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Figma: Website-based Interactive Learning Media to Train Understanding of The Concept of Plant Body Part Functions for Elementary Students

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Abstract

This study aims to develop interactive learning media based on figma website for grade IV elementary school and analyze students' concept understanding. The method used in this research is D&D Type II with 6 stages of peffers model and one group pretest posttest design. The participants in this study involved 38 students of class IV of one of the elementary schools in Bandung city. The data obtained in this study are data from material expert validation results of 98%, media experts 79%, language experts 94%, elementary learning experts 97.5%, so that an average value of 92.13% is obtained with a very feasible category. The data on the value of teacher user response is 93%, and the average value of student response is 89.5% with a very feasible category and get a positive response to interactive media. The results of the N-Gain data analysis of students' pretest concept understanding scores were 43.42 and the posttest N-Gain was 78.94. The data shows that the interactive learning media developed can train students' concept understanding on the material of the function of plant body parts.

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INTRODUCTION

In the era of the industrial revolution 4.0, almost all human activities use computer technology and of course greatly affect the world of education. This condition is one of the causes of a shift in educational practices and a new paradigm that starts from educators presenting information (Ready to use) to the ability of students to find out or find something new (digital literacy), produce creativity, and be able to solve problems. Educational Technology is a branch of applied science that uses tools or techniques to help people in the teaching and learning process (Yılmaz, Karabulut, Uçar, & Uçar, (2021). Another way to deliver information to students to improve the learning process and efficiency is through educational technology.

Learning media are various kinds of objects that are used by educators as a tool in delivering information so that students better understand the material being studied. Website-based interactive learning media that combines various media in one platform such as learning

videos, quizzes, padlets, and student worksheets, equipped with images to support visualization of interesting objects to make it easier for students to understand the material, make learning more fun and increase student learning motivation (Al Husaeni, Budisantoso, Urwah, Azizah, Dinata, Apriliany, & Siregar. 2022). The use of appropriate media in learning can affect student psychology, namely motivating the desire to know new things. In science learning, media has a very important role. Suggests the benefits of using learning media 1) the delivery on learning science material becomes more standardized and objective, 2) with the help of learning media, the learning process becomes more interesting and can increase student learning motivation, 3) clarify the presentation of material information 4) learning is more varied 5) can encourage more meaningful learning (Puspitarini & Hanif, 2019).

Natural science is a methodically organized body of knowledge about naturally occurring phenomena. Facts are only one aspect of the evolution of science; other factors include scientific attitudes and procedures. Science learning is a subject that has an important role to be learned by students because by studying science, students can understand the natural environment scientifically, be able to learn to solve problems related to the environment where students are in their daily lives (Fakhrudin, Yamtinah, Riyadi, 2017).. In the 21st century, science learning, especially biology, must be student-centered, with an emphasis on helping students acquire new ideas so that they can solve problems (Dominggus Rumahlatu, 2019).

In the modern era, digital-based learning media is a new innovation in the world of education which is a fundamental need in determining the quality of the learning process. Media development that is carried out really requires the involvement of academics in learning reform, especially in developing learning media so that educators need skills to design learning media as interesting as possible. Figma is a website that includes various features and tools that can be used as prototype tools for creating digital projects (Ferdi, Putra, Ajie, & Safitri, 2021). The reason the interactive media development was developed using Figma is because Figma has complete design features and tools so that it can support prototyping and various assets. Figma is also a platform to express ideas and help make graphic design products for digital media more effective and efficient, easily accessible anytime and anywhere with mobile / laptop devices and the internet (Staiano, 2022).

In line with previous research conducted Wardana, Rulyansah, Izzuddin, & Nuriyanti, (2022) with the title "Integration of Digital and Non-digital Learning Media to Advance Life Skills of Elementary Education Students Post Pandemic Covid-19" that learning activities use paired card learning media. In learning, teachers use a problem-based learning model which is proven to increase more communicative student interactions and actively involve students in learning. However, the obstacle that occurs is that the teacher has difficulty in classroom management so that when solving problems some students are still less enthusiastic about learning. Research by Shafa, Supiani, Hidayah, (2023) with the title "Figma-Based E-module Development on Learning Horror Character Makeup" which aims to produce an E-Module product as teaching material on horror character makeup material using figma web applications. The results of the study were validated as "very feasible" but the obstacles for researchers in making figma-based E-modules require a long time and quite a waste of time because the researcher is learning the figma application for the first time. research conducted Yamashika, Mustakim, Giatman, (2023) with the title "Mobile Application Design For Learning Digital Engineering Based On Figma And Android Studio" that the development of figma-based learning media can create effective and efficient learning to build student interest in learning.

Based on the results of interviews conducted with IV grade teachers in one of the elementary schools in the city of Bandung related to science learning (especially on the material on the function of plant body parts) obtained facts about the problems that occur in the field that educators find it difficult to convey the material on the function of plant parts.This happens because the science material must be taught with the help of illustrative images and concrete

objects while the sources used are only guidebooks. Teachers still have not found suitable media for the material being taught. Thus, in its application, grade IV elementary school teachers still apply conventional methods (lectures). There are still many teachers who sometimes use learning methods that are not in accordance with the subject matter being taught, so that learning is less meaningful (Kurniawan, Santi, Maryanti, 2020).

This certainly reduces student involvement in learning so that students become passive and learning is dominated by some students. The lack of student response and involvement in learning results in students having difficulty understanding concepts which results in low student learning outcomes. Referring to the results of the test material on the function of plant body parts that researchers see, it turns out that there are still many students who have test results with small scores, the average score is 57 as many as 38 students. This value is still low because it is below the minimum grade to pass is 75. This problem sometimes causes repetition of material which of course wastes time so that learning objectives are not achieved. By looking at the low understanding of students' concepts of the function of plant body parts, an interesting and interactive learning media is needed to train and help students develop an understanding of the material.

Based on the background of the problems found, there are several problems that researchers can classify, namely: 1) Lack of use of learning media for science lessons on the function of plant body parts, 2) Learning methods still use conventional methods (lectures), teacher-centered, 3) lack of student involvement in the learning process, 4) Students have a low understanding of concepts. So by referring to the problems that occur in the field, researchers offer a solution to create an interactive learning media aided by the figma website of plant body function material with the syntax of the Problem Based Learning learning model.

Problem Based Learning is a learning model that provides the ability to think analytically to solve a problem so that they can make decisions and think creatively. Students are given the opportunity to seek knowledge independently and students actively participate in learning practices while the teacher is a facilitator to stimulate and assist students in thinking (Chaidam & Poonputta, 2022). Problem-based learning can significantly improve learning outcomes and students' concept understanding. Concept understanding plays an important role for students, so that students are able to solve problems that occur in their environment with the concepts they have (Widiyatmoko, 2018). In assessing students' concept understanding, the concept understanding indicators used are according to Suryani, (2018) 6 indicators of concept understanding "1) interpret, 2) give examples, 3) classify, 4) draw inferences, 5) compare and 6) explain".

This research aims to develop an interactive learning media including attractive illustrations so that the material of body functions can be easily understood and ready to be used by educators in the learning process to train concept understanding so as to generate motivation for students to learn. This research was conducted to analyze the formulation of the problem through the following questions: 1) How is the development of interactive learning media based on Figma website to train understanding of the concept of the function of plant body parts for fourth grade students? 2) What are the results of the feasibility test from expert validators of Figma Website-Based Interactive Learning Media to Train Understanding of the Concept of Function of Plant Body Parts for Grade IV Elementary Students? 3) How is the user's response to Figma Website-Based Interactive Learning Media to Train Understanding of the Concept of Plant Body Part Functions for Grade IV Elementary Students? 4) How is the achievement of skills to train students' concept understanding after learning using Figma website-based interactive learning media on the material of the function of plant body parts?

METHOD

The type of research used in this study is Design and Development (DnD) research. According to Richey & Klein, (2005), Design and Development research is research that aims to produce a product. The resulting product is a product that was developed from a pre-existing product.

Table 1. Common Research Methods Employed in Developmental Research Studies

Type of Developmental Research	Function/Phase	Research Methodologies Employed
Type 1	1. Product Design & Development	1. Case Study, In-Depth Interview, Field Observation, Document Analysis
	2. Product Evaluation	2. Evaluation, Case Study, Survey, In-Dept Interview, Document Analysis
	3. Validation of Tool or Technique	3. Evaluation, Experimental, Expert Review, In-Depth Interview, Survey
Type 2	1. Model Development	1. Literature Review, Case Study, Survey, Delphi, Think-Aloud Protocols
	2. Model Use	2. Survey, In-Depth Interview, Case Study, Field, Observation, Document Analisys
	3. Model Validation	3. Experimental, In-Depth Interview, Expert Review, Replication

(Richey & Klein, 2005)

Based on this table, researchers are guided by type 2 development, namely the validation model, where at this stage researchers conduct validation with pre-experimental methods to obtain pre-test and post-test data.

The model used in this study is to use the stages of the D&D model according to Peffers, Ken; Tuunanen, Tuure; Gengler, Charles, Rossi, Matti; Hui, Virtanen, Ville; & Bragge, (2006), which includes 6 stages, namely: "1) Identify the problem motivating the research; 2) Describe the objectives; 3) Design and develop the artifact; 4) Subject the artifact to testing; 5) Evaluate the results of testing; and 6) Communicate those results".

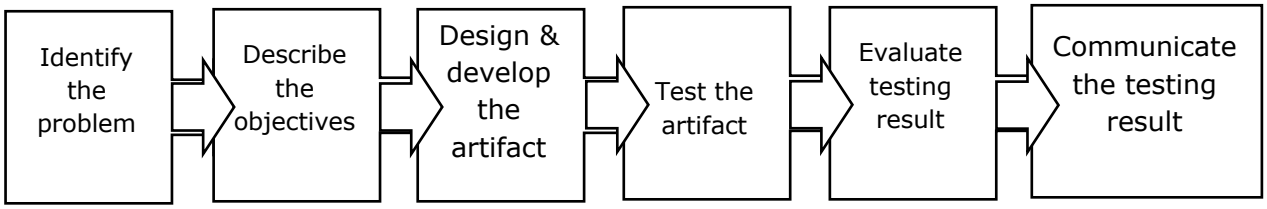

Figure 1. D&D model research procedures according to Peffers, et al., (2006)

The instruments used in this research are observation, interview and questionnaire. Observations were made by researchers with the aim of observing the ongoing learning process. The interview aims to get deeper information about the problems in learning science class IV Elementary Students. The interview was conducted twice to the fourth grade teacher. First, the

interview was conducted to find out the problems in the learning process on the material of the function of plant body parts in class IV Elementary Students. Second, the interview was conducted after the product trial to find out whether or not the influence of interactive media on concept understanding on the material of the function of plant body parts. In addition, interviews were also conducted to find out the characteristics of grade IV elementary school students. Questionnaires were used for product validation by material experts, media experts, linguists, learning experts in elementary schools and also user responses, namely teachers and grade IV students.

The data analysis technique used in this study is to use descriptive qualitative data and quantitative data. Where descriptive qualitative data in the form of validation questionnaires obtained from assessments, criticisms, and suggestions put forward by expert validators of the products developed, this aims to determine the feasibility of the products developed. And quantitative data is used to obtain data in the form of numbers using a Likert scale score reference and calculating the normality of the pretest posttest score gain. After obtaining the score from the questionnaire that has been filled in by expert validators and user responses, calculations are then carried out to obtain the feasibility score of the product developed. The formula for measuring product feasibility is as follows:

$$\text{Percentage} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \text{ X } 100\%$$

Description:
P : The percent value sought or expected
F : score obtained
N : maximum score

The results of the percentage and feasibility are then categorized with the following criteria:

Table 2. Media eligibility criteria

Percentage	Feasibility Category
80%<K<100%	Very Feasible
60%<K<80%	Feasible
40%<K<60%	Feasible Enough
20%<K<40%	Less Feasible
0%<K<20%	Not Feasible

The effectiveness of the learning media developed is based on the results of research on students' concept understanding given in the form of tests (pretest and posttest). To determine the effectiveness of learning outcomes calculated using the one group pretest posttest gain normality test, the following formula calculates the normality of gain according to Meltzer in (Oktavia, Prasasty, Isroyati, 2019).

$$\text{N-Gain} = \frac{\boldsymbol{Spost - Spre}}{\boldsymbol{Smaks - Spre}}$$

Description:
N Gain : gain normality test value
S_{post} : pretest score
S_{pre} : pretest score
S_{maks} : posttest score

The results of the calculation of the one group pretest posttest gain normality test achieved by students, then categorized with the following assessment criteria:

Table 3. N-Gain score effectiveness interpretation category

N-Gain Value	Category
0,70<n<1,00	High
0,30<n<0,70	Medium
0,00<n<0,30	Low

Karinaningsih in (Oktavia et al., 2019)

Table 4. Categories of interpretation of the effectiveness of the N-Gain score in percent

Percentage (%)	Category
<40	Not Effective
40-50	Less Effective
56-75	Effective Enough
>76	Effective

The design used was a weak experiment where there was absolutely no control over the variables in this experiment, which was designed as a weak experimental treatment (Harerimana, Duma, Mtshali, 2023).

Pretest	Treatment	Posttest
Q_1	X	Q_2

Figure 2. Weak experimental treatment

Description:
Q_1 : Pretest score before treatment
X : use of learning media
Q_2 : Posttest score after treatment

RESULTS AND DISCUSSION

Results

The development of learning media based on the figma website is an interactive learning media in which there is material on the function of plant body parts equipped with interesting illustrations in accordance with real life. In addition to interesting picture illustrations, in this interactive learning media there is a video explanation of the function of plant body parts. The results of the development of the figma website can be accessed through the following https://bit.ly/DuniaTumbuhan. There is a video of the use of interactive learning media that can be accessed at the following link https://bit.ly/VideoTutorialPenggunaanMedia. The following is also an infographic of the use of interactive learning media based on the figma website.

Figure 3. Interactive media usage cover

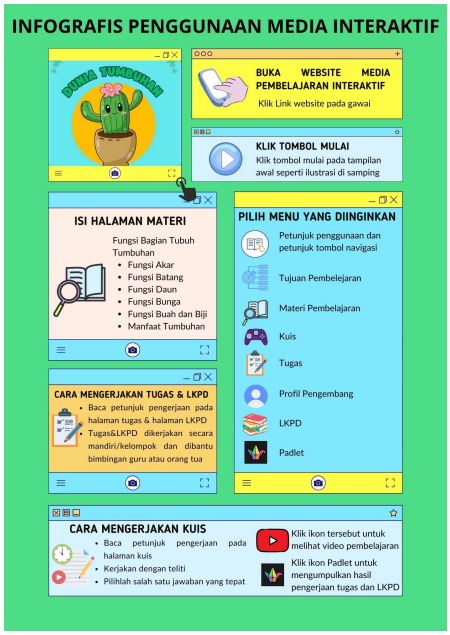

Figure 4. Media usage infographic

Figure 5. Media video

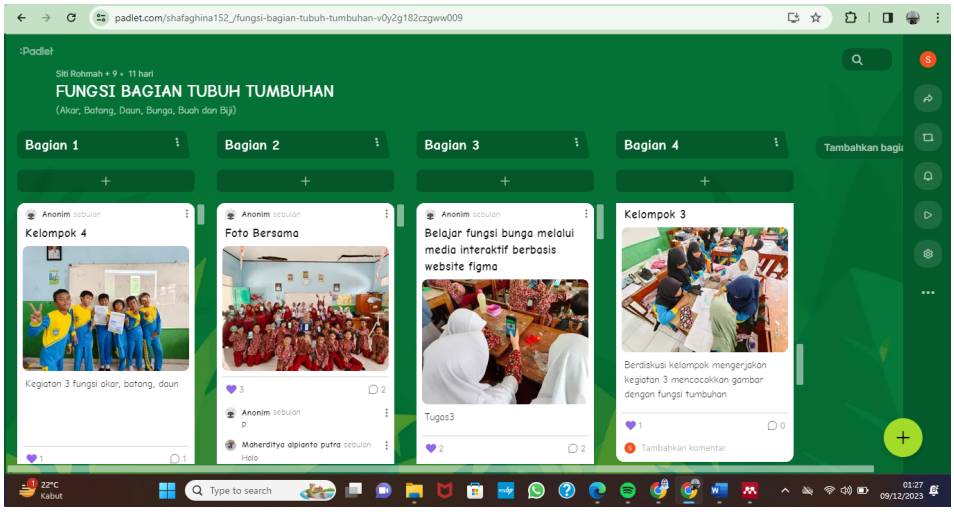

Figure 6. Padlet platform

Expert Validation Result Data

The development of interactive learning media can be realized because it has gone through long stages and processes. Website development is built after passing an assessment by expert validation and has been revised from media expert validators, material experts, linguists, learning experts in elementary schools.

Table 5. Expert validation result data

Validator	Assessment Indicator	Criteria	Average Value
Material	Appropriateness of materialcontent	Very feasible	
	Accuracy	Very feasible	98%
	Motivation / interest	Very feasible	
Media	Technical Quality	feasible	
	Design quality	Very feasible	79%
	Usability	Very feasible	
Language	Accuracy of sentence structure	Very feasible	94%
	Communicative	Very feasible	
	Appropriateness of language rules	Very feasible	
Elementary learning	Teaching module	Very feasible	97,5%
	Student worksheet	Very feasible	

Based on the assessment of 4 expert validators, the value is then averaged by adding the percentage results of material experts, media experts, language experts, and learning in elementary school and then divided by 4 (number of validators) and obtaining a percentage of 92.13% and categorized as very feasible. So that the interactive learning media that researchers have developed includes a very feasible category to be used in learning the function of plant body parts.

Achievement of Concept Understanding

In assessing the achievement of students' concept understanding, researchers provide questions in the form of tests, namely pretests and posttests. Pretest questions are given to students before students get learning activities to measure students' initial abilities. After that, students carry out learning activities using interactive learning media based on the figma website that researchers have developed. Then, students are given posttest questions to answer questions related to the material that has been delivered which aims to determine whether there are differences in test scores (increasing or decreasing) before being treated and after being treated. The results of the N-Gain calculation of the pretest posttest score can be seen in the following table diagram.

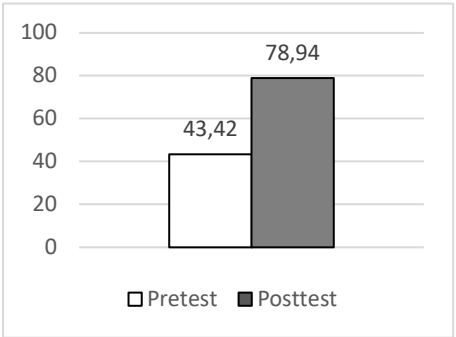

Figure 7. N-Gain score pretest posttest result data

Based on the table diagram above, the mean pretest value before being given the treatment is 43.42 and after being given the treatment, the mean posttest value is 78.94. Descriptively, the difference has been seen and there is an increase in the posttest results. Thus it can be concluded that the increase in the results of students' pretest and posttest scores is influenced by interactive learning media and has a significant effect on increasing students' concept understanding of the function of plant body parts.

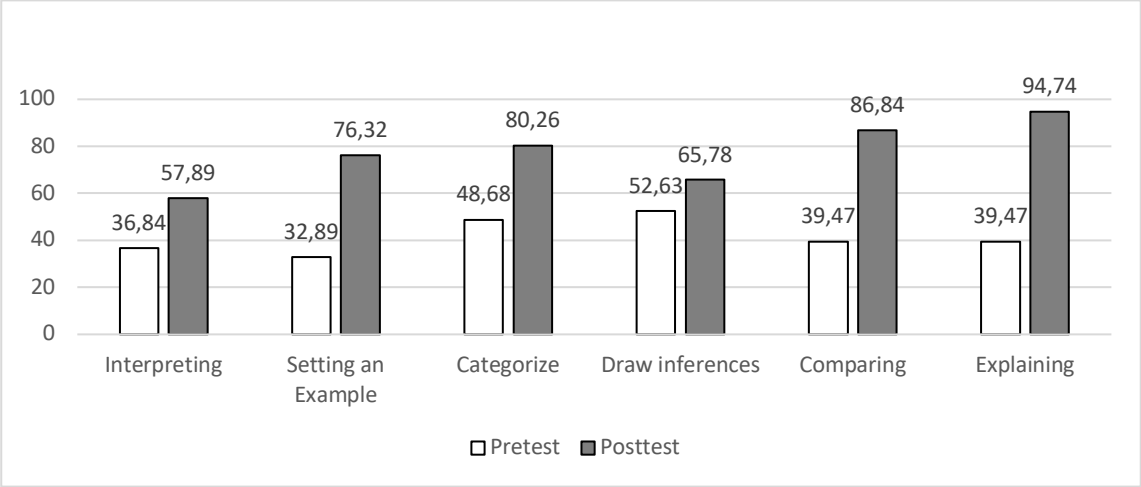

Figure 8. Average score of pretest posttest of students' concept understanding

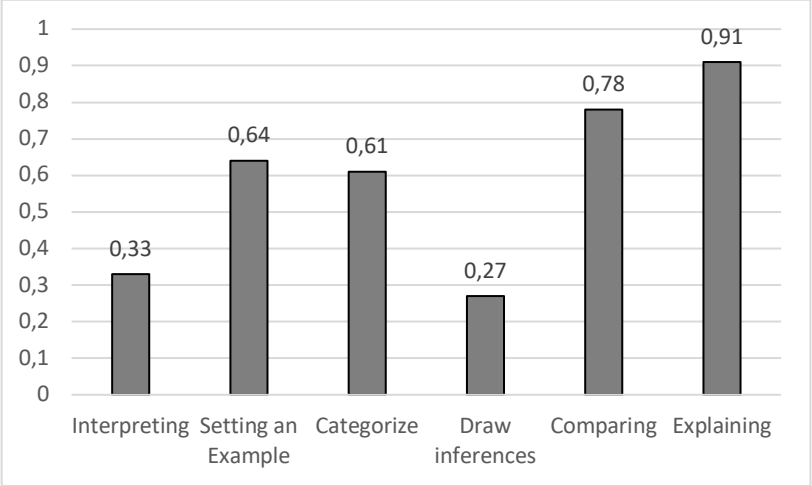

Figure 9. N-Gain pretest posttest indicator of students' concept understanding

Based on Figure 8. Shows that the results of the pretest posttest for each indicator of concept understanding of IV grade students have increased after being given learning with interactive media based on the figma website.

Based on Figure 9. Shows that in each indicator of concept understanding has increased, the increase is classified into 3 categories, namely if the N-Gain value of 0.70 <n<1.00 is categorized as high, 0.30 <n<0.70 is categorized as medium, and 0.00 <n<0.30 is categorized as low. Of the 6 indicators that researchers analyzed, there were 2 aspects that were categorized as high, namely the aspects of distinguishing and explaining. There are 3 indicators that are

categorized as moderate, namely interpreting, giving examples, and classifying. And the last, there is 1 indicator that is categorized as low, namely drawing inferences.

Teacher and Student User Response

Table 6. User response questionnaire (Teachers and Students)

User response	Assessment Indicator	Criteria	Average score
Teacher	Suitability of material	Very feasible	93%
	Accuracy	Very feasible	
	Usability	Very feasible	
	Motivation / Interest	Very feasible	
Students	Display quality	Very feasible	89,5%
	Material suitability	Very feasible	
	Communicative language	Very feasible	
	Media attractiveness	Very feasible	

Based on the user response table by the teacher above, the results of the assessment of interactive learning media are categorized as very feasible by obtaining a percentage result of 93%. After the teacher filled out the user response questionnaire, the teacher filled out an interview questionnaire and gave a positive response to the interactive learning media on the figma website.

Based on the student user response table above, the average result of the assessment of interactive learning media is 89.5% and is included in the very feasible category. After students fill out the user response questionnaire, students fill out an interview questionnaire of student responses to the figma website-based interactive media. A recapitulation of the results of student responses can be seen in the following figure.

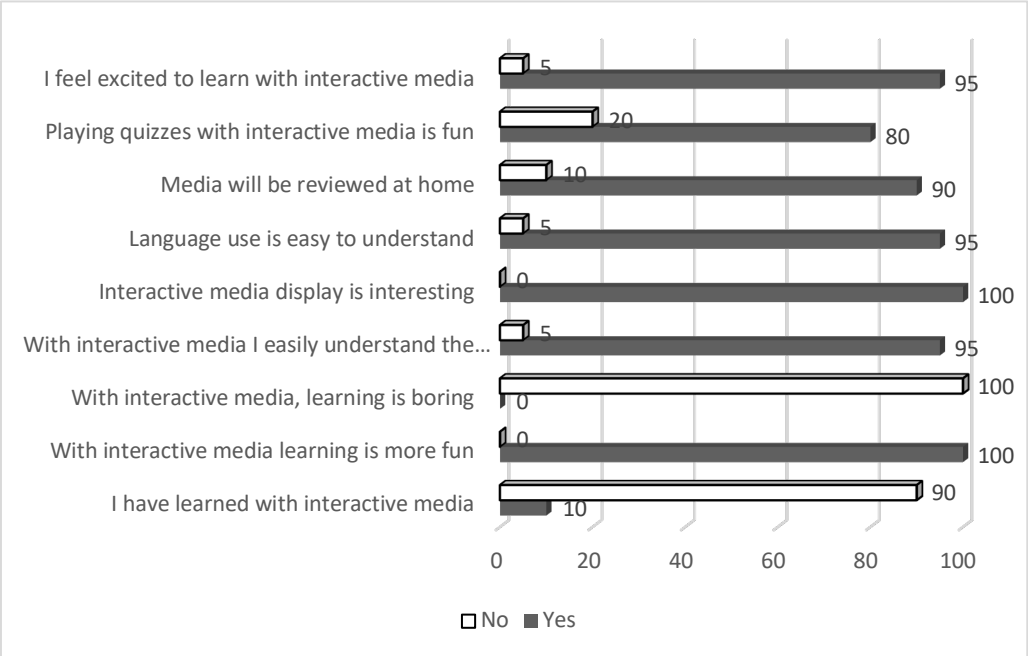

Figure 10. Student response data

Based on the recapitulation data above, user responses by students to interactive learning media provide positive responses. Figma-based interactive learning media can increase students' interest and motivation to learn, so that students actively participate in learning when media implementation takes place.

Discussion

Based on the results of interviews and observations, the problems that researchers found at the initial stage of problem identification that in class IV of one of the elementary schools in the city of Bandung in the delivery of learning the teacher is still text book, which only refers to the textbook which is still in the form of simple pictures, does not look for material from other sources and the delivery of material often does not use media.The method used is still conventional because it is too fixated on one source so that learning becomes rigid, students do not interact in learning so that students feel bored, bored and have difficulty understanding the material. In line with the opinion of Kurniawan et al., (2020) that student learning is still dominated by the lecture method and assignments that are done repeatedly so that students have difficulty doing it.

According to Edgar Dale's cone of experience theory, it states that learning media can be used to match the learning style of each individual student. For example, visual-symbolic learning materials can be used to explain reading experiences, and demonstrative learning materials can be used to explain listening and reading experiences. Edgar Dale has provided a methodical approach to determine the absorption of each individual's preferred learning style. according to him, learning experiences involving reading only absorb 10% of what is learned; learning experiences involving hearing 20%; seeing 30%; hearing and seeing 50%; participation and cooperation 70%; and learning experiences involving simulation or performance 90% (Rahayu, Khoiroh, A'yun, Rusydiyah, & Rahman. 2023).

Education today is 21st century education, where education is always side by side with the utilization of digital technology and 21st century learning skills. 21st century skills include 4C namely "creative thinking, critical thinking and problem solving, communication, collaboration". By utilizing technology-based learning media in science learning, it can develop 4C skills (Jannah & Atmojo, 2022). According to Cone Experience theory, learning media, through the use of interactive techniques such as videos and animated images, can help convey abstract material to appear real (Fransisca, Yunus, Dewi Sutiasih, & Permata Saputri, 2019).Thus, learning science should utilize learning media. Learning media in science plays an important role as a tool to stimulate the student learning process because the concepts and principles of science content are abstract, so the media can play a role in concretizing these abstractions according to the cognitive capacity of elementary school students who are still concrete operational (Wahyu, Edu, Nardi, 2020).

Analyze the formulation of learning objectives by referring to the curriculum and learning materials. Grade IV elementary schools already use the independent curriculum where the Merdeka curriculum focuses on essential material so that learning is more in-depth. More time for competency and character development through group learning according to the real context. 21st century skills combine technology-assisted learning in line with the opinion Margo Irianto, Yunansah, Mulyati, Tri Herlambang, & Setiawan (2020) that the development of technology and science results in an increase in the standard of living of humans so that human needs are increasingly developing in various fields including in the field of education. students can receive meaningful learning about problem solving in everyday life (Widya, Rifandi, Laila Rahmi, 2019). Therefore, education requires learning media that focuses on student centered where the role of the teacher becomes a facilitator who provides stimulus about the material so that students are more dominant and interact actively by exploring information independently through existing technology. (Taylor & Digiacomo, 2023) This situation requires teachers to increase information

lieration, adapt and practice digital-based learning media. Therefore, it is necessary to develop technology-based interactive learning media.

Learning media is expected to be able to distribute or convey messages to students in an organized and planned manner in order to create an effective and efficient learning process (Fahrozy, Irianto, Kurniawan, 2022). The learning media developed must adjust to the characteristics of students (Seftiani, & Sujana, 2023). The cognitive development of elementary school students is in the concrete operational phase. Where in this phase students are at the age of 7-11 years who have thought using logic, in other words students experience the development of thinking to understand something logically but are still limited by concrete objects (Bungawati & Rahmadani, 2023). Therefore, students need learning using analogies through real (concrete) objects.

Based on this, it becomes the basis for researchers to create interactive learning media in terms of video selection, colors, images, letters and others. In the selection of colors, researchers dominate with green because it is adjusted to the material to be taught, namely about plants that are identical to having green color. In the selection of images, researchers choose interesting illustrations of plant images in accordance with the facts. In the interactive learning media there are 3 kinds of quizzes, where each quiz has 10 questions, there is a link padlet menu where students can collect tasks that students can do independently or in groups.

The development of interactive learning media is intended to assist teachers in delivering learning materials, and train students' concept understanding of the material on the function of plant body parts. Before the media was tested on students, researchers conducted an assessment stage by 4 expert validators, namely media expert validators, material experts, language experts, and elementary learning experts. This aims to determine the feasibility of the media. Based on the stages of expert judgment assessment that the researchers have carried out, the value of the data obtained from the material expert validator that the interactive learning media based on the figma website with a score of 98% and is categorized as very feasible, this can be seen when testing the product, students are easy to understand the material on the function of plant body parts because it is equipped with interesting image visualizations according to the facts, so that there is an increase in the Posttest score. The score of the media validator of 79% is categorized as "feasible, this can be seen that students are easy to access and use the media. The value of the language validator is scored at 94% and categorized as "very feasible", it can be seen that students easily understand the language contained in interactive media because the language is adjusted to the characteristics and cognitive development level of grade IV elementary school students. The score value obtained from elementary learning experts is 97.5% which is categorized as "very feasible", it can be seen that the learning is carried out in accordance with the teaching modules and learner worksheet that have been designed. Based on the overall score of the 4 validators, data can be generated that this interactive learning media has an average value of 92.13% and is included in the very feasible category, so that interactive learning media can be feasible to use as learning media. At this stage the researchers also made revisions to the media according to the provisions of suggestions and comments from 4 validators.

At the stage of testing interactive media in the learning process carried out in class IV elementary school with 38 students. Then students access the link bit.ly/DuniaTumbuhan and go directly to interactive media. The media that researchers develop is website-based which can be accessed via android, so that in learning students bring their respective gadgets. The model used during learning is the Problem Based Learning model with the aim that learning becomes meaningful. The implementation of interactive media in learning can run effectively, where students actively participate in learning, and students are more enthusiastic and eager to learn because they use an android who have never learned to use an android before. After learning and product trials are complete. Researchers gave response questionnaires and interviews on interactive media to students and class teachers. The score obtained from the user response

(teacher) was 93% and included the category "very feasible", the teacher also gave a positive response and response to the media that had been developed. The score from the user response (students) gets an average score (89.5%) which is categorized as very feasible, through the results of interviews students also gave positive responses when and after learning on interactive media.

Understanding the concept is very important for students, so that students are able to solve problems that occur in their environment with the concepts they have. In assessing students' understanding of concepts, researchers give test questions, namely pretests and posttests to see improvements in students' understanding of concepts. Based on the data that has been processed by researchers, the N-Gain value or the average value obtained from the concept understanding indicators, namely in indicator 1) interpreting getting an N-Gain value of 0.33 with a moderate category, in indicator 2) giving examples of the N-gain value obtained is 0, 64 which is categorized as moderate, 3) classifying the N-Gain value obtained is 0.61 which is categorized as moderate, 4) drawing inferences the N-Gain value obtained is 0.27 which is categorized as low, 5) comparing with the N-gain value of 0.78 with a high category, and 6) explaining the N-Gain value obtained is 0.91 which is categorized as high. Based on the data that has been obtained, the average pretest value before being given the treatment is obtained at 46.3158 and after being given the treatment, the average posttest value is 78.9474. descriptively, the difference has been seen and there is an increase in the posttest results.

CONCLUSION

Based on the results of the analysis of research data that researchers have conducted on the development of interactive media based on the figma website to train students' concept understanding on the material of the function of plant body parts, it can be concluded that:

1) Product development uses 6 stages of peffers, namely problem identification, describing objectives, product design and development, product trials, evaluation and testing, communicating test results. The characteristics possessed by the figma website learning media are about the material of the function of the plant body parts. This application can be used flexibly using a cellphone or laptop. The explanation of the material uses language that is in accordance with the characteristics of grade IV elementary school students communicative and easy to understand, equipped with interesting illustrations and videos, there are LKPD, quizzes, and padlet platforms for collecting assignments.
2) The assessment obtained from the material validator that the interactive learning media based on the figma website with a score value of 98% and is categorized as very feasible, the score value of the media validator is 79% categorized as "feasible", the language validator the score value obtained is 94% and is categorized as "very feasible", the elementary teaching validator scores 97.5% which is categorized as "very feasible". Based on the results of the overall value of the 4 validators, data can be generated that this interactive learning media has an average value of 92.13% and is included in the very feasible category.
3) The value obtained from the user's response (teacher) is 93% and is included in the "very feasible" category, the teacher also gave a positive response and response to the media that had been developed. The score from the user response (students) gets an average score (89.5%) which is categorized as very feasible, through the results of interviews students also gave positive responses when and after learning on interactive media.
4) Based on the data that has been processed by researchers, the N-Gain value of the pretest posttest obtained is 62.80, so the effectiveness category of the N-Gain score in percentage form is categorized as quite effective. The average value of the pretest before being given the treatment was 43.42 and after being given the treatment, the average value of the posttest was

78.94. descriptively, the difference has been seen and there is an increase in the posttest results. Based on the 6 indicators that researchers analyzed, there were 2 aspects that were categorized as high, namely the aspect of distinguishing with an N-Gain value of 0.78 and explaining with an N-Gain value of 0.91. There are 3 indicators that are categorized as moderate, namely interpreting with an N-Gain value of 0.33, giving examples of 0.64, and classifying 0.61. And the last, there is 1 indicator that is categorized as low, namely drawing inferences 0.27. The highest increase in concept understanding indicators is the indicator of explaining by obtaining an average N-Gain value of 0.91.

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