

Development of Interactive Media Based on Adobe Animate Creative Cloud to Improve Student Learning Outcomes

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ABSTRACT

The objectives of the research were (1) to produce interactive learning media based on Adobe Animate Creative Cloud for Social Studies class IV at Amaliyah Sunggal Private Elementary School, the sub-theme of the beauty of the cultural diversity of my country which was developed to be suitable for use as learning media, (2) to produce the use of Adobe-based interactive learning media. Animate creative cloud on social studies subjects in class IV Amaliyah Sunggal Private Elementary School on the sub-theme of the beauty of the diversity of my country which was developed effectively to improve learning outcomes. The research method uses research and development. Subjects were material expert validators, media experts, instructional media design experts, linguists, teachers and twenty five students. Product development is evaluated using a questionnaire. The results of the evaluation of the test subjects were analyzed descriptively qualitatively. The development model used in this study is the Thiagarajan model, known as the Four-D (4-D Model). The results showed that social studies interactive learning media based on Adobe Animate Creative Cloud in class IV Amaliyah Sunggal Private Elementary School was appropriate and effective for improving student learning outcomes in learning the theme of the beauty of the diversity of my country.

KEYWORDS

development; interactive media; adobe animate creative cloud media and product; social studies learning

INTRODUCTION

Social science (IPS) is one of the subjects taught from elementary to high school level by studying events, facts, concepts, and generalizations related to society. According to Putri, et al (2022: 837) IPS learning is learning that focuses on shaping students to become good citizens and have good character. In line with that, Nursid Sumaatmadja (Supriatna, 2008: 1) social studies learning is learning material that understands the way humans use business to meet their material needs, meet their cultural needs, psychological needs, utilize existing resources on the surface of the earth, regulate welfare and governance, and so on. so on that regulates and maintains the life of human society.

Learning media is a very important component in delivering material to students. The use of learning media will be able to help achieve good learning outcomes, but the method used by the teacher in learning on this theme is not appropriate with the use of media that is not in accordance with the material The Beauty of My Country's Diversity which must display lots of pictures and animations about ethnic and cultural diversity that in Indonesia, ranging from traditional clothes, traditional houses, and musical instruments. The results of

interviews obtained from 40 students who were taken as a sample, 100% of students stated that they needed interesting learning media and that involved them directly in learning. Students feel bored with the current learning pattern, even indifferent to social studies lessons, especially the material *The Beauty of My Country's Diversity*, so it's not surprising that many students don't pay attention to the teacher's explanation. The low student learning motivation in social studies learning causes the low social studies learning outcomes of students.

The low student learning outcomes can be seen that student scores are still low, because student learning scores are below the minimum criterion (KKM) that has been set at 75. This is because the teacher only uses conventional learning media that is not in accordance with the characteristics of learning material the beauty of cultural diversity that hopes students can get to know and show the cultures that exist in Indonesia. In the learning process there is less use of media aids, so that teachers tend to be active and students are passive. Because interactive learning is the occurrence of good interaction during the teaching and learning process.

In line with that, the results of interviews with two teachers at SD Amaliyah Sunggal showed that 100% of homeroom teachers needed instructional media so that the learning process was more affective. In line with that according to Sumiati (2008:159-160) says that learning media is an integral part of the learning system that can be used to convey messages, stimulate thoughts, feelings of concern and willingness of students so that the process is encouraged to learn. According to Arsyad (2013:28) suggests the benefits of learning media in the student learning process, namely: (1) Learning will attract more attention from students so that it can foster student learning motivation, (2) Learning materials will be clearer so that they can be better understood by students and enable them to master and achieve learning objectives, (3) teaching methods will vary, not solely with verbal communication through rules of words by the teacher teaching in each lesson, (4) students can do more learning activities because only listening to the teacher's explanation, but also other activities such as observing, doing, demonstrating, playing, and so on.

Furthermore, according to Ningsih (2010:5) the application of appropriate learning media will provide some of the best opportunities for students to cultivate positive values, such as: (1) providing opportunities for students to involve themselves actively in the learning process, (2) provide opportunities for students to reconstruct knowledge better, (3) encourage students to develop their own learning experiences according to the strategies they are interested in, (4) encourage students to be more responsible and dare to take risks, (5) provide opportunity and freedom express their friends' ideas freely. One of the appropriate media to anticipate this needs to be supported by appropriate learning media, namely interactive learning media. Interactive media make the learning process interesting and increase students' enthusiasm for learning.

RESEARCH METHODS

This type of research is research and development (research and development). R&D is a type of research that produces a product. Research and development is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2011:407). According to Sukmadinata (2010:164), research and development or Research and development) is a process or steps to develop develop new products or improve existing products, which can be accounted for in the form of hardware (hardware), such as books, modules, and teaching materials as tools for the learning process in class.

In research and development methods there are several types of models, the model used is the development of the 4-D model. The 4-D development model (Four D) is the

development suggested by Thiagarajan, et al (1974). The model modified from (Trianto, 2017:232), the development model consists of 4 stages, namely: Define, Design, Develop, and Disseminate. Products resulting from research methods and models are interactive media-based learning products adobe animate creative cloud in social studies learning in class IV on Theme 7, Sub-Theme; The Beauty of My Country's Diversity.

RESULTS AND DISCUSSION

This research has produced a product in the form of an interactive learning media based on Adobe Animate Creative Cloud as a learning medium for social studies subjects in grade IV SD with material about the beauty of the cultural diversity of my country.

Products developed can be used in the learning process if interactive learning media products meet the requirements on the quality aspects that have been previously determined, namely valid, practical, and effective, learning media have met the requirements for valid elements if they have been validated by experts in accordance with their fields such as: (1) material experts, (2) learning media experts, (3) learning media design experts, (4) linguists, interactive media is said to be practical if the results of the percentage of student response questionnaires and questionnaires from teacher responses reach at least 75%. For the next stage of developing interactive learning media, it is declared affective if the classification of learning outcomes is in medium or high categories (Hake, 1999).

The process in this study was designed using the research design used in this study, namely the research design of the 4-D model development (Four D Models) which includes 4 stages, namely the stages of defining, designing, developing, and disseminating.).

Based on the results of material analysis and task analysis, the learning objectives which can be fully detailed are as follows:

Table 1. Analysis of Learning Objectives

Core Competency	Meeting Purpose
KI 1: Accept, implement, and respect the teachings of the religion they adhere to. KI 2: Have honest, disciplined, responsible, courteous, caring and confident behavior in interacting with family, friends, teachers and neighbors. KI 3: Understanding factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about himself, God's creatures and their activities, and the objects they find at home, school and playgrounds. KI 4: Presenting factual knowledge in clear, systematic and logical language in works that are aesthetically pleasing in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and morality.	<ol style="list-style-type: none"> 1. After the teacher explains how to use Adobe Animate Creative Cloud interactive learning media students are able to use learning applications. 2. After the teacher shows learning media and listens to interactive Adobe Animate Creative Cloud which contains cultural diversity material, students are able to explain the meaning of traditional houses. 3. After the teacher shows and listens to the Adobe Animate Creative Cloud interactive learning media which contains cultural diversity material, students are able to mention the names of regional traditional houses in Indonesia. 4. After the teacher shows the interactive Adobe Animate Creative Cloud learning media which contains cultural diversity material, students are able to explain the shape of traditional houses in Indonesia. 5. After the teacher shows the Adobe Animate Creative Cloud interactive learning media which contains cultural

	diversity material, students are able to explain the uniqueness of regional traditional houses in Indonesia. 6. After students use the Adobe Animate Creative Cloud application, students can find musical instruments in every region in Indonesia.
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Description of the Design Stage (Design)

At the Design stage it was carried out to compile an initial draft (draft I). The point is to design an interactive media prototype based on Adobe Animate Creative Cloud on the beautiful material of my country's cultural diversity, in this stage it includes the following stages;

(1) Preparation of Tests

The basis for preparing the test is task analysis and concept analysis which are described in the specifications on learning objectives. Evaluation questions that have been prepared are then searched for validity. Valid questions will be used as evaluation questions in the media. Of the 40 multiple choice tests tested in class IV of Amaliyah Sunggal Private Elementary School, only about 14 met the aspects of validity, reliability, difficulty assessment and only 26 questions which measured the level of success of students in learning through pretest and posttest. Because 26 questions that are valid will already represent all the indicators designed,

(2) Selection of Media

Researchers determined the selection of software used to create interactive learning media, including Adobe Animate and several other supporting software. Like Adobe Premiere Pro CS6, Corel Draw, Paint, Adobe Photoshop. Adobe flash CS6 software selection because the tools panel supports making buttons and can combine text, images, sound into a learning medium.

(3) Format Selection

At the stage of selecting interactive media formats, it can be described from the design of learning media developed by researchers with flowcharts and storyboards that have been designed as follows:

- In the main display of the media, before starting to enter, you will be greeted with a musical intro, there is a sentence that shows the introduction of the beauty of the cultural diversity of my country. On the main part of the media there is the UNIMED logo and there is a login menu.
- After logging in, a home screen will appear which a display of interactive media based on Adobe Animate. Inside the home there is the title of the material, menu: learning; material; roam; and quiz.
- Learning pages contain: core competencies, basic competencies, learning indicators, and learning objectives.
- The page on the material contains material that explains cultural diversity and information about provinces in Indonesia. In the material sub-menu that has been made in accordance with the references that have been collected and is in accordance with the basic competencies of the subject.
- On the explore page there is a map of Indonesia from Sabang to Marauke. Where this map can be explored by clicking on the part of the island you want to see and it will enter the province, after clicking on that part of the area a menu of traditional clothes

will appear; custom home; and musical instruments according to the characteristics of each region.

- On the quiz page there are two tasks, namely learning evaluation by answering multiple choice questions where later when answering the questions a value will appear, this is designed to see abilities and review the material. One question consists of 10 points, so if the question is answered correctly, you will get 100 points.
- The puzzle menu is a way for children to play games by matching custom clothes that have been designed. There are three traditional clothes that will be played later. It is designed to train students' motor skills.
- The next display is a cross menu. This menu serves to switch out or not from the interactive media.

(4) Making Flowcharts

The compiled flowchart is attached in the attachment sheet.

Pretest Student Learning Outcomes Control Class and Experiment Class

The field trial phase will obtain data results that will be analyzed to determine how much the value of the effectiveness of interactive media based on Adobe Animate Creative Cloud on social studies subjects is developed based on the results of the pretests and posttests carried out. Before carrying out the teaching and learning activities students first answer the pretest questions, this aims to see the students' initial abilities regarding the material about the beauty of the diversity of my country. The pretest was carried out in class IV-A and IV-B. The learning outcomes test is given 26 multiple choice questions each, with a scoring system for correct answers will be scored 1 and if wrong will be given an assessment of 0. Afterwards the results of the tests given are compared with the minimum completeness criteria (KKM) according to the results of the assessment in private elementary schools Amaliyah Sunggal. For the ability level of student learning outcomes can be seen in table 2 as follows:

Tabel 2. Ability Level of Student Learning Outcomes

Student Ability Level	
Number Range	Letters
3.66-4.00	A
3.33-3.66	A-
3.00-3.33	B+
2.66-3.00	B-
2.33-2.66	C
2.00-2.33	C+
1.66-2.00	C-
1.33-1.66	D
1.00-1.33	D+
1.00	D

Source: Ministerial Regulation Number 104 Years 2014

If the value criteria above have not been met, then the developed media is revised and re-tested, this aims to get effective learning media. The trial to get the value results can be seen in table 3 as follows:

Tabel 3. Level of Student Learning Outcomes Pretest

Student Order Number	IV-A			Student Order Number	IV-B		
	Score	Scala	Letters Levels		Score	Scala	Letters Levels
1.	58	2	C	1.	77	3.3	B+
2.	58	2	C	2.	57	2	C
3.	69	2.6	B-	3.	62	2.3	C+
4.	62	2.3	C+	4.	72	3	B
5.	84	3.6	A-	5.	77	3.3	B+
6.	80	3.3	B+	6.	62	2.3	C+
7.	65	2.3	C+	7.	52	1.6	C-
8.	69	2.6	B-	8.	72	3	B
9.	65	2.3	C+	9.	77	3.3	B
10.	84	3.6	A-	10.	67	2.6	B-
11.	76	3.3	B+	11.	82	3.6	A-
12.	61	2.3	C+	12.	77	3.3	B
13.	58	2	C	13.	82	3.6	A-
14.	73	3	B	14.	67	2.3	C+
15.	69	2.6	B-	15.	62	2.3	C+
16.	69	2.6	B-	16.	62	2.3	C+
17.	73	3	B	17.	62	2.3	C+
18.	70	2.6	B-	18.	62	2.3	C+
19.	70	2.6	B-	19.	65	2.3	C+
20.	55	1.6	C-	20.	72	3	B
21.	77	3.3	B+	21.	67	2.6	B-
22.	66	2.6	B-	22.	84	3.6	A-
23.	58	2	C	23.	60	2	C
24.	62	2.3	C+	24.	65	2.3	C
25.	62	2.3	C+	25.	55	1.6	C-

Based on the data on the level of ability of student learning outcomes during the pretest, it can be concluded as in table 4 as follows:

Tabel 4. Recapitulation of Student Learning Outcomes during Pretest

No	Range	Letters	Frequency				Description
			IV-A	%	IV-B	%	
1	3.33-3.66	A-	2	8%	3	12%	Complete
2	3.00-3.33	B+	3	12%	2	8%	Complete
3	2.66-3.00	B	2	8%	5	20%	Not Completed
4	2.33-2.66	B-	7	28%	2	8%	Not Completed
5	2.00-2.33	C+	6	24%	8	32%	Not Completed
6	1.66-2.66	C	4	16%	3	12%	Not Completed
7	1.33-2.66	C-	1	4%	2	8%	Not Completed
Total			25	100%	25	100%	

Based on the data table above, it shows that the pretest obtained from the experimental class, namely class IV-A and control class, class IV-B, in the experimental class, there are many students who are in the incomplete category, namely 20 students or 80%. And the completeness category only gets 5 students or as much as 20%. While this is also not much different from the results of the pretest in class IV-B, it shows that 5 students have a complete category or 20% of students who do not complete as much as 80%.

Posttest I Student Learning Outcomes Control and Experiment Class

The next step is to posttest. After the teaching and learning activities have been completed. At this stage to see the extent to which students' abilities after the learning material is delivered. Submission of material was carried out for the experimental class (IV-A) to receive the treatment of the teaching and learning process using the method of using interactive media based on Adobe Animate Creative Cloud. And delivery of material with teaching and learning process methods using conventional learning methods. The posttest acquisition value can be seen in the following table:

Tabel 5. Ability Level of Student Learning Outcomes during Posttest I

Student Order Number	IV-A			Student Order Number	IV-B		
	Score	Scala	Letters Levels		Score	Scala	Letters Levels
1.	65	2.3	C	1.	77	3.3	B
2.	80	3.3	B+	2.	60	2	C
3.	78	3.3	B	3.	60	2	C
4.	78	3.3	B	4.	75	3	B
5.	68	2.6	C+	5.	65	2.3	C
6.	78	3.3	B	6.	78	3.3	B
7.	60	2	C	7.	78	3.3	B
8.	78	3.3	B	8.	80	3.3	B
9.	84	3.6	B+	9.	65	2	C
10.	80	3.3	B	10.	75	3	B
11.	84	3.6	B+	11.	76	3.3	B
12.	65	2.3	C	12.	78	3.3	B
13.	84	3.6	B+	13.	60	2	C
14.	77	3.3	B	14.	60	2	C
15.	80	3.3	B	15.	60	2	C
16.	88	4	B+	16.	60	2	C
17.	84	3.6	B+	17.	78	3.3	B
18.	67	2.6	C+	18.	77	3.3	C
19.	84	3.6	B+	19.	65	2	C
20.	84	3.6	B+	20.	65	2	C
21.	60	2	C	21.	65	2	C
22.	80	3.3	B	22.	65	2	C
23.	84	3.6	B	23.	78	3.3	B
24.	68	2.6	C+	24.	88	4	B+
25.	88	A	B+	25.	78	3.3	B

Based on the data obtained from the post test I results, it can be seen in more detail as follows;

Tabel 6. Recapitulation of Student Learning Outcomes at the Posttest

No	Range	Letters	Frequency				Description
			IV-A	%	IV-B	%	
1	3.00-3.33	B+	9	36%	1	4%	Complete
2	2.66-3.00	B	9	36%	11	44%	Complete
3	2.00-2.33	C+	3	12%	-	-	Not Completed
4	1.66-2.66	C	4	16%	13	52%	Not Completed
Total			25	100%	25	100%	

From the diagram above, it can be seen that the posttest obtained from class IV-A is the experimental class and class IV-B is the control class. In the experimental class with learning methods using interactive media based on Adobe Animate Creative Cloud, namely in class IV-A there were 7 students or 28% who were in the incomplete category and there were 18 students or 72% who were categorized as complete. Meanwhile for the control class, namely class IV-B with learning methods using conventional learning methods, there were 13 students or 52% categorized as incomplete and there were 12 students or 48% categorized as complete. For this posttest stage the learning process has shown an increase, but has not shown the desired significant learning outcomes, so the researcher repeats the material by continuing the second posttest. It aims to see a significant increase in learning outcomes.

Posttest II Student Learning Outcomes Control and Experiment Class

The process of teaching and learning activities for the next is to protest ii. Which aims to see the extent to which students' abilities after repeating the material are delivered using an interactive media learning method based on Adobe Animate Creative Cloud. The output from the Protestant II value can be seen in table 7 as follows:

Tabel 7. Ability Level of Student Learning Outcomes during Posttest II

Student Order Number	IV-A			Student Order Number	IV-B		
	Score	Scala	Letters Levels		Score	Scala	Letters Levels
1.	80	3.33	B+	1.	88	3.3	B+
2.	85	3	B+	2.	72	3	B-
3.	88	3.3	B+	3.	80	2.6	B+
4.	90	3.3	B+	4.	85	3	B+
5.	74	2.3	B-	5.	80	2.6	B+
6.	88	3.3	B+	6.	80	2.6	B+
7.	80	2.6	B+	7.	85	3	B+
8.	88	3.3	B+	8.	90	3.3	A-
9.	90	3.3	A-	9.	85	3	B+
10.	95	3.6	A	10.	88	3.3	B+
11.	88	3.3	A-	11.	78	2.6	B+
12.	78	2.6	B+	12.	85	3	B+
13.	85	3	B+	13.	78	2.6	B+
14.	85	3	B+	14.	78	2.6	B+
15.	85	3	B+	15.	78	2.6	B+
16.	95	3.6	A	16.	80	2.6	B+
17.	84	3	B+	17.	90	3.3	A-
18.	78	2.6	B+	18.	78	2.6	B+
19.	90	3.3	A-	19.	68	2.6	B-
20.	92	3.6	A	20.	70	2.6	B-
21.	88	3.3	B+	21.	78	2.6	B+
22.	88	3.3	B+	22.	80	2.6	B+
23.	85	3	B+	23.	88	3.3	B+
24.	77	2.6	B+	24.	92	3.6	A
25.	78	2.6	B+	25.	90	3.3	A-

Based on the table above, data is obtained which can be concluded in table 4.29 as follows:

Table 8. Recapitulation of Student Learning Outcomes during Posttest II

No	Range	Letters	Frequency				Description
			IV-A	%	IV-B	%	
1	3.66-4.00	A	3	12%	1	4%	Complete
2	3.33-3.66	A-	3	12%	3	12%	Complete
3	3.00-3.33	B+	18	72%	18	72%	Complete
4	2.33-2.66	B-	1	4%	3	12%	Not Completed
Total			25	100%	25	100%	

Based on the diagram above, it can be shown that the posttest II gains for the experimental class (IV-A) and the control class (IV-B) have significant differences in learning outcomes. In the experimental class (IV-A) there was only 1 student or 3% who were in the incomplete category and 24 students or as many as 96% were categorized as complete. Meanwhile, the post test II scores in class (IV-B) were 3 students or 12% who were categorized as incomplete and 22 students or as many as 88% of students who were declared complete. The posttest II stage that has been carried out shows a very significant increase in learning outcomes with very clear results with an increase in student learning outcomes using the developed learning media.

Then the overall results of pretest, posttest i, posttest ii, can be described by the following Chart:

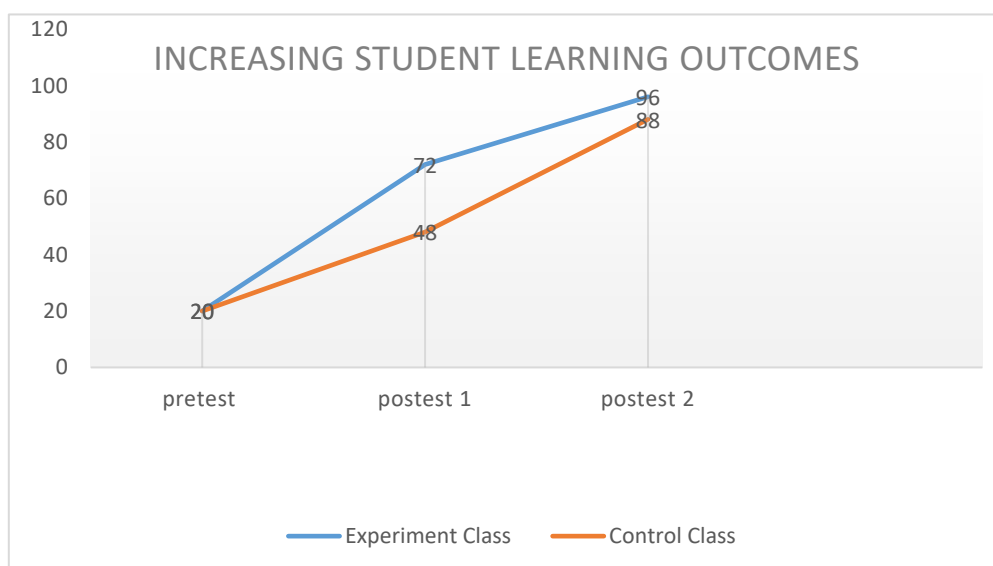


Chart 1. Diagram of Increasing Learning Outcomes Pretest, Posttest I, Posttest II

Based on the diagram above, it shows an increase in student learning outcomes when before using learning media and after using learning media. The diagram above shows that the experimental class and control class get 20% pretest results. Then a learning trial was carried out with treatment using interactive media based on Adobe Animate Creative Cloud in the experimental class whose results can be seen in the results of posttest I. The evaluation results for posttest I in the experimental class showed an increase in learning outcomes of 72%. Next is the treatment in the control class which only uses picture media in explaining the material and seen from the results of the posttest I evaluation of 48%, this shows that there is a difference from the class that gets treatment and does not get treatment in using media. So for the next, the last thing is to try out the post test II, this is to show that there is an increase. It can be seen from the experimental class getting the same treatment using

interactive media based on Adobe Animate Creative Cloud, the results of the post test II evaluation got an increase to 96%. Furthermore, the control class received treatment using interactive media based on Adobe Animate Creative Cloud, which got a very good increase of 88%, this assessment was very different from before using interactive media based on Adobe Animate Creative Cloud, which only got 49%. From the evaluation results of the results of the teacher's response to get the 88% category, this is very practical for using learning media for students.

Analysis of Student Learning Effectiveness through Gain Score

Assessment of learning outcomes is carried out using multiple choice tests using 26 questions. To see an increase in student learning outcomes can be seen from the average pretest and posttest scores. Analysis of learning outcomes seen from the value of N gain which can be seen in table 9 as follows:

Table 9. Pretest and Posttest Data II and Gain Student Learning Outcomes

Students Order Numbers	IV-A			IV-B			
	Pretest	Posttest	N-Gain	Pretest	Posttest	N-Gain	
1.	58	80	0.52	77	88	0.48	
2.	58	85	0.64	57	72	0.35	
3.	69	88	0.61	62	80	0.47	
4.	62	90	0.74	72	85	0.46	
5.	84	74	-0.63	77	80	0.13	
6.	80	88	0.40	62	80	0.47	
7.	65	80	0.43	52	85	0.69	
8.	69	88	0.61	72	90	0.64	
9.	65	90	0.71	77	85	0.35	
10.	84	95	0.69	67	88	0.64	
11.	76	88	0.50	82	78	-0.22	
12.	61	78	0.44	77	85	0.35	
13.	58	85	0.64	82	78	-0.22	
14.	73	85	0.44	67	78	0.33	
15.	69	85	0.52	62	78	0.42	
16.	69	95	0.84	62	80	0.47	
17.	73	84	0.41	62	90	0.74	
18.	70	78	0.27	62	78	0.42	
19.	70	90	0.67	65	68	0.09	
20.	55	92	0.82	72	70	-0.07	
21.	77	88	0.48	67	78	0.33	
22.	66	88	0.65	84	80	-0.25	
23.	58	85	0.64	60	88	0.70	
24.	62	77	0.39	65	92	0.77	
25.	62	78	0.42	55	90	0.78	
Gain Score IV-A			0.51	Gain Score IV-B			0,37

Based on the table, it can be seen that the n-gain value for the experimental class (IV-A) gets an average of 0.51, this is classified as a moderate criterion. Whereas for the control class (IV-B) it gets an average value of 0.37. The results of this calculation show that the increase in learning outcomes based on pretest and posttest scores in the experimental class with the application class of interactive media based on Adobe Animate Creative Cloud is

higher than 88% if converted the control class is the application of learning with converted media.

Tabel 10. Summary of the Average Percentage of Assessment Results on Adobe Animate Creative Cloud-based Interactive Media in IPS Learning Discussion Materials the Beauty of My Country's Diversity.

No	Respondent	Percentage Respondents	Criteria
1	Material Expert	91%	Very Well
2	Media Expert	91,19%	Very Well
3	Graphic Design Expert	72,06%	Very Well
4	Linguist	80%	Very Well
5	Small Group Test	86,45%	Very Well
6	Teacher Response Analysis	91,87%	Very Well
7	Student Response Analysis	86,25%	Very Well

Description of the Deployment Stage (Disseminate)

The learning media developed have fulfilled aspects (Valid, Practical, and Effective) and the development of learning media that was developed is in accordance with the stages of Thiagarajan development. The last stage is the dissemination stage, by dissemination through journals so that it can be used as an alternative for teachers especially when teaching and for readers in general.

Testing of interactive media based on Adobe Animate Creative Cloud which was developed with stages to get results. Based on the test results, it can be stated in the following discussion:

Adobe Animate Creative Cloud-Based Interactive Media Developed Is Suitable For Use in Social Studies Learning

The feasibility of interactive media based on Adobe Animate Animate Creative Cloud is carried out through the validation of material experts, media experts, design experts, linguists and respondents. Acquisition of feasibility data is described as follows:

Based on the results of the material expert's assessment, a total score of 44 was obtained while the number of indicators was 10. The average total rating can be calculated using the formula for the average total rating in CHAPTER III of 4.4. So the results of the feasibility of the material in interactive media is 91% with these results the learning media developed is categorized as very feasible to be tested on students. Based on the results of the assessment of learning media experts, a total score of 95 was obtained with 21 indicators if the percentage was 91.19%, then it was calculated using the formula for the average total rating in CHAPTER III of 4.52, this was categorized as very feasible to be tested on students.

The results of the average graphic design expert's assessment obtained in interactive media were 3.82 with a percentage of 72.06%, this was categorized as feasible to be tested on students. While the results of the assessment of linguists obtained an average score of 4.41 and if presented 80% of the results of this assessment are categorized as feasible to be tested on students.

The main process of learning activities carried out by the teacher in the classroom is important and of particular concern, namely the learning objectives to be achieved. The teacher plays an important role in providing direct experience to students in the learning process. This was also conveyed by Edgar Dale (Pusvyta, 2019:62) he said that learning experiences take place from the concrete level to a more abstract level. In the teaching and learning process there are those that affect the achievement of learning objectives, namely

teachers, students, the environment, methods, techniques and learning media that support the learning process. According to Azikiwe (Hasan, 2021:27) says that learning media includes anything that is used by the teacher to involve all the five senses such as sight, hearing, touch, smell, and taste when delivering learning material. Latuheru (1998:14) That learning media are materials, tools, and methods, techniques used for teaching activities, with the meaning that the process of educational communication interaction between teachers and students can take place in an appropriate and useful manner.

Based on the discussion above that the use of learning media during the teaching and learning process will be able to make students more responsive, active in teaching and learning activities in class. With learning media will also be able to make effective communication between students and teachers. Learning media can be enriched with various kinds for various subjects. With the availability of interactive media, teachers will be able to create a classroom atmosphere that is active, fun, and creates good emotions among students accompanied by learning models, helping teachers bring information from the outside world into the classroom, in this case learning media becomes more concrete. It will be easier for students to understand.

The factors for determining the selection of learning media must be adjusted to the learning objectives, suitability with learning materials, suitability of supporting faculties, suitability of student characteristics, student learning styles, and suitability of teaching methods applied in class. The teacher chooses appropriate learning media, needs consideration with various suitability so that the learning media that will be used is in accordance with the level of students' thinking abilities. Because if the use of learning media is not appropriate, it will cause the media to not function properly or optimally.

Based on the opinions above and the results of the research stated above, it can be concluded that the quality of learning can be realized well if the teaching and learning process is implemented effectively, it must design flexible learning media and teaching materials so that the teaching and learning process goes according to the learning objectives.

Interactive Media Based on Adobe Animate Creative Cloud Developed Materials for the Beauty of the Diversity of My Country Effective for Social Studies Learning

Based on the results of pretest and posttest data analysis of student learning outcomes before and after using interactive media based on Adobe Animate Creative Cloud, the pretest score obtained from the experimental class was 80% in the incomplete category. Meanwhile for the control class there is a similarity, namely getting 80% is categorized as incomplete. And after using interactive media based on Adobe Animate Creative Cloud for the experimental class to get an increase in learning outcomes of 96% and the control class to get results of 88% in learning completeness. These results prove that there is an effective use of interactive media based on the developed Adobe Animate Creative Cloud.

The times are getting more and more advanced, technological development is one thing that is very dominant. Learning media are increasingly developing with technological designs such as computer-based media devices. Learning media that are designed on a technology-based basis will combine learning materials in a structured manner, with audio, images and animations that are attractive to students.

Assessment by the teacher can be known by the teacher's response to the media developed by reaching a percentage of 91.87% in this assessment which is categorized as very good. Judging from the teacher's response that the media developed was effective for use as a learning medium. Assessment by students of 86.25% of all aspects contained in interactive media that is used practically. The results of Bukhori's research, Silvia (2021) put forward the conclusion that the learning media developed proved effective in increasing student

learning outcomes in terms of the average questionnaire and posttest test, namely a percentage of 85.8%. The results of Wulandari, et al (2021) that using learning media based on Adobe Animate Creative Cloud improves student learning outcomes seen from the use before students get an average score of 75 and increases to 83 meaning that the use of interactive media based on Adobe Animate Creative Cloud can help students in learning process.

Based on some of the opinions above, the results of the research presented above can be concluded that the teacher has a very important role in influencing student learning success. Therefore, the teacher's success in delivering learning materials to students depends on the use of learning models and learning media they use, because quality learning is by using learning models and learning media will improve student learning outcomes.

Development Limitations

This research and development has several limitations. Limitations in this research and development are as follows: the resulting product contains only one IPS learning material with the material The Beauty of the Diversity of My Country.

1. Interactive media based on Adobe Animate Creative Cloud can only be used on computer devices, and Android-based smartphones, not iOS.
2. Interactive media based on Adobe Animate Creative Cloud developed by researchers are only produced in a limited way for the final thesis project.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows:

1. This research and development produces a learning application product in the form of interactive media based on Adobe Animate Creative Cloud with material about the beauty of the diversity of my country for social studies learning in grade IV SD which is suitable for use.
2. This research and development produces learning application products in the form of interactive media based on Adobe Animate Creative Cloud with material on the beauty of the diversity of my country for social studies learning for class IV SD effectively used.
3. Interactive media based on Adobe Animate Creative Cloud using the problem-based learning (PBL) learning model has proven to be effective because learning outcomes in the experimental class and control class have increased in social studies subject matter, the beauty of the diversity of my country.

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