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## Development of High Print Image Media as a Source Learn on the Beautiful Theme of My Country

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### Abstract

The aim of this research is to develop teaching material products in the form of image media high print as a learning resource on the theme of the beauty of my country sub theme diversity of animals and plants in the art is subject about steps to make high print images, mathematics which is about adding decimal parts and civics, namely explaining the benefits of animals and plants in high print images. This type of research is development research using ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). This research produces highly printed images as learning resources which can facilitate students to play an active role, as well as provide convenience for students to understand the concept of subject matter. Based on the research results obtained, (1) questionnaire results from learning experts 85% (Very good), questionnaire results from Image Media experts 78% (Good) validated by experts, the researchers tested it on 6 class IV students Elementary School with an interview method where the results are that each student has a response positive. This research has produced a teaching material product in the form of image media high print as a learning resource on the theme of the beauty of my country that can be facilitate students to play a more active role in the learning process, as well as make it easier for students to understand the concepts of the subject matter.

Keywords: development; high print images; teaching material

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## INTRODUCTION

Education has a strategic role in knowing the traits and characteristics of children, as well as efforts to realize general welfare and make the life of the nation intelligent. Through education, we can understand children's individual potential and needs, so we can provide appropriate approaches to develop their abilities optimally (Ariyana et al., 2018; Rintakorpi & Reunamo, 2017). Apart from that, education also has an important role in forming character, values and positive attitudes that encourage the creation of a society that is harmonious, cultured and develops sustainably (Asiyah, 2020; Harahap, 2020). Thus, education becomes the main foundation in achieving inclusive and sustainable development goals for the nation and state (Novita, 2020; Setya, 2020).

Learning media is a tool or means used to convey messages from communicators to the audience (Qoryana, 2020; Risman, 2020). There are several psychology experts who believe that in communication between humans, the most dominant media for communication are the human senses such as the eyes and ears (Sutrisno et al., 2020; Wulan, 2020). The messages received by the five

senses are then processed by the human mind to control and determine their attitude towards something, before being expressed in action. Media in the learning process will make a positive contribution, including: 1) helping to develop understanding concepts, 2) providing a concrete basis for thinking so as to reduce verbalism, and 3) can provide real experience.

This research is novel in integrating high-print image media as a learning resource. This innovative approach aims to increase student engagement in learning, strengthen conceptual understanding, and stimulate creativity through the use of advanced print technologies that are rarely utilized widely in primary education contexts (Farmi, 2020; Juniwati, 2020). By introducing interesting and interactive media, this research makes a new contribution in the development of more effective and interesting learning methods for students at this level (Bilsland et al., 2020; Rahayuningsih & Qohar, 2014). The courage to combine artistic traditions with modern approaches to learning is one of the new aspects that can be revealed through this research (Nugroho & Suyoso, 2018).

The implication of this research is that it can provide valuable insight for educators to better understand how high-print image media can increase students' interest and understanding of learning material related to this theme (Mandriesa, 2020; Oktaviani, 2020). Apart from that, the implications of this research can also contribute to the development of a more diverse and interesting curriculum, as well as expanding the repertoire of innovative and effective learning techniques in the learning context in elementary schools (Marfuah & Inayah, 2020; Phasa, 2020). Thus, this research has the potential to have a significant positive impact on the quality of learning and student learning achievement at that level.

## **RESEARCH METHODS**

### ***Research Design***

In this research, development uses the ADDIE model (Analysis, design, development, implementation and evaluation). The steps taken in media development are based on the ADDIE concept. Analysis is carried out to understand the needs, goals and characteristics of students as well as the learning context (Creswell, 2014). Design includes detailed planning of learning programs, including introduction of materials, teaching methods, and strategy evaluation. The Development Stage includes creating learning materials according to the design that has been created. Implementation introduces the program into a real learning environment, while Evaluation assesses the effectiveness of the program and identifies areas of improvement.

### ***Research Target/Subject***

This research focuses on research subjects who are class IV students at elementary school 59/IV, South Jambi District. The subjects of this research were chosen because they have representative characteristics in understanding the phenomenon under study, so that the research results can have higher relevance and significance in the real life context of the school environment. By focusing on grade IV students, this research aims to gain an in-depth understanding of various aspects related to children's learning and development at that level, so that the results can make a positive contribution to improving the education system and developing the potential of students at the school.

### ***Research Procedure***

At the analysis stage, what is analyzed is student characteristics, school conditions and curriculum. The product development that the researcher created is teaching material for high-print image media. In this product development, the steps for making high-print image media are explained in accordance with the learning theme. Evaluation is carried out both before and after the implementation stage, meaning that as a development step using the ADDIE model, evaluation is carried out in order to produce effective teaching materials.

***Instruments, and Data Collection Techniques***

A research instrument is a tool used to measure observed natural and social phenomena. The instrument used to collect data in this research was a questionnaire. Closed questionnaires were given to the expert team to validate the product from learning materials and media, in individual trials to see the attractiveness of the product created. The grid for material and design expert validation instruments can be seen in table 1, namely:

Table 1. Grid of Learning Expert Validation Assessment Instruments

Variable	Indicator	Descriptor
Use of environment-based learning media as a learning resource	Analysis	1. Compliance with performance gaps 2. Conformity with instructional objectives. 3. Suitability for students 4. Suitability to available resources 5. Conformity with project implementation
	Design	1. Conformity with required inventory 2. Suitability of structuring performance
	Development	Compatibility with product manufacturing
	Implementation	Accuracy in making learning objective products
	Evaluation	Conformity of evaluation and objectives

Table 2. Media validation assessment instrument grid

Variable	Indicator	Descriptor
Development of environment-based learning media	Judging from the picture	1. The images used are images that are suitable for elementary school children. 2. The image can attract students in reading. 3. Does not cause boredom when viewed. 4. Use lots of card images that children like.
	Judging from its shape	5. The shape used is a type that children can recognize. 6. The shape of this media is simple and not too thick or difficult for children to use later.
	Judging from the writing	7. The writing used is very simple. 8. Children can understand when reading 9. Don't make children confused in making words.
	Judging from the color	10. For the colors used, use bright colors. 11. Children like lots of bright colors. The colors used do not cause confusion when viewed.
	Judging from the content of the material	12. The material used in the content is easy for children to understand later. 13. Don't make children confused when they learn it. 14. The material that will be discussed in the book can make children active when studying later.

Analysis of the validity of environment-based learning media was carried out on validation assessment tools from design and media experts. This instrument is carried out to assess the suitability of the product for testing, accompanied by comments and suggestions given with the aim of product revisions. In this research, the scale used in this development is the rating scale. Which has a score of 1, 2, 3, 4, and 5, namely very bad, not good, moderate, good, and very good.

Table 3. Percentage Range and Qualitative Criteria

No.	Interval	Criteria
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	Moderate
4	21% - 40%	Not good
5	0% - 20%	Very bad

### ***Data analysis technique***

The research data analysis technique involves qualitative and quantitative approaches. Qualitatively, data was analyzed through a coding and categorization process to understand participants' views, perceptions and experiences of high print image media as a learning resource. In addition, a quantitative approach is used to analyze numerical and statistical data obtained from survey results or measurements related to the effectiveness of the media in supporting learning on this theme. It is hoped that the integration of these two approaches can provide a comprehensive understanding of the influence and potential of high print image media in the learning context in grade IV elementary school.

## **RESULTS AND DISCUSSION**

The results of this development research are (1) A development of high print image media in making the learning process more effective, (2) The validity of the content of learning materials and high print image media (3) The attractiveness of image media in making the learning process effective. The development of this high print image media uses the steps in ADDIE development research. The research results show that the development of high-print image media as a learning resource on the theme "The Beauty of My Country" in class IV elementary schools has had a positive impact on the learning process. Students show high interest and active involvement in using this media to understand concepts related to this theme. The use of high print media is also able to strengthen students' visual understanding of the beauty of Indonesian nature and culture, such as through the representation of images of nature, traditions and local culture.

The development of high-print image media as a learning resource on the theme "The Beauty of My Country" shows great potential in improving the quality of learning in class IV elementary schools. The research results show that this media is able to arouse students' curiosity and exploration of various aspects of the country's beauty, while providing a fun and memorable learning experience (Razak, 2020; Roslinda, 2020). This is in line with constructivist learning theory, where students are more active in building their own understanding through interaction with interesting learning media (Asro, 2020; Juita, 2020). Apart from that, the use of high-print image media also contributes to the development of students' creative skills and creativity (Riana, 2019; Sajidan et al., 2020). They learn to produce works of art that reflect their understanding of the beauty of the country and local culture, which in turn can increase their appreciation of the nation's cultural heritage. In the context of thematic learning, the use of high print media can also be an effective entry point for introducing and delving deeper into material related to the theme "The Beauty of My Country".

However, this research also shows several challenges that need to be considered in the development and implementation of high-print image media as a learning resource. Some of these are the availability of adequate facilities and infrastructure, teacher training in integrating this media into learning, as well as further expansion of research to measure in more depth the impact of high print media on student learning achievement and character development (Neldawati, 2020; Prastuti, 2020). By paying attention to these aspects, it is hoped that the use of high-print image media can be an effective alternative in enriching students' learning experiences at the fourth grade elementary school level, especially in studying the theme "The Beauty of My Country".

The implication of this research is the importance of considering the development of high-print image media as a learning resource that can increase student involvement, strengthen understanding of concepts, and stimulate creativity in learning the theme "The Beauty of My Country" in class IV

elementary schools. These findings underline the potential of high print media as an effective tool for enriching students' learning experiences, as well as opening up opportunities to develop more varied and interesting learning methods (Riana, 2019; Rintakorpi & Reunamo, 2017). These implications also emphasize the need for support and training for teachers in integrating this media in everyday learning, as well as the importance of continuing to develop further research to fully understand the impact of high print media on student learning and development at the elementary level.

Limitations of this research include limitations in the amount of time available to observe the long-term impact of using high-print image media as a learning resource. In addition, this research is also limited to one elementary school and one learning theme, so generalization of research results to a wider population needs to be done with caution. Contextual factors such as differences in student backgrounds, parental support, and school environmental conditions can also be variables that influence research results but were not included in the analysis due to limited scope. Therefore, it is necessary to carry out further research involving more samples and a variety of learning themes to deepen understanding of the effectiveness of using high-print image media in the learning context at the fourth grade elementary school level.

## CONCLUSION

This research has produced a teaching material product in the form of high-print image media as a learning resource on the theme of the beauty of my country which can facilitate students to play a more active role in the learning process, as well as make it easier for students to understand the concepts of the subject matter. The availability of high-quality printed image media learning devices can help the learning process and can also improve learning outcomes. The author suggests that class teachers can use high-print image media learning tools to make the learning process more effective at elementary school 59/IV, South Jambi District. The author also suggests that further development research be able to develop teaching materials in learning by using more varied image media to produce more interesting and better image media teaching materials, so as to make students more motivated in learning.

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