



Cultural Diversity Interactive Multimedia to Improve Cultural Literacy and Citizenship of Elementary School Students

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Abstract: The problem in research schools is the lack of interest in reading. This research aims to describe the development of interactive multimedia cultural diversity of my nation, know the feasibility of developing interactive multimedia products of my nation's cultural diversity, knowing the effectiveness of interactive multimedia development of my nation's cultural diversity. The method used is R&D (Research and Development) with Hannafin & Peck models that have needs analysis, design, development, or implementation stages. The study was conducted on grade I-VI elementary school students. Media expert test results score 81.4% with excellent criteria; experts score 96.25% with perfect measures; linguists score 97.5% with ideal standards. Based on the experts' assessment, this medium is very viable. While the effectiveness test conducted with the t-test with pretest-posttest obtained a score of 0.000 sig lower than 0.05, this proves a significant difference between pretest and posttest results to improved cultural literacy and student citizenship with an average score of 96.47%. So it can be said that interactive multimedia includes very effective criteria as a medium of learning and improves cultural literacy and student citizenship.

Keywords: cultural literacy and citizenship, cultural diversity, multimedia

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INTRODUCTION

The diversity of the Indonesian nation is very diverse, but now the diversity of the Indonesian nation is heavily influenced by the currents of globalization in the 21st century. The sophistication of technology in the 21st century can easily access information quickly, making it easier for people to know all information; even the information obtained can no longer be controlled. This phenomenon affects traditional cultural knowledge that is increasingly faded and eroded by modernization because currently, the lifestyle of teenagers began to shift; one example in terms of appearance that many follow outside cultures such as the use of tattoos, hair polish, and so on (Nelisa et al., 2021; Bahrudin et al., 2017), cultural understanding among adolescents. It is still shallow because teenagers more often follow the lifestyle of westerners (Sumali, 2020). One of the causes is not mastering cultural literacy and citizenship. In the 21st century, the literacy that every Indonesian citizen should own is cultural literacy and citizenship; the next generation is essential to master cultural literacy and citizenship in the 21st century so that they still preserve and love the cultural diversity of the Indonesian nation (Hadiansyah et al., 2017; Pratiwi & Asyarotin, 2019). At this time, students are essential to instill a sense of love of the homeland preserve culture. Master cultural literacy and citizenship, while citizens who empathize, respect each other, and are not afraid to express and defend their human rights are also the positive impact of cultural literacy and citizenship (Ahsani & Azizah, 2021; Soriani, 2018). That way, the learners can grow and develop into resilient people, not affected by negative things (Sholehuddin & Wardani, 2021).

Lack of cultural literacy and citizenship will be a problem, especially for learners as the next generation of the nation, they will not feel they have the right and responsibility as a citizen to develop preserve cultural identity and traditional society, even intercultural communication is essential to create conditions of social and civil self-realization in the multicultural education process by attracting young people to participate in institutional activities. Civil society and socio-political actions, not only that related to local wisdom, is essential to be preserved for the survival of people and the natural environment (Sergeeva et al., 2019; Nelisa et al., 2021) because studying culture can make students more flexible in their implementation, as well as adaptation to other learning outside of cultural learning (Adzkia, 2016). The Indonesian nation, with the reality of subculture diversity being its image, factually has the potential to articulate the power of social and cultural resources in contributing to global progress, the development of fundamental literacy, including citizenship literacy based on local reinforcement, becomes a strategic choice; therefore it is essential to do from small scale to local scale (Hamid et al., 2020). Many ways can be done to improve cultural literacy, and students are someone who will quickly learn cultural literacy, therefore to improve cultural literacy should start

from students, besides the process of cultural literacy can be done through people who understand culture such as the younger generation (Yusuf et al., 2020; Saepudin et al., 2020)

Cultural literacy as a set of values and dispositions developed through constructive dialogue and argumentation with people who represent different cultural identities is an important skill of 21st-century citizens in any world today (Rapanta et al., 2020). 21st-century learning has a close relationship with technology by utilizing technology can add learning innovation, add information, and digital literacy (Effendi & Wahidy, 2019), while teachers have an important role in helping provide an understanding of cultural literacy and citizenship because the use of interactive multimedia will increase students' understanding of cultural materials that have abstract concepts (Dwipayana et al., 2020).

Interactive multimedia is a learning media that presents much information simultaneously, such as writing, audio, and images, therefore interactive multimedia is said to be a medium that has many advantages, not only that by using interactive multimedia, students and teachers will not have difficulties, because interactive multimedia becomes one of the alternative media that make learning more quality (Kurniawati & Nita, 2018; Kumalasani, 2018), and can clarify abstract material and concepts become clearer (Deliany et al., 2019).

Researchers will strengthen the research that will be carried out by interviewing teachers in schools that will be research places, namely Ruhama Islamic Elementary School, and get much information that the availability of learning media in schools is not enough, has not provided media to improve cultural literacy and student citizenship, students will only be active if creative teachers in providing learning media related to cultural literacy and citizenship, In teaching material related to cultural literacy and citizenship if the text presented is too long the interest of students to read is still very lacking so that it is difficult to understand and consequently will be careless in answering the given question. Based on the information obtained from the interview results, it can be concluded that elementary school students need interesting learning media innovation with little text to improve the quality of learning, especially in cultural literacy and citizenship materials.

Improving student understanding, presenting interesting data and information, facilitating data interpretation and getting information will be done well if using learning media (Yanto, 2019), learning media is divided into several types of media, namely, audio media, visual media, audio visual media, programmatic learning, and computer or interactive multimedia (Muhson, 2010). Using learning media will support the teaching and learning process, the meaning of the message conveyed will become clearer, and the direction of learning can be carried out successfully because problems in learning can be resolved properly when using interactive multimedia (Dewi et al., 2018; Ilmiani et al., 2020), in addition, the material described with the help of interactive multimedia is proven to be effective and can improve students' learning outcomes; therefore multimedia is an important element in the learning process. The learning process by using interactive multimedia is higher when compared to those that do not use interactive multimedia; thus, interactive multimedia is effective for use in supporting the learning process (Armansyah et al., 2019; Gunawan et al., 2015).

Seeing the many benefits of the use of interactive multimedia, such as student understanding that will increase if using interactive multimedia on cultural materials that have abstract concepts, even building literacy, technological literacy, and developing multiliterate skills in elementary students can be done if using the help of interactive multimedia because it will produce fun and useful learning (Dwipayana et al., 2020; Hartati, 2016). Therefore, as a solution to the lack of interest in reading students, and lack of cultural literacy and citizenship in elementary schools, the development of interactive multimedia of my nation's cultural diversity to improve cultural literacy and citizenship of elementary students is expected to be able to improve cultural literacy and student citizenship. The purpose of this study is to describe, know the feasibility, and know the effectiveness of the development of interactive multimedia cultural diversity of my nation to improve cultural literacy and citizenship of elementary students.

METHODS

Type of research

This research is designed as development research. Research and development methods are an approach to conducting research by producing a product and analysis (Sembiring & Lim, 2020). At the same time, this research aims to produce valid and effective products to improve the cultural literacy and citizenship of elementary students. The product developed in this study is a learning video in the form of interactive multimedia with a material of Indonesian cultural diversity for elementary students. The research and development model used is the Hannafin & peck model, which consists of three stages.

Participants

The research and development model used is the Hannafin & peck model, which consists of three stages, namely needs analysis, design, and development or implementation (Khasana et al., 2018). The subjects of this study were 69 students of grade I-VI Islamic Elementary School Ruhama, South Tangerang, Indonesia. The product trial is conducted with three stages, namely one to one trials conducted in grades 1, II, and VI with each student selected one person with the number of one to one in three students, then there is a small group trial conducted in grades I, II, and VI with each student selected two people with the number of small groups is six students, And the last trial stage is a field trial conducted in class I-VI with each student selected ten people, with the number of field trials is sixty students.

Procedure

Hannafin & Peck model has three main processes in the developer process, namely the needs assessment stage, design stage, and development or implementation stage; which each stage is equipped with an evaluation and revision process to minimize deficiencies in the developed product. Hannafin & Peck's model is a simple but elegant model because each stage goes through the process of evaluation and implementation (Tageh et al., 2014). Not only that Hannafin & Peck model is very focused on problem-solving, constraints in quality, to complexity in the development process. To further summarize the stage of development used in this research, the Hannafin & Peck model can be seen and illustrated in Figure 1.

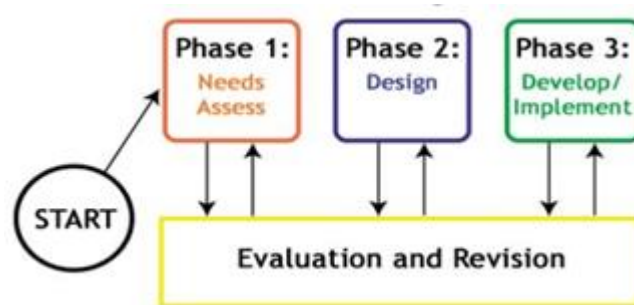


Figure 1. Hannafin & Peck Model Development Stage

The first stage is the assessment of needs; the assessment stage of needs is very important before developing the product; with the assessment of the need, it will be produced learning products that are in accordance with the circumstances and uniqueness of the actual learners. A needs assessment can be done by designers in the creation of learning programs by conducting a series of needs analyses to develop learning programs with good results. Needs assessment is done by interviewing classroom teachers and students with the aim of obtaining information related to products developed by researchers.

The second stage design, the design stage, is an attempt to investigate problems and learning gaps that exist in the field. The end is that a clarification of the design of the learning program is needed so that the learning program developed can achieve the learning objectives as expected. The design stage is also the stage where converting the information obtained into a document will be the purpose of producing the developed product. The document is produced in the form of a storyboard, which is an illustration of a product contained on the monitor screen with a function to provide important information to reviewers.

The third stage is the development or implementation, which is the last stage of combining activities to unite, develop and create a new learning program. Then the learning products that have been developed will be evaluated with the help of experts by providing products and assessment questionnaires before the product trials to students. The validation process involves three experts. Criticism and suggestions from validators are used for the improvement of developed teaching materials. Validation results from experts are then analyzed to find out if the teaching material is worth continuing to the next stage, namely the product trial stage consisting of one-to-one trials, small group trials, and field trials by providing products that have been improved, with assessment instruments or pretest and posttest questions.

Data Collection Instruments

The data collection instrument used in this study consists of interviews with teachers and students, aiming to obtain information for the product being developed. In addition to interviews, the next data collection technique is to distribute questionnaires or questionnaires to the three validators and develop media trials, aiming to obtain information related to the product in the opinion of respondents. Questionnaires were given using the Likert scale. Data obtained in the qualifications and used to determine the interactive multimedia quality of my nation's cultural diversity includes aspects of product feasibility and effectiveness.

Data Analysis

Data analysis techniques that will be carried out by researchers consist of four types of analytical techniques, namely instrument analysis techniques, product feasibility analysis techniques, product trial analysis techniques, and product effectiveness analysis techniques. Instrument analysis techniques use questionnaires that will obtain grades from the results of the assessment of the three expert validators, namely media experts, linguists, and material experts, as well as the results of student responses, the results obtained from the assessment of the instrument using a Likert scale consisting of points 1-5. Product feasibility analysis technique obtained from the results of the assessment of the three expert validators obtained data in the form of numerical scores using the Likert scale with a range of points 1-5. The technique of analyzing product feasibility data is done by calculating the percentage using a formula.

The formula for calculating product feasibility data and student responses in one to one and small group trials whose data in percentage form is calculated in a way, the percentage sought is obtained from the results of the number of respondents' answer values divided by the number of outstanding values adjusted to the number of questions given. The division results are multiplied by 100%, and the results will be in the form of a percent. After that, the percentage earned is interpreted for the product eligibility category as in [table 1](#).

Table 1. Eligibility Assessment

Percentage (%)	Predicate	Validation Criteria
81%-100%	Excellent	Very Worthy
61%-80%	Good	Proper
41%-60%	Enough	Decent Enough
21%-40%	Less	Less Worthy
0-20%	Very Less	Not Worth it

RESULT AND DISCUSSION

Needs analysis is done in schools through interviews with teachers and students. The results of interviews with teachers explained that the availability of learning media in schools is not enough, schools have not provided media to improve cultural literacy and citizenship, students will only be active if creative teachers in providing learning media related to cultural literacy and citizenship, learning media used by teachers to teach are learning videos, WhatsApp groups, and google forms in working on materials related to cultural literacy. And citizenship, if the text presented is too long, the interest of students to read is still very lacking so that it is difficult to understand and consequently will be careless in answering the given question. While the results of the student interview get information that students like lessons related to Indonesian culture, because they can know Indonesian culture, if asked to mention five examples of Indonesian culture, the student has not been able to mention, the student admitted to difficulty if learning material related to Indonesian culture, usually the teacher uses youtube media. Students claim to like the learning media in the form of sounds, images, and videos whose answers are deepest in the video because then students easily understand the material. Based on the information obtained from the interview results can be concluded that elementary school learners need interesting learning media innovation with little text; the media is used to improve the quality of student learning.

The results of teacher and student interviews found that the purpose of developing interactive multimedia cultural diversity of my nation is so that students can easily understand the culture of the Indonesian nation so that students as the successor of the nation can preserve the culture owned by their own nation because interactive multimedia is suitable as a learning medium to overcome learning difficulties in children. Interactive multimedia is presented with the help of text, sound, animation, images, and music that can grab students' attention with a video duration that is not too long.

The next stage is the design stage, and the design stage is the stage of converting information obtained from the results of previous interviews into a storyboard form that will be the goal in making the product. In the design stage, there are several stages that must be done such as choosing materials and sources, materials used by researchers in developing products in the form of 2-dimensional images, and the source used is the thematic book of students who are researchers analyze to take materials related to cultural literacy and citizenship only. In addition to the stage of choosing materials and sources, at this stage of design, there is also a stage of moving all materials in the form of storyboards; storyboards are made to describe the storyline to be more structured.

The development or implementation stage is a tapa to explain multimedia creation steps such as looking for software to be used, reviewing students' thematic books to find out what materials are related to cultural literacy and citizenship, looking for images that match the results of material analysis, redrawing the image with design software, making core competencies, basic competencies, learning goals and indicators, and producing media. In addition to the media creation steps at this stage of development and

implementation, there is also an expert validation stage consisting of media experts, material experts, and linguists. Expert revision is also included in the development or implementation stage. The last of these stages of development and implementation is product trials. Here's the description of each validator and a trial to students.

After the researcher makes the next stage of media is to evaluate to find out the shortcomings and input from experts for product improvement before being tested to students, by providing product results to experts along with questionnaires for assessment of products developed by researchers, media expert assessment aims to assess the feasibility of presentation components. The following results from product feasibility assessment from experts' assessments for products developed by researchers. The results of the assessment of interactive multimedia products of my nation's cultural diversity by the validation of media experts will be delivered to [table 2](#).

Table 2. Media Expert Validation Results		
Aspects	Percentage Score (%)	Criterion
Art	85%	Very Worthy
Visual Display	80%	Proper
Media View	86%	Very Worthy
Use	80%	Proper
Superiority	73%	Proper

Through [table 2](#), information was obtained that interactive multimedia products of my nation's cultural diversity developed by researchers with aspects of conformity, visual appearance, media display, usage, and excellence included in the criteria are very feasible and feasible. The sum of all aspects gets an average score of 81.4% with very decent criteria. In addition, media expert validators also provide input for further media improvements, such as changing the appearance of the background to be more attractive, adding the university logo, and adding music when the logo appears.

After the researcher gets advice and input from media experts, then the next stage is to re-evaluate the material expert, aiming to find out the shortcomings and input of the material expert validator before being tested to students, by providing product results to material experts along with questionnaires for assessment of products developed by researchers, material expert assessments to assess the feasibility of content. The following results from an assessment of interactive multimedia products of my nation's cultural diversity by expert validation of the material will be delivered in [table 3](#).

Table 3. Material Expert Validation Results		
Aspects	Percentage Score (%)	Criterion
Competence	90%	Very Worthy
Conformity	97%	Very Worthy
language	100%	Very Worthy

Through [table 3](#), information was obtained that interactive multimedia products of my nation's cultural diversity developed by researchers with aspects of competence, conformity, and language included in the criteria are very feasible. The sum of all aspects gets an average score of 96.25% with very decent criteria. In addition, expert material validators also provide input for further media improvements, such as adding images under media titles, replacing introductory material by the child's knowledge, and adding explanatory material in addition to images.

After the researcher gets advice and input from material experts, then the next stage is to re-evaluate the linguist, aiming to find out the shortcomings and input of linguists before being tested to students, by providing product results to linguists as well as questionnaires for assessment of products developed by researchers, linguist assessments to assess language. The following is the result of an interactive multimedia product assessment of my nation's cultural diversity by the validation of linguists will be delivered in [table 4](#).

Table 4. Linguist Validation Results		
Aspects	Percentage Score (%)	Criterion
Sentence Structure	95%	Very Worthy
Effective Sentence	95%	Very Worthy
Language	100%	Very Worthy

Through [table 4](#), information is obtained that interactive multimedia products of the cultural diversity of my nation developed by researchers with aspects of sentence structure, effective sentences, and language included in the criteria are very feasible. The sum of all aspects gets an average score of 97.5% with very decent criteria. In addition, linguists also provide input for further media improvements, such as changing the word familiar on the indicator to know and correcting all words of gratitude into gratitude.

After the researcher conducts the evaluation stage by providing products and assessment instruments, the next stage is to revise or improve the product according to the advice and input of media experts, material experts, and linguists in the evaluation stage of the input results, among others, changing the appearance of the background to be more attractive, adding the university logo, adding music, adding explanatory material in addition to images, and others. Revisions were made so that interactive multimedia products of my nation's cultural diversity are worth testing. The revised product can be seen in [figure 2](#) as follows.



Figure 2. Cover, instructions for use and materials

After improving the product according to the advice and input of experts, then the researcher will do the next stage, namely the product trial stage, by providing the product that has been improved to learners, along with an assessment questionnaire. The results of interactive multimedia feasibility of the diversity of my nation's culture were tested three times, namely one to one trials, small group trials, and field trials, consisting of students from grade I to class VI of Ruhama Islamic Elementary School; for more details, the three stages of the trial can be seen in the following explanation.

The one-to-one trial was conducted on three students of Ruhama Islamic Elementary School, whom he selected randomly or random samples consisting of grades I, III, and VI of one student each as a representative. The three students have watched interactive multimedia videos of my nation's cultural diversity and then filled the questionnaire with ten questions consisting of four aspects, including aspects of the text, images, sound, and animation. For more details, the average results of the overall aspect can be seen in [figure 3](#) as follows.

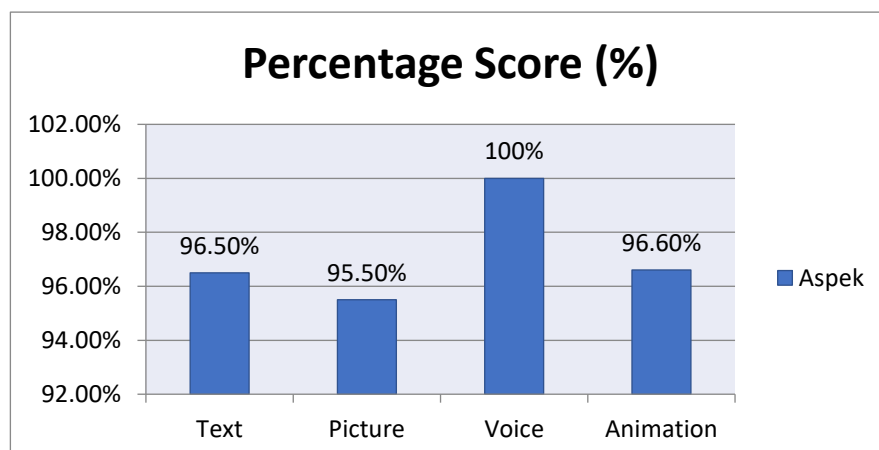


Figure 3. One to One Test Data Analysis Results

Based on the image of 3 students, as many as 3 people have assessed each aspect, and it is done to find out whether or not interactive multimedia products are developed. The number of grades a student is then analyzed using a percentage score in percent, following the description on each aspect: 1) aspects of the text get a score of 96.50% from 100%, which is included in the criteria is very feasible. 2) The image aspect gets a score of 95.50% out of 100%, which is included in the criteria is very feasible. 3) The voting aspect gets a score of 100% out of 100%, which is included in the criteria is very feasible. 4) The animation aspect scores 96.60% out of 100%, which includes very decent criteria. The average score obtained was 97.15% in the one-to-one trial, with very decent criteria. So with high enough results interactive multimedia products of my nation's cultural diversity, there is no improvement and continued to the next stage.

The one-to-one trial stage has been done, and then the next stage is a small group trial conducted on six students of Ruhama Islamic Elementary School who were randomly selected or random samples consisting of grades I, III, and VI each of two students as representatives. The six students have watched interactive multimedia videos of my nation's cultural diversity and then filled the questionnaire with ten questions consisting of four aspects, including aspects of a text, images, sound, and animation. For more details, the average results of the overall aspect can be seen in [figure 4](#) as follows.

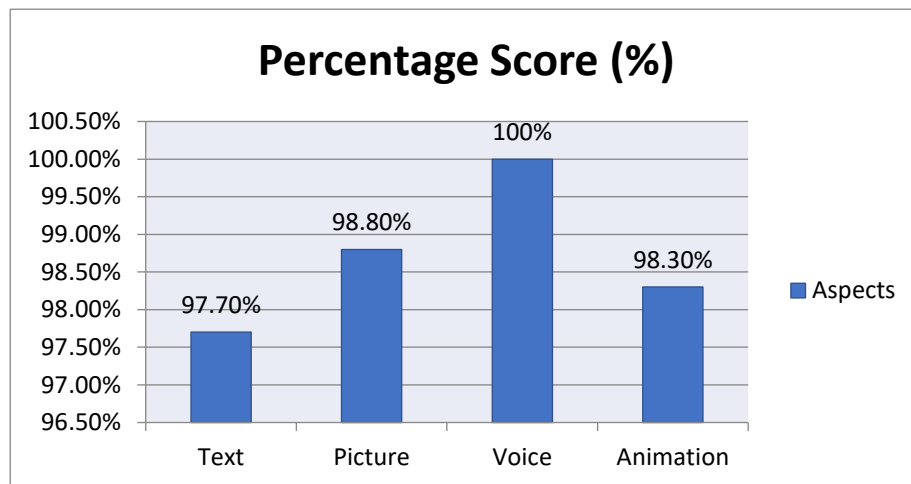


Figure 4. Small Group Test Data Analysis Results

Based on the [figure](#) of 4 students, as many as 6 people have assessed each aspect. It was done to find out the addition of interactive multimedia products of my nation's cultural diversity on a broader scale. The student's number of grades is then analyzed using a percentage score in percent, following the description on each aspect: 1) aspects of the text get a score of 97.70% from 100%, which is included in the criteria is very feasible. 2) Aspects of the image get a score of 98.80% of the 100% included in the criteria is very feasible. 3) The voting aspect gets a score of 100% out of 100%, which is included in the criteria is very feasible. 4) The animation aspect scores 98.30% out of 100%, which includes very decent criteria. The average score obtained was 98.7% in the small group trial, with very decent criteria. Furthermore, the product will be tested in the last stage, namely field trials or field tests, to find out the effectiveness of the product.

After the researchers finished conducting one-to-one and small group trials, the next thing to do is a field trial by giving pretest and posttest questions to sixty students who were randomly selected consisting of gradeS I to class VI, every ten students as representatives. Then the results of pretest and posttest obtained are calculated using paired-test to find out the difference in pretest and posttest learning results occur significantly or not in the development of interactive multimedia products of the cultural diversity of my nation. Here is a [table 5](#) results of paired sample test calculations from pretest and posttest data.

Table 5. Paired Sample Statistics

		Paired Samples Statistics			
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	78.0000	60	18.93790	2.44487
	POSTTEST	96.3333	60	8.43051	1.08837

[Table 5](#) describes the average result of the number of samples that show the mean value for pretest obtained a value of 78.00, while the posttest results show a value of 96.33% of the difference between the two values showing that there is a difference between the mean pretest and the mean posttest. Next, will know the results of relearning aim to find out whether there is a relationship between the two variables with

the calculation of paired sample correlations to find out the correlation between pretest and posttest. Here are [table 6](#) calculations of Paired Samples Correlations.

Table 6. Paired Samples Correlations

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	60	.537	.000

[Table 6](#) shows that the value of sig .000 is less than 0.05, which means that there is a correlation or relationship between two variables, namely pretest variables and posttest variables. However, in this study, researchers are not looking for relationships, but researchers will look for differences, so it feels less influential. Next will find out the difference between the results of pretest and posttest learning with the calculation of paired sample test. Here is a [table 7](#) paired sample test calculations from pretest and posttest data.

Table 7. Paired Sample Test

Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-18.33333	16.06836	2.07442	-22.48423	-14.18244	-8.838	59	.000

[Table 7](#) shows that the value of sig .000 is lower than 0.05. This shows that there is a significant difference between pretest and posttest results. Next, I will find out the response of students to field trials by taking a sample of 60 students consisting of grades I to class VI every ten students to find out interactive multimedia products of my nation's cultural diversity to improve cultural literacy and citizenship. A total of 60 students were given a questionnaire with ten questions. [Figure 5](#) is an image of the results of field test data analysis, which can be seen as follows.

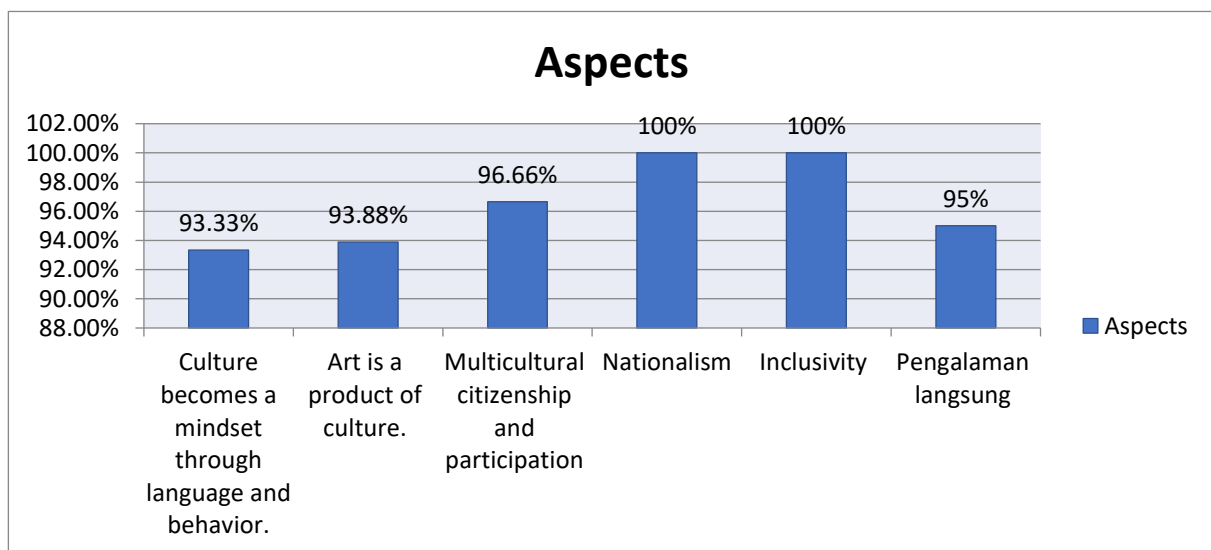


Figure 5. Field Test Data Analysis Results

Based on the [figure 5](#) show that students, as many as 60 people have assessed each aspect. It was done to find interactive multimedia products of my nation's cultural diversity to improve cultural literacy and citizenship. The number of grades given by students is then analyzed using percentage scores in percent, following the description on each aspect: 1) aspects of culture into nature through language and behavior get a score of 93.33% of the 100% included in the criteria is very feasible. 2) The artistic aspect is a cultural product to get a score of 93.88% out of 100%, which is very feasible in the criteria. 3) aspects of multicultural citizenship and participation get a score of 96.66% out of 100%, which is very feasible in the criteria. 4) Aspects of nationalism get a score of 100% out of 100%, which is very feasible in the criteria. 5) The inclusivity aspect of getting a score of 100% out of 100%, which is included in the criteria, is very feasible. 6) The hands-on experience aspect of getting a score of 95% out of 100% included in the criteria is very feasible. In infield trials, the average score obtained at 96.47% included very effective criteria as a medium of learning.

The positive impact resulting from cultural literacy and citizenship is to have a sense of pride and preserve cultural identity as its identity, accompanied by the ability to behave and act for the benefit of others (Suherman & Nugraha, 2018); in addition, cultural literacy and citizenship provide a broad empirical basis for determining the level of knowledge and understanding of civic literacy itself, and can describe the conditions and factors that affect the establishment of civic literacy, and represents the assessment of the civic literacy of participants in the education process (Sorokin et al., 2021), moreover, Indonesia's cultural heritage spread throughout Indonesia has values that must be preserved (Arthana et al., 2018), as well as helping the government that is trying to provide understanding to learners as the nation's successor about culture, rights, and responsibilities as Indonesian citizens, which are packaged through literacy activities in schools such as cultural literacy and citizenship. One way that can be used to improve the cultural literacy and citizenship of elementary students is by the use of interactive learning media (Ainumila & Oktiningrum, 2021).

The presence of interactive multimedia that has many advantages such as increasing motivation, and increasing the effectiveness of student learning, then the use of technology, information, and communication such as video for academic purposes is also a driving factor in the successful learning process because students claim to be happy to watch videos in the classroom (Garzón-Díaz, 2018), but interactive multimedia technology or machines as sophisticated as anything will not be able to replace the role of teachers, Because only teachers can form the character of the next generation of the nation with good ethics, teaching tolerance and good values (Davidson & Liu, 2020), considering teachers as planners of effective learning processes to achieve national education teachers are planners as well as implementing learners, so teachers are always required to improve their performance for the creation of an effective learning process to achieve national education goals (Ariyanti, 2019). In today's digital age, teachers play a very important role in innovative classroom activities related to the digital citizenship element, meaning that in the digital era where technology is abundant and traditional culture coexists, the role of teachers must transcend boundaries as a spreader of back knowledge, teachers must act as guides, counselors, mentors and role models for various information activities and it can be concluded that teachers need to understand the benefits and risks that are needed. It is brought about by technology to students and diverse cultures and knowledge in today's digital age (Kim & Choi, 2018). In addition, the success of the learning process can be influenced by several factors (Rijal & Bachtiar, 2015), such as effective communication from teachers (Muttaqin et al., 2021). So that educational institutions are important to be able to use and utilize the development of information and communication technology to support the learning process (Astini, 2019), technological developments are also flexible and can be accessed by anyone who needs regardless of age or educational experience (Budiman, 2017).

The results of this research and development as a whole can be developed interactive multimedia cultural diversity of my nation to improve cultural literacy and citizenship of elementary students as a new innovation in the learning media that has gone through a process of validation and assessment with the results "Very Feasible" to be used as a medium of learning elementary students. In accordance with the benefits of learning, media is made to facilitate the delivery of messages, increase motivation attention, and can overcome the boredom of students while studying. Based on the results of the analysis that has been done, validation results from the material, language, and media fall into the category of very worthy. From the results of the analysis, it can be said that interactive learning media is worth using for the learning process (Dewi et al., 2018).

Then the results of field trials were conducted by providing pretest and posttest questions to find out the learning outcomes of students before and after using interactive multimedia products of the nation's cultural diversity. Pretest and posttest results calculated using paired tests obtained results of .000 with sig values lower than 0.05; the results mean that there is a significant difference between pretest learning outcomes and posttest learning outcomes in the use of interactive multimedia cultural diversity of my nation. While the questionnaire to measure student response or to improve cultural literacy and citizenship of elementary students based on the questionnaire obtained was obtained an average of 96.47%. The results of these percentages are included in the criteria are very effective to use as a learning medium.

Furthermore, the results of this study are in line with other studies that say that the use of multimedia provides enormous benefits for the world of education (Namiroh et al., 2018), improves student learning outcomes (Sugianto, 2021), and increases practical and effective learning motivation (Wahyugi & Fatmariza, 2021). Therefore, by implementing cultural literacy and citizenship in interactive multimedia, it can improve the cultural literacy and citizenship of students. The application of interactive multimedia can improve the understanding of learners' concepts (Deliany et al., 2019).

CONCLUSION

This research aims to improve the cultural literacy and citizenship of elementary students by developing interactive multimedia of the cultural diversity of my nation. Based on the results and discussions,

it can be concluded that the needs of students and teachers have successfully developed interactive multimedia of my nation's cultural diversity. Based on validation results on media, language, and material experts, this interactive multimedia is feasible to improve elementary students' cultural literacy and citizenship. In addition, the use of interactive multimedia cultural diversity of my nation is proven to strengthen the cultural literacy and citizenship of elementary students.

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