

Development of Soft Skill-Based Interactive Media on Thematic Learning at Elementary Schools

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ABSTRACT

The purpose of this research is to develop soft skill-based interactive media, to know the quality of soft skill-based interactive media in thematic learning, and to know the level of effectiveness of using soft skills-based interactive media. This study uses the type of research R & D (Research and Development). The stages of developing soft skill-based interactive media are modified into four stages, namely analysis, design, development, and implementation. The interactive media testing developed has met the criteria of being valid, quality and effective. Validity is declared after instrument validation and product validation have been carried out by media experts. Soft skill-based interactive learning media is said to be of very high quality because teacher and student assessments of learning media are in the very quality category. Soft skill-based learning media is said to be effective because it has met the criteria for assessing teacher activity on learning media, which is in the very effective category. It was concluded that the soft skill-based interactive learning media developed had met the categories of validity, quality and effectiveness so that it was feasible to be used and developed not only in public and private elementary schools.

Keywords: interactive media, thematic learning, soft skill

INTRODUCTION

The existence of a pandemic causes the process of teaching and learning activities to be carried out online. The 2013 curriculum is a new government policy that is expected to be able to answer the challenges and problems that will be faced by the Indonesian people in the future. Implementation of the 2013 Curriculum in Elementary Schools is applied using a thematic approach. The integrated thematic approach in learning is strongly influenced by the idea of interdisciplinary curriculum implementation, to realize effective and dynamic learning, learning resources are needed that can assist the implementation of the learning process. One of them is media based on soft skills and the availability of interactive media based on soft skills in thematic learning, all subjects in elementary schools have been integrated into one learning activity that is tied to the theme. The merging of subjects with integrative meaning is Indonesian, Civics, Social Sciences, Science, and SBdP subjects.

The improvement of students' soft skills in elementary school thematic learning is strongly influenced by practical learning which includes methods, methods, learning techniques, media, infrastructure and the quality of human resources. To complete the infrastructure, it is necessary to have audiovisuals that can be accessed from the internet as well as video recordings of material packages and in the form of learning media that are easily understood by students and help students in facing the competency test and learning outcomes. Because developing students' soft skills in learning is very important so that they can adapt to the environment, have good morals, and can solve problems in

their lives independently. Because, in thematic learning, learning does not merely encourage students to know (learning to know), but also to learn to do (learning to do), to be (learning to be), and to live together (learning to live together).

The development of interactive media in elementary schools is not running properly. The results of interviews conducted with representatives of Cilacap district teachers stated that they still use text books and their understanding of Science and Technology in the use of computers, especially interactive media applications, is still very minimal, still uses blackboards as learning media, makes teaching materials and presents teaching materials to students. -students manually. Based on the description above, the researchers developed interactive media based on soft skills in thematic learning in elementary schools. The availability of interactive media based on soft skills in thematic learning in existing elementary schools is not yet relevant.

Learning media is a messenger tool that can be used for learning purposes [1]. Many learning media can be used, but before using the media, you must first see the condition of the students' needs, so that the media can be realized optimally [2]. Interactive media created with multimedia technology. Multimedia is a collection of system and computer-based media that has the function to create, receive, send, and store information in the form of images, graphics, text, audio, animation, video, and others [3]. Interactive learning multimedia is a combination of images, graphics, text, animation, video, sound, simulations synergistically and integrated with computers to achieve learning objectives where users can actively interact and control the program. The use of interactive multimedia has the potential to solve problems in the teaching and learning process [4]. The use of technology as a medium can help students be more interested in learning, media that contains video, audio, animation, provides a complete understanding to students [5].

Interactive media created with multimedia technology. Multimedia learning is learning that is designed by using various media simultaneously such as text, images, videos, interconnected to achieve learning objectives [6]. The benefits of learning media include: a) making concrete various abstract concepts, b) presenting various objects that are difficult to obtain around the environment, for example the use of photos, CDs, videos, or television to provide information on wild animals such as tigers, c) displaying objects that are too large or small into classes, for example, planes, ships, viruses, bacteria and so on, d) showing movements that are too fast or too slow, the stages are too slow in the form of seed development stages, the process of flower blooming can be accelerated in the form of videos [7]. There are three forms of learning media including: a) audio media, media that only rely on sound capabilities such as radio, cassette recorders, LPs, b) visual media, media that only rely on the sense of sight can display images, silent films, cartoons, c) audio-visual media, media that have sound and image elements, such as television and learning CDs [8].

Based on the foregoing, the researchers conducted this research with the aim of developing soft skill-based interactive media, quality and effective use of soft skills-based interactive media in thematic learning in elementary schools.

MATERIALS AND MOTHODS

Methods

Learning media is a messenger tool that can be used for learning purposes. There are many learning media that can be used, but before using the media one must first look at the condition of the students' needs, so that the media can be realized optimally. Interactive media is made with multimedia technology. Multimedia is a collection of system- and computer-based media that has the function of creating, receiving, sending, and storing information in the form of images, graphics, text, audio, animation, video, and others. Multimedia interactive learning is a combination of images, graphics , text, animation, video, sound, simulation synergistically and integrated with the computer to achieve learning objectives where users can actively interact and control the program. The use of interactive multimedia has the potential to solve problems in the teaching and learning process. The use of technology as a medium can help students be more interested in learning, media that contains video, audio, animation, provides a complete understanding to students.

The research design that will be carried out is Research and Development (R&D) research to develop interactive media based on soft skills. Researchers use the Research and Development (R&D) stage, which has stages so that effective products can be developed. has 4 stages, namely: Analysis, Design, Development, and Implementation. The following is an explanation of each stage in making an interactive median based on soft skills.

Instrument

The instruments used for the development of this interactive learning media are Interviews, Observations, Questionnaires. Analysis Techniques The data obtained through the assessment instrument were analyzed using descriptive statistics. Descriptive statistics describe (describe) or conclude data either numerically (eg calculating an average) or graphically (in the form of tables or graphs) to get a quick overview of the data so that it is easier to read. Data analysis in this study was used to determine the feasibility and effectiveness of interactive media based on soft skills.

The feasibility of interactive media based on soft skills can be determined based on data analysis obtained from the assessment of the reviewer group consisting of expert lecturers, teachers and students. Data in the form of input, correction of suggestions and criticism of the resulting product, then selected for relevance by researchers. Suggestions that are considered relevant are then used as material for revising the product, namely analysis of media validity, analysis of media quality, and analysis of media effectiveness.

Procedures

The research model in this study uses the Borg & Gall research model. Explanation of each stage of research and development is described as follows:

1. Research and information gathering,
 - a. Literary studies, Study of theoretical concepts that are relevant to the problem under study, as well as the latest research findings.
 - b. Soft Skills Analysis, At this stage the activities carried out are analyzing the types of soft skills.
 - c. Information Collection

At this stage, information is collected to support research.

2. Planning, Forms of products that will be made interactive media based on soft skills with the main content framework (flow chart)
3. Development of product forms
4. Initial field trials, Initial field trials on a small scale involved 1 teacher and 3 students.
5. Revision of the initial product, The results of the small-scale test will be input which will be used as revision material to improve the initial product.
6. Main trials based on preliminary trial results, The revised results of the initial product were then tested again on 1 teacher and 1 class of students.
7. Revision of operational products, From the results of the first trial, input and suggestions were obtained which were used as material for consideration for product revision before the product was used for operational trials.
8. Operational trials, For operational trials, in this study we involved 2 schools for each level. From the results of operational trials, the suggestions and criticisms are used as materials for improvement/revision of the final product.
9. Final product revision, Revision of the final product is carried out if there are still criticisms and input during the operational trial.
10. Dissemination and implementation, Interactive media based on thematic learning soft skills were disseminated to 20 elementary schools in Cilacap Regency, both public and private.

Data Analysis

Researchers analyze needs by making observations. The first observation stage carried out by the researcher was observing the conditions that occurred during the learning process where the teacher explained using the blackboard. The second stage of observation carried out by researchers is to observe the availability of facilities that support the learning process. The availability of computers and LCDs and has also provided facilities in the form of internet or wifi networks that can be used by students and teachers.

RESULTS AND DISCUSSION

Developing and Validating

- a. Pre Writing, Reviewing references and library sources. At this stage, the material that will be presented is collected, an analysis of soft skills education for each thematic learning topic, as well as a search for other supporting references.
- b. Draft Writing, Beginning with the creation of a media frame
- c. Editing (Review-edit), Early media products were edited by material experts, media, teachers and students who were competent to obtain suggestions and input for improvement.
- d. Revision, Revisions are made as necessary according to input from material experts, media experts, teachers and students.

The first thing to do at the development stage is to create web-based interactive learning media with concepts that have been made on power point.

Table 1. Media Expert Validation

Rating indicators	Rating points	Evaluation				5
		1	2	3	4	
A. The attractiveness of the media preview	1. The image design on the initial display gives a positive impression so that it can attract the attention of students.					√
B. Media design regularity	2. Organized and consistent media design					√
C. Selection of type and font size supports more attractive media	3. The type of font used in this learning media is good.				√	
	4. The font size of the letters in the text in this learning media is correct.				√	
	5. The quality of the text, the distance of the text, and the paragraphs on the learning media are good.					√
D. Color Selection	6. The colors chosen and their combinations are appropriate and attractive.				√	
E. Convenience for text or writing.	7. The writing and text used are easy to read.					√
F. Video compatibility with material.	8. The material is in accordance with the developed soft skill-based interactive media.					√
G. Operational	9. It is easy to operate and does not require very high computer specifications.					√
	10. Can be used in online learning.					√
Average		4,7				
Criteria		Very Valid				

The average result of the media is 4,7 with the appropriateness level of the media to be presented is very valid. So that the soft skill-based interactive learning media that has been developed is feasible to use without any revision.

Table 2. Material Expert Validation

Indikator Penilaian	Butir Penilaian	Penilaian				5
		1	2	3	4	
A. The suitability of the material with KI and KD	1. The material displayed is in accordance with KI and KD.					√
	2. The material displayed is quite complete and in accordance with KI and KD.					√
B. Material accuracy	3. The concepts and definitions of the material are clear and precise.					√
	4. The terms used are accurate or precise.				√	
C. Material Update	5. The images and materials displayed are interesting and easy to understand.				√	
	6. Use examples from everyday life.					√
D. Encourage Curiosity	7. The material displayed can encourage students' curiosity.					√
	8. The material displayed creates the students' ability to ask questions.					√
Average		4,75				
Criteria		Very Valid				

The average result of the material is 4.75 with the level of feasibility of the material to be presented is very valid. So that the interactive learning materials based on soft skills that have been developed are suitable for use without any revision.

Implementation

The implementation stage carried out by the researchers was to test the use of interactive learning media based on soft skills for teachers and fourth grade students.

Quality

Quality is carried out in relation to formative evaluation activities carried out at the development stage. The aspects that become the assessment of the practicality of the media in the teacher's assessment instrument are the learning aspect, the language use aspect, and the media aspect. The results of the assessment can be seen in the table below

Table 3. Teacher Response Assessment

Rating indicators	Average Score	Category
1. The material displayed in this learning media is easy to understand	5	Very Quality
2. By using this learning media students are more interested and enthusiastic in participating in learning.	5	Very Quality
3. The material presented in this learning media is coherent and in accordance with KI and KD.	5	Very Quality
4. Presentation of material in this learning media can attract students' attention during the learning process.	5	Very Quality
5. With this learning media, it can make it easier for teachers to match learning materials	5	Very Quality
6. With this learning media, it can create a pleasant learning atmosphere for students	5	Very Quality
7. The layout of the images and animations on this learning media is appropriate, making it easier for teachers to provide understanding to students.	5	Very Quality
8. The animated characters used in this learning media are appropriate, making it easier for students to understand the learning material.	4	Quality
9. The music used in this learning media is in accordance with the characteristics of upper-class elementary school students.	4	Quality
10. This learning media is very flexible so it is easy to use in learning activities.	4	Quality
Average	4,7	Very Quality

Based on the teacher's assessment response data, it was found that the average total score of interactive media based on soft skills was 4.7, which means that in general, interactive media based on soft skills were included in the very quality category.

Table 4. Student Response Assessment

Rating indicators	Average Score	Category
1. The material in this learning media is easy to understand	5	Very Quality
2. The presentation of the material in this learning media is interesting	5	Very Quality
3. The use of this media facilitates the learning process	5	Very Quality
4. The animated images used in this learning media are interesting and easy to understand.	5	Very Quality
5. The use of language in this learning media is clear and easy to understand.	5	Very Quality
6. The selection of images in this learning media is appropriate so that the material being studied is easy to understand.	5	Very Quality
7. The type of font/letter, the size of the font/letter in this learning media is good so that the material is easy to read and understand	5	Very Quality
8. The choice of text color in this learning media is appropriate so that the material is easy to read and understand	5	Very Quality
9. The music used in this learning media is appropriate so that learning is more fun.	4	Quality
10. The voice filler used in the learning media is clear and easy to hear and understand	4	Quality
Average	4,8	Very Quality

Based on student assessment response data, it was found that the average total score of interactive media based on soft skills was 4.8, which means that in general, interactive media based on soft skills were included in the very quality category.

Effectiveness

Effectiveness is carried out in relation to formative evaluation activities. The evaluation carried out at the development stage is to measure the level of feasibility and effectiveness of a media using the teacher activity assessment sheet. The aspects of teacher activity assessment can be seen in the table below.

Table 5. Teacher Activity

Rating indicators	Average Score	Category
1. The material displayed in this learning media is easy to understand	5	Very effective
2. By using this learning media students are more interested and enthusiastic in participating in learning.	5	Very effective
3. The material presented in this learning media is coherent and in accordance with KI and KD.	5	Very effective
4. Presentation of material in this learning media can attract students' attention during the learning process.	5	Very effective
5. With this learning media, it can make it easier for teachers to match learning materials	5	Very effective
6. With this learning media, it can create a pleasant learning atmosphere for students	5	Very effective
7. The layout of the images and animations on this learning media is appropriate, making it easier for teachers to provide understanding to students.	5	Very effective
8. The animated characters used in this learning media are appropriate, making it easier for students to understand the learning material.	5	Very effective

Rating indicators	Average Score	Category
9. The music used in this learning media is in accordance with the characteristics of upper-class elementary school students.	4	Effective
10. This learning media is very flexible so it is easy to use in learning activities.	5	Very effective
Average	4,9	Very effective

Based on teacher activity response data, it was found that the average total score of interactive media based on soft skills was 4.9, which means that in general interactive media based on soft skills were included in the very effective category.

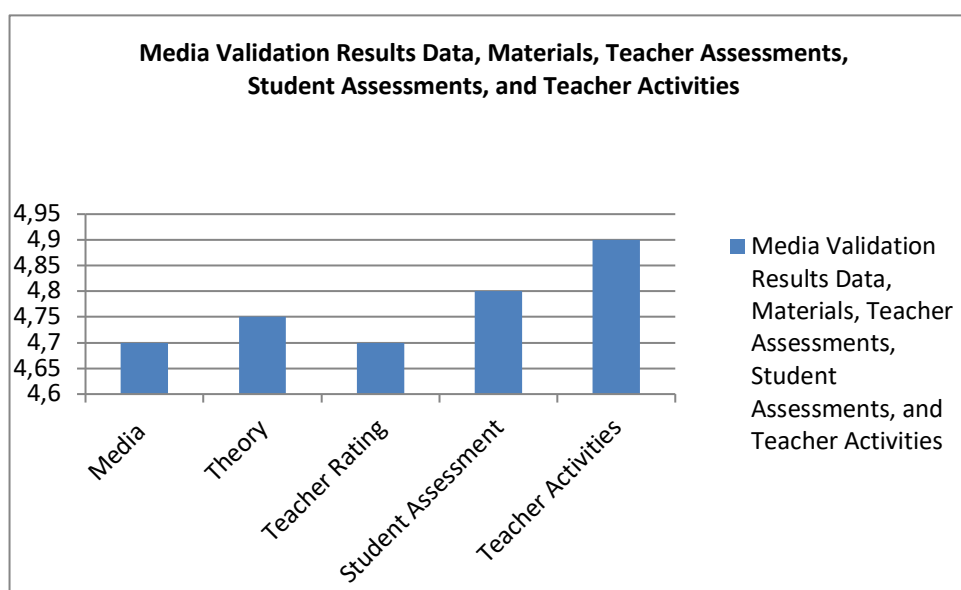


Figure 1. Media Validation Results Data, Materials, Teacher Assessments, Student Assessments, and Teacher Activities

DISCUSSION

the development of interactive media in elementary schools is not running properly. The results of interviews conducted with representatives of Cilacap district teachers revealed that they still used textbooks and an understanding of Science and Technology in the use of computers, especially interactive media applications, was still very minimal, still using whiteboards as learning media, making teaching materials and presenting teaching materials to students-students manually.. This is in accordance with the results of previous studies (such as Hendriana [9] stating that soft skills is a person's skills when dealing with other people (interpersonal skills) and skills in self-regulation (intrapersonal skills) that are able to develop performance by. [10] revealed that "soft skills play an important role in a person's success in life, especially in one's professional life. Soft skills play an important role in the arrival of someone in life, especially in someone. [11] states that a person's soft skills can relate abilities individual with the surrounding environment.

CONCLUSION

The results of the research from media validation an average value of 4.7 was declared very valid to be used for soft skill-based interactive media in thematic learning in elementary school, the results of material validation an average value of 4.75 was declared very valid, 4.7 an average value the average teacher assessment results and the average score of 4.8 students, and the teacher's activity an average score of 4.9 from the fourth grade operational trial of elementary school was declared to be of very high quality and very effective. So that the quality of interactive media based on soft skills in thematic learning is very good, very quality and very effective in learning in elementary schools, then interactive media based on soft skills thematic learning is disseminated to 20 elementary schools in Cilacap Regency, both public and private.

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