

Development of smart apps creator learning media on pancasila material as life value in the fifth-grade of elementary school

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ABSTRACT

This research is motivated by the lack of use technology-based Pancasila Education learning media can stimulate students in learning. The purpose of this study was to determine the validity and practicality of the developed media. This type of research is development research (Research and Development) with the ADDIE model. The results of the validity test on Smart Apps Creator media obtained a percentage 96.66% with a very valid category, the results of the material validity test 90.76% with a very valid category, and the results of the media validity test were 96% with a very valid category. While the results of the practicality test in the trial school obtained a percentage of 92.85% with a very practical category for the teacher response questionnaire and 94.46% for the student response questionnaire with a very practical category. The results of the practicality test in the research school 96.42% with a very practical category for the teacher response questionnaire and 93.06% with a very practical category for the student response questionnaire. It can be concluded that the Smart Apps Creator learning media on the material of Pancasila as a way of life in class IV integrated elementary school has been valid and practical.

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INTRODUCTION.

Education according to the National Education System Law (UUSPN) Number 20 of 2003 Chapter 1 Article 1 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strengths. spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Hidayanti & Abdullah, 2023; Faber, et al, 2023; Iranti et al., 2023; Winanda et al., 2020). Education is necessary for human because education helps to balancing and perfecting the growth of individuals and society (Fitriyana & Pranata, 2023; Regina & Wijyaningputri, 2021). Quality human resources are printed through education to become the driving force of the nation's success and prosperity (Sidyawati, et al, 2021).

The Education Program for the Elementary School level has been regulated in the curriculum set by the government as stated in the Decree of the Minister of Education and Culture No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the framework of Recovery of Learning which was later perfected by the Ministry of Education and Culture Decree No. 262 of 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, where the SD/MI/form curriculum refers to the Independent Curriculum (Zahir, et al, 2022). The concept of an independent curriculum is to return the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum as their assessment (Sherly et al, 2021).

Learning in the independent curriculum is also returned in a subject approach. One of the subjects in the independence curriculum in elementary schools is Pancasila Education (Fitriyah & Wardani, 2022). Pancasila education instills attitudes and behaviors based on Pancasila values in everyday life (Nurgiansah, 2021; Nurunnisa & Abdullah, 2023). Pancasila education also helps students to understand and implements the concepts of human rights, nationalism, and democracy (Maola & Pranata, 2022). Learning Pancasila Education in the independent curriculum must certainly be in accordance with the characteristics of the independent curriculum, where this curriculum integrates literacy skills, knowledge skills, skills and attitudes in the use of technology (Inayati, 2022). Therefore, the conventional learning system must be changed into a modern learning system using technology (Anita, et al, 20122; Anggraeni, et al, 2022).

One thing that teachers can do in this case is to use learning media that utilize technology in it (Reinita & Saralee, 2022; Faizah, et al, 2022). Learning media itself is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and educational or learning goals can be achieved effectively and efficiently (Nurrita, 2018; Kurnianti & Arini, 2022). Therefore, choosing the right learning media is very important to support the learning process (Yusrizah & Kowiyah, 2023; Iswahyudi, et al, 2022)

However, based on observations and interviews conducted in grade IV at several elementary schools, namely SDN 04 Enam Lingkung, SDN 02 Enam Lingkung, and SDN 21 Lubuk Alung, it is known that the use of learning media, especially those based on technology, is not optimal. The learning media most often used is the blackboard, while other learning media such as PPT and learning videos are rarely used. If teacher rarely use learning media, students feel bored and difficult to focus in learning activities, students are difficult to understand the material being studied (Witri, et al, 2018) Therefore, it is necessary to use learning media in the form of technology-based interactive multimedia to increase student interest, activeness, and understanding of Pancasila Education subjects. Therefore, researchers are interested in developing technology-based interactive learning media with the Smart App Creator.

Smart Apps Creator (SAC) according to Mudinillah (2021) is an application that is used to create interesting Android-based interactive multimedia (Elviana & Julianto, 2022). Smart App Creator can be used by teachers in creating mobile, desktop and web-based multimedia applications (Faqih, 2020). This application can also be run without an internet network so it doesn't require expensive fees. Material developed through the Smart App Creator can be combined with sound media, written media and even animation. The selection of attractive images and colors will further enhance the results of media development later (Faqih, 2020).

Based on the explanation above, the researcher is interested in conducting development research with the title "Development of Smart App Creator Learning Media on Pancasila Material as a Life Value in Grade IV Elementary School."

The formulation of the problem from this research is how to develop learning media using the Smart App Creator on Pancasila material as a valid and practical life value in class IV Elementary School. While the purpose of this study is to develop learning media using the Smart App Creator on Pancasila material as a valid and practical life value in grade IV Elementary School.

LITERATURE REVIEW

Learning Media

Learning media is a tool that can help the learning process so that the meaning of the message is conveyed by educators becomes clearer and learning can be achieved effectively and efficiently (Nurrita, 2018). Media can help the learning process because the material that presented through it can attract students' interest in learning (Nurmi, et al, 2018).

Smart Apps Creator

The number of the pages of a manuscript must not exceed 20, including abstract and reference list. All the text must be written using single line spacing, including the reference lists using Time New Roman. Smart App Creator is software that can be used by the teachers in creating multimedia applications mobile, desktop and web based. The end result of the development can be converted into several bases applications, namely Android, iOS, desktop, and HTML5 Web that can be accessed via a browser. That way, learning is not bound by place and time, meaning learning can be done anywhere and anytime (Faqih, 2020). Smart Apps Creator is user friendly and has many tools that are easy to understand so you can insert various kinds of videos, animations, images, simulations to quizzes (Yuberti, et al, 2021).

Independece Curriculum

The concept of an independent curriculum is to restore the system national education to the essence of the law for giving schools freedom to interpret the basic competencies of the curriculum in their assessment (Sherly et al, 2021). The Independent Curriculum emphasizes the learning process in meeting the needs and characteristics of students will give students the freedom to develop their potential, interests and talents (Zahir, et al 2022). Students are given the freedom to think and learn from any source, so they can seek knowledge and solve their problems (Inayati, 2022)

Pancasila Education

Pancasila education is a mandatory subject starting from elementary to tertiary level. Pancasila Education in elementary schools aims to equip and consolidate basic knowledge and skills about good relations with Indonesian citizens who adhere to Pancasila citizens of other countries or with fellow Indonesian citizens (Sa'diyah & Dewi, 2022). Pancasila education is able to instill moral values to the students and develop students' potential to become human beings that believe and devoted to God Almighty, having noble character, healthy, knowledgeable, capable, creative, independent and become citizen of democratic and responsible (Noviana & Desta, 2018)

METHOD

The type of research conducted in this research is research and development (Research and Development). Development research aims to produce a product that is valid and practical so that it can be used and benefit schools (Desyandri, Muhammadiyah, Mansurdin, & Fahmi, 2019). The research model that researchers use is the ADDIE development model. The ADDIE model is a

model that can be used to develop a learning product which includes analysis, design, development, implementation, and evaluation (Novita, et al, 2022; Helsa & Kenedi, 2019).

Media that are developed after meeting the criteria for being suitable for use or have gone through a revision stage based on suggestions from validators are then tested in class IV at SDN 04 Enam Lingsung and implemented in class IV at SDN 02 Enam Lingsung.

The validation instrument used in this research is a validation sheet which aims to determine whether or not this research learning media is valid. Validation instruments were given to material experts, linguists and media experts. Data validity results will be analyzed in all its aspects which are presented in table form using a Likert scale. Based on the validation sheet, the scoring for each category can be seen in the following table:

Table 1. Criteria for Scoring the Validity of Learning Media

No	Criteria	Score
1	Very good	5
2	Good	4
3	Enough	3
4	Not enough	2
5	Very less	1

To determine the validity of learning media, researchers use the formula:

$$NPs = x 100\% \frac{R}{SM}$$

Information:

NP = Desired feasibility percentage value

R = Obtained score

SM = Maximum score

Results learning media validation analysis is then converted with the following validity criteria:

Table 2. Product Validity Criteria

No	Category	Percentage Range
1	Very valid	81 – 100%
2	Valid	61 – 80 %
3	Valid Enough	41 – 60 %
4	Invalid	21 – 40 %
5	Very Invalid	0 – 20%

Furthermore, teacher and student response data can be seen in the following rating scale.

Table 3. Teacher and student questionnaire assessment scale

No	Criteria	Score
1	Not good	1
2	Pretty good	2
3	Good	3
4	Very good	4

The percentage of practicality tests will be calculated using the following Widiastika, et al (2021) formula:

$$NPs = x 100\% \frac{n}{N}$$

Information:

NP = Practicality percentage

n = Acquired score for each indicator

N = Total score for each indicator

Results analysis of the practicality of learning media is then converted with the following practicality criteria:

Table 4 Product Practicality Criteria

No	Category	Percentage Range
1	Very valid	81 – 100%
2	Valid	61 – 80 %
3	Valid Enough	41 – 60 %
4	Invalid	21 – 40 %
5	Very Invalid	0 – 20%

RESULTS

Media Validity Test

Testing the validity of the media is done by giving an assessment on the validation sheet for the learning media that has been developed. Media validation data was obtained from a media expert, namely Mrs. Winanda Amilia, S.Pd., M.Pd.T as a lecturer in Educational Technology at UNP.

Table 5. Media Aspect Validity Test Results

No.	Rated aspect	Score
1.	Interactive learning media	5
2.	Clarity of instructions for using learning media	5
3.	The smoothness of learning media when run	4
4.	Ease of operation of symbols	5
5.	Color selection accuracy	5
6.	The correct selection of type and size of letters	5
7.	Clarity of shape and size of the image	5
8.	Compatibility of images with learning materials	5
9.	The attractiveness of the display of questions and answers to evaluation questions	4
10.	Readability of material on learning media	5
11.	Media compatibility with learning	5
12.	This learning media can increase students' interest in learning	5
Earned Score		58
Max Score		60
Validiy Percentage (%)		96.66%
Category		Very Valid

Based on the calculation of the validity test, it is known that the validity percentage is 96.66% with a very valid category and is suitable for field research

Material Validity Test

Testing the validity of the material is done by giving an assessment on the validation sheet for the learning media that has been developed. Media validation data was obtained from a material expert, namely Mr. Atri Waldi, S.Pd., M.Pd as a PGSD UNP lecturer.

Table 6. Material Aspect Validity Test Results

No.	Rated aspect	Score
1.	Suitability of the subject matter of learning media with Pancasila material as a life value in Pancasila Education subjects in class IV SD	5
2.	Submission of material using communicative language	4
3.	Availability of evaluation questions to test the abilities of students	5
4.	Presentation of the material description as a whole	4
5.	Clarity of material on Pancasila Education learning media on Pancasila material as a value of life	4
6.	Clarity of evaluation on Pancasila Education learning media for class IV Elementary School Pancasila material as a value of life	5
7.	Submission of material meets the needs of fourth grade elementary school students	4
8.	The ease of understanding the concept of Pancasila Education subject matter material Pancasila as a life value in class IV SD	5
9.	Presentation of material in a coherent manner	5
10.	Writing material systematically	5
11.	The relationship between the problem and the material	4
12.	The availability of images that match the material	5
13.	Truth and up-to-date material for the Pancasila Education subject, Pancasila material as the life value of class IV SD	4
Earned Score		59
Max Score		65
Validity Percentage (%)		90.76%
Category		Very Valid

Language Validity Test

The language validity test is carried out by giving an assessment on the language aspects validation sheet on the learning media that has been developed. Media validation data was obtained from a linguist, namely Mr. Dadi Satria, S.Pd., M.Pd as a lecturer in Indonesian Language and Literature, UNP.

Table 7. Language Aspect Validity Test Results

No.	Rated aspect	Score
1.	The font shape and size used by Smart App Creator is easy to read	5
2.	The description of the information presented in the Smart App Creator is easy for students to understand	5
3.	<i>Smart App Creator</i> It uses simple and clear sentences and is easy to understand	5
4.	<i>Smart App Creator</i> it uses good and correct Indonesian rules or in accordance with EBI	4
5.	Sentences used according to the ability level of students	5
Earned Score		24
Max Score		25
Validiy Percentage (%)		96%
Category		Very Valid

Based on the calculation of the second stage of the validity test, it is known that the validity percentage is 96% with a very valid category and is suitable for field research.

Questionnaire Results of Teacher Responses to the Practicality of Smart Apps Creator Learning Media (Trial Schools)

The school where the Smart App Creator learning media was tested was SD Negeri 04 Enam Lingkungan. The results of the teacher's response questionnaire to the practicality of learning media in SD Negeri 04 Enam Lingkungan are as follows:

Table 8. Results of Teacher Response Analysis (Trial Schools)

No.	Rated aspect	Score
1.	The attractiveness of the appearance of the Smart App Creator learning media for students to learn	4
2.	Learning media makes it easier for teachers to teach material to students	4
3.	The grammar and arrangement of sentences on the Smart App Creator learning media are easy for students to understand	4
4.	The right video placement matches the description of the material	3
5.	The suitability of the material on the Smart App Creator learning media with Pancasila material as a life value in Pancasila Education subjects	4
6.	Placement of appropriate image illustrations in accordance with the description of the material	3
7.	Learning media makes it easier for teachers to interest students in learning	4
Earned Score		26
Max Score		28
Validiy Percentage (%)		92.85%
Category		Very Practical

Based on the calculation of the practicality sheet, the practicality percentage level of the teacher's response was 92.85% in the very practical category.

Questionnaire Results of Teacher Responses to the Practicality of Learning Media (Research Schools)

The school where the Smart App Creator learning media was tested was SD Negeri 02 Enam Lingkungan. The results of the teacher's response questionnaire to the practicality of learning media in SD Negeri 02 Enam Lingkungan are as follows:

Table 9. Results of Teacher Response Analysis (Research Schools)

No.	Rated aspect	Score
1.	The attractiveness of the appearance of the Smart App Creator learning media for students to learn	4
2.	Learning media makes it easier for teachers to teach material to students	4
3.	The grammar and arrangement of sentences on the Smart App Creator learning media are easy for students to understand	4
4.	The right video placement matches the description of the material	3
5.	The suitability of the material on the Smart App Creator learning media with Pancasila material as a life value in Pancasila Education subjects	4
6.	Placement of appropriate image illustrations in accordance with the description of the material	4
7.	Learning media makes it easier for teachers to interest students in learning	4
Earned Score		27
Max Score		28
Validiy Percentage (%)		96.42%
Category		Very Practical

Based on the calculation of the practicality sheet, the practicality percentage level of the teacher's response was 96.42% in the very practical category.

Questionnaire Results of Student Responses to the Practicality of Learning Media (Trial Schools)

The tryout was carried out on 28 students at SD Negeri 04 Enam environment. The results of the student response questionnaire to the practicality of learning media at SD Negeri 04 Enam Lingkungan are as follows:

Table 10. Results of Students' Response Analysis (Trial Schools)

Amount Gain Score for Each Indicator					Score	Max Score
1	2	3	4	5		
101	109	105	107	107	529	560
Overall average					94.46%	
Category					Very Practical	

Questionnaire Results of Student Responses to the Practicality of Learning Media (Research Schools)

The implementation was carried out on 31 students at SD Negeri 02 Enam Lingkungan. The results of the student response questionnaire to the practicality of learning media at SD Negeri 02 Enam Lingkungan are as follows:

Table 11. Results of Students' Response Analysis (Research Schools)

Amount Gain Score for Each Indicator					Score	Max Score
1	2	3	4	5		
120	118	105	120	120	577	620
Overall average					93.06%	
Category					Very Practical	

Based on the table above, the practicality level obtained is 93.06% in the very practical category.

DISCUSSION

The results obtained from this study are that the Smart Apps Creator learning media developed meet valid and practical criteria. The results of the validity test on Smart Apps Creator media obtained a percentage 96.66% with a very valid category, the results of the material validity test 90.76% with a very valid category, and the results of the media validity test were 96% with a very valid category. While the results of the practicality test in the trial school obtained a percentage of 92.85% with a very practical category for the teacher response questionnaire and 94.46% for the student response questionnaire with a very practical category. The results of the practicality test in the research school 96.42% with a very practical category for the teacher response questionnaire and 93.06% with a very practical category for the student response questionnaire.

This is supported by previous research by Hidayat & Mulyati (2022). The results of their research showed that Learning media developed through *Smart Apps Creator* received media validation results of 81% with the very valid category, material validation of 80% with the valid category and language validation got a percentage of 100% with the very valid category. The teacher's response gets a percentage of 90% and the response of students gets a percentage of 86%. Furthermore, this is also alignment with the research by Elviana & Julianto (2022). Their research got the results of media validation of 87.7% and material validation of 86.7% which means that both are included in the "Very Valid" category. Then, this study also showed the results of practicality and effectiveness of media by 100% and included the categories of "Very Practical" and "Very Good". It can be concluded that Smart Apps Creator is able to help teachers and students in the learning process.

This research has a positive impact on learning Pancasila Education on Pancasila material as a Life Value in grade IV elementary school. The learning process using Smart Apps Creator provides a new learning experience for students because it uses technology in it. Students are able to work together and discuss with their group mates. Attractive media displays and easy-to-understand explanations also help students understand the learning material. This is in accordance with the previous research by Azizah (2020) that the advantages of learning media using Smart Apps Creator is the media developed has attractive appearance and easy-to-understand so that it can be used for the teaching and learning process both individually and in groups. This is in line with the opinion of Budyastomo (2020) that Smart Apps Creator has an interactive appearance,

easy to access through smartphone, PC, and website, also equipped with features like picture, music, text, and video.

CONCLUSION

Based on the final results of testing the validity of developing Smart Apps Creator learning media, it can be concluded that this learning media is valid and feasible to be tested in the field. The results of the media expert validity test obtained a result of 96.6% with a very valid category. The results of the material expert validity test obtained a result of 90.76% with a very valid category. The results of the validity test of linguists obtained 96% with a very valid category. In addition, the development of Smart Apps Creator learning media on Pancasila material as a life value in Grade IV SD has produced practical learning media for use in elementary schools. The results of the teacher's response practicality test in the pilot school obtained a percentage of 92.85% in the very practical category. The results of the practicality test of the responses of students in the pilot schools obtained a percentage of 94.46% in the very practical category. Furthermore, the results of the teacher response practicality test in Research Schools obtained a percentage of 96.42% in the very practical category. The practicality test results of students' responses in Research Schools obtained a percentage of 93.06% in the very practical category.

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