Development of android-based scrapbook digital media material on the relationship between the image of the state emblem and the precepts of Pancasila

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ARTICLE INFO	ABSTRACT
	Currently, teachers only focus on using package books in teaching in the classroom. Without the sophistication of technology that is not combined with teaching media, it will form students who do not show enthusiasm and do not have character in the learning process. Therefore, researchers are interested in making android-based scrapbooks. This study aims to determine the scrapbook's feasibility, practicality, and effectiveness. This research is a research and development (R&D) with a model from 4-D to 3-D. The result of this research is that the value of Aiken's V calculation on the validation data of material experts is 0.903, and media experts of 0.8 are classified as suitable for use. Then, the results of V Aiken's calculation, student response data of 0.932 and teacher response data of 0.89 are classified as practical to use during learning. Meanwhile, the calculating-paired the t-testest and post-test with a t-count value = 6.18 and a t-table value = 2.039. Since t-count > t-table, it has a "highly effective" criterion. This means that this media effectively affects the learning process in the classroom.

INTRODUCTION

One of the most basic and influential education for the state of Indonesia is the teaching of citizenship. Civic education must be provided to all students to provide the rights and obligations of students in the life of society and the state (Handayani et al., 2021:78). In the process of its development. It can be seen that civic education is an essential basic science and has become a dedication to instilling a sense of nationalism and moral values in all students from an early age so that the student's personality will be formed into a complete human being following the mandate of the 1945 Constitution, namely as a religious (moral) human being, having a high sense of humanity and nationalism and become an intelligent, populist and just nation. Therefore, mastery of civic education is needed (Rizkianto et al., 2024:89).

However, the development of civic learning in Indonesia is currently very concerning. This is characterized by almost some students in Indonesia who consider civic education to be one of the boring and not very important lessons, as a result of which students are more likely to be lazy and trivial when dealing with civic learning. Of course, this will significantly influence students' achievement of citizenship learning in Indonesia. According to Widiatmaka et al. (2022:85), it was explained, that Civic Education is a subject and course that has a great responsibility in building the democratic character and tolerance of students because Civic Education is moral education and must

be provided at every level of education from elementary school to university. If you look closely at the substance of the material taught in Civic Education, it should be able to build students' character. Still, the subject has not been able to build students' character, so it is undeniable that the youth are experiencing a character crisis. This can be proven by the many criminal acts committed by youth. Data from the National Narcotics Agency (BNN) shows that the number of drug users in Indonesia until October 2014 is increasing because approximately 4 million Indonesian citizens are positive as drug users. The majority of users are young people. Of the 4 million people who are positive for drug use, 60% are in the age of 8-27 years (Gayo, 2019:93). Another criminal act committed by youth, especially students, is a case of clashes between students triggered by ethnic, religious, racial, and inter-group (SARA) issues that often occur at the University of Kanjuruhan Malang.

The above information shows that citizenship learning in Indonesia still has not reached the expected level of productivity, with a lot of chaos outside the school environment is a dedication that is so negative for civic learning, integrity that is expected to be the spearhead and good moral values for students are not embedded at all. This shows that students are very familiar with the existence of civic education. They ignore and are indifferent to learning. As a result, it is not surprising that many students skip school, sleep, and chat. During civic learning, students do not do the assignments given by the teacher, students are too lazy to study, and the character values in students are shallow (Cynthia, 2021:53). This is the basis for why students in Indonesia are not able to provide good examples and role models in the international arena for their love for the country of Indonesia. However, civic education lessons have been included in the school curriculum since the reform era. This indicates that students are obliged to learn civic education. Therefore, the school must fulfil learning facilities by providing learning media that are a reference for learning to implement civic education learning more effectively (Windu & Sujana, 2022:34).

In delivering civic education materials, every teacher must be supported by the use of learning media because this step is one of the most important components in the learning process in schools. Idra & Tunziah (2021:54) stated that learning media is very useful in the learning process, especially in interpreting the main message conveyed so that the implementation of learning is achieved with what is targeted. With the availability of learning media in schools, teachers will not have difficulty helping students understand civic education. Teachers will find it easier to lead learning in the classroom, and students will also be more motivated to learn, so using media in learning activities can dilute an interesting and fun learning atmosphere. Civic education will be a pillar of moral cultivation in students.

Teachers have often managed learning media as teaching materials in the classroom. The teaching material that is always used to create a learning atmosphere is textbooks. In general, textbooks have the same role as learning media in realizing learning goals because one of the benefits of textbooks is that they can increase effectiveness and improve the quality of learning (Magdalena et al., 2021:97). To realize a good learning process, textbooks must meet the indicators of learning media. This indicator's fulfilment will greatly impact students' psychology because students will be more encouraged to read the textbooks provided. However, the textbooks used by students are not following expectations. Although the book has been assessed as feasible by the National Education Standards Agency (BSNP), there are still some shortcomings, both in terms of the appearance of the cover and the content, including the relatively large size of the textbook, giving difficulties in anyone who carries the book, the appearance of the textbook cover also seems boring, not to mention the presentation of the material explained is too monotonous so that it is difficult to understand (Sitanggang et al., 2023:67). This shows that textbooks do not meet the indicators of learning media. As a result, students will not be interested in making civic education a pillar of student life.

Through observations at SMP (Junior High School) Negeri 1 Lima Puluh, around 75% of grade VII students are not motivated to learn civic education even though textbooks are available. This is because textbooks do not vary, the appearance of the book is very monotonous, the combination of colours of the book is not encouraging, there are no supporting images, the explanation of the material is long-winded, and there are no moral values that boost the change in children's characteristics. This makes students quickly bored when learning civics. Mrs. Mila, as a citizenship teacher, also admitted that the citizenship textbook still needs to be improved, especially regarding the book's design, both the cover and the content. This design problem is very important

and must be focused on because the existence of a unique design will attract students learning (T. Handayani et al., 2023:57). As a result of this condition, it can be seen that students have not been optimal in utilizing the textbooks that have been provided at school.

In addition, the interviews conducted by researchers at SMP Negeri 1 Lima Puluh show that the school has seven classes for grade VII students, each consisting of 32 students. The school already has computer lab facilities, but each classroom lacks LCD and Projector facilities. The educator explained that the media assistance obtained from the government was in the form of posters and printed books. Learning educators have used various methods such as lectures, discussions, and questions and answers. Educators already understand the importance of tools to transmit message sources in learning, but the media implemented in learning is limited to print books, PowerPoint, Microsoft Sway, and YouTube. In the learning process, the obstacles experienced by educators start from the limited number of alternate projectors and learning media that do not vary. In particular, the use of learning media for the material "The Relationship of the Image of the State Emblem with the Precepts of Pancasila" in the subject of Pancasila and Citizenship Education (PPKn) educators is only limited to using simple images and PowerPoint.

Educators said that students are less focused on the material because the media seems monotonous, making the material presented difficult. The purpose of the PPKn subject media development of the material on the relationship between the image of the state emblem and the precepts of Pancasila is to provide elementary school students with an understanding that Pancasila is the ideology of the Indonesia nation as well as an example of practising the precepts of Pancasila that can be implemented in daily activities to foster tolerance and nationalism. Therefore, in delivering innovative and practical learning, it is necessary to develop interesting media so that learning motivation arises and is easy for grade VII students to operate.

Through the above analysis, it is necessary to provide new alternatives in the hope of arousing every student's motivation to learn. Currently, the development of learning media is in line with the progress of the times, accompanied by the development of science and technology (Science and Technology). Educators can use the development of mobile device technology with the Android operating system to create learning media that contains effectiveness, efficiency, and attractiveness. Mobile devices are not only used in communication media, in line with the development of the world of education, innovating to create learning media that are implemented on smartphones so that the learning atmosphere is not limited by space and time (Nurillahwaty, 2022:87).

A digital scrapbook is an electronic book that integrates images and text obtained from letters, articles, and magazines. It is created with the help of Android software. The development of scrapbook digital learning media is designed to be interesting by inserting narratives, images and audio. Efficient learning helps educators deliver material to students to explore knowledge independently using media. The application of scrapbook digital media is more effective because the preparation of the material follows the goals that the educator has designed. Using media with the Android operating system is more practical and accessible using smartphones, making it easier for students to repeat learning materials that have not been understood (Yulanda & Darwis, 2023).

Based on the background description that has been presented, it is necessary to develop a tool to transmit interesting and easy-to-understand message sources for students in learning. With the explanation and data presented, this paper aims to develop powerful android-based media to improve understanding of Pancasila as the symbol of the Indonesian state.

RESEARCH METHOD

The method used by researchers is the research and development method, or R&D. Research and development or R&D, is a scientific method that is often used in the process of scientific disciplines to produce creations according to certain fields as well as test the effectiveness and validity of the products that have been produced (Ahyar et al., 2020). The researcher's design procedure applies the Thiagarajan 4-D (four-D) model, which consists of 4 steps to develop the product.
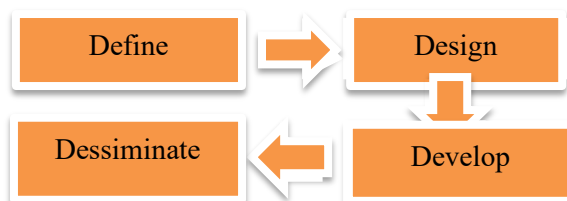
Figure 1. Model 4-D (four-D)

However, researchers changed the 4-D model to 3-D to save time and money in the research process. Therefore, researchers only do the development step (Ahyar et al., 2020). For the definition stage, the researcher carried out student analysis and learning media analysis, while at the design stage, the researcher designed and processed an Android-based scrapbook to completion, and for the development stage, the researcher conducted validation tests by media experts and material experts as well as the trial stage to students. The research was conducted from July 08 to August 08 at SMP Negeri 1 Lima Puluh. The test subjects for this study are grade VII students of SMP Negeri 1 Lima Puluh.

Data collection was carried out through questionnaire leaflets and questions in the form of pre-test and post-tepretester post-tests collected, the researcher conducted data analysis in 2 ways, namely qualitative data analysis and quantitative data analysis. Validation data and practicality were obtained through the distribution of questionnaires using a Likert scale. Furthermore, the validity and practicality of data results are analyzed using Aiken's V formula (Wandini et al., 2020).

$$V = \frac{\sum s}{n(c-1)}$$

Effectiveness data was obtained through pre-test and post-tepretester tpost-testresults of the effectiveness data were analyzed with the t-paired test formula.

$$t_{hitung} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$

Furthermore, to see a significant improvement, a Normality Gain test was also carried out to calculate the difference in learning outcomes before and after using Android-based scrapbooks. The results of the calculation of the feasibility and practicality data will be classified into the criteria of feasibility and practicality level as follows:

Table 1. Eligibility Criteria for Android-Based Scrapbooks

Interval	Criterion
0,76-1	Very Worth it
0,51-0,75	Worthy
0,26-0,5	Less Eligible
<0,25	Not feasible

(Sinaga & Rakhmawati, 2022)

Table 2. Practicality Criteria Of Android-Based Scrapbook

Interval	Criterion
0,76-1	Very Practical
0,51-0,75	Practical
0,26-0,5	Less Practical
<0,25	Impractical

(Rahmalia & Suryana, 2021)

Meanwhile, the results of the calculation of the t-paired test for the pre-test and post-tpretest be cpost-test into the following criteria:

Table 3. Criteria N-Gain

T-test paired value	Criterion
t-count > t table	Highly Effective
t-count < t-table	Ineffective

(Rahmalia & Suryana, 2021)

RESULT AND DISCUSSION

Result

In designing an android-based scrapbook, the researcher takes several steps according to a predetermined method model. The first step is the define stage. At this stage, the researcher made observations to get some of the main problems that occurred in the school, so the researcher got the idea to design an android-based scrapbook. The second step is the design stage. Here, the researcher immediately carries out the design stage for making a good scrapbook. Therefore, the researcher will start by collecting several relevant sources from books and journals, then draft the scrapbook content, visualise the design, and develop an Android-based scrapbook. The third step is the development stage. This stage is the final step in the research process. Researchers will validate this book and implement it directly in the field so that later, they will get the data needed by researchers to be analyzed by statistical calculations.

Define

The initial stage analyzed educators and media used in PPKn learning material on the Relationship between the Image of the State Emblem and the Sila of Pancasila in grade VII through structured interviews conducted with homeroom teachers of grade VII SMP Negeri 1 Lima Puluh. Based on the results of the learning interview of the material on the relationship between the image of the State Emblem and the Pancasila Precepts, information was obtained that educators were only limited to using simple images and PowerPoint. This kind of learning makes students less focused on the material provided because the media seems monotonous; therefore, the material delivered feels difficult. In addition, the researcher conducted a literature study and found data from the Curriculum et al. (2021) research, which had a similar problem: only 33.3% of students completed learning the material on the relationship between symbols and the precepts of Pancasila. This is because students are only presented with theory, and the limited use of media causes students to be bored with PPKn learning, which is an understanding lesson.

Second, a needs analysis of students will be conducted. The research was conducted for grade II elementary school students who are generally 7-8 years old, including the concrete operational stage. The set of individuals who have similarities in the year of birth, age, and experience of similar events in the individual has an influence on the growth process (Afifah et al., 2021). This is because students at the concrete operational stage begin to think by processing information around them with the help of real objects such as learning media.

Third, the implementation content of the book must be analyzed. Students use thematic books as guidelines in learning where there is material content in the book that is less specific, such as not including the meaning of each part of the Garuda Bird's body and the meaning contained in each symbol of Pancasila. PPKn learning aims to instil the values of Pancasila as a pillar of the

Indonesian nation and the 1945 Constitution to become the legal norm of the Indonesian people to become a national identity with character. In line with the opinion of Hasyim & Andreina, (2019) stated that the meaning of the five precepts in Pancasila is a unit that cannot be separated, and each precept describes the state of unity that the Indonesian nation has. This is because thematic books are integrated with other lesson contents. Thus, students need books as learning companions. In addition to the main book used as an explanation for learning, the books used are included in the companion book (Hasyim & Andreina, 2019). Therefore, students in grade II need learning media that makes it easier to understand the material provided by educators.

Design

The second stage of media design is carried out after obtaining the results of the analysis activities. In this phase, the researcher designs material design media design and prepares validation sheet instruments and questionnaires. Media development utilizes technological developments as an alternative learning media needed by students to understand material from home and at school, namely android-based scrapbook digital media. The series of materials that will be contained in the digital scrapbook begins with the determination of the sub-material. Then, the material is compiled based on the basic competencies that have been available in the class II book so that they are in accordance with learning. There is also the content of the material that has been determined in the media as follows:

Table 4. Basic Competencies and Indicators

Competencies	Indicators
Theme	5 – My Experience
Subtopic	1 – My experience at home
Basic Competencies	3.1 Identify the relationship between the symbols and precepts of Pancasila in the state emblem "Garuda Pancasila".
	4.1 Explaining the relationship of the image on the state emblem with the precepts Pancasila.
Indicator	3.1.1 Mentioning the symbols and meanings of the Pancasila precepts.
	3.1.2 Explaining the symbols and meanings of the precepts of Pancasila.
	4.1.1 Concluding examples of behaviour at home that reflect the values of Pancasila precepts.

The digital media design stage of the scrapbook is prepared using flowcharts and storyboards. The flowchart design aims to prepare instructions for each role contained in the digital scrapbook media. The following are the stages of the flow of commands in the digital learning media scrapbook, namely: menus, main menus, instructions for use, core competencies and basic competencies, materials in the form of narratives, images, sounds and videos that contain the meaning of the garuda bird symbol, the meaning of each value of the Pancasila precepts and examples of implementation in daily activities, quizzes in the media totalling ten questions. The process of designing and making storyboards makes it easier to produce digital learning media scrapbooks.

After carrying out the entire stage of designing the material program used in the media and media design, the supervisor assisted the evaluation stage by providing suggestions to be a reference in improving the material design and media design to produce an optimal product.

Furthermore, the development is produced from a collection of components in the analysis phase and components in the design phase, which are then realized to produce Android-based scrapbook digital media. A brief description of the process of preparing the display of learning media

includes 1) Media in the form of a digital book designed with Coreldraw software, MS Office Power Point 2016 to arrange images and materials; 2) The design is arranged in Adobe Flash software to add background music, sound effects, dubbing with .mp3 extensions and videos with .mp4 extensions to make learning media more interesting; 3) After all stages are following the flowchart and storyboard, then the media can be extended .apk so that it can be operated based on android; 4) The screen display of the digital scrapbook application on the gadget can be adjusted according to the ratio on the mobile phone screen; 5) The media can be operated offline.

Design   Original media

Figure 2. Page 1 Design

Design   Original Media

Figure 3. Page 2 Design

Design   Original Media

Figure 4. Page 3 Design

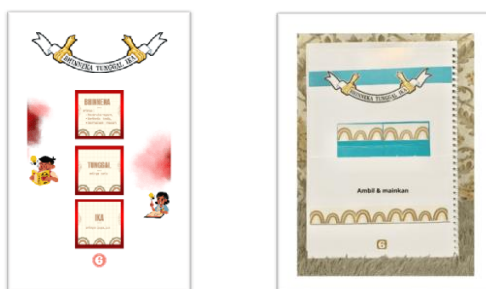Design   Original Media
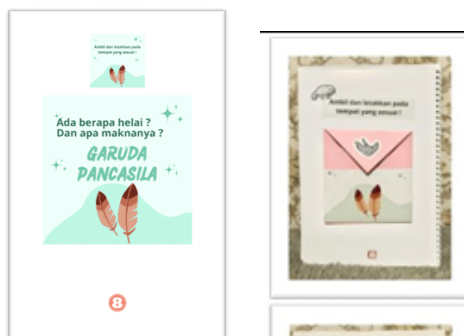
Figure 5. Page 4 Design

Design   Original Media

Figure 6. Page 5 Design

Design   Original Media

Figure 7. Page 6 Design

Design

Original Media

Figure 8. Page 7 Design

| Design | Original Media |

Figure 9. Page 8 Design

| Design | Original Media |

Figure 10. Page 9 Design

| Design | Original Media |

Figure 11. Page 10 Design

Develop

The development stage is the researcher's final stage to obtain some valid and clear data to achieve the goal. Therefore, android-based scrapbooks that have reached the manufacturing process will be validated so that they are suitable for use in the field so that scrapbooks can be assessed for their practicality and effectiveness in mathematics learning.

Book validation is assessed by two experts: material and media experts. The implementation of validation by material experts is one-time, with several improvements to the scrapbook, namely, each definition of the material should be made into a box to make it more interesting, and an explanation should be given for each animation image. The following is the validation data on the scrapbook by material experts, as shown in the table below.

Table 5. Material Expert Validation Data

No	Indicator	Value Scale					$s\ (r-l_0)$
		1	2	3	4	5	
1	The material follows the learning outcome presented					√	4
2	The material is presented in accordance with the learning objectives in grade VII				√		4
3	The material is presented briefly and easily understood by grade VII students			√			3
4	The language used is easy to understand by grade VII students				√		3
5	Materials to foster interest in learning for grade VII students					√	4
6	The material is related to the cognitive improvement of grade VII students				√		3
7	Contains examples and practice questions for grade VII students					√	4
8	Animated images give interest to grade VII students					√	4
9	Sample questions have fulfilled the material taught				√		3
10	The discussion on the questions already contains the students' understanding					√	4
11	Practice questions already contain students' cognitive elements					√	4
12	The use of the Pancasila symbol is very clear and gives attraction to students					√	4
13	The use of sentences is following the rules of the Indonesian Language				√		3
$\sum s$							47
V							0,903

The results of the calculation on the validation data of the material carried out by the researcher show that the value obtained is 47, so the result of the V Aiken value obtained is 0.903. This indicates that the material presented in $\sum s$ the android-based scrapbook is classified **as very worthy** of teaching to students in a class with an interval category of 0.76-1. Lena et al. (2020) said that good and quality material is worth teaching if the researcher presents the content of the material following and relevant to the competencies and learning goals to be achieved. The researcher designs the material's content attractively and systematically to reflect the improvement of learning ability in students, and the researcher presents the material's content to help students understand learning in the classroom.

Then, the scrapbook is validated by the media. Two validators, UINSU lecturers, carried out media validation. This validation was also carried out twice, so the validation results could not be obtained in the first and second validations because there were suggestions and inputs from validators. The following are the results of the validation of the learning media after the revision.

Table 6. Media Expert Validation Data

No	Value ScaleIndicator	1	2	3	4	5	s (r-l$_0$)
1	The size of the media is following the size of the capacity of the android					√	4
2	The colouring elements and layout design on the cover display an attractive impression				√		4
3	The use of image icon layouts is consistent and good			√			3
4	Displays colour variation as well as good contrast				√		4
5	The typeface used is easy to read and fosters Appeal			√			3
6	Doesn't use a lot of typeface variations				√		4
7	Animated images provide clarity to the content of scrapbook material			√			3
8	Ease of use				√		4
9	The font size used follows the standard scrapbook			√			3
$\sum s$							32
V							0,8

Based on the results of the calculations carried out by the researcher, it appears that the value obtained is 32, and the result of the V Aiken value obtained is 0.8. This illustrates that $\sum s$ the android-based scrapbook media designed by the researcher is categorized **as very suitable** for use in the classroom with an interval value of 0.76-1. Saccharosa's research (2016) explained that the appearance of media on products is important because media provides meanings and impressions recorded by sensory nerves and can affect students' psychology in using the product. Therefore, it is very necessary to assess the appearance of the media so that the product can be tested properly in the field.

After validation is carried out and declared feasible, the scrapbook can be implemented in the field to see its practicality and effectiveness in the classroom. Initially, the researcher provided products to students and teachers during this implementation. Then give a questionnaire to get student's and teachers responses to the scrapbook. The following is a data table on student and teacher responses to Android-based scrapbook media.

Table 7. Student and Teacher Response Data

No.	Aspects	Student Response	s(r-l$_0$)	n(c-1)	Teacher's Response	s(r-l$_0$)	n(c-1)
1	Facilities	558	438	480	19	15	16
2	Motivation	714	564	600	24	19	20
3	Highlights	718	568	600	22	17	20
4	Benefits	706	556	600	22	17	20
	n = 32		$\sum =$ 2126	$\sum =$ 1140	n = 1	$\sum =$ 68	$\sum =$ 76
	V-Aiken		0,932		V-Aiken	0,894	

The table above explains that the results of the calculation analysis conducted by the researcher show that the V value of Aiken in the student response data is 0.932 while the V value of Aiken in the data of the teacher's response to the scrapbook is 0.894. These results show that the student response data and teacher responses are included in the interval criteria of 0.76-1 so that the android-based scrapbook provides great comfort to students and teachers during the learning process in the classroom. Therefore, the scrapbook the researcher has made is classified **as very practical** while learning is ongoing. In line with research conducted by Ardianti et al. (2019), the practicality of a product illustrates the criteria for good quality in the product. The product must be tested for practicality to find out how good the quality of the product is to be used as a relevant source of learning for students. A product's practicality can be obtained through the students' and teachers' responses to the product. If the response is positive, the product is very practical when used in learning

Furthermore, the researcher carried out the learning process using an android-based scrapbook in grade VII of SMP Negeri 1 Lima Puluh. Then, the researcher gave a pre-test and posttespretest studpost-testclass VII-A. However, before researchers ask questions, it is necessary to conduct a feasibility test of the questions to see their validity, reliability, discriminating power, and level of difficulty. The following is a table of the results for the validity, reliability, differentiation, and difficulty level analysis.

Tabel 8. Hasil Uji Kelayakan Butir Soal

Item	rhitung	Criteria	r_{11}	Criteria	DP	Criteria	TK	Criteria
1	0,635				2,8	Very Good	0,4	Medium
2	0,443				3	Very Good	0,4	Medium
3	0,531				1,4	Very Good	0,3	Medium
4	0,768	Valid	0,686	High	3,6	Very Good	0,5	Medium
5	0,509				0,6	Good	0,4	Medium
6	0,513				0,67	Good	0,5	Medium

The table above shows that the six question items met the question feasibility test, so the questions are suitable for giving to students in the form of pre-test and posttespretestions.post-test a product trial conducted by a researcher with a total of 32 students, a t-paired test calculation was carried out on the pre-test and posttespretests to post-testlevel of student effectiveness. The following are the results of the analysis of the calculation of the t-paired test through the table below.

Table 9. t-Paired Test Analysis Results

	Average	Average Difference (D)	Standard Deviasi	t-count	t-table
Pre-test	62,343	13,281	12,155	6,1807	2,039
Posttest	72,625				

Based on the table above, it can be seen that the results of the t-paired test for pre-test and posttest data were obtained values $t_{hitung} = 6,1807$ and values. Because it is, it has a "very effective" criterion. This indicates that Android-based $t_{tabel} = 2,039$ $t_{hitung} \geq t_{tabel}$ $6,1807 \geq 2,039$ scrapbooks are very effective in learning in the classroom. Research conducted by Tebe et al. (2019) explained that Android-based scrapbooks can improve student learning outcomes. The improvement shows the effectiveness of scrapbooks when used in the classroom. Students who are intellectually able to work on questions that are well designed by the teacher can increase their motivation to learn, and students' imagination in understanding the relationship between the image of the state emblem and the precepts of Pancasila will increase so that students can appreciate the learning process in the classroom.

CONCLUSION

Android-based scrapbooks are explained to be very feasible to use during learning in the classroom. This can be seen from the results of V Aiken's calculation on the validation data of material experts of 0.903 and from media experts of 0.8 with an interval category of 0.76-1. So, it is concluded that Android-based scrapbooks are categorized as very suitable for classroom learning. Android-based scrapbooks are also very practical to use during classroom learning because students feel comfortable and helped in the learning process. This is shown by the results of V Aiken's calculation on the student response data of 0.932 and the results of V Aiken's calculation on the teacher's response data of 0.894. Siyogiya, the scrapbook given by the researcher, received a very positive response with the interval criterion of 0.76-1. Thus, android-based scrapbooks are very practical for students to use when learning in the classroom. Based on the results of the t-paired test calculation on the pre-test and posttest results, the t-count value = 6.18 and the t-table value = 2.039, namely 6.18 > 2.039, has the "very effective" criterion. This means that this media is effective in the learning process in the classroom.

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