



Development of IPS Learning Media In the from of Kopas (Kotak Belajar Pra-aksara) in MTs Hidayatut-Thullab Robatal Sampang

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Abstract

The use of innovative learning media in social studies learning is very important. Based on pre-research observations at MTs Hidayatut-Thullab Robatal Sampang, it was found that teachers were lacking in using learning media. For this reason, researchers decided to develop media for social studies learning, namely the Kopas (Kotak Belajar Praaksara). The purpose of this study is to describe the procedure for developing Kopas (*Kotak Belajar Praaksara*) media and to identify the feasibility of the Kopas (*Kotak Belajar Praaksara*) media on the social studies content of human life material in the preliteracy period. This research uses research and development methods (Research and Development) using a 4-D development model (Define, Design, Develop, Disseminate). The results showed that Kopas media is suitable for use because it meets the eligibility requirements that have been validated by experts, from material experts 4.7 with very feasible categories and from media experts 3.3 with feasible categories. The response from the teacher got a score of 88.6% showing that the Kopas media was very feasible and from the students' responses got a score of 87.8% which means the Kopas media is very interesting reaching an average of 65% (active).



Introduction

Learning is a system in which there are several interrelated components to the goal of learning, one of which is the media (Batlawi & Hamid, 2022). Learning media is a bridge for students to the goals and indicators set by teachers at the end of the bridge. In other words, learning media is an intermediary for teachers to students to facilitate students in understanding the materials taught.

The use of appropriate learning media influences the interest and motivation of students, as stated by Ahmad Susanto that the accuracy of media selection in learning is important for the success of a learning process, if the teacher is able to do so then the pupils will be motivated and committed to engage actively in the class so affect the quality of acquisition of their learning results (Susanto, 2016).

The media ecology theory proposed by Marshall McLuhan explains that media is everything that is used by humans and is capable of influencing and even changing thinking and behavior. The ecological media theory built by McLuhan has a background that relates to the historical aspects of the use of media that are adapted to their respective time conditions (Muljawan & Ni'am, 2021).

As for the use of media in learning, it is based on Bruner's view, where there are three stages of learning, namely the stage of recognition, the level of representation through images, and the abstract experience or stage of representations using symbols (Arsyad, 2013). In the context of learning media use, Bruner's theory of cognitive development suggests that the use of relevant and appropriate media can help students to understand the concepts taught. Interesting and interactive learning media can assist students in experiencing recognition, observing images or visual representations, as well as abstract experiences.

IPS as a subject studying a variety of human life and its environment has a wide field of study, so it requires a learning medium to prevent verballing when delivering material. Therefore, the researchers developed media related to IPS loads that previously only used package books for class VII on the material of human life in the prehistoric period. In the development of learning media, the researchers were inspired by the teaching media of the Magic Learning Box (Kobela) developed by Aulia Gita Dyani. The researchers then developed the learning media by adapting

the conditions of the school, students, and the material in the form of the Kopas (*Kotak Belajar Praaksara*). The media includes new media for students of grade VII MTs Hidayatut Thullab so that it can attract the interest and motivation of students in learning.

Social Sciences (IPS) is a science that studies various disciplines of social sciences that study a fact, concepts, and social issues (Wahidmurni, 2017). Through the IPS subjects, teachers are expected to be able to concrete material with the realities of life. One of the efforts that teachers can make is to use the right media, not monotonous, and creative.

In Permendikbud No. 16 of 2022 on the Standard of the Secondary Education Process, it is explained as follows (Peraturan Menteri Pendidikan Kebudayaan Riset Dan Teknologi Tentang Standar Proses Pada Pendidikan Usia Dini, Jenjang Pendidikan Dasar Dan Jenjang Pendidikan Menengah, 2022):

“Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik”.

Learning that is interactive, inspiring, fun and motivating can make it easier for students to understand the material and more motivated to learn. Learning that motivates and enjoys students can be realized one of them through the use of varied and creative learning media.

Based on pre-research observations at MTs Hidayatut-Thullab Robatal Waste found that teachers are less in the use of learning media. Besides the lack of adequate facilities, there are also limitations and lack of teacher skills in creating and preparing learning media. It makes learning saturated and less interesting.

The development of learning media in the form of a learning box has been done a lot like the *Kotak Belajar Ajaib* (Kobela) by Aulia Gita Dyani in 2019 and Kokami (*Kotak Dan Kartu Misterius*) by Amrik Wijayanti in 2019 but none yet has presented a layered learning box in a single media. As for the media developed by the researchers, it is a box that is layered so that it attracts the attention of the students. The Kopas (*Kotak Belajar Praaksara*) can be used as a medium in the

learning of the IPS material of the Human Life in preaksara times to support the effective learning process.

Based on the background of the problems that have been outlined above then the development of the learning media IPS class VII of the Kopas (Kotak Belajar Praaksara on the material of human life in preaksara time in MTs Hidayatut Thullab Robatal Waste is important to do because of some previous research no one has done development of media learning box layered in one media so that the development that the researchers are doing includes something new.

Method

Research and development is a process or measure of developing a new product to improve an existing product, and can be held accountable. In order to produce a particular product, research is used which is necessity analysis also to test the effectiveness of such a product so that it can function in the general public (Sugiyono, 2010).

The researchers used a research model adapted from the 4-D development model developed by S. Thiagarajan. The research process of learning media development has several stages namely: Define, design, develop, and disseminate (Kurniawan & Dewi, 2017).

A small scale test was conducted on 4 students of the eighth grade SMPN 1 Tlanakan while a large scale trial was carried out on all 7th grade students of MTs Hidayatut Thullab Robatal Garbage. Before conducting the test, a validation test is first conducted on the product, including material validation and media validation by expert lecturers. The types of data used in this research are data from qualitative and quantitative. Data collection techniques used to aggregate data in this study are: observations, interviews, and lifts.

Data analysis techniques include data analysis validation results and data analysis of student responses. Data analysis of validation results is obtained from a questionnaire that is subsequently converted to qualitative data on a scale of 5 (skala likert). In this study, the validity value of the product is set at a minimum of "3.4" with the category "Good", so that the results of the research, both from material experts and media experts if the final evaluation results have been obtained with the

minimum value, then the product of the development is considered worthy of use. As for data analysis of elevation responses of students and teachers using presentation calculation techniques and qualitative descriptive techniques

Result and Discussion

A. Product Prototype Description

The product prototype was described by the researchers using a 4-D development model from Thiagarajan. As for the application of this model is as follows:

1. Stage Define

a. End-to-Front Analysis

This analysis in developing Kopas media products, researchers conduct interviews, from results and interviews in MTs. Thullab's guidance on IPS learning shows that there are problems in learning in the classroom, i.e. a passive and non-conducive learning atmosphere, because IPS teachers only use lecture methods, question answers, and help books packages. As a professional IPS teacher, the teacher should use a good and interesting learning medium so that the material can be delivered well to the students, moreover the learning media is a tool used to convey messages from the teacher to the student, of course the learning medium should be more attractive and can facilitate the student in receiving the material.

b. Analysis of Students

To find out the characteristics of the student, the student analyzes the students, then the researcher observes the student while learning in the classroom. Based on observations dated April 6, 2023, the characteristics of students in IPS learning at Thullab's Hidayatut MTs are less active and less enthusiastic in learning, only 13 of the 30 students pay attention to the teacher's explanation. Students also rarely ask questions about the materials they are taught and tend to choose to tell stories to their peers.

c. Concept analysis

The materials developed in the Kopas media must be in line with the Merdeka curriculum. The researchers conducted a concept analysis to determine the materials to be developed based on the curricula used in the school.

Through the material of human life in the pre-Egyptian era, it is expected that the students will be able to understand the process of the human life, so that they can add insight into the life patterns of the pre-Egyptians to be selected on the life of the surrounding or nearby environment.

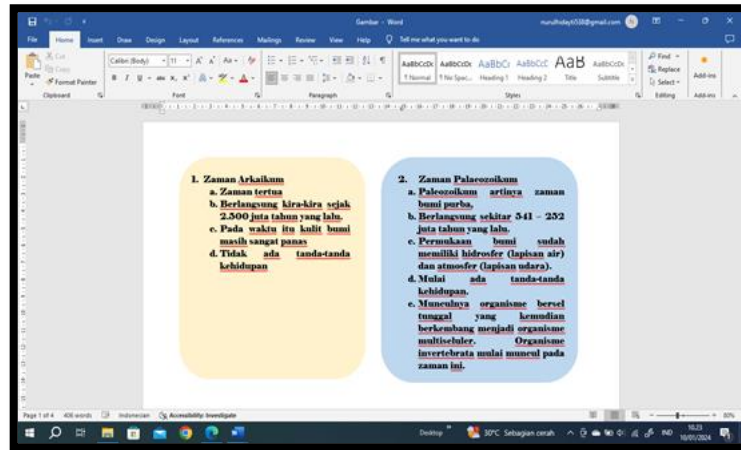
d. Analysis of Learning Objectives

The goal of learning is the understanding or knowledge to be attained by the student at the end of learning. The use of Kopas media in the learning of the material of human life in the pre-period is aimed at enabling students to recognize or identify the life of the pre-period society in the socio-economic aspects.

2. Design Stage

a. Selection of media

Kopas Media chose cardboard as the main material in its manufacture, in addition to making use of waste materials (recycled), cardboard can also be easily obtained in the surrounding environment thus making it easy for teachers to make Kopas media. There are some that are supportive materials of the Kopas media such as gift paper and foil paper to lighten and add value to beauty. As for the application program that is also used in media creation, the microsoft word application, the application is easy to use and is suitable for creating text-shaped material.



Picture 1. Microsoft Word View

b. Selection of format

The format used in the design of the learning media is a box of cardboard in the shape of a bar with the size of 20 cm long, 20 cm wide, and 31 cm high, the size is not too small and large for the students of the secondary school / MTs. Kopas media is also accompanied by a paper stamp containing material and pictures.

1) Kopas media design

As for the plans of the Kopas media as follows:

a) Cover View

The cover view only displays the title of the material to be discussed without showing paragraphs or illustrations of images to stimulate the student's curiosity about the media display in the next layer.



Picture 2. Cover view

b) Display of Material

The material display is included with images related to the material being discussed.



Picture 3. Material view

3. Stage of Development

Through the development or development phase of research in product development, researchers present data on evaluation results from material experts, media experts, small-group trials and large group trials.

a. Expert validation

1) Material Expert Validation

The validation of the material was conducted by Mr. Dr. A. Fatih Amin Abdullah, M.Pd who is a lecturer at the same time as the Chairman of the Study Program Tadris IPS and has a background of education strata 3 (S-3). The product was evaluated and validated by a material expert lecturer on September 14, 2023. Angket uses a likert scale with five alternative answers namely 1, 2, 3, 4 and 5.

Table 2. Presentation of Expert Validation Results

No	Indicator	Score	Category
1	Material compatibility with learning access	5	Very suitable.
2	The material is presented simply and clearly	4	Suitable
3	Presentation of material according to the student's level	5	Very suitable
4	Content authentication	5	Very suitable
Amount		19	

Description:

Not suitable : scored 1
Less suitable : scored 2
Enough : scored 3
Suitable : scored 4
Very suitable : scored 5

The material expert validator also gives comments and suggestions to the media as follows:

No	Comments and suggestions
1	The material is presented in the form of points.

2) Media Expert Validation

The Kopas media validation was conducted by Imam Khairi M. Pd as a lecturer at IAIN Madura. The product was evaluated and validated by the lecturer of media experts on September 14, 2023. Angket uses a likert scale with five alternative answers namely 1, 2, 3, 4 and 5. Here's an expert's assessment of the material:

Table 3. Presentation of Media Expert Validation Results

No	Indicator	Score	Category
1	Image clarity on media	4	Suitable
2	Writing clarity in the media	3	Enough
3	Embark the design view	4	Suitable
4	Media Display Stream Requirements	4	Suitable
5	Ease of understanding images	3	Enough
6	Media used according to the characteristics of high school/MTs students	3	Enough
Amount		20	

Description:

Not suitable : scored 1
Less suitable : scored 2
Enough : scored 3
Suitable : scored 4
Very suitable : scored 5

The media expert validator also gives comments and suggestions to the media as follows:

No	Comments and suggestions
1	The material is presented in the form of points.
2	Media can be more multifunctional.

b. Product Revision

The expert assessment of the Kopas development product requires a number of revisions before the development product is tested on students.

1) Revision of the product by the material expert

The advice given by the material expert is analyzed and revised to improve the material presented.

No	Comments and suggestions	Revisi
1	The material is presented in the form of points	Materi tidak lagi disajikan dalam bentuk paragraf, tapi poin-poin

2) Product revision by media experts

The advice given by the media expert is analyzed and revised to correct errors or misconceptions relating to images that have not been described and media that have been multifunctioned.

No	Comments and suggestions	Revisi
1	The material is presented in the form of points.	Added description to each image
2	Media can be more multifunctional	The media can not only be used with one material, but can be replaced with another material.

c. Product testing

1) Small group testing

At this stage, a small group trial involving four students as respondents. Tests were conducted to determine the student's response to the product developed. The small-group trial was conducted on September 26, 2023. This product was tested on students of SMPN 1 Tlanakan. After learning using Kopas media, the

developer gave a lift to the four students. After the lifting is completed, quantitative data is obtained from the small-group trial.

Table 4. Small Group Response Results

No	Name	Score					Total
		(1)	(2)	(3)	(4)	(5)	
1	Aqwan Mahmud Alkaromi	4	4	5	4	4	21
2	Asyrafa Pratama. R	4	5	5	5	4	23
3	Ilmiyah Syafik	5	5	5	4	4	23
4	Nia Ramadani	4	4	5	4	5	22
Amount					89		

Description:

(1) : Material description clarity

(2) : Clear image presentation

(3) : Copper media recognition

(4) : Media content is easy to understand and learn

(5) : copper media can be easily used

Not suitable : scored 1

Less suitable : scored 2

Enough : scored 3

Suitable : scored 4

Very suitable : scored 5

2) Large group trials

At this stage, we're going to do a large group of experiments involving 26 students as respondents. Tests were carried out to determine the response of the developed product. This large-scale trial will take place on November 20, 2023. This product was tested on MTs students. After learning using Kopas media, the developer gave a lift to the four students. After the lifting is completed, quantitative data is obtained from the small-group trial.

Table 5. Large Group Response Results

No	Name	Score					Total
		(1)	(2)	(3)	(4)	(5)	
1	Ach. Haidar	5	5	4	5	3	22
2	Akbar Maulana	5	5	4	5	3	22
3	Alfian	5	5	4	5	3	22

4	Andika	5	5	4	5	3	22
5	Dafit Afandi	5	5	4	5	3	22
6	Elin Syafitri	5	4	4	5	5	23
7	Ezzat Hasan Buhori	5	5	4	5	3	22
8	Fatirul Alam	4	3	5	4	4	21
9	Fina Jamila	5	4	4	5	5	23
10	Hikmatul Ilahiyeh	5	4	4	5	5	23
11	Holiseh	4	5	3	5	4	22
12	Ifniatus Solehah	4	5	5	5	4	23
13	Iqbal Firdaus	5	5	4	5	3	22
14	Jihan Arsyah	5	4	4	5	5	23
15	Mawardatul Umroh	4	5	4	5	5	23
16	Miadelatus Solehah	4	5	4	5	5	23
17	Moh. Rian Firdaus	5	5	4	5	3	22
18	Moh. Zainal	5	5	4	5	3	22
19	Muhammad Ismail	5	5	4	4	3	21
20	R. Fendi	5	5	4	5	3	22
21	Salman	5	5	4	5	3	22
22	Siti Aisyah	4	5	3	5	4	21
23	Suwandi Taufik	3	5	4	5	2	19
24	Syafa'ah	4	4	5	3	5	21
25	Ummul Hannan	4	3	5	4	5	21
26	Yunita	5	4	4	5	5	23
Amount				571			

Description:

- (1) : Material description clarity
- (2) : Clear image presentation
- (3) : Copper media recognition
- (4) : Media content is easy to understand and learn
- (5) : copper media can be easily used

- Not suitable : scored 1
- Less suitable : scored 2
- Enough : scored 3
- Suitable : scored 4
- Very suitable : scored 5

3) Raise the teacher's response

The teacher's response angket contains about the response of the teacher to the Kopas media's validity.

Table 6. Teacher Response Results

No	Indicator	Score	Category
Cognitive			
1	Kopas media can be used as IPS learning media	4	Suitable
2	Media suited to learning purposes	4	Suitable
3	Content media according to the material studied	4	Suitable
4	Media content is easy to understand and learn	4	Suitable
5	The content of the media corresponds to the concepts of the material studied.	4	Suitable
6	Media can be used easily	4	Suitable
7	The media looks good and interesting.	4	Suitable
Affective			
8	The use of media in learning makes students more enthusiastic in learning	5	Very suitable
9	The learning media created makes students more interested in studying IPS	5	Very suitable
10	The use of mdia learning grows the curiosity of students	4	Suitable
11	The use of media in learning increases the attention of students in learning	4	Suitable
Psychomotor			
12	Kopas media can make students more active in learning	4	Suitable
13	Learning media further enhance student participation in learning	4	Suitable
14	Kopas media can help students overcome learning difficulties	4	Suitable
Amount		62	

B. Data Analysis

Data analysis contains the results of expert assessments and responses from students and teachers to determine whether Kopas media is appropriate or not.

1. Expert Validation Results

a. Material Expert Validation Results

Analysis of data results of validation of material experts contains about the assessment of Kopas media according to the calculation of quantitative data. Based on validation by material experts, obtained the following results

$$\text{average of each aspect} = \frac{\text{sum of scores per indicator}}{\text{sum of indicators}}$$

$$\text{average of every aspect} = 4,8$$

Then, once the average value of each aspect is obtained, it can be converted with the validity test criteria previously defined in this study.

Table 7. Eligibility Test Criteria

Average Score	Criteria
$X > 4,2$	Very good
$3,4 < X \leq 4,2$	Good
$2,6 < X \leq 3,4$	Enough
$1,8 < X \leq 2,6$	Less
$X \leq 1,8$	Very little

Based on the results of the material expert's assessment of Kopas media products, the average of the assessment falls in the range $X > 4.2$ with a very good category and very worthy of use.

b. Media Expert Validation Results

Analysis of data results of the media expert validation contains about the evaluation of the assessment of Kopas media according to the calculation of quantitative data. Based on the validation by media expert, obtained the following results:

$$\text{average of each aspect} = \frac{\text{sum of scores per indicator}}{\text{sum of indicators}}$$

$$\text{average of every aspect} = 3,3$$

Then, once the average value of each aspect is obtained, it can be converted with the validity test criteria previously defined in this study.

Table 8. Eligibility Test Criteria

Average Score	Criteria
$X > 4,2$	Very good
$3,4 < X \leq 4,2$	Good
$2,6 < X \leq 3,4$	Enough
$1,8 < X \leq 2,6$	Less
$X \leq 1,8$	Very little

Based on the results of the material expert's assessment of Kopas media products, the average assessment falls within the range of $X \leq 3.4$ with sufficient and worthy category.

2. Product Test Results

a. Trial Small Groups

The results obtained from the students are then analyzed to obtain a value of the level of interest of the students to the product developed using the following formula.

$$\begin{aligned} V\text{-au} &= \frac{Tse}{Tsh} \times 100\% \\ &= \frac{89}{100} \times 100\% \\ &= 89\% \end{aligned}$$

Description:

V-au : percentage value

Tse : total empirical scores obtained from student responses

Tsh : expected total score

Table 9. Eligibility criteria

Presentation	Criteria
81%-100%	Very worthy.
61%-80%	Worthy
41%-60%	Less worthy
21%-40%	Not worthy
80%-20%	Very unworthy

Based on the results of the Kopas media output score of 89%. So it can be concluded that Kopas medium output for small groups of students entered the category of highly worthy or very interesting.

b. Big group trials

The results obtained from the students are then analyzed to obtain a value of the level of interest of the students in the product developed using the following formula.

$$\begin{aligned} V\text{-au} &= \frac{Tse}{Tsh} \times 100\% \\ &= \frac{89}{100} \times 100\% \\ &= 87,8\% \end{aligned}$$

Description:

V-au : percentage value

Tse : total empirical scores obtained from student responses

Tsh : expected total score

Table 10. Eligibility criteria

Presentation	Criteria
81%-100%	Very worthy.
61%-80%	Worthy
41%-60%	Less worthy
21%-40%	Not worthy
80%-20%	Very unworthy

Based on the results, the Kopas median earnings rate was 87.8%, so it is possible to conclude that the Kopas media earnings for the students of the 7th grade entered the category of highly worthy or very interesting.

3. Results of Analysis of Teacher's Elevation

The results obtained from the teacher are then analyzed to obtain values of the level of validity of the product developed using the following formula.

$$\begin{aligned}
 V\text{-au} &= \frac{Tse}{Tsh} \times 100\% \\
 &= \frac{89}{100} \times 100\% \\
 &= 88,6 \%
 \end{aligned}$$

Description:

V-au : percentage value

Tse : total empirical scores obtained from student responses

Tsh : expected total score

Table 11. Eligibility criteria

Presentation	Criteria
81%-100%	Very worthy.
61%-80%	Worthy
41%-60%	Less worthy
21%-40%	Not worthy
80%-20%	Very unworthy

Based on the average Kopas qualification score of 88.6%. So it can be concluded that the average kopas for the students of the 7th grade entered into the category is very worthy.

Conclusion

The product developed in this research is a box-shaped learning medium that is made of objects in the surrounding environment to make it easier for teachers to create. This media is called the *Kotak Belajar Praaksara* (Kopas) containing material about the preaksara period in the class VII SMP/MTs. The Kopas media development procedure has several stages namely: (1) Definition, (2) Planning, (3) Development, (4) Dissemination.

The Kopas media assessment developed has qualified as it has been validated by experts. The recapitulation results come from the materialist 4.8 with a very good category described by criteria very good, the average score of the media expert of 3.3 with sufficient criteria described as criteria good. After the developed product passes various revisions according to the improvement recommendations of each validator and its performance is assessed by the validator, the product is tested on small groups and large groups. The use of Kopas learning media has enabled learning activities to become more active. The recapitulation of student responses from large groups of 87.8% and 89% of small groups described as criteria is very interesting.

Suggestion

The Kopas media development product on IPS learning can be distributed in all the classrooms in the school concerned, or even in all primary/secondary

schools, but the dissemination of the development product is also recommended taking into account the characteristics of the students, so that the distribution of the product is not in vain.

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