NATIONAL CULTURAL DIVERSITY BASED ON INTERACTIVE MULTIMEDIA: ELEMENTARY SCHOOL TEACHERS' AND STUDENTS' RESPONSES TO THE IMPLEMENTATION OF THE CURRICULUM *MERDEKA*

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Abstract. Learning media plays an important role in improving students' learning abilities. One measure of student success is the application of interactive media implemented by teachers. The purpose of this study was to describe the responses of teachers and fourth grade elementary school students to the use of social studies learning media on the material "Recognizing National Cultural Diversity" in the *Curriculum Merdeka* based on interactive multimedia. The subjects of this study were 10 social studies teachers and 50 fourth grade students of Al-Azhar Elementary School and Al Munawwaroh Islamic Elementary School, Serang City, Banten, Indonesia. The method used was quantitative descriptive using a questionnaire instrument that measured teacher responses and student responses. The results showed that teachers and students gave a positive response to the use of Social Studies Learning Media on the subject matter "Recognizing National Cultural Diversity" based on interactive multimedia. With the percentage of teacher responses showing 85% with a practical category, then the average student response also showed a practical category with 84.8%. The findings of this study conclude that the use of the Social Studies Learning Media "Recognizing National Cultural Diversity" based on interactive multimedia is already practical in the implementation of the *Curriculum Merdeka*. Thus, the findings of this study provide challenges and policies on teaching practices related to the Social Studies Learning Media "Recognizing National Cultural Diversity" based on interactive multimedia used in learning in grade IV of elementary school in the *Curriculum Merdeka*.

Keywords**:** National Multiculturalism, *Curriculum Merdeka*, Teacher's Response, Student Response

I. INTRODUCTION

The development of science and technology today has had a major influence on the field of education (Indarta et al., 2022). The influence of this development is clearly seen in efforts to renew the education and learning system (Muzakkir, 2021). One example of renewal by utilizing technological developments in the field of education is learning multimedia (Souto-Manning & Price-Dennis, 2017). Learning multimedia is able to develop the teaching and learning process in a more interesting direction. Abstract learning concepts are described concretely with visual and interactive displays (Selwyn et al., 2017). Along with the development of technology, learning media must be packaged as attractively as possible so that students can spend a long time studying a material. One of the learning media that is often used to overcome the problem of low student interest in bringing books to school is by creating an application that is installed on an Android smartphone (Kristanti & Sujana, 2022). The application and utilization of the development of computer technology can help in solving problems in everyday life and in other fields such as in the field of education through multimedia in the form of application (Selwyn & Oliver, 2019).

In the implementation of the learning process on the material Recognizing National Cultural Diversity in the *IPS* material in the independent learning curriculum, there is no difference with the old curriculum, this material has always had many levels of difficulty in teaching it, namely by having to be supported by pictures that can represent the delivery of the material (Korniawati & Rahim, 2024). The many achievements to be achieved include national cultural diversity consisting of 1) traditional houses, 2) traditional clothes, 3) traditional musical instruments, 4) Traditional songs, 5) traditional weapons, 6) traditional food and 7)

regional crafts, from all provinces in Indonesia makes it difficult for students to understand the material. The same thing was also conveyed by Kristanti & Sujana (2022) the Indonesian nation is a large nation consisting of more than 300 ethnic groups spread from Sabang to Merauke. These ethnic groups of course have their own characteristics which are reflected in the use of regional languages, traditional clothes, traditional houses, traditional weapons, cultures which of course differ from one tribe to another (Kadyrovna, 2021). With so many ethnic groups, it will make it difficult for people, especially children, to recognize the culture of each ethnic group (Kusyadi, 2021).

In addition, teachers have their own difficulties in teaching their material which consists of all the diversity in Indonesia, where teachers have difficulty in presenting pictures of all traditional houses, traditional clothes, traditional musical instruments, traditional weapons, traditional foods and regional crafts in Indonesia (Ariyana et al., 2020). Teaching materials for Getting to Know National Cultural Diversity which if explained by just listening, doing assignments, and only focusing on books will not be able to convey the material comprehensively to students (Moriska & Hanif, 2024). Therefore, to support the learning process, it is necessary to have effective learning media and are easy to use by teachers and students in the learning process and can be accessed anywhere with learning media that can be accessed on laptops and Androids without having to be in class with the hope that students can easily mention the names of traditional houses, traditional clothes, traditional musical instruments, traditional weapons, and typical crafts from each provincial region related to the material Getting to Know the Diversity of Indonesian National Culture (Kasih et al., 2019).

Research by implementing Social Studies Learning Media "Recognizing National Cultural Diversity" Based on Interactive Multimedia in Class IV of of Al-Azhar Elementary School and Al Munawwaroh Islamic Elementary School, Serang City is expected to improve student learning outcomes and provide variations in teaching for teachers by using learning media that are designed in such a way as to support the implementation of the learning and teaching process for students on the material Recognizing National Cultural Diversity. From the learning media, it is expected that students can also apply the values of multicultural education in everyday life in the family and community.

Social Studies Learning Media on the material of Recognizing National Cultural Diversity is made using the Adobe Flash CS6 application, where the media is not only supported by images but also contains sound, animation and video as well as games in it (Atmajaya, 2017). Social Studies Learning Media on the material of Recognizing National Cultural Diversity is made using the Adobe Flash CS6 application, where the media is not only supported by images but also contains sound, animation and video as well as games in it (Koutromanos et al., 2021).

The state of the art of this research is a research conducted by Rofiq et al (2019) entitled "Learning Media for Introduction to Indonesian Cultural Diversity Using the Multimedia Development Life Cycle Method". From the results of this study, it was concluded that the application created is very feasible to be implemented. The application developed in this study is feasible to be used as a learning medium for students. Learning materials on national cultural diversity are more enjoyable using the multimedia application created when compared to using book media.

The purpose of this study is to: (1) Explain the validity of Social Studies Learning Media on the material "Getting to Know National Cultural Diversity" Based on Interactive Multimedia in Grade IV Elementary Schools in the Implementation of the Independent Learning Curriculum (2) Explain the practicality of Social Studies Learning Media on the material "Getting to Know National Cultural Diversity" Based on Interactive Multimedia in Grade IV Elementary Schools in the Implementation of the Independent Learning Curriculum.

The urgency of the research is for education for all parties involved in the learning process, teachers and students to help in understanding the material or concepts and their applications in the material "Getting to Know National Cultural Diversity" in grade IV elementary school. In Social Studies Learning Media on the material "Getting to Know National Cultural Diversity" Based on Interactive Multimedia in Grade IV Elementary Schools in the Implementation of the Independent Learning Curriculum can also make it easier for students to understand the problem material to be studied.

II. METHODS

This type of research is quantitative descriptive research. research that aims to describe an independent variable either only one variable or more (Sugiyono, 2019). In this study, what is described is the response of teachers and students to the application of Social Studies Learning Media on the material "Recognizing National Cultural Diversity" Based on Interactive Multimedia in grade IV of elementary school. Thus, the subjects of this study were 10 Social Studies teachers and 50 students of Al-Azhar Elementary School and Al Munawwaroh Islamic Elementary School, Serang City. The instrument used in this study was a questionnaire sheet containing statement items about the learning carried out by students. Questionnaire data processing was carried out using a Likert scale. Determination of weight is done by providing statements regarding the use of learning media. The form of the statement weight is a value of 4 for strongly agree, 3 for agree, 2 for Less Agree and 1 for disagree. The scores are added up, and then divided by the number of statement items. The data analyzed were student response questionnaires and teacher response questionnaires. After the data was collected, data processing was carried out. Then, descriptive data analysis was carried out to answer the research questions (Sugiyono, 2020). The analysis of the respondent questionnaire sheet data contained several assessment aspects, analyzed using the following percentage formula (Sugiyono, 2020).

Table 1.
Percentage Assessment Criteria.

Percentage (%)	Criteria
0 – 39	Not Practical
40 – 55	Less Practical
56 – 65	Quite Practical
66 – 79	Practical
80 – 100	Very Practical

III. FINDINGS AND DISCUSSION

Teachers' responses to the practicality of the interactive multimedia learning devices that have been developed were obtained using the Practicality sheet instrument. The results of the teachers' responses can be seen briefly in Table 2 below.

Table 2.
Teachers' Responses to the Practicality of Social Studies Media "Understanding National Cultural Diversity" Based on Interactive Multimedia

No	Rated aspect	Score	Percentage (%)	Category
1	Practicality of media use	4	85	excellent
2	Appropriateness of media usage time	4	85	excellent
3	Suitability of illustrations to media	4	85	excellent
4	Suitability of the language used	4	85	excellent
	Mean	4	85	excellent

Based on table 2, it is known that the average response of 10 teachers to the practicality of interactive multimedia learning devices is 4 which is included in the practical category. Interactive multimedia learning devices seem to be very good in terms of practicality. This means that teachers respond positively and feel that this device is very practical in supporting the learning process. The percentage of the whole is 80% with a very good category. This shows that most teachers who use this device feel that it is a very good tool and greatly supports their learning. The details are as follows. First, the practicality of use is in the practical category. Second, the suitability of time is in the practical category. Third, the suitability of illustrations is in the practical category. Fourth, *IPS* is in the practical category. This means that the interactive multimedia learning device developed can facilitate teachers in the learning process. All category details such as practicality of use, suitability of time, suitability of illustrations, and language are all in the practical category. This shows that this device meets various aspects that are important to teachers in the learning process. Thus, the interactive multimedia learning device developed seems to have succeeded in facilitating teachers in the learning process and has been well received by teachers. The summary of student response data can be seen in Table 3

Table 3.
Student Responses to the Practicality of Social Studies Media "Understanding National Cultural Diversity" Based on Interactive Multimedia.

No	Rated aspect	Percentage (%)	Category
1	Is this *IPS* media display interesting for you to learn?	83	Excellent
2	Are you satisfied with utilizing interactive multimedia-based media materials entitled "Understanding National Cultural Diversity" for the learning process?	85	Excellent
3	Can you smoothly utilize the *IPS* media "Understanding National Cultural Diversity" based on interactive multimedia?	85	Excellent
4	Are the images displayed in the media easy to understand and help clarify the material?	87	Excellent
5	Are you able to understand the content of the material presented in the interactive multimedia-based *IPS* media display "Understanding National Cultural Diversity"?	82	Excellent

6	Are you interested in the visual elements (text, illustrations/images, and animations) presented in the interactive multimedia-based *IPS* media "Understanding National Cultural Diversity"?	84	Excellent
7	Do you feel the benefits of the interactive multimedia-based *IPS* media "Understanding National Cultural Diversity" used in this learning?	82	Excellent
8	Can you clearly understand the language used in this interactive multimedia-based *IPS* media "Understanding National Cultural Diversity"?	87	Excellent
9	Are you interested or not in taking further learning, like the one you just took?	80	Excellent
10	The use of social studies media "Understanding National Cultural Diversity" based on interactive multimedia developed according to the time available?	85	Excellent
	Mean	84	Excellent
	Percentage	84%	

Based on table 3 above, the results of the responses from 50 fourth grade students of Al-Azhar Elementary School and Al Munawwaroh Islamic Elementary School in Serang City, Banten, Indonesia show that the percentage of their responses to the learning media used is 84%. This average is included in the "Very Practical" category, which shows that students respond to the learning media very positively. This shows that the learning media is successful in supporting their learning and is considered very good by students to be used in learning. This indicates that (a) the appearance of the *IPS* media "Recognizing National Cultural Diversity" based on interactive multimedia used by students has an appeal, (b) the material presented is relevant to the real life of students, and (c) the concepts are explained with the help of supporting images and videos.

Discussion

The results of the analysis of the responses of grade IV teachers at SD Al-Azhar and SD Islam Al Munawwaroh in Serang City, Banten, Indonesia were obtained with a percentage of 85%, this percentage is included in the criteria of "Very Good" with the category "Practical". Meanwhile, the results of the analysis of student response questionnaires with a total of 50 students from two elementary schools, namely SD Al-Azhar and SD Islam Al Munawwaroh in Serang City, Banten, Indonesia were obtained with a percentage of 84%. This percentage is included in the criteria of "Very Practical". It can be concluded that the use of *IPS* media "Recognizing National Cultural Diversity" based on interactive multimedia in learning is stated to be very practical and can be used in the learning process.

The use of interactive multimedia for social studies learning on the material "Understanding National Cultural Diversity" in the *Curriculum Merdeka* can also improve students' learning practices. Looking at student learning outcomes, it can be seen that students are more focused, attentive, and enthusiastic in learning social studies with interactive multimedia. On the other hand, when teachers teach students using conventional materials, their behavior and responses are very different; students tend to feel bored, less enthusiastic, and joke with their classmates compared to when listening to the material taught by the teacher. In this case, teachers by providing videos, animations, and audio effects on interactive learning media for social studies learning on the material "Understanding National Cultural Diversity" in the *Curriculum Merdeka* are effective (Putra & Afrina, 2023).

The results of this study are also in accordance with the results of the study entitled "analysis of student and teacher responses to the use of interactive multimedia in the mathematics learning process carried out Selwyn & Oliver (2019) Based on the percentage results from the side of teacher and student responses, it is known that both teacher responses and student responses greatly appreciate and are very happy with learning carried out using multimedia assistance. The results of this study are also strengthened by research conducted by Su & Chiu (2021) entitled Analysis of Teacher and Student Responses to the Use of Android-Based Interactive Multimedia for Non-Fiction Material Containing Kediri Raya Local Wisdom. This Android-based interactive multimedia is stated to be very practical and can be used in the learning process for non-fiction text material containing Kediri Raya local wisdom.

Interactive learning multimedia material "Understanding National Cultural Diversity" in the very interesting *Curriculum Merdeka* can successfully encourage and engage students in the learning process with teachers who become more practical in the teaching and learning process. Learners who are more involved in their studies usually show higher levels of activity, curiosity, and passion, all leading to increased critical thinking (Islamyati & Manuaba, 2021). As a result, using interactive learning multimedia with social studies learning material "Understanding National Cultural Diversity" can help increase students' enthusiasm for learning practically. Students who are very interested in learning will find it easy to follow the learning process implemented by the teacher.

Journal of Education, Teaching, and Learning
Volume 9 Number 1, 2024 Special Issue. Page 64-68
p-ISSN: 2477-5924 e-ISSN: 2477-8478

IV. CONCLUSION

The conclusion of this study was obtained from the analysis of the responses of grade IV teachers at SD Al-Azhar and SD Islam Al Munawwaroh, Serang City, Banten, Indonesia, obtained with a percentage of 85%, this percentage is included in the criteria of "Very Good" with the category "Practical". While the results of the analysis of student response questionnaires with a total of 50 students from two elementary schools, namely SD Al-Azhar and SD Islam Al Munawwaroh, Serang City, obtained with a percentage of 84%. This percentage is included in the criteria of "Very Practical". Further studies on practical and contextual challenges in accordance with the diversity of learning media in Indonesia are needed to obtain a more holistic picture of the importance of the role of interactive multimedia involving the *Curriculum Merdeka*.

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