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Development of Interactive Video Media to Improve Skill in Writing Simple Sentences of Serang Java Language Local Content Subjects

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ABSTRACT

This study aims to develop interactive video media to enhance the ability of fourth-grade students at a state elementary school in Serang City to write simple sentences. Researchers utilized the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as outlined by Robert Maribe Branch in a Research and Development (R&D) framework. The study involved trials with fourth-grade students using the developed interactive video media. The trials were conducted to gather responses from the students as users of the learning media. The validation assessment by media experts scored 165 with a 94.3% rating in the "Decent" category, while material experts gave a score of 89 with an 89% rating in the same category. The small group trial received a score of 267 with an 83.4% rating, and the field trial scored 641 with an 80.12% rating, both categorized as "Decent." The pretest and posttest results, analyzed using the N-Gain formula, showed an average score of 0.5 with a 100% rating in the "Medium" category. The findings indicate that the developed interactive video media, incorporating local Javanese Banten language content, effectively improves student learning outcomes in fourth-grade elementary school students. Interactive video media is a suitable tool for enhancing sentence writing skills among fourth-grade students at the elemenatary school, demonstrating significant improvements in their learning outcomes.

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1. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in order to have religious, spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state (Hung, Kinshuk, & Chen, 2018). Each student has unique skills, one of which is social skills. The formation of these skills is obtained from institutional units that have a quality education system that not only pays attention to internal excellence but creates external excellence that is able to have an impact on society.

Good communication between local residents proves that the institution's units are able to engage students in preserving a regional language culture that has almost disappeared in the current century (Mandasari & Aminatun, 2020).

Education in the 21st century must be able to answer the challenge of equipping students with various skills, namely communication, collaboration, critical thinking, and problem-solving. Communication skills require accuracy in language to communicate well with the public. Language can be used in two situations, first, when in formal and non-formal situations. The formal situation can be positioned. When the learning process begins using the unified language, namely Indonesian, the second is the non-formal situation. Usually this situation applies when outside school activities (Faridi & Saleh, 2018). However, languages that were originally formal have now been introduced in formal institutions (schools), namely in learning local content in a region that contains the introduction of regional languages, especially the Javanese regional language of Serang Banten, which has now begun to be preserved through education (Sablić, Mirosavljević, & Škugor, 2021).

Through education, the government implements learning that contains regional languages, namely Local Content lessons. Local content is a lesson that introduces and preserves culture to students, including language culture, traditional crafts and games, regional songs and so on. Every cultural development, both national and local, even acculturation at the school level, is related to government policy. Policies relating to local content are based on the fact that Indonesia has various cultures. Schools are places where educational programs are implemented and are part of society. Therefore, educational programs in schools need to provide students with broad insight into the specifics of their environment (Hapsari & Hanif, 2019).

The identity of a region can be seen in the community's concern for the development of its environment. By preserving a regional language, students can reap several aspects of their own development achievements, especially the social aspect which is an aspect that will not be lost in the student's personality, which is why humans are called social creatures (Andriyani & Suniasih, 2021). Introducing students to environmental, social and cultural conditions allows them to become more familiar with their environment. The introduction and development of the environment through education is directed at supporting the improvement of the quality of human resources, and ultimately is directed at improving the abilities of students (Astuti, 2019).

In order to improve the quality of students' introduction of a culture, the government has planned to target students with lessons based on local content. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 79 of 2014 concerning Local Content of the 2013 Curriculum, in the context of implementing article 77 N paragraph (3) of Government Regulation Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards, it is necessary to stipulate a Minister of Education and Culture Regulation regarding the Local Content of the 2013 Curriculum (Buhari Luneto, 2020).

In the Regulation of the Minister of Education and Culture above, article 1 stipulates that local content is study material or subjects in an education unit that contains content and learning processes about local potential and uniqueness. The education unit is an elementary school/Madrasah Ibtidaiyah (SD/MI). Local content, as referred to in paragraph 1, is taught with the aim of equipping students with the attitudes, knowledge and skills needed to know and love the social and cultural environment in their area (Widhayanti & Abduh, 2021).

There are several local content coverage, namely in the form of arts and culture, crafts, physical education and health, language, and technology. Since the government issued the policy regarding local content curriculum in 2013, many developments have been published, one of which is the introduction of local content lessons implemented in elementary schools, one of which is Javanese language subjects in the Banten area. Banten is part of the Indonesian region, which has various potential advantages and characteristics, just like other regions. As a form of the government's seriousness in preserving the characteristics of culture by preserving the language in the Banten area. In Banten Javanese, there are only two types of language, namely Pergaulan language and Babasan language. Social or market

language is used to talk to peers or people of the same age group, while free language is used to talk to older people or elders. Freedom to use smoother intonation, vocabulary that is usually used not for fighting, scolding or rebuking or for bad things.

Language is a means of communication between members of society to convey ideas or feelings, either orally or in writing. Regional languages are taught in Serang Javanese subjects. Learning Serang Javanese is the same as learning Indonesian, it cannot be separated from the four language skills, namely listening, speaking, reading and writing. These four skills must be related to each other. In this research, the focus is on writing skills, this is because teachers are not optimal in learning writing language skills. The ability to write in Banten Javanese language lessons is currently placed at a high level in the language acquisition process, because it can only be obtained after the ability to listen, speak, and read. This also causes writing ability to be a language skill that is considered difficult. Even though this ability is difficult, its role in human life is very important. This writing activity is often found in everyday activities, especially in the teaching and learning process (Astuti, 2019).

The role of the teacher is very important, one of which is to increase students' learning motivation. This is absolutely mandatory for a teacher. Reality notes that each student has a different enthusiasm for learning. Therefore, a teacher must provide motivation so that students can be enthusiastic in all subjects, one of which is the local content subject Serang Javanese. Often, in this lesson, students have low motivation to learn. There may be several factors that influence low learning motivation. One of them is that teachers still use conventional teaching methods.

Based on the results of preliminary research observations at SDN regarding Serang Javanese language learning, the learning process still uses conventional methods, namely students only listening to the teacher's explanation and taking notes. Therefore, students have difficulty remembering words in Serang Javanese, so when they are asked to write sentences, the students combine words between Serang Javanese and Indonesian so they tend to find it difficult to write simple sentences. Some of the difficulties in writing simple sentences include children's low interest in following lessons, minimal vocabulary, lack of mastery of effective sentence writing techniques, and lack of use of less interesting learning media (Pramestika, 2020).

To effectively learn a language, students must be equipped with strong writing skills, particularly the ability to craft simple sentences. Mastering the art of writing simple sentences enables students to communicate their ideas and appreciation using appropriate sentence structures. Several factors influence students' writing abilities, including time constraints that limit writing practice, variations in students' motor skills, and, most critically, the level of familial support and attention, which is often insufficient for fostering writing development.

Teachers can enhance students' writing skills by incorporating various media types—audio, visual, and audio-visual—into their teaching methods. These media tools facilitate the process of learning to write simple sentences, making it more accessible and engaging for children. In the context of Serang Javanese language instruction in primary schools (SD/MI), it is crucial to adopt more enjoyable and engaging teaching methods. Unfortunately, Serang Javanese language learning currently receives minimal attention, leading to poor learning experiences and limited student comprehension. Effective learning media can involve students actively in the learning process, allowing them to explore and apply their ideas.

Researchers have designed interactive videos to improve students' learning experiences by presenting material clearly and engagingly. Interactive videos, which combine video content with computer-based learning elements, enable students not only to watch and listen but also to actively respond during the learning process. This approach helps students digest the material more easily and stimulates their interest in learning. By using interactive video media, students are more likely to remember vocabulary in Serang Javanese, thus enhancing their ability to write simple sentences in the language. This method accommodates varying learning capacities and supports improved language acquisition.

2. METHODS

2.1 Place and Time of Research

The location of this research was carried out Serang City State Elementary School, Banten Province. This research was conducted in the odd semester of the 2022/2023 AD academic year.

2.2 Research Methods

The type of research used by researchers in this research is research and development. Research and development methods (Research and Development) are research methods used to produce certain products and test the effectiveness of a product. Research and development (Research and Development) aims to produce new products through a learning development process that will be applied to students. In this research and development, researchers developed a type of development model developed by Dick and Carry, namely the ADDIE model (Sunami & Aslam, 2021).

The ADDIE model is an abbreviation for analysis, development, design, implementation, and evaluation. The ADDIE model learning design is an interactive learning process with basic stages of effective, dynamic and efficient learning. This research and development model can be used for various forms of development such as models, learning strategies, learning methods, media and teaching materials.

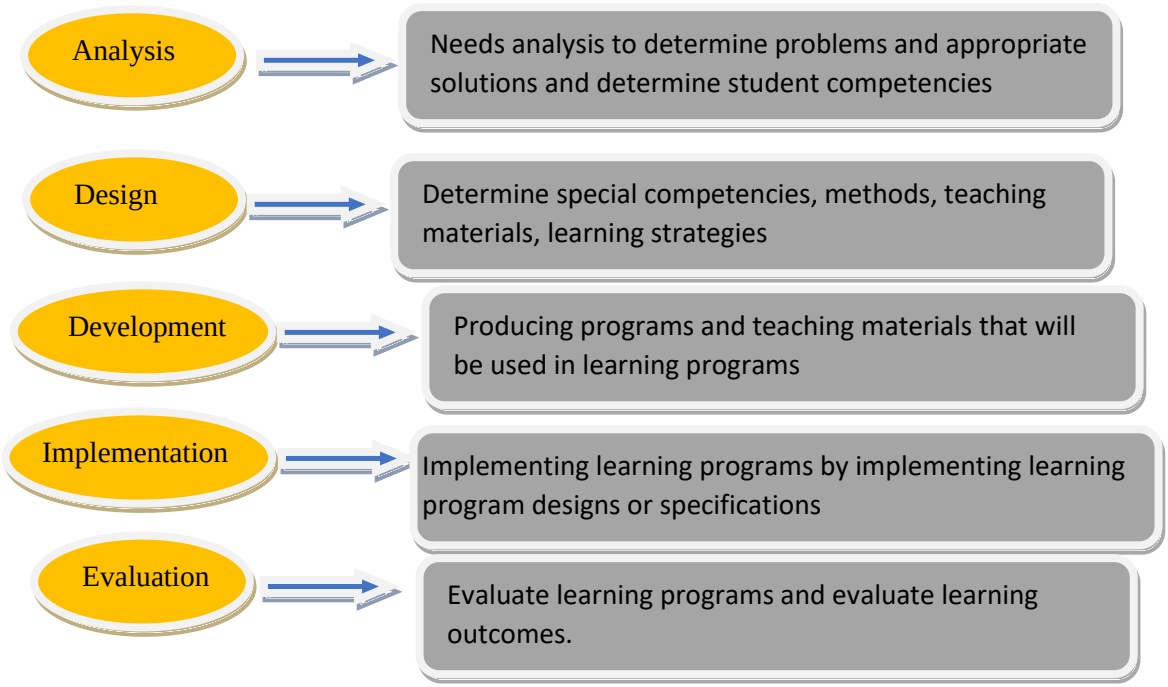

Figure 1. ADDIE Model

2.3 Research Data Source

The research data sources required for this study are teachers and students. The students provide essential data for the research, involving 28 fourth-grade students from a State Elementary School in Serang City. The second data source is the fourth-grade teacher at the same school, who will serve as a validator for the use of the developed product.

2.4 Data Collection Techniques and Research Instruments

Data collection techniques are the most important stage in research, because the main aim of research is to obtain data. Without knowing the data collection techniques, researchers will not get data that meets the set data standards. The data collection techniques used in development research are interviews, observation, questionnaires and documentation (Lokoc, Bailer, Schoeffmann, Muenzer, & Awad, 2018).

2.5 Data analysis technique

The data in this research was analyzed using descriptive quantitative methods. Quantitative analysis involved examining the data based on the explanations provided in the data presentations. This study operationally described the collected data according to the research variables. By employing this approach, the researchers were able to systematically quantify and interpret the data, allowing for a clear and structured understanding of the findings. Statistical tools were utilized to ensure the accuracy and reliability of the analysis, providing a solid foundation for drawing conclusions and making recommendations.

3. FINDINGS AND DISCUSSION

3.1 Research result

Based on the results of observations and interviews with class IV teachers at SDN Serang City as the first step in the development model, it is known that class IV students and teachers need learning media that supports various kinds of work material. This research produces a product in the form of interactive learning video media for Banten Javanese language learning in the first semester of fourth grade elementary school with material covering various types of work. This interactive video learning media is designed to help teachers explain learning material with local content in the Banten Javanese language so that it becomes more fun and makes students enthusiastic about participating in class learning. The material presented is made according to the teacher's reference book and lesson plans used in learning (Rafiqurrahman, Suryaningtyas, & Soemantri, 2022).

This interactive video learning media is designed to help teachers explain local content learning material to students, so that students can easily understand the lesson. So this media is designed in such a way, both in terms of appearance, image suitability, color suitability and material content. Apart from that, this media was developed to support learning so that it becomes more interesting and fun, and students become active and play a role in participating in class learning.

3.2 Interactive Video Media Development

3.2.1 Analysis

This stage is divided into three analyzes namely curriculum analysis, needs analysis and content analysis of learning materials. The three stages are described as follows: Based on the observations of researchers at SDN, Javanese language lessons are now becoming local content, there are several local content coverage, namely in the form of arts and culture, prayers, physical education, language and technology. Since the government issued a policy regarding local content curriculum in 2013 (Sari & Manurung, 2021).

The following is in accordance with the Minister of Education and Culture regarding local content in the introduction of a culture, which has been planned by the government to target students with lessons based on local content. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 79 of 2014 concerning Local Content of the 2013 Curriculum, that in the context of implementing article 77 N paragraph (3) of Government Regulation Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards, it is necessary to stipulate a Minister of Education and Culture Regulation regarding the Local Content of the 2013 Curriculum (Hadisaputra, Gunawan, & Yustiqvar, 2019).

The Javanese language lesson material is found in the 2013 curriculum thematic book on theme 4, various kinds of teaching (various jobs). It is found in KD 1.5 Reading and Writing Various Jobs (Various Kinds of Work. And the indicator is 1.5.3 Writing simple sentences correctly related to various jobs.

3.2.2 Design

At this stage, a design for an interactive video is obtained. This stage aims to produce a video design that suits the needs of students which the researcher will develop. The researcher also

formulated an instrument that will be used to assess the interactive learning video that will be developed. The composition of the instrument pays attention to the assessment aspects of the video, namely including video presentation aspects, sound suitability aspects, image/animation aspects, text aspects, benefit aspects, learning aspects and material/truth content aspects. This instrument takes the form of a video assessment sheet and respondent questionnaire (Komarudin, Rahmawati, Anggoro, Suherman, & Arfina, 2022). Then, the instrument that has been prepared will be validated to produce a valid assessment instrument. Before assessing the composition of the instrument, the first thing the researcher did was determine the specifications for preparing the content of the interactive video, namely as follows:

1. Conduct observations with the homeroom teacher at SDN Serang City
2. Compiling learning video material, based on the Mulok Javanese language textbook, student assessments and the results of interviews with class IV teachers at SDN Unyur, Serang City.
3. Arrange video designs and concepts in the form of displays with appropriate *backgrounds* .
4. Look for materials and materials needed to complete the content of the learning video in the form of *fonts* , images, *audio* and animation.
5. Tools and development materials such as a set of projectors and laptops will be provided to function as a means of displaying learning videos in class. The most important thing is the supporting application for making interactive videos and researchers using the Canva application.

Figure 2. Application supporting interactive video design

6. Implementation of product development

The process of developing this interactive video includes several stages, including: The initial design is designed using the principle of harmony and balance between text, background, images, layout colors and letters.

Figure 3. Design of the initial interactive video display

The material presented in this learning video is about various jobs, and it highlights the skills of writing simple sentences for fourth-grade students at SDN Unyur, Serang City. Material selection is based on the results of an analysis of student needs and in accordance with the curriculum used. This interactive video is composed of an introduction to the work, knowing syllables, sentences and is

equipped with useful evaluations to test students' understanding of the material presented in this learning media. Images are positioned using the principles of harmony, attractiveness and balance which were developed in line with researchers' ideas and input from media and material experts (Subakti, Marzal, & Hsb, 2021).

Figure 3. Image compatibility

Text selection is based on student needs. This text was developed according to researchers' ideas and input from media and material experts. The voice is developed according to the principles of attractiveness, clarity and appropriateness of intonation. Based on the principles developed by this interactive video media which aims to stimulate or stimulate student responses in the learning process. And in the interactive aspect, it was developed to be as interesting as possible in order to provide attraction or feedback between students regarding the learning media so that students capture a lot of various kinds of work material vocabulary in Banten Javanese (Azlan, Zakaria, & Yunus, 2019).

3.2.3 Development

At this stage of development activities, product revisions and validation must be carried out to determine the final result of this interactive video media. Furthermore, the aspects validated by the validator include video presentation aspects, sound suitability aspects, image/animation aspects, text aspects, benefit aspects, learning aspects, and material/truth content aspects. After identifying several aspects that must be validated by the validator, the researcher then carries out a product feasibility test assessment based on the results of the validation from media experts, material experts, and student responses.

Table 1. Media Expert Validation Test Results

No.	Assessment criteria	Data Raw (X)	Data Ideal (Xi)
	Video Presentation Aspects		
1.	The media designed is suitable for fourth grade elementary school students	5	5
2.	The video doesn't take long	4	5
3.	Suitability and ease of sending video messages	4	5
4.	The video presentation is packaged in an attractive and aesthetic way	5	5
5.	Suitability of video to learning procedures	5	5
	Aspects of Sound Appropriateness in Videos		
6.	Suitability of the Javanese dialect babasan (smooth)	5	5
7.	Suitability of the clarity of the narrator's voice	5	5
8.	The language used is communicative and clear	5	5

9.	Suitability *Backsound* sound in video	5	5
1 0.	Appropriate sound quality in videos	5	5
	Image/Video Animation Aspects		
11.	Appropriate relationship between images and material	5	5
12.	Attraction with animated presentations	5	5
13.	*Background* suitability	5	5
14.	*background* /background color	5	5
15.	Suitability of properties/materials in making videos	5	5
	Text Aspects of Videos		
16.	Text color matching	5	5
17.	Font Size Suitability	4	5
18.	Appropriate font size	4	5
19.	Suitability of fonts in videos	4	5
2 0.	Readability of text in videos	5	5
21.	Be consistent in text colors	5	5
	Benefit Aspect		
22.	Practicality of learning video media for students	5	5
	Learning Aspects		5
23.	Conformity of material with competency standards	5	5
24.	Conformity of Indicators with basic competencies	5	5
25.	Correctness of material description	5	5
26.	Clarity of material description	5	5
27.	Suitability of examples to the material	5	5
28.	Interaction between learning subjects and media	4	5
29.	Suitability of video to learning material	5	5
	Aspects of material/truth of content		
3 0.	Appropriateness of the truth of the content of the material presented	5	5
31.	Material attractiveness	4	5
32.	Accuracy is the importance of the material	4	5
33.	Ease of understanding the material	4	5
34.	Accurate and consistent use of language	4	5
35.	Accuracy of the level of difficulty of evaluation	5	5
	Amount	165	175
	Percentage	94.3 %	

From the table above, it can be seen that the media expert validation score was 94.3%, meaning that the use of this interactive video media which was implemented at Serang City Elementary School to help class IV students understand the material for various jobs in learning local Banten Javanese language content was suitable for use.

3.2.4 Implementation

At this stage, researchers conducted trials using products/media directly with class IV students at SDN Serang City. This trial was only limited to responses from class IV students as users of learning media in carrying out trials using interactive video learning media.

3.2.5 Evaluation

Based on the implementation activities and product trials conducted in the previous stages to assess the quality of the developed product, the next step was the evaluation stage. This stage involved a thorough analysis of various aspects, including the assessments provided by validators, product trials, and pretest and posttest evaluations. The aim was to determine the effectiveness and quality of the interactive Javanese language video learning media.

The evaluations revealed several advantages of this media. The interactive video was found to be engaging and could be used over an extended period, significantly aiding students in understanding the material. The assessments indicated that students found the media both interesting and helpful in grasping the concepts more easily. However, a notable disadvantage was identified: the media was limited to using only one language, Javanese, due to the researchers' focus on local content lessons in Javanese (Terrell & Watson, 2018).

The feasibility results obtained from the various stages of the ADDIE model further supported these findings. Initially, the researchers analyzed the curriculum used at SDN Unyur and examined basic competencies, which helped them formulate learning achievement indicators. Additionally, an analysis of student needs was conducted through a series of observations, providing insights into what students required for effective learning. Finally, the researchers analyzed the content of the learning material, ensuring the design of the learning media was aligned with the students' needs and made the material easier to understand.

Second, in the design phase, after completing all the necessary analyses, the researcher created learning media tailored to address specific classroom problems. The design of this media incorporated various objects resembling real-world shapes from the environment to enhance its attractiveness and facilitate easier learning for students (Yendrita & Syafitri, 2019).

Third, during the development phase, the product's feasibility was assessed based on feedback from media experts, material experts, and field trials. To determine the feasibility of the interactive video media, the validation data from media experts was first examined. As shown in Table 4.3, media experts awarded the interactive video media a score of 165, equating to a 94.3% approval rating. This high score indicates that the media is highly suitable for learning, as it effectively helps students grasp lesson concepts. Additionally, material experts provided their evaluations, as detailed in Table 4.4, where the interactive video learning media received a score of 89 with a 98% approval rating. These results confirm that the media is very appropriate for use with fourth-grade SD/MI students.

Fourth, during the implementation phase, the feasibility of the interactive video media was further tested through small group and field trials. The small group trial results, as depicted in Table 4.6, revealed that the media scored 267 with an 83.43% approval rating, categorizing it as "very suitable" for use in fourth-grade SD/MI classes to improve student learning outcomes. Similarly, the field trial results in Table 4.7 showed a score of 641 with an 80.12% approval rating, indicating that the interactive video media is "appropriate" for use in larger group settings. Finally, in the evaluation phase, the use of interactive video media at SDN Unyur yielded very positive results, effectively helping fourth-grade students understand the material on various jobs in local content lessons in the Banten Javanese language (Delima & Senjayawati, 2022).

3.2.6 Student Learning Outcomes Using Interactive Video Media

The researcher carried out a series of ADDIE models, the following are some of the results obtained, namely the first analysis. After knowing the learning problems at SDN Unyur, the researcher created interactive video media for learning. Both researchers' designs use image harmony so that they resemble real shapes found in the surrounding environment. Third, Development, development at this stage goes through two examiners, media experts and material experts, by obtaining the "Appropriate" category for implementation in schools (Supriyatno, Susilawati, & Hassan, 2020).

Fourth, Implementation: From student learning outcomes, data is obtained from the pretest and posttest results which consist of 9 test criteria. The pretest is carried out before learning using media and the posttest is carried out after learning using video learning media.
The following are the results obtained from pretest and posttest data before and after testing the use of interactive video media with local Javanese Banten language content.

Table 2. Recapitulation of pretest and posttest results

No.	Student's name	*Pretest* Value	*Posttest* Value	Difference	N-Gain	Category
1.	Respondent 1	27	72	45	0.61	Currently
2.	Respondent 2	3 0	73	43	0.61	Currently
3.	Respondent 3	3 0	72	45	0.64	Currently
4.	Respondent 4	2 0	71	51	0.64	Currently
5.	Respondent 5	18	62	44	0.53	Currently
6.	Respondent 6	74	80	6	0.23	Low
7.	Respondent 7	24	71	47	0.61	Currently
8.	Respondent 8	32	70	38	0.56	Currently
9.	Respondent 9	52	75	23	0.48	Currently
1 0.	Respondents 1 0	2 0	70	5 0	0.62	Currently
11.	Respondent 11	2 0	70	5 0	0.62	Currently
12.	Respondent 12	55	70	15	0.33	Currently
13.	Respondent 13	21	74	53	0.67	Currently
14.	Respondent 14	61	77	16	0.41	Currently
15.	Respondent 15	21	70	49	0.62	Currently
16.	Respondent 16	21	70	49	0.62	Currently
17.	Respondent 17	2	55	53	0.54	Currently
18.	Respondent 18	21	77	56	0.70	Currently
19.	Respondent 19	1 0	50	40	0.4	Currently
2 0.	Respondent 2 0	27	72	45	0.61	Currently
21.	Respondent 21	21	70	49	0.62	Currently
22.	Respondent 22	35	72	37	0.57	Currently
23.	Respondent 23	6	45	39	0.41	Currently
24.	Respondent 24	72	80	8	0.28	Low
25.	Respondent 25	67	73	6	0.18	Low
26.	Respondent 26	18	51	33	0.40	Currently
27.	Respondent 27	15	42	27	0.32	Currently
28.	Respondent 28	75	77	14	0, 08	Low
	Amount	895	1911		13.91	
	Average	32	68.2		0.50	
	Percentage	1 0 .7%	78.5 %			

From the table above, it can be seen that the score results have increased significantly from the pretest results of 10.7% to 78.5% so it can be concluded that the use of interactive video media is being implemented at Serang City Elementary School to help class IV students understand various materials. work on local Banten Javanese language content has been effective for use.

Fifth, Evaluation, at this stage obtained very good results for the use of this interactive video media which was implemented at SDN Unyur to help class IV students understand the material on various jobs in local content lessons in Banten Javanese (Byrnes, Kiely, Dunne, McDermott, & Coffey, 2021).

Discussion

Interactive Video Media Development

Based on the results of research and data collection carried out by researchers, there is the development of interactive video media in the Banten Javanese language, namely by carrying out five stages of research, namely analysis, design, development, implementation, evaluation (Nicolaou, Matsiola, & Kalliris, 2019).

At the Analysis stage, this stage has two stages, namely performance analysis and needs analysis. First, analysis of potential problems, the initial stage of performance analysis carried out by researchers is by exploring the potential and problems that occur in class IV children at SDN Unyur, Serang City, in understanding Banten Javanese, as well as analyzing student needs by conducting interviews and observations (Nadia, Wardiah, & Kuswidyanarko, 2022). At this stage, find facts and alternative solutions to make it easier. The first step in development is to find a product that needs to be developed in the form of an interactive learning video to increase student motivation in understanding Banten Javanese. Measure it by writing simple sentences (Fansury, Januarty, Rahman, & Syawal, 2020). Second, the needs analysis includes student character, by observing the child's attitude during classroom learning activities and documenting the student's writing so that researchers know the extent to which the child has mastered Banten Javanese (Yolanda, Mahardika, & Wicaksono, 2021). So, based on the data obtained above, the researcher will then design effective learning by developing interactive learning videos to improve the skills of writing simple sentences in Banten Javanese for class IV students at SDN Unyur, Serang City (Kyrpychenko et al., 2021). The design stage includes preparing the content of the interactive learning video as a whole, which the researcher has explained in the previous discussion (Terrell & Watson, 2018).

At the development stage, the researcher created the product and proceeded to the assessment stage. This involved developing product validity questionnaires for validation experts, as well as response questionnaires for teachers and students (Supriyatno et al., 2020). The expert product validity questionnaire included aspects such as material suitability, video utilization, display, and design. The material validity questionnaire covered learning aspects, material content, interaction, feedback, questions, and handling of the media used. The teacher response questionnaire encompassed several assessment aspects, including learning aspects, material content, interaction, feedback, and error handling. Meanwhile, the student response questionnaire focused on media usage and reactions to its use. The assessment results are detailed in the previous table, and the following provides explanations from the validator (Wehling et al., 2021).

4. CONCLUSION

The development of interactive media to improve skills in writing simple Javanese sentences for fourth-grade students was successfully completed using the procedural research and development method, encompassing the five stages of Analysis, Design, Development, Implementation, and Evaluation. Validation by media experts yielded a score of 165 out of 175, and material experts provided a score of 89 out of 100. Small group trials scored 267 out of 320, while large group field trials scored 641 out of 800. The feasibility assessment at Unyur State Elementary School showed the interactive learning media received a 94.3% rating from media experts, categorizing it as "Very Feasible." Material experts rated it at 89%, and small and large group trials rated it at 83.4% and 80.12%, respectively, both in the "Decent" category. The average pretest score was 32, and the posttest score was 68.2, with the N-Gain calculation indicating an average score of 0.50, placing it in the "Medium" category. These findings demonstrate that the use of interactive media significantly improves fourth graders' learning outcomes in writing simple Javanese sentences at SDN Serang City.

However, the study has certain limitations. The interactive media was only developed and tested in the context of Javanese language lessons and with a limited sample size. Future research should

expand the scope to include other subjects and involve a larger and more diverse group of students to validate and generalize the findings. Additionally, exploring the integration of multilingual support within interactive media could enhance its applicability and effectiveness across different linguistic backgrounds.

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