

## Development of Dosean Learning Media on ASEAN Materials

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### ABSTRACT

*This research is motivated by a problem that is known that there are still students who are not active in class VI in Social Sciences (IPS) subjects on ASEAN material because IPS is a subject that has a lot of memorization and in the ASEAN material there are many country names, figures, and years that make students have difficulty with material about ASEAN so domino cards are needed to concretize the material in these subjects. The purpose of this research is to develop educational game-based learning media DOSEAN (Domino Asean) on the material contained in the thematic books of SD/MI grade 6 theme 1 "Save Living Things" sub-theme 1 "Plants my best friend" on pages 8 and 9 of the IPS topic about ASEAN at SDN Tegallangkap 01, Bogor Regency. Research and Development (R&D) is the approach used in this study with a research design that is able to produce products, so using research that needs analysis in nature, with the ADDIE method, but only up to the Analysis, Design, and Development stage. The results of media validation were obtained with a percentage of 95.3% and material validation with a percentage of 96%. Then the research results from the validation are categorized as "Very Valid" and DOSEAN learning media is feasible to use*

**Kata kunci** : Learning media, Dominoes, Asean

### INTRODUCTION

Overall education in Indonesia is a very basic responsibility for the nation and state in ensuring survival. Education is an investment for humans so they can become and create decent human beings in society, especially in the country (Suprihatin Siti, in Khumaeroh et al., 2021). The Indonesian government has tried to improve the quality of education because it remembers the importance of education for human life. Many efforts have been made to improve the level of education, the efforts that have been carried out have almost covered the whole component such as changing the curriculum, improving the quality of teachers, improving the learning system, and teaching and learning processes more advanced and school infrastructure has been better prepared. The reason for increasing the quality of education for the people is to produce human beings who can unite knowledge, faith, and charity (Sudrajat, in N.L.G. Wiratni et al., 2021).

Social Sciences is a capability that inherits many perceptions of students to prepare themselves for social life and will form students as useful citizens for the state and nation. Education in the field of Social Sciences found in good elementary schools is an example that can be active, useful, challenging, aligned, and aligned with values will be able to create student understanding and student understanding (Stalh in Susanto, 2014).

Studying Social Sciences at the elementary school level is important. There is a very serious reform because learning Social Sciences at this time still seems traditional, not modern. Far from it, the requirements and conditions of modern learning with an environment in which students live, and elementary school learning currently using (K13) is managed by referring to the learning and teaching process which is the central (comprehensive) learner. In this regard, the social sciences learning process must be taught in an entertaining but creative, active, and innovative way (Susanto, in Ayu et al., 2018)

The material used in this DOSEAN media is ASEAN material which stands for (Association of Southeast Asia Nations) which is an organization formed in the country

Bangkok in 1967 on 8 August. The goal of ASEAN is cooperation carried out by 10 countries in various fields. The 10 countries come from Southeast Asia including Indonesia, Brunei Darussalam, Vietnam, Thailand, Laos, Myanmar, the Philippines, and Malaysia (Asy'ari, in Dwi Novika, 2021).

SDN Tegallangkap 01 is a school in the Bogor area, like other schools SDN Tegallangkap 01 also teaches material about ASEAN in class VI, ASEAN material Contains the role of Indonesia, the history of the formation of ASEAN, the names of its members and the location and geography of these countries. One of the reasons for this learning media is the lack of learning strategies in schools which are very unattractive, in the learning process in class students only come, sit, listen, and are silent. In this listening activity, students then assess by doing assignments, this will have a saturating effect. So that the way of thinking of students cannot progress and develop. The problems that exist are based on the results of teacher needs after conducting interviews with class VI teachers at SDN Tegallangkap 01, namely showing that there is no teaching and learning process in class VI IPS subjects, especially in ASEAN material using learning media, students only listen to the teacher explain using the lecture method and then read package book.

Learning media is a tool that is developed and used by teachers in teaching procedures to make it easier to deliver material, and can provide increase in students' attention in paying attention to the process of studying knowledge, then it can further increase the creativity of students because by utilizing learning media students can be more encouraged to imagine, practice, speak and encourage students to be more diligent in writing (Hutauruk et al., 2022; Lestari, Siskandar, et al., 2020; Wandira et al., 2023; Yulianti et al., 2022). In this way, through learning to use learning media, learning in class can be more effective and a good teacher-student relationship can be established (Ruth Lautfer, in Tafonao Talizar, 2018). Media pembelajaran merupakan hal penting dalam proses meningkatkan kualitas pada pembelajaran agar dapat mencapai tingkat efektivitas, realistik yang optimal (Lestari, Setiawan, et al., 2020). Upaya yang dapat dilakukan yaitu dengan menghilangkan atau dapat juga dengan mengurangi sistem pada saat pengutaraan materi pembelajaran yang verbalistik dengan cara memakai media pembelajaran dikarenakan adanya pembaharuan teknologi dalam bidang pendidikan yang menuntut keefektifan dalam belajar dan mengajar (Kristanto et al., 2016).

The term learning resources are learning media. Very broad coverage is controlled by learning resources, in this broad sense, it means that learning resources are all that are used in the interests of education either indirectly or directly. There are very many concepts that are tied to learning media, one of which is educational media, apart from that there are also related ones such as learning resources, visual aids, and learning aids (Rahardi, in (Munisah, 2020). According to (Hamalik, in Munisah, 2020) Media are used for learning activities, namely to draw attention to an image contained on a screen, to recall a lesson so that it can build students to remember the material they have learned, to convey learning objectives to students, to convey the content of the material in learning new information, to support the learning process that has been carried out by students, to get feedback and to get student responses in conveying questions given with information obtained (Lestari & Siskandar, 2020; Purba et al., 2022).

Domino in learning media is a card game commonly called a generic card, which has a colored circle which is its trademark. The rule that is owned is to involve all students to be able to answer and do it by thinking to answer the questions contained in the card. The questions contained on the card are designed according to other pairs of cards so that they are related to each other. According to KBBI, a domino card is a card that contains dots with the intention that the dots show a numerical value, in general, dominoes are cards that are formed in a rectangular shape with a small size and are made of thick paper and each card is divided into two fields with each field having a certain value (Darmaswari, in Wardani, 2017).

From the discussion above, the researcher wants to familiarize students with interacting using learning media in social studies subjects on ASEAN material. In this problem, the researcher chooses a suitable media in the learning process which is interactive media in the form of DOSEAN educational games. Interactive is a reciprocal communication link between the communication media and the user, starting from the data input by the user who gets a response from the media so that there is interaction. Based on this, interactive learning media is an intermediary for conveying material to be taught that originates from learning to learning, using learning methods that can create feedback about someone using something that has been input into the media, this concerns software and hardware (Sutarti, in Asela et al., 2020).

The media developed by this researcher is interactive media in the form of a card called DOSEAN (Domino Asean) because this media contains ASEAN learning material. DOSEAN was developed to trigger interaction between students and gain an understanding of students so that they respect the opinions expressed by others, not only that DOSEAN can also make it easier for students to learn ASEAN material (Rendana, 2018).

DOSEAN is one of the media that is useful in the learning process which has the exact shape of the dominoes used in general, it's just that there are many differences in the form of the media. DOSEAN is a media that contains questions and answers. The questions are on the bottom side while the answers are on the top side, the DOSEAN card has a blue background, with a rectangular card shape measuring 10x5 cm with a total of 20 cards. How to design a card by initially estimating the right size on this DOSEAN card, after the size is adjusted then the process of making the background, making questions and answers that are adjusted to the material and the level of intelligence of students, then inserting pictures that match the questions and answers already made. DOSEAN cards start with "START" and end with "FINISH". DOSEAN is played in groups, each group consists of 4 people and each player gets 5 cards with 15 minutes of playing time.

In the development of DOSEAN media in this study, the researcher received a reference from the results of the previous research thesis that had been carried out by Fitri Rendana in 2018. In producing the product that was carried out, the previous researcher obtained a percentage of 100% from media experts and 95.28% from material experts in the category that very decent medium. There are many differences between the development of DOSEAN and the development of previous media, namely the type of material, the number of cards, the use of subjects, the content of the material, the placement of classes, and the color of the designs are very clearly different, the similarities are in terms of card size, how to play and use of the cards. The renewal in the development of this researcher is the development of media with the advantage that the cards look very attractive with the play of colors on the card design besides that the DOSEAN cards also have a background that makes the cards look very beautiful.

Based on this background, the purpose of the development carried out by this researcher is to develop DOSEAN media with ideas and references from previous research.

## **METHOD**

Development research or what is known as Research and Development is the research used in this development process. Development research is a link that is used for the process of developing a product and also to assess how effective the product to be developed is (Sugiono, in N.L.G. Wiratni et al., 2021). In the product development process carried out by this researcher, the researcher got inspiration from the ADDIE research model which includes many stages including analysis, design, development, implementation, and evaluation. The first, namely Analysis, is an activity carried out and related to environmental activities and work situations so that there is an understanding and results about the product to be developed. Second, design is an activity carried out to find product conformity by designing the product

to be made. The third is development, which is an activity to test the product that has been made and whether it is as expected or not, if not, at this stage many revisions will be carried out to find a suitable product. Fourth, implementation is the activity of using a product on a small or large scale to determine the effectiveness of the product being developed. Furthermore, evaluation is an activity to assess a product that has been created to assess conformity with each step that must be carried out, it is hoped that the product will comply with specifications (Sugiono, in N.L.G. Wiratni et al., 2021).

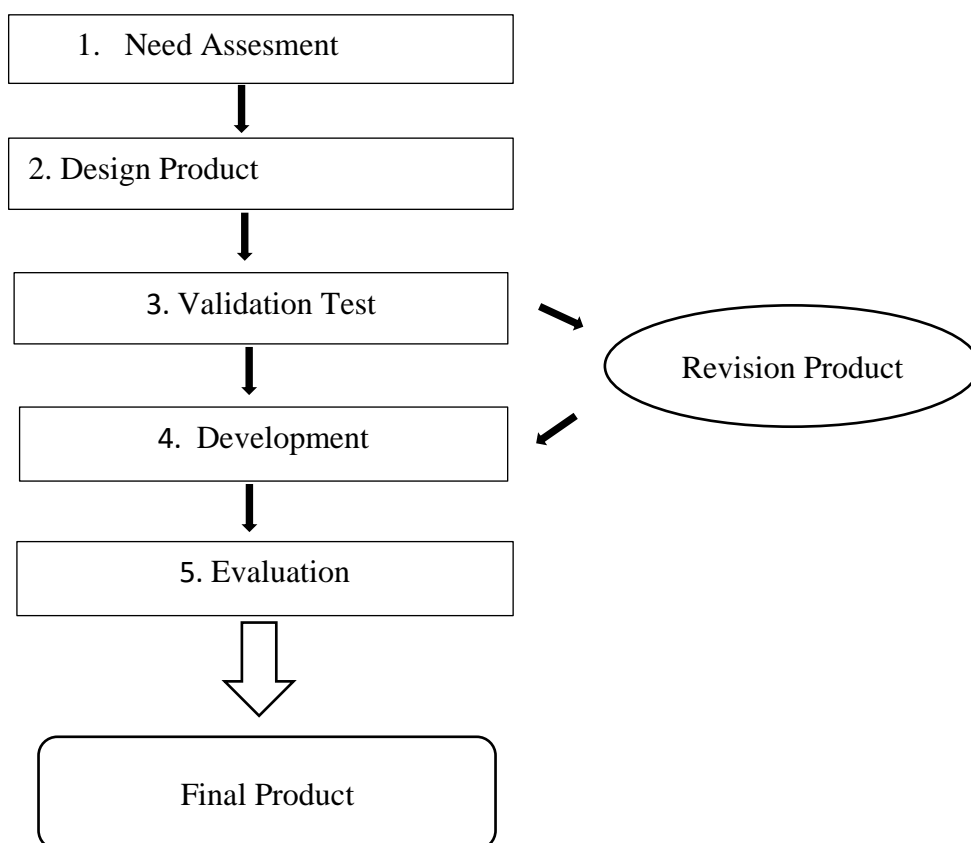


Figure 1. DOSEAN research steps

The initial stage of the process of developing this product is by Analysis (Analysis). The activity is to analyze the object of research, namely the teacher, this is done to get information about what is needed in the teaching and learning process in the classroom. At this analysis stage, the researcher used the interview method to obtain basic data for the development stage. With the interview method that has been carried out, the researcher analyzes the needs of educators (teachers) by finding out about classes that are appropriate to the media to be developed, analyzing the curriculum, teaching materials, learning methods, and materials that need to be developed and analyzing what is the difficulty of students in the learning process. Study.

The second stage is the design (Design). At this stage, according to what was produced in the first stage, namely needs analysis, the researcher designed learning media products that would be made at the design stage. This research is the development of media for elementary school students in grade VI SD/MI. The steps taken and produced at this stage are still only concepts that will become the basis for further media development. This stage in the design step requires clarification of the material and compatibility of the background color with the

characteristics of class VI SD/MI students so that the desired learning objectives can be achieved. The design of this media is still conceptual and will form the basis for the next development process. This study aims to apply learning in the form of DOSEAN learning media where this media is an educational game media that is played while learning so that learning is more interesting and not boring.

The third stage is development or commonly known as the stage (Development). At this stage, the researcher will develop learning media in the form of domino cards. The steps taken at this development stage include several activities including the preparation of material according to the book, developing instructional materials according to the syllabus and lesson plan, followed by designing the actual media. After the design is complete and the media has been made, the researcher then develops the product by making a validation questionnaire to be filled in by assessing the material experts and media experts. This validation was carried out by 2 validators who are permanent lecturers. This validation is carried out to receive an assessment of the media developed before it is used.

The research was conducted at SDN Tegallangkap 01 which is located on Jln Curug Luhur Indah, Gunung Malang, Kec. Tenjolaya, Kab. Bogor Province. West Java. The time of the research was carried out on Tuesday 8 November 2022 at 08.30 WIB until finished. The development of this research was carried out only at the development stage with the hope that DOSEAN media could be used properly in the learning process in class. With the benefit of being able to provoke social interaction in students who operate this DOSEAN media. From these interactions, it is hoped that students can build creativity and understanding of the learning material being studied.

The interview method is the technique used in this study. The interview activity was carried out with the homeroom teacher of class VI at SDN Tegallangkap 01. Furthermore, the researcher collected data carried out in this development research using the following techniques: 1) Document study 2). Field study 3). Validation. The first technique is data analysis by clearly explaining all the comments and input from the 2 evaluators on the note sheets. Furthermore, the analysis of the development of this research uses document studies and field studies. At the document study stage by analyzing the Syllabus and Learning Implementation Plan (RPP). At the field study stage, data were collected through direct interviews with class teachers and class VI students at SDN Tagallangkap 01. While at the development stage, data was collected using validation using 2 validators who were material experts and media experts. The data collection sheet through validation has 5 levels of criteria then an analysis is carried out by calculating the average percentage of the two validation results. The score included in this validation sheet in giving value to DOSEAN material and media is with a score of (5) Very good, (4) Good, (3) Fairly good, (2) Not good, (1) Not good. The expected value for this teaching development is (5) very good.

Sedangkan untuk mengetahui hasil persentase skor penilaiannya dengan memakai rumus perhitungan persentase, yaitu:

$$P = \frac{f}{N} \times 100\%$$

With Description:

1. P = Percent Validity
2. F = Total Score Obtained from Validation Results
3. N = Maximum Score

The eligibility criteria for the social studies subject matter of ASEAN and DOSEAN media are as follows:

Table 1. Feasibility/Inappropriate Assessment of DOSEAN Learning Media

No	Validity Value	Description	Validity Value
1	21,0%-40,9%	Invalid, may not be used	
2	41,0%-60,9%	Invalid, it is recommended not to use it because it needs major revision	
3	61,0%-80,9%	Valid enough, usable but needs revision	
4	81,0%-100,0%	Very valid, can be used without revision	

## RESULT AND DISCUSSION

The research development carried out by this researcher uses a development method known as the R&D (Research and Development) method which can produce learning media products in the form of DOSEAN cards as a tool for the learning process in class VI social studies subject on ASEAN material. The presentation of the results of this media development research uses the ADDIE model but at the Implementation and Evaluation stages, it is not carried out because this research only reaches Development.

As for the results of research development in terms of validation results both from media validation and material validation. This presentation stage begins with the results of the analysis, design, and development. These stages will be described in the following explanation:

### Analysis

At the beginning of the research with the analysis stage of developing DOSEAN media research, namely by using 2 analyzes, namely needs analysis and document analysis. In this needs analysis the researcher conducted interviews while in the document analysis used the Syllabus and Lesson Plans (Learning Implementation Plan) documents. The results of the analysis of the needs of educators (teachers) by interviewing grade 6 teachers at SDN Tegallangkap 01 show that there are no media used in Social Studies class VI subjects, especially in ASEAN material. Educators only use textbooks to explain the material to students using the lecture method in classroom learning. Students' interest in learning IPS material on ASEAN can be said to be lacking because in the material there are many names of countries, names of figures, and many names of years which makes it difficult for children to understand material about ASEAN so they need domino cards that concretize the material, social studies learning subjects have material and discussion that is quite difficult for students to understand and there is no development of learning methods that are student centers and there are no learning media to support teaching and learning activities in the classroom, especially in ASEAN materials. Based on the results of the analysis of the Syllabus documents, Learning Implementation Plans (RPP), Basic Competencies (KD), and Core Competencies (KI) in the learning process are then used as guidelines in media development.

### Design

The second stage carried out in this research is the design stage. It is at this stage that the researcher clarifies the material that will be developed into a form of learning media. Based on the needs analysis that has been carried out at SDN Tegallangkap 01, the media used in the social studies learning process does not yet exist, therefore the development of this research takes ASEAN material. The specifications for the material chosen to be developed are contained in the SD/MI grade 6 thematic books, Theme 1 (Save Living Things), Sub-theme 1 (My Friend's Plants), on pages 8 and 9 (Social Studies Topics about ASEAN). The materials used by researchers to make the media are art carton paper and also plastic sheets for laminating so that the media can last a long time and is not easily torn.

### **Development**

The next stage to complete this research is to develop the media being developed. At this stage, the researcher begins to design the media in an actual form that is different from the previous stage, namely the analysis stage and the design stage which are used as the initial reference for the actual media-making process. The application used by researchers to design domino cards is the Canva application on a computer. Referring to the subjects and materials that have been determined, the researcher begins to design a 10x5 cm card using the materials used by the researcher to make the media, namely by using art carton paper and also plastic sheets for laminating so that the media can last a long time and not tear easily. After the size was felt to be right, then the researcher designed a suitable background and made questions and answers as well as pictures that were suitable for use based on the material that had been determined to be included in this DOSEAN media. After the questions and answers have been determined, they are then entered into the DOSEAN design with the bottom field containing the questions and the upper field containing the answers. There are 20 DOSEAN cards which the first card has the words "START" and the last card has the words "FINISH". After the results of the design have been completed, the researcher prints and laminates the DOSEAN cards with the specified size.

This DOSEAN learning media specification has 3 aspects, namely:

#### **1. Display Aspect**

- a. The researcher determines the material to be used for DOSEAN card media by using art cartoons.
- b. The DOSEAN card measures 10 x 5 cm.
- c. Each set of dozen cards contains 20 cards, the first one as an opening card that reads "START" and the closing card that says "FINISH".
- d. The DOSEAN card has two fields with a black dividing line in the middle, the lower side contains questions and the upper field contains answers.
- e. Each question and answer originates on a different card.
- f. The DOSEAN card has a blue background on the front and back, and the PGMI study program logo on the back.
- g. Design a card using the Canva application on a computer.
- h. The DOSEAN card has the letters used on it in black, as well as the images related to the ASEAN material adjusted in size.
- i. DOSEAN cards are laminated so that they can be used in the long term, are durable, and do not tear easily.

#### **2. Content Aspect**

The material contained and displayed in the DOSEAN media is taken from the SD/MI Thematic book in grade VI Theme 1 Save Living Things, Sub-theme 1 Plants My Friend, which is found on pages 8 and 9 (Social Science Topics about ASEAN).

KD (Basic Competency) social studies subject

- a. 1.1 Identify the geographical characteristics and socio-cultural, economic, and political life in the ASEAN region.
- b. 4.1 Present the results of the identification of geographical characteristics and socio-cultural, economic, and political life of the ASEAN region.

### 3. Language Aspect

The language used in the development of DOSEAN media is using language that is under EYD (Enhanced Spelling) which can be easily understood.

The following is the material contained in the DOSEAN media:

Malaysia, Laos, dan Indonesia hidup berdampingan. Meskipun berbeda negara, namun ketiganya memiliki persamaan dalam kehidupan sosial dan budaya. Masih banyak negara lainnya yang memiliki kesamaan. Oleh sebab itu, mereka menggabungkan diri dalam suatu organisasi yang bernama ASEAN, yaitu persatuan negara-negara se-Asia Tenggara. Berikut adalah ke-10 negara ASEAN.

Untuk menambah wawasanmu tentang negara-negara ASEAN, bacalah informasi berikut dengan saksama.

**ASEAN Menjawab Kebutuhan Hidup Bertetangga**

Kamu pasti pernah merasakan nyamannya hidup bertetangga. Hal ini terasa saat semua keluarga saling mendukung, saling membantu, dan bekerja sama. Kenyamanan dalam bertetangga perlu diwujudkan karena tiap keluarga memiliki kepentingan yang sama.

Hal itu juga yang mendasari terbentuknya ASEAN. ASEAN adalah sebuah organisasi internasional yang beranggotakan negara-negara di kawasan Asia Tenggara. Negara-negara ini bersatu karena adanya persamaan letak geografis dan kemiripan budaya. Kepentingan yang sama dalam memajukan pertumbuhan ekonomi, sosial budaya, serta menjaga keamanan kawasan menjadi dasar pertimbangan para tokoh-tokoh dunia pendiri ASEAN. Pada tahun 1967 ASEAN berdiri atas dasar Deklarasi Bangkok. Saat itu, tokoh-tokoh dari lima negara yang terlibat dalam diskusi menjadi pencetus dan pendiri organisasi ini.

**Lima negara yang menjadi anggota pertama ASEAN di tahun 1967 adalah Indonesia, Malaysia, Thailand, Singapura, dan Filipina.** Para utusan dari kelima negara tersebut, yang sekaligus merupakan tokoh-tokoh pendiri ASEAN, adalah Adam Malik (Indonesia), Tun Abdul Razak (Malaysia), Thanat Khunan (Thailand), S. Rajaratnam (Singapura), dan Narciso Ramos (Filipina).

ASEAN harus dapat memberikan manfaat bagi semua anggotanya. Untuk itu, berbagai kerja sama dikembangkan untuk memajukan kesejahteraan semua anggotanya. Kerja sama di bidang ekonomi, sosial, budaya, serta politik dikembangkan demi kemajuan semua anggota. Manfaat yang dirasakan oleh anggota-anggota ASEAN, membuat semakin banyak negara yang kemudian bergabung dengan organisasi ini. Saat ini ada sepuluh negara yang menjadi anggota ASEAN. Berdasarkan urutan waktu bergabungnya, negara anggota ASEAN tersebut adalah:

1. lima negara pendiri, yaitu Indonesia, Malaysia, Thailand, Singapura, Filipina, yang bergabung pada tanggal 8 Agustus 1967
2. Brunei Darussalam, bergabung pada tanggal 7 Januari 1984
3. Vietnam, bergabung pada tanggal 28 Juli 1995
4. Laos dan Myanmar, bergabung pada tanggal 23 Juli 1997
5. Kamboja, bergabung pada tanggal 30 April 1999

Masyarakat negara-negara ASEAN memiliki kehidupan sosial budaya yang unik. Kamu dapat mempelajarinya dengan membaca teks berikut.

**Kehidupan Sosial Budaya Masyarakat ASEAN**

**A. Brunei Darussalam**

Kampung Ayer adalah desa terapan di Brunei Darussalam. Tahun 1400 Kampung Ayer sempat menjadi pusat pemerintahan. Saat ini banyak penduduknya yang memiliki perahu pribadi dan disimpan di bawah rumah apung mereka.

Budaya Brunei banyak dipengaruhi oleh ajaran Islam. Mayoritas penduduknya adalah orang Melayu. Kata "Brunei" berasal dari kata "Nah Baru" yang diucapkan oleh Awang Akak Betotar, penemu negara ini. Kata "Darussalam" berarti "Tempat yang Damai" atau "Rumah

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Figure 2. Dosean Material

DOSEAN card design:





Figure 3. Start Card Design Figure



4. Content Design

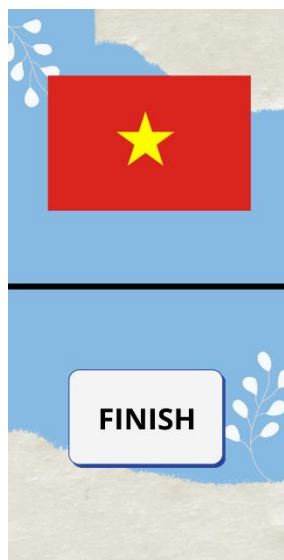


Figure 5. Finish Card Design Figure



6. Background Design Behind

Instructions for using the game are as follows:

- 1) The first stage is the researcher or educator explaining the material being studied in the learning process.
- 2) Researchers or educators explain the steps of this teaching media game. The students will be divided into several groups and will answer a question on this DOSEAN card.
- 3) The DOSEAN card game is played in groups, each group consists of 4 people and each person gets 5 cards. The DOSEAN card is played with a time of 15 minutes.
- 4) Each set of DOSEAN cards contains 20 cards
- 5) To start the DOSEAN card game, they are shuffled first and then distributed to each student in a group.
- 6) Students who get a card that says "START" must put the card first.

- 7) After the first card written "START" is placed, then students answer the questions on each card.
- 8) Questions and answers are on different cards.
- 9) The student whose card runs out first is declared the winner and the one whose card runs out last is declared a loser.

The validation stage was carried out by researchers in developing DOSEAN card media, namely by giving assessment sheets to media experts and material experts. In the validation carried out by media experts, researchers who will develop DOSEAN card media obtained a percentage of 95.3% with a total overall rating of 81 out of a total score of 85. There are 4 aspects assessed in the validation sheet including aspects of content or content, aspects of appearance and design, selection of the appropriate type of language as well as suitability for use and presentation. The following is a graph of the results of the media expert validation.

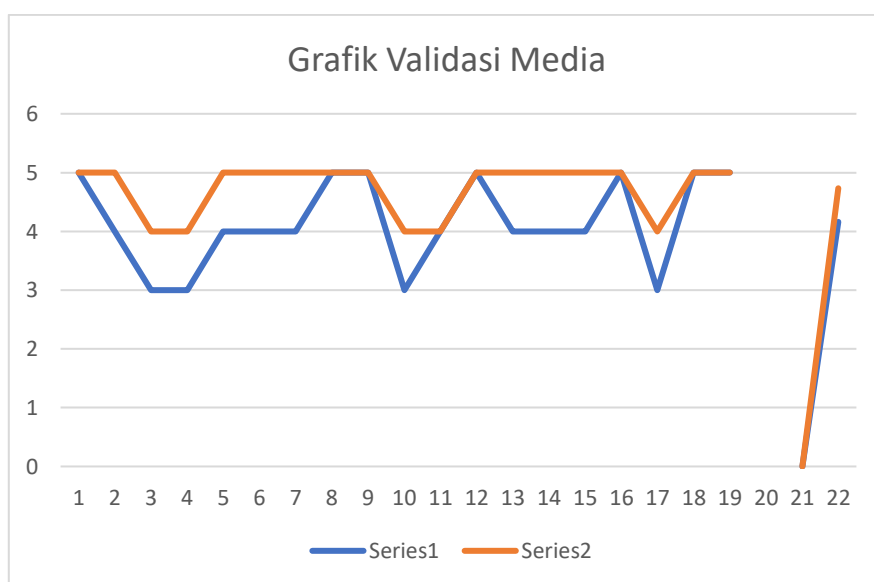


Figure 7. DOSEAN Media Validation Results

In the graph above what has been done by media experts shows the difference in scores, graph 1 stage 1 states that this DOSEAN card learning media is included in the "Valid Enough" category getting an average value of 4. Obtaining a stage 1 score on this DOSEAN card media obtained a score of 68 out of an overall score of 85. From the results of the validation carried out on these media experts, a percentage of 80% was obtained with the result that dosean media could be tested in the field with revisions. Suggestions or input from the validator, namely revising the durability of the media, revising the size of the card from previously measuring 12x6 cm to 10x5 cm, revising the understanding questions contained in the fifth card of teaching-learning media, questions that are felt ambiguous, and are feared there is a misunderstanding of perceptions and additions to the background. previously there was no background so that the media looks more attractive.

Furthermore, the results of the Validation for stage 2 media experts in Graph 1 shows that the DOSEAN learning media is included in "Very Valid" obtaining a score of 95.3% with an average value obtained of 4.76. The results of the validation that has been carried out by this media expert state that dosean media can be tested in the field without revision. From the

validator's assessment, it can be concluded that the DOSEAN media is very feasible and can be tested.

The subject matter expert validation was carried out and a score of 85 was obtained, with the percentage obtained being 96% in the "Very Eligible" category. The revision in the material expert validation process is that several words are not under the EYD. There are 5 aspects assessed in the material validation instrument, namely, aspects of content feasibility, language aspects, aspects of use, aspects of completeness of the presentation, and finally, aspects of the suitability of the presentation with the demands of student center learning.

### Design Revision

In media validation, according to the input given by media experts regarding DOSEAN learning media ASEAN material for class VI students at SDN Tegallangkap 01, it was suggested by the validator that the developed media get a revision, namely to change the card size from previously 12x6 cm to 10x5 cm, revising the understanding questions contained in the fifth card of teaching-learning media, questions that are felt to be ambiguous and there are fears of misunderstanding perceptions, and adding to the background where previously there was no background so that the media looks more attractive.

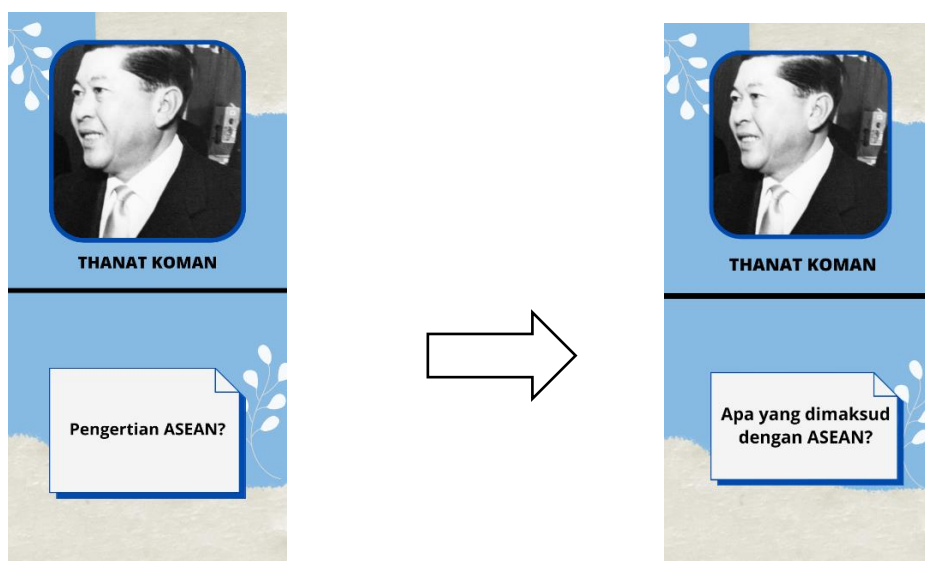




Figure 8. Revision of Learning Media Dosean

## CONCLUSION

Based on the results of the research on the development of DOSEAN card learning media in the subject of IPS (Social Science) material for ASEAN class VI at SDN Tegallangkap 01, the following results were obtained: (1) The development of DOSEAN (Domino Asean) media was carried out in three stages, namely analyze (analysis), Design (design), and Development (development). The results at the analysis stage show the fact that there are no learning media in social studies class 6, especially in ASEAN material. Educators (teachers) only use textbooks to explain the material to students using the lecture method in the teaching and learning process; (2) Design (design) At this stage a DOSEAN learning media framework is designed which will be developed regarding the material displayed is material taken from Class VI SD/MI thematic books Theme 1: Save Living Things, Sub-theme 1: Plants are My Friend, In pages 8 and 9 (IPS Topics about ASEAN); (3) The development carried out in this research is the stage of designing the DOSEAN card product in a form that is actually under the appearance, content, and language aspects; (3) The development of learning media in the form of DOSEAN cards uses 2 validators and 2 validation stages, the first validation is carried out by media experts with a score of 95.3% in the 'very feasible' category. The second validation was carried out by material experts with a score of 96% in the "very feasible" category.

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