JPSD Vol.11, No. 1, March, 2025
p-ISSN: 2540-9093,
e-ISSN 2503-0558
DOI: http://dx.doi.org/10.30870/jpsd.v11i1.29449

DEVELOPMENT OF KINTARI LEARNING MEDIA FOR 5TH GRADE STUDENTS OF SDN 4 ANGGREK, NORTH GORONTALO DISTRICT

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Article Info

Article History:

Accepted
March 2025

Revised
November 2024

Approved
October 2024

Abstract

This research aims to develop the Kintari learning media to motivate the learning of 5th-grade students at SDN 4 Anggrek, North Gorontalo Regency, and to measure the level of suitability of the Kintari learning media for 5th-grade students at SDN 4 Anggrek, North Gorontalo Regency. This research uses the Research and Development method using the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). This research was conducted at SDN 4 Anggrek, North Gorontalo Regency. Data collection techniques used were interviews, observation, questionnaires, and documentation. This research produced a Kintari learning media product for 5th-grade students at SDN 4 Anggrek, North Gorontalo Regency. The feasibility test carried out by experts resulted in an average score of 91.9% in the "Very Feasible" category. Thus, the Kintari learning media product for 5th-grade students at SDN 4 Anggrek, North Gorontalo Regency, which researchers developed, is suitable for implementation.

Keywords: Kintari; Motivation; Learning Media; Development

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A. Introduction

The quality of education is one of the reflections of a developed country. Without good education, the government will experience a decline in resources. Education is also in the knowledge age with an extraordinary acceleration in increasing knowledge. This acceleration in increasing knowledge is supported by the application of digital media and technology called the information superhighway, according to Gates (Firdaus & Robandi, 2023). Education itself is an effort to improve the level of welfare in human life, which is part of national development. According to Erliza (2015), education is closely related to the success of the learning process in the classroom and is a microelement of educational success. Therefore, a vision and directed education are needed. According to The Last Supper (2020), teachers have a strategic role in improving the quality of education when producing human resources.

Regular education will be better supported by reasonable and practical learning in the classroom. According to Sri Esti Wuryani (Bistari, 2018), effective learning can provide good understanding, intelligence, perseverance, opportunity, quality, and cognitive, behavioural, and psychomotor changes that can be applied to their lives.

The learning activity itself will take place well when the material delivered can be understood beautifully by students, teachers as one of the pillars of the light of education, not only inform learning materials through material explanations, but teachers need a place as processors of learning material information so that it can be understood by students more efficiently. Learning media is another option or solution for teachers to process learning materials in the classroom to make them easier to understand. According to Arsyad (Septiani, 2023), learning media can convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning.

Therefore, relevant learning media must be mastered by teachers. Because learning media is one of the learning resources that can help teachers broaden students' horizons, with various types of learning media, teachers can provide knowledge to students. The use of learning media can enhance students' motivation

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to explore new concepts, making the material delivered by teachers more engaging and easier to understand. One effective learning media is the Kincir Pintar Pelangi (Kintari), a windmill-like device embedded with interactive learning content. By allowing continuous play, Kintari helps students learn lessons more efficiently and enjoyably. According to Purwaningsih (Arulampalam et al., 2023) stated that by creating Kintari (Kincir Pintar Pelangi) media, students will feel enthusiastic, active, and motivated in their learning so that the use of this media can achieve learning objectives.

Therefore, a professional teacher should be able to create quality learning. According to Fajriati & Putro (2022), quality learning is learning that can place the teacher's position appropriately so that the teacher can play a role according to the needs of the students. Quality learning will certainly affect students' motivation to learn. According to Sukmanasa, Windiyani, and Novita (2017), students need learning media to motivate their desire to read the material. Conceptually, motive and motivation are two terms that can be combined as one unit. According to Hafidz (2022) motive is a noun that means a driver, while motivation is a verb that means to push. In other words, motive can be interpreted as an effort that drives someone to do something, while motivation is a drive or strength within an individual to do something to achieve a particular goal. According to Urbasa, et al (2024), motivation is the drive to get a subject/something. Motivation comes from within (intrinsic) and is a desire present in the soul, often because of the importance of something. Therefore, desires that come from outside (environment), such as friends, teachers, parents, or community members, are motivations that come from outside (extrinsic).

Before conducting research at SDN 4 Anggrek, the researcher participated in one of the Ministry of Education and Culture programs, namely the Merdeka Belajar Kampus Merdeka (MBKM) program "Kampus Mengajar 6" for 4 months, from August 14 to December 5. The activities in the program were more about developing how students improve their learning in Numeracy and Literacy, so from the reasonably long experience at SDN 4 Anggrek, the researchers were able to identify the problems in the school, especially in the 5th grade, namely the lack of

concrete learning media and lack of motivation for students to learn. Therefore, the research was conducted at SDN 4 Anggrek, North Gorontalo Regency.

The results of research observations in 5th grade SDN 4 Anggrek, North Gorontalo Regency, found that where the 5th-grade homeroom teacher rarely uses concrete media, especially for Fine Arts learning, he mainly uses audio/video learning media. It is one of the subjects for researchers to develop Kintari learning media in 5th grade later. According to Sadiman (in Magdalena et al., 2021), in general, educational media has several uses as follows: (a) Clarifying the presentation of information or messages so that they are not too verbalization (in the form of written or spoken words); (b) Overcoming limitations of space, time, and sensory power, for example, objects that are too large can be replaced with pictures, films, and so on; (c) The use of various educational media in the learning process will strengthen students' active attitudes and can motivate students to learn; and (d) Considering the characteristics, environment, and experiences of students from various educational media can be used as a tool for teachers. Therefore, the use of suitable, concrete media can have an impact on learning in the classroom later.

Based on the problems above, learning media as a delivery of learning material information is very much needed by teachers to motivate students to learn in class. So, the researcher wants to design Kintari learning media. To help the teaching and learning process become more optimal.

B. Methods

This research uses the Research and Development (R&D) method with the ADDIE model developed by Reiser and Mollanda. However, due to time and cost constraints, this development research uses steps from the modified Reiser and Mollanda development research model, which consists of: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

Hidayat & Nizar (2021) stated that in developing the Rainbow Smart Mill media, researchers used the ADDIE development model. ADDIE itself is an acronym for Analyze, Design, Develop, Implement and Evaluate. The concept of

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the ADDIE model is applied to build essential performance in learning, namely the concept of developing a learning product design.

This research itself was conducted in 5th grade at SDN 4 Anggrek, North Gorontalo Regency, in the even semester of the 2023/2024 academic year. The school is located in Ilangata Village, Anggrek District, North Gorontalo Regency, Gorontalo Province. The principal of SDN 4 Anggrek is Mrs. Asna Salmin Entengo, S.Pd., with 12 teachers.

The data collection technique itself is carried out through the observation stage, where the researcher finds out what is lacking in learning at that location. After finding out, the researcher conducted interviews with class teachers and provided questionnaires for the researcher's data needs, and there was documentation to support the research.

C. Results and Discussion

This development research produces a product in the form of concrete learning media, namely, Kintari (Kincir Pintar Pelangi), which contains learning materials for arts and culture for the 5th grade of elementary school. The researchers used the ADDIE development model to develop the Kintari media. ADDIE itself is an acronym for Analyze, Design, Develop, Implement and Evaluate. The concept of the ADDIE model is applied to build essential performance in learning, namely the concept of developing a learning product design. The researchers found a problem at SDN 4 Anggrek where the use of concrete media was still lacking by teachers, especially in the subjects of this study, the 5th grade.

According to Aulianti, Karim, and Riska (2021), the analysis conducted in describing the problem is direct observation to find out information about the problem and possible solutions that can be done. The problem analysis used by researchers to identify problems is done using the potential and problem analysis method, which can be seen in Table 1 below.

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Table 1
Potential and Problem Analysis

No	Identification	Conditions Found by Researchers
1	Teaching materials	• Fine arts teaching module for grade 5 elementary school/Islamic elementary school independent learning. • There are very few concrete learning media.
2	Teacher Condition	• Teachers need innovation in learning media, especially concrete learning media, to attract students' attention to the material being presented.
3	Student Conditions	• The spirit of learning is low. Most of the reasons are that students are bored of receiving monotonous material.
4	Classroom Learning Analysis	• Learning is still teacher-centered.

Based on the conditions found, the researchers can conclude that the use of learning media in the 5th grade of SDN 4 Anggrek is still less innovative and less engaging for students. It is due to the lack of creativity from teachers when using learning media, which varies according to the needs in the classroom.

According to Rahmawati, Effendi, and Wulandari (2022), activities carried out at the design stage include selecting the most appropriate learning environment by studying the types of cognitive skills needed to achieve the goals. Researchers create concrete learning media designs based on the data that has been collected. The product design stage can be seen in the following table.

Table 2
The Design Stage

No	Type	Results
1	Media Content Design	• The media containing Art, Culture, and Craft (SBdP) material with basic competency of Understanding the Animal Life. • The media equipped with question boxes • The media is made with bright colors to attract children's interest in learning • The media is equipped with pictures of animals related to the material.
2	Learning Design	• Creating learning media that is following the Syllabus and lesson plan • Creating the feasibility test instrument • Creating a student and teacher response questionnaire • The feasibility test instrument and response questionnaire were validated

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According to Mawarni and Hendriyani (2021), at the development stage, a product that is structured and in accordance with applicable competencies will be produced. The third stage in the ADDIE development model is Development. At the development stage, the creation of the Kintari learning media product is carried out using fine arts materials such as plywood, glue, colorful watercolors, and others. After the Kintari media is finished in the form of a finished product

This development stage begins with the validation of the Kintari learning media product. The purpose of validating this product is to carry out the suitability, feasibility, and quality of Kintari; Kintari is validated by material experts, media experts, and user experts (teachers).

In this media validation stage, experts will assess the design or plan of the Kintari learning media that has been created. The lecturer from the Elementary School Teacher Education Department, Faculty of Education, Gorontalo State University, Mr. Dr. Rustam I. Husain, S.Ag, M.Pd., is the media expert who validates the media product.

The validation of material experts aims to assess the content contained in the Kintari media that was created. The lecturer from the Department of Dance and Drama, Faculty of Literature and Culture, Gorontalo State University, Mrs. Dr. Mimy Astuty Pulukadang, S.Pd, M.Sn., is the material expert who validates the media product.

Media validation by teachers aims to assess whether Kintari learning media is suitable to use in schools or not. The class teacher of SDN 4 Anggrek, North Gorontalo Regency, Mrs. Yuke Lagarusu S.Pd., is the user expert who validated the media product.

Table 3
Assessment of the Validators

No	Experts	Score	Percentage	Description
1	Media Expert	33	91.6	Very Feasible
2	Material Expert	28	87.5	Very Feasible
3	User Expert	31	96.8	Very Feasible
Total		92	91.9	Very Feasible

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In the assessment of Table 3 of the experts above, it can be concluded that the expert validator test on the Kintari media for media validation obtained 91.6%, material validation obtained 87.5%, and user validation 91.8%. Thus, the expert validation obtained an overall score that was very feasible.

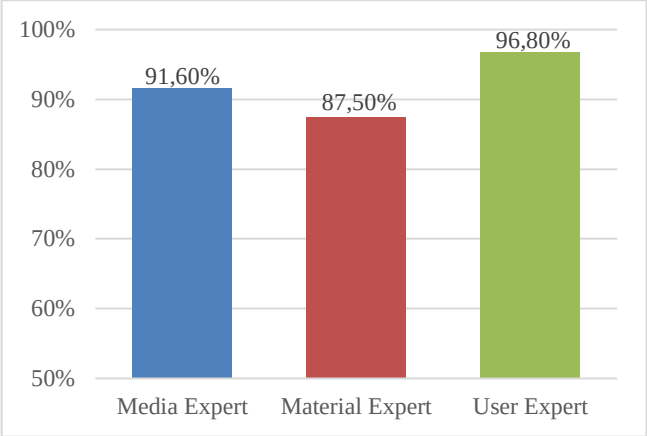

Figure 1. Kintari Media Validation Results

Based on Figure 1, there are 3 assessment indicators: media experts, materials, and users, with an assessment percentage of 91.6% for media experts, material experts at 87.5%, and user experts at 91.8%. Based on the assessment results carried out by three validators, Kintari Media obtained an overall percentage of 91.9% with a very feasible category.

The table of media validation results that experts have assessed shows that the developed Kintari media is very feasible. It means that the Kintari media that was developed is good and can be used in the learning process.

Table 4
Recapitulation of expert validation values

No	Name	Validation Type	Percentage of Feasibility	Description
1	Dr. Rustam I Husain, S.Ag,.M.Pd	Media Expert	91.6%	Very Feasible
2	Dr. Mimy Astuty Pulukadang, S.Pd,.M.Sn	Material Expert	87.5%	Very Feasible
3	Yuke Lagarusu S.Pd	User Expert (teacher)	96.8%	Very Feasible
Total of Percentage			275.9%	
Average Percentage			91.9%	

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Based on the recapitulation of the validation test results from Table 4, which obtained an average score of 91.9%, the Kintari learning media developed by the researcher is considered "very feasible" to be used in elementary schools.

According to The Abyss (2023), the application of products in the ADDIE development research model is intended to obtain feedback on the products created/developed. After the researcher validates the media on media experts, material experts, and user experts (teachers) from several assessment results that are still less feasible or still have low scores, the researcher improves the media according to indicators that are still less feasible. In addition, the researcher revises and improves the media based on suggestions and criticisms given by material experts, media experts, and user experts (teachers). After the media is feasible, it is tested or implemented on samples that the researcher has selected. The implementation was carried out in the 5th grade of SDN 4 Anggrek, North Gorontalo Regency.

According to Wahid, Syaflin, and Akhbar (2022), at this stage, the researcher has conducted a formative evaluation that has been implemented in the previous stages. Formative evaluation is an evaluation to improve the quality of the product developed in order to have high effectiveness and efficiency. Based on the implementation stage, the Kintari learning media needs to be evaluated. At the evaluation stage, a final revision is made to the product developed based on suggestions and input from students and teachers given during the implementation stage.

Based on the results of student responses, where the Kintari learning media is straightforward to use and can be made with simple materials so that it is quickly and easily understood. Then, the researcher can find out that the Kintari learning media is very suitable for use in the learning process based on the results of product validation. In terms of student responses, the media developed is very suitable for use in the learning process.

The interviews that the researcher conducted with several student samples in the class can be seen in Table 5 below.

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Table 5
Student interview results

No	Name	Is the use of Kintari learning media interesting?	Can this learning media be understood?	What is your response after using this Kintari learning media?
1	Mohamad Fitra Totatu	Yes	No	Pleasant
2	Jihan Naki	Yes	No	Like
3	Nurzalila Olii	Yes	Yes	Fun
4	Rifki Nusi	Yes	Yes	Like
5	Mohamad Isal	Yes	Yes	Like

Date: 27/May/2024

Based on Table 5, the interview results with the students, the researcher found that the applied Kintari learning media received a good response from several students who were interviewed. Therefore, this Kintari media can be used by researchers to make students active and motivated in class.

D. Conclusion

Based on the research results and discussions that have been described previously, the following conclusions can be drawn.

In the process of developing Kintari Media, this researcher uses the ADDIE model, which has five stages: Analysis, Design, Development, Implementation, and Evaluation. At the Analysis stage, the researcher looks for problems in the subject to be studied. Then, the researcher makes a design with the idea of developing Kintari media (Design stage). At the development stage, the finished media is tested for feasibility by experts, namely media experts, material experts, and user experts. At the implementation stage, the researcher applies the finished and tested media to measure the level of success of Kintari media on student motivation. The last stage is evaluation; the researcher improves the media from suggestions and input from the class teacher, who will later be the user. From the results of the development stage, this media is made and can be used well by users (teachers and students).

First, before using the Kintari learning media, the ability to understand learning in class was very low. This is evidenced by the researcher's direct interview with the teacher, and previously, the researcher also participated in the Ministry of Education program, Kampus Mengajar 6, which strengthens problem analysis in

class. Second, after using the Kintari learning media, students' learning abilities in class increased, as can be seen from the results of research conducted at SDN 4 Anggrek in the 5th grade. Third, the effectiveness of the use of the Kintari learning media is very noticeable when applying the Kintari media in 5th grade. It is proven by the enthusiasm of students to use Kintari media. The use of the Kintari learning media is stated to be effective in class to motivate the learning of 5th-grade students of SDN 4 Anggrek, North Gorontalo Regency.

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