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## Learning Media Development of Outdoor Learning Treasure Map on the Material of Cultural Interaction during the Islamic Kingdom Period

*Djoko Soelistijo, Akbar Fatahillah Faqih, Ananda Putri Safitri\*, Dwindi Shafira Ramadhianti, Evrilia Dwiyantri, Septa Indayanti*

Universitas Negeri Malang, Indonesia

\*Correspondence: E-mail: [ananda.putri.2331747@student.um.ac.id](mailto:ananda.putri.2331747@student.um.ac.id)

### ABSTRACT

This study developed environment-based learning media using the concept of treasure maps in the context of cultural interaction material during the Islamic kingdom. These media were designed to enhance student interest in learning, and learning outcomes and facilitate collaborative learning outside the classroom. This media development was carried out by utilizing the Corel Draw feature which is tailored to the needs and characteristics of students. The results showed that treasure map media was practical to be used in social studies learning in schools. This media can provide attractive visual illustrations and increase student motivation to learn collaboratively in an environment outside the classroom. The use of this learning media can make a positive contribution to increasing student interest and learning outcomes in cultural interaction materials during the Islamic kingdom.

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## 1. INTRODUCTION

The independent curriculum is defined as a curriculum that applies learning variations with the aim that students' competencies can increase and become more optimal (Jannah et al., 2022). Independent learning is an effort to deal with the learning crisis in Indonesia. Where innovation and design of creative and appropriate learning strategies are trying to be realized. A fun and active learning process is one form of implementing independent learning. In this active learning, a teacher must be able to increase students' creativity and interest (Yamin & Syahrir, 2020). Through an appropriate learning process, learning objectives are expected to be achieved more effectively than before. Where in the implementation of learning, it is necessary to be in accordance with the environmental conditions of students.

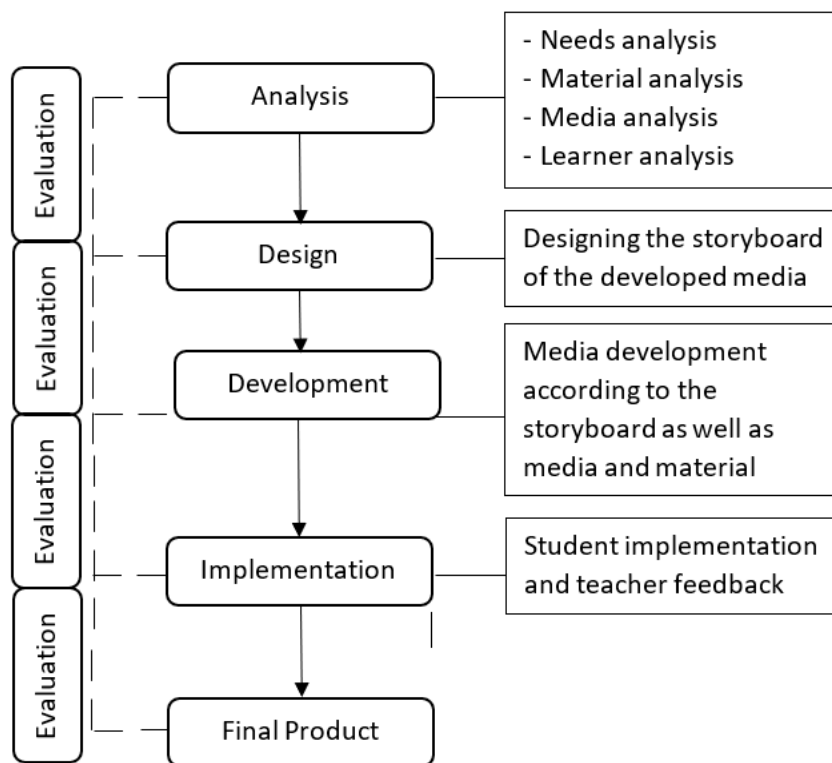
Environment-based learning is learning that utilizes an object as a learning tool to gain real experience, conduct direct observation activities, and collect accurate data (Afrianti et al., 2022). Simply put, environment-based learning uses the environment as a learning orientation. One form of environmental integration is in learning media. By using environment-based media, it is hoped that students can absorb and practice what they have learned in their daily lives. However, the reality shows that there is still a learning process that does not connect learning with local wisdom or culture around the school environment (Sari et al., 2018).

Observations that have been made in the process of learning social studies at SMP Negeri 28 Malang show that teachers are more dominant in using conventional methods, namely by relying on the material available in textbooks and utilizing PowerPoint as learning media. Some of the impacts of the application of conventional learning include yawning behavior shown by students when learning takes place, lack of curiosity of students, passive or not daring to argue in class, and the large number of students who have not met the minimum requirement (Baharun, 2016). The high phenomenon of boredom felt by students causes the stigma that Social Science material is rote material without meaning in it (Rahmawati & Dewi, 2020). Therefore, learning needs to be designed to arouse students' interest in learning. The concept of differentiated learning is an appropriate and ideal way to design learning that can arouse and increase students' interest in learning.

Environmentally differentiated learning is one of the right efforts to face challenges (Wahyuningsari et al., 2022). Implementation can be realized by using a variety of media in the learning process (Yulianti, 2020). The integration of differentiated learning with environmental media can be adjusted to the needs, characteristics, and achievement levels of students (Purnawanto, 2023). In education, learning media functions to facilitate teachers in conveying information, accelerating students' understanding, and arousing interest in learning about learning material (Devega & Suri, 2019). In selecting media that is by learning objectives, several criteria are needed such as the suitability of objectives with the characteristics of students in a class. Previous development research (Ni'mah, 2023) showed that local wisdom-based media were suitable with the characteristics of junior high school participants but still with different materials and lack of application outside the classroom. Based on this, this study aims to develop and produce treasure map media in social studies subjects. This media is expected to provide real experience as part of the learning process both inside and outside the classroom to provide some differentiation of content and environment. This media is a learning innovation that differentiates the environment, namely the material of cultural interaction during the Islamic kingdom.

## 2. METHODS

This research used the Research and Development (R&D) method of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Sella *et al.*, 2024). This ADDIE development model was tailored to the needs of the research. We focused on developing interactive learning media products Treasure Map (TM), and knowing the level of media feasibility through several validity tests (Figure 1).



**Figure 1.** Flowchart of ADDIE model.

The research data collection used document study were: observation, and questionnaire techniques. In this study, an open questionnaire instrument and a closed questionnaire were used, especially at the analysis and implementation stages. The use of open questionnaires was intended to provide feedback, responses, criticisms, and suggestions. The use of closed questionnaires was intended to make it easier for respondents (validators, students, and teachers) to answer by providing measurements using a Likert with 4 scales.

There were two types of data groups at the implementation stage: qualitative and quantitative data. Qualitative data was collected from suggestions, criticisms, and responses from validators, media validators, and material validators. Then, quantitative data was obtained from validators, students, and teachers. This numerical data was analyzed to determine the level of feasibility and practicality of the media developed.

The data was then analyzed using quantitative descriptive techniques. This technique was done by processing quantitative data into percentages, interpreted by describing sentences.

The first stage of data analysis was data derived from validation results. After calculating the percentage, the results were interpreted in qualitative form by adjusting the eligibility qualifications. After obtaining feasible or very feasible criteria from the validator, we carried out the implementation stage. This stage was carried out at a national junior high school (i.e. SMP Negeri 28 Malang) in Indonesia. The subjects of this study were the teacher of Social Studies and 32 students of VIII A. After the implementation, we got a questionnaire of media

practicality respondents from teachers and students. To understand the level of practicality, we used the qualification test.

### 3. RESULTS AND DISCUSSION

This research produced environment-based learning media containing material on cultural interactions during the Islamic kingdoms. The development of this media was through five stages in the ADDIE model.

First, at the analysis stage, open questionnaires and closed questionnaires were distributed to students and social studies teachers where data were obtained that students had never used environment-based media and teachers had no experience in developing environment-based media. Teachers had only ever developed snakes and ladders media used for indoor learning, which was to show the development of environment-based media on social studies subjects at SMP Negeri 28 Malang, Indonesia.

Second, at the design stage, the title of the environment-based media was determined, namely the Treasure Map (TM). We prepared teaching material sources such as teacher books, student books, and other valid references obtained from the internet. Furthermore, the identification of the flow of learning objectives was carried out. After that, it was continued by designing assessments that were used to measure the achievement of learning objectives and planning learning activities as the developed media. The design of environment-based media was done by utilizing Corel Draw to create the TM design. Features in the media included a flag to mark the place of treasure discovery, and a statement at each treasure point (5 points). A clue was shown to ensure the next treasure to be located, trees, bushes, or plants, rooms in schools or other school environment buildings, a picture of a river or water source as a symbol of a school environment that has a water source, and an instruction manual. The elements shown were full of various colors and cartoons to attract the interest of learners.

Third, at the development stage, the media was tested through media validators and material validators. This was done to ensure and determine the feasibility level of the media before it was implemented in schools. The results of the validation test are detailed in **Table 1**.

**Table 1.** HK validation test results.

No	Indicator	Ideal Score	Actual Score	%	Category
1	Learning media	80	54	68%	High
2	Learning materials	65	50	77%	High
Average				73%	High

Based on the criteria for the feasibility of the developed media, the TM media in the learning media indicator was in the feasible category. Furthermore, in the learning media indicators, the TM validation results were in the feasible category. These results indicated that the TM media was suitable for being used and implemented in schools.

Fourth, at the implementation stage (Implementation), TM media was implemented on teachers and 32 students of class VIII A SMP Negeri 28 Malang. Implementation was carried out in learning with the teaching module guide that has been attached to TM media. The use of the media was an additional support for students' understanding after the teacher explained. After using the media, a closed questionnaire was filled in by students and teachers which aimed to assess the practicality of TM. Through the results of the closed questionnaire filled in by the teacher, a percentage of 92% was obtained with a very practical category and

a closed questionnaire filled in by students obtained a percentage of 95% with a similar category. The TM media is practical for environment-based learning.

The development treasure map media differentiation is a learning media developed based on environment-based media that is tailored to the characteristics of learners. Learning media (focusing on environment-based treasure maps in the context of cultural interaction material during the Islamic kingdom) can be a very effective tool to strengthen students' understanding of the topic. This learning media also has a complex function including (i) overcoming the limitations of time, space, and sensory equipment; (ii) clarifying the message conveyed so that it is not too verbalistic; (iii) overcoming differences in experience, environment, and background of students through the same media stimuli to harmonize perceptions and experiences; and (iv) increasing the interest of students when teaching and learning activities.

TM media itself provides visual illustrations such as image design and a photographic learning environment related to the material of cultural interaction during the Islamic kingdom. The illustrations in this media have a positive impact in increasing students' interest and understanding of the material presented.

Through the illustrations presented in the environment-based learning flow, students can know the process of cultural interaction during the Islamic kingdom directly. Illustrations and features of the TM media make history-related material more interesting to learn. Learners feel happy because they can do collaborative learning outside the classroom and can channel their talents and interests in learning. Through collaborative learning, learners will become more active so that the learning process becomes meaningful and fun. In addition, learners will find the process of absorbing material easier. This is because TM provides an opportunity to explore and experience the learning process directly. Thus, it becomes a challenge for students. This has a positive effect because high interest in learning is related to style, independence, and learning outcomes.

#### **4. CONCLUSION**

The development of environment-based learning media with the concept of treasure maps in the material of cultural interaction during the Islamic kingdoms showed positive results. Where TM media provides a fun and interesting learning experience and facilitates collaborative learning outside the classroom. Evaluations from teachers and students show that the TM media is considered very practical in increasing students' involvement in learning. Thus, the use of TM in social studies learning can make a significant contribution to improving the quality of learning and the achievement of learning objectives.

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#### **6. AUTHORS' NOTE**

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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