

# Development of Scramble Based Media IPS Material "Important Events Prior to The Proclamation of Indonesian Independence" Grade VI SD N Bedog

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## Abstract

The active learning process requires mature learning tools from the teacher. Determining the right learning media and methods will have a major impact on the success of teachers and students in achieving learning goals. Therefore, it is important for the teacher to adjust the learning tools according to the students and the material they will teach. There are 3 objectives of this study, namely: (1) to determine the development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence for class VI SD N Bedog, (2) to determine the assessment of the development of scramble-based media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence "Class VI of SD N Bedog according to the validator, and (3) knowing the response of class VI students of SD N Bedog to the development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence". This research is a development research. This study uses the Dick and Carry research method, namely ADDIE, with adaptation of the research steps only up to the third step (ADD). The results showed a percentage score of 84.2% from media experts, 85.5% from material experts, 83.6% from linguists, and 100% from class VI teachers at SD N Bedog. Based on this percentage, the assessment categories of media experts, material experts, and teachers are classified as very suitable for use, while the assessment category for linguists is feasible for use. The results of the response of class VI students at SD N Bedog obtained a percentage of 93.8% (positive response). Based on the research that has been done, it is concluded that the development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence" for class VI SD N Bedog meets the eligibility standards and can become social studies learning media at SD N Bedog.

**Keywords:** development; flashcard; IPS; scramble

## Introduction

The development of the times is happening so fast in various fields (Rahmat Hidayat, 2017). In the field of communication, humans used to communicate using letters; now, they use increasingly sophisticated devices. In the past, we had to wait at least 2 to 3 days for a communication reply. Now, it's only less than 1 second that we can receive a communication reply with our interlocutor (Dindin Syahyudin, 2019). In the field of transportation, in the past, we used simple transportation such as wagons and the like and even just walking; now, there are lots of vehicles that make it easier and faster to take people to their destinations, such as motorbikes and cars (Furqan & Nurlaili, 2020).



Along with the development of the times that are so fast, the field of education will certainly also develop according to the times.

Education develops gradually following evaluations carried out in various ways. In the past, the learning process focused on memorizing concepts and the value of student learning outcomes, but now, it is more oriented towards students' understanding and processes in understanding science (Teni Nurrita, 2018). In the past, teacher-centered learning is now student-centered (Khoirurrijal, Fadriati, Sofia, dkk, 2022). Previous learning was also limited to creating learning media, but currently, there is a variety of information about various methods, media, strategies, and so on that can be used for the smooth running of the learning process (Ikhfi Imaniah & Muhammad Abduh, 2022).

In the field of education, the implementation of keeping up with the times is done by creating an active learning process (Utami Maulida, 2022). The learning process is carried out with the principle of time efficiency but also remains effective for students (Aldo Redho Syam, 2017). With these solid principles, there have been many efforts made by the educational staff and the students themselves. Education personnel, especially teachers are asked to be more mature and calculating when making learning media. Teachers are also expected to be able to determine models, strategies, and methods that are appropriate to the material they will teach. Teachers are also asked to be able to manage their time properly because they prepare the learning media to the maximum that they will use. In addition, students are also asked to be able to independently, not focus on depending on the guidance of the teacher during the learning process. Students are also asked to be more curious about knowledge and play an active role during the learning process (Nala Rif'ah, 2022).

Active learning is a learning process in which students have the opportunity to do more learning activities in the form of an interactive relationship with the subject matter so that they are encouraged to infer understanding rather than accept the lesson given (Mel Silberman, 2017). An active, appropriate, and meaningful learning process supported by the use of appropriate learning methods will later have a better influence on student learning outcomes. If this goes well, the interaction and communication during the learning process will also go well so that it is easy to achieve the learning objectives. A learning goes well supported by the presence of learning tools (Dg Mapata dkk, 2021).

Learning tools contain plans for learning activities, learning models, learning methods, and the like that teachers will use when teaching in class. Planning learning devices, one of the main things, namely determining learning methods, is very important to do. According to Rayuni, this is important because it serves as a teaching guide for teachers to achieve learning objectives (I Putu Widayanto dan Endah Tri Wahyuni, 2020).

Determining appropriate learning methods for students is not an easy matter. Even in adjusting the curriculum model to suit education in Indonesia, the government has undergone many reforms. The history of curriculum change in Indonesia has gone through a long journey. History records these changes starting from 1947, 1952, 1964, 1975, 1984, 1994, 2004, and 2006, and what has sufficiently changed the educational order is the 2013 curriculum (Alhamuddin, 2014). It doesn't stop there. Now, the updated curriculum has been launched again with the title "Independence Curriculum" (Heroza Firdaus dkk, 2022).

According to Degeng, there are different ways to achieve different teaching results under different conditions (Jamil Suprihatiningrum, 2013). Another opinion about the learning method, according to Knowles, is that the method groups students in an effort to achieve learning goals (Jamil Suprihatiningrum, 2013). In short, the learning method can be interpreted as a medium or communication intermediary between students and teachers during the learning process, which aims to achieve learning objectives. Learning methods are generally divided into two, namely conventional learning methods and unconventional learning methods. One of the conventional learning methods, namely lectures, is a one-way communication learning method that is widely used by teachers in the learning process, especially in history subjects (Elfa Michellia Karima, 2016). Many teachers think that the conventional lecture method is easier to apply and has an efficient time allocation in the learning process.

There is nothing wrong when the teacher decides to use the lecture learning method. In addition, if there is a prior study of the material, it proves that the most suitable method is the lecture learning method. Other causes can also be caused by other factors such as situations and conditions during the learning process that occurs. However, not a few students consider the conventional lecture learning method to be boring and makes students passive in participating in learning (Indah Setiyorini dan M Husni Abdullah, 2013). There are many articles, one of which is the work of Indah Setiyorini and M. Husni

Abdullah with the title *Use of Quartet Card Game Media in Social Studies Subjects to Improve Student Learning Outcomes in Elementary Schools*, which states that the conventional teaching method of lectures is less attractive to students because it is less interesting, boring, and makes passive student. The use of the lecture method in social studies learning is especially inappropriate because it easily makes students unenthusiastic, which will have an impact on student learning outcomes. In the end, the learning objectives will also be difficult for students to achieve.

Based on field observations, social studies learning, especially history in class VI at SD N Bedog, still uses conventional learning methods, namely lectures. Based on the results of interviews with class VI students at SD N Bedog, it was also stated that the application of conventional learning methods, namely lectures, is admittedly easy to make boring and tends to be passive. The application of the lecture learning method to social studies subjects, namely history, is generally carried out by reading books (reading a historical event) by the teacher, and students only listen to the storyline of the event. This makes students feel bored and passive and easily makes them forget about the events that have been conveyed by the teacher.

In line with the results of the interviews, the results of the questionnaire analyzing the needs of teachers and students prove that teachers need research on product development in the form of flashcards for social studies subjects. The results of the student needs questionnaire analysis also concluded that the dominant students stated that they needed the development of media in the form of flashcards for social studies subjects, especially history. This is also supported by the results of observations showing that class VI students at SD N Bedog like card-based games. There are many types of ways to play the card game. Examples of how to play it are by complementing each other's card images, tapping cards so that the cards turn around, matching cards to each other, and the like. The cards are designed with lots of animated images of familiar cartoon characters watched by students. Not only hero characters, but there are also schoolgirl favorite character cards such as Barbie, fairies, princesses, and the like. They played the cards during recess.

Social studies subjects, especially history, usually contain stories of important events in history. Usually, the goal of learning achievement is that students are asked to be able to know the plot of events, names of figures, dates of events, pictures of figures,

and so on. With various kinds of achievement goals, it won't be easy to achieve if the teacher is still used to using conventional lecture learning methods. One solution that teachers can use is to change learning methods to be more appropriate so that students can later quickly achieve learning goals.

The current learning methods are very diverse, which can make students more actively involved. One of the learning methods that are suitable for social studies subjects, especially history, is the flashcard-based scramble learning method. According to Shoimin, the scramble is a learning model that invites students to find answers and solve existing problems by distributing the available question sheets or answer sheets (Niken Puspa Satrya, urul Astutuy Yensy, & Della Maulidya, 2019). Another opinion, according to Sohimin, is that the scramble learning method is a method in the form of random games of words, sentences, or paragraphs (Sutirman, 2013). The use of the flashcard-based scramble learning method will have a positive impact on students. Students will experience fun learning because students can learn while playing.

The flashcard-based scramble learning method is a method that requires students to work well together in solving a problem so that students are made to be more active during learning (Fajar Adi Wijayanto, 2015). The flashcard-based scramble learning method is suitable for elementary school students, one of which is due to the characteristics of their motor development. In general, the development of the motor characteristics of elementary school students is active. Namely, they like to move, move places, work with friends, play, and be directly involved in doing something. Therefore, teachers need learning methods that are packaged in the form of games (Hascita Istiqomah & Suyadi Suyadi, 2019).

## **Research Methods**

The research model used in this study is the research and development model. The research and development model, according to Sukmadinata, is a research model for creating or perfecting a product that can provide certain effectiveness on certain problems (Budiyono Saputro, 2017). Adapted from the ADDIE research and development model, this study carried out three of the five development stages. This was done because researchers only focused on developing a product and following up on its effectiveness. Product testing will only be carried out in a limited way on research subjects. The three

stages are the analysis stage, the design stage, and the development stage. The following is a detailed description of the implementation of the three stages in this study:

### Analysis

At this stage, the researchers conducted a needs analysis. In fact, the idea or purpose of product development is intended to be in accordance with the problems found in the field. This is because this product can be a perfect solution to improve the learning process even better. The needs analysis is intended to be filled in by class teachers and class VI students through a questionnaire that has been provided by the researcher.

Researchers also analyze what software is best for product editing. This is done with full consideration of various aspects such as effectiveness, efficiency, comfort, and so on. The researcher chose the Canva application because he was used to and experienced using the editing application. In addition, transferring or exporting data is easy to do. The Canva application also contains a variety of interesting features and is free of charge.

At this stage, the researcher also determines the subject matter to be used in the product. The researcher used IPS material "Important Events Prior to the Proclamation of Indonesian Independence" for class VI SD.

### Design

At this stage, the researcher summarized the IPS (History) content material from the class 6 theme two thematic books about "Unity in Difference." It was found that the historical content material on this theme corresponds to the material to be applied to the flashcard contained in sub-theme 1. In detail, the historical material "Important Events Prior to the Proclamation of Indonesian Independence" is located in sub-themes 1 of learning 1, 3, and 6. After summarizing the contents of the material, continue to enter the material into Canva. The process of entering the material and the flashcard editing process is carried out until it's finished in the Canva application.

The design carried out by researchers was related to flashcard design in terms of size, placement of material, coloring, and so on. The product is designed to be divided into two parts because the design for use will be collaborated with the application of the scramble learning method. Part one, as a question card, will contain information such as pictures of characters, pictures of events, and dates of events. Part two, as answer cards, will contain information such as the name of the character and the name of the event.

Flashcard products will be made using various bright colors such as green, pink, orange, and so on. The main color will also be graded with other suitable colors so that it will look beautiful and attractive. Flashcards will be typed using the Eczar SemiBold font with varying sizes according to the components on the card.

### Development

At this stage, the flashcard media has been printed and is ready to be assessed by the validator. If the results of the flashcard product validator's assessment are appropriate, a limited trial will be carried out in schools. If the results of the flashcard product validator assessment are not feasible, then an evaluation will be carried out by the researcher.

This study collected two data, namely qualitative and quantitative data. According to Taylor and Bogdan, qualitative data is information, either orally or in writing, that is obtained by researchers when observing humans. Furthermore, Patton divides qualitative data into three types, namely data from observations, results of conversations, and written materials (Ivanovich Agusta, 2003). Meanwhile, according to Sugiyono, quantitative data is data in the form of numbers or quantitative data described by numbers (scoring) (Dini Mardiyani, 2022).

Qualitative data were obtained from input, suggestions, and criticisms provided by supervisors, media experts, material experts, and linguists. Giving value to qualitative data experts based on five levels, namely: very poor (SK), less (K), enough (C), good (B), and very good (SB). While the assessment of class teachers and students on qualitative data uses "Yes" and "No."

Quantitative data was obtained by converting the scores of the assessment instruments carried out by the research subjects. The scoring by media experts, material experts, and linguists was calculated using a Likert scale with the criteria: very poor (1), less (2), enough (3), good (4), and very good (5). The calculation of grades by class teachers and students uses the Guttman scale, with the criteria "Yes" being worth one and "No" being worth 0.

### Result

This research is a development research. This study uses the Dick and Carry research method, namely ADDIE, with adaptation of the research steps only up to the third step (ADD). The results showed a percentage score of 84.2% from media experts,

85.5% from material experts, 83.6% from linguists, and 100% from class VI teachers at SD N Bedog. Based on this percentage, the assessment categories of media experts, material experts, and teachers are classified as very suitable for use, while the assessment category for linguists is feasible for use. The results of the response of class VI students at SD N Bedog obtained a percentage of 93.8% (positive response). Based on the research that has been done, it is concluded that the development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence" for class VI SD N Bedog meets the eligibility standards and can become social studies learning media at SD N Bedog.

## **Discussion**

The development of scramble-based flashcard media on social studies material "Important Events Prior to the Proclamation of Indonesia for class VI of SD uses a research and development model created by Dick and Carry. The model is called ADDIE. ADDIE stands for five stages of development itself. The following is a more detailed explanation regarding ADDIE which was adapted to ADD in this study:

### **Analysis**

At the analysis stage, researchers do several things. The following is a further explanation of what the researcher did in the analysis stage:

#### **Teacher and Student Needs Analysis**

At the beginning of the research, a needs analysis was carried out. Needs analysis is carried out so that the product developed is in accordance with the needs of teachers and students. The researcher distributed a needs analysis questionnaire to the homeroom teacher and all sixth grade students at SD N Bedog. The results of the questionnaire will describe how much the homeroom teacher and grade VI students at SD N Bedog need the scrambling-based flashcard media IPS material "Important Events Prior to the Proclamation of Indonesian Independence" that the researchers developed. Following are the details of the results of the needs analysis questionnaire filled out by the class VI teacher at SD N Bedog:



Table 1  
Recapitulation of Teacher Needs Analysis

No.	Question	Response	
		Yes	No
1	Is social studies learning especially history important to be taught in SD/MI?	It is important to be taught in SD/MI, for this social studies history is included in the content of elementary school lessons	
2	Do you find it difficult to explain social studies subjects because of the large amount of material in them?	Yes, they have difficulty with the amount of material being taught	
3	Have you used various kinds of innovative media when explaining social studies subjects, such as videos, pictures, games, and the like?	Yes, for variations in teaching I sometimes use videos and interactive learning media	
4	Do you find it difficult to determine the appropriate media for social studies material, especially history?	No, only time constraints prevented teachers from developing instructional media	
5	Do you need more innovative media in social studies learning?	Yes, innovative media can increase students' interest in learning	
6	According to you, what kind of learning media can be used in accordance with social studies subjects?	Videos, interactive learning media, flashcards	
7	Do you think that card media is suitable for learning social studies material, especially history?	Suitable	
8	Do you agree with the development of scramble-based flashcard products on IPS material "Important Events Prior to the Proclamation of Indonesian Independence"?	Agree	

Source: Personal Document

Table 2  
Recapitulation of Student Needs Analysis

No.	Question	Response	
		Yes	No
1	Do students think it is important to study social studies subjects, especially those that contain historical material?	14	0
2	Do students think social studies subjects have too much material to learn?	12	2
3	Do students feel bored when studying social studies subjects, especially history?	9	5
4	Do students think that social studies material, which includes history, geography, economics,	11	3

	and sociology, among the four things that are the most difficult to learn is history?		
5	Did the social studies teacher use various kinds of media, such as videos, pictures, games, and the like?	14	0
6	Do students experience difficulties when studying social studies material, especially history? Mention which parts of the material students find difficult.	10	4
7	Do students need innovative media in social studies learning, especially historical content?	13	1
8	Are students interested in the learning process that uses card media?	14	0
9	Do students agree with the development of scramble-based flashcard products on social studies material "Important Events Prior to the Proclamation of Indonesian Independence"?	13	1

Source: Personal Document

### Software Analysis

Software analysis contains an explanation of what application or editing media the researcher uses during the product development process. The researcher decided to carry out all the product editing processes in the Canva application. During college, when researchers are faced with the task of making work, they always use the Canva application. This makes researchers comfortable using the Canva application. The Canva application has a wide variety of images, templates, fonts, colors, and so on.

### Material Analysis

In addition to analyzing the needs in the field and software analysis, the researchers also analyzed the materials used. Product material is determined based on field analysis. Field needs analysis illustrates that the material needed in product development is IPS material "Important Events Prior to the Proclamation of Indonesian Independence".

IPS material "Important Events Prior to the Proclamation of Indonesian Independence" is contained in the 2013 revised 2018 curriculum thematic book. The book has the cover title "Unity in Difference" theme 2. Research discussion material is located randomly in sub-themes 1, learning 1, 3, and 6.

## Design

There are several things that researchers prepare at this stage. These preparations include searching for material, summarizing material, developing concepts as well as editing, looking for suitable images and videos, the process of making manuals, summarizing and paraphrasing additional information for QR codes, the process of making QR codes and determining supporting materials (type of paper, card container).

Systematically, the determination of material that is in accordance with the product being developed has relevant causes and effects. The results of the observations prove that teachers need creative solutions to learning media in social studies subjects. In addition, students who find it difficult to memorize material need a more pleasant atmosphere during the learning process. Coupled with the fact that, at that time, students liked to play cards. These three things made the final decision to choose the development of flashcard media using the IPS subject material "Important Events Prior to the Proclamation of Indonesian Independence." This material is contained in the class VI thematic book revision 2018 theme 2, "Unity in Difference", sub-theme 1, learning 1, 3, and 6. The following are Core Competencies (KI), Basic Competencies (KD), and material indicators:

### Core Competencies (KI)

Table 3  
Core Competencies (KI)

No.	Kompetensi Inti
3	Understanding factual, conceptual, procedural, and metacognitive knowledge at a basic level by observing, asking, and trying based on curiosity about himself, God's creatures and their activities, as well as the objects he encounters at home, at school, and on the playground
4	Demonstrate creative, productive, critical, independent, collaborative, and communicative thinking and acting skills in clear, systematic, logical, and critical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect children's behavior according to their developmental stages.

Source: Personal Document

### Basic Competency (KD) and Indicators

Table 4  
KD and Indicators

KD	Indicators
3.4 Understanding the meaning of the Proclamation of Independence, efforts to maintain independence, and efforts to develop a prosperous national life	3.4.1 Discuss the meaning of the Proclamation of Independence
	3.4.2 Discuss the meaning of efforts to maintain independence

KD	Indicators
	3.4.3 Discuss the meaning of efforts to develop a prosperous national life 3.4.4 Correlate the meaning of the Proclamation of Independence through flashcard media 3.4.5 Correlate the meaning of efforts to defend independence through flashcard media 3.4.6 Correlating the meaning of efforts to develop a prosperous national life through flashcard media
4.4 Presenting a report on the meaning of the Proclamation of Independence, efforts to maintain independence, and efforts to develop a prosperous national life	4.4.1 Summarize the meaning of the Proclamation of Independence with the help of flashcard media 4.4.2 Summarize the meaning of efforts to defend independence with the help of flashcard media 4.4.3 Summarize the meaning of efforts to develop a prosperous national life with the help of flashcard media

Source: Personal Document

Based on the analysis of core competency items, KD, and indicators, it was concluded that IPS material "Important Events Prior to the Proclamation of Indonesian Independence" for class VI is suitable for application with scramble-based flashcard learning media.

#### Development

The Development stage is the final stage of the research model. At this stage, the researcher did several things related to preparation and strengthening before going into the field to be able to try out limited to students. The first thing is to make a product feasibility instrument that will be filled in by the validators. Previously, the product feasibility instrument must first be validated by the instrument validator. Second, at the card printing stage, the researcher must consider the printing place and the printing paper to be used. Third, the card container is also a concern for researchers when determining it. Fourth, after all the preparations have been made, it's time to request an assessment from the validators. If there are notes from the validators, the researcher actively revises the product according to the notes provided.

### Manufacture of Product Feasibility Instruments

Making product feasibility instruments is guided by the feasibility aspects of flashcard media according to the National Education Standards Agency (BSNP). There are four aspects to it: aspects of content, language, presentation, and graphics. The content aspect talks about media that must be designed in accordance with the concept of material, KI, KD, facts, and the like. The linguistic aspect talks about language that must really be designed for elementary school students, in accordance with PUEBI, using proper spelling and the like. The presentation aspect talks about the appearance of the media that must be designed, namely using a variety of colors, clear text sizes, clear images, and the like. The graphic aspect talks about the layout of information and images in the media.

### Assessment and Revision

The next stage after completing product development, user manuals, and validation of the instrument sheet is to ask the validators for help to be able to validate the product. The validation process was carried out by three validators, namely media, material, and language experts. All input, notes, and criticism from the validators will be accommodated by researchers for the development of the product being developed. Furthermore, the researcher will continue to revise the product until it is stated that the product category is at least suitable for use.

After the product has received a proper assessment from the validators, the next step is to allow the teacher to also provide an assessment. Besides that, students of class VI SD N Bedog will also be asked to be able to provide responses to the products that researchers have developed. The following is a complete explanation of the product assessment and revision process.

### Media Expert

The media expert assessment instrument sheet has two assessment aspects. Aspects of presentation and graphical aspects. The statement indicator items on this sheet are the most compared to material and language experts, namely 24 pieces. The media expert who assessed the research product was Ms. Anita Ekantini, M.Pd. The following is the assessment result data from the Media Expert.

Table 5  
Recapitulation of Media Expert Ratings

Aspects	Indicator	Score
Presentation	KD formulation	5
	Product Manufacturing Purpose	4
	Product Visualization	5
	Ease of Use	5
	Product Care	4
	Product Durability	4
	Product attractiveness	4
	Educative	4
	QR code clarity	4
	QR Code Access	4
	Color Match	4
	Color Excitement	4
	Font Type	4
	Font Size	4
	Vivid Color in Text	4
	Image Quality	4
	Graphics	Text Layout
Image layout		4
Systematic Text		4
Systematic Image		4
Color combinations		4
Clarity and Ease of Illustration		4
Image Conformity		4
Regularity	4	
<b>Total score</b>		<b>101</b>
<b>Percentage</b>		<b>84,2%</b>

Source: Personal Document

#### Material Expert

The score sheets for subject matter experts focus on content aspects. The material expert that the researcher requested to be able to provide an assessment is Mrs. Inggit Dyaning Wijayanti, M.Pd. The following is the assessment result data from the material expert.

Table 6  
Recapitulation of Assessments from Material Experts

Aspects	Indicator	Score
Content	KD suitability	4
	Theme Suitability	4
	SD Level Suitability	4
	Can Drive Interest	5
	Easy to remember	4
	Compatibility of the contents of the QR Code	4

Aspects	Indicator	Score
	Student Active Engagement	5
	Image Conformity	5
	Adding insight	5
	Material Systematic	4
	Material Presentation	3
	<b>Total score</b>	47
	<b>Percentage</b>	85,5%

Source: Personal Document

### Linguist

The assessment sheet for Linguists focuses on linguistic aspects. The linguist that the researcher requested to be able to provide an assessment is Mr. Andhika Yahya, M.Or. The following is the assessment result data from a linguist.

Table 7  
Recapitulation of Language Expert Ratings

Aspects	Indicator	Score
Language	Language Suitability with Developmental Levels	4
	Language Compatibility with Emotional	4
	Not Using Local Language	4
	Core Sentence	4
	Sentence Structure	5
	Text Quality	5
	Effective sentence	4
	Standard Sentence	4
	Theory	4
	Communicative	4
	Spelling	4
	<b>Total score</b>	46
	<b>Percentage</b>	83,6%

Source: Personal Document

### Class VI teacher at SD N Bedog

The assessment sheet for educational practitioners (teachers) includes several general aspects regarding product evaluation. There are four aspects of assessment, namely: content, language, presentation, and graphics. There are 17 item statements on this sheet. The education practitioner (teacher) whom the researcher asked to be willing to provide an assessment was the homeroom teacher of class VI at SD N Bedog, Mr. Aris Widi Purnomo, S.Pd. The following is the assessment result data from the teacher.

Table 8  
Recapitulation of Teacher Assessment

Aspect	Statement	Score
<b>Fill</b>	KD suitability	1
	Theme Suitability	1
	SD Level Suitability	1
	Drive Interest	1
	Easy to remember	1
<b>language</b>	Language Suitability	1
	Not Using Local Language	1
	Core Sentence	1
<b>Presentation</b>	Indicator Conformity	1
	Clarity of Product Purpose	1
	Color Match	1
	Color Excitement	1
	Font Type	1
	Font Size	1
<b>graphics</b>	Layout	1
	Color combinations	1
	Illustration	1
<b>Total score</b>		17
<b>Percentage</b>		100%

Source: Personal Document

#### Grade VI students

The trials conducted on class VI students aimed to find out students' responses to product development. Does the student response support this product for the learning process (positive) or not (negative) . Students will be asked to fill out a questionnaire with the calculation of the Guttman scale results. Responses were given by 14 grade VI students at SD N Bedog. The student response questionnaire contains 15 statements. Students can answer "Yes" if they agree and "No" if they do not agree. The student response test process was carried out in class VI at SD N Bedog at 07.30 WIB. The following is the data from the responses of class VI students at SD N Bedog.



Table 9  
27 Recapitulation of Student Assessments

Respondents	Statement															Total score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	14
2	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	13
3	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	12
4	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	9
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15

Source: Personal Document

After getting the recapitulation data for assessing student responses, the next step is to categorize the responses. Responses were categorized as positive or negative. The following is a table of students' positive and negative responses.

Table 10  
Data on Student Positive-Negative Percentage Results

Respondent	Total Score	Score Percentage	Response
1	14	93,3%	Positif
2	13	86,7%	Positif
3	12	80%	Positif
4	9	60%	Positif
5	14	93,3%	Positif
6	15	100%	Positif
7	15	100%	Positif
8	15	100%	Positif
9	15	100%	Positif
10	15	100%	Positif
11	15	100%	Positif
12	15	100%	Positif
13	15	100%	Positif
14	15	100%	Positif
Jumlah Skor	197	93,8%	Positif

Source: Personal Document

## **Conclusion**

Based on the research that has been done, the following conclusions can be drawn Development of scrambling-based flashcard media on social studies material "Important Events Prior to the Proclamation of Indonesian Independence" for grade VI students at SD N Bedog using the Dick and Carry research methodology, namely ADDIE, which was adapted by researchers to stage 3, namely ADD. This limitation was made because the researcher only reached the product development stage and did not follow up on its effectiveness.

Development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence" for grade VI students at SD N Bedog included in the very appropriate category according to media, material experts, and teachers during the appropriate category according to linguists

The response of class VI students at SD N Bedog to the development of scrambling-based flashcard media on IPS material "Important Events Prior to the Proclamation of Indonesian Independence" was included in the positive response category.

## **Acknowledgment**

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## **Declaration of Conflicting Interests**

The author faced several conflicts and challenges when writing this research. It should be underlined that to obtain media that meets educational standards, several things are needed. Some of these things are that a validity check is needed from 3 experts, namely language experts, media experts, and material experts. In addition, a field trial is needed, and responses are obtained from users, such as teachers and students. In the field, it takes a lot of money to conduct this media-based research given the need to check the standards of whether the type of material used is suitable or not for long-term use (safe, good, durable, not easily damaged, clear, etc.) in the learning process.

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