Improving the Quality of the Learning Process through Fun Thinkers Learning Media in Elementary Schools

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A B S T R A K

Pendidikan saat ini terus berkembang untuk meningkatkan standar kualitasnya melalui berbagai aspek pelaksanaan pembelajaran yang memuaskan. Komponen utama yang terlibat meliputi unsur manusiawi, materi, fasilitas, dan proses pembelajaran. Kurangnya media pembelajaran yang digunakan oleh pendidik terutama pda media yang dapat mencakup materi dari inti pembelajaran sehingga menyebabkan rendahnya minat belajar siswa terhadap suatu pembelajaran. Media pembelajaran yang menarik dan inovatif dapat meningkatkan motivasi dan minat belajar siswa. Tujuan dari penelitian ini guna menghasilkan media pembelajaran Fun Thinkers untuk kelas II sekolah dasar pada tema 1 hidup rukun. Model yang digunakan pada penelitian adalah model ADDIE. Metode penelitian yang digunakan yaitu metode kuesioner dan untuk instrumen pengumpulan data menggunakan instrumen rating scale. Sedangkan, untuk teknik analisis data dalam melakukan uji validitas menggunakan rumus rerata skor dan uji realibilitas menggunakan rumus Percentage of Agreement. Hasil penelitian yang telah dilakukan pada uji validitas media pembelajaran didapatkan bahwa media pembelajaran memiliki kualifikasi sangat baik berdasarkan penilaian ahli, guru dan siswa sebagai pengguna. Berdasarkan hasil analisis tersebut, media pembelajaran Fun Thinkers untuk kelas II sekolah dasar pada tema 1 hidup rukun dikatakan valid dan layak digunakan dalam proses pembelajaran.

A B S T R A C T

Education today continues to develop to improve its quality standards through various aspects of implementing satisfactory learning. The main components involved include human elements, materials, facilities, and learning processes. The lack of learning media used by educators, especially media that can cover material from the core of learning, causes low student interest in learning. Interesting and innovative learning media can increase student motivation and interest in learning. The purpose of this study was to produce Fun Thinkers learning media for grade II elementary school on theme 1 living in harmony. The model used in the study is the ADDIE model. The research method used is the questionnaire method and for data collection instruments using the rating scale instrument. Meanwhile, for data analysis techniques in conducting validity tests using the average score formula and reliability tests using the Percentage of Agreement formula. The results of the research that has been carried out on the validity test of learning media showed that the learning media has very good qualifications based on expert assessments, teachers and students as users. Based on the results of the analysis, the Fun Thinkers learning media for grade II elementary school on theme 1 living in harmony is said to be valid and suitable for use in the learning process.

1. INTRODUCTION

Education aims to form individuals with religious values, self-control, good character, intelligence, high morality, and the skills necessary for the benefit of themselves, society, state, and nation Abdillah, 2021; Boentolo et al., 2024). Education today continues to develop to improve its quality standards through various aspects of implementing satisfactory learning. The main components involved include human elements, materials, facilities, and learning processes. Competent teachers and active students play an important role in effective learning interactions. Learning materials must be relevant and up-to-date, with textbooks, digital materials, and visual and audio aids that support student understanding. Adequate educational facilities, such as comfortable classrooms and audio-visual equipment, create a conducive

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learning environment. An effective learning process includes planning, implementation, and continuous evaluation, using interesting and relevant methods and strategies. All of these elements must be interconnected to achieve holistic learning goals, develop students' character and life skills Fajriyani et al., 2023; Hasan et al., 2021).

With ongoing commitment from all parties, including government, schools, teachers, students, and parents, education can create a generation that is ready to face the future and contribute positively to society. Learning is an interaction between educators, students, and learning resources in a learning environment to enable the process of acquiring knowledge and forming attitudes and self-confidence in students (Mahardika et al., 2023; Sudarma et al., 2020). The quality of learning is highly dependent on the motivation of educators to continue learning and their creativity. Highly motivated learners can achieve the desired learning goals with the help of educators' creativity. Therefore, educators must be more creative and innovative to ensure that the learning process becomes enjoyable for students. Educational programs meet three criteria: attractiveness, usefulness (effectiveness), and usefulness (efficiency), the learning system used by teachers is considered appropriate (good) (Fatmawati, 2021; Maryanti & Kurniawan, 2018).

Creating a fun learning atmosphere for students is an important thing that needs to be done by a teacher. Signs of a fun learning atmosphere include: a) creating a stress-free environment; b) ensuring that the learning material is in accordance with the needs of students; c) encouraging a positive learning process, usually this occurs when studying with friends, there are elements of humor and enthusiasm, there are regular breaks, and full support; d) deliberately involving all five senses, along with left and right brain activities; e) encouraging students to think deeply and communicate with creativity (Anam et al., 2021; Korompot et al., 2020). The use of appropriate media or learning resources by educators can create a pleasant learning atmosphere. Learning media is an important component that can increase student enthusiasm in the learning process. This media functions as a tool for teachers to deliver learning materials to students. In the context of learning, teachers design the use of media with the aim of increasing students' understanding of the material being taught, in accordance with the objectives set out in the Learning Implementation Plan (RPP). It is hoped that the use of learning media can motivate students in the learning process and improve the quality and achievement of their learning (Akbar, HF & Hadi, 2023; Simarmata et al., 2022).

One of the sources of learning or learning media that can be used by an educator in the learning process is a book. The book used as a learning source is a textbook. Students must get used to a new way of learning at school. Students need to be given the freedom to determine how they understand the material taught by the teacher. Reading various books and literature that are relevant to the topics explained by the teacher will help students gain a deeper understanding and expand their knowledge. If teachers only rely on textbooks or official reading materials as the only source of learning, the book can be less effective in supporting the learning process. This tends to make students feel bored and less motivated to follow the learning. In this regard, books as a learning medium must have content and a way of conveying messages that aim to encourage children. In addition, students must be given incentives to process what they learn. Finally, they can involve children in providing responses and feedback, and encourage them to practice correctly. The right choice of media, costs, updates, support, and technology are needed to maximize the benefits of learning media (Nasa'i & Sari, 2023; Sumarsono & Anggaryani, 2022).

Learning objectives depend on how teachers process learning, from the learning process to the evaluation of learning outcomes so that the learning process is successful. However, one of the problems that makes teachers less understand the implementation of the curriculum is that they cannot create learning media that include material from the core of the learner (Andrian, 2019; Fanani, 2018). The development of Fun Thinkers learning media on theme 1 Living in Harmony is a development of learning media made by a company specializing in educational props. Fun Thinkers media is a set of books packaged to create learning activities that are more enjoyable. In addition to aiming to increase children's interest in learning, especially at home, it is useful for training children's right and left brain motor skills, as well as training children's skills, logic and concentration (Adawiya, 2022; Nugrahaeni et al., 2017).

This media can certainly increase students' motivation in learning because with Fun Thinkers media, students will be more interested in reading and motivated to learn because the form of this media is concise and unique, and is able to explore the core of a basic concept of the material to be delivered. Students will definitely enjoy more learning activities using this Fun Thinkers media because they not only listen to the teacher but are also involved in activities such as observing, doing, and demonstrating. By using colors, images, and unusual usage techniques, this book is designed to be as attractive as possible. In addition to following the conventional approach to answering questions, students are encouraged to consider more interesting and interactive ways such as playing. One technique used is to move the square box to the correct answer rather than just writing it. With this method, students become more interested in responding to questions and feel more excited to participate in learning. Kibtiah highlighted the importance of this learning media approach, especially for grade II students, because they tend to have the urge to play while learning new things (Eka Putri Saptari Wulan, 2021; Wanelly & Fauzan, 2020).

The novelty of this research lies in the development of interactive and fun Fun Thinkers learning media. This media offers an innovative approach that involves attractive visuals and manipulative activities, thereby increasing students' interest and motivation in learning. Different from conventional methods, Fun Thinkers supports more dynamic, effective learning, and is in accordance with the 2013 Curriculum, which integrates cognitive, attitude, and skill aspects in an integrated manner. This research presents a new solution in creating a more lively and participatory learning atmosphere.

2. METHOD

This research is a type of research that focuses on the development of integrated learning media in the Fun thinkers' book. In the framework of this research, the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) development model is used. The ADDIE model was chosen because of its systematic approach and is supported by theory in learning design. Its flexibility allows adjustments to the needs and characteristics of students, helping to overcome various learning challenges related to learning resources. This Fun Thinkers learning media is used by second grade students in elementary schools with a focus on theme 1 "Living in Harmony." This development research involves collaboration with experts, practitioners, and small student groups to assess the suitability of the media. The data collected in this study include qualitative and quantitative data. Qualitative data are obtained from input, criticism, and expert assessments, while quantitative data are obtained from assessments conducted by experts. Certain efforts are made in several stages to ensure the validity of the assessment instrument, namely: 1) preparation of a grid table, 2) consultation with the supervising lecturer, and 3) preparation of the assessment instrument. Details regarding the instrument grid can be found in Table 1, Table 2, Table 3, and Table 4.

Table 1. The Content Expert Validation Instrument Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Use of Language	Quality of language use	80	Completed
2	Contents	Clarity and completeness of the 2013 Curriculum identity in Fun Thinkers media.	9	1
		Relevance of material to basic competencies.	10	1
		Relevance of material to learning achievement indicators	11	1
		Relevance of material to student development level	12	1
		Number of Items		**12**

(Andi Rustandi & Rismayanti, 2021; Setiawan et al., 2021).

Table 2. The Media Material Expert Validation Instrument Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Media Design	Media cover design.	1,2,3	3
		The quality of the displayed image.	4.5	2
		Clarity of the text displayed.	6,7,8	3
		Media display.	9,10	2
		Layout.	11,12,13,14	4
2	Use of Language	Quality of language use.	15,16,17	3
3	Ease of use	Ease of use of media.	18.19	2
		Clarity of media use.	20	1
		Number of Items		**20**

(Andi Rustandi & Rismayanti, 2021; Setiawan et al., 2021).

Table 3. The Grid of Practitioner Response Validation Instruments

No	Aspect	Indicator	Item Number	Number of Items
1	Media Presentation	Technical quality of the media.	1,2,3,4,5	5
2	Media Quality	The quality of the content of the material in the questions.	6,7,8,9,10	5
		The quality of questions in the media.	11,12,13,14,15	5
		Instructional quality.	16,17,18,19,20	5
		Number of Items		**20**

(Andi Rustandi & Rismayanti, 2021; Setiawan et al., 2021).

Table 4. The Student Response Instrument Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Question Material	Understanding the material.	1,2,3,4,5	5
2	Use of Media	Ease of using media in learning.	6,7,8,9,10	5
		Number of Items		**10**

(Andi Rustandi & Rismayanti, 2021; Setiawan et al., 2021).

This development research uses qualitative descriptive and quantitative descriptive analysis methods. Qualitative analysis is used to process data from experts and users through questionnaires, while quantitative analysis involves calculating validity based on expert scores. The trial was conducted by two experts, two practicing teachers, and a group of students.

3. RESULTS AND DISCUSSION

Results

The development of the Fun Thinkers learning media product on theme 1 of living in harmony for grade 2 Elementary School students in this study used several stages that were passed through, including; analysis stage, design stage, development stage, implementation stage, and evaluation stage. The analysis stage was taken through several stages, namely: needs analysis, curriculum analysis, student characteristics analysis, and good media analysis; (2) The design stage began with designing the design using the Photoshop CS6 application, creating question boxes and answer boxes and adjusting them to the frame. The frame in question is a tool used in the Fun Thinkers media which contains 16 colored tiles in it. After that, the Fun Thinkers media was printed using A3 glossy paper measuring 29.8 cm x 41.2 cm with a total of 23 pages; (3) The development stage is the stage carried out after the media design has been completed. At this stage, the Fun Thinkers media has begun to be made, this stage begins with making the cover, how to use the media, Basic Competencies and Learning Achievement Indicators, table of contents and practice questions. Figure 1 shows the appearance of the Fun Thinkers learning media.
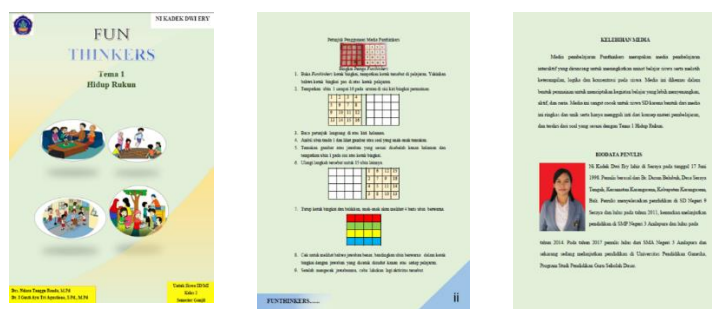

Figure 1. The Fun Thinkers Learning Media Display

The data from the product test results have been obtained and then analyzed to obtain the validity and reliability of the media. Data analysis is carried out by calculating the average score results obtained from experts and responses from practitioners and students. The data obtained is converted with the guidelines for the criteria for assessing the validity and reliability of the Fun Thinkers media.

Table 5. Average Score of the Validity Test of the Fun Thinkers Media Content Material

No Item	Expert 1	Expert 2	Total	Average	Assessment Category
1	5	4	9	4.5	Very valid
2	5	5	10	5	Very valid
3	4	5	9	4.5	Very valid
4	4	5	9	4.5	Very valid
5	4	5	9	4.5	Very valid
6	5	5	10	5	Very valid
7	5	4	9	4.5	Very valid
8	5	4	9	4.5	Very valid
9	5	5	10	5	Very valid
10	5	5	10	5	Very valid
11	5	5	10	5	Very valid
Total	**52**	**52**	**104**	**52**	
Amount				**4.73**	**Very valid**

The results of the analysis presented in Table 5 are the average results obtained from each item, namely the range of 4.21 ≤ Va < 5.00. Based on the validity assessment criteria for each assessment item, it is in the very valid criteria with a total average of 4.73 with the very valid validity assessment criteria. Based on the results obtained, the Fun Thinkers learning media development product for grade II Elementary School on Theme 1 Living in Harmony can be used without revision.

Table 6. The Average Score of Fun Thinkers Media Expert Validity Test

No Item	Expert 1	Expert 2	Total	Average	Assessment Category
1	5	5	10	5	very valid
2	5	5	10	5	very valid
3	4	4	8	4	valid
4	5	5	10	5	very valid
5	5	5	10	5	very valid
6	5	5	10	5	very valid
7	5	5	10	5	very valid
8	5	5	10	5	very valid
9	5	4	9	4.5	very valid
10	5	5	10	5	very valid
11	4	4	8	4	valid
12	4	4	8	4	valid
13	5	4	9	4.5	very valid
14	5	4	9	4.5	very valid
15	5	5	10	5	very valid
16	5	5	10	5	very valid
17	5	5	10	5	very valid
18	5	5	10	5	very valid
19	5	5	10	5	very valid
20	5	5	10	5	very valid
Total	**97**	**94**	**191**	**95.5**	
Amount				**4.80**	**Very valid**

The results of the analysis presented in Table 6 obtained the average results obtained from each item, namely the range of 4.21 ≤ Va < 5.00. Based on the validity assessment criteria for each assessment item, it is in the very valid valid criteria with a total overall average of 4.80 with the very valid validity assessment criteria. Based on the results obtained, the Fun Thinkers learning media development product for grade II Elementary School on Theme 1 Living in Harmony can be used without revision.

The results of the practitioner response test on respondent 1 obtained a percentage result of 95% and respondent 2 obtained a percentage result of 94%. Furthermore, for the total percentage of both respondents, the results were 94.5%. Based on the results obtained and converted to the conversion of the level of achievement on a scale of 5, the percentage results were at an achievement of 90-100 which stated very good criteria. Based on this, the development of Fun Thinkers media for grade II of Elementary School on Theme 1 Living in Harmony can be used without the need for revision.

The results of the student response test obtained percentage results, namely respondent 1 obtained 92%, respondent 2 obtained 92%, respondent 3 obtained 90%, respondent 4 obtained 90%, respondent 5 obtained 90%, respondent 6 obtained 94%, respondent 7 obtained 96%, respondent 8 obtained 92%, respondent 9 obtained 94%, respondent 10 obtained 92%, respondent 11 obtained 88%, respondent 12 obtained 90%, and respondent 13 obtained 94% with an overall percentage obtained of 91.85%. Furthermore, based on the conversion of the achievement of the scale 5, the overall percentage results are at the level of 90-100 with very good criteria, so the development of Fun Thinkers learning media for grade II Elementary School on Theme 1 Living in Harmony can be used without any revision.

Discussion

Based on the results of the assessment indicator scores, namely the quality of good and correct language use, the sentences and language used are clear and the instructions for completing the questions are easy to understand, as well as the learning media.*Fun Thinkers* relevant to the identity in the 2013 curriculum conducted by content experts obtained an average validity test score of 4.73 with a very valid validity assessment criteria. Based on the results obtained, the Fun Thinkers learning media development product for grade II Elementary School on Theme 1 Living in Harmony can be used without revision.Based on the results of the reliability test on the content material experts of Fun Thinkers media, the results obtained were 100%. This shows that the media developed is reliable (Oktaviani et al., 2023; Vienna et al.,

2017). The results of the media expert validity test obtained an average score of 4.80 with a very valid validity assessment criteria. Based on the results obtained, the Fun Thinkers learning media development product for grade II of Elementary School on Theme 1 Living in Harmony can be used without revision. While forThe results of the reliability test on the Fun Thinkers media expert obtained 98%. This shows that the media developed is reliable. The results obtained are based on the media cover design, the quality of the images displayed, the clarity of the text, the appearance of the media, the layout and the use of language in the Fun Thinkers media. The total percentage of expert practitioners, namely 2 respondents/teachers, obtained 94.5%. Based on the results obtained and converted to the conversion of the level of achievement on a scale of 5, the percentage results are at the achievement of 90-100 which states very good criteria. Fun Thinkers media can be stated as very good based on the technical quality of the media, the quality of the content of the material, the quality of the questions contained in the media, and the instructional quality of the media scored good and very good. The percentage results of student responses obtained were 91.85%. Furthermore, based on the conversion of the achievement scale of 5, the overall percentage results are at the level of 90-100 with very good criteria. This is based on the results of the scores given by students where after conducting a trial of the Fun Thinkers media, students did not find it difficult to use the media and students could easily understand the material contained in the Fun Thinkers media.

Based on the results of research on the development of learning media*Fun Thinkers* for grade II elementary school on theme 1 living in harmony that has been obtained, it can be concluded that the media is declared valid and can be used in the learning process. The advantage of the Fun Thinkers media that has been developed is that the images used in the media are real/concrete. Another advantage of the Fun Thinkers media is that this media is easier to use by grade 2 students because the media is packaged in the form of a game in the form of a colored book and equipped with a frame box and includes the core of the learning material contained in theme 1 living in harmony so that in the learning process students will be more interested and can better understand the core of the learning material presented. The characteristics of students in the lower grades, namely grade 2 elementary school students, namely like to play, like to move, like to work in groups, and like to demonstrate or do something directly (Liana et al., 2021; Swihadayani, 2023).

In line with researchabout the Development of Thematic Learning Media "Fun Thinkers Book" Theme of Various Jobs in Grade IV Elementary School. The results of this study prove that the development of thematic learning media "Fun Thinkers book" theme of various jobs in grade IV Elementary School is feasible to be used to make students more interested, students do not play alone, and make learning very enjoyable. Research on the Effectiveness of the Pair Check Method Using Fun Thinkers Media to Improve Learning Outcomes of Grade IV Elementary School Students in Civics Learning. This study applies collaborative learning between the pair check method and Fun Thinkers which shows that the application of the Pair Check method using Fun Thinkers media is effective in improving student learning outcomes. Research conducted by Saroh who conducted research on the development of thematic Flash Card Fun Thinkers media as a supporter of scientific learning in grade II students of SD N Karang Tempel which showed that students were happy and enthusiastic about the Fun Thinkers flash card media (Fitrah et al., 2022; Redhana, 2019).

The development of Fun Thinkers learning media in elementary schools is believed to be able to improve student learning outcomes and student motivation to learn. This is because the Fun Thinkers learning media is very easy to use by grade 2 students where, in using this media, you only need to move the tiles from the question box to the answer box and match the answers with the available colors so that the learning process becomes more fun because it is done while playing. The Fun Thinkers media that has been developed also uses concrete images in it where students will find it easier to understand the questions because they are in accordance with the conditions of their environment (Siddiq et al., 2020; Verrysaputro et al., 2022).

The implication of this research is the existence of Fun Thinkers learning media for grade 2 elementary school on theme 1 living in harmony which is in the "very good" qualification. This media can be used by teachers for grade 2 elementary school students on theme 1 living in harmony. As a teacher, you must be able to know the characteristics of students in order to be able to make the learning process effective. Basically, lower grade students, especially grade 2 students, are still at the concrete operational stage, where in the learning process students are faced directly with real things to be able to understand the learning material. The existence of this media can facilitate students in thematic learning because it is packaged into one media and learning objectives can be achieved (Faradiba & Budiningsih, 2021; Novitasari & Wardani, 2020).

This study also has limitations that this media is designed for a specific theme, so it cannot be directly applied to all topics or materials without modification. In addition, although this media is very suitable for lower grade students, its effectiveness may be limited for students with special needs or different learning styles, who require additional learning approaches or media (Wahyuni, 2022; Wanelly & Fauzan, 2020).The advantage of this research is its ease of use, both by students and teachers. This media

not only presents learning in a fun form but also facilitates a more interactive learning process. With the system of matching answers through tiles, students can be directly involved in the problem-solving process and reflection on their answers. This media is also useful for teachers, to be used as inspiration to develop similar media using different themes. This can certainly help teachers in the learning process because the learning material has been packaged into one container/media (Dewi & Negara, 2021; Rahmawati & Atmojo, 2021).

4. CONCLUSION

Based on the research results, the development of Fun Thinkers learning media for grade II Elementary School on the theme "Living in Harmony" is proven to be valid, reliable, and suitable for use without revision. This media has advantages in increasing student motivation and learning outcomes through an interactive and fun approach, in accordance with the characteristics of lower grade students. By using concrete images and tile-based games, students can more easily understand the material and be directly involved in the learning process. This media has received very good ratings from material experts, media experts, as well as students and teachers, with a high level of validity and reliability. However, limitations in its application to other themes or materials without modification need to be considered, especially for students with special needs. Overall, Fun Thinkers media makes a positive contribution to thematic learning and can be an inspiration for teachers to develop similar media in the future.

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