

Achieving Competence Elements of the Prototype Curriculum through Digital Poster of Fantasy Fairy Tales

A Case Study in Elementary School

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ABSTRACT

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In this article, we demonstrated the utilization of digital poster media of a fantasy fairy tale in learning activities for Indonesian students. By observations, we have found that the participants had a low ability to understand the material. This research was conducted to validate the usability of digital poster media in learning activities. We have designed a digital poster containing fantasy fairy tale material to satisfy our objective. The mentioned poster is then used to achieve the elements of phase D of the prototype curriculum. We used the study method of the Hannafin and Peck development model with three phases (needs assessment, designing, and development and implementation). We have conducted evaluation and revision stages in all phases on the corresponding poster. Based on the calculation of the two validation aspects (i.e., subject and media experts), we obtained the value of subject experts as 87.5%; and media experts as 89.58%. The average of the two validators was 88.54 %. Therefore, both validators stated that the mentioned poster is valid. Thus, this poster has the potential to be applied and to improve the competence of the viewer element.

Keywords

Digital poster

Elementary school

Fairy tale

Learning media

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Introduction

Learning media must be packaged in an attractive manner that suits the needs of students facing the industrial revolution. Nowadays, media as a means of learning based on internet technology has the potential to be developed as a source of knowledge and learning media [1]. Digital learning media is technology-based media that welcome the industrial revolution era in supporting learning activities and can reduce the use of paper (paperless) [2]. Paperless is an effort to reduce printing costs and reduce excessive paper usage. It is undoubtedly potential to develop or improve the quality of learning media with the help of technology. Learning materials can be presented using interactive and sophisticated learning media to adjust to current technology development [3]. Learning media is a place as a means conveyed by senders and receivers who have specific goals and objectives to stimulate students' thoughts, ideas, and interests during the learning process [4]. Learning media is said to be good if the teaching and learning process requires students to increase the progress of innovations during the learning process. In addition, it arouses motivation that can affect the learning process of students who bring good inspiration and innovation to students [5].

A digital poster is a design publication media based on information and communication technology in the industrial revolution era. A digital poster is a publication media that can be accessed through technology such as android, laptop, etc., and can be accessed by the internet without requiring a printing process [6]. Digital posters are publication works designed using a visual system on a computer that is made manually or automatically to simplify and reduce costs from printing [7]. The development of learning media through this technology-based graphic design program might greatly support students' learning activities in phase D learning outcomes of the prototype curriculum. The help of this increasingly sophisticated technological development makes it easier for students to think more creatively in utilizing technology so that students feel energized in learning. Various learning materials can be delivered through digital posters, including fantasy tales of the origin of the city of Surabaya or other Indonesian language learning materials. In addition to the conventional lectures and assignments methods, education delivery through digital media encouraged the students to be more creative and critical.

Narrative text is a subset of fantasy tales that are fanciful or imaginative. Fantasy fairy tales have characters in the story. Those characterizations can have specific skills and powers. Some examples of character in fantasy fairy tales are gods, giants, magical creatures, superpowers, and supernatural powers [8]. Fantasy fairy tales are fictional stories which do not happen in the real life. For example, in the story of "The Origin of Surabaya City," the main characters are animals with special skills. Among them, crocodiles have special skills to

disappear and sharks have special skills to spout water with great force in the struggle for territory. At the end of the story, those animals became the name of the Surabaya city.

Curriculum is a guideline for subjects and educational programs managed by an educational institution. Curriculum also contains a learning plan that students will do in one period of education level. Actualization of those plans in the classroom, as experienced by learners and documented by an observer; those experiences occur in a learning environment that determines what have been studied. Moreover, curriculum is related to the direction and objectives of education expected by the education program to achieve good quality learning. To summarize, curriculum is a set of learning plans containing objectives, content, teaching materials and methods used, which will be used as a basis for guidelines in organizing learning activities to achieve education goal [9].

The curriculum in Indonesia has undergone many reformations [10]. Based on three aspects of assessment, a curriculum consists of knowledge, skills, and attitude factors. The current curriculum is called the 2013 Curriculum. However, implementation of the 2013 Curriculum reaps the pros and cons and the implementation causes various problems. The 2013 Curriculum focuses mostly on the students' learning process and how to improve and maintain a balance between attitude, skills, and knowledge [11]. Although the curriculum also has various objectives, the primary purpose of the curriculum is as a tool to prepare the future of the students to have good personalities and be skillful individuals. Students are expected to have reasoning abilities, competitiveness, and a critical creative thinking to be applied in the community. As a result of this focus, the current curriculum is applied at the *Sekolah Penggerak*. This curriculum formulation is based on the *Pancasila* profile. The learning outcome is applied throughout the school, which is called a prototype curriculum that is more concerned with the achievements of the needs of students in carrying out the learning process [12].

Based on the 2013 Curriculum, the prototype curriculum provides additional options for education units as a recovery in 2022-2024. Based on the results of the learning recovery evaluation, it implies that:

- Competencies in the implementation of the 2013 Curriculum are challenging to accept and implement
- Subjects are optional, it means that learners can only choose topics that educators will deliver.
- Technological skills are one of the skills that all learners must have in the 21st century.
- The high school curriculum structure only contains elective subjects (specialization). There needs to be more flexibility for students to choose other than the specialization in science, social studies, or language.

- In addition, the 2013 Curriculum competencies are too broad. So it is difficult to understand and difficult to implement by educators.

The Ministry of Education and Culture regulations become the basis for policy changes in implementing learning activities. It concerns core and essential competencies of the 2013 Curriculum in elementary and junior high schools, especially Indonesian language subjects. Learning Outcomes of junior high schools have been implemented in the *Sekolah Penggerak* program considering learning activity. Of course, It needs school policy. This research is focused on the achievement of the Phase D achievement element.

This learning outcome is based on the "Prototype Curriculum", the 2013 Curriculum evaluated by finding and adding several things. During the pandemic, it was called the Emergency Curriculum. It has been changed to the Prototype Curriculum, which aims to equalize the needs of students with schools and form a Pancasila learner profile [13]. This prototype curriculum will be ratified and implemented in 2022 under the auspices of the Minister of Education and Culture. The learning outcomes of this prototype curriculum are also mapped by phase. The phase begins Phase A for (1st and 2nd grades students), phase B (3rd and 4th grades students), phase C (5th and 6th grades student), phase D (7th-9th grades students), and phase E (10th- 12th grades students). The presentation of the Learning Outcomes is in the form of a whole paragraph that is simplified so that students or educators easily understand it.

Methods

This research used a development research method with the Hannafin and Peck model covering three main phases. Phase 1 was assessment, phase 2 was design, and the last was phase on development and implementation. In these three phases, each stage has an evaluation and revision process. The Hannafin and Peck model aims to develop the utilization of digital poster learning media in using information technology to face the industrial revolution era. We develop a fantasy fairy tale material for Indonesian Language subject at 7th grade students. The validity test data was obtained based on the validation sheet of the expert validators' assessment. In this study, two validation sheets were used: media expert validation sheets and material expert validation sheets. The material validation sheet contains several questions related to learning aspects and media engineering aspects. This instrument obtains data about the validator's assessment and opinion of the learning material. The data was used to assess revising the materials and media to produce an accurate and reliable result. The analysis technique in this research is measured by instruments based on the assessment aspects. The validation questionnaire was assessed in terms of material and digital poster learning media which contains several questions for media experts, material experts, and student responses.

The assessment scored 4 (excellent) to 1 (worst). The poster is declared valid if the percentage is higher than 61%.

Results

This research focused on the feasibility test of the Surabaya City Origins fantasy fairy tale and the digital poster media validation test. The development of the Hannafin and Peck model has gone through material and media validation tests which are classified as phase 3 development. To produce the final product after going through revisions based on validation input from experts. The stages were carried out after the validity test.

A. Material Validation Stage

In validation by validators, the aspects assessed are learning aspects and media engineering aspects. The results of material validation can be seen in the following Fig. 1

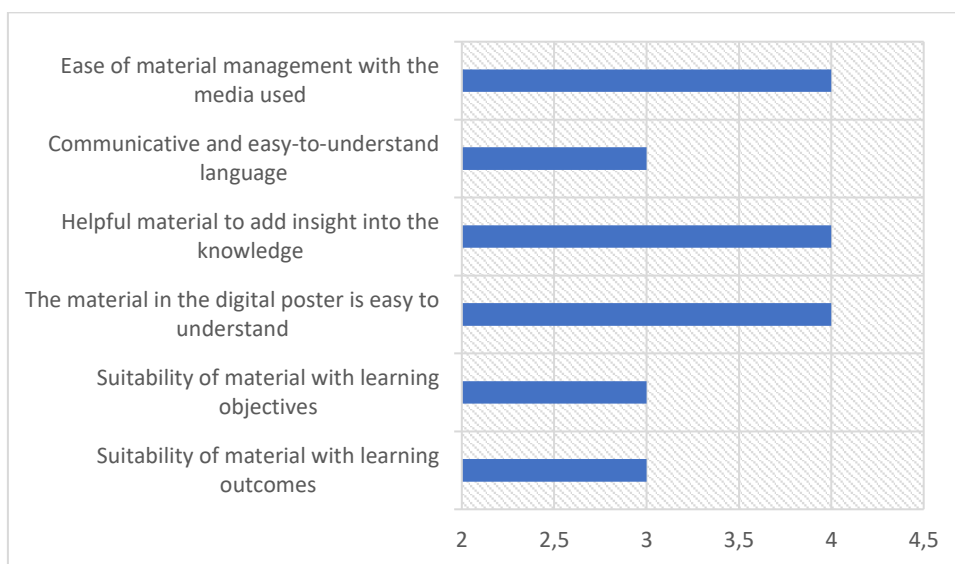


Fig. 1. Material validity result

Based on the validation results in Fig. 1, the percentage results were obtained from the material experts. The feasibility of aspects for fantasy fairy tale material from the origin of Surabaya City amounted to 6 items. There were three items worth 4 and 3 items worth three, so the total score was 21. The absolute maximum score is 24. So the percentage of feasibility is 87.5% or in the valid category.

B. Media Validation Stage

In the validation process by validators, the aspects assessed are learning aspects and media engineering aspects. The results of media validation data can be seen in the following Fig. 2.

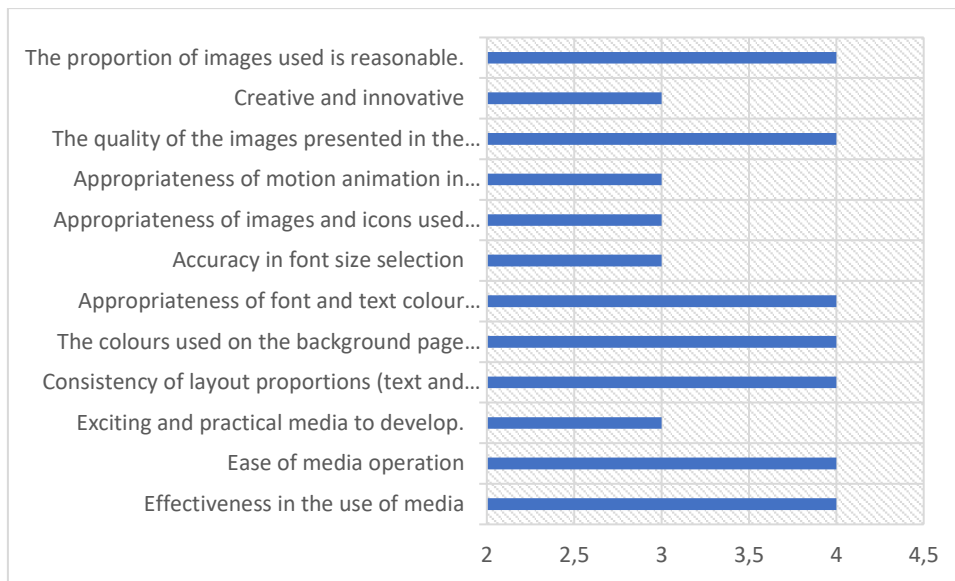


Fig. 2. Media validity result

Based on the validation results in Fig. 2, the percentage obtained from media experts regarding the feasibility level. The feasibility of digital poster media of the origin of Surabaya City amounted to 12 items. There are seven items worth 4 and 5 items worth three, so the total score is 43. At the same time, the maximum score is 48. Thus the feasibility level is 89.58%. This value is included in the Valid criteria. The suggestions given by the material expert validator are: "Adjust the order of motion with the material, Equalize the text font, and Provide explanations in the 2nd paragraph".

Display of the final result of digital poster learning media before and after revision based on experts' suggestions.

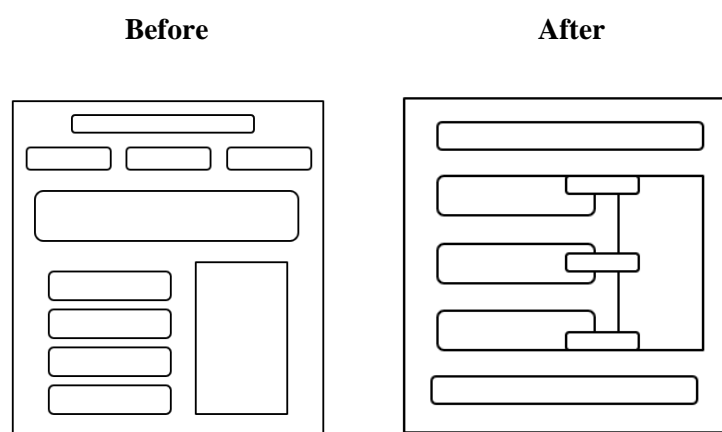


Fig. 3. The poster layout: before and after the revision



Fig. 4. Final product

Discussion

The selection of stories about the events of Surabaya is attractive to students because it is the city where they live. At this age of children, they tend to be happy to get stories that are full of imagination. With stories like this, students can develop imagination. If this ability continues to be developed, it can encourage creativity [14]. This fairy tale plays a critical role in developing children's characters. A Reference [15] examined the role of fairy tales in shaping personality and found a significant influence. Using posters in learning can be done with various learning models and strategies [16, 17].

The poster is made with a simple layout and includes several explanatory images. Combining text and images that interact can improve students' understanding [18]. In addition, there are few poster color choices to avoid distraction to students from reading and observing the poster too much. This color choice is crucial for making posters for certain level students [19, 20]. The poster shows the storyline in three parts. Students can identify the characteristics of each of these sections. In this way, students can better understand the story's anatomy [21].

The language on the poster is chosen in simple words. Words must suit the cognitive development of students. Several other studies confirm the importance of using simple language in fairy tales [20-22]. However, there are some new words to master a more extensive vocabulary. An explanation of the definition of fairy tales is written on the poster as a conclusion that students can use to identify other stories.

Conclusion

This poster has good validity based on data related to the material and media experts' validation. The poster has developed following the concepts and the theories in many aspects (language, coloring, layout editing, relevance). Therefore, it supports the student learning activity. This poster can be used in many learning strategies as a learning material to achieve specific competencies. The teacher's skill to facilitate students using this poster is crucial to the learning process.

Conflict of Interest

The authors declare that there is no conflict of interest.

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