



Development of Smart Tree Learning Media for Ethnic Diversity Material to Increase Learning Motivation in Students

Ria Milawati¹; Azri Ranuwaldy Sugma²; Zulham Siregar³

^{1,2}Pendidikan Guru Sekolah Dasar, STKIP Al Maksum Langkat, Indonesia

³pendidikan IPS, STKIP Al Maksum Langkat, Indonesia

¹Corresponding Email: watimila045@gmail.com, Phone Number: 0858 xxxx xxxx

Article History:

Received: Apr 27, 2023

Revised: May 31, 2023

Accepted: Jun 16, 2023

Online First: Jun 24, 2023

Keywords:

Increase Motivation,
Smart Tree,
Social Studies Learning
Media.

Kata Kunci:

Mempelajari Media
Pembelajaran Social,
Meningkatkan Motivasi,
Pohon Pintar.

How to cite:

Milawati, R., Sugma, A. R., & Siregar, Z. (2023). Development of Smart Tree Learning Media for Ethnic Diversity Material to Increase Learning Motivation in Students. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1241-1258.

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Abstract: This research is motivated by learning that still tends to use the method of explaining in the material on the theme of Environment learning objectives that have yet to be achieved optimally, affecting the effectiveness of student learning. One of the efforts that can be used is through smart tree learning media. This research uses research and Development (R&D) research methodology. Smart Tree Learning Media is carried out based on ADDIE development steps. Populasi in this study were 20 SD Negeri grade IV students 105286 Tandam Hilir 1. The results showed; (1) the material expert validity test got a score of 92% and was very well qualified, (2) The validity test of media experts got a score of 86.67% and was of very good qualifications, (3) the validity test of Class IV Teachers got a score of 90% was in very good qualifications, (4) individual trials got a score of 91.11% were in very good qualifications, Small Group trials got 90.13% were in very good qualifications, Large Group trials got 88% scores were in very good qualifications. The results showed a significant difference between students' learning outcomes using thematic Smart Tree learning media and conventional learning media.

Abstrak: Penelitian ini dilatarbelakangi oleh pembelajaran yang masih cenderung menggunakan metode menjelaskan, dalam materi pada tema Lingkungan tujuan pembelajaran belum tercapai secara optimal sehingga berpengaruh terhadap keefektifan belajar siswa. Salah satu upaya yang dapat digunakan yaitu melalui media pembelajaran pohon pintar. Penelitian ini menggunakan metodologi penelitian research and Development (R&D). Media Pembelajaran Pohon Pintar dilakukan berdasarkan langkah-langkah pengembangan ADDIE. Populasi dalam penelitian ini adalah Siswa Kelas IV SD Negeri 105286 Tandam Hilir 1 sejumlah 20 orang. Hasil penelitian menunjukkan; (1) uji validitas ahli materi mendapatkan nilai sebesar 92% berdaa dikualifikasi sangat baik, (2) uji validitas ahli media mendapatkan nilai sebesar 86,67% berada pada kualifikasi sangat baik, (3) uji validitas Guru Kelas IV mendapatkan nilai sebesar 90% berada pada kualifikasi sangat baik, (4) uji coba perorangan mendapatkan nilai sebanyak 91,11% berada pada kualifikasi sangat baik, uji coba Kelompok Kecil mendapatkan nilai sebanyak 90,13% berada pada kualifikasi sangat baik, uji coba Kelompok Besar mendapatkan nilai sebesar 88% berada pada kualifikasi sangat baik. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar siswa yang dibelajarkan dengan menggunakan media pembelajaran Pohon Pintar tematik dengan media pembelajaran konvensional.

A. Introduction

Education is the obligation of all humans to get all the knowledge that is very important to add extensive expertise so that new knowledge is added to live life in the world. Now we are in the era of 4.0, which is increasingly sophisticated and broad with science. Humans are currently obliged to study education to know many things about science. With this, humans will see many new things that will change their personalities into humans in a better direction. Education is a significant effort to advance the nation so that it can remain competitive with other countries related to the development of the current era. The government's efforts in promoting the quality and competitive life of the nation have been regulated in the Education System Law Number 20 of 2003 Article 1. Namely, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Ardiansyah et al., 2019).

Education is a process of effort, influence, protection, and intellectually and emotionally assisting nature and fellow humans as a provision towards adulthood to achieve the highest safety and happiness. Education is also essential for every human being so that his life becomes focused and more advanced in facing challenges in the future (Wahyuni & Ananda, 2021).

Education is a deliberate effort made in a planned manner to improve the development and potential abilities possessed by children so that they can be helpful for the benefit of living in the future (Sugma, 2019). Thus, education aims to make innovations to create an active learning atmosphere and learning activities effective and efficient. An educator must also have creativity in managing the class during the learning process because it is essential to make the classroom atmosphere productive so that students become more active during the learning process. The use of media in learning activities can increase the effectiveness of learning, but it can also increase the motivation and interest of students. (Suaibah & Rahman, 2020).

The success of the educational process determines the quality of human resources. For this reason, efforts are needed to update every education component to support the acceleration of a golden Indonesia (through innovation and the creation of superior human resources). These components include elements of educators (teachers-lecturers), students, methods, media, materials, and environmental conductivity of educational institutions. This is based on the interrelation between these elements as a system in the educational process. Education aims to create necessary human resources in insight or knowledge, attitude or emotions, and spirituality. As the main target of the educational process, students' personality requires meaningful learning continuity with various appropriate and effective media, methods, or approaches (Musyafira & Hendriani, 2021). In this context, teacher skills are needed to make it easier for students to reason or understand teaching material. Sure, the role of the Learning media becomes crucial as a liaison between teachers, learning resources, and students simultaneously (Simatupang, 2022).

In elementary school, students are asked to get to know various ethnic groups or ethnic diversity in their cultures throughout Indonesia, with this national culture needing special attention. If known, in general, each ethnic group must have its characteristics by reinforcing oneself against the Indonesian tribe. The Indonesian state is a nation based on "Bhineka Tunggal Ika", where in essence, the Indonesian state is vast in its customs and very diverse tribes, languages, and cultures at this moment need to be learned. To create diverse ethnic groups in Indonesia, choose a national culture to connect many people. Thus we as ordinary humans can maintain by seeing and controlling it always maintain sustainability in ethnic groups in Indonesia so that it continues to be maintained. Thus, we cannot and must not be separated from maintaining and preserving the culture of the Indonesian nation. In essence, we as a society can create a regional culture in particular. Cultural diversity in Indonesia must be maintained and developed because it is one of the ideas that can be an ancestral treasure for people in Indonesia.

With this, it is necessary to develop media suitable for use, namely, the validity of ethnic diversity learning media in social studies subjects with the effectiveness of this learning media in social studies subjects, then see the practicality of intelligent tree learning media in social studies subjects. Social Sciences (IPS), as one of the subjects taught in elementary schools, examines a set of events, facts, concepts, and generalizations related to social issues so that through social studies learning, students will be directed to become wise, democratic, and responsible citizens. Social studies learning is designed to develop knowledge, understanding, and analytical skills of social conditions. In response to this, of course, many things must be addressed by teachers as educators and teachers (Lestari et al., 2020). Social Sciences (IPS) subjects are related to the phenomenon of social, cultural, and economic dynamics that become an inseparable part of the lives of citizens from time to time, both on the scale of citizen groups, local, national, regional, or global (Siregar & Lubis, 2021).

Stating that learning media can overcome learning problems, with rapid and modern developments making it easier to utilize various media. Exciting and modern learning media that suits students' worlds can solve various existing problems. Learning media facilitates interaction between lecturers and students so that learning activities are more effective and efficient and the learning process becomes more precise and enjoyable. (Suaibah & Rahman, 2020).

Learning media is a tool in the teaching and learning process. An educator needs learning media in the teaching and learning process, and this is done to stimulate children's thinking patterns in the success of the teaching and learning process. Because as we know today, students' interest in learning is still lacking, especially in elementary school children who tend to like to play. Therefore, learning media is considered necessary in the teaching and learning process because it is considered helpful Teachers discover students' learning interests and character during classroom learning (Nurrita, 2018).

"Media" comes from Latin, the plural form of "medium", meaning intermediary or introduction. Association for Education and Communication Technology (AECT) defines

media as all forms and channels used for information processing. The National Education Association (NEA) defines media as any object that can be manipulated, seen, heard, read, or talked about, along with the instruments used for these activities. The term refers to anything that carries information between a source and a receiver. It should be noted that learning activities are a process of communication. That way, learning activities through media occur when there is communication between the recipient of the message (P) and the source (S) through the media (M). Suppose the communication process occurs only after a backlash (feedback). With the above, it can be briefly stated if the learning media is a place to learn and communicate (Nurseto, 2011).

They state that learning media is a tool to stimulate students so that the learning process occurs. Another opinion (Uno, 2008) states that media in learning are all forms of camouflaged tools that can be used to convey information from sources to students to stimulate them to participate in learning activities (Nurmala et al., 2020).

Smart tree learning media, deliberately designed and developed to help teachers' education, is a deliberately planned effort to improve children's development and potential abilities to benefit from the benefits of living in the future (Sugma, 2019). Thus, education aims to make innovations to create an active learning atmosphere and learning activities effective and efficient. An educator must also have creativity in managing classes during the learning process because it is essential to make the classroom atmosphere productive so that students become more active during the learning process. Using media in learning activities can increase the effectiveness of learning, but it can also increase student motivation and interest (Suaibah & Rahman, 2020).

Learning media serves as one of the learning resources for students to obtain messages and information provided by the teacher so that learning material can further improve and form knowledge for students. The benefits of learning media, first, provide guidelines for teachers to achieve learning objectives so that they can explain learning material systematically and help present exciting material to improve the quality of learning. Second, it can increase student motivation and interest in learning so that students can think and analyze the subject matter given by the teacher well in pleasant learning situations and understand the subject matter quickly. Things that can improve student learning outcomes with the existence of learning media: the teaching and learning process becomes easy and exciting so that students can understand and understand lessons easily, student learning efficiency can increase because it is by learning objectives, helps student learning concentration because of exciting and appropriate learning media With student needs, increasing student learning motivation because student attention to lessons can increase, providing a comprehensive experience in learning so that students can understand in real terms from the material provided better understand the material as a whole, students are involved in the learning process so that students actively follow and are involved in the learning process and students have the opportunity to do creativity and develop their potential (Ferdiansyah et al., 2020).

Learning media is a tool in the teaching and learning process. An educator needs learning media in the teaching and learning process, and this is done to stimulate children's thinking patterns in the success of the teaching and learning process. Because as we know today, students' interest in learning is still lacking, especially in elementary school children who tend to like to play. Therefore, learning media is considered necessary in the teaching and learning process because it is considered to help teachers find students' learning interests and character during classroom learning (Nurrita, 2018).

According to (At-Taubany & Suseno, 2017), learning media supports cooperative learning by placing students with different abilities, genders, and ethnicities. Smart tree learning media is a learning media deliberately designed to assist teachers in providing material and make it easier for students to receive and understand the material delivered by the teacher. The smart tree media used by previous researchers differs from the materials and designs used. Smart tree learning media is deliberately designed and developed to help teachers find students' learning interests and character during classroom learning (Nurrita, 2018).

Smart learning materials are deliberately designed and developed to help teachers become more emotional and can effectively increase students' understanding of the material, and the learning process becomes more precise and enjoyable. In addition, it is also able to increase student motivation and interest (Suaibah & Rahman, 2020).

Smart Tree learning media is used by playing games in groups. The advantage of the Smart Tree learning media is that there are learning materials that include all basic competency materials for Implementing Product Promotion and durable media so that they can be used repeatedly. Smart Tree learning media is designed to attract students' learning interests. It is expected that with the use of Smart Tree learning media, students can be active during learning and allow students to interact with others and the surrounding environment (Batul, 2018).

Media is a two-dimensional visual media in the form of a tree chart. According to Sadiman et al (2014), tree charts are like trees that have elements of trunks, branches, and branches. According to Daryanto (2013), a tree chart is a chart that visualizes a process from its basics. According to Munadi (2008), a tree chart is like a tree with branches and branches and depends on the fruit used to explain a relationship between concepts (Batul, 2018). The student learning process will be more fun in learning activities if the teacher applies engaging learning media because using interesting media can increase student learning motivation, and students are usually interested in something new. These problems can also make teachers more creative and innovative in making learning media.

B. Method

The type of research used is Research and Development (R&D). This research develops on learning media, Research and Development (R&D) is a research method that produces a product that was previously tested for effectiveness and the need for the product to function according to its needs. Try this social studies learning media on ethnic diversity

in Indonesia. The subtheme of the cultural diversity of my nation is students in grade IV SD Negeri 105286 Tandam Hilir 1, totalling 21 students. The type of data in this study is primary data. The primary data in question is obtained directly from lecturers and teachers through validity assessment sheets and practicality testing questionnaires. Data collection techniques in this study are as follows: Research and Development (R&D) is a way to develop or improve a new product.

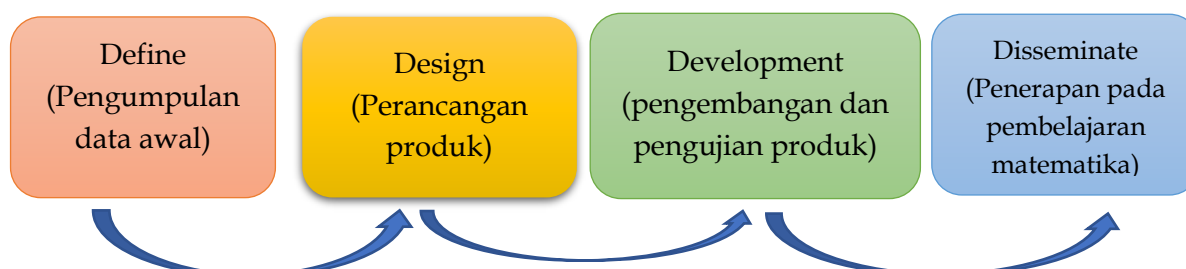


Figure 1. 4D Model Flow Chart

The object of this research consists of four (4), namely an expert, namely an educator or elementary school teacher, two social studies lecturers, and media development, in addition to 20 grade IV students of SD Negeri 105286 Tandam Hilir 1 as the place to test this product. Some of the stages that researchers will carry out are in research, namely:

(1) Define

At this stage, researchers interview elementary school class teachers to determine the material needed. They can be used as material to build motivation in students for smart tree learning media. After that, look for literature such as syllabi and material books that can be used as a reference in compiling material for the learning media, whether by classroom learning.

(2) Design

In this study, product design was carried out with flow: making learning materials and making designs for smart tree learning media as attractive as possible to motivate students when learning.

(3) Development

The stage of product development and product testing. In this study, product testing was carried out with two (2) tests: validity and practical. Validity tests are carried out using test instruments. Then this practical test uses the instrument used in the practical test using the System Usability Scale, with ten statements tested on the end user (student).

(4) Disseminate

This stage disseminates products tested for learning activities (Yuniarti et al., 2022).

The purpose of using R&D methods in education is to improve, develop and evaluate the education system. Based on the characteristics of the R&D method, you must have the following characteristics (1) descriptive narrative; (2) procedures or logical steps; (3) specific objectives; (4) measurable success; and (5) representatives of a system. Research

methods that serve to help work implementation be more effective and efficient are action methods (action research), research and development (research and development (RnD)), and operation research (operation research). Research and development (RnD) methods are used to define new product designs, test the effectiveness of existing products and develop and create new products. When a new product has been tested, then the product, when used in work then the implementation of the work, will be easier and faster, and the quality and quantity of the results will increase (Yuliani & Banjarnahor, 2021).

This research is a research and development with a 4-D development model modified into 3-D. According to Thiagarajan Trianto (Arywiantari et al., 2015), the 4-D model consists of 4 stages of development, the definition stage (define), the design stage (design), the development stage (develop), and the dissemination stage (disseminate). The research procedure can be seen in Figure 1. In this study, researchers will only go through the development stage because considering the limited capabilities, time, and cost (Sari et al., 2020).

According to Thiagarajan Trianto (Sari et al., 2020), the 4-D model consists of 4 stages of development. The definition stage (define) is for the subjects that become tests: 1) Validity sheet to collect validation data. 2) For practicality assessment through questionnaires. The instrument used in collecting this research data is a questionnaire on the validity of the Smart Tree Learning Media Assessment Instrument. (Sari et al., 2020) design stage, development stage, and dissemination stage. The subject of research is who can provide information on the problems studied by the author.

Data collection techniques in this study used interviews, questionnaires, and documentation. The interview is a data collection technique by asking questions given by the interviewer to the source or informant, which will then be recorded or recorded by the interviewer. Data collection techniques with this interview can be done directly and indirectly. The questionnaire is a data collection technique providing questions or written statements that respondents will fill out. Documentation is a data collection technique in the form of images or photos of research subjects. Analytical techniques of instrument test results in this study using product design validation tests and the distribution of student response questionnaires (Apriliani et al., 2020).

C. Result and Discussion

Results

Research and Development (R&D) is a research method used to produce a particular product and test the effectiveness of that method. Research and development, or Research and Development (R&D), is a research method used to develop or validate products used in education and learning. From this description, Research and Development is a research method that aims to produce specific products and test the validity and effectiveness of these products in their application (Hanafi, 2017).

The next stage is the design stage. The designed and developed media will be validated by validators who have been suggested based on their respective fields. Before being validated, the media that has been created undergoes several revisions by the validator's suggestions, and expert lecturers validate the media. Media and material validation aim to produce learning media that are valid and worthy of a trial. Before validation, the media undergoes improvements as suggested by validators (Ferdiansyah et al., 2020).

Material Expert Trials

The results of Material Expert trials on smart tree learning media development products can be seen in Table 1 below.

Table 1 Material Expert Validity Test Results

No	Aspek Penilaian	Assessment Aspects Statement	Total
1	Format	1. Provide material suitable for learning	4
		2. Provide tools for study aids	5
		3. Quality of study aid materials	5
Number of Variables			14
2	Content of the Material	4. Deliver material must be as instructed	4
		5. Goals must be intertwined with learning.	5
		6. Teaching materials are below the ability level Media provisions must be material for students.	5
		7. Conformity to the medium must be with the correctness of the material.	4
		8. Conformity of the medium to the correctness of the material.	5
9. Focus the material to present			4
Number of Sub Variables			28
3	Material	10. Use appropriate language in learning	
Jumlah Sub Variabel			4

Provide material suitable for learning masuk dalam kategori yaitu "Sangat Layak". Media Expert Validation. Hasil uji validitas Media Expert The smart tree learning media is shown in Table 2 below.

Table 2. Media Expert Validity Test Results

No	Assessment Aspects	Alternative Answer Statement	Total
1	Display	1. Sentences should be legible	4
		2. Text and image layouts	4
		3. Background selection suitability.	5
		4. Background selection suitability	5
		5. Suitability of typeface and font size choices	4
Number of Variables			22

No	Assessment Aspects	Alternative Answer Statement	Total
2	Content/Material Cohesiveness	6. Image fidelity is used for clarity	4
		7. Compatibility of the image with the material.	5
		8. Penyajian materi harus jelas	3
		9. Clarity of the description of the material	4
Number of Sub Variables			16
3	Communication or Visual	10. Communicative	5
		11. Simple and alluring	5
		12. Creative and innovative	4
Number of Sub Variables			14

Based on the calculation results above, it can be concluded that the validity test of media experts gets a value of 86.67%. Based on the size of the assessment along with the weight of media experts, if this 85% score falls into the "Very Decent" category. Second Grade Elementary School Teacher Trial The results of the Grade IV Elementary School Teacher trial at SD Negeri 105286 Tandam Hilir 1 can be seen in Table 3 below.

Table 3. Second Grade Elementary School Teacher Validity Test Results

No	Assessment Aspects	Alternative Answers Statement	Total
1	Format	1. The text reads well.	8
		2. Proportional layout (text and image layout).	9
		3. Digne dans la sélection de fond.	8
		4. Match colour proportions.	8
Number of Variables			36
2	Display	5. Have attractive images	7
		6. Clear images	9
		7. Interesting color combinations	8
		8. Easy-to-read text	8
		9. Text is used to clarify images in media	10
		10. Use learning objectives	10
		11. Material under learning objectives	8
		12. Images clarify the material you want to convey	10
		13. Easy-to-follow material	10
		14. Media supports learners in self-learning	8
		15. The media uses paper that is suitable for the use	10
		16. Smart Tree Media Size meets standards	8
Number of Sub Variables			106
3	Language	17. The language used is easy for students to understand	9
		18. The sentences used are effective	8
		19. Use of words according to enhanced spelling (EYD)	9
Number of Sub Variables			26
4	Fill	20. How to use Smart Tree Media for teachers should be appropriate	8
		21. Smart Tree Media Material Is with indicators	10

No	Assessment Aspects	Alternative Answers Statement	Total
		22. Smart Tree Media material falls under learning objectives	10
		23. Smart Tree Media material is under RPP	9
		24. Smart Tree Media material should be under the learning syllabus	7
		25. The sentences/information needed by students are complete	10
		26. There is an error in the writing of scientific names	8
		27. The general description of the image is correct	7
		28. There is a caption that explains the meaning of the image	9
		29. Smart Tree Media is suitable for use in social studies learning	8
		30. Smart Tree Media can help make it easier for students to understand the subject matter of Indonesian Ethnic and Cultural Diversity.	10
		31. The content of Smart Tree Media can increase student motivation in learning social studies.	10
		32. Exploration of the Diversity of Indonesian Ethnic and Cultural Groups in general in pictures.	8
		33. How to use Smart Tree Media for teachers is clear	10
		Number of Sub Variables	124

It can be seen from the calculation results above, and it can be concluded that the validity test of grade IV elementary school teachers gets a value of 90%. According to the size of the assessment and its weight, if this 90% value falls into the "Very Decent" category. Based on the above trial data obtained from the three students, the results can be seen in Table 4 below.

Table 4. Individual Trial Results

No	Assessment Aspects	Alternative Answer Statement	Total
1	Display	1. The text reads well.	14
		2. Proportional layout (text and image layout)	12
		3. Proportional layout (text and image layout)	15
		4. Text size and legible font	11
		5. Illustrations, colours, and supporting images	15
		6. Media appeal	14
		Number of Variables	81
2		7. Suitability of the image to the material	14
		8. Clarity of the structure of the material presented	15

No	Assessment Aspects	Alternative Answer Statement	Total
	Content of the Material	9. Terms of Use	14
		10. Materials according to the formulated purpose	14
		11. Easy to understand the material Easy to understand the material	15
		12. The depth of the material presented	15
Number of Sub Variabels			87
3	Benefits	13. Appropriateness of language use.	14
		14. Increase motivation in the teaching and learning process	14
		15. The subject matter will be more clearly understood	14
Number of Sub Variables			42

Based on the calculation results above, it can be concluded that individual trials get a value of 91.11%. According to "Assessment Measures and Student Response Value Weights", this score of 91.11% is included in the "Very Attractive" category. Small Group Trial, the data collection results of small group trials (10 students) can be seen in Table 5 below.

Table 5. Small Group Trial Results

No	Assessment Aspects	Alternative Answers Statement	Total
1	Display	1. The text reads well.	48
		2. Proportional layout (text and image layout)	46
		3. Background Selection Suitability	44
		4. Legible text size and typeface	41
		5. Illustrations, colours, and supporting images	46
		6. Media appeal	44
Number of Variables			269
2	Content Material	7. Suitability of the image to the material Suitability of the image to the material	48
		8. Clarity of the structure of the material presented	44
		9. Terms of Use	48
		10. Materials according to the formulated purpose	44
		11. Easy to understand the material	41
		12. The depth of the material presented	46
Number of Sub Variael			271

No	Assessment Aspects	Alternative Answers Statement	Total
3	Benefits	13. Make it easier for learners to understand.	14
		14. Increase motivation in the teaching and learning process	14
		15. The subject matter will be more clearly understood	14
Number of Sub Variables			42

Based on the calculation results above, it can be concluded that from all aspects of the instrument in the Small Group trial, students got a score of 90.13%. According to the Assessment Size and the Weight of Student Response Scores, this 90.13% score is included in the "Very Interesting" category. The results of this large group trial (20 learners) can be seen in Table 6 below.

Table 6. Results of Large Group Trials

No	Assessment Aspects	Alternative Answers Statement	Total
1	Display	1. The text reads well.	5
		2. Proportional layout (text and image layout)	5
		3. Background Selection Suitability	6
		4. Text size and legible font	7
		5. Illustrations, colours, and supporting images	4
		6. Media appeal	5
Number of Variables			568
2	Content of the Material	7. Suitability of the image to the material	5
		8. Clarity of the structure of the material presented	7
		9. Terms of Use	8
		10. Materials according to the formulated purpose	5
		11. Easy to understand the material	4
		12. The depth of the material presented	5
Number of Sub Variables			570
3	Benefits	13. Make it easier for learners to understand.	7
		14. Increase motivation in the teaching and learning process	5
		15. The subject matter will be more clearly understood	4
Number of Sub Variables			282

Based on the calculation results above, students in the Large Group trial scored 88% on all aspects of the instrument. According to the Assessment Size and the Weight of Student Response Scores, this 88% score is included in the "Very Interesting" category.

Data Analysis 1) Material Expert Validation Data Analysis The results of material expert validation data (Kiki Pratama Rajagukguk, M. Pd.) on using Smart Tree Media based on data collection obtained a score of 92%. The score obtained is (92%), so it can be concluded that the score is "Very Decent". Group. Meanwhile, when reviewed, the score was 92%, including "Very Decent, no revision needed".

The notes presented by Kiki Pratama Rajagukguk, M. Pd as the Material Expert Validator, include (a) the "format" of flashcard media, especially about: (1) the suitability of the material to the learning objectives and (2) the completeness of the learning aid material. Meanwhile, regarding the quality of learning aid materials in the form of Smart Tree Media according to Material Experts, including the category "Decent", (b) "Content of the Material", which includes: the presentation of material based on the objectives formulated, the relevance of learning objectives, the accuracy of media to the truth of the material, and conformity of media to the truth of the material, categorized as "Very Feasible", and (c) "Language", namely "Suitability of the use of language used", is rated "Feasible."

Media Expert Validation Data Analysis Results of data analysis from Media Expert validators (Kiki Pratama Rajagukguk, M.Pd). It was found that using Smart Tree Media, it scored 86.67%. It can be concluded that the score falls into the "Very Decent" category and does not need to be revised" (81%-100%).

The notes presented by Kiki Pratama Rajagukguk, M. Pd as Media Expert Validator include (a) "Very Feasible" on the aspect of "Display" assessment, especially about: (1) text can be read well, and (2) colour proportional suitability. "Eligible" (1) symmetrical layout (text and image layout), (2) background selection suitability, and (3) typeface suitability and font size selection; (b) "Very Decent" from the aspect of assessing "Cohesion of Content/Material", specifically on "Conformity of images to material". "Decent" on "Accuracy of images used for clarity of material" and "Clarity of material description". "Decent Enough" is about "The order in which the material is presented"; (c) "Very Decent" from the aspect of assessment of "Visual Communication", especially on "Communicative" and "Simple and alluring". "Decent" is given to "Creative", and (d) The colour that is the background of the smart tree learning media needs to be given the same color (Rajagukguk et al., 2021).

Discussion

Learning media is a tool for a teacher to provide lessons in the teaching and learning process. An educator needs learning media in the teaching and learning process, and this is done to stimulate children's thinking patterns in the success of the teaching and learning process. Because as we know today, students' interest in learning is still lacking, especially in elementary school children who tend to like to play. As an educator, we must be able to

take the initiative to be able to create something better and be able to create an active learning atmosphere in the classroom in order to make students enthusiastic about learning activities so that students can understand each learning more interestingly in their hearts, as an educator we must also really need to develop this learning media in the classroom in order to make something new in learning.



Figure 2. Research Result

With this, as educators motivate the nation's generation to be able to care about the education provided by a teacher when in the classroom, as an educator, we must be able to take the initiative to be able to create something better and be able to create an active learning atmosphere in the classroom in order to make students enthusiastic about learning activities so that students can understand each learning more interestingly in their hearts, as an educator we must also really need to develop this learning media in the classroom in order to be able to make something new in learning. With this, we as educators motivate the nation's generation to care about the education provided by a teacher when in the classroom.

By creating something new in a learning atmosphere in order to provide better learning motivation for students. As an educator, you must have the nature of creativity or creativity in order to create something new. With this, it makes students more willing to learn in ongoing learning. Moreover, an educator must be more willing to learn again to correct what is lacking in each of them, provides better learning, and must have an attitude of wanting to change in the process of teaching activities as a tool to Support during the process of teaching activities, so that students become more active and enthusiastic in class to motivate study harder and can arouse student motivation for the spirit of education.

D. Conclusion

From the conclusions above, it can be concluded in this research and discussion findings, it can be concluded as follows: (1) After going through the preparation process for the development of Smart Tree Learning Media in Increasing Learning Motivation of grade IV elementary school students in Social Studies Subjects at SD Negeri 105286 Tandam Hilir 1 for Competency Standards "Understanding the history, natural appearance, and diversity of ethnic groups in the regency / city and provincial environment", then the Smart Tree

Learning Media is prepared according to competency standards, (2) The validation process starts from the validation of expert material, media experts, teachers, grade IV students of SD Negeri 105286 Tandam Hilir 1. Based on this validation, revisions and improvements were made based on input from material experts, media experts, teachers, and students, (3) After suggestions for improvement, thematic Smart Tree Learning Media was then determined to be "feasible" for use for social studies lessons for grade IV elementary school students, and (4) The final product of development in the form of Competency Standards "Understanding history, natural appearance, and ethnic diversity in districts / cities and provinces" has been revised and improved as suggested by material experts and media experts.

This can be seen if there has been an increase in active learning among elementary school students, causing pessimistic attitudes and attitudes of concern for diversity towards the Indonesian state. Moreover, what must be realized as Educators must be realized that the young generation must be aware of the culture of the surrounding environment. If there is ignorance and indifference among Indonesian people, the culture will disappear, and Indonesian people will result in a lack of love for their culture in Indonesia. This is also due to wanting to care about something other than the diversity of Indonesian culture and history. This can be seen if there has been an increase in active learning among elementary school students, causing pessimistic attitudes and attitudes of concern for diversity towards the Indonesian state.

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The legacy of ethnic diversity in Indonesia and the history of Indonesia can be seen from the breadth and amount of diversity owned by the state in Indonesia. An educator must be able to recognize students as early as possible to care for and love the culture in Indonesia and get to know students with the culture of diversity that exists in Indonesia so that an Indonesian generation, namely elementary school students, can care more about the diversity that exists in Indonesia. Indonesia and can get to know many things about the surrounding culture. The legacy of ethnic diversity in Indonesia and the history of Indonesia can be seen from the breadth and amount of diversity owned by the state in Indonesia. An educator must be able to recognize students as early as possible to care for and love the culture in Indonesia and get to know students with the culture of diversity that exists in Indonesia so that an Indonesian generation, namely elementary school students, can care more about the diversity that exists in Indonesia.

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Acknowledgement

The author expresses thousands of thanks, especially to God Almighty and to the STKIP Al Maksum Community Academy, especially the Elementary School Teacher Education Study Program.

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