The Development of *Preksuya* as a Learning Media of Integrated Science and Social Studies in Elementary Schools

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ABSTRACT
This study is grounded in the limited use of instructional media in the current era of rapidly advancing technology, which offers significant potential to support the learning process. One such thing that can be utilized is Prezi. The objectives of this research are: (1) to examine the development process of *Preksuya* as a learning medium for IPAS (Integrated Science and Social Studies) on the topic of social and cultural diversity in Indonesia for Grade IV students at SD Negeri 004 Sungai Kunjang; (2) to assess the feasibility of *Preksuya* as a learning medium for the same subject and grade level; and (3) to evaluate the practicality of *Preksuya* in the learning process. This research employs a Research and Development (R&D) methodology using the ADDIE model. The study subjects include a fourth-grade teacher and 22 students from SD Negeri 004 Sungai Kunjang. The outcome of the study is the development of *Preksuya* (Prezi for Ethnic and Cultural Diversity) as a learning medium for IPAS on the topic of social and cultural diversity in Indonesia. The feasibility test conducted by experts yielded a score of 89.6%, categorized as "Highly Feasible," indicating the medium is appropriate for implementation in the classroom. Furthermore, the practicality test based on responses from the teacher and students resulted in a score of 92.2%, indicating that *Preksuya* is considered "Highly Practical" for use in the learning process.

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INTRODUCTION

Education is a conscious and planned effort aimed at directing and supporting the development of students' physical and mental potential, provided with a sense of responsibility by adults, to help them achieve personal growth, spiritual-religious strength, self-control, intelligence, and noble character. Ultimately, this allows learners to mature and independently fulfill the tasks and responsibilities of life.[1] Efforts to develop students'

[1] Hidayat Rahmat and Abdillah, *Ilmu Pendidikan*, ed. M.Pd Dr. Candra Wijaya and M.Pd Amiruddin, Cetakan Pe (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019).

potential and improve educational quality can be realized by creating an engaging and enjoyable learning environment.

According to Slameto, learning is essentially an individual process which a person undergoes comprehensive behavioral change as a result of experiences and interactions with their environment.[2] Meanwhile, instruction is a form of education that involves interaction between learners and educators within the learning process.

The role of the educator is to act as a facilitator by providing resources and creating an environment conducive to enhancing students' learning capabilities.[3] One such resource is the use of appropriate learning media aligned with the instructional content. Instructional media play a crucial role in supporting students' psychological development, particularly at the elementary school level. It helps learners by concretizing abstract concepts into more tangible and understandable forms, enabling a more effective and goal-oriented learning process.[4]

Instructional media refer to all components that can be used to deliver learning material in a way that stimulates students' attention, interest, thinking, and emotions during the learning process. These media serve as tools to achieve learning objectives and convey information sourced from books, the internet, magazines, and similar platforms.[5] They can be utilized both inside and outside the classroom, aiding the teaching and learning process. Hence, it is essential for both teachers and students to understand how to use instructional media effectively and interactively to foster a beneficial learning atmosphere.[6]

It is evident that instructional media function as tools for information delivery and play an intermediary role in the teaching process. Educators are encouraged to use media in a planned and systematic manner. Media selected based on students' characteristics can enhance curiosity and engagement, positively influencing learning outcomes and increasing student interaction.

The rapid advancement of digital technology has significantly transformed educational paradigms. In today's digital era, learning is no longer confined to textbooks, chalkboards, or the teacher as the sole source of knowledge. With the growing accessibility of the internet and technological devices such as computers, smartphones, and tablets, there is increasing potential to systematically and strategically develop learning media that enhance both the effectiveness and efficiency of the learning process.[7]

Given the importance of instructional media-especially in the digital age-this study aims to develop a learning medium called *Preksuya* (Prezi for Ethnic and Cultural Diversity). This learning media is designed to support teachers in delivering clearer and more accessible content that captures students' attention, enhances focus, and boosts motivation. *Preksuya* targets the IPAS subject (Integrated Natural and Social Sciences), specifically for the topic of Social and Cultural Diversity in Indonesia, in accordance with the core competencies and learning objectives for Grade IV of elementary school. According to Surani, Prezi is a web-based presentation platform that allows users to create dynamic and interactive presentations.

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[2] Biasri Suarim and Neviyarni Neviyarni, "Hakikat Belajar Konsep Pada Peserta Didik," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 1 (2021): 75–83, https://doi.org/10.31004/edukatif.v3i1.214.

[3] Nurlina Ariani et al., *Textbook of Learning Learning*, ed. N Rismawati (Bandung: Widina Bhakti Persada Publisher Bandung, 2022)

[4] Hamzah Pagarra et al., *Learning Media* (Makassar: UNM Publishing Agency, 2022)

[5] Andi Kristanto, "Learning Media," *Bintang Sutabaya*, 2016, 1–129.

[6] Andi Asrafiani Arafah et al., "Canva-based Digital Learning Media Training for Teachers at SDN 021 Sungai Kunjang," *Community Development Journal: Journal of Community Service* 4, no. 6 (2023): 12600-606, http://journal.universitaspahlawan.ac.id/index.php/cdj/article/view/22018.

[7] Abdul Sakti, "Improving Learning Through Digital Technology," *Journal of Engineering Research* 2, no. 2 (2023): 212–19, https://doi.org/10.55606/juprit.v2i2.2025.

It is presentation software developed in 2007 and publicly launched in 2009 by Hungarian artist Adam Somlai-Fischer and computer expert Peter Halacsy.[8]

Prezi offers various advantages such as visually engaging and creative presentations, real-time collaboration from different locations, and a coherent and comprehensible format for delivering ideas. One of its notable features is the zoomable canvas, which allows dynamic slide transitions and the integration of multimedia elements such as images, animations, and videos. Prezi is available for free online, providing accessibility to users from diverse backgrounds.[9]

Prezi can be used both online and offline, making it ideal for creating interactive, dynamic, and visually rich presentations. It offers a unique layout concept, allowing users to organize and present information creatively. Its features—including planning, zooming, transitions, animations, and a variety of templates—enable users to produce impactful and engaging presentations. Therefore, Prezi is widely applicable in many fields, including the development of educational learning media.

Based on interviews and observations conducted at SD Negeri 004 Sungai Kunjang, it was found that learning media used in teaching IPAS—particularly for the topic of social and cultural diversity—still heavily rely on textbooks with limited images and PowerPoint presentations. These materials often lack comprehensive visual elements, resulting in student disengagement and difficulty understanding the subject matter.

Therefore, the use of Prezi-based instructional media for the topic of Social and Cultural Diversity in Indonesia is essential to enhance content delivery and clarity. In the digital era, Prezi helps overcome limitations of time and space in presenting real examples of Indonesia's ethnic and cultural diversity. Its integration of images, videos, and animations enriches students' visual experience and facilitates better understanding. As Prezi is accessible across various devices, it allows learners to engage with the material anytime and anywhere.

The objectives of this development research are: (1) to examine the development process of *Preksuya* as an instructional medium for IPAS focusing on Social and Cultural Diversity in Indonesia for Grade IV students at SD Negeri 004 Sungai Kunjang; (2) to assess the feasibility of *Preksuya* as a learning medium for this subject and level; and (3) to evaluate the practicality of using *Preksuya* in the learning process. This research contributes practically by producing a learning medium that helps students understand the topic of social and cultural diversity in Indonesia more effectively and supports teachers with new methods, particularly those previously unfamiliar with Prezi.

RESEARCH METHOD

Sugiyono states that this study employs a research type known as Research and Development (R&D). R&D is a research method used to create a specific product and to test the feasibility of that product.[10] According to Hamzah, R&D is a process applied to develop and validate both existing and newly developed products.[11]

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[8] Fauzul Iman et al., "Development of Mnemonic-Based Prezi Learning Media on the Material of Classification of Living Things," *BIOSFER: Journal of Biology and Biology Education* 4, no. 1 (2019), https://doi.org/10.23969/biosfer.v4i1.1356.

[9] Dini Melida,) Masril, and) Hufri, "The Effect of Prezi the Zooming Presentations Media on Physics Learning Outcomes of Students in Class Xi Sma N 12 Padang," *Pillar of Physics Education* 4, no. November (2014): 113-20.

[10] Okpatrioka, "Innovative Research And Development (R & D) in Education" 1, no. 1 (2023).

[11] Astri Safitri, Muh Ramli Buhari, and others, "Augmented Reality (Ar)-Based Learning Media Development In Sbdp Lessons Traditional Dance Materi Class V Sdn 015 Loa Kulu Kabupaten Kutai Kartanegara," *Pendas: Scientific Journal Of Basic Education* 8, No. 1 (2023): 2462-75.

The primary aim of this research is to analyze needs and test the feasibility of a developed product. The research and development approach used in this study follows the ADDIE model, which stands for Analyze, Design, Development, Implementation, and Evaluation. The ADDIE model is an instructional design approach focused on individualized learning through a structured, systematic, and long-term framework that integrates a systems-based understanding of educational science and human learning processes.[12]

The data collection methods employed in this development research consist of three techniques: observation, interviews, and questionnaires. The instruments used for data collection include questionnaires addressed to validators—namely content experts and media experts—as well as questionnaires for media users, including teachers and students. The research instruments are as follows:

1. **Observation Instrument**

   The observation sheet is divided into two categories: pre-research observation and in-research observation. The pre-research observation sheet is used to identify the types of instructional media commonly used in schools before the researcher tests the *Preksuya* (Prezi for Ethnic and Cultural Diversity) media. The in-research observation sheet is used to evaluate the implementation and feasibility of the developed media during classroom use.

2. **Interview Instrument**

   The interview instrument is conducted only during the pre-research stage. The purpose of this interview is to understand the teaching process, including the instructional models and methods applied during learning activities.

3. **Media Feasibility Instrument Based on Media Aspects**

   This instrument is designed to assess the appropriateness and effectiveness of the media from a media expert's perspective, including usability, functionality, and visual design.

Table 1. Media Expert Validation Instrument Grid[13]

No	Aspects	Indicator	Item Number
1	Design	Opener display suitability	1,2
		Media suitability to the material	3,4
		Accuracy of typeface and font size selection	5,6,7
		Precision of color selection	8
		Accuracy of image selection	9,10
		The materials used are safe	11
2	Operation	Convenience of media users	12
		Layout suitability on learning media	13

[12] Fitria Hidayat and Muhammad Nizar, "Addie (Analysis, Design, Development, Implementation And Evaluation) Model In Islamic Education Learning," 2021, 28-37

[13] Nur Hikmah, Arief Kuswidyanarko, and Patricia H M Lubis, "Development of Pop-Up Book Media on Water Cycle Material in Class V SD Negeri 04 Puding Besar," *Scientific Journal of Elementary School Teacher Education* 15, no. 2 (2020): 137-48.

4. Media Eligibility Instruments reviewed from the Material Aspect

Table 2. Content Expert Validation Instrument Grid[14]

No	Aspects	Indicator	Item Number
1	Content Eligibility	Material Suitability	1,2,3
		Material completeness	4
		Delivery of material	5,6
		Clarity of material	7
		Image fit	8
2	Language Qualifications	Accuracy of spelling and sentence usage	9,10,11
		Simple language and sentences	12,13
3	Serving	Material presented is complete	14
		The teaching media presented is interesting	15

5. Media Qualification Instrument reviewed from Linguists

Table 3. Language Expert Validation Instrument Grid[15]

No	Aspects	Indicator	Item Number
1	Language Qualifications	Opener display suitability	1,2,3
		Media suitability to the material	4,5
2	Conformity of Language Rules	Accuracy of Language Use	6,7,8

6. Instrument of Practicality of Learning Media by Teachers

Table 4. Teacher Response Instrument Grid[16]

No	Aspects	Indicator	Item Number
1	Material Aspects	Materials presented	1,2,3,4
2	Media Aspects	Media display	5,6
		Media use	7,8,9,
3	Aspects Language	Use of letters the simple	10
		Clarity of language used	11,12
4	Aspects of student understanding	Media can improve Understanding of the Students.	13,14

[14] Hikmah, Kuswidyanarko, and Lubis,Orchid.

[15] Hikmah, Kuswidyanarko, and Lubis, ibid.

[16] Nova Triyas Admadianti and Mochamad Arif Irfa'i, "Pengembangan Modul Teknologi Mekanik Untuk Meningkatkan Hasil Belajar Siswa Kelas X Teknik Pemesinan Smk Negeri 3 Buduran Sidoarjo," *Jurnal Pendidikan Teknik Mesin* 5, no. 2 (2016): 62–67.

7. Instrument of Practical Media ole Students

Table 5. Student Response Instrument Grid[17]

No	Aspects	Indicator	Item Number
1	Material Aspects	Materials presented	1,2,3,4
2	Media Aspects	Media display	5,6
		Media use	7,8
3	Language Aspects	Simple use of letters	9
		Clarity of the language used	10,11
4	Aspects of student understanding	Media can increase students' understanding.	12,13

The data analysis method used in the course of this research is descriptive quantitative analysis. The data were collected through validations conducted by media experts, material experts, and language experts using questionnaires for the developed learning media. The use of data analysis includes the following:

1. Expert Validation Questionnaire Data Analysis

The completed questionnaires were analyzed using the Likert scale. According to Sugiyono, the Likert scale is a tool used to assess opinions, behaviors, and perceptions of individuals or groups toward an event or social phenomenon.[18]

Table 6. Likert Scale Assessment Criteria[19]

Criteria	Score
Strongly agree	5
Agree	4
Fairly Agree	3
Disagree	2
Strongly Disagree	1

In conducting the validation questionnaire testing by the experts, a comparison is made between the total score given by the validators (ΣR) and the maximum possible score that could be assigned on the questionnaire (N). The formula used for the questionnaire validity test is as follows:

$$P = \frac{\Sigma R}{N} \times 100\ \%$$

Source: Ernawati [20]

[17] Admadianti and Irfa'I, Orchid.

[18] Tri Laksito Jati Pamungkas and Rivo Nugroho, "Development Of Learning Media To Increase Student Learning Results" 03 (2018): 171-87..

[19] Tiara Ayu Eka Putri, Nataria Wahyuning Subayani, and Iqnatia Alfiansyah3, "Development of Plant Organ Scrapbook Learning Media in Elementary School," *Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC)* 1, no. 2 (2021): 812, https://doi.org/10.30587/umgeshic.v1i2.3456.

[20] Iis Ernawati, "Feasibility Test of Interactive Learning Media in Server Administration Subjects," *Elinvo (Electronics, Informatics, and Vocational Education)* 2, no. 2 (2017): 204–10, https://doi.org/10.21831/elinvo.v2i2.17315.

Information:
P = The percentage number of the score sought (integer result)
∑R = Total scores obtained
N = Maximum score

The validation criteria or level of the feasibility category of achievement in the development of learning media are explained in the following table 7.

Table 7. Expert Media Validation Criteria[21]

Percentage	Category
<21%	Very Unsuitable
21-40%	Unsuitable
41-60%	Fairly Suitable
61-80%	Suitable
81-100%	Very Suitable

This learning media assessment can be considered valid, very valid, good, or very good by the experts if it receives a score of ≥ 61%.

2. Analysis of Teacher and Student Response Questionnaire Data

The questionnaire data consists of student responses, which are then analyzed to obtain information regarding the students' feedback as well as the feasibility of the developed media.

$$P = \frac{\Sigma R}{N} \times 100\ \%$$

Source: Ernawati [22]

The validation or level of the feasibility category of achievement in the development of learning media will be presented through table 8 which is in the form of:

Table 8. Media Validation Criteria from Teachers and Students[23]

Percentage	Category
81-100%	Very Practical
61-80%	Practical
41-60%	Fairly Practical
21-40%	Less Practical
<21%	Very Impractical

The response of students to a development of a learning media is considered positive, if the percentage obtained from the questionnaire of the response of teachers and also students reaches a score of ≥ 61%.

[21] Eka Putri, Wahyuning Subayani, and Alfiansyah3, "Development of Plant Organ Scrapbook Learning Media in Elementary School."

[22] Ernawati, "Uji Kelayakan Media Pembelajaran Interaktif Pada Mata Pelajaran Administrasi Server."

[23] Ernawati, "Feasibility Test of Interactive Learning Media on Server Administration Subjects."

RESULTS AND DISCUSSION

This research was conducted with the aim of developing Prezi-based learning media along with its creation steps. The developed learning media is expected to support learning, especially for the IPAS subject in Grade IV, specifically on the topic of social and cultural diversity in Indonesia at SD Negeri 004 Sungai Kunjang. The development of this Prezi-based learning media refers to the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. Three of these stages are explained in the following form:

Analyze

The development process of the Prezi-based learning media for the IPAS subject on the topic of ethnic and cultural diversity began with the analysis stage. In this stage, the researcher first conducted observations at SD Negeri 004 Sungai Kunjang, accompanied by interviews with each teacher in class IV-A at the school. There are three steps in the analysis conducted by the researcher: needs analysis, learner analysis, and curriculum analysis.

In the needs analysis stage, it was found that the use of learning media as a support tool in the learning process was minimal. Therefore, there is a need for varied learning media to help increase students' enthusiasm and motivation to learn. The second stage is learner analysis. When analyzing student behavior during the learning process, it was observed that their focus on learning was short-lived, causing some students to become busy with their own activities and often not pay attention to the ongoing lesson in the classroom. The next stage is curriculum analysis. The researcher identified that the curriculum used at SD Negeri 004 Sungai Kunjang is the Merdeka curriculum.

Design

The second stage in the development process is the design stage. In this stage, the researcher designs the learning media by creating the product design after completing the analysis stage. During this phase, the researcher prepares the material and develops a flowchart and storyboard as references for the media creation process. A flowchart is a visual representation that shows the steps and sequence of a program's process.[24] Meanwhile, a storyboard is a detailed description of each scene designed to clearly illustrate the multimedia objects and their behaviors.[25]

Development

The next stage is development. The material on social and cultural diversity in Indonesia, which serves as the basis for creating the product, is sourced from the Grade IV IPAS textbook published by Erlangga. This book is used as a learning resource by teachers at SD Negeri 004 Sungai Kunjang to support the learning process.

1. Product Creation

In this stage, the researcher begins to create the product based on the material, flowchart, and storyboard that were previously developed in the design stage. The material used in the product is aligned with the learning material planned during the design phase.

2. Product Validation

Once the development of the learning media is complete, it undergoes validation testing by expert validators before being used and tested with teachers and students. Validation by the experts aims to assess the feasibility of the product as a learning media for the elementary school level and to identify any shortcomings that need to be corrected before

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[24] Fachrina Vebranti Millenia and Hendratno, "Development of Digital Picture Storybooks to Improve the Discipline Character of Grade II Elementary School Students" 11, no. 7 (2023): 1581-90.

[25] Agustinus Zalukhu, Purba Swingly, and Dedi Darma, "Flowchart Learning Application Software," *Journal of Technology, Information and Industry* 4, no. 1 (2023): 61-70

conducting trials on the research subjects.[26] In this study, six experts served as validators: two media experts, two material experts, and two language experts.

Table 9. Media Validation Criteria from Media Experents

Media Expert	Total Score	Percentage
V1	56	86,15
V2	57	87,69

The results of the assessment from the two media experts, after being totaled and averaged, yielded a percentage of 86.92%, categorized as "Very Suitable" and ready to be trialed with the students. This aligns with previous research which explained that learning through Prezi media pays attention to visual principles such as usability, text quality, image/video quality, color selection, attractive design, and appropriate word choice and language. These aspects aim to support ease of education for both teachers and students during the learning process.[27]

Table 10. Media Validation Criteria from Material Experents

Material Expert	Score	Percentage
V1	71	94,67
V2	65	86,67

The assessment results from the two material experts, after being totaled and averaged, yielded a percentage of 90.67%, which falls into the "Very Suitable" category and is ready for trial with the students. In the content feasibility indicators, there were suggestions to add material related to the deities worshiped in each religion present in the country, as well as to include sources for the materials used in the development of the *Preksuya* learning media. Furthermore, in the presentation aspect, some language was found to be less formal and not fully compliant with linguistic rules, requiring improvements.

This is in line with Aribowo's research, which states that Prezi can shift the learning paradigm from being teacher-centered to student-centered, with the teacher acting as a facilitator. This encourages students to be more active in the learning process without fully relying on the teacher as the sole source of information.[28]

Table 11. Media Validation Criteria from Language Experts

Media Expert	Score	Percentage
V1	38	95
V2	35	87,5

The assessment results from the two language experts, after being totaled and averaged, yielded a percentage of 91.25%, categorized as "Very Suitable" and ready for trial with the students. In this language expert validation, there are still some improvements needed, such as the correct and proper use of spelling, as a few typos were found in the learning media. The use of sentences and terms must conform to linguistic rules, including

[26] Obeth Andre Wacanno et al., "Multimedia Learning Using Adobe Flash as an Educational Game in the Introduction of Rupiah Currency for First Grade Elementary School Students," *Indonesian Journal on Networking and Security* 11, no. 3 (2022): 168-75.

[27] Handaruni Dewanti, Anselmu J E Toenlioe, and Yerry Soepriyanto, "Pop up Book Media Development" 1, no. 3 (2018): 221-28.

[28] Hindri Noviani, "Development of Prezi-Based Learning Media on Reproductive System Material at Sman 1 Sakti Pidie" (2021).

attention to capitalization in each sentence. This aligns with previous research stating that linguistic aspects relate to clear language and sentence usage, aiming to avoid confusion and ensure ease of understanding for the students.[29]

Implementation

The next stage is the implementation of the *Preksuya* media, which has undergone the development process and been validated by experts, receiving a feasibility category indicating it is ready for trials with teachers and students on both small and large scales. This implementation is carried out to obtain feedback from the students and teachers as the intended users of the learning media.

1. Results of the Student Response Questionnaire in the Small-Scale Trial

The small-scale trial involved six students as respondents. After the trial, the students completed a questionnaire provided by the researcher to gather their feedback on the *Preksuya* product concerning social and cultural diversity in Indonesia. The results of the small-scale student trial can be reviewed in Table 9 as follows:

Table 12. Small-Scale Student Response Results

Respondents	Total Score	Maximum Score	% Score	Category
Respondent 1	60	65	92,30	Very Practical
Respondent 2	55	65	84,61	Very Practical
Respondent 3	62	65	95,38	Very Practical
Respondent 4	57	65	87,69	Very Practical
Respondent 5	60	65	92,30	Very Practical
Respondent 6	61	65	93,84	Very Practical
Total Score	**355**	**390**	**91**	**Very Practical**

Based on the response recap from the small-scale trial involving six students, the *Preksuya* learning media received a student response percentage of 91%, which falls into the "Very Practical" category.

2. Results of the Student Response Questionnaire in the Large-Scale Trial

The large-scale trial involved 22 students as respondents. After using the learning media, the students completed a questionnaire provided by the researcher to gather their responses to the *Preksuya* product on the topic of social and cultural diversity in Indonesia. The results of the large-scale student trial can be reviewed in Table 10 as follows**:**

Table 13. Student Response Results

Respondents	Total Score	Maximum Score	% Score	Category
Respondent 1	58	65	89,23	Very Practical
Respondent 2	51	65	78,46	Practical
Respondent 3	60	65	92,30	Very Practical
Respondent 4	50	65	76,92	Practical
Respondent 5	55	65	84,61	Very Practical
Respondent 6	59	65	90,76	Very Practical
Respondent 7	63	65	96,92	Very Practical
Respondent 8	62	65	95,38	Very Practical
Respondent 9	50	65	76,92	Practical

[29] Iman et al., "Development of Mnemonic-based Prezi Learning Media on the Classification of Living Things."

Respondent 10	62	65	95,38	Very Practical
Respondent 11	61	65	93,84	Very Practical
Respondent 12	60	65	92,30	Very Practical
Respondent 13	60	65	92,30	Very Practical
Respondent 14	63	65	96,92	Very Practical
Respondent 15	57	65	87,69	Very Practical
Respondent 16	60	65	92,30	Very Practical
Respondent 17	55	65	84,61	Very Practical
Respondent 18	57	65	87,69	Very Practical
Respondent 19	58	65	89,23	Very Practical
Respondent 20	58	65	89,23	Very Practical
Respondent 21	60	65	92,30	Very Practical
Respondent 22	46	65	70,76	Practical
Total Score	**1.265**	**1.430**	**88,46**	**Very Practical**

Based on the recap of student responses to the learning media, the calculated percentage from the student feedback was 88.46%, which falls into the "Very Practical" category.

3. Results of the Teacher Response Questionnaire

A trial was conducted with a teacher to evaluate the feasibility of the *Preksuya* learning media. After using the media, the Grade IV-A teacher completed a teacher response questionnaire provided by the researcher. The results of the teacher's response can be reviewed in Table 11 as follows:

Table 14. Teacher Response Results

No	Question	The Score Obtained	Maximum Score
	Material Aspects		
1	Teachers can easily understand the content of the material in this media	5	5
2	The material presented in this media is clearly conveyed	5	5
3	Illustration of pictures helps students understanding ethnic and cultural diversity in Indonesia	5	5
4	Helps in improving Students' understanding of learning	5	5
	Media Aspects		
5	The appearance of this media background is interesting	4	5
6	The illustration images used are appropriate and attractive	5	5
7	This media provides a new atmosphere in learning	5	5
8	This media is safe to use during learning	4	5
9	The *Preksuya* learning media (Prezi on Ethnic and Cultural Diversity) can serve as an alternative instructional tool for teachers in delivering content on social and cultural diversity in Indonesia.	5	5
	Language Aspects		

10	The letters used are simple and easy to read	5	5
11	The language used in this media is clear	5	5
12	The language used in the media is easy to understand	5	5
	Aspects of Student Understanding		
13	This media makes students happy to learn IPAS	5	5
14	This media helps students understand the material more easily, especially the material social and cultural diversity in Indonesia	5	5
	Total Score	**68**	**70**
	Percentage	**97,14%**	

Based on the results of the teacher response questionnaire regarding the learning media, a score of 68 was obtained, with a percentage of 97.14%, falling into the "Highly Practical" category. This data was used to determine the feasibility of the developed product.

4. Research Observation Results

During the trial implementation of the *Preksuya* learning media, the researcher also conducted direct classroom observations to assess student enthusiasm and responses during the media trial. These observations were carried out to gather data on the students' reactions to the use of *Preksuya*, and to determine whether the media met the researcher's expectations.

The observations indicated that throughout the learning process, students were given the opportunity to ask questions and provide feedback on the material presented. This reflected active student engagement during the lesson. While the learning activity was underway, the *Preksuya* media helped students concentrate and better understand the material. Additionally, the media encouraged students to actively participate, such as by answering questions posed during the lesson.

Evaluation

The evaluation phase was conducted to assess the product that had been developed. In this phase, the researcher made revisions to each stage of the development model based on constructive feedback, comments, and suggestions from the experts. The feasibility of the learning media, as assessed by six expert validators—including media experts, content experts, and language experts—is presented in Table 12 below**.**

Table 15. Expert Feasibility Assessment

No	Assessment Stages	Sum Score		Percentage		Average (%)	Category
		V1	**V2**	**V1**	**V2**		
1	Media Expert	56	57	86,15	87,69	86,92	Highly Feasible
2	Content Expert	71	65	94,62	86,67	90,67	Highly Feasible
3	Language Expert	38	35	95	87,5	91,25	Highly Feasible
	Total	**322**			**89,6**		**Highly Feasible**

Based on Table 15, the calculation from six expert validators yielded a total score of 322, with an average percentage of 89.6%, which falls into the "Highly Feasible" category. After the learning media was validated by each expert and declared feasible for testing, the

next stage was to conduct trials involving teachers and students to assess its practicality in the learning process. The practicality results of the learning media, based on assessments from teachers, a small group of students, and a larger group of students, are presented in Table 16 as follows

Table 16. Responses from a Small Group of Student

No	Assessment Stages	Total Score	Percentage	Category
1.	Teacher	68	97,14	Very Practical
2.	Learners Small-scale	355	91	Very Practical
3.	Large-scale learners	1265	88,46	Very Practical
Total		**1688**	**92,2**	**Very Practical**

Based on the recap of responses from a small group of students—totaling 6 participants—regarding the learning media, the calculation showed a response rate of 91%, which falls under the "Highly Practical" category.

Learning media is a key factor in supporting the learning process. To achieve instructional goals, the utilization and development of effective learning media is essential.[30] The *Preksuya* learning media is considered to support the learning process, as its development has undergone validation from media experts, content experts, and language experts. Additionally, the content presentation is aligned with the learning outcomes and objectives of the topic on social and cultural diversity in Indonesia.

The advantages of the *Preksuya* media include its ability to attract students' interest and enhance their engagement during learning. This was evident during the classroom trials, where the use of this media was a new experience for the students. Furthermore, the *Preksuya* media can be used offline, without the need for a constant internet connection. One of Prezi's main strengths lies in its Zooming User Interface (ZUI), which allows for flexible zooming in and out during presentations. Moreover, Prezi supports various learning styles, thereby increasing students' engagement and comprehension.

However, according to Nirfayanti & Syamsuriyah, one of the drawbacks is the limited variety of features, which may result in a somewhat monotonous experience due to its reliance primarily on ZUI technology. Other disadvantages include the requirement for an internet connection during installation, the need for users to create a personal account, a somewhat repetitive appearance, and subscription costs for access to full features.[31] Despite these limitations, the *Preksuya* media remains a viable tool to support the learning process.

Novelty of This Study Compared to Previous Research. The novelty of this study lies in the subject matter and instructional content selected by the researcher. Furthermore, the developed media offers more variety in utilizing Prezi's features, which were not present in previous studies—such as incorporating background music within a single slide. In addition, this development resulted in a version of Prezi that can be used offline and accessed without an internet connection, as the materials are embedded and not solely dependent on external links like YouTube videos.

Relation to Previous Research. According to research by Indriani & Hidayati, the feasibility of the Prezi-based learning media showed expert validation with a media expert rating of 95%, categorized as "Highly Valid," and a content expert rating of 96%, also

[30] Saski, N.H. and Tri, S., "Feasibility of Digital-based Market Learning Media in Marketing Strategy Courses," *Journal of Commerce Education (JPTN)* 9, no. 1 (2021): 1118-24.

[31] Fadia Novita Andani, "Analysis of the Use of Learning Media to Improve Student Learning Outcomes," in *Proceedings of the National Seminar on Education Science*, vol. 2, 2023.

"Highly Valid." The practicality test showed a positive student response with an average score of 96%, categorized as "Highly Practical." This indicates that Prezi-based media development for the topic Plants as a Source of Life on Earth for Grade 4 is suitable for classroom use.[32]

In the study by Fitriyah et al., the development of Prezi-based learning media achieved a media expert rating of 81.4% ("Highly Feasible"), a content expert rating of 86.6% ("Highly Feasible"), a small group student trial result of 79.3% ("Feasible"), and a large group trial result of 85.6% ("Highly Feasible"). This suggests that Prezi-based media developed using the ADDIE model for simulation and communication subjects is appropriate for instructional use.[33]

CONCLUSION

Based on the research findings and discussion on the development of *Preksuya* as a learning media for the IPAS subject matter on social and cultural diversity in Indonesia, the following conclusions can be drawn; 1) The development process of the *Preksuya* learning media (Prezi on Ethnic and Cultural Diversity) for the IPAS subject in Grade IV at SD Negeri 04 Sungai Kunjang was carried out using the ADDIE development model, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation; 2). The *Preksuya* learning media has undergone expert validation and received assessments from subject matter experts. Based on the results of the validation, the media was categorized as "Highly Feasible." Therefore, it can be concluded that the *Preksuya* learning media is appropriate to be tested with students; 3) The practicality level of the *Preksuya* learning media was assessed through student response questionnaires on both small and large scales, as well as teacher response questionnaires. The media was tested with small- and large-scale groups of students, along with the classroom teacher of Grade IV-A. The student response results indicated a "Highly Practical" category, and the teacher's response also rated the media as "Highly Practical."

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