The Attractiveness of Teachmint-Based Learning Media in Educational Management Subject Elementary School Teacher Education Study Program

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Abstract. The purpose of this study is to ascertain whether or not students enrolled at PGSD Unimed may benefit from using Teachmint, a learning platform that offers resources for classroom management techniques. Regarding the product's validity, the material experts' data validation findings had a 73.21% percentageile that fell into the practicable range, while the media experts' data revision and validation results got an 84.35 percentile in the highly feasible area. 91, 60 percent of the results met the extremely desirable look requirement. The average value's findings show that there are several factors that influence the utilization of learning resources based on Teachmint.

Keywords: Attractiveness, Teachmint, Learning, Media, Management Education

1 Introduction

The goals of national education are outlined in Government Regulation Number 60 of 1999 as follows: (1) forming students into professionals and scholars capable of using, developing, and/or inventing science and technology and working to utilize it to improve people's quality of life and promote awareness [1]. Since education is a process that forms intelligent and skilled people, produces creative and high-quality human resources (HR), and equips people to compete in the face of change and advancement, it is crucial to the growth and continuation of the country's life. technology and science. Nonetheless, it was discovered that the Educational Management course, which has been taught in the Unimed PGSD department, is primarily composed of PowerPoint learning materials, making students feel disinterested and less enthusiastic when learning. As a result, learning objectives are not met and the learning process is ineffective. shown how various educational materials may be grouped according on how they are perceived. 1) Based on their nature, media can be categorized as follows: a) Auditive media, which are solely audible or contain only sound aspects. b) Visual media, or material without any audio components that can only be seen. c) Audiovisual media, which is a category of media that includes both visible and audible image components. 2) Media may also be categorized based on their reach capacity: Media with simultaneous and wide-ranging coverage. It is anticipated that students would be able to study real-world objects or events concurrently with this media without needing to use a dedicated study space. media whose coverage is constrained by temporal and spatial dimensions. 3)

Media may be categorized according to how they are used: Projected media need specialized projection tools, including an OHP to project transparencies, a slide projector to project slides, and a film projector to project films. The media won't be able to operate without its assistance. b) Media not projected [2].

One way that lecturers might optimize their teaching is by offering creative, engaging, and educational Teachmint-based learning materials. Ideas should be spread through the media, according to Hamidjojo and Latuheru (in Arsyad), in order for the intended audience to hear them [3]. According to Maurso [4], learning media may be used to support a planned, directed, and controlled learning process by grabbing students' attention, conveying messages, and igniting their thoughts, feelings, and desire to learn. In order to produce an effective learning process and meet learning objectives, it is intended that this learning medium would stimulate a pleasurable learning experience. The investigator is keen to conduct the subsequent investigation, which bears the title: "The Attractiveness of Teachmint-Based Learning Media in Educational Management Subject the Unimed PGSD". The following is how this research problem is formulated:

    a.   What is the feasibility of Teachmint-based learning media in the education management course with classroom management approach material developed in the Unimed PGSD department?

    b.   How attractive is teachmint-based learning media in the educational management course, material on classroom management approaches developed in the Unimed PGSD department?

2   Methods

Research technique is essentially a process for gathering data with particular objectives in mind [5]. This project develops and validates instructional items using R&D methodology [6]. This study is a unique kind of development research with the intention of to create and evaluate a specific item. Materials for the Unimed PGSD department's class management strategy and Teachmint-based learning resources for the Education Management course will be among the research's outputs. The current study was conducted within the context of The paradigm known as ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. This is an overview of several phases related to research and development:

    a.   Analysis

        In this way, researchers begin to look for possible problems. After that, the problems found will be taken into consideration while choosing the right solution. This phase consists of performance analysis, which deals with issues related to learning activities, and requirements analysis, which is a crucial step in figuring out what CPMK and sub-CPMK students should accomplish. These two analyses are used to solve problems.

    b.   Design

        At this point, researchers start using issues that come up in the field to select the correct product the product that is outlined in the plan.

    c.   Development

        The development stage includes preproduction, production, and postproduction. The process of developing instructional materials is carried out using the scenarios that

were developed during the planning phase. Scripts are crucial because they provide instructions for the production of media.

d. Implementation

The third semester of the 2023/2024 academic year saw the product evaluated with Unimed PGSD students.

e. Evaluation

Reevaluation of the validation results from media and material specialists was conducted.

The subject of this research has several elements, namely:

a. An expert in materials

Material specialists are needed for this study in order to validate the data or offer recommendations or remarks on the data.

b. A specialist in media

Material specialists are needed for this study in order to validate findings or to offer recommendations or remarks on the media.

c. The subjects that participate in studies

In an attempt to gather feedback on the utility and appeal of the medium from Unimed PGSD student representatives, this subject will be selected at random in the upcoming fifth semester of the 2023/2024 school year. January-November 2023 is the11 month study period that the Unimed PGSD Department will undertake.

Tests, questionnaires, and validation sheets are the data gathering methods used in this study. To gather information on issues pertaining to learning media, observations will be made, and the findings of these observations will guide the development of goods. In the meantime, information on the validation of specialists in the media, experts in the materials, and the product's attractiveness under development is gathered through questionnaires and validation sheets. In the interim, the test involves gathering information on the learning outcomes of students both before and after they use Teachmint-based learning resources.

The data collected from the development results, the validator's response to determine the viability of the Teachmint-based learning media, and student responses in the trial design to determine their evaluation of the learning media are all analyzed using descriptive analysis techniques in this development research. based on Teachmint and assessments to determine the efficacy of learning resources based on Teachmint.

Table 1. Provisions Regarding Product Feasibility Rating

Conclusion Information	Likert Scale Value
Very Worthy	5
Worthy	4
Worth It	3
Not Feasible	2
So not worth it	1

3   Results and Discussion
3.1 Results

The findings and a discussion of the study utilizing development research approaches will be presented in the sections that follow:

A. Analyze

This analysis is the first step for researchers to look for a potential problem. Based on the problems encountered, an appropriate solution will then be sought. This phase is split into two sections: requirements analysis, which is an essential step in determining what CPMK and sub-CPMK students must complete, and performance analysis, which addresses problems with learning activities. To solve the issues discovered, both analyses are employed.

B. Design

Based on the problems that emerge in the field, the researcher now begins to determine the appropriate solution a product specified in the plan. To begin, researchers compiled a list of all the media assets that will be included in learning materials based on Teachmint. To aid in the next stages of development, this blueprint was eventually turned into a script and a flow chart.

C. Development

The development stage encompasses pre-production, post-production, and producing. the process that turns the script that was written during the planning stage into instructional materials. Because it lays out the steps involved in the process, the script is essential to the media creation process. The application utilized to produce this instructional material was Teachmint. During this phase of development, validation is first carried out with media experts to evaluate the learning medium's applicability and with material specialists to determine whether the content complies with CMPK and Sub-CPMK. To determine if the created learning modules are feasible, goods and assessment instruments are sent to media and materials professionals.

Table 2. Material Expert Validation Result

Assessment Indicators	Quality	Maximum	Percentage	Conclusion
Material Appropriateness	20	28	71.42 %	Worthy
Language Match	9	12	75 %	Worthy
Mean			73. 21%	Worthy

According to the material validation results table above, the learning medium's content has been evaluated for application, demonstrating its comprehensiveness and compliance with CPMK and Sub-CPMK, with a percentage of 71.42 %. The learning media item scores 75 % on language compatibility, meaning that the language used is both communicative and follows Indonesian language norms. The learning medium was rated as acceptable for use in the course's learning activities, which covered the topic on class management strategies, with an assessment score of 73.21 %. Nevertheless, in order to create the greatest learning resources, certain revision comments must be addressed. Material experts' revision comments are as follows:

Table 3. Media Expert Verification Outcome

Assessment Indicators	Quality	Maximum	Percentage	Conclusion
View of Design	41	48	85. 41 %	very worthy
Ease Of Media Use	10	12	83.33 %	very worthy
Mean			84. 35 %	very worthy

An 85.41% grade was obtained for the display design component of the learning media, meaning that the text size, color, and type, as well as the display composition, menu and button placement, are all adequate. These results are interpreted in the media validation chart above. With an 83.33% ease of use rating, the platform is seen to be user-friendly and capable of supporting students in their academic endeavors. The assessment results show that the learning materials have an evaluation of 84.35%, which indicates that they are very appropriate for use in the learning activities of educational management courses.

D.   Implementation
During the third semester of the 2023–2024 academic year, Unimed PGSD students took part in testing to evaluate the product's effectiveness and appeal both before and after using Teachmint-based learning materials.

Table 4. Attractiveness Test Results

Aspect	Percentage	Category
Content Quality	90.60 %	Very Interest
Media Quality	90.70 %	Very Interest
Technical Quality	93.50 %	Very Interest
Average	91.60 %	Very Interest

As this table demonstrates, the percentages for the three elements of quality content, media presentation, and technology are 90.60 %, 90.70 %, and 93.50 %, respectively. With an average score of 91.60 %, a very appealing criteria was found based on the results from these three elements.

3.2 Discussion

Research indicates that Teachmint is an easy-to-use learning tool. This is consistent with Amri's idea [7], which maintains that the degree of development a solution has reached in its device design determines its worth. Robert Maribe Branch (2009) created a learning design by utilizing the five ADDIE steps: analysis, design, development, implementation, and assessment [8]. The display design feature has a percentage rating of 85.41%, which is categorized as extremely practical, according to validation data from media specialists. The medium has an evaluation of 83.33%, which is categorized as quite viable, for simplicity of use. An average of 84.35% was attained based on this evaluation, which is categorized as quite practicable. The results of the attractiveness test showed that a percentage of 90.60% was obtained for the content quality element, 90.70% for the media presentation component,

and 93.50% for the technical quality feature. The average score of 91.60% for this very appealing criterion was determined by analyzing the data from these three features. Anything that supports the learning process by attracting students' attention, evoking strong emotions, and stimulating ideas and feelings is considered learning media [9].

4   Conclusions

From the discussion above, it can be inferred that: According to material experts' validation results, the material's suitability aspect has an evaluation with a percentage of 71.42%, meaning it is deemed practical. It receives an assessment of 75%, which is deemed satisfactory in the area of linguistic appropriateness. This evaluation yielded an average score of 73.21%, which is deemed viable. The display design feature has a percentage rating of 85.41%, which is categorized as extremely practical, according to validation data from media specialists. The medium has an evaluation of 83.33%, which is categorized as quite viable, for simplicity of use. An average of 84.35% was attained based on this evaluation, which is categorized as quite practicable. The attractiveness test results indicate that 90.60%, 90.70%, and 93.50% of the points were gained for the media display, content quality, and technical quality, respectively. The average score of 91.60% for this very appealing criterion was determined by analyzing the data from these three features.

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