DESIGN AND VALIDATION OF CULTURAL QUARTET CARDS ON SOCIO-CULTURAL DIVERSITY MATERIAL FOR STUDENTS IN JUNIOR HIGH SCHOOL

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Keywords:	Abstract
learning media, cultural cards, learners innovative learning	*Learning media plays an important role in attracting students' interest in the classroom. Quartet cards are one of the media that can be used as teaching materials. Therefore, the purpose of this research is to develop learning media using quartet cards. The method used in developing this media is research and development (R&D) with the planning, production, and evaluation (PPE) model. The approach used in this research is a quantitative qualitative approach or Mixed Methods. This research involved two media validators and material validators to provide advice and input in its development. The limitation contained in this research is that it produces products without any field trials. The assessment of media and material validators is a reference in the development of this media. The results showed that material validators gave an average assessment of 90%, while media validators gave an assessment of 92% which was classified as very feasible to use. So that this learning media has been assessed for its feasibility by validators so that it can be used by students at SMP 11 Malang.*

INTRODUCTION

Nowadays, education has experienced various challenges in teaching and learning. These challenges cannot be separated from the rapid development of technology that penetrates the education sector. Although information technology provides easy access to creative learning media, unresolved challenges remain. Difficulty in integrating information technology followed by a lack of learning training is one of the challenges for a teacher (Escueta et al. 2020; Kaur 2023; Yoloye and Nwokeafor 2015). Eftafiyana et al. (2018) mentioned that the problem of low learning motivation in students has to do with the development of technology. Quoting from research Romadhoni, Wiharna, and Mubarok (2019). Learners who have motivation to learn will try with their abilities to achieve optimal learning outcomes (Cook and Artino Jr 2016; Masfufah and Chasanah 2023; Romadhoni et al. 2019). Then, some researchers also provide opinions regarding low motivation in students due to amotivation, a less supportive family environment, and addiction to online games (Howard et al. 2021; Mauliya, Relianisa, and Rokhyati 2020). Learning less interesting and boring medialso decreasestudent motivation to learn

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(Khan, Johnston, and Ophoff 2019; Muhson 2010; Zahro 2023). This means that teachers and students are important in the learning process.

As the main actor in learning, teachers should have innovation in teaching. This is intended so that students can follow the learning process well. Rasyid (2008) mentioned that teachers, as the main actors in the learning process, should provide interactive learning media to boost students' motivation. In addition, Arsyad (2018) explained that learning media is a tool to deliver messages to students in the learning process which can later foster interest and also attract students' attention. Learning media can also support the improvement of student understanding of learning (Isnania and Narulita 2023; Khan et al. 2019; Lubis et al. 2023). Isnania and Narulita (2023) also stated that whether students are activdepends on using learning media and classroom management. Thus, innovation in the use of learning media is a key factor in improving the quality of learning and student understanding.

However, the problem of low student motivation is an obstacle for teachers in delivering the material (Kurniawan et al. 2017; Salifu 2014). Pranawengtias (2022) explained that learning motivation is the key to making meaning of learning. The existence of high learning motivation is indicated by their willingness to participate in learning. (Khan et al. 2019; Mandasari and Aminatun 2020). We need to realize that Indonesia has a variety of tribes and cultures spread across various provinces. Therefore, cultural learning is very important to foster a sense of love for culture in students (Bean-Folkes and Ellison 2018; Sulé, Williams, and Cade 2018; Suparmi 2023). However, there is still a lack of learning media that effectively combines engaging learning strategies-such as educational games-with cultural content. This research addresses the gap by developing a cultural-themed quartet card game as an innovative learning tool that aims to increase student motivation and promote cultural awareness.

Previously, we had conducted interviews with social studies teachers at SMP 11 Malang regarding students' interest in learning and the learning media used. The interview results show that there are still students who are involved in activities that should not be done during learning. For example, some learners were engrossed in chatting with peers, less active in the learning process, and misusing smartphones, which should not be used during learning activities. The trigger for this problem is the learning media provided by subject teachers, which is only limited to delivering material using PowerPoint. This finding shows that subject teachers at SMP 11 Malang are less adapted to the use of more interactive learning media.

The innovation in solving the problem is to develop cultural cards that students can play. Provincial culture card media in Indonesia is a card game that contains cultural material in each province in Indonesia. Referring to the results of research Imron (2022), Learning media using cards can improve students' learning outcomes. Then, Noviyanti, Santoso, and Habibah (2013) mentioned that learning media using cards can also increase students' activeness. The use of games for children's learning media is quite effective in increasing students' interest in learning (Kurniawan et al. 2022; Kurniawan, Khotimah, and Nurkhamamah 2024; Legowo et al. 2021). In learning social studies about socio-cultural diversity, this research aims to produce learning media in the form of provincial culture cards in

Indonesia that are effective, practical for teachers, and interesting for students, based on the assessment of material experts and learning media experts. The novelty of the research lies in the development of cultural cards that have not been widely applied in the context of social studies in Indonesia. With a focus on product validation, this research contributes to developing innovative learning media to improve students' understanding of socio-cultural diversity, while encouraging cultural appreciation and awareness. This research is limited to the development and validation stages, without classroom trials or dissemination, thus opening up opportunities for further research on the effectiveness of the media produced and its long-term impact on student learning outcomes.

LITERATUR REVIEW

Learning media is one of the essential factors in learning. Learning media is a creative and systematic effort to create experiences that can help students' learning process. Learning media serve as a tool to deliver messages to students during the learning process, which can then foster interest and capture students' attention (Isnania and Narulita,2023). Learning media refers to any tool, whether hardware or software, used as a communication medium to convey information clearly (Muhson 2010). Learning media refers to any tool that can be used to convey messages from sources in a structured manner, creating a conducive learning environment where the learning process is more efficient and effective (Muhson,2010). From this, researchers concluded that learning media is anything in the form of hardware or software that can be used to convey messages from a lesson in an interesting way. The use of media has a significant impact on student learning outcomes and motivation (Isnania et al., 2023). Nuraliyah et al. (2022) also make a similar point, noting that their research found a positive impact of learning media on learning outcomes and student activity. Anggraeni et al. (2021) also reported similar results, indicating that teaching media had a positive effect on improving student learning outcomes and interest. Zahwa and Syafi'i (2022) explain that the use of learning media is also beneficial to teachers/educators in presenting examples because it can be tailored to meet the needs of learning. From these research results, it can be concluded that the use of learning media can help improve student learning outcomes and interest.

Games are a learning medium that offers several advantages, including being both fun to play and entertaining (Wulandari, Rahayu, and 2019). Card games are a type of game that uses cards as its primary tool for play. These cards often feature symbols, numbers, or images used for specific purposes in the game. Their advantages include: (1) they are easy to make, use, and store; (2) they are practical and efficient because the material is conveyed clearly and concisely; (3) they increase student participation, enthusiasm, and motivation to learn. However, their drawbacks include: (1) the paper material of the cards makes them prone to damage; (2) the game is limited to the use of cards; (3) it requires a significant amount of time if the teacher cannot guide the students effectively during the use of the medium. The use of card games as a learning medium can assist students in the learning process. Maryam revealed that the use of card games can help improve students' understanding and motivation (Maryam, 2019). The use of media has a significant impact on student learning outcomes and motivation (Isnania and

Narulita, 2023; Zahwa and Syafi'i,2022). The use of card games as a learning medium can help students solve problems using logical reasoning (Miftahuddin, Arofah, and Salatiga,2020). It can therefore be concluded that the use of card games as a learning medium can help students in the learning process.

METHODS

The method used in the development of this media is Research and Development (R&D). The approach employed in this study is a mixed-methods approach. A limitation of this study is that it is classified as Level 1 research, meaning the research was conducted without implementation testing. The development model used is PPE by Richey and Klein (2014), which consists of three stages: planning, production, and evaluation. In the planning stage, the researcher conducted a preliminary analysis, task analysis, and determined the learning objectives.

This stage involved interviews with the principal and social studies teachers to identify existing problems in the school, particularly those related to the social studies subject. The learning media were designed during the production stage, and research instruments were prepared. In the evaluation stage, a trial and product feasibility assessment were conducted through a quartet card media validity test. Subject matter experts and media experts carried out the validity test. The research subjects consisted of media validators, while the research focused on developing cultural quartet cards intended to educate students at SMP Negeri 11 Malang about socio-cultural diversity.

The media and content validators selected for this study were university professors recognised as experts in instructional media and educational technology. Their expertise ensured that the validation process was thorough, unbiased, and aligned with current educational standards. The assessment of the educational media was divided into two main categories. Content validation focused on three primary aspects: (1) presentation, which analyzed the clarity and organization of the material; (2) language, which evaluated the appropriateness, simplicity, and cultural sensitivity of the wording; and (3) implementation, which assessed the feasibility of applying the content in actual classroom settings. In contrast, media validation concentrated on (1) implementation, evaluating the usability and practical integration of the media into educational activities, and (2) presentation, which assessed the visual design, including layout, color schemes, font legibility, and overall aesthetic appeal. The study employed a structured validation sheet to obtain assessments from the validators. The feedback gathered was crucial for improving the media before to final implementation. The validation process data were analyzed using a Likert scale approach, converting qualitative observations into quantitative ratings based on the specific criteria detailed in Table 1.

Table 1. Likert Scale Table

Score	Category
5	Very Good
4	Good
3	Good enough
2	Not Good
1	Very unfavorable

The calculation to get the average score of this validation is done using the following formula:

$$X = \frac{\sum X}{n}$$

Description:
X = Average score
∑x = number of scores per aspect
n = number of raters

$$\frac{f}{N} 100\%$$

Description:
f = frequency being sought
N = number of frequencies

The results of the calculation are then categorized using the following criteria:

Table 2. Product feasibility assessment

Score	Category
81%-100%	Very Decent
61%-80%	Feasible
41%-60%	Fair
21%-40%	Not Feasible
0%-20%	Very unfeasible

RESULTS AND DISCUSSION
RESULTS
This study aims to develop a distinctive product, the KABUDAPI learning media, specifically designed to improve the instruction of socio-cultural diversity in social studies. The research utilizes the PPE development paradigm, comprising three main phases: Planning, Production, and Evaluation. During the planning phase, a comprehensive needs assessment was conducted by evaluating the curriculum, subjects, and classroom learning activities. This study included interviews with key stakeholders, such as the school principal and social studies teachers at SMP Negeri 11 Malang. The university utilizes an independent curriculum that emphasizes student-centered learning and creativity. The interviews revealed several critical issues.   A notable lack exists in innovative pedagogical approaches, especially

among senior instructors who find it challenging to deliver engaging and interactive classes.   Secondly, students' eagerness to participate in social studies, particularly with socio-cultural diversity, is generally limited.

Students' inappropriate use of smartphones during class was seen as a distraction and misaligned with educational objectives.   These findings highlight the urgent need for innovative and original educational media that can captivate students' interest and foster active participation.   The manufacturing phase involved developing a prototype of learning media in the form of cultural cards that encompass many aspects of Indonesian culture, targeted at Grade 7 students.   The design process utilized the Canva application, augmented by SketchUp on Android to create visually appealing and interactive cards.   The final product comprises 152 cultural cards and 8 effect cards, providing a comprehensive and engaging resource for exploring Indonesia's rich cultural heritage.   This media aims to enhance students' understanding while promoting a more engaging and invigorating teaching environment.
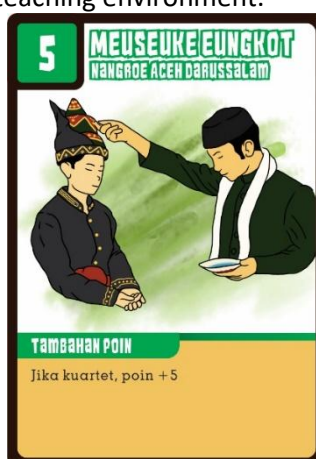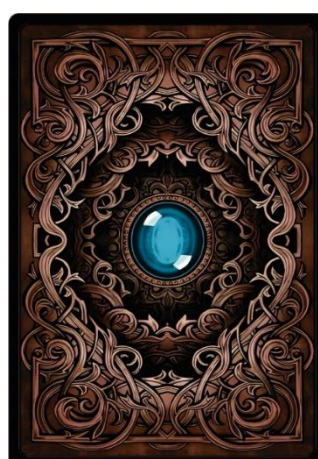

| Figure 1. Card front view | Figure 2. Card back view | Figure 3. Effect card |

The development of KABUDAPI learning media provided results related to learners' academic outcomes. This research also provides evidence that the learning set has good instructional objectives and lesson design. The KABUDAPI lesson increased students' intention, interest and motivation to learn about cultural diversity. This indicates that KABUDAPI is a highly engaging and visually appealing medium for learners. For learners, this learning media helps in (1) making abstract cultural themes comprehensible, (2) incorporating interesting graphics, and (3) understanding cultural diversity. This learning media is developed based on three stages (planning, production, and evaluation). The content chosen in this development considers educational and systematic aspects to help learners understand cultural diversity. In addition, the media layout is chosen based on effective design. The results of product development are then evaluated by material and media experts. The evaluation from the experts showed that the clarity of the material, the suitability of the selection of simple language, and the ease understood by students. Experts provide assessments, suggestions, and criticisms in the evaluation stage that ultimately provide better development results. The aspects evaluated by the validators were media usability and visual presentation, which included layout design, readability, and user involvement.

These aspects of learning media are very important to evaluate the usefulness and attractiveness for students. The results of the expert evaluation show that KABUDAPI shows the feasibility to be used in education, especially in socio-cultural learning in junior high school.

Table 3. Indicators of Material Expert Validation Results

No	Assessment Indicator	Rating Scale
	Presentation	
1.	The visual appearance of the cultural diversity cards is attractive and in accordance with the theme of culture in Indonesia.	5
2.	The information on the cards is neatly organized so that it is easily understood by students.	4
3.	The cards display cultures from various regions in a fair and balanced manner.	4
4.	The card material covers various aspects of culture such as customs, clothing, dances, and traditional food.	5
	Language	
5.	The language in the cards is simple and appropriate for the educational level of the students.	4
6.	Cultural terms are clearly explained to avoid confusion.	4
7.	The text is presented with language that is respectful and appreciative of all cultures.	4
8.	The language in the cards is free from cultural bias or stereotypes.	5
	Implementation	
9.	The cards are easy to use by students in classroom learning.	5
10.	The instructions for using the cards are clear and easy for students to understand.	5
11.	The cards are suitable for increasing student participation in the classroom.	5
12.	The cards can be customized to suit various learning needs in the classroom.	4
	Total	54
	Score	90%
	Criteria	Very Feasible

The evaluation stage in this research was carried out by media and material validators to assess the feasibility of the learning media developed. In addition, the assessment of this validator also aims to determine the effectiveness of this cultural card media. The tool to measure its validation uses a structured questionnaire to evaluate this learning media's essential factors. Content suitability, language selection, material presented, and classroom implementation are assessed in this validation. As a result, the material validation of this developed learning media has a score of 90% which is classified as "very feasible".

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Table 4. Media Validation Indicators

No	Assessment Indikator	Rating Scale
	Implementation	
1.	Learning media is easy for teachers to use.	5
2.	This learning media can be used in various learning situations.	4
3.	The instructions in the learning media are easily understood by students.	4
4.	This learning media facilitates the achievement of learning objectives.	5
5.	This media motivates students to be more active in learning.	5
	Display	
6.	The visual design of the learning media is attractive and in accordance with the theme of cultural diversity.	5
7.	The selection of colors and fonts facilitates reading and understanding.	4
8.	The layout of the content in the learning media is well organized.	4
9.	The learning media uses images and illustrations that are relevant and support understanding.	5
10.	The size and format of the learning media are easy to use both physically and digitally.	4
	Total	46
	Score	92%
	Criteria	Very Feasible

In the media aspect, it produces a score of 92% which is classified as "very feasible". Thus, this development's findings benefit social studies learning in junior high school. These cultural quartet cards have attractive visuals and are suitable for Indonesia's cultural diversity concept. Meanwhile, the content presented in these cultural cards is developed based on the cultural aspects found in Indonesia (e.g. traditional ceremonies, clothing, dances, and native cuisine). All cultural aspects developed in this study are depicted real, fair and inclusive. The design components, the selection of writing styles, and the carefully chosen layout of the images, make it easier for students to improve their understanding. It aligns with curriculum objectives and enhances student involvement and motivation, rendering it a valuable asset in the educational process.

DISCUSSION

The validator suggested improving the playing instructions and the use of cards and organizing the playing time effectively so that the time allocation can be used properly. Table 3 shows the results of the media validation assessment, with an implementation value of 92% and 88% appearance. The total value obtained is 92%. These results show that learning media development is included in the very feasible category. Suggestions and input from validators have been used as improvement materials for the developed media, and all notes from material and media validators have been done. Assessments from experts and practitioners are used to determine the feasibility of the product and whether it is ready for further testing or needs further revision before the large-scale trial process is carried out.

The results showed that the cultural card learning media of provinces in Indonesia is very feasible to use in social studies. Improvement notes from validators, such as playing instructions and timing, can increase its effectiveness. Hopefully, the development of this learning media will provide effectiveness in improving student engagement in the classroom. In line with research from Ismail, Taufiq, and Hasanah (2020) which confirms that learning using quartet cards is effective in learning. Meanwhile, Isnania and Narulita (2023) confirmed that learning with quartet card significantly improves learners' learning outcomes and motivation. This research contributes to the field by integrating quartet card media with cultural diversity content in social studies learning, providing an innovative approach that encourages student engagement and enriches their understanding of local cultural identity. Meanwhile, Apriyanti, Wibowo, and Hadi (2024) findings indica that integrating a stronger cultural identity into learning materials makes students closer and more familiar with their culture. Not only that, the development of cultural quartet cards can also be one way to help students understand and appreciate the culture in Indonesia. (Amilleanda, Nurhasanah, and Adnan 2022). Thus, the development of cultural quartet cards has an impact on students' learning outcomes and their attitude of respect for culture. Integrating cultural diversity material in social studies learning packaged using quartet cards can increase learner motivation. In line with some previous findings that show the effectiveness of quartet card learning media that can increase (1) learner involvement in the classroom, (2) awareness of culture, and (3) increase understanding of local cultural identity.

CONCLUSION

Innovation in learning is needed to increase student participation and motivation to learn. The problem is also experienced by social studies teachers SMP Negeri 11 Malang in the implementation of learning, especially the material of social-cultural diversity. The method used in developing this media is research and development (R&D). Based on these problems, researchers developed a KABUDAPI learning media that can help students learn the material of social and cultural diversity. The material validation results have a score of 90%, while the media validation results have a score of 92%. Based on the validation results, KABUDAPI learning media is declared very feasible. So that it can be implemented in learning social studies material social, cultural diversity. Therefore, it can be assumed that the learning media developed can meet the learning needs. In addition, this media is also one of the variations to support learning in the 21st century. Future researchers are advised to add technology-based innovations so that this media becomes more interactive and relevant to the development of educational technology.

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