



Development of INSANG (Interaksi Sosial Anak Sekarang) Poster in Improving Social Skills

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Pengembangan Poster INSANG (Interaksi Sosial Anak Sekarang) dalam Meningkatkan Keterampilan Sosial

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ABSTRACT

The decline in social interactions within the school environment has a significant impact on students' social skills. The purpose of this research is to enhance the importance of developing social skills among elementary school students in the digital era through a creative approach when creating a poster with the theme "INSANG," utilizing digital technology in the process. The Design and Development (D&D) method and the ADDIE research model are employed as guides in development, supported by a descriptive quantitative approach. The research sample was taken from 29 fifth-grade students of SDN Perumnas Suradita in Tangerang Regency, with the implementation of pretest and posttest instruments to measure changes in social skills. Data analysis results using the Paired Samples T-Test show a significant difference with a significance value (2-tailed) of 0.038 ($p < 0.05$), indicating that the development of the INSANG poster effectively enhances students' social skills with the assistance of digital technology. This research provides valuable insights into addressing the challenges of developing social skills amidst the digital era while emphasizing the crucial role of technology in creating innovative and creative learning media.

Keywords: Social Interaction, Social Skills, Learning Media, Poster

Menurunnya interaksi sosial di lingkungan sekolah sangat berpengaruh terhadap keterampilan sosial peserta didik. Tujuan dari penelitian ini adalah untuk meningkatkan pentingnya pengembangan keterampilan sosial pada peserta didik sekolah dasar dalam era digital melalui pendekatan yang kreatif saat membuat poster dengan tema INSANG, dengan memanfaatkan teknologi digital dalam prosesnya. Metode *Design and Development* (D&D) dan model penelitian ADDIE digunakan sebagai panduan dalam pengembangan, didukung oleh pendekatan kuantitatif deskriptif. Sampel penelitian diambil dari 29 orang peserta didik kelas V B SD Negeri Perumnas Suradita Kabupaten Tangerang dengan penerapan instrumen *pretest* dan *posttest* untuk mengukur perubahan keterampilan sosial. Hasil analisis data menggunakan uji *Paired Samples T-Test* menunjukkan adanya perbedaan yang signifikan dengan nilai signifikansi (*2-tailed*) sebesar 0,038 ($p < 0,05$) menunjukkan bahwa pengembangan poster INSANG berhasil secara efektif dalam meningkatkan keterampilan sosial peserta didik dengan bantuan teknologi digital. Penelitian ini memberikan pandangan berharga dalam menjawab tantangan pengembangan keterampilan sosial di tengah era digital serta menggarisbawahi peran penting teknologi dalam mengembangkan inovasi media pembelajaran yang kreatif.

Kata Kunci: Interaksi Sosial, Keterampilan Sosial, Media Pembelajaran, Poster

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INTRODUCTION

We are currently dealing with significant issues due to the shift to the Industrial Revolution 4.0 era. As a result, changes must also be made to education. There are only two things we can do: either adjust to the change or face delays and the danger of falling behind. All levels, from primary to secondary education, are included in this change. To establish a learning environment and process where students actively acquire numerous attributes that are vital to themselves, society, the nation, and the state, education is a purposeful and planned endeavor. This encompasses elements like morally sound development, self-control, personality development, intelligence development, and spiritual and religious strength.

According to Heidjrachman et al. (1997), education is an activity that broadens one's knowledge while fostering mastery of concepts and abilities, decision-making, and problem-solving abilities necessary to tackle everyday activities or issues encountered in education. Even though learning resources are more easily accessible, and information technology is developing quickly, teachers' vital roles as educators—especially those with innovative skills—remain indispensable despite these technological advancements. A teacher needs to be able to use information technology as a learning tool to improve the quality of teaching-learning interactions at all levels of education. The challenge for a teacher goes beyond their capacity to integrate technology into teaching and learning. Instead, instructors at age 4.0 are required to possess the following six competencies (1) Critical thinking and problem-solving skills, (2) Communication and collaborative skills, (3) Creativity and innovative skills, (4) Information and communication technology literacy, (5) Contextual learning skills, and (6) Information and media literacy

Interesting information technology-based learning materials still need to be improved in many schools, which makes pupils quickly bored and less motivated to participate in the learning process and activities. Students who learn best visually also require assistance in comprehending the material. Teachers must possess all six abilities above to provide an interactive learning environment where students actively participate in teaching and learning activities. Almost every nation has been impacted by the COVID-19 epidemic, including Indonesia. On March 2, 2020, the first COVID-19 case was reported in Indonesia. Due to the virus's quick spread, the government was forced to implement several countermeasures. The effects of this pandemic have pushed several industrial sectors to close, including education. It is inappropriate if the government publishes Circular Letter No. 4/2020 on the COVID-19 Pandemic Education Implementation. Second, some policies encourage distance learning, which we call PJJ (*Pembelajaran Jarak Jauh*) (Syaharuddin et al., 2022).

The problem of teachers who have not been able to master technology is exacerbated by the existence of COVID-19. Not to mention that online learning is very different from face-to-face classroom instruction. During face-to-face learning, learners can socialize with their classmates while in class and collaborate on group projects. However, students can only interact with classmates virtually through face-to-face formats like WhatsApp discussions and video calls when learning online. Because in-person instruction still outperforms online learning, the COVID-19 pandemic negatively impacts primary school students' social skills.

Since the start of the pandemic, online teaching has been expected to support teachers in implementing school curriculum plans. This curriculum aims to assist learners in developing diverse skills. In Forgarty's opinion (in Fitriani et al., 2017), social, cognitive, and organizational skills are considered components of learning skills that are integrated into the learning process. Teachers must be creative in designing curricula and exploring values, attitudes, and social skills. These learning outcomes are reflected in each educational institution's achievements. This will help students in achieving their learning goals. According to Setiawan (2018), students must interact with family,



friends, peers (peer groups), and the social environment as a tangible manifestation of society. Caldarella and Merrell, as cited in Purnama (2017), identify five critical dimensions of social competence for children and adolescents. These include Peer relationship skills, Self-management skills, Academic skills, Compliance skills, and Assertion skills.

In class V (five) of Permendikbud Number 24 of 2016, which outlines Core Competencies and Basic Competencies of Social Sciences, specifically under KD 3.2, students delve into understanding human interaction with the environment. This exploration encompasses its effects on Indonesian society's social, cultural, and economic development. This section provides information on how humans interact with one another and the environment. Learning media in the form of posters aims to meet and identify the needs of students by satisfying the quality of students who enjoy the material delivered succinctly, clearly, and interestingly.

The advantage of using this poster to improve social skills is that it can increase students' willingness to learn because it is easy to use, adaptable, and has a long shelf life. This poster is a form of interactive media that supports students in mastering the lesson's content and spurs their enthusiasm and motivation in following the learning process.

Mulia et al. (2020) conducted a study to assess students' reactions to using posters in learning. The findings revealed a favorable response from students, as evidenced by variations in questionnaire data analysis results between small-scale and large-scale trials. A prior investigation by Septifanny et al. (2018) deduced that the employed poster learning media Considerably enhanced student learning outcomes, as demonstrated by advancements in cognitive and psychomotor domains. Lusua Indriyani (2018) developed poster further exemplifies the effectiveness of poster learning media in enhancing students' comprehension, which is evident in the heightened cognitive development post-learning through poster utilization.

Based on the outcomes of earlier research, there is currently no examination focusing on the alterations in learner behavior related to social skills brought about by online learning amid the COVID-19 pandemic, particularly when employing poster learning media. Consequently, the present study aims to create educational materials for posters that specifically address the transformations in social skills resulting from the shift to online learning.

The distinctiveness of this study, in contrast to prior research by Lusua Indriyani (2018), lies in the choice of applications utilized. In the earlier research, the CoreIDRAW application was employed for creation, whereas the Canva application was used in the current study. The Canva application stands out due to its comprehensive tools and elements, making it more user-friendly. In comparison, CoreIDRAW is considered more intricate and less equipped with features.

METHOD

Research Method and Design

The study employed the Design and Development (D&D) process, which encompasses creating, testing, and evaluating tools and products to support associated operations. Design and Development, commonly abbreviated as D&D, involve key areas such as planning, production, analysis, and evaluation. In this study, the chosen research model was the ADDIE model, which consists of five interconnected processes: analysis, design, Development, implementation, and evaluation, as outlined by Sugiyono in Budiarti (2017). The ADDIE model was selected for its logical structure and systematic approach, where each of the five stages is interrelated. The application of ADDIE requires a systematic and sequential progression through these stages instead of a random approach. Comparatively, the ADDIE model stands out for its simplicity, organized design, and ease of understanding. The subsequent sections provide a more detailed explanation of each stage within the ADDIE research model:

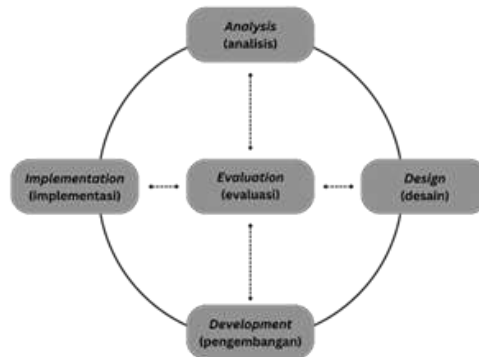


Figure 1. ADDIE Model Research Phase

Research Subjects

The subjects who were participants in this study were students of class V B SD Negeri Perumnas Suradita. The number of students was 29, consisting of 10 women and 19 men. In addition to students, researchers also involve several experts as validators, namely media experts who are lecturers in the Education Policy and Innovation Course and material experts who are lecturers in the Social Studies Course.

Research Instruments

The research instrument used is a questionnaire. Information was obtained through a validation process by media and material experts and through the results of filling out pretest and posttest questionnaires. All questionnaires used in this study followed a Likert scale format with five answer choices. After participants filled out the pretest and posttest questionnaires, the answers to each question were assessed according to the Likert scale scoring guidelines as follows:

Table 1. Likert Scale Scoring Pretest and Posttest Questions

| Answer Options | Score | |
|----------------|-------|-----|
| | (+) | (-) |
| Very Agree | 5 | 1 |
| Agree | 4 | 2 |
| Not Sure | 3 | 3 |
| Disagree | 2 | 4 |
| Very Disagree | 1 | 5 |

After that, the overall value obtained is rounded to two decimal places. To simplify the data analysis process using SPSS v16.0 software. After receiving the final score from each participant, the next step includes the normality test and the T-test to evaluate whether there is an improvement in understanding social interaction after the application of learning using posters.

Data Analysis Techniques

Researchers use quantitative-descriptive data analysis techniques, namely, to describe or describe an event that exists methodically, factually, and accurately. (Yanuar Ramadhan, 2019). The data analysis techniques consist of validation, validity, reliability, normality, and T-tests (Paired Samples T-Test). Then, all the test results are described in the form of descriptions.



RESULTS AND DISCUSSION

Result

The "INSANG" research initiative aims to create straightforward and inventive educational resources in the form of posters to enhance the effectiveness of the teaching and learning procedures. Throughout this research series, the ADDIE model's five stages—analysis, design, development, implementation, and evaluation—are systematically applied at different levels. The subsequent sections will provide a more comprehensive exploration of each of these five phases:

1. Analysis

The analysis stage is carried out to find out the problem and the solutions that must be done to overcome the problem. Researchers analyze several issues, including needs analysis and analysis of changes in social interaction. To be able to adjust to the information that will be used as poster learning media, researchers must assess appropriate learning needs. The curriculum is the main source for identifying the skills to be achieved based on learning media materials. The 2013 curriculum includes Core Competencies (KI) and Basic Competencies (KD), containing knowledge competencies regarding social skills to understand the urgency of social skills in the present. The theme book becomes the primary reference by adjusting to KI 3 and KD 3.2 with the competence of knowledge about Social Interaction material in grade 5. In addition, researchers also conducted literature studies by reading various sources such as journal articles, social studies textbooks, and multiple articles that discuss changes in social interaction that occur in the school environment.

Changes in the dynamics of social interaction in the school environment produce several learning challenges that can hinder students from understanding learning material. One of the effects is a decline in social skills. Social interaction has a vital role, especially in the school environment, because it involves various aspects of social skills competencies involving learners interacting with teachers, peers, and parents. The problem of changing social interaction today is very crucial, one example of which is social isolation. The reason for students to engage in social isolation is because of online learning during the COVID-19 pandemic. Social isolation occurs because they may feel rejected, lonely, and unable to build strong relationships with others, socially isolated people face a decline in their ability even to relate to others (Silvia Arizka, 2020)

Social isolation can cause relationships between students and teachers, peers, and parents to be problematic because it affects the decline in social skills consisting of several competencies according to Caldarella and Merrel (in Canny et al., 2021), namely:

- a. Relationships with peers include giving appreciation (praise), providing help, and inviting friends to play together.
- b. Self-management skills include the ability to self-regulate and control emotions.
- c. Academic ability includes the ability to be active in the classroom.
- d. Compliance includes following directions or instructions, obeying regulations, responding well to criticism received from others, and completing tasks on time.
- e. Assertive ability includes the ability to express feelings or emotions honestly.

From the five social skills competencies above, it can be seen how important social interaction is in the school environment because it is related to relationships between peers, the ability to self-management, the ability to express emotions, the ability to obey rules and directions, and most importantly is very influential on academic ability.

2. Design

At this stage, researchers design poster designs by paying attention to the analysis results, namely determining paper size, typeface, color combination, and images that are to the characteristics of students. At this stage, the material that will be included in the poster is also determined, namely (a)

Understanding social interaction, (b) Social interaction problems, (c) Impact due to reduced social interaction, and (d) Solutions to improve social skills.

Making poster designs is done by paying attention to several things, namely the development team and the necessary resources. At this stage, several people are determined as a development team to be able to provide suggestions and input on designing poster designs as learning media. The development team for this study comprises two expert validators—media experts and material experts who teach in the Elementary School Teacher Education Study Program at Indonesia University of Education, Sumedang Campus—and researchers who serve as the study's principal developers.

In addition to determining the development team, researchers also prepare the resources needed to make poster designs, namely the devices and applications used to make posters, namely the hardware ASUS A442U Laptop and the software used in making poster designs, the Canva application.

3. Development

At this stage, researchers began to realize posters based on the design design in the previous stage. Creating a poster design begins with determining the canvas size in the Canva application, choosing the type and font size, choosing the right color combination, and choosing various illustration images to make the poster more attractive. After finishing designing, proceed with a validation test to assess the feasibility of the poster made to media experts and material experts. The entire poster design uses the Canva app. Starting from creating a new design with a blank A3-sized canvas, changing the background color of the canvas, adding illustrations (images, animations, shapes, lines, etc.), adding text, tidying up the layout, and finally downloading in pdf format to print A3 size.

After the poster is developed, a validation test will be carried out by media and material experts to determine the validity or feasibility of the poster. The validation test aims to get criticism and suggestions from professionals on the poster learning media that has been made. The table below contains validation assessments from media experts and material experts.

Table 2. Media Expert Validation Results

| No. | Aspect | Assessment Score | Validity Value (%) | Criteria |
|---------------------------|----------------|------------------|--------------------|-------------|
| Initial Assessment | | | | |
| 1. | Headline | 8 | 80 | Valid |
| 2. | Display | 9 | 60 | Quite Valid |
| 3. | Design Quality | 6 | 60 | Quite Valid |
| 4. | Presentation | 11 | 73 | Valid |
| Average | | | 68 | Quite Valid |
| Assessment after Revision | | | | |
| 1. | Headline | 10 | 100 | Very Valid |
| 2. | Display | 14 | 93 | Very Valid |
| 3. | Design Quality | 10 | 100 | Very Valid |
| 4. | Presentation | 13 | 87 | Very Valid |
| Average | | | 95 | Very Valid |

Based on the media experts' validation results provided earlier, it is evident that the assessment for the feasibility test of the created posters is 68%, which is included in the criteria of "Quite Valid" or can be said to be "Quite Feasible". However, it is indicated that revisions are necessary to enhance the feasibility. Media experts also provide input so that the designs are more varied and formal, making them more interesting for students to read during learning. Then, the results



of the validation test after revision obtained an assessment given by media experts of 95% and included in the criteria of "Very Valid" or can be said to be "Very Feasible" to be implemented without any input and revision. In addition to media experts, the following is a table of assessments by material experts.

Table 3. Material Expert Validation Results

| No. | Aspect | Assessment Score | Validity Value (%) | Criteria |
|---------------------------|-----------------------------------|------------------|--------------------|-------------|
| Initial Assessment | | | | |
| 1. | Eligibility of Content | 3 | 60 | Quite valid |
| 2. | Material | 9 | 60 | Quite valid |
| 3. | Eligibility Language | 13 | 65 | Quite valid |
| 4. | Readability and Communicativeness | 13 | 87 | Very Valid |
| | | | Average | 68 |
| Assessment After Revision | | | | |
| 1. | Eligibility of Content | 4 | 80 | Valid |
| 2. | Material | 12 | 80 | Valid |
| 3. | Eligibility Language | 16 | 80 | Valid |
| 4. | Readability and Communicativeness | 12 | 80 | Valid |
| | | | Average | 80 |

The results of the material expert validation test in Table 3 show that the feasibility value given by the material expert is 68% and is included in the criteria of "Quite Valid" or can be said to be "Quite Feasible" but with the revision of the material content has not been following the KD that has been determined as a reference. There is no development of material content sourced from KD. Then, a validation test is carried out after revision, and material experts assess 80%. It is included in the criteria of "Valid" or can be said to be "Feasible" so that it is feasible to be implemented as a learning medium without revision. The following is a comparison of posters before and after going through the revision process.

Table 4. Posters Before and After Revision

| Before Revision | After Revision |
|---|--|
|  |  |

4. Implementation

After the poster goes through the expert validation stage, the next stage is a validity and reliability test of pretest and posttest questions to other samples that are not research samples. The test was carried out on 28 students of class V D SD Negeri Suradita with a total of 44 pretest and posttest questions, each with the following results:

Table 5. Instrument Validity Test Results

| Question Number | Value | Description ($r_{tabel} n=28=0,374$) | Total Questions |
|---|---------------------|---|-----------------|
| 1, 5, 9, 10, 11, 12, 13, 15, 18, 19, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 37, 38, 39, 41, 44 | $r_{count} > 0,374$ | Valid | 28 |
| 2, 3, 4, 6, 7, 8, 14, 16, 17, 20, 22, 30, 36, 40, 42, 43 | $r_{count} < 0,374$ | Invalid | 16 |

The results above show 16 invalid questions with $r_{count} < 0.374$ and 28 valid questions with $r_{count} > 0.374$. With these results, the research can be continued with the number of pretest and posttest questions, 28 questions, each representing each indicator of social skills assessment. After the validity test is carried out, the next is the Cornbach's Alpha reliability test of the pretest and posttest questions with the following results:

Table 6. Instrument Reliability Test Results

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .890 | 44 |

Based on the data above, it can be concluded that Cronbach's Alpha value is $> r_{table}$. The data above shows that Cronbach's Alpha is $0.890 > 0.374$, which indicates that the question instrument is reliable and feasible to use as a research instrument. The implementation of the use of posters as learning media was carried out on 29 students of class V B SD NEGERI Perumnas Suradita by going through 3 stages of research, namely (1) filling out the pretest to find out the ability to understand social skills before learning using INSANG posters, (2) learning using poster learning media posted in front of the class, and (3) filling out the posttest as an evaluation tool to measure understanding of social skills after learning using INSANG posters and obtained the following results:

Table 7. Pretest and Posttest Results

| Participant Number | Description | Total Participants | Percentage |
|---|-----------------------------------|--------------------|------------|
| 1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 24, 26, 27, 28 | Improved (posttest > pretest) | 20 | 69% |
| 3, 25 | Fixed (posttest = pretest) | 2 | 7% |
| 6, 10, 20, 21, 22, 23, 29 | Decreased (posttest < pretest) | 7 | 24% |
| Total | | 29 | 100% |

From the data above, it was obtained that 69% of students experienced an increase in understanding of social skills, 7% got the same score between the pretest and posttest, and 24% of

students experienced a decrease. So, judging from this data, most students experienced an increase in learning motivation, which was marked by an increase in the results of the posttest that was done after learning using the INSANG poster.

The findings above indicate that learning media is becoming more effective (Arsyad in Magdalena, 2021). The Ministry of Education and Culture (in Magdalena, 2021) then underlined that incorporating media into the teaching and learning process can stimulate students' curiosity and drive to learn, lessen or prevent verbalism, produce consistent and systematic reasoning, promote comprehension, and help students develop values. In addition, the Saphiro-Wilk normality test was applied to the pretest and posttest data to determine their relationship and derive the subsequent findings.

Table 8. Saphiro-Wilk Normality Test Results

| | Shapiro-Wilk | | |
|----------|--------------|----|------|
| | Statistic | df | Sig. |
| Pretest | .944 | 29 | .128 |
| Posttest | .976 | 29 | .719 |

The significance result (2-tailed) was 0.038. These results state that $0.038 < 0.05$, so it can be concluded that there is a meaningful change in learning by using the INSANG poster learning media.

5. Evaluation

In the final stage, the researchers evaluated the created poster. This step was undertaken for prospective enhancements, aiming to deliver learning materials that are practical and suitable for application. The evaluation incorporated feedback from the validation process by media and material experts and student responses during the learning sessions. Following the assessment of the validation outcomes by media and material experts, the posters are deemed acceptable, with some suggested enhancements for further improvement. With the improvements implemented by the researchers based on the suggestions from the validators, this poster is considered ready and feasible to use without the need for further changes because it meets the criteria as a learning media.

The advantage of this INSANG poster learning media is that it attracts students' attention. This is evidenced when learning has yet to begin; students come forward to the front of the class to see the posters attached to the front of the class. It is also seen in the enthusiasm of students when learning begins; which is very attentive to the explanations given and listening carefully. The homeroom teachers also showed great interest in the posters applied as learning media, as the visual displays and information presented were exciting and helped learners understand the lesson content.

However, some weaknesses can be identified in this poster. The content of the material presented needed to be narrower, so by the end of the lesson, learners seemed to start feeling bored and demoralized. Furthermore, the A3 size of the poster needs to be bigger to be displayed at the front of the classroom, as learners at the back of the room have difficulty seeing the details of the poster displayed at the front of the classroom.

The points above underline that learning media in the form of INSANG posters has significant benefits in supporting teaching and learning interactions between learners and teachers. However, there was a suggestion made by the learners as participants, which was that the poster should be printed in a larger size so that during the lesson, learners at the back of the class could clearly see the content of the poster being explained.



Discussion

The process unfolds in exploring poster learning media development using the ADDIE model across three stages. The initial analysis phase involves scrutinizing learning needs, curriculum, and social interaction competencies, especially within the context of the 2013 curriculum and KD 3.2 in social studies subjects. Researchers also delve into the impact of post-COVID-19 changes, notably social isolation affecting students and their social skills.

The subsequent design stage is crucial, focusing on poster creation aligned with curriculum guidelines. This involves meticulous planning, content selection based on KD references, and forming a diverse development team. Hardware tools such as laptops and software applications like Canva are carefully chosen to facilitate the design process. Moving on to the development stage, researchers bring the poster designs to life, and subsequent evaluations by media and material experts validate the posters as innovative learning tools. The final validation score reaches 87.5%, indicating that the posters are deemed highly valid and feasible for implementation as teaching media.

Further testing involves a validity and reliability assessment with a sample of 28 students from a different context. The results showcase a notable 69% increase in students' understanding of social skills, affirming the effectiveness of the poster learning media. Statistical analyses, including the Saphiro-Wilk normality test and Paired Samples T-Test, reinforce the significance of the positive changes observed. The conclusive stage involves a comprehensive poster evaluation, incorporating feedback from both validators and students. Revisions based on expert advice elevate the feasibility score from 68% to 87.5%. Importantly, student input guides adjustments, highlighting the need for larger-sized posters to enhance visibility for all students in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

From the findings and discussions presented, it can be concluded that employing learning materials in the form of the "INSANG" posters effectively enhances students' social skills and learning motivation. This is evident in the improved learning outcomes demonstrated through pretest and posttest responses, where 69% (20 out of 29) of participants exhibited enhanced performance. Additionally, the validation results from media and material experts indicate an average score of 87.5%, falling within the "Very Valid" category. Therefore, the INSANG poster is highly feasible and suitable for use as an effective learning medium.

The implication of developing posters with INSANG is to prove that creative ways of using visual media, such as posters, can be effective in improving students' social skills and concept understanding, as well as enriching the learning experience for teachers. The use of INSANG posters as a learning media tool also has the potential to improve learners' understanding and motivation to learn. In addition, this research provides valuable guidance for teachers in developing innovative learning methods, including using digital technology in poster making.

Recommendations for students are expected to use digital technology to create simple learning media that increase students' interest in learning. Educators are expected to apply creative, albeit simple, learning media to support the effectiveness of the teaching and learning process. Future researchers are expected to develop innovative digital posters with better designs and more comprehensive materials to keep learning.



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