How to Cite (APA Style):
Kusuma, N. K., Laila, A., & Wenda, D. D. N. (2024). Interactive learning media: javanese children songs for third-grade students. *Jurnal Ilmiah Pendidikan Dasar*, *11* (2), 232-250. http://dx.doi.org/10.30659/pendas.11.2.232-250

JURNAL ILMIAH PENDIDIKAN DASAR
p-ISSN: 2354-9580
e-ISSN: 2685-211X

Interactive learning media: javanese children songs for third-grade students

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Submitted: June 10th, 2024 **DOI: 10.30659/pendas.11.2.232-250**
Revised: July 17th, 2024
Accepted: July 26th, 2024

Keywords:
interactive learning media; javanese children songs; for third-grade students

Abstract

Children's songs are one of the materials in the Javanese language subject that students must master. The lack of use of learning media during Javanese language lessons on children's songs has resulted in students struggling to grasp the material. This research aims to develop interactive learning media for the Javanese language subject in third grade, focusing on children's song material. This research employs the Research and Development (R&D) method and the ADDIE development model: analysis, design, development, implementation, and evaluation. The subjects of this study are third-grade students from Sambirobyong 2 Elementary School, Kayen Kidul District, Kediri Regency, for the 2023/2024 academic year. The validity results, based on assessments from material and media experts, scored 88% and were deemed acceptable, while the practicality test results scored 96%. Based on the research findings of Javanese Children's Songs for Third-grade Students, the validity and practicality of the developed product were obtained. Implications of this research interactive learning media for children's song material in the third-grade Javanese language subject is suitable for classroom learning activities.

INTRODUCTION

Background of the Study

One important activity to support life is Education (Rohiyatun, 2019) Education is a crucial aspect for the smooth running of human life, aiming to enhance skills and also to increase knowledge. This education is very important for everyone to maximize their potential in spiritual strength in the fields of religion, self-control,

personality, human intelligence, noble character, and essential skills (Ilham, 2019). Education itself can be interpreted as an effort to attract and arouse interest within a person as an effort to provide a lot of learning experience in the form of formal education through educational programs provided by ministries and private institutions such as schools, for example (Dora & Idris, 2019).

The Javanese language is a local content subject in the regions of Java that is very important to be taught to students, as it is a key subject for fostering knowledge of their local culture (Sukowati & Subrata, 2022). Teaching the Javanese language across all educational institutions in Java is crucial to ensure that the love for their culture does not fade away. If it is not taught to students in line with the advancements of the times, Javanese culture will slowly disappear and be replaced by foreign cultures, displacing local traditions (Rezeki et al., 2020). The Javanese language is designed as a subject to be used as a tool for preserving and developing the existing culture in each region through the competencies of elementary school students. The local content curriculum of the Javanese language in elementary schools emphasizes materials such as Javanese arts, Javanese script, proper language etiquette (*unggah-ungguh basa*), *wayang*, and Javanese heroic figures (Latifah, 2019).

One of the regional skills that must be developed and preserved by students is Javanese children's songs. Children's songs are an indigenous cultural heritage of Java, whose popularity has declined due to modern advancements. Children's songs serve as a medium for children to communicate and socialize with their environment (Hardiyan et al., 2019). Children's songs are collections of songs that Javanese children can sing with or without accompanying movements, often accompanied by gamelan instruments, making them enjoyable to perform. The purpose of teaching children's songs is to develop and preserve traditional culture that is beginning to be eroded by modern progress (Rohmah et al., 2024). The function of children's songs is to shape students' character, instill moral values, and embed cultural elements contained within these songs.

In the current era of digital technology development, teachers must master the use of digital devices such as smartphones, laptops, tablets, and others. Mastery of digital device usage by teachers has a significant impact on the creation of learning media devices for the learning process of students in educational units. The word "medium" literally means "intermediary" or "introduction", while the word "media" comes from Latin. To enhance students' learning interests, the use of educational media is crucial (Launin et al., 2022). The availability of educational media is

beneficial for the psychological growth of children in terms of learning, both physically and psychologically. This is especially true for elementary school children. The implementation of appropriate instructional media usage can enhance the quality of learning (Martani, 2020). Therefore, instructional media are required to facilitate students in teaching and learning activities and serve as a solution to achieve learning objectives (Jupriyanto et al., 2024).

Educational video media is a learning medium that presents audio and visual content containing educational messages, including concepts, procedures, principles, and theoretical applications of knowledge to aid understanding of a subject matter. Videos serve as audiovisual learning materials that can be used to convey educational messages or content (Farista & Ali, 2018). Educational videos differ from recorded instructional practice videos. Educational videos are designed as learning resources for students. The purpose of these educational videos is to facilitate quicker access to desired material, making learning activities more engaging, enjoyable, clear, and easily understood by students (Akbar, 2018). Educational videos combine various component aspects into a cohesive unit that can display messages, information, or content of a subject matter. In conclusion, educational video media leverages the latest technology by incorporating components such as images, audio, video, animation, text, and more to convey information about learning material more appealingly and effectively.

Problem of The Study

Based on the observation results from the interview process conducted with the third-grade homeroom teacher, Mrs. Sumarsih, on November 18, 2023, at Sambirobyong 2 Elementary School, regarding the third-grade students, the issue that arose during the academic year 2023/2024, which had a total of 17 students, was the minimal use of learning media during teaching sessions. As a result, students felt bored and disengaged during the lesson delivery in the classroom. This led to a low percentage of student achievement in the third grade at Sambirobyong 2 Elementary School, with only 42% of students meeting or exceeding the Minimum Mastery Criteria (KKM), while the remaining 58% of students, equivalent to 10 students, fell below the KKM. However, the use of learning media is crucial to support the learning process in the classroom, enabling students to quickly grasp the material presented by educators. The use of innovative instructional media that fosters students' curiosity can enhance students' inspiration to be more engaged in learning activities (Izzaturahma et al., 2021).

In addition to the inefficient use of learning media, issues also arise here from both teachers and students. The problems affecting teachers include the use of a teacher-centered approach in delivering materials, where the focus of learning is solely on the educator (Nursyamsi et al., 2019). Furthermore, the learning resources utilized by educators lack variation, as they rely solely on teacher worksheets and do not incorporate diverse learning materials relevant to different reference materials. Assignments given to students are also deemed unchallenging, as they are too monotonous; educators primarily provide test questions as tasks, lacking motivating or challenging assignments for students. However, with the current curriculum, namely the Merdeka Curriculum, teachers have the freedom to develop teaching methods according to their preferences. The Merdeka curriculum grants teachers the freedom to develop engaging and educational learning experiences (Halisa et al., 2024). Teachers have many opportunities to choose and modify learning methods that have been provided by the central government.

According to (Mujib & Wijaya, 2022), a fun approach is needed in teaching and learning activities, so that children's attention is maintained and they remain involved throughout the process. The issue among the students identified here is their lack of concentration during learning sessions, leading to suboptimal motivation or enthusiasm among the students when participating in classroom activities. This is because many students fail to pay attention to the educators during the delivery of the material, which consequently impacts the learning outcomes. Students are not focused on their learning because they are not utilizing educational resources that can spark interest and capture their attention to the content being discussed.

Based on the analysis conducted, this occurrence becomes one of several issues that need to be promptly addressed in the learning activities, particularly regarding the children's song material in the Javanese language subject. One of the factors that can help students improve their learning outcomes is stimulating them to learn something new about their course material (Fauziah, 2020). From the students' absorption capacity, we can ascertain that the role of educators is crucial in creating learning media that can be considered out of the box or creative, capturing attention to support learning activities. The students' absorption will be stronger if educators utilize learning media that are appealing to today's students. Therefore, the success of students in their lives will be determined by educators' choices of relevant learning materials that can engage students and effectively aid the teaching-learning process in the classroom.

Research's State of the Art

The study titled "The Application of Joyful Learning Method in Javanese Language Learning on Children's Songs Material" (Rohmah et al., 2024) was conducted to investigate the implementation of the joyful learning method in teaching the Javanese language on the children's song material at Nuril Islam Elementary School in Pacitan. The research concluded that the application of the joyful learning method in teaching the Javanese language to children's song material can be implemented effectively because it involves students learning while playing, creating a comfortable and enjoyable learning environment. The similarity between this study and the one conducted by Rohmah et al. lies in both researching Javanese language learning activities with children's song material at the elementary school level. In the study by Rohmah et al., the joyful learning method was used and found to be successful in teaching the Javanese language on children's song material. Meanwhile, this study employs interactive learning media to enhance the understanding of children's song material in the Javanese language subject. It is hoped that using interactive learning media in this study will also lead to the successful implementation of Javanese language learning on children's song material and enable students to achieve proficiency in singing children's songs and developing their local culture.

Another study titled "Development of Children's Songs Application as Learning Media for Third Grade Subjects at MI Ma'arif Darussalam Plaosan" (Hardiyan, 2019) aimed to understand the development process of a children's songs application for Javanese language lessons in third grade and to assess the feasibility of using this media in learning activities. The results of this research indicate that the developed learning media is very suitable for teaching children's songs in Javanese language subjects, and its implementation is expected to make the learning process more engaging, educational, and innovative. The similarity between this study and Hardiyan's research is that both investigate suitable learning media for teaching Javanese language children's songs material to enhance students' ability to sing children's songs and preserve children's songs as part of their regional culture. However, Hardiyan's research uses application media, while this study employs video learning media. By developing this interactive video learning media product, it is hoped that the media will be validated, effective, and practical for improving students' ability to sing children's songs and preserve their native culture.

Novelty, Research Gap, & Objective

The presence of quality learning media can create student engagement in their learning activities (Zuhdi & Priscylio, 2019). The use of inappropriate learning media will impact students, as they will face difficulties in participating in learning activities. Therefore, one of the components that influence the quality of the learning process is the use of educational materials that align with the content presented. This is in line with research by (Sojayapan & Khlaisang, 2020), which found that using interactive video-based learning resources can enhance student engagement and creativity in lessons, as well as help students understand the material more easily. Based on the statements above, the author is interested in developing interactive video learning media for students in the Javanese language subject, especially for children's songs at Sambirobyong 2 Elementary School, so that students can absorb and remember the material well and become a novelty in this research. Interactive media that specifically studies certain materials and subjects becomes a research gap in this context. With this interactive video learning media, it is hoped that third-grade students at Sambirobyong 2 Elementary School will find it easier to understand the material about children's songs in the Javanese language subject. Additionally, because this media is flexible, it facilitates teachers in conducting learning activities both in the classroom and online through e-learning platforms. This interactive video learning media serves as a solution to the issues described above, This research aims to develop valid and practical interactive learning media on children's song material for use in Javanese language activities for third-grade students.

METHOD

Type and Design

The investigative approach in this article, known as the Investigate and Improvement strategy, points to form an item that's at that point tried to decide its efficacy, validity, and value. Investigate and Improvement (R&D) could be a preparation or arrangement of steps aimed at refining an existing item, approved by specialists, and includes three stages: (1) preparatory ponder; (2) advancement; (3) testing (Saputri et al., 2024). The advancement plan utilized by the creator in this inquiry is the ADDIE advancement plan. The ADDIE improvement comprises five stages: Analysis, Plan, Advancement, Usage, and Assessment (Ismiyanti et al., 2024). The ADDIE improvement may be a learning plan show that gives an organized handle for creating directions and materials that can be utilized in both face-to-face and

online learning (Mahyudin, 2023). The ADDIE improvement demonstrates is reasonable to utilize as a system in learning since this improvement is exceptionally basic, precise, and easy to get, making it exceptionally simple to actualize. To assist in encouraging understanding of the orderly clarification of the inquiry about advancement preparation, you'll allude to Figure 1 below:

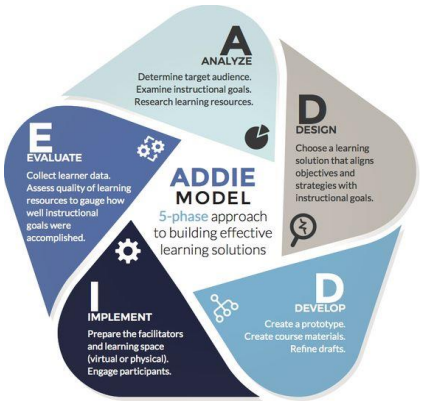


Figure 1. Stages of the ADDIE Development Model

The steps of the ADDIE model in the development process of an interactive learning video media are as follows: 1. Analysis: In the analysis stage, information is gathered from sources related to the learning media that will be used by teachers during the learning process. 2. Design: In the design or planning stage, the focus is on designing or planning the learning media product for further development. This includes planning various aspects such as creating animated videos, determining the Content Presentation (CP) and Technical Presentation (TP) used during the development process, setting learning objectives, arranging the learning material to be presented, collecting background information, and creating questions for students to answer. 3. Development: In this stage, the author produces an interactive learning video product, which is at that point approved by plan and subject matter specialists. 4. Execution: The execution organized includes testing the learning media item, namely the interactive learning video, which has been revised based on the validation results from the subject matter and design experts. Currently, two studies—limited testing and extended testing—will be conducted on the product we produce. 5. Evaluation: Based on expert validation results and small and large-scale testing, evaluation data will be collected at this stage and used to inform future revisions of the quality of the interactive learning video product.

Data and Data Sources

This research was conducted at Sambirobyong 2 Elementary School, Kayen Kidul District, Kediri Regency. The reason for choosing this location is based on

observations that revealed several issues in the learning process, including 1) the use of monotonous and less engaging learning media, 2) the lack of involvement of games, and 3) approaches that are not suitable for the characteristics of the students and the use of technology. These issues have resulted in low student ability to understand the children's songs material. Therefore, the choice of research location at Sambirobyong 2 Elementary School is due to the existing problems that need to be addressed urgently through the development of interactive video learning media to improve students' ability to sing children's songs and preserve their culture. The subjects of this study are 17 third-grade students from Sambirobyong 2 Elementary School, with 6 students participating in the small-scale study and 11 students in the large-scale study. The selection of data sources for research data was carried out through saturated sampling techniques. Pretests and posttests were administered to all students to assess the results of learning using interactive learning media on the children's song material in the Javanese language subject.

Data Collection Technique

The data collected from this research consists of descriptive data as well as quantitative data. Descriptive data includes responses that encompass various suggestions and inputs from the validator. Quantitative data here can be numerical values indicating the level of suitability of the learning media. Some of the information gathered here will be further analyzed using appropriate formulas to determine the level of implementation, reliability, and efficacy of a product. The point-by-point elaboration of the sorts of information, disobedient, and respondents to be utilized in this inquiry about and improvement can be found within the taking after Table 1:

Table 1. Data Collection Instruments

No.	Type of Data	Data Collection Instruments	Respondents
1.	Needs analysis	1. Perception: Perception direct 2. Meet: Meet direct 3. Documentation: Assessment questions 4. Survey: Survey	Students and teacher
2.	Product validity data	1. Approval survey for Javanese dialect rudimentary school subject matter specialists 2. Approval survey for guidelines plan specialists	1. Subject matter expert lecturer 2. Instructional design expert lecturer
3.	Product practicality data	Student response questionnaire	Students

4.	Product effectiveness data	evaluation questions	Students

Data Analysis

In clearer terms, the equations that will be utilized to decide the level of common sense, legitimacy, and adequacy of an item are as follows:

A. Examination of item legitimacy information

Examination of information in inquiries about and advancement to guarantee the legitimacy of the item sometime recently continuing to restricted and large-scale testing stages, this time is utilized to survey the product's legitimacy. Also, the taking after equations will be connected in this investigation and improvement extend to test the legitimacy of the item:

$$P = \frac{n}{N} \times 100\%$$

Explanation: P is the percentage of all assessments (%)
n: the total number of points obtained
N: the highest score.

Following, the scores obtained from the investigation of item legitimacy will be changed over into the legitimacy item criteria table. The criteria for item legitimacy can be seen within the taking after Table 2:

Table 2. Criteria for Product Validity

No	Score	Criteria
1	90%-100%	Very Valid
2	75%-89%	Valid
3	60%-74%	Less Valid
4	45%-59%	Not Valid

(Source: Ministry of Education and Culture, 2013 with modifications)

After the validation process conducted by experts, if the final result reaches a score of 75%, then the developed product of interactive learning video media for Javanese language children's songs material for third-grade students of Sambirobyong 2 Elementary School can be further developed.

B. Analysis of practicality data

Following the experts' statements regarding the validity of the product, an analysis of the practical data needs to be conducted before it is used in trials on a smaller and larger scale. In this research and development, the practicality of a product will be evaluated using the following formula:

$$\text{Practicality Level} = \frac{score\ obtained}{highest\ score} x100\%$$

At that point, the scores obtained from the examination of the common sense of the item will be changed over into the common-sense item criteria table. The criteria for item common sense can be seen in Table 3 underneath:

Table 3. Criteria for Product Practicality

No	Score	Criteria
1	90%-100%	Very Practical
2	75%-89%	Practical
3	60%-74%	Less Practical
4	45%-59%	Not Practical

(Source: Ministry of Education and Culture, 2013 with modifications)

RESULTS

The development of this interactive learning media product is carried out through several stages: Analysis, Design, Development, Implementation, and Evaluation. The results obtained from each of these stages are as follows:

1. **Analysis**

   The analysis stage involves analyzing the need for developing learning media using teacher interviews, teacher questionnaires, and student questionnaires. This stage consists of two parts: needs analysis and performance analysis.

   Needs Analysis

   Based on the results of observations, interviews, and a brief analysis conducted, it was found that the necessary needs for classroom learning activities are learning media. The lack of use of learning media in teaching activities has led to ineffective delivery of learning materials to students, causing them to feel bored with the lessons. The presence of engaging learning media, such as interactive videos, can enhance students' enthusiasm for participating in the learning process.

   Performance Analysis

   Based on the observations conducted in third grade, it was found that students quickly feel bored during learning activities due to the lack of use of learning media. The development of interactive video media is an appropriate approach to make learning activities enjoyable and to prevent students from getting bored during lessons.

2. **Design**

   The design stage involves planning the learning media to be developed. This stage begins with determining learning objectives, designing learning activities,

organizing content, creating media design, and developing assessment questionnaires for media quality.

3. **Development**

The development stage is where the media design is realized according to the established plan, followed by product feasibility testing through validation by experts, namely material and media specialists, to determine the product's validity. The educational media product is assessed by the experts, and improvements are made based on their suggestions. The validation results from the material expert show a score of 88%, indicating that the content is ready to be used as learning media. Meanwhile, the validation results from the media design expert received a score of 85%, demonstrating that the media design is valid and can be used as learning media in the classroom.

4. **Implementation**

The implementation stage involves introducing the interactive learning video product to third-grade students at Sambirobyong 2 Elementary School. In this stage, product trials are conducted on both small and large scales. The product is first tested on a small scale using pretests and posttests to assess the initial effectiveness of the product, along with surveys for students and teachers to evaluate the product's practicality, allowing for necessary improvements before proceeding to large-scale testing. In the large-scale trial, all students used the interactive learning media during Javanese language lessons on Children's songs. After the lessons, pretests and posttests are administered to evaluate the product's effectiveness, along with surveys for students and teachers to assess its practicality. The results from the limited trial conducted with third-grade students at Sambirobyong 2 Elementary School show an average score of 95%, indicating that this learning media product can proceed to large-scale testing. In the large-scale trial, the learning media product received an average score of 96%, categorizing it as very suitable for use as learning media to enhance classroom activities.

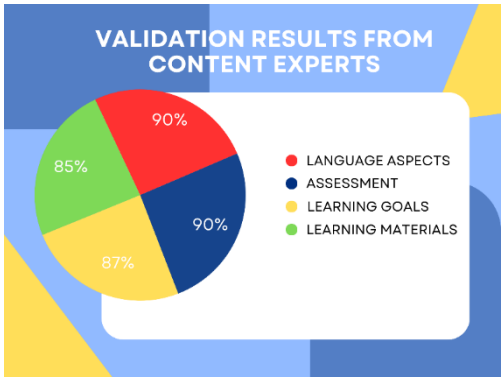
5. **Evaluation**

The evaluation stage involves assessing the product that has been evaluated and tested. In this stage, the evaluation is conducted throughout the development process, allowing for the identification of any shortcomings that arise during development and the implementation of necessary improvements. The

improvements made include enhancing the existing videos to ensure that students are more comfortable viewing the content within the videos.

Expert Validation Stage

After completion, the product will undergo testing to determine its authenticity. Based on the assessment results of the subject matter expert (validator), the level of validity of a product can be determined. Language learning material experts for elementary schools and instructional design experts will evaluate a product created by the researcher. The results of the validation conducted on the subject matter expert for Javanese language learning materials can be seen in the following pie chart:



Total score	Average	Explanation
352	88%	Valid

Figure 2. Product Validity Percentage Based on Subject Matter Expert Assessment

Figure 2 shows the scores obtained from the validation conducted by experts on Javanese language learning materials for elementary school. The data includes assessments of learning objectives, learning materials, language usage, and assessment.

In the validation stage, the assessment of learning objectives, represented by the light green color in the pie chart, received a score of 87%. The assessment of learning materials, represented by the dark green color, received a score of 85%. Meanwhile, the assessment of language usage, represented by the light blue color, received a high score of 90%. Lastly, the assessment represented by the dark blue color also received a score of 90%.

From the data obtained from the validation of the Javanese language learning materials by the subject matter expert, an average score of 88% was obtained, which falls into the category of "valid." In addition to receiving assessments regarding the

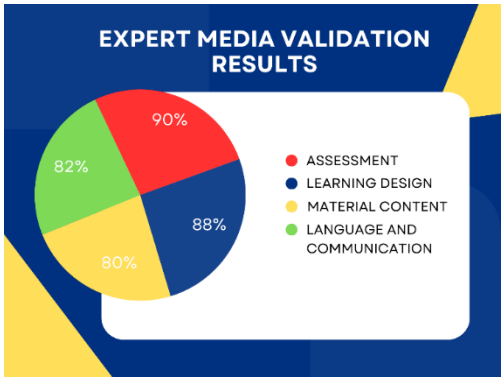
validity of the product, several recommendations and feedback were obtained from the validator, which will be used as guidance to improve the quality of the product for further testing. Figures 3 and 4 below show the recommendations and feedback obtained from the validation results conducted by the validator.

Figure 3. Feedback from Subject Matter Expert 1

Figure 4. Feedback from Subject Matter Expert 2

Expert Design Validation Stage

In the next stage, the validation process will be carried out by experts, namely instructional design experts. Experts in Javanese language learning materials for elementary school and instructional design will evaluate a product created by the researcher. The results of the validation conducted by instructional design experts can be seen in the pie chart below:



Total score	Average	Explanation
340	85%	Valid

Figure 5. Product Validity Percentage Based on Media Expert Evaluation

Figure 5 shows the validation results by the design expert, with data values including assessments of instructional design, content, language, communication, and

assessment. In the validation assessment phase by the media expert, the blue section indicates the validation result of the instructional design assessment, scoring 88%. Next, the yellow section represents the validation result of a content assessment, scoring 80%. Then, the green section displays the validation result of language and communication assessment, scoring 82%. Lastly, the red section shows the validation result of the assessment, scoring 90%. The average score of 85% is obtained from the validity test data, which falls into the "valid" category. The test was conducted by a Bahasa Jawa primary school media professional. In addition to obtaining product validity assessments, suggestions and improvement inputs were received, which will be used as guidance to enhance the product quality for subsequent trials. Figures 6 and 7 below present recommendations and comments received from the media expert validator based on the validation results.

Figure 6. Improvement Suggestions 1

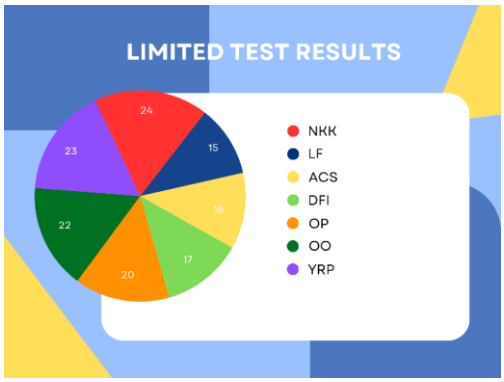
Figure 7. Improvement Suggestions 2

The Stage of Testing Product Usability

Products that have been given valid requirements by experts based on their evaluation findings will be field tested. To obtain information about the usefulness and efficacy of a product, field trials are conducted. Two sets of field trials were carried out directly: one set on a small scale and another on a large scale. Limited field trial data can be displayed as follows.

Limited trial

By conveying a survey comprising of 7 articulations with the most elevated point being 4 and the most reduced score being 1,8 understudies got to be the portion of the restricted explore. The greatest add-up to score is 170, which comes from the scores of the constrained test coming about in an add-up to a score of 162. The "exceptionally down to earth" category has a normal score of 95%. The testing was conducted to assess the convenience of the fabric, and the results are outlined in the pie chart below:

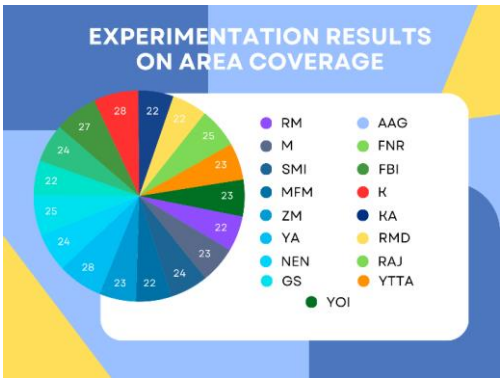


Total	Average	Explanation
162	95	Very Applicable

Figure 8. Data Acquisition of Limited Testing Results of Practicality

Large-scale testing

The large-scale testing is conducted by sending a survey to 17 understudies, containing 7 questions with a scoring extend of 1 to 4. The results from the large-scale test gather appear a add up to a score of 407 out of a greatest of 420, with a normal score of 96%, falling into the category of "exceptionally viable." Point-by-point data concerning the assessment of the common sense of the educating materials by the large-scale test is displayed within the taking after pie chart:



Total	Average	Explanation
407	96	Very Applicable

Figure 9. Data Obtained from Extensive Testing on the Practicality of the Product

DISCUSSIONS

The development of interactive video-based learning media on the children's song material for the Javanese language subject is an innovation in learning media, as previous research has not explored this approach. For example, the study conducted

by (Putra et al., 2021) titled "Development of Interactive Animated Learning Videos Based on Tri Hita Karana to Improve the Learning Outcomes of Elementary School Students" produced an interactive animated video to enhance Hindu religious education for students in Denpasar, Bali. This research resulted in interactive animated videos that can increase student motivation and learning outcomes. The similarity between this study and the one conducted by Putra et al. is that both develop interactive video learning media to enhance student learning activities. However, this study focuses on developing interactive video learning for the children's song material in the Javanese language subject to improve student creativity and understanding of children's songs. With the introduction of this interactive video learning media, it is expected that students will be able to engage in learning activities effectively, thereby developing their ability to sing children's songs and preserve their local culture.

In this exploration, the level of a thing's authenticity is categorized as "considerable" based on the assessment of its authenticity. The headings media thing is considered "significant" since it has been made considering distinctive arrange points. As mentioned by Siburian et al., (2022), product validation entails a feasibility test of the module that has been developed. The validity test of the material aspects of the product resulted in a "Highly Valid" assessment. Considering the various aspects of design assessment, it indicates the development of teaching materials (Anwar et al., 2024). Consistency of markers, scope confinements of the fabric, clarity of fabric understanding, ease of understanding the fabric, the relationship between essential competencies and the fabric, and learning destinations are all included in these viewpoints.

In the research by Nadzif et al., (2022), the practicality of the learning media was assessed based on the ease of use of interactive learning media to be delivered to students and the appeal of the learning media for users. The item can be classified as "exceptionally common sense" based on the comes about of two test bunches: restricted testing and comprehensive testing on the down-to-earth assessment that will be conducted. Both broad testing and restricted testing illustrate the identical level of ease of use of the item. The intelligently video learning media has been created in understanding with the capability criteria for rules media set by the Benefit of National Instruction, as communicated in (Patriani & Kusumaningrum, 2020) These criteria consolidate clarity of enlightening, ease of understanding for understudies, lingo clarity, visual offer, and ease of utilize.

CONCLUSION

Based on the research results, it can be concluded that the development of Interactive Learning Media: Javanese Children's Songs for Third-grade Students at Sambirobyong 2 Elementary School can be used for classroom activities. The stages that have been carried out indicate that the developed product meets the criteria for validity and practicality for use in Javanese language lessons on the topic of children's songs.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be constructed as a potential conflict of interest.