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Research Article

DEVELOPMENT OF MY "STEPS TO MY DREAMS" LEARNING MEDIA THEME 1 VARIOUS JOBS SUB-THEME 1 LESSON 5 FOR 4TH GRADE ELEMENTARY SCHOOL

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Abstract
This study aims to develop and evaluate the feasibility of Laciku (Langkah Cita-Citaku) learning media for fourth-grade elementary school students. The research employed a Research and Development (R&D) approach using the Borg and Gall development model, which consisted of stages including identifying potential and problems, data collection, product design, design validation, and design revision based on expert feedback. Data were analyzed using both quantitative and qualitative methods. Feasibility assessments conducted by media, material, and learning experts resulted in average scores of 81.66, 84.09, and 84.09 respectively, indicating a high level of suitability according to predetermined evaluation criteria. The results of expert validation and limited user trials demonstrate that the Laciku learning media meets instructional design standards and is appropriate to support thematic learning activities for fourth-grade elementary school students.

Keywords: learning media, laciku, feasibility assessment, thematic learning, expert validation.

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INTRODUCTION

One of the essential components of education is the curriculum, as it embodies the vision, mission, and goals of educational implementation. Nasbi (2017: 318) states that the curriculum is a system consisting of interrelated and mutually supportive components, including objectives, learning materials, methods, and evaluation, all directed toward achieving

educational goals. In Indonesia, the curriculum has undergone several revisions, such as the School-Based Curriculum (KTSP) and the 2013 Curriculum.

The 2013 Curriculum, which is currently implemented in Indonesian schools, was designed to improve the quality of education and develop human resources through student-centered learning. One of its key characteristics at the elementary school level is the use of thematic learning. Thematic learning integrates several subjects into a single theme, enabling students to actively construct knowledge while simultaneously developing skills and values. Mukhlis (2012: 63) explains that thematic learning emphasizes student involvement and empowerment in problem-solving activities, thereby fostering creativity according to individual potential and tendencies. Consequently, teachers are required to demonstrate creativity and innovation in designing and implementing classroom instruction.

Despite its intended advantages, the transition from the KTSP to the 2013 Curriculum has posed significant challenges for teachers, particularly in elementary schools. Teachers are expected to apply a scientific approach, conduct authentic assessments, and design student-centered learning environments. Wangid (2014: 177) highlights that teacher readiness is crucial in achieving the goals of the 2013 Curriculum, which include encouraging students to observe, question, reason, and communicate their understanding effectively. However, several studies indicate that many teachers still encounter difficulties in implementing these expectations. Fahnani (Indriana, 2015: 87) notes that some teachers have not optimally implemented process-based assessments, as student achievement is often measured solely through final examination scores. This finding is consistent with several previous studies which highlight the persistent dominance of summative assessment practices in classrooms. However, unlike those studies that primarily focus on assessment techniques in general subjects, the present research emphasizes process-based assessment within thematic learning contexts. Similarly, Chimawati (Safitri, 2018: 2) reports that teachers frequently experience difficulties in designing thematic lessons due to the demand for creativity in integrating multiple subjects without clear disciplinary boundaries. While prior research mainly discusses challenges in lesson planning, the current study differs by not only identifying these challenges but also proposing practical instructional strategies and media integration to support more effective thematic instruction.

These challenges are also reflected in classroom practice. Based on preliminary observations conducted during the PLP II program on August 21, 2019, it was found that learning activities on the theme “Various Occupations” relied heavily on government-issued thematic textbooks, with limited use of supporting learning media. Teachers reported difficulties in developing instructional media that matched students’ characteristics and learning needs. As a result, students tended to depend solely on teacher explanations, which led to less engaging and less effective learning experiences.

The limited availability of relevant learning resources further exacerbates this issue. Although the school library provides subject-specific textbooks, these materials are not fully aligned with the integrated thematic approach required by the 2013 Curriculum. Moreover, interactive learning media, particularly game-based media that could enhance student motivation and participation, are rarely available. Learning media play a crucial role as a communication bridge between teachers and students by stimulating attention, interest, and motivation. Prasetya (2015: 14) emphasizes that without appropriate media, the learning process as a form of educational communication cannot function optimally.

Observations and informal interviews with teachers also revealed that students often showed low enthusiasm when learning about the theme “Various Occupations,” primarily due to the monotonous use of textbooks and presentation slides. This condition indicates the need for innovative and engaging learning media that align with elementary students’ characteristics, who naturally prefer learning through play.

In response to these problems, this study proposes the development of a game-based learning media called "Laciku" (My Aspirations) for fourth-grade elementary students. The "Laciku" media is designed to support integrated thematic learning on the theme "Various Occupations" by combining multiple subjects into a single interactive game. This media can be used individually or collaboratively, both inside and outside the classroom. By incorporating visual elements, cards, and structured gameplay, the media aims to increase student engagement, imagination, and creativity while helping them understand various professions and future aspirations in a concrete and enjoyable manner.

Therefore, this research focuses on developing and evaluating the feasibility and quality of the "Laciku" learning media as an innovative instructional tool to enhance thematic learning in elementary schools. The research questions are formulated as follows: (1) What are the steps in developing the "Laciku" media for thematic learning on the theme "Various Occupations" for fourth-grade elementary students? (2) What is the quality of the developed "Laciku" media? and (3) What is the feasibility level of the "Laciku" media for classroom implementation?.

RESEARCH METHOD

Research Design

This study employed a Research and Development (R&D) design aimed at developing and validating an instructional product. R&D is defined as a method used to produce and test the feasibility of educational products (Sugiyono, 2016). The development of the Laciku (Langkah Cita-Citaku) learning media for fourth-grade elementary students was adapted from the Borg and Gall model. While the original model consists of ten stages, this study was limited to five stages: potential and problems identification, data collection, product design, design validation, and design revision. The limitation was applied to focus on product feasibility through expert validation.

The research was conducted during the COVID-19 pandemic, which restricted direct field trials in schools. Consequently, validation and consultation activities with experts were carried out remotely to maintain safety and minimize physical interaction.

Research Targets/Subjects

The subjects of this study were expert validators consisting of media experts, material experts, and learning experts. Their role was to provide assessments, suggestions, and constructive feedback to improve the quality and feasibility of the developed learning media.

Research Procedure

The research procedure followed five adapted stages of the Borg and Gall model. The process began with identifying potential and problems through an analysis of students' learning needs and existing instructional challenges. The second stage involved collecting relevant references, curriculum materials, and media development guidelines. These findings informed the product design stage, during which the initial prototype of the Laciku learning media was developed. The prototype was then evaluated through expert validation to assess its quality and suitability. The final stage consisted of revising the design based on expert recommendations to enhance its effectiveness for instructional use.

Instruments and Data Collection Techniques

This study employed both qualitative and quantitative data, including expert scores, comments, and suggestions. The primary instrument was an expert validation sheet using a four-point Likert scale (Suharsimi, 2010). Data were collected through expert appraisal, in which validators provided numerical ratings and written feedback to evaluate the feasibility and quality of the learning media.

Table 1 Scoring Guidelines

Category	Assessment Score
Strongly Agree	4
Agree	3
Somewhat Agree	2
Somewhat Disagree	1

Data Analysis Technique

After obtaining an assessment through expert validation, the next step is to calculate the scores to obtain the average percentage using the formula from Kunandar (2014:70) as follows.

$$\text{Value} = \frac{Obtained\ Score}{Maximum\ Score}\ x\ 100$$

Table 2 Achievement Level Conversion with a 5-Point Scale

Achievement Level	Qualifications	Description
>80	Very good	No Revision Needed
>60-80	Good	Revised as needed
>40-60	Enough	Quite a bit revised
>20-40	Less	Heavily Revised
>20	Very Poor	Totally Revised

RESULTS AND DISCUSSION

The development of the "Laciku" media in this study was limited to six stages: Potential and Problems, Data Collection, Product Design, Design Validation, Design Revision, and Product Revision. Each stage involved systematic procedures and expert involvement to ensure the feasibility and relevance of the product.

A. Potential and Problems

At the potential and problem identification stage, the development of the "Laciku" media was grounded in findings from observations and interviews conducted at SD Muhammadiyah Kleco with a fourth-grade teacher. The results indicated that classroom learning tended to be teacher-centered, with instructional methods predominantly limited to lectures and assignments. Such practices potentially reduce student engagement and interaction, leading to passive participation during lessons. In addition, the limited use of

instructional media and the absence of visually attractive learning tools suggested a gap between instructional delivery and students' learning needs.

These findings are consistent with constructivist learning theory, which emphasizes the importance of active student involvement and the use of concrete learning media to facilitate meaningful understanding (Piaget, 1970; Vygotsky, 1978). Therefore, the development of an interactive and game-based medium such as "Laciku" was considered a relevant solution to address these instructional challenges.

B. Data Collection

The development of the "Laciku" media aimed to assist students in understanding types of occupations in community and school environments as well as mathematical concepts related to the perimeter and area of plane figures. The integration of thematic and mathematical content was intended to promote interdisciplinary understanding and contextual learning. Previous studies have shown that thematic and media-supported learning can enhance students' motivation and conceptual comprehension (Mayer, 2009).

1. Curriculum Analysis

Curriculum analysis was conducted to identify Core Competencies (KI), Basic Competencies (KD), and learning indicators relevant to the targeted themes. The analysis revealed that the school implemented the 2013 Curriculum, which emphasizes student-centered and thematic learning approaches. This alignment justified the development of interactive media that integrates multiple subject contents within a single learning activity.

2. Literature Study

The literature review focused on theories of thematic learning, student characteristics at the elementary level, instructional media design, and subject-matter content related to occupations and geometry. This stage ensured that the media design was theoretically grounded and pedagogically appropriate. Incorporating established theories into media development is crucial to maintain instructional validity and relevance (Branch, 2009).

C. Product Design of the "Laciku" Media

The product design phase aimed to define the structure, appearance, and functional components of the media. Media design plays a crucial role in determining usability and attractiveness, which directly influence students' learning motivation and cognitive engagement (Mayer, 2009).

1. Media Board Design

The "Laciku" media board was designed as an Educational Game Tool (APE) representing a step-by-step journey toward students' aspirations. It was intended for thematic learning under the theme "Various Jobs." The board consisted of a large block structure equipped with colorful circular paths, a drawer for storing cards, and supporting legs. The size of the board was approximately 70 cm, utilizing a combination of dark blue-gray and light blue colors to enhance visual appeal. Sequential numbers, footprint images, and occupational illustrations printed on 5 cm vinyl stickers were included to provide visual guidance and reinforce contextual learning.

2. Design of challenge cards, motivation, and description

These cards functioned as cognitive and affective stimuli, encouraging students to think critically, reflect on goals, and engage emotionally with the learning process. Such elements align with gamification principles that increase learner motivation and persistence.

Figure 2. Obstacle card, motivation card and description card

3. Instructions for using the "laciku" media

The instruction manual included media identity, usage guidelines, game rules, and answer keys. The manual was printed on 250-gram ivory paper in A4 size to ensure

readability and durability. Clear instructions are essential to minimize cognitive load and ensure effective implementation in classroom settings.

Figure 3. How to Use the "laciku" Media

D. Data Validation

The validation stage involved expert review to assess the feasibility and instructional quality of the initial product. Rather than merely serving as a scoring activity, expert validation provided qualitative insights into the strengths and areas for improvement of the media design. Expert review is widely recognized as an essential step in instructional product development to ensure content accuracy, pedagogical alignment, and technical quality (Branch, 2009).

1. Subject Matter Expert

   The subject matter expert evaluated the accuracy, clarity, and relevance of the instructional content. The obtained score of 84.09 indicated high material appropriateness. Beyond the numerical result, the evaluation suggested that the integration of occupational themes with geometry concepts was coherent and aligned with elementary learning objectives.

2. Learning Expert

   The learning expert provided a score of 92.85, indicating strong alignment between the media design and instructional strategies. This high rating reflected the media's potential to support student-centered learning and interactive classroom implementation, which are key principles in contemporary pedagogy.

3. Media Expert

   The media expert awarded a score of 81.66, suggesting that the visual and structural components were functionally effective, although certain technical refinements were recommended. This evaluation emphasized that visual clarity, typography, and labeling significantly influence user experience and instructional effectiveness.

   Instead of relying solely on categorical labels such as "very good," these validation results indicate that the "Laciku" media demonstrates strong feasibility across pedagogical, material, and technical dimensions, while still requiring iterative refinement to optimize usability and instructional clarity.

E. Design Revision

Based on expert feedback, revisions were conducted to improve both pedagogical and technical aspects of the media. This iterative process reflects the principle of formative evaluation in instructional design, where continuous refinement enhances product effectiveness and alignment with learning objectives.

F. Product Revision

1. Media Expert Analysis

   In addition to providing scoring assessments, the media expert also provided constructive criticism and suggestions for improving the media so that the developed media becomes better. The criticisms and suggestions from the media expert are as follows:

   a. The "laciku" media needs to be improved by adding a name to the board section, so that the name of the "laciku" media is easily known.
   b. The page number should be added to the instructions for using the "laciku" media.
   c. The font size in the instructions for using the "laciku" media should be enlarged to make it easier to read.

2. Material Expert Analysis

   The material expert provided constructive criticism and suggestions for improving the media so that the developed media becomes better. The constructive criticisms and suggestions from the material expert are as follows:

   a. The lesson plan (RPP) sheet in the "laciku" media needs to be improved to be better when the "laciku" media is used in learning.
   b. The material in the lesson plan (RPP) sheet needs to be improved by adding material on the definition of area and perimeter.

3. Learning Expert Data Analysis

   Similar to the media expert and material expert, the learning expert also provided assessments and constructive criticism and suggestions to make the developed media better. The suggestions provided by the learning expert are as follows:

   a. The lesson plan sheet in the section on basic competencies (KD) and indicators needs to be improved so that the "laciku" media can be applied in learning.
   b. In the lesson plan, in the attachment 6 section, which is the media, a picture of the "laciku" media needs to be added.

CONCLUSION

This research achieved its main objective of developing a feasible instructional learning media called “Laciku” (Langkah Cita-Citaku) for fourth-grade elementary students. The product was developed using the Borg and Gall model up to the design revision stage and resulted in a complete set of interactive learning tools. Expert validation from media, material, and learning specialists showed very good feasibility scores, indicating that the Laciku media is appropriate for classroom implementation. Therefore, the study successfully met its goal of producing a valid and suitable learning medium to support thematic learning and enhance student engagement.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Writing - review and editing.
Author 2: Conceptualization; Data curation; Investigation; Validation

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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