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Development and Effectiveness of Golwan Interactive Multimedia as Teaching Material for Animal Classification Based on Food

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Abstract: Human behavior is increasingly changing along with the massive development of technology to the point that it can change how we communicate. Unfortunately, many teachers are still not proficient in using technology, making learning feel less concrete and exciting for students. The aims of this research are to develop interactive media based on Ispring, to describe the feasibility of the Golwan learning application, to describe the practicality of interactive media based on Ispring and the use of the additional website 2 apk android builder application as the final result of this learning application. This research method uses MDLC (multimedia Development Life Cycle) with six stages: concept, design, material collection, creation, testing, and distribution, by using data collection instruments in the form of questionnaires, unstructured interviews, and documentation. And the test subjects were for fourth-grade students at SDN 2 Karangsuwung. The research results state that Android-based interactive multimedia applications are suitable for use. By fulfilling the media expert test percentage of 83%. The percentage of assessment by material experts was obtained at 90%. The percentage assessment of prospective use is 91%. Response from potential users with limited testing got a percentage of 90%. What is classified as interactive multimedia (Golwan) is declared appropriate or very good as a learning media tool.

Keywords: interactive multimedia, classifying animals based on their food, ispring, website 2 apk android builder

Abstrak: *Tingkah laku manusia kian berubah seiring masifnya perkembangan teknologi sampai bisa mengubah cara berkomunikasi dan cara mengajar di kelas. Sayangnya masih banyak guru yang belum mahir dalam penggunaan teknologi. Menjadikan pembelajaran dirasa kurang konkrit dan menarik bagi peserta didik. Tujuan penelitian ini adalah mengembangkan media interaktif berasis Ispring, mendeskripsikan kelayakan aplikasi pembelajaran Golwan mendeskripsikan kepraktisan media interaktif berbasis Ispring serta penggunaan aplikasi tambahan website 2 apk android builder sebagai hasil akhir aplikasi pembelajaran ini. Metode penelitian ini menggunakan MDLC (multimedia Development Life Cycle) dengan enam tahapan : konsep, desain, pengumpulan materi, pembuatan, pengujian, pendistribusian. Dengan menggunakan instrumen pengumpulan data berupa angket, wawancara tidak terstruktur, dokumentasi. Dan subjek uji coba kepada siswa kela IV di SDN 2 Karangsuwung. Hasil penelitian menyatakan bahwa aplikasi multimedia interaktif berbasis android layak untuk dipergunakan. Dengan memenuhi presentase uji ahli media sebesar 83%. Penilaian presentase uji ahli materi sebesar 90%. Penilaian presentase dari calon penggunaan sebesar 91%. Serta respon dari calon pengguna yang dilakukan dengan uji terbatas mendapatkan presentase 90%. Yang diklasifikasikan bahwa multimedia interaktif (Golwan) dinyatakan Layak atau sangat baik sebagai sarana media pembelajaran.*

Kata kunci: *Multimedia interaktif, pengolongan hewan berdasarkan makananya, Ispring, website 2 apk android builder*

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▪ INTRODUCTION

Information and communication technology is developing rapidly in this increasingly sophisticated era of globalization (Ariani, 2019). Information technology is a technological medium created to make human life easier. Therefore, technology is increasingly growing and getting faster, reaching almost all elements of life. Technology is an achievement of modern civilization that can improve the quality of human life. The sustainability of the media as a source of means that can make it easier to get something will impact the effectiveness of the time needed to get information (Syawaluddin, Afriani Rachman, & Khaerunnisa, 2020)

According to (Idris, 2018), media is a tool for processing information transactions on electronic pages. Therefore, using information media is beneficial for providing direct action on the content. Another benefit of this information media is as a means of conveying ideas or ideas. This information media can also be used in the world of education, namely by carrying out teaching and learning activities. Examples include interactive media, which combines text, images, audio, animated video, or games (Ansari & Khan, 2020).

This interactive media aims to facilitate the teaching and learning process, increasing the effectiveness of teaching and learning activities. Therefore, this learning media needs to be improved regarding the intended purpose and direction while forming this media. (Miftah, 2018) it is stated that learning media is necessary to provide the understanding that an educator or teacher wants to convey. In line with (Alemdag & Cagiltay, 2018), a form of efficiency in learning is good learning media that suits needs. This explains that learning media is very important for educators to develop material because learning media itself can be the key to success in the learning process in the classroom (Rabiman, Nurtanto, & Kholifah, 2020).

Learning can be said to be effective if there is an increase in student learning outcomes. As stated by (McKnight et al., 2016) this increase in student learning outcomes can be seen from student assessments when learning takes place effectively and efficiently, which is supported by the existence of adequate facilities and infrastructure, one of which is appropriate learning methods and learning media (Ruhyana & Aeni, 2019). The absence of this learning media makes the material presented difficult for students to digest. In making learning media, educators who have potential are also needed. According to (Starkey, 2020), the potential of educators is essential in making the nation's life intelligent, and they need to have special abilities and skills in guiding students' intellectual abilities so that they can understand and receive material optimally in learning, especially natural science learning.

Systematically, learning science is related to finding out about nature. (Diana, Sukamti, & Winahyu, 2022) said that natural science is about facts, concepts, and principles and discusses discovering natural phenomena through observation. Empirical. This science refers to a family of sciences whose objects are natural objects that study phenomena through a series of scientific processes. In essence, natural science is obtained through testing, compiling theories and conclusions, and then being tested again carefully based on facts and concepts in the field following theory. According to (Fuadi, Robbia, Jamaluddin, & Jufri, 2020) natural science learning in Indonesia is still quite low, because most learning is through rote memorization. As a result, students quickly feel bored when

they take part in learning. Therefore, learning media, such as educational learning games, is needed to attract students' attention.

Learning is attractive when students are curious and encouraged by promising approaches or strategies to produce impressive and meaningful learning results (Jayanti, Setiawan, Azhari, & Putri Siregar, 2021). This can facilitate the material taught by educators so that students can understand the material. This is initial capital for educators to solve problems creatively at each meeting. This creates an obstacle as well as a challenge for an educator to solve what has become the source of the problems faced regarding increasing learning and understanding about classifying animals based on their type of food (Diana et al., 2022). Unfortunately, students do not have the conceptual knowledge to master learning material (Ani Nur Aeni, 2014). The occurrence of understanding in thought patterns that are not yet complex makes students need logical simplification for the growth pattern of developing students' reasoning power. The researchers formulated several problems, namely whether this learning media application made students feel interested in learning activities in class. As well as how practical this application is to meet the expectations of fun and meaningful learning (Yusrizal, Hajar, & Tanjung, 2019).

Therefore, this research aims to ensure that students are interested in learning science using an interactive media learning approach (Checa & Bustillo, 2020). They are designed to achieve maximum learning outcomes in a learning process that is fun, effective, and meaningful for children. This application will provide effectiveness when learning takes place with media that has been tested by experts (Djatmiko, Yatmono, & Nugraha, 2021). And designed to meet maximum learning outcomes in a fun, effective and meaningful learning process for children. According to (Sari & Sumarli, 2019), an excellent and unique approach or strategy will increase high interest in learning therefore, it is felt that creating interactive multimedia will bring positive results or impacts on children's learning so that it can provide a high level of understanding and absorb the information available in this interactive multimedia application.

▪ METHOD

This research uses the multimedia Development Life Cycle (MDLC). According to (Purwanti, Astuti, Jaja, & Rakhmayudhi, 2022) is a media development process in multimedia-based learning in which a series of patterns consisting of six patterns are arranged. These are concept, design, material collecting, assembly, testing, and distribution. As according to (Wibowo & Manelsi, 2022) this MDLC method is a method that creates a product, which contains a series of stages or processes that aim to develop new products or existing products in order to create a quality product and test its effectiveness.

Data Analysis Participant

In the data collection process, researchers use questionnaires to obtain validation data and observation techniques to collect initial data (Jordan, 2018). This validation data is obtained from media experts and material experts who aim to determine the feasibility of learning media applications that have been developed. While the initial data is used as information knowledge obtained from SDN 2 karangsuwung students as many as 30 participants to develop this interactive multimedia.

Research Design & Prosedure

In developing interactive multimedia applications, it is necessary to have several stages of making, namely concept, design, material collecting, assembly, testing and distribution. According to (Wilve, Woda, Dua Reja, & Rizky, 2022) these six stages do not need to be sequential in practice, but these stages can swap positions. But the thing that needs to start is the concept that must be done first (Roedavan, Pudjoatmodjo, & Sujana, 2022). Following the explanation in Figure 1 below:

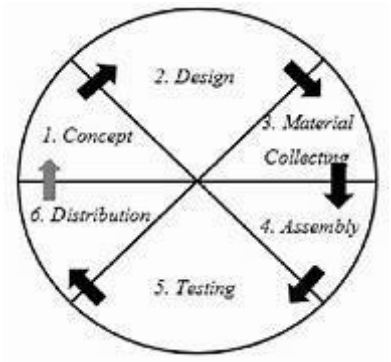

Figure 1. Stages of the MDLC model

Concept (conceptualization)

This initial stage aims to discover the direction or purpose of creating a media and for whom this media is created. This requires knowing the audience who will be the target of this media creation. The aim is that the use of this program will be about the nuances or characteristics that will be in this media as a distinctive identity that is developed in this media. At this stage, the researcher wants to conceptualize other things to: Determine the objectives and benefits of science learning media regarding classifying animals based on their food type. Determine who the users or targets of this interactive multimedia application are, namely science learning about classifying animals based on the type of food they eat. Describe the concept of interactive multimedia regarding science learning about classifying animals based on their food type.

Design (planning)

In this stage, the researcher designs the creation of this interactive multimedia specifically regarding what will be presented in the form of simple multimedia games, the style, appearance, and need for materials that will be given when this interactive multimedia is created. The design created is to create an application-based learning media created in a powerpoint that requires an additional application, namely Ispring. This application has features adapted by researchers using a game base or puzzle games and quizzes in the form of questions.

Material Collecting

In this stage, the researcher collects materials to be used as learning media using images found on image providers on the internet. The collection of this material is the basis for appearance, style, audio, and images, which are adjusted to the needs or desires of researchers by considering the design of this learning media.

Assembly (manufacture)

This stage is the stage of collecting materials that suit the needs being worked on. These materials include clip art images, photos, animations, videos, audio, etc., which can be obtained for free or by ordering from other parties according to their designs. In this stage, the researchers began to package this media on the website with the materials and concepts that had been created, so the researchers created learning media about science learning about classifying animals based on the type of food.

Testing (testing)

The testing stage is carried out after completing the assembly stage by running the application/program and seeing whether there are errors. The first stage at this stage is also called the alpha testing stage, where the testing is carried out by the maker or the maker's own environment. That is, the parties who play the role of testing are other researchers who are more relevant in testing this learning media. After passing alpha testing, beta testing involving final use will be carried out in further stages, namely media expert testing and material expert testing by examining lecturers and teachers as material experts.

Distribution (distribution)

In this final stage, researchers began to send this media to targets or subjects in elementary school children. At this stage, the application will be saved on a storage medium. If the storage media is insufficient to accommodate the application, compression of the application will be performed. This stage can also be called the evaluation stage for developing finished products to make them better.

After a series of application creation processes using Ispring, researchers need an additional application called "Website 2 APK Android App Builder," whose function is to convert HTML files created in Ispring into an Android-based application. Students can use an Android cellphone to access the learning created by the researcher.

Developing Ispring-based interactive media using animal classification material based on class IV food types. This material is found in Theme 3, Subtheme 2, with a study of the Diversity of Living Creatures in My Environment. This interactive media was created to maximize teacher performance in developing teacher creativity and help make the learning process more concrete, containing material, audio, animation, pictures, games, and summaries. The initial development of this product has been made and undergone a series of validation tests from experts, especially media and material experts. The purpose of this validation stage is to find out the deficiencies present in a product that has been made so that it can then be repaired and improved in the realm of media or materials present in the product.

This research was conducted in the academic year 2023/2024 odd semester in one of the public elementary schools in Cirebon Regency, SDN 2 Karangsuwung. With 30 fourth grade students, material experts, and media experts who served as research subjects. Questionnaires were given to assess the feasibility of the product and observations aimed at assessing the effectiveness of the product.

Products that have gone through the validation stage and are valid. Then the product is said to be feasible and ready to be tested by potential users, in other words, teachers. The test was carried out directly with a limited field test, by giving questionnaires to 30 students at SDN 2 Karangsuwung. Teacher testing is intended to be carried out before

distribution to students. The product has gone through the learning teacher testing stage so that during the process of giving the product to students, it is suitable to be taught and tested on class IV students.

Test subjects for media and application experts were carried out by lecturers who taught creating interactive media-based learning media. Class teachers in science learning carry out subject material expert trials. Meanwhile, the sample used was 30 students at SDN 2 Karangsuwung. The research was conducted in the 2023/2024 academic year odd semester at SDN 2 Karangsuwung District. Cirebon. The types of data used in this research are quantitative and qualitative. Qualitative data shows a quality expressed in descriptive form, while quantitative data represents numerical data as a measurement result.

Instrument

Data collection instruments include questionnaires, documentation, and interviews. Sugiyono (2010:199) states that the collection technique in the form of a questionnaire is carried out by giving a question or statement to the respondent. Unstructured interviews are the researcher's method in this research, which does not require interviews that are systematically arranged in guidelines (Fadli, 2021). Documentation is part of the evidence showing an activity or research (Nilamsari, 2014). According to (Roberts, Dowell, & Nie, 2019) data analysis techniques include qualitative and quantitative analysis. Qualitative data in the form of suggestions and comments for improving the media. Quantitative data is in the form of assessments in the form of numbers. The statement regarding the Likert scale is that the assessment given is in the form of a score with the criteria (1) terrible, (2) not good, (3) good, and (4) very good Sugiyono (209:135).

Data Analysis

This analysis is divided into 2: feasibility analysis and practicality analysis of media use. Each uses a percentage calculation as exemplified by Sugiyono (2009:419), namely:

$$Persentase = \frac{skor\ yang\ diperoleh}{skor\ yang\ didapatkan} \times 100\%$$

This feasibility analysis was carried out to calculate validation results from material experts and media experts. Criteria for determining media quality (Bhosekar & Ierapetritou, 2018). The criteria for deciding media quality can be seen in the following table:

Table 1. Percentage of eligibility

Percentage of Achievement	Interpretation
76%-100%	Worthy
56%-75%	Decent Enough
40%-55%	Not Worth It
0%-39%	Not feasible

Practical analysis can be seen from the results of teacher and student research on the media. The assessment criteria exemplified by Arikunto (2009:245) can be seen from the following table:

Table 2. Response score conversion

Percentage (%)	Qualitative Criteria
80% - 100%	Very good
66% - 79%	Good
56% - 65%	Pretty good
40% - 55%	Not good
30% - 39%	Fail

The assessment is carried out to find out whether the media that has been created meets the criteria of media expert examiners and material experts because it will look good or not enough to improve this learning media (Maalla, 2019). The calculations have the same method, but the analysis of feasibility and practicality is clearly different in changing quantitative values into qualitative values.

▪ RESULT AND DISSCUSSION

Student Interest in Interactive Learning Applications

This research was developed to meet the expectations of enjoyable learning through Android-based interactive media. Especially in improving the mindset and speed of capturing information conveyed in these learning media. This interactive media contains materials, games and quizzes that support various fun uses and meaningful learning experiences and are easy to access. The use of this interactive multimedia procedure is adapted from the MDLC (media development life cycle) development model which can be explained into 3 parts, namely: Ispring-based interactive media development, Feasibility of Ispring-based interactive media, 3) Practicality of Ispring-based interactive media. As well as using an additional application called "Website 2 APK Android App Builder," to change applications based on the HTML file type into Android-based applications (IpanRipai, 2017). In the results of the implementation, it can be seen that students were very interested and enthusiastic when this application was given, it can be seen from the children's focus in learning, and the class became easy to coordinate. It was found that this interactive media helped students in carrying out learning that was fun and easy for children to understand the material's content. in the application.

Practicality of Learning Media

The initial stage of research problem analysis begins by analyzing the basic needs of students who are less enthusiastic in understanding science learning (Quadir, Chen, & Isaias, 2022). As seen from the results of researchers' observations who feel that students are less enthusiastic in every lesson, especially when learning science (Fitriani, Harahap, & Safitri, 2022). Several problems were found, namely that students quickly felt bored when learning was taking place, and many students were less focused on the material presented by the teacher. So students get less good grades. Researchers also think about the practicality of the application which aims to make it easier to use and apply in various

meetings held by potential users (Baharuddin, 2018). Therefore, the Golwan interactive media application places great importance on the practicality of this interactive media, so that the goals of developing this media are realized in terms of ease and implementation.

At the beginning of creating learning media, researchers thought about and conceptualized the various purposes for which this media was created. By thinking about the concept that will be carried out, the researchers want to convey diversity in enjoyable learning without losing the essence of the meaning of learning (Ani Daniyati, Ismy Bulqis Saputri, Ricken Wijaya, Siti Aqila Septiyani, & Usep Setiawan, 2023). Then researchers started looking for inspiration for the design of this media using Ispring, by looking at various media and images on certain websites such as Pinterest. This aims to attract visual power by adapting it to the target, namely children who have wide imaginations. Media design can be seen as follows:

Figure 1. Media home page

Figure 2. Media menu page

Figure 3. Game start page

Then, the researchers collected material in the form of background, images, and audio as additional material to increase the appeal of this application later. Collecting this material requires research on the compatibility between applications, images, and audio adapted to the concept or theme the researcher worked on from the start. The fourth is the manufacturing stage, where the implementation of this process uses the PPT (PowerPoint) application first to form an initial concept, color, shape, and writing in this PPT application which really helps researchers in determining what must be done first (Deni & Alfurqan, 2023). Then the Ispring application aims to support this learning application run in accordance with the animations that will be presented after being made into an Android-based application. Then the additional application, namely Website 2 APK Builder, has the function of changing the HTML file type into an APK (Application) type application with the Android OS type, which can only be used on Android-based cellphones.

The next stage is testing, which means the application has been created and makes it an application not yet patented by requiring several tests from media expert tests and material expert tests. Product testing was carried out on media experts, material experts, potential users (teachers) and students to provide this product. The aim of testing this product is to determine the quality of the learning media that has been created (Nugroho & Surjono, 2019). And to find out how influential this learning media is on the learning that you want to improve in every material created by users of this application or learning media. The test results can be seen in the following table below:

Table 3. Analysis of validation results, teacher assessment, and limited trial

Rated aspect	Validation by Media Experts	Validation By Materials Expert	Assessment from teachers as potential users	Student Response Assessment
Language and Readability	81%	90%	96%	90%
Presentation Organization	85%	90%	95%	90%
Graphics	83%	-	-	-
Contents			82%	90%
Average Percentage	83%	90%	91%	90%
Overall Percentage Average			88.5%	

Table 3 above shows a presentation of the assessment results from media experts, material experts, teachers, and students. The assessment from media experts has 3 elements, namely linguistic and readability aspects, presentation organization, and graphics, which show a percentage of 83% in the appropriate category. This indicates that the tests carried out have gone through valid stages and can be used (Kuswanto, 2020). And from material experts, there are 2 aspects of assessment, namely linguistic, readability and presentation organization, getting results of 90% and categorized as appropriate and meets valid results. This interactive media is suitable for use.

The assessment from prospective users, namely teachers, has 3 assessment aspects: language and readability, presentation organization, and content, getting an average

percentage of 91% with a very good category. The assessment of student responses was carried out using a limited field test on 30 students assessed from three elements, namely language and readability, organization of presentation, and content, getting a percentage of 90% which was categorized as very good. With the above assessment, it is known that the Golwan interactive media based on Ispring is very good for learning material on classifying animals based on their type of food in class IV. The effectiveness test can be seen from the results of the diagram below:

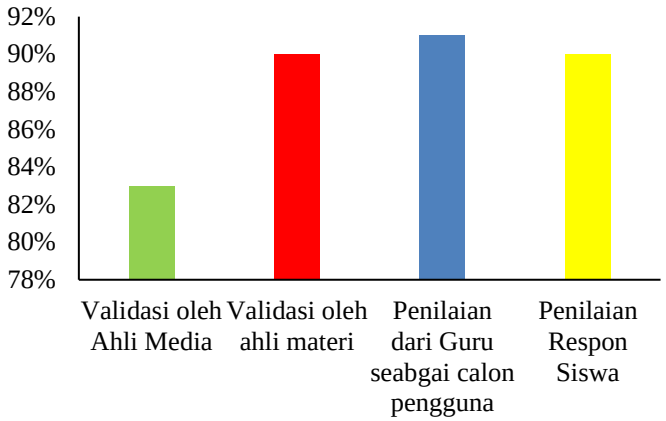

Figure1. Effectiveness of media

In the diagram above, it can be concluded that the effectiveness can be clearly seen in the development of Golwan application learning media by having an average of the results of the tests conducted by researchers, it is stated that the average effectiveness is 88.5%, which states that this media is very effective for understanding and helping students gain a fun and meaningful learning experience.

After carrying out the testing above, the next stage is distributing the product to users, namely class IV students who use this application as a science learning resource for classifying animals based on their food type. In this way, the application created is used by children as teaching material and testing material for students in digesting the material presented by the Golwan application (Eko Hari Parmadi et al, 2022). In this application, researchers have created an application that is not only about material but also has games and quizzes to boost the application, which has an educational goal but is done in a unique, fun way and has a meaningful learning experience.

Discussion

The development of this interactive media based on Ispring is an application that helps create interesting learning media using the MDLC approach (Eko Hari Parmadi et al., 2022). In making it, some stages can obtain learning resources. The first is the concept and design stages. The conceptualization stage is the initial stage to describe the entire application created in this Ispring application. In other words, this is the capital for the depiction of several series that will be used in the future, which can be in the form of an application vision, and objectives, selection of colors, graphics, images, etc. other. Then, the design stage is the pouring out of the ideas and concepts presented at the time of conceptualization as well as the connection with researchers to formulate the content by

connecting it to the existing curriculum in the school. Learning at this school has implemented thematic learning. Still, this time, the researcher only focused on one learning subject, namely science subject, with a study of the material on classifying animals based on their type of food in class IV semester I. This material is in theme 3 (Care for Living Creatures) and subtheme 2 (Diversity of Living Creatures in My Environment). In this case, even though the researcher only focuses on one subject, when testing the media, it is still carried out thematically. This goal makes this application feel more alive by fulfilling all multimedia aspects, such as appropriate images and audio (A. N. Aeni, Hanifah, & Sunaengsih, 2019)

According to (Hong, Ye, Chen, & Yu, 2020) analyzing the characteristics of teachers in delivering material mostly uses the lecture method, even though teachers have implemented a learning model with an approach or by working together, which is called a cooperative learning model, sometimes teachers also only pay attention to active students without looking at students who are still lacking in knowledge. Learning, so that when carrying out learning by selecting media it does not pay attention to the heterogeneous needs of students (Sari & Sumarli, 2019). In this case, the teacher's creativity in conducting learning can be said to be lacking in the use of media, because the teacher only focuses on teaching material .

Analysis of student characteristics in carrying out the learning process also means that many students are still less active. This can be seen when the teacher is explaining material in class, students are busy alone with their friends and do not pay attention to the teacher in front of them, because students feel bored when doing learning, students are more interested when learning uses interactive media such as using Infocus assistance by displaying learning material on the LCD (Ani Nur Aeni, Handari, Wijayanti, & Sutiana, 2022). Media analysis and its use in learning when in class only uses simple media such as pictures, which can result in a lack of concretizing abstract material.

Researchers carry out the design stage by creating material designs that can support the learning process in the Ispring ,application, including materials, images, audio, qu,estions, and answer keys, media designed by researchers is easier and more enjoyable (Nur Aeni, Nur Nofriani, Ayuni Fauziah, & Ahmad Fauzi, 2022). In this media, researchers prepare quizzes for students programmed to produce scores and discuss true and false questions. Apart from that, at this stage, th,e researcher also created a research instrument, i,ncluding a media expert validation questionnaire, material expert validation, teacher assessment, and student responses. . Thearcher also also developed a lesson plan as a guide for learning implementation.

This is in line with (Miftah, 2018), which states that there is a need to provide learning facilities that inspire and interest students during learning. In other literature (Fitra & Maksum, 2021), teachers must be creative in packaging learning. This will impact the pattern of understanding that is developed and will be in line with the goals and learning methods desired by the teacher. The implementation of this interactive learning media increasingly contributes to making it easier for teachers to deliver learning.

We can find out the feasibility of interactive media based on Ispring through the development stages according to the stages in the MDLC model. The development stage was to produce this interactive media and validate it with media and material experts. Researchers make media by adding images, backgrounds, and media interactivity so that

the media is more interesting when used in classroom learning (Alemdag & Cagiltay, 2018). The result of the development carried out by the researcher is that the researcher carried out validation with media experts and material experts to determine the suitability of this media in the form of assessments, suggestions, and comments. This validation is carried out as a material for improving the media. The assessment of the validation results to obtain an appropriate category can be seen in the table.

We can understand the practicality of Ispring-based interactive media through the implementation stage which is in accordance with stage 6 of the MDLC development model. The results of this interactive media practicality assessment were obtained from prospective users (teachers) and students. Before implementing assessment activities, there were 30 students in class IV at SDN 2 Karangsuwung. The assessment carried out by the teacher obtained a percentage of 91% in the very good category so that this interactive media could be implemented with students. This form of implementation for students was carried out to determine student responses when learning using Ispring-based interactive media. The assessment obtained from student responses received a percentage of 90% in the very good category, so that this interactive media can be said to be practical in its use.

This is in line with research (Damayanti & Kristiantari, 2022) which states that there needs to be practicality in a learning application and the main function in operating this interactive media to run simply and according to the purpose for which this learning application was created. In this case, there is a need for media intervention and the use of applications proficient in programming this learning application so that the aim of making this application is to streamline the teacher's work and maximize students' understanding. Therefore, it is appropriate to test this application first to meet the initial expectations of making the application.

▪ CONCLUSION

Based on this research, the development of interactive media based on Ispring with material on classifying animals based on their food can be concluded that this interactive media can help students learn concretely. This media has been proven to make it easier for students to understand learning material, which can be seen from student responses when validating assessments. This interactive media contains material supported by images, audio, quizzes, and answer keys to help students learn independently. The feasibility of this application is 83% by media experts and 90% by material experts who state that the application can meet learning expectations that has achieved objectives in meeting the eligibility criteria as a learning medium. The practicality of interactive media is known by potential users (teachers) and student responses. The assessment produced by teachers and students at SDN 2 Karangsuwung received a category of 91% by prospective users (teachers) and 90% by students in the very good category. Based on the assessment that has been carried out, this interactive media is very good and practical to use as learning media material.

The researcher's suggestion for teachers is that this interactive media can be used as a tool in the learning process so that the material for classifying animals based on their food is more concrete. Suggestions for students from researchers are that this interactive media can be used as independent teaching material at home or during learning so that it can train students' understanding of the material that has been given. For other

researchers, it can be used as a reference in developing similar learning media that is more creative and more interesting.

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