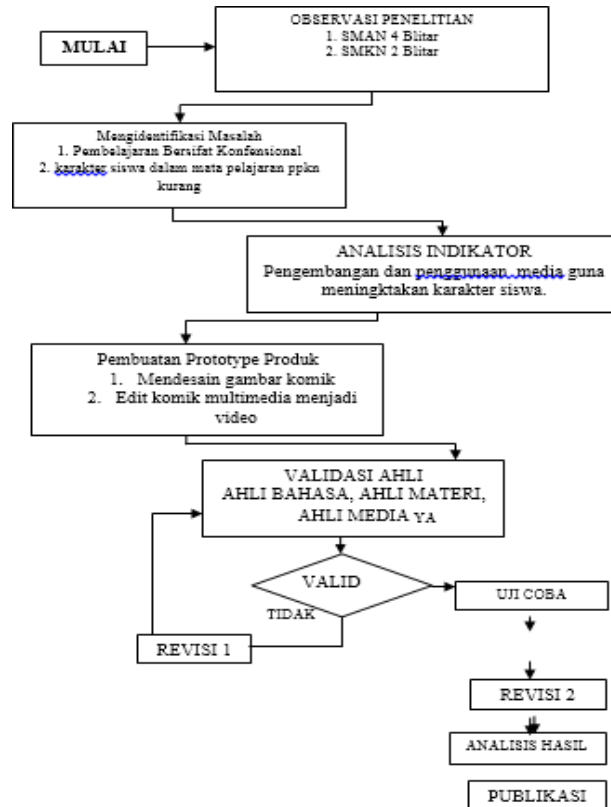
3. RESULTS AND DISCUSSION

The initial design in the development of this product is to create a media design using the Corel Draw software application and video merging using the Filmora application. The tools used by researchers in making products are using mobile phones thatare used to record sound and computers/laptops to design and make products.

The steps for making the product are entering Corel Draw which is already installedon the computer/laptop. When logging in, don't forget to enter your email address and password. Next, enter the Corel Draw application worksheet, which later on this page serves to write pictures of the learning material created. The next step is to create a material design and write it on the Corel Draw worksheet. After the product is finished, itis made according to needs, then add voice dubbing and combine videos using the Wondershare Filmora 9.3.7.1 application. The last step is to save the finished video fileinto a directory on your computer/laptop.

The following are the results of developing the MANTRA media used for Civics learning in high school before being validated by experts.
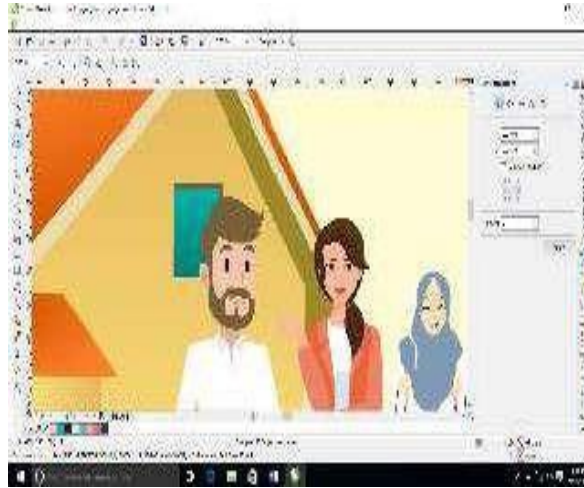

Figure 3.1 Initial product design view

Figure 3.2 Display of story writing

Figure 4.3 Display of a CD holder

After the product development stage is complete, the next step is to measure the feasibility of the learning media that has been made, at this step the researcher validates the product to 6 experts, namely 2 material experts, 2 media experts and 2 language experts. The results of the validation to 6 experts are as follows:

tage	Material Expert	Media Expert	Linguist	Average
	72%	84%	77%	74%
I	82%	90%	86%	85%
Total				80%

Table 3.1 expert validation results

Based on the results of table 3.1, it can be described that the validation was carried out in two stages, namely stage I and stage II. The results of the validation in stage I from the material expert obtained a score of 72% in the valid category with revisions, in the media expert validation a score of 74% in the valid category with revisions and from the validation linguists obtained a score of 77% in the valid category with revisions. While the results of the second phase of validation from material experts obtained a score of 82%% with a very valid category, in the validation of media experts obtained a score of 90% with a very valid category, and from language experts obtained a score of 85% with a valid category. with revisions, on the validation of media experts obtained a score of 92% with a very valid category. At the product

validation stage there are suggestions and comments from media experts, namely on the display of the soundtrack and national anthem, the song references, song titles and songwriters should be added.

Figure 3.4 Display of reference fixes, song titles and composers

The following are the results of the validation of material experts, media experts and linguists in the form of diagrams.
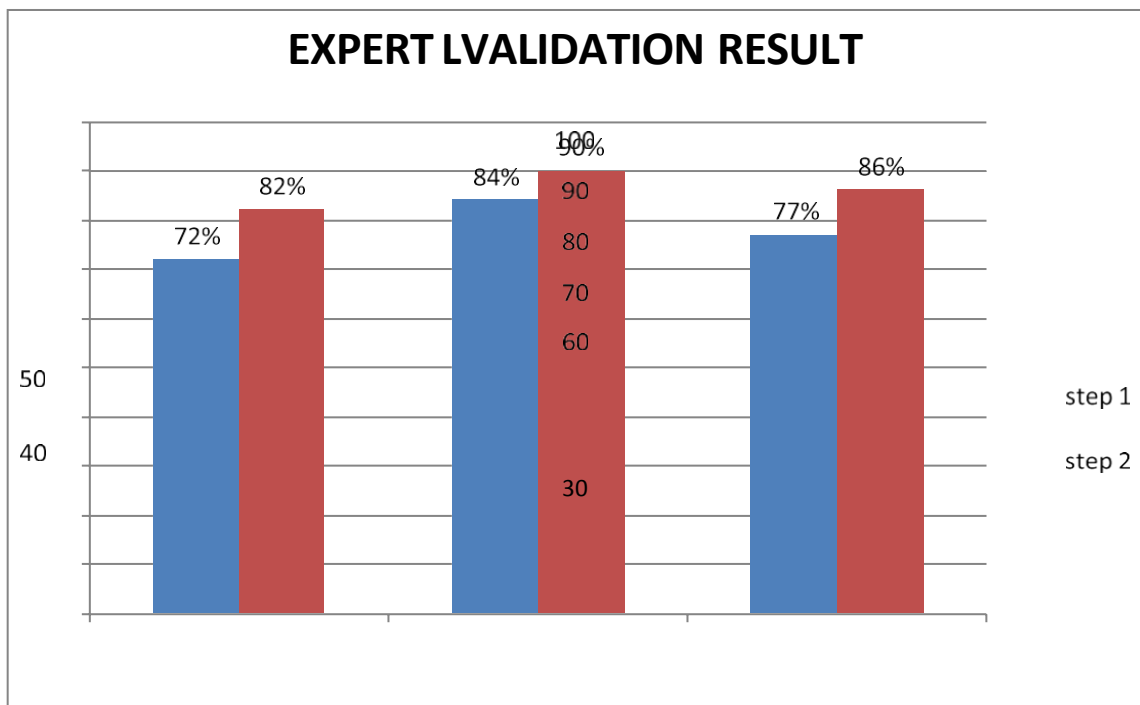

Figure 3.5 Diagram of expert validation results

After the validation stage is completed and declared valid by the expert, then the product can be tested. The trial here was conducted to determine the legibility of teachers and students to the developed MANTRA media. The following are the results of teacher and student responses:

In the teacher legibility test stage, the researcher conducted a trial with three PPKn subject teachers in Blitar City. The following are the results of the teacher's reading test on the developed MANTRA media.

| Guru Ke -	Total Skor	Teacher's Suggestions and Comments
1.	1	Dubbing voice is not clear
2.	8	need a more detailed description of the material
3.	8	Between dubbing sound with images that are not in sync, backsong on media is better added
Amount	17	
Maximum score		
Presentase	80%	

Table 3.1 Teacher's reading results

In the readability test the teacher got an average score of 78.2%, the teacher was given a questionnaire sheet containing questions/statements related to the response to MATRA media to fill out. At the teacher's legibility test stage, there were also quite good comments, namely learning using the MANTRA media was considered to have been effectively carried out in a pandemic situation as it is currently using an online learning system. The following are the results of the teacher's response to the MANTRA media which was developed in the form of a pie chart:

Student To	Total Score	Student Suggestions and Comments
1	63	The medium is simple to learn
2	67	I prefer to study with MANTRA media
3	62	Media is suitable for learning
4	68	Submission of material on MANTRA media iseasy to understand
5	66	The media is good and interesting to learn
Amount	**375**	
Percentage	**87%**	

Meanwhile, at the student legibility test stage, it was carried out at SMA Negeri 4 Blitar with a total of 5 students. Students are given a legibility questionnaire sheet containing statements about the developed MANTRA media. The following are the results of the student's readability test.

At the stage of the student readability test conducted at SMA Negeri 4 Blitar, the average score was 88.7% which was categorized as a "very high" response to the media. This means that the level of student interest in media is very good and MANTRA media can help student learning in high school. In addition, there are also suggestions and comments from students, namely it is necessary to add more interesting animations. The following are the results of the test results of student responses to the MANTRA media developed in the form of diagrams :
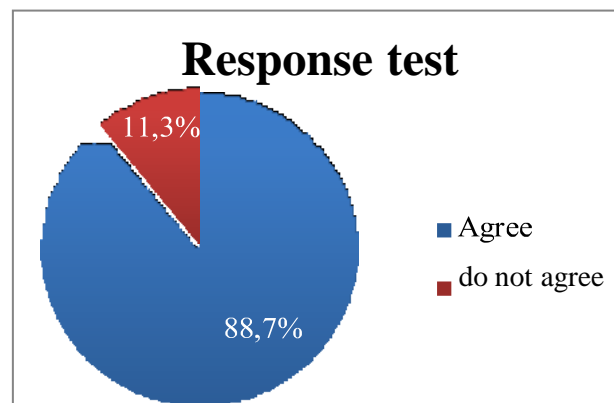
4. CONCLUSION

MANTRA media is suitable to be used for PPKn class X SMA based on validation by experts, 72% linguists are declared valid, media experts with 75% are declared "valid", 84% material experts are declared very feasible. Based on the teacher's response test 78% was declared valid and for the student readability test 87% was declared very valid. MANTRA media is proven to be suitable for use in learning Civics subjects in class X SMAN 4 Blitar.

5. SUGGESTION .

The "MANTRA" media can be used for learning at school and at home by students, especially students of class X SMA on Insight Archipelago material. And it is hoped that the "MANTRA" media can be the best solution for students to overcome the learning problems that have been implemented. It is recommended for further researchers to be able to develop media using animation into a running video. This is both in Civics and other subjects, of course with more interesting animations.

REFERENCES

Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia. Audain, Jon. 2014. *The Ultimate Guide To Using ICT Across The Curriculum (For Primary Teachers) : Web, Widgets, White Boards And Beyond*. Bloomsbury Academic.

Sanaky, Dr. Hujair AH. 2013. *Media Pembelajaran Interaktif-Inovatif.* Yogyakarta: Kaukaba Dipantara.

Anitah, Sri. 2009. *Media Pembelajaran*. Surakarta: Panitia Sertifikasi Guru Rayon13 FKIP UNS Surakarta

Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*.Jakarta: Rineka Cipta.

Arsyad, Azhar. 2011. *Media Pembelajaran*. Depok: PT Raja Grafindo Persada. Asyihar, Rayanda. 2012. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: gaung Persada (GP) Press Jakarta.

Audain, Jon. 2014 *The Ultimate Guide To Using ICT Across The Curriculum (ForPrimary Teachers) : Web, Widgets, White Boards And Beyond.* Bloomsbury Academic.

Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif,Kualitatif dan R&D).* Bandung:Alfabeta

Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogi