TAGADA Media Development (Cultural Diversity Map) in Indonesian Language Learning Material Main Idea

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Abstract. This study aims to develop and produce learning media based on Macromedia Flash Professional 8 software which is used in Indonesian subjects with the main idea material. To develop learning media, researchers chose the 4-D model (Four-D Model) developed by Thiagarajan, et al. which includes four stages of development, namely defining, designing, developing and disseminating. The subjects of this study were fourth grade students of MI Muhammadiyah 13 Sendangagung, Paciran District, Lamongan Regency. Data collection techniques in this study are check lists and media validation from experts. The research results obtained include: 1) Indonesian language learning media with the main idea material named Tagada (Map of Cultural Diversity), has a file size of 10 MB in .swf, .exe, and windows projector file formats, 2) Expert validation results the material is in a very feasible criterion of 90%, and the results of validation by media experts are also in a very feasible criterion of 87.3%. Very feasible criteria means that the TAGADA media is very valid and feasible to use in learning Indonesian with the main idea material.

Keywords: Learning Media · Macromedia Flash Professional 8 · Indonesian Language Learning · Main Idea

1 Introduction

Indonesian language lessons have a goal so that students can improve their ability to understand and create texts because communication occurs in the text or in the text arrangement. Priyatni (2015: 10) explains in his book that the current purpose of learning Indonesian following the 2013 curriculum is that students are expected to be able to communicate effectively, express ideas, share information, conduct inquiries, and solve various life problems more meaningfully in text-based learning [1].

Text-based learning is used as a basic development of the basic competencies of Indonesian subjects in the realm of knowledge and skills in the 2013 curriculum. Basic Competencies (KD) in Indonesian one of which are 3.1 Observing the main ideas and supporting ideas obtained from oral texts, written, and visual in Indonesian for grade IV SD/MI.

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The results of initial observations and direct interviews with the homeroom teacher of class IV MI Muhammadiyah 13 Sendangagung, having his address at Jalan K.H.A Dahlan No. 99, Sendangagung, Paciran District, Lamongan Regency. The homeroom teacher explained that grade IV students still had difficulties in learning Indonesian, especially in understanding the concept of finding the main idea in each paragraph of reading. Obtaining the results of student assignments, there are still around 52.6% of fourth grade students who still do not understand the main idea material in KD 3.1 and 4.1. The homeroom teacher also explained that learning in schools is still conventional using blackboards and textbooks. Learning is still teacher-centered, there are rarely teachers who form groups during learning, teachers still rely on the lecture method during learning. Meanwhile, the results of face-to-face interviews with 19 students of class IV MI obtained the following results: 1) as many as 5 students stated that they were easily bored with Indonesian lessons because there was too much reading, 2) as many as 6 students stated they had difficulty understanding the material due to uninteresting learning, 3) as many as 5 students stated they did not understand the teacher's explanation when explaining the subject matter because they only relied on the blackboard and books, 4) and as many as 3 students stated they were easily sleepy when the teacher explained the material using the lecture method.

Based on the results of the interviews that have been described, it can be concluded that the difficulty of students to understand the concept of the main idea is due to the learning that is less interesting and the media used is still conventional, resulting in students being easily bored and sleepy, causing students to be less active in participating in learning. In order for learning to be effective and efficient and to achieve the existing learning objectives, it must use attractive and interactive learning media in the process of teaching and learning activities.

According to Arsyad (2015: 3) learning media are all objects used to convey information or messages in the learning process so that they can build students' attention and desire to learn [2]. The same thing was conveyed by Zainiyati (2017: 63) concluding that learning media are all objects that can be used in conveying knowledge from sender to recipient that can hone thoughts, responses, interests and interests and willingness of students so that the learning process occurs in order to achieve learning objectives.

Media selection can be done by considering the following factors: 1) development and learning barriers which include factors of funds, facilities and equipment available, time available, and available resources, 2) content requirements, assignments, and type of learning. Each learning category demands different behavior, so it will require different presentation techniques and media, 3) barriers from the student's side by considering initial abilities and skills, such as reading, typing, and using computers, as well as other student characteristics, 4) consideration others are the level of enjoyment (preference of institutions, teachers, and students) and cost effectiveness [2].

Advances in computer technology itself have developed over the past five decades, computer technology at this time has a strong influence in the learning process. Rusman, et al., (2015: 1) stated that the era of globalization requires the world of education to constantly adapt technological developments in an effort to improve the quality of education, especially the use of information and communication technology in the learning process [4]. Technology is a tool to create a smart and advanced nation. Technology can

excite students in doing exercises, doing simulations because of animation, graphics, colors, and music. The technology that combines animation, games, interactive menus is macromedia flash professional 8 software. This software has the ability to provide an overview of concepts and is able to provide interactive and clear presentation of material, such as sound, animation, and text. In line with Istiono's opinion in Nurbiyanto (2016: 35–36) that macromedia flash is a program in the form of an application based on standard vectors, professional tools used in creating animations as well as attractive bitmaps for creating animated logos, movies, games, interactive menus, and making applications. web application [5].

Based on the description above, it makes researchers interested in developing media assisted by Macromedia Flash Professional 8 software for teaching media for teachers in overcoming students' difficulties in the concept of finding main ideas in reading. This media will contain an explanation of how to find the main idea with an attractive appearance, because the researcher takes the theme of Indonesian culture. The media display is a map of Indonesia, the reading consists of readings about traditional houses, traditional clothes, the ecosystem of each province. This media will also be equipped with interactive buttons that are attractive to students. Therefore, the researcher gave the name of the media he developed "map of cultural diversity" or it could be shortened to tagada.

This is reinforced by the existence of relevant previous research, namely the research of Mardhatillah & Fahreza (2017) with the title "Development of Indonesian Language Learning Media Based on Macromedia Flash Professional 8 for Class V SDN Kasik Putih, Samadua District, South Aceh Regency". The results of this study indicate that the developed media received validation res ults from material experts by 84.4%, and design experts by 87%. This media was also tested individually to get very good criteria (89.6%), group trials got very good criteria (82.4%), field trials also got very good criteria (84.6%). Likewise with the product effectiveness test, there are differences in student learning outcomes using macromedia flash-based learning multimedia in letter writing material with classes using only textbooks as learning media.

Another research was also conducted by Marpaung (2015) entitled "Development of Indonesian Language Learning Media Based on Macromedia Flash Professional 8 Class V SD Namira TA. 2014/2015" [6]. This media received validation results from material experts by 88.00%, learning design experts by 87.76%, and from media/graphic design experts by 92.06%. This media during individual trials was in very good qualification, namely 89.88%, group trials were in very good qualification, namely 91.32%, and also field trials were in very good qualification, namely 89.96%. The final product of this development is continued with the effectiveness test, the effectiveness of using learning media is 85.00%, without media is 75.90%. These data prove that the use of interactive learning media to write letters is more effective in improving student learning outcomes than without using interactive learning media.

Based on the description above, the researcher is interested in developing TAGADA media (Cultural Diversity Map) in learning Indonesian with the main idea material assisted by macromedia flash professional 8 software, especially those that will be tested in Class IV MI Muhammadiyah 13 Sendangagung.

2 Literature Review

2.1 TAGADA Learning Media

TAGADA is an abbreviation of cultural diversity map, this media is based on Macomedia Flash Professional 8 software. This media was created as a teaching medium to overcome students' difficulties in finding the main idea in the concept of reading. This media is packaged in the form of a Compact Disk (CD) or can also be stored using a flash disk or hard disk. The learning media developed have .swf, .fla, .flv, and windows projector file formats. This learning media can be operated using Windows XP, Windows 7, Windows 8, Windows 10, and Windows 10 Pro.

This learning media is conceptualized by the existence of learning materials and also learning evaluations on the start page. The material is packed with the diversity of Indonesian culture, such as traditional houses, traditional clothes, regional dances, and also the ecosystem of each province. The colors used are also of various kinds to attract the attention of students during learning.

2.2 Macromedia Flash

Wiryanto (in Murdeny, 2016: 44) explains that macromedia flash is software that is widely used by web designers because it has superior capabilities in displaying multimedia, a combination of graphics, animation, sound, and user interactivity [7]. Meanwhile, according to Chandra macromedia flash is "a program used to create web programs." In addition, macromedia flash is also used to create interactive multimedia applications [8].

According to Istiono [5] macromedia flash is a vector-based application program standard professional authoring tool used to create attractive animations and bitmaps for creating animated logos, movies, games, interactive menus, and making applications. web. The same thing was also stated by (Asyhar, 2012) that macromedia flash is an application program that can be used to design animations used in this era [9]. The animations of the graphic objects are done with macromedia flash using movies, clips, frame animations, tween motion animations, and action scripts.

Understanding macromedia flash according to the experts above, it can be concluded that macromedia flash is an application program based on authoring tools to create animations, games, web applications, interactive multimedia because it has superior capabilities and can display graphics, sound, and interactive tools.

Macromedia flash has been produced into several versions. After arriving at version flash 6, there is also macromedia flash MX 2004 or also known as macromedia flash version 7, macromedia flash 8.0, and macromedia flash professional 8. Macromedia flash can be used as an application for developing multimedia-based learning media, the final product is interactive multimedia.

2.3 Indonesian Language Learning Objectives

Indonesian language subjects have a goal so that students can improve their ability to understand and create texts because communication occurs in the text or in the text

arrangement. Text-based learning is used as the basis for developing the basic competencies of Indonesian subjects in the realm of knowledge and skills in the 2013 curriculum. According to Mirnawati (2019: 83) with text-based learning, students can use language that is not only presented as a means of communication, but as a means of developing thinking ability [10]. The emphasis on reading and writing makes Indonesian subjects have a major role and position in elementary schools.

Priyatni (2015: 10) explained that the purpose of learning Indonesian language currently following the 2013 curriculum is that students are expected to be able to communicate effectively [1], conduct inquiries, share information, express ideas, and solve various life problems more meaningfully in text-based learning. Almost the same opinion was expressed by Ikhwanudin [11] Indonesian language learning in elementary schools has the aim of improving students' ability to communicate effectively, both verbally and in writing.

According to Susanto (2016: 245) the purpose of learning Indonesian at the elementary school level is so that students can appreciate and use literary works to develop personality, broaden life's horizons, and improve understanding and language skills [12]. The specific goals are so that students have a passion for reading, use literary works to grow their personality, hone their sensitivity, feelings, and enrich their life insights.

The conclusion that can be drawn from the opinion of the figures above is that the purpose of learning Indonesian is so that students can develop the ability to understand and create texts to be able to enjoy, appreciate literary works, increase knowledge, broaden horizons, love to read, with that all students can communicate well. and can solve meaningful problems.

2.4 Main Idea Material

In this study using Basic Competence (KD) as follows:

3.1 Shows main ideas and supporting ideas obtained from spoken, written, or visual texts
4.1 Organize the information obtained from the text based on the connection between ideas into a written framework

According to Waluyo (2016: 43) the main idea is also called the main idea, namely the idea that is the core of the paragraph [13]. The main idea is in the topic sentence (main sentence). The same thing was also conveyed [14] that the main idea is something that is part of the core or subject matter that represents the contents of a paragraph that is described. This main idea can usually be known through the main sentence or the main sentence.

3 Research Methods

This study uses a qualitative-quantitative combination approach to the sequential exploratory model. Qualitative data is needed to answer the problem formulation about

the development process, while quantitative data is to see the value or percentage of data on the quality of the developed learning media products.

To develop learning media, the researcher chose the 4-D model (Four-D Model) developed by Thiagarajan et al. [15] on the grounds that this model is more detailed and systematic. Each stage carried out is clearly described, and arranged in such a way as to make it easier for researchers to follow the steps that have been set. The four stages are defining, designing, developing and disseminating [15]. This research was adapted only to the development stage, so that the media developed was only used in schools that were used for research.

The development of the 4-D model was carried out through three stages of research implementation procedures as follows (Fig. 1):

Collection techniques in this study are check lists and media validation from experts. The check list is used to determine the completeness and success of the TAGADA media development process. Furthermore, validation is used to determine the validity of the developed media.

The instruments used in this research are check list form and validation sheet. The validation sheet in this study was used by researchers as a data collection tool regarding the feasibility of the developed media product. The purpose of this validation sheet is to get value from the experts on the media that has been developed. The assessment obtained is used as the basis for the validity of the media that has been developed. In this study, the validation sheet was compiled based on the assessment criteria for the material grid and learning media. The validation sheet instrument grid is as follows (Tables 1 and 2):

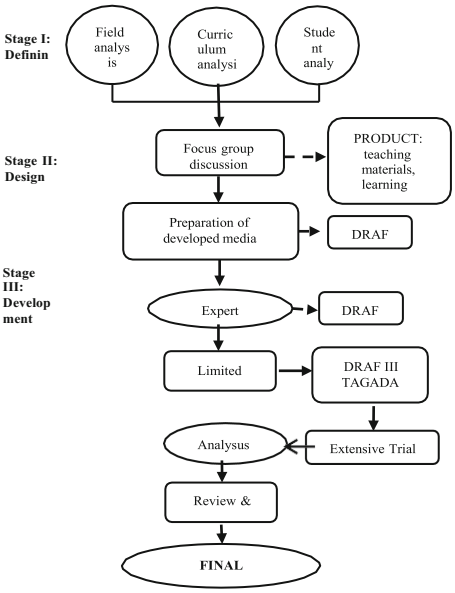

Fig. 1. Research Development Procedure Data

Table 1. Material Validation Expert Instruments

No.	Aspect	Indicator
1	Material	The relevance of the material to the basic competencies and learning objectives
		Material resilience with learning activities
		The material is according to the student's ability level
		The suitability of the material with the media created
		The material is clear and specific
		Examples are given according to t he material
		Evaluation given is in accordance with the material
2	Appearance	Text can be read well
		Clarity of instructions
		The attractiveness of learning media
3	Media Effects	Ease of use of media
		Media support for independence student learning.
		Media capabilities add knowledge
4	Eligibility and Language	The suitability of the media with the material
		The language used is easy to understand

The validation sheet contains several rating scales that contain statements. The validation analysis steps are as follows:

a. Giving a score for each criterion
b. Calculation of the percentage of validation using the following formula:

$$P = \frac{\sum x}{N} \times 100\%$$

Description:
P: Percentage of Eligibility from media experts and material experts
$\sum x$: total score of each criterion
N: the highest number of criteria scores

c. Concluding the calculation results using the following criteria:

Table 2. Media Validation Expert Instrument

No.	Aspect	Indicator
1	View and Program	The text can be read well
		Proportion of product details
		Text size and font
		Coloring and graphic composition
		Display of supportingimages
		Clarity of instructions
		Placement and use of buttons
		The attractiveness of learning media
2	Product Benefits	Use of media products according to the level of development of students
		Practicality of media products
3	Media Effects	Ease of use of media
		Media support for independence student learning
		Media capabilities add knowledge
4	Eligibility of content and language	The suitability of the media with the material
		The language used is easy to understand

Table 3. Media Eligibility Criteria

PERSENTASE	FEASIBILITY CRITERIA
<21%	Very Inappropriate
21%–40%	Not Eligible
41%–60%	Fairly Eligible
61%–80%	Eligible
81%–100%	Very Eligible

Tagada learning media is said to be feasible if the percentage of eligibility from the validation results of the experts reaches more than 61% (Table 3).

4 Result

4.1 TAGADA Media Products

Based on the TAGADA media development process using the Four-D model which can be analyzed with a checklist form instrument from the definition, design and development

stages it can be achieved smoothly. This learning media is made using the application of Macromedia Flash Professional 8. The main points of the results of this research and development include the following:

4.1.1 Opening View

The opening display contains a loading display such as the initial display of the game and there is the name of the learning media.

4.1.2 Main Course

After the opening menu is passed, the main menu will appear on the media display. The main menu display includes the title of the material, namely "Material Main Idea" and there are instructions, materials, games and evaluation buttons. In addition, there are KD buttons and learning objectives that the teacher can use to convey the learning objectives to be achieved (Figs. 2 and 3).

4.1.3 Theory

The initial view of the material consists of various islands in Indonesia which can be clicked on to get reading, and there is a main idea button. The main idea button will later contain the understanding of the main idea and supporting ideas, the characteristics of the main idea, and also the type of main idea.

This map of Indonesia will contain an example of the explanation of the material previously described on the main idea button. This example is given to better understand students in searching for main ideas, supporting ideas, and also how to arrange random sentences where only the main ideas and supporting ideas are known to form a coherent paragraph (Fig. 4).

Fig. 2. Opening Screen

Fig. 3. Main Menu Display

4.1.4 Games

This games button also has a map display of Indonesia, although it looks the same but the contents are different. The map display on the games button will later contain readings that have command sentences in it. The readings are adapted to the selected province, for example about culture, special foods, and also tourist attractions. The commands given are also varied (Fig. 5).

4.1.5 Evaluation

The evaluation consists of 10 multiple choice questions, this evaluation is there to find out the extent to which students understand the main idea material. Before starting the evaluation, students are asked to enter their name and class. There are work instructions in it, and also after finishing working on the existing questions the scores and results of students' answers will appear. If the student manages to get a score above 70 then there will be a "good job" writing and if the student gets a score below 70 then the text that appears is "practice again" (Fig. 6).

Fig. 4. Initial View of the Material

Fig. 5. Display that does not have a main sentence pointer

Fig. 6. Evaluation Menu Display

4.2 Design Validation

The assessment of the feasibility of TAGADA learning media development products was validated by four experts, with 2 material experts, and 2 media experts. The research instrument uses a Likert scale, the following are the results of the feasibility assessment by expert.

4.2.1 Validation Results by Material Experts

Based on Table 4, it can be concluded briefly about the percentage of each validator, while the summary is presented in Fig. 7.

Furthermore, the validation results in Table 4 from the two material experts are calculated using the formula. Based on the results of the calculation of the feasibility percentage from the material expert, the validation of the learning media from the material expert got an average rating of 90%, with a percentage between 81%–100% which means the media is very feasible to use.

4.2.2 Validation Results by Media Experts

Media expert validation aims to assess the appearance and programming of tagada learning media based on Macromedia Flash Professional 8 in Indonesian language learning. The results of the validation by media experts are in Table 5.

Based on Table 5, it can be concluded briefly about the percentage of each validator presented in Fig. 8.

Furthermore, the validation results in Table 5 from the two media experts are calculated using the formula. Based on the results of the calculation of the percentage of eligibility from media experts, the validation of learning media from media experts

Table 4. Product Validation Results by Material Experts

No.	Aspect	Indicator	Validator		Average	Percentage
			1	2		
1	Material	The relevance of the material to the basic competencies and learning objectives	5	5	4.5	90%
		Material resilience with learning activities	4	4	4	80%
		The material is according to the student's ability level	5	4	4	80%

(*continued*)

Table 4. (*continued*)

No.	Aspect	Indicator	Validator		Average	Percentage
			1	2		
		The suitability of the material with the media created	5	5	4.5	90%
		The material is clear and specific	5	5	4	80%
		Examples are given according to the Material	4	5	4.5	90%
		Evaluation given is in accordance with the material	4	4	4	80%
2	Appearance	Text can be read well	5	5	5	100%
		Clarity of Instructions	4	5	4	80%
		The attractiveness of learning media	5	5	4.5	90%
3	Media Effects	Ease of use of media	4	5	4.5	90%
		Media support for independence student learning.	4	4	3.5	70%
		Media capabilities add Knowledge	4	5	4.5	90%
4	Eligibility and Language	The suitability of the media with the Material	4	4	4	80%
		The language used is easy to understand	4	4	4	80%
Total			**66**	**69**	**67.5**	
Average			**4.4**	**4.6**	**4.5**	
Percentage (%)			**88**	**92**	**90**	
Criteria			**Very Eligible**			

reached a percentage of 87.3% which was between 81%–100% which means the media is very feasible to use.

Table 5. Product Validation Results by Media Experts

No.	Aspect	Indicator	Validator		Average	Percentage
			1	2		
1	View and Program	The text can be read well	4	5	4.5	90%
		Proportion of product details	4	4	4	80%
		Text size and font	4	5	4.5	90%
		Coloring and graphic composition	5	5	5	100%
		Display of supporting images	4	5	4.5	90%
		Clarity of instructions	4	5	4.5	90%
		Placement and use of Buttons	4	5	4.5	90%
		The attractiveness of learning media	3	5	4	80%
2	Product Benefits	Use of media products according to the level of development of Students	4	5	4.5	90%
		Practicality of media products	4	5	4.5	90%
3	Media Effects	Ease of use of media	4	5	4.5	90%
		Media support for independence student learning	3	5	4	80%
		Media capabilities add knowledge	3	4	3.5	70%
4	Eligibility of content and language	The suitability of the media with the material	4	5	4.5	90%
		The language used is easy to understand	5	4	4.5	90%

(*continued*)

Table 5. (*continued*)

No.	Aspect	Indicator	Validator		Average	Percentage
			1	2		
Total			**59**	**72**	**65.5**	
Average			**3.9**	**4.8**	**4.4**	
Percentage (%)			**78**	**96**	**87.3**	
Criteria			**Very Eligible**			

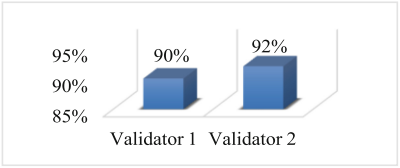

Fig. 7. Percentage of Media Eligibility from Material Experts

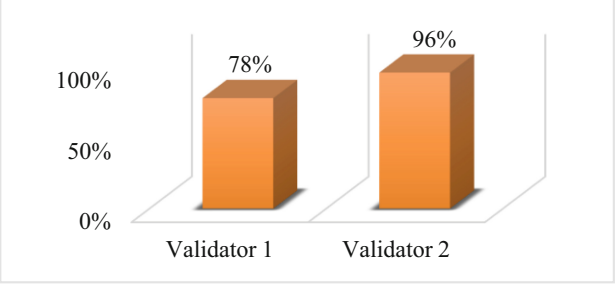

Fig. 8. Percentage of Media Eligibility from Media Experts

5 Conclusion

The result of the learning media developed is in the form of Indonesian language learning media, the main idea material based on Macromedia Flash Professional 8, which is named Tagada, which stands for Map of Cultural Diversity. The learning media developed has a file size of 10 MB in .swf, .exe, and windows projector file formats and is packaged using a compact disc stored directly on a flash drive, computer or laptop. Can be operated with a computer or laptop that uses Windows XP, Windows 7, Windows 8, Windows 10, and Windows 10 Pro even though the computer or laptop used does not have the Macromedia Flash Professional 8 application.

The results of media validation obtained from material experts are 90% can be categorized in the "very feasible" criteria. The results of media validation from media experts are 87.3% which can be categorized as "very feasible" criteria. Very feasible

criteria means that the media is very valid and feasible to use in learning Indonesian with the main idea material.

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