



Development of Multicultural-Based Quartet Card Learning Media for Civic Education Subject of Fourth-Grade Elementary School

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Abstract

This research investigated the development of the multicultural-based Quartet Card learning media for Civic Education Lesson for fourth-grade Elementary Schools. Elementary school education level has an important role in shaping the young generation of Indonesia who has high knowledge and understanding of the cultural diversity of the Indonesian nation, this research aimed at producing learning media that can be an alternative solution to help elementary school students identify and implement values of multicultural values in Indonesian society diversity. This research and development adapted the ADDIE development model which consists of 5 stages: (1) Analysis (2) Design (3) Development (4) Implementation (5) Evaluation. To determine the validity of this learning media, an expert test was conducted by three experts, namely experts in media, experts in material, and linguists. Meanwhile, to find out the responses from students, two stages of testing were carried out, namely the one-to-one trial stage and the small group trial stage. The validation results of the multicultural-based Quartet Card learning media gained a score of 95.23% for the media, 90% for the material, and 97.91% for the language. The results of the students' test obtained a value of 93.33% for the one-to-one trial and obtained a value of 96.02% for the small group trial. Based on these results, the learning media that has been developed is suitable for use in the Civics learning process in fourth-grade Elementary School, so that it can have implications for helping students understand the material "The Importance of Understanding Diversity in Indonesian Society".

Keywords:

Quartet Cards, Multicultural-based Education, Civic Education

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Abstrak

Penelitian ini merupakan investigasi pengembangan media pembelajaran Kartu Kuartet berbasis multikultural pada mata pelajaran Pendidikan Kewarganegaraan kelas IV SD. Jenjang pendidikan sekolah dasar memiliki peran penting dalam membentuk generasi muda Indonesia yang memiliki pengetahuan dan pemahaman yang tinggi tentang keragaman budaya bangsa Indonesia, penelitian ini bertujuan untuk menghasilkan media pembelajaran yang dapat menjadi alternatif solusi untuk membantu siswa sekolah dasar mengidentifikasi dan mengimplementasikan nilai-nilai multikultural dalam keragaman masyarakat Indonesia. Penelitian dan pengembangan ini mengadaptasi model pengembangan ADDIE yang terdiri dari 5 tahap: (1) Analisis (2) Perancangan (3) Pengembangan (4) Implementasi (5) Evaluasi. Untuk mengetahui keabsahan media pembelajaran ini dilakukan uji ahli oleh tiga ahli yaitu ahli media, ahli materi, dan ahli bahasa. Sedangkan untuk mengetahui tanggapan siswa dilakukan dua tahap uji coba yaitu tahap uji coba satu lawan satu dan tahap uji coba kelompok kecil. Hasil validasi media pembelajaran Kartu Kuartet berbasis multikultural memperoleh skor 95,23% untuk media, 90% untuk materi, dan 97,91% untuk bahasa. Hasil tes siswa diperoleh nilai 93,33% untuk uji coba satu lawan satu dan diperoleh nilai 96,02% untuk uji coba kelompok kecil. Berdasarkan hasil tersebut maka media pembelajaran yang telah dikembangkan layak digunakan dalam proses pembelajaran Pendidikan Kewarganegaraan di kelas IV Sekolah Dasar, sehingga dapat berimplikasi membantu siswa memahami materi “Pentingnya Memahami Keberagaman dalam Masyarakat Indonesia”.

Kata Kunci:

Kartu Kuartet, Pendidikan Berbasis Multikultural, Pendidikan Kewarganegaraan

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INTRODUCTION

Indonesia is a country that has been known for its diversity since a long time ago. Indonesia's diversity consists of ethnicity, race, religion, art, language, physical form, and socioeconomic background of its people. The diversity that the Indonesian people have on the one hand is a very valuable gift and wealth given by God. But on the other hand, this diversity can be a boomerang for the Indonesian people, because diversity itself has the potential to cause disintegration or division of the nation if the people are not able to respond well.

Problems in responding to this diversity not only often arise in the community, but often also appear in the school environment. As happened in an elementary school in the capital city of Jakarta, based on the results of initial observations with grade IV teachers at SDN Manggarai 03 in November 2020, it was shown that elementary school students in urban areas more often experienced assimilation between individual students of different backgrounds and cultural diversity due to a large number of immigrants from outside of the region or outside of the island, besides that the researchers also found the other problems, namely most of the students at SDN Manggarai 03 still could not accept the various forms of diversity that existed in the school environment and did not know how to respond to this diversity.

From those problems, the most needed at this current time is the effort of growing awareness of multiculturalism through the held of multicultural education. Elementary school is basic education for the level of its higher level so that it has a significant role to shape Indonesian younger generation who possess knowledge and understanding of the cultural diversity of Indonesia, also has a role in shaping the students to be able to tolerate and respect the distinctions amid Indonesian differences.

According to Agustian (in Gunawan 2021), multicultural education can be acknowledged as an approach to transforming the values which have the ability to educate and honor human beings by respecting their own identity, respecting differences in ethnicity, culture, race, religion, belief,

perspectives and exploring and appreciating the local wisdom of the Indonesian nation. Besides learning basic skills, through multicultural education, students will be taught related issues of social justice and how to view diversity as something that must be grateful for as a gift from God, so that later students will be able to increase social sensitivity, tolerance, reduce prejudice between groups, and has pride in maintaining unity and unity in the diversity of Indonesia. The implementation of multicultural values can be attached in the form of learning development in schools through the learning content of Civic Education lessons.

According to Kertih (in Riandini et al., 2020), Civic Education lesson is one of the learning content that fosters and prepares students as good citizens and socializes and is able to anticipate many changes that occur in society, so that students will have the knowledge and skills in living their lives in society. When viewed from the substance of the material taught, Civic Education lessons should be able to prepare students who can think critically, have a broad view of cultural diversity in Indonesia, have a sense of unity, act democratically, and can build the character of students. However, in reality, Civics learning in elementary schools is still not optimally taught by teachers to students and there are many problems in the quality of learning.

Based on the results of initial observations, as well as interviews conducted with teachers and fourth-grade students at State Elementary School of Manggarai 03, wherein the Civic Education learning process there is still minimal use of learning media that involves students. This makes students feel bored easily and not active when the Civics learning process takes place. Learning is also not fully centered on students, it makes teaching activities only as a transfer of information without any improvements in various aspects that are lacking so that learning becomes less meaningful for students. Coupled with online learning during the Covid-19 pandemic, students tend to be more passive in the Civic Education learning process because they are only served teaching materials in the form of reading texts and learning videos through WhatsApp groups,

then immediately given daily assignments, so that in the learning process students only focus do the task, not to the material presented.

As we know, the material in Civics learning content is abstract, so in the learning process, students must be given real examples in everyday life that can be applied directly in the environment around students. According to Piaget (in Marinda, 2020) students in elementary school age (7-11 years), the stage of cognitive development is the concrete operational stage, where students have not been able to imagine the steps needed to complete something too abstract to think about because the thinking that students at elementary school age are still concrete only in what they know and experience.

This shows that students are easier to accept the material if there are concrete objects and students can solve problems if the problem is related to what they experience or seeing facts in everyday life and the surrounding environment. In addition, students of elementary school age like to do group game activities with their peers and like to play games that use rules, it can directly teach students how to work together, understand rules, train how to socialize with others, and regulate their emotions.

One of the learning media that can attract attention and give pleasure to students is educational game media. According to Pebria as mentioned in *How Maximizing Child Potential*, educational game media is a very fun activity and can be used as an educational tool, useful for increasing the potential of students, language skills, thinking, and getting along with the environment or to strengthen and skill the limbs. from students, such as developing personality, training the creativity of students, then channeling student activities into positive things (Dewi et al., 2019).

Therefore, learning media is needed that can concretize teaching materials on the Civic Education learning content, able to stimulate learning activities so that students become more active, increase effectiveness and efficiency in achieving learning goals, can attract the attention and enthusiasm of students, and can help students to find and manage the knowledge they can independently. So that it will make it easier for both teachers and students to obtain

information/knowledge and provide opportunities for students to explore the knowledge itself. By using learning media the learning process will be more active and fun. So, in this study, researchers will develop a Quartet Card learning media based on multicultural education as a supporting medium for learning Civics Education in fourth-grade Elementary School on the Importance of Understanding Diversity in Indonesian Society.

According to Sudiono et al. (2016), Quartet Cards are a kind of game that consists of several picture cards which contain written information that explains each image contained in the card which has been adapted to the material to be delivered. Equipped by the opinion of Karsono et al., (2015), Quartet Card is a card game made in several pairs, each pair consists of 4 cards, and in each card, the composition consists of pictures and descriptions.

Based on the two opinions above, it can be synthesized that the understanding of the Quartet Card learning media is a game card media made of thick rectangular paper and has two sides, which contain pictures, picture captions, and explanatory sentences, which are made in several categories where Each category consists of 4 cards and is used to help students remember or understand the material related to the illustrations, and improve various aspects.

The selection of the Quartet Card media as a Civics Education learning medium in elementary schools is. After all, it has several advantages including, according to Indriana (in Putri et al., 2021) the media is easy to carry everywhere because its size is not too big and light and makes it easier for students to remember the material because it contains pictures. and eye-catching captions. In addition, the card media also contains simple letters or numbers so that it can stimulate the brain to remember the message longer. According to Hotimah (2010), the Quartet Card media also has the advantage of helping the right brain's ability to remember images and words as components.

In addition, the Quartet Card media is packaged in the form of a fun educational game and allows for active participation and direct feedback from students, this media is

effective and attracts the attention of students in learning, this media is also practical and flexible because of its small size. It is not too large so that it is easy to carry anywhere by teachers or students. In addition, the Quartet Card is very suitable to be used as a learning support media during home learning times like today, because the Quartet Card media can be played without supervision from the teacher, so it can be played with family or closest relatives at home.

Here are some references for researchers to research the development of the Quartet Card. First, there is a study conducted by Rujiani (2019), in her research she combined the use of the Discovery Learning model and the Quartet Card learning media on diversity in Indonesia to improve Civics Education learning outcomes and the nationalism of fourth-grade students at State Elementary School of Tlogowungu 02. The results obtained were the use of the Discovery model. Learning media Quartet Cards about diversity in Indonesia is very effective when used in the Civics education learning process and can improve Civics education learning outcomes and the nationalism of fourth-grade students at State Elementary School Tlogowungu 02.

In addition, in another study conducted by Rohmawati (2019), in his research, she used the Quartet Card media to increase the learning activity of Civics in fourth-grade students at the Elementary School of Muhammadiyah Condongcatu. The results obtained from this study are the use of the Quartet Card learning media can increase the active learning of students in the fourth-grade Civics learning process at Elementary School Muhammadiyah Condongcatu.

Then the research conducted by Rekha et al. (2020), in their research, they used the Quartet Card media on Environmental Love in the literacy integration program to instill the character of environmental love in third-grade students at MI Ma'arif Arrosyidin. The results obtained from this study are the use of the Quartet Card learning media on Love for the Environment in the literacy integration program can increase students' interest in learning to understand the environment and increase students' awareness about phenomena of environmental damage and real actions they can take to preserve nature in their daily lives.

From some of the results of these studies, it can be seen that the use of Quartet Card media is very effectively used in the Civics Education learning process in elementary schools, so that it can increase learning activity and student learning outcomes, and can increase students' awareness of the phenomena that occur in their environment and want to take real action.

In this study, the Quartet Card that will be developed by the researcher has an additional advantage, namely the use of a multicultural education base that has been adapted to the objectives of the Civics learning content, especially on the importance of Understanding Diversity in Indonesian Society. In a set of Quartet Cards developed by the researcher, 9 main category cards have been adapted to multicultural values, in each main category there are 4 sub-category cards, so in one set of Quartet Cards there are 36 cards that can be played in groups. This Quartet Card is equipped with illustrated images and captions for the title of the category card or subcategory card and is equipped with an explanatory summary of each illustrated image on the subcategory card. This Quartet Card is equipped with a quiz card and a challenge card as a means of evaluating students and is also equipped with a reward card as an appreciation for students.

This multicultural-based Quartet Card learning media can be an alternative solution to assist students in identifying and realizing the multicultural values that exist in the diversity of Indonesian society by helping students to be able to communicate openly and honestly with others, able to use different ways of communicating with others. He has a broad perspective on the diversity of Indonesia, has an emotional awareness to understand the feelings and rights of fellow human beings, has a sense of unity and unity, has mutual respect, respect, and can accept all forms of diversity in Indonesian society. It is hoped that students can have attitudes and take actions that are concerning the values of multicultural education in their daily lives, and it is hoped that students will be able to live together with others, be able to place themselves, respect each other, and appreciate the diversity that exists in the surrounding environment.

Based on the description of the background above, therefore the researchers are interested in conducting research and development of the Quartet Card learning media using the Multicultural Education base for learning Civics for fourth-grade Elementary School on the material "The Importance of Understanding Diversity in Indonesian Society".

METHODS

The research methodology which is used in this research was research and development or mostly known as R&D, using ADDIE model development. ADDIE model was chosen because it has a generic type as well as steps that are considered clear, systematic, effective, dynamic, and very supportive of the performance of its learning process (Cahyadi, 2019). ADDIE model development consisted of five development stages, such as *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation* (Dewi, 2018). Here is the picture of the R&D research steps with the development stage of the ADDIE model which was developed by Branch as mentioned in *Instructional Design: The ADDIE Approach*:

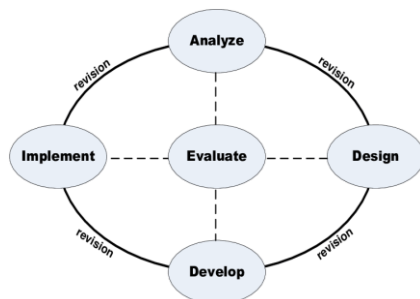


Figure 1. Development Stage of ADDIE Model

The product produced in this research was quartet card learning media based on multicultural education for civic education lessons in the fourth grade of elementary school. This research was conducted at State Elementary School of Manggarai 03 Jakarta Selatan from November 2020 until January 2022. The subject in this research was students in the fourth grade of State Elementary School Manggarai 03. Whereas the object of this research was a quartet card based on multicultural education for Civic Education lessons in elementary school of fourth grade.

In this research the researchers employed several instruments to collect the data, they are literature study direct observation, interview, and questionnaires of interval 1-4 graded scale assessment. The interview instrument was used for the need analysis and one-to-one try out, the open questionnaire instrument was used for the expert trial, also the closed questionnaire was used for one-to-one trials and small group trials. The analysis technique used was both qualitative and quantitative.

RESULTS AND DISCUSSION

This research and development gained a product in the form of learning media for the Nusantara Wealth Quartet Card based on multicultural education to support Civics learning for fourth-grade SD. This product is a learning media in the form of an educational game with a size of 10 cm x 7 cm.

This product contains material about the importance of understanding diversity in Indonesian society which has been adapted to the values of Multicultural Education in everyday life. The values of Multicultural Education include the value of pluralism, the value of tolerance, the value of democracy, the value of humanism, and the value of peace. The learning media for the Nusantara Wealth Quartet Card was developed based on the ADDIE development model, such as:

Analysis

At this stage, the researcher conducted a needs analysis which was done through observations of teaching and learning activities in the classroom, interviews with teachers and students, and conducting literacy studies. The purpose of this needs analysis activity is to collect information about the supporting and inhibiting factors in the Civics Education lesson process in the fourth grade of elementary school, so that problem-solving solutions can be provided through the development of learning media that are following the needs in the field. This needs analysis activity was carried out at State Elementary School of Manggarai 03, involving the class teacher and 3 students in class A at State Elementary School of Manggarai 03 as respondents in the observation and interview activities.

Based on the results of the needs analysis, it was found that the use of the Quartet Card game as a learning medium has never been used because of the lack of media variations used by the teachers. The researchers also found the fact that students still find it hard to accept and face the diversity in society wisely.

Design

At this stage, the researcher selects and determines the learning media that will be developed, composes learning content including the theme selection stage, then determines the Core Competencies and Basic Competencies of Civics learning in grade IV elementary school concerning the problems found in the analysis stage so that researchers can produce Achievement Indicators that suitable with the needs and characteristics of the student development, as well as determining the values that will be contained in the products developed in towards the material for Civics Education in class A, the basis of multicultural education, and the environmental conditions of students, as well as compiling steps for the use of learning media.

The scope of the material used in this development is adjusted to the material in the Civic Education lesson learning content for grade IV elementary school which is contained in Book Theme 7 “*Indahnya Keragaman Negeriku* [The Beauty of My Country Diversity]”, Sub-theme 3 “*Indahnya Persatuan dan Kesatuan Negeriku* [The Beauty of My Country Unity]”, the material namely “*Pentingnya Memahami Keragaman* [The Importance of Understanding The Diversity]”, with basic competencies and achievement indicators are as follows:

Table 1. Basic Competencies and Achievement Indicators

Civic Education Lesson	
Basic Competencies	Indicator
3.4 Identify several shapes of the ethnic, cultural, social, and cultural diversity of Indonesia which is connected to its unity.	3.4.1 Examine the diversity of ethnic, social, and religious in Indonesia.
	3.4.2 Examine the uniqueness of diversity in Indonesia.

3.4.3 Show several forms of action which reflected tolerance and cooperation in diversity.

3.4.4 Show the impacts of whether there is any tolerance in religion.

after the learning content arrangement was done, the researcher designed the product to be developed, which consisted of an activity to create a storyboard, and chose which Nusantara Wealth Quartet Card components (the packaging design, manual book, Main card, special card, quiz card, challenge card, appreciation star cards), and designed physical design of learning media, decided the software to employ in the media arrangement, and made the prototype (design) of Nusantara Wealth Quartet Card learning media. The software employed in this study is Medibang Paint, Photoshop, dan Canva applications with the assistance of a designer expert to design the media so that it creates a different design in the learning media component.

Here is the storyboard of the nusantara wealth quartet card based on multicultural education:

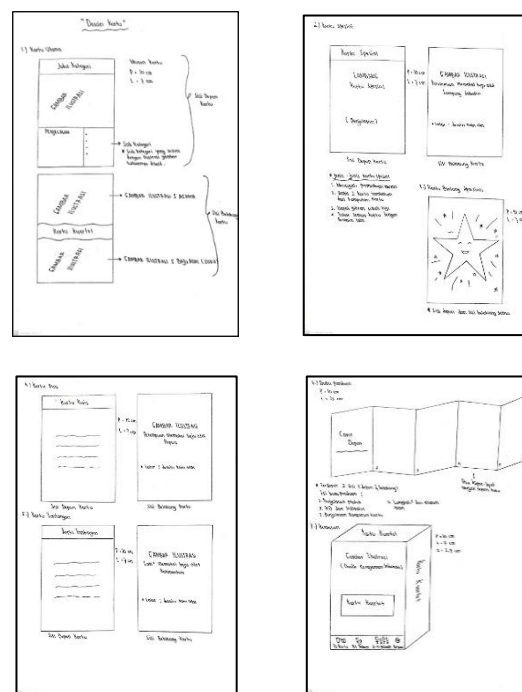


Figure 2. Storyboard of Nusantara Wealth Quartet Card Component Design

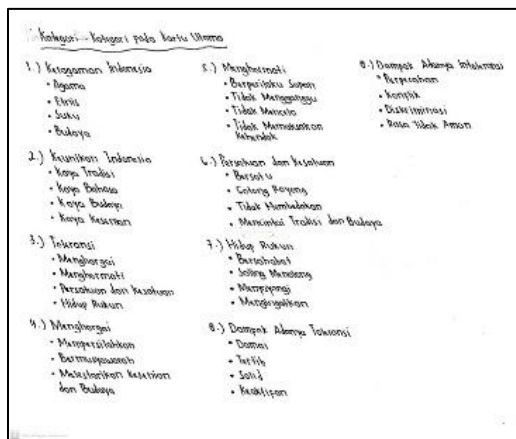


Figure 3. Content Design Storyboard on Main Card

In addition, the researchers also designed a media quality assessment instrument to determine the feasibility of using the Nusantara Wealth Quartet Card learning media as a learning medium. the instrument used was a questionnaire that produces data from experts in media, experts in materials, linguists, and learning media users. the following are the product eligibility criteria:

Table 2. Product Eligibility Value Criteria

Criteria	Descriptions
Excellent	The Nusantara Wealth Quartet Card meets the design and color requirements according to the characteristics of the students, and the language used is easy.
Good	The Nusantara Wealth Quartet Card meets the design and color requirements according to the characteristics of the students.
Not Good	The Nusantara Wealth Quartet Card does not meet the design requirements and the color does not match the characteristics of the students.
Poor	The Nusantara Wealth Quartet Card did not meet the design requirements and the colors did not match the characteristics of the students, and the language used was difficult.

At the stage of determining the type of learning media to be developed, determining the content or content of the scope of the material, as well as making a design, based on the results of the analysis of the needs of

teachers and students of fourth-grade class A at State Elementary School of Manggarai 03

Development

After making the planning, the researcher realized the planning in the stage of development. In this stage, the Nusantara Wealth Quartet Card is based on multicultural education learning media draft which has been created and validated by the experts of media, material, and linguists.

The expert validators who were chosen to validate the learning media were the lecturers of Universitas Negeri Jakarta who came from the Elementary School Teacher Education study program and the Indonesian Literature (BSI) study program. Those experts would assess the learning media worthy who produced Nusantara Wealth Quartet Card learning media based on multicultural education.

The learning media draft of the Nusantara Wealth Quartet Card is given to the experts as well as the questionnaire which is supposed to be filled out and given feedback to them. Those questionnaires were filled with questions that have been customized with the indicators which become the important points dealing with the learning media worthy, the appropriateness of the content materials in the learning media, and the appropriateness of language used in the learning media.

This was done to see the quality of the product of the Nusantara Wealth Quartet Card based on Multicultural Education. Suggestions and input from the validation results of media experts, material experts, and linguists will be used as a reference for revising or improving the learning media for the Nusantara Wealth Quartet Card based on Multicultural Education.

The following is a display of the components of the Nusantara Wealth Quartet Card learning media based on Multicultural Education before and after being repaired.

1. To change the product name from “*Kartu Kuartet Multikultural* [Multicultural Quartet Card]” become “*Kartu Kuartet Kekayan Nusantara* [Nusantara Wealth Quartet Card]” so that the students will get attracted and easy to remember.



Figure 4. Handbook Front View Design Before Revision



Figure 8. Back View Design of the Handbook Before Revision



Figure 5. Handbook Front View Design After Revision



Figure 9. Back View Design of the Handbook After Revision



Figure 6. Box Design Packaging Before Revision



Figure 7. Box Design Packaging After Revision

- The picture illustration in the main card that categorized “Menghormati-Tidak Mencela” changed into something that reflected not-reproachful behavior.

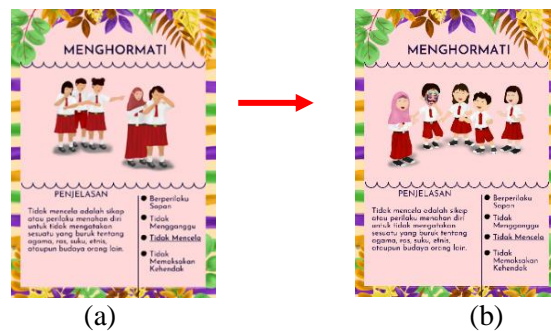


Figure 10. Main Card of Respect-Not Reproach before revision (a) and after revision (b)

The learning media was developed and validated by those three experts namely experts in media, an expert in materials, and a linguist. The media expert involved in this research was Drs. Dudung Amir Soleh, M.Pd., a lecturer in the Elementary School Teacher Education study program at Universitas Negeri Jakarta. The expert of material who was involved in this study was Linda Zakiah M.Pd., a lecturer Elementary School Teacher Education study program at Universitas Negeri Jakarta. While the linguist who was involved in this study was Rahma Purwahidah, S.Pd. M.Hum., a lecturer in Indonesian Literature study program in Universitas Negeri Jakarta.

- Instructions for using instructional media should be shortened but still clear.

In obtaining expert validation data on the questionnaire we would use quantitative analysis which is converted into qualitative data using a rating scale with a scale of 1-4. While data is in the form of comments, criticisms, and suggestions from researchers using qualitative descriptive analysis. The number of instrument items for material experts is 20 items, for media experts 21 items, and for linguists 12 items. The following are the results of the recapitulation of the assessment of the validator of the Nusantara Wealth Quartet Card Learning Media.

Table 3. Expert Test Score Recapitulation

No	Respondent	Total Items	Max Score	Gain Score	(%)
1.	Expert in Material	20	80	72	90%
2.	Expert in Media	21	84	80	95.23%
3.	Expert in Language	12	48	47	97.91%
Total		53	212	199	283.14%
Total Percentage					93.86%

After the product passed the validation test and revision process based on the suggestion and feedback from the experts, the researcher printed the Nusantara Wealth Quartet Card learning media. After that, the researcher did the trial on the students of grade four in State Elementary School of Manggarai 03. In this step, the Nusantara Wealth Quartet Card learning media based on multicultural education is tested out on the students through a one-to-one trial. The result of the trial would then get another trial in a small group trial.

The one-to-one trial of Nusantara Wealth Quartet Card learning media based on multicultural education tested three students who have high capability, middle capability, and low capability. After that, in the small group trial, the Nusantara Wealth Quartet Card based on multicultural education would be tested on 16 students. Each of the suggestions and feedback in the implementation stage will be references for the researcher to fix the Nusantara Wealth Quartet Card based on multicultural education. The following is the recapitulation of the trial assessment of the

students toward Nusantara Wealth Quartet Card learning media.

Table 4. Recapitulation of Student Trial Scores

No	Respondent	Total Items	Score	Gain Score	(%)
1.	One to One	15	180	168	93.33%
2.	Small Group	15	780	749	96.02%
Total		30	960	917	189.35%
Total Percentage					95.52%

The next step is the fourth-grade homeroom teacher assessment. This step was employed by engaging one homeroom teacher who was the class A homeroom teacher of State Elementary School of Manggarai 03. The class A teacher involved in this research is Mr. Supriyanto S.Pd. M.M. The assessment stage for the fourth-grade elementary school teacher was held on Tuesday, November 23, 2021. The fourth-grade teacher assessment stage was carried out after the learning media were tested by students, to identify the lack of learning media for the Nusantara Wealth Quartet Card based on Multicultural Education.

This assessment stage uses quantitative analysis which is converted into qualitative data using a rating scale of 1-4 with a total of 28 instrument items. While the data is in the form of comments, criticisms, and suggestions from researchers using qualitative descriptive analysis. Then the total percentage obtained from the fourth-grade elementary school teacher's assessment of the learning media of the Nusantara Wealth Quartet Card based on Multicultural Education for fourth-grade elementary school students is 99.10%. So it was stated, "Very feasible to use in the field without any revision from the fourth-grade elementary school teacher".

The following is the recapitulation analysis of expert and user validation of the learning media:

Table 5. Recapitulation of Combined Validation Result

No	Respondent	(%)	Criteria
1.	Expert in Material, Expert in Media, Expert in Language,	96.48%	Excellent

and Home teacher of fourth grade (V-ah)			
Student of IV grade			
2.	(Trials of Individual and Small Group) (V-pg)	94.67%	Excellent
Total		191,15%	
Total Percentage		95,57%	

It is reviewed from the total percentage and based on Table 2, therefore, the learning media product which has already got revised has the criteria “very worthy or valid”

It means, that the learning media which has been developed by the researcher has already met the criteria of a good learning media development principal such as (1) appropriate to the student's needs; (2) appropriate to the instructional purposes; (3) eye-catching and attractive, practical and modest, advantageous content, correct, structured, and well-arranged and scientific; also (4) economical. Therefore, this learning media is “very good to be applied in the educational field”

Implementation

After the revised product is claimed feasible it will be implemented and tested for the real class situation. However, because the focus of his research and development is merely on how to develop the active and attractive learning media to be employed in the civic education lesson in the fourth grade of elementary school and because of covid-19 pandemic occurred in Indonesia, the researchers did not implement effectivity test and summative evaluation to know the development of the students learning achievement results through Nusantara Wealth Quartet Card. For this reason, in this research and development the research and development the researchers did not implement the product implementation step.

Evaluation

Evaluation is the last step in ADDIE model development. Nevertheless, it is because of this research and development the researchers did not do the implementation step, so in this research and development, the research would not implement the evaluation step.

CONCLUSION

This research and development aimed at developing learning media in the shape of the Nusantara Wealth Quartet Card game based on multicultural education for civics education lessons for the fourth grade of elementary school students.

After the researchers had done the need analysis, as well as arranged content and designed the product, the researchers validated the product to be given to the experts (expert review) which consisted of the expert of material, expert of media, and linguists, see the quality of the learning media, also to get advice and feedback from the experts. After that, the researchers implemented the test on the students of fourth grade of State Elementary School of Manggarai 03 throughout 2 steps of trying out, namely a one-to-one trial and a small group trial. The researchers implemented the assessment to the homeroom teachers to identify the weaknesses of Nusantara Wealth Quartet Cards based on multicultural education. This step includes one homeroom teacher.

Based on the observation implemented by the researchers dealing with media used in Nusantara Wealth Quartet Card, gained a good response from the students. It can be seen from their enthusiasm and activeness while doing interaction with their peer group, besides that the students can also understand the materials dealing with the importance of knowing the diversity in Indonesian society which is served in the Nusantara Wealth Quartet Card effectively.

Therefore, the conclusion of this research and development of the learning media namely the multicultural-based Nusantara Wealth Quartet Card for Civics Education in fourth grade for elementary school is suitable to employ in the educational field because it can give new learning experiences and fun learning, also it is expected to develop the student's interest and enthusiast in following the Civic Education learning process

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