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Development Of Audiovisual Learning Media Technosociopreneur Based On Social Studies Subjects In Elementary Schools

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Abstract

This study aims to develop audiovisual learning media based on social science and social studies subjects in Class IV Elementary Schools and to find out student responses after carrying out the learning process using audiovisual learning media. To find out the students' responses after carrying out the learning prozy by using technosociopreneur-based audiovisual learning media. The issledovaniya i razrabotki (R & D) method with the ADDIE framework (Analiz, Dizayn, Razrabotka, Vnedreniye, Dan Otsenka). SMI learning is carried out by validation tests for SMI experts and material experts. After being tested by a team of experts, a product trial was then carried out with class IV research subjects at SDN 01 Kuningan, South Jakarta. The test results of technosociopreneur-based audiovisual learning media obtained an average expert validation score of 85.00% so that it received the «very feasible» category and the product trial results (limited product trials) received an average score of 81.48% with category «very good». So, it can be concluded that techno-sociopreneur-based audio visual learning media is feasible and can be used.

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**DEVELOPMENT OF AUDIOVISUAL LEARNING MEDIA
TECHNOSOCIOPRENEUR BASED ON SOCIAL STUDIES
SUBJECTS IN ELEMENTARY SCHOOLS**

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ABSTRACT

This study aims to develop audiovisual learning media based on social science and social studies subjects in Class IV Elementary Schools and to find out student responses after carrying out the learning process using audiovisual learning media. To find out the students' responses after carrying out the learning prozy by using technosociopreneur-based audiovisual learning media. The issledovaniya i razrabotki (R & D) method with the ADDIE framework (Analiz, Dizayn, Razrabotka, Vnedreniye, Dan Otsenka). SMI learning is carried out by validation tests for SMI experts and material experts. After being tested by a team of experts, a product trial was then carried out with class IV research subjects at SDN 01 Kuningan, South Jakarta. The test results of technosociopreneur-based audio-visual learning media obtained an average expert validation score of 85.00% so that it received the «very feasible» category and the product trial results (limited product trials) received an average score of 81.46% with category «very good». So, it can be concluded that technosociopreneur-based audio visual learning media is feasible and can be used.

A. INTRODUCTION

In today's era of industrial revolution, technology is developing rapidly. As prospective educators, we are also required to master science and technology in order to educate, teach and guide students according to the times. In the 21st century education, students are required to be able to meet the demands of the millennial era so that students can get used to life skills in the 21st century.

What's more, post-Covid-19, every school implements online learning, where students have become accustomed to being presented with audio-visual-based learning media that makes it easier for teachers to provide material stimuli to make it easier for students to understand the material learned. Of course, readiness in this learning requires maximum preparation. With the habit of students during the pandemic to use audiovisual media during learning, post-pandemic learning needs to be adapted to the development of learning media to adjust the previous habits of students, especially in social studies in elementary school.

Social studies as a field of study has a wide range of learning experiences. His field of work covers the symptoms and problems of human life in society. The pressure that IPS learns about the symptoms and problems of community life is not on theory and science, but on the reality of community life (Dewi & Marufah, 2019). From the symptoms and social problems that were studied, the factors were analyzed so that a way to solve them could be formulated. Social Science is a science that studies all forms of activities carried out by humans in their interactions with other humans or with the surrounding environment.

Social Science (IPS) is one of the subjects taught in SD/MI/SDLB. IPS examines a set of events, facts, concepts, and generalizations related to social issues (Ninla Elmawati Falabiba, 2019). At the SD/MI level, IPS subjects include Geography, History, Sociology, and Economics. Through social studies subjects, students are directed to be able to become democratic and responsible citizens of Indonesia, as well as peace-loving citizens of the world. In Social Studies subjects in Primary School, there is Entrepreneurship learning material, of course, entrepreneurship material needs to be developed from an early age, this is reasonable so that Indonesia can print the next generation that is ready to face the economic challenges in the future.

According to Rudi et al (2017) Teknososiopreneur comes from the combination of three words namely technology, social, entrepreneur. Teknopreneur means how to use technology that is developing rapidly to be used as a business opportunity. Furthermore, Yudha Pratomo (2010:87), "Technososiopreneurs are people who make or found their own technology-based business by recognizing opportunities and organizing resources". According to S. Goodman, W. Ladzani, B. Bates in their book *Fresh Perspective: Business Management 2005*, "Teknopreneurs are entrepreneurs who combine their technological and entrepreneurial skills". Teknopreneur is a business activity carried out by a businessman or entrepreneur by utilizing technology and his business skills in various aspects of his activities and business development.

Educators are agents of change who are expected to be able to instill characteristics, traits and character as well as the spirit of entrepreneurship or the spirit of technosociopreneur in their students. In addition, the soul of technosociopreneur is also very necessary for an educator, because through this soul, educators will have a more efficient, creative, innovative, and independent work orientation.

Teachers need to prepare elementary school students with various strategies to instill the values of entrepreneurship education. In line with the research of Ritonga & Ramadhani, (2017), that by providing character training in the application of technopreneur spirit through subjects in Elementary School, students feel more independent, creative, self-confident, and responsible. As for the activities of teknosociopreneur Wiyani et al., (2019) are conducted with the aim of providing skills and fostering the entrepreneurial spirit of students.

From the above description, it is important to give technosociopreneur materials to

elementary school students, technosociopreneur souls who are able to provide innovation according to the needs of interesting and enjoyable learning. this of course requires a learning package that can stimulate students, one of which is the use of appropriate learning media.

The effectiveness of effective learning media is based on audio visual Ma'tsaroh, (2018) shows that students' learning results using audio visual based IPS learning media are better when compared to students who use Power Point media. In line with Alannasir, (2019) the use of audiovisual media can be seen from the results of learning motivation before and after learning by using audiovisual media experienced a significant increase. In order to improve the learning of IPS education, teachers need to ensure that the application of learning techniques that are in accordance with the learning objectives will be achieved (Hariyadi et al., 2021)

The development of audiovisual-based learning media can also have a positive impact on the world of education, because by utilizing learning technology it will be more professional and make teachers and students more creative. This is in accordance with Benson and Odera (2013) in their journal stating that Media is expected to play a critical role in enhancing academic performance. It means that the media is expected to play an important role in improving academic achievement. Advanced education certainly requires adequate facilities, professional teaching staff and creative and fun teaching methods (Setyowati, et al 2018,).

With the creation of learning media that is more varied and interesting, it can make the learning atmosphere more conducive and focused. Interesting learning media can create a pleasant learning atmosphere for students. Learning media has an important role in supporting the quality of the teaching and learning process. This will have an effect on the quality of learning outcomes if the media is used correctly. Because through learning media, concepts that are abstract for students will be depicted realistically so as to arouse students' interest in learning.

The focus of this research is the development of audio visual media, which is an aid used in learning to help written and spoken words in conveying knowledge, attitudes, and ideas in learning. The novelty of learning media is also to provide stimulus to students in providing understanding and internalization of the affective attitude of each individual student such as being more independent, creative, self-confident, and responsible.

The research carried out in the Primary School which will be the target of the research is the development of technosociopreneur-based audio visual learning media with the hope of increasing knowledge, creativity, skills, independent entrepreneurial spirit, success, upholding local culture and having a global outlook by utilizing technology in production activities and business marketing, while the research activities were carried out in the Social Science Subject (IPS) of the VI elementary school on the theme of entrepreneurship and Sub-theme Three Let's Learn Entrepreneurship.

B. RESEARCH METHOD

The method in this research is research and development (R & D) with the research framework ADDIE (Analysis, Design, Development, Implementation, and Evaluation) (Ahyar et al., 2020). This research uses a qualitative and quantitative approach, it is based on the formulations that appear in this research that require researchers to do exploration in order to understand and explain the problems that are the focus of this research, then collect various data and information through observation, the distribution of questionnaires and documentation studies of the necessary data sources.

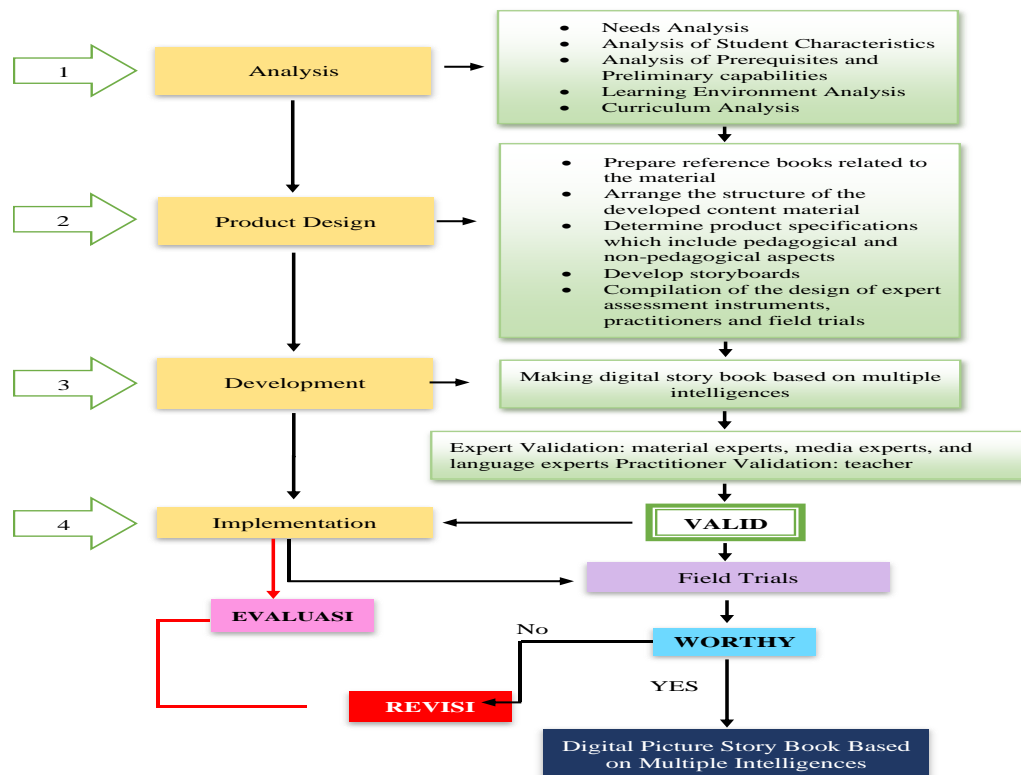


Figure 1. Learning Media Development Flow

The research procedure of the ADDIE Model is as follows: (1) Stages Analysis of needs, analysis of student characteristics, analysis of prerequisite abilities and initial abilities, analysis of the learning environment, and curriculum analysis. (2) Planning, analysis that has been done in the early stages, then design the technosociopreneur material. (3) Development, the researcher makes a video design plan based on the meter plan that is arranged like learning materials, pictures, and questions. (4) Implementation, conduct media trials that have been validated by material experts and media experts. (5) Evaluation (Improvement), at this stage the researcher evaluates based on the test results and input from various parties.

Data collection techniques used in this research: unstructured interviews, questionnaires and documentation. As for the interpretation criteria of the percentage score obtained from the expert assessment feasibility test in the following table:

Table 1. Scores of Expert Due Diligence Criteria

Persentase	Criteria
0%-20%	Not feasible
21%-40%	Less Eligible
41%-60%	Enough
61%-80%	Worthy
81%-100%	Very Worth it

Table 2. Scores of Student Response Criteria

Persentase	Criteria
0%-20%	Very less

21%-40%	Not enough
41%-60%	Enough
61%-80%	Well
81%-100%	Very good

The researcher clarified the data obtained from the response questionnaire of class IV students obtained at the implementation stage. This is done because the researcher only focuses on the feasibility of the developed product.

C. RESULTS AND DISCUSSION

The test results that have been conducted are then used to see how far the technosociopreneur-based learning media that has been developed meets the valid and practical criteria. The results of validation on learning media are as follows

1. Media experts have a role to validate the media in terms of appearance, presentation, and effects of the media. The following is the result of media expert validation.

Table 3. Media Expert Validation

No	Assessment Aspects	Media Expert	
		Skor	Persentase
1	Content quality and purpose	50	82%
2	Media Quality	47	84%
Total		97	83%
Category		Very Worth it	

2. Ali Materi has a role to validate the media in terms of content and presentation of the material.

Table 4. Material Expert Validation

No	Assessment Aspects	Media Expert	
		Skor	Persentase
1	Content Assessment	53	86%
2	Eligibility of Presentation	34	87%
Total		96	86%
Category		Very Worth it	

Based on the data table of the results of the students' response of Audiovisual Learning Media Based on Technosociopreneur in Social Sciences subjects, the average final grade was 82.67%, which means it is in the "very good" category.

Based on the results of the average percentage assessment of the media feasibility test as a whole, the value of the feasibility test is quite high with an average score of 83.00%. According to the opinion of Ananda & Rafida, (2019) the average percentage results obtained through the expert validity test are included in the "very feasible" category so that the Audiovisual Learning Media Based on Technosociopreneurship in Social Sciences Subjects is eligible for the trial test.

This is in accordance with previous research by Sadin, (2019) this learning can help the process of learning activities carried out by teachers to students. In addition to making it easier for teachers to deliver learning materials, learning media can also increase student motivation in learning and make students more enthusiastic so that the learning results obtained can achieve optimal results.

In line with, Hariyadi et al., (2021) learning using audio visual learning media can be used as one alternative to teach material to students more effectively. This is because through video media, students can witness and imagine what is presented when the learning video is played. Therefore, with the presence of videos in learning, students can easily understand the learning goals they want to achieve.

After implementing the learning video process using audio visual learning media, students are asked to fill in the questionnaire that has been distributed before. presentation of learning materials and benefits of media. The assessment results obtained from the student response questionnaire obtained a percentage of 81.46% with the criteria of "very feasible" (Ananda & Rafida, 2019)

Based on the explanation of the research on the development of learning media for Technosociopreneur-Based Audiovisual Learning Media in Social Sciences Subjects, the media is eligible to be used based on expert validation and student response.

D. CONCLUSION AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that Audiovisual Learning Media Based on Technosociopreneurship in IPS Subjects has been developed based on the criticism and suggestions from experts consisting of media experts, material experts who are then revised according to the criticism and suggestions that have been given so that it can be tested in grade IV SD. The results of the validation by the experts obtained an average score with a percentage of 86.00% which is included in the "very feasible" category. In addition, the results of student responses obtained an average score with a percentage of 82.67% which is included in the "very good" category. Thus, the audio visual learning media is Technosociopreneur-Based Audiovisual Learning Media in Social Sciences Subjects.

The suggestions given by this researcher are as follows: For schools, the results of media development in the form of audio visual learning media based on technosociopreneur should be implemented in primary schools with the aim of making the learning process more meaningful and facilities in schools can be used optimally. For teachers as facilitators, they should be able to innovate in learning, especially in learning that requires examples that are difficult to reach in the environment around students. One of them is by using audio visual learning media so that students can understand the material more easily.

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