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Adobe flash based learning media development in economic lessons

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ABSTRACT

This study aims to determine the development of adobe flash-based audio-visual learning media in economic subjects, to determine the feasibility of adobe flash-based audiovisual learning media as a learning medium in the learning process, to determine student assessments in using adobe flash-based audiovisual learning media in subjects the economy. This media was tested in three stages, namely the individual trial stage, expert or expert test, material expert and media expert, small scale trial stage for 10 students, and large-scale or field trial stage for 26 students. Data collection techniques in this study used a questionnaire. The data obtained from the questionnaire were then analyzed descriptively quantitatively. The results showed several stages in this development, the quality of audiovisual learning media based on Adobe Flash based on the assessment of 1) material experts obtained a final average score of 85% including in the very feasible category, 2) media experts obtained a final average score of 88% included in the very feasible category, 3), small scale trials obtained a final average value of 91%, and 4) large scale / field trials obtained a final average value of 87% included in the very practical category. Based on the results of assessments from experts and students, it is very practical as a learning medium in the learning process.



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Introduction

Research and development is research that produces an outcome or product, and tests its effectiveness. (Amir, 2019) I revealed that the product testing technique used is a survey if it is based on qualitative data to test the level of user needs. Meanwhile, to test the effectiveness of the product, used the experimental method of sample testing (quantitative). Products in this context are not always in the form of hardware (books, teaching materials, textbooks, classroom learning aids, etc.), but can also be software. (Al Azka, Setyawati, & Albab, 2019; Winaya, Darmawiguna, & Sindu, 2016). Such as programs for data processing, classroom learning, libraries, learning models, training, evaluation, management and others. Basically any research and development that is done to make a product easier, cheaper (effective and efficient) based on the level of use or benefits of the product. (Fahrurrozi & Majid, 2017). This means that whether the useful value of the

product is equivalent to the costs incurred for development or even much cheaper, not only that research and development is based on the needs of. (Fahrurrozi & Mohzana, 2020).

Learning can be viewed from two angles. First learning is seen as a system, learning consists of a number of organized components, including learning objectives, learning materials, learning strategies and methods, learning media or teaching aids, class organizing, learning evaluation is seen as a process, then learning is a series of efforts or teacher activities in order to make students learn. (Cut Fitriani & Usman, 2017; Gasong, 2018; Nuriyah, 2016). Learning can be defined as a system or process of teaching students or learners who are planned or implemented and evaluated systematically, so that the student / learner can achieve learning objectives effectively and efficiently. (Rostati, 2019). Furthermore, learning media is part of learning resources, which is a combination of software (learning materials) and hardware (learning tools). That the learning system can help develop themselves optimally and be able to achieve learning goals. (Purwono, 2014) Defining learning media is any person, material, tool, or event that can create conditions that allow learners to receive knowledge, skills, and attitudes. With that understanding, the teacher or lecturer, textbooks, and the environment are the media. (Duludu, 2017; Sumiharsono & Hasanah, 2017), (Dwijayani, 2019) Expressing his opinion about learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and the objectives of education or learning can be achieved effectively and efficiently. Teachers must use the best media to facilitate learning or increase students' understanding of learning materials, especially in teaching economics for class X IPS. (Al-Tabany, 2017; Titu, 2015). Why is that? Because, the process of communicating to facilitate learning can be a challenging process, which often requires creative efforts to achieve a learning goal. (Iswari, 2017).

Based on the results of observations researched at SMA Negeri 1 Wanasaba, they have not used audiovisual learning media based on Adobe flash as a whole for all subjects, especially economics lessons at these schools still often use learning media such as 1). student worksheet manuals, textbooks, and other media. 2). The teaching method of the teacher still uses the lecture method, so that some students / students do not follow the lesson well, the direction of learning is conveyed by the subject teacher, and cause students to become bored, not motivated to learn, and not interested in responding to lessons that are will be given by the teacher. Not only that, the results of the analysis of the needs of 85% of students need learning media using Adobe Flash in economic subjects and 15% of students do not need it.

Based on the above problems, the identification of problems in this study is the lack of student activity in learning. Students are less motivated in learning, and in the learning process, teachers still use student worksheets, textbooks, in the learning process, and have not used any sophisticated media. Based on the problems and needs analysis, it is very important to develop learning media based on Adobe Flash as a learning tool for class X IPS students at SMA Negeri 1 Wanasaba.

Method

The method used in this research is to use research and development (research and development). Research and development is research conducted to produce or develop a product. Research and development is research conducted to produce or develop a product. This research and development aims to produce economic learning media with Adobe Flash Class X IPS based software. The product developed is then tested for its validity, practicality, and effectiveness. (Perwitasari & Wahjoedi, 2018).

This research and development will use the ADDIE model. (Mulyasa, 2009; Tegeh, Jampel, & Pudjawan, 2015). The ADDIE model has the following steps: 1) analyze, 2) design, development, 4) implementation, and 5) evaluation. The subjects in this study were students who were taken randomly in class X IPS at SMA Negeri 1 Wanasaba, totaling 26 respondents as large-scale trials and 10 respondents as small-scale trials.

The data analysis technique in this study uses quantitative Repeated Word descriptive analysis Repeated Stem techniques, namely by analyzing Repeated Stem quantitative Repeated Word data obtained from a questionnaire from media experts and material experts. (Maskur, Nofrizal, & Syazali, 2017; Wirasasmita & Putra, 2018). Quantitative data in the form of calculated or measurement results are processed by adding up the scores obtained and then compared with the expected numbers so that the eligibility percentage is obtained. The categories used are as follows. (Arikunto, 2019).

Table 1. Category of Achievement Eligibility

No	Percentage of Achievement (%)	Eligibility Classification
1	81 – 100	Very Worth it
2	61 – 80	Well worth it
3	41 – 60	Decent enough
4	21 – 41	Not worth it
5	0 – 20	Not feasible

Results and Discussion

Material expert validation

The validation assessment is carried out by a material expert covering two aspects, namely aspects of material quality and aspects of material benefits. The percentage results from aspects of material quality and aspects of material benefit can be seen in diagram 1.

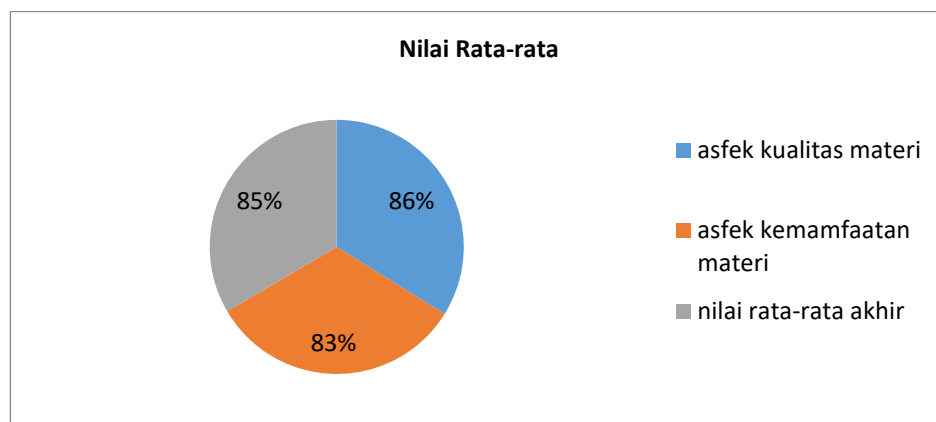


Figure 1. Diagram of Material Expert Validation Results

The material expert validation consisted of two assessment aspects, namely the material quality aspect with an average value of 86% and the material benefit aspect with an average value of 83%. This score included the interval interpretation criteria of 80%

Media Expert Validation

Media validation carried out by a media expert is seen in diagram 2.

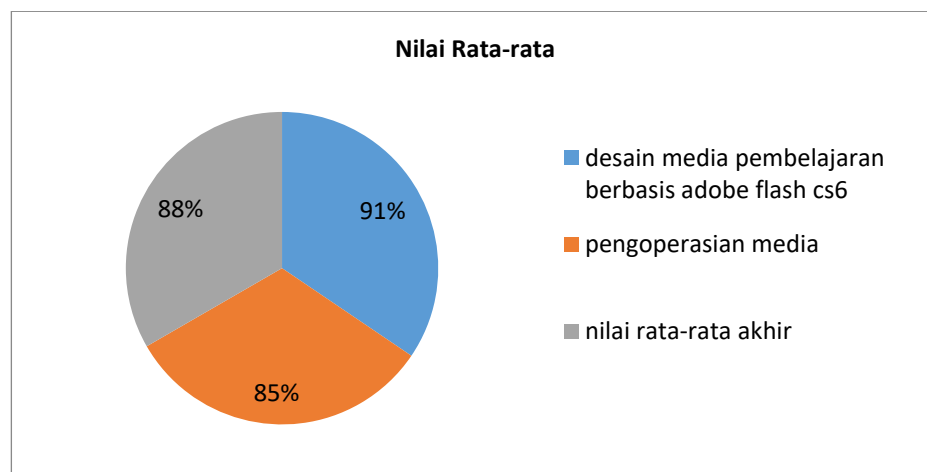


Figure 2. Diagram of Media Expert Validation Results

Validasi ahli media terdiri dari 2 aspek penilaian yaitu aspek desain media pembelajaran berbasis adobe flash memperoleh nilai rata-rata 91%, dan aspek pengoperasian memperoleh nilai rata-rata 85%. Berdasarkan hasil pengolahan data dari angket diperoleh skor rata-rata akhir 88% dengan kriteria interpretasi dengan interval $80\% < N \leq 100\%$ dengan kategori sangat layak.

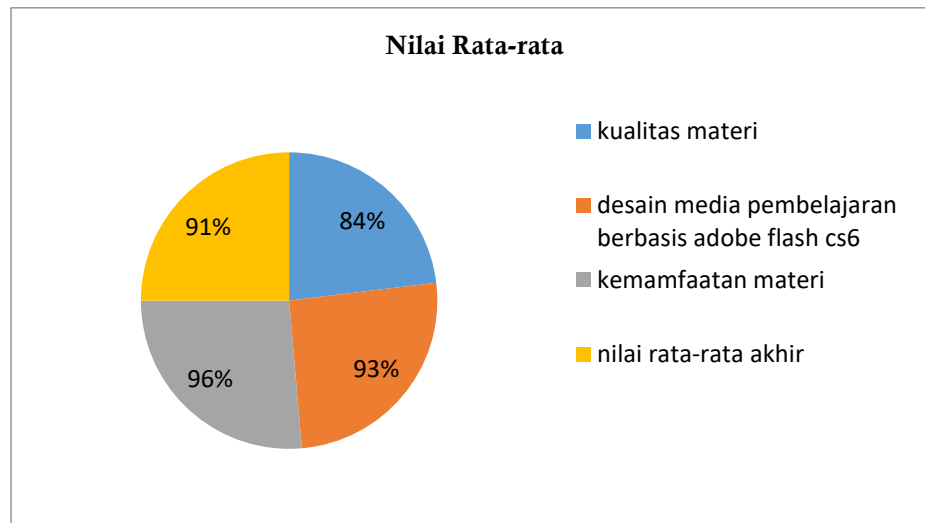


Figure 3. Diagram of small scale trial results

Based on the diagram data, it can be seen that the percentage of student response assessment results (large-scale test) to audiovisual learning media based on Adobe Flash in economic subjects, the subject of human needs, in each aspect, namely in the aspect of material quality is 84%, meaning that it is based on student response interpretation criteria including in the very practical category, the aspect of adobe flash-based media design is 93%, meaning that based on the criteria for interpreting student responses, it is in the very practical category, and in the aspect of material benefits, it is 96% meaning that based on the criteria for interpreting student responses, it is in the very practical category. From the results of the percentage of each of these aspects, the average percentage value of the whole audiovisual learning media based on Adobe Flash by students was 91%. These results indicate that the learning media that has been developed to have the criteria for the category of "Very Practical" therefore, the learning media is very practical to be tested on a large scale / field for use in learning.

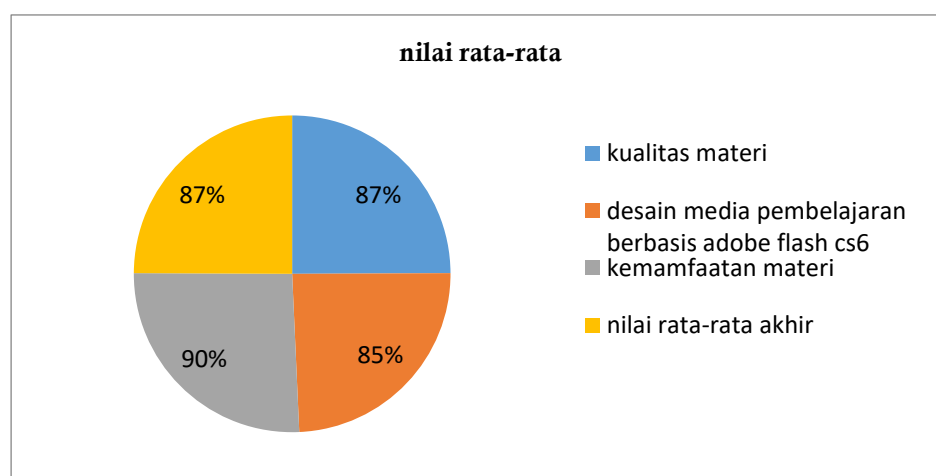


Figure 4. Diagram of the results of large-scale trials

Based on the diagram data, it can be seen that the percentage of student response assessment results (large-scale test) to audiovisual learning media based on Adobe Flash in economic subjects, the material of

human needs, in each aspect, namely the aspect of material quality is 87%, meaning that based on student response interpretation criteria, including in the very high category, the media design aspect based on Adobe Flash is 85%, meaning that based on the criteria for interpreting student responses, it is in the very high category, and in the material benefit aspect, it is 90%, meaning that based on the criteria for interpreting student responses, it is in the very high category. From the results of the percentage of each of these aspects, the overall percentage value of the Adobe Flash-based audiovisual learning media by students was 87%. These results indicate that the learning media that has been developed to have the criteria for the "very high and very attractive" category to be used in learning. Audiovisual learning media developed that have met the eligibility criteria both assessments from material experts, media experts, and assessments from students. In the evaluation of material experts, the aspects that are assessed and declared very feasible to include aspects of material quality and aspects of material benefits. In the assessment of media experts, aspects that have been assessed and declared very feasible to include aspects of adobe flash based media design, and aspects of media operation. And the assessments from students include aspects of material quality, aspects of media design based on adobe flash, and aspects of material benefits. This learning media is a final product that anyone can use using their own computer or laptop. The use of learning media is very easy to operate, learning media with material human needs and equipped with questions / evaluations. Meanwhile, the feasibility of learning media product is calculated based on the assessment of material experts, media experts, and students.

Discussion

The media of this research is in the form of learning media, which contains the content of the material and questions made with Adobe Flash software / application. The material contained in the material taken is adjusted to the X grade high school syllabus on the subject matter of human needs. This learning media is a final product that can be used by students using their own computers or laptops. The use of learning media is very easy to operate, learning media with material human needs and equipped with questions / evaluations. Based on the findings from the assessment of material experts, media experts, as well as students as product trials in the form of audiovisual learning media, which have the following advantages, first, audiovisual learning media can make it easier for students to learn economics, especially in material human needs. Second audiovisual learning media can be developed, which can provide encouragement in study.

Conclusions

Based on the results of research and discussion that have been carried out in class X IPS at SMA Negeri 1 Wanasaba, the conclusion is that learning using audiovisual learning media based on Adobe Flash can improve student learning outcomes because students enjoy using this learning media, which is equipped with pictures and explained in detail. This can be seen from the number of students, namely 26 students who have been tested with a final average score of 87% in the very practical category.

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