Research Paper

The Development of Interactive Media Learning Innovation Based on Local Wisdom in Improving Financial Literature

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ABSTRACT

Economics is a subject that aimed of understanding students about economic problems and events in their environment. So, it can be used as a guide in making rational economic decisions in various choices. In the mission of achieving these goals, economics teachers need to innovate learning that can teach students. Through the development of interactive media based on local wisdom, students are required to actively participate and be able to apply their real roles in daily life in accordance with the national identity, as well as improve students' financial literacy. The problem in this study is how interactive media learning innovations can improve financial literacy and the quality of accounting learning. This study uses the 4 D method, namely define, design, develop, and disseminate. The results showed: (1) the validity test showed a score of 95.3%. This means that interactive media learning innovations based on local wisdom are very feasible to use without revision. (2) The score of financial literacy was 83.2% or was in the high category. This means that respondents have high financial knowledge.

Keywords: Economics, Local Wisdom, Learning Innovation

INTRODUCTION

21st century learning has challenged education in Indonesia. Character education needs to be instilled in students by incorporating it into the learning process. In responding to these challenges, the Ministry of Education launched a new project, namely the Pancasila Student Profile which provides opportunities for students to "experience knowledge" as a process of strengthening character and learning in the surrounding environment [1].

Seeing this, a teacher should be able to build character and guide students to learn from the surrounding environment. Characters and abilities are formed in everyday life and brought to life in students through project-based and cultured learning. One of the efforts that can be taken by teachers is to use learning media as a means of delivering material, as well as a tool to help students in the learning process [2], [3]. Game media can be an alternative for teachers, because it allows students to participate actively, allows for a real role in society, is flexible [4], and can improve interests, learning quality, and learning outcomes [5].

One of the subjects that also requires character building and learning that can teach students is economics. The integration of local wisdom in economic subjects is needed so that students have the provision to make rational economic decisions in various choices according to the identity of the Indonesian nation [6]–[8].

The development of interactive media learning innovations based on local wisdom can be an option in integrating local wisdom in economic subjects. Interactive media based on local wisdom in the form of educational games that have been adapted to

the material (accounting) and provide opportunities for students to seek information, collect and analyze economic data (financial literacy). So that students are expected to have a learning experience that involves the surrounding environment and can apply it directly in real life.

From the above background, the problem to be studied is how interactive media learning innovations can improve financial literacy. The purpose of this research is to develop an interactive media learning innovation based on local wisdom in improving financial literacy.

LITERATURE REVIEW
Financial Literacy

Financial literacy is related to one's ability (reading, analyzing, managing, and communicating) in managing finances to achieve a better life. Financial literacy includes the ability to sort out financial needs, discuss financial issues, plan for the future, and respond wisely to life events that affect daily financial decisions, including events in the economy in general. [9]. (6)

Financial literacy is considered very important in daily life. The followings present the importance of financial literacy: a) understanding and being wiser in managing finances and knowing the benefits and risks, so that financial decisions can be optimal, precise, and effective [10], [11]. b) able to distinguish between needs and wants [12]. c) advancing the financial services industry, thereby contributing to the economy [12]. d) empowering consumers to have good behavior [10]. e) able to control consumptive behavior [12].

Local Wisdom

Local wisdom is everything that is the potential of an area as well as human thought or the work of humans that implies wise and wise values and is passed down from generation to generation so that it becomes a regional characteristic [13]. Local wisdom needs to be integrated into learning because it can be the basis of character education that can instill and

cultivate noble values in accordance with Pancasila [14]–[16]. So that it can be used as a provision of knowledge, skills, and attitudes to students so that they have solid insight about the state of the environment with values in their area and community needs that are useful for themselves, society, and the country. [7].

MATERIALS & METHODS

This study used a 4D design, they were define, design, develop, and disseminate. Stage 1: define includes the process of focusing on problems and analyzing student profiles, as well as analyzing accounting concepts and formulating learning objectives. Stage 2: design included a discussion process from the results of stage 1 to then used as the basis for the preparation of learning media and learning modules based on local wisdom. Stage 3: develop was the development stage, it was the results of the preparation of interactive media were validated in the form of a questionnaire about the content, structure, and matters related to the prototype of interactive media learning innovation based on local wisdom. In this stage, limited trials and real trials were also carried out. Stage 4: desiminate was the stage of perfecting the innovation of interactive media learning based on local wisdom through in-depth evaluation. From stage 4, an interactive media learning innovation based on local wisdom was obtained that can be used to improve financial literacy.

Qualitative data analysis was obtained from the results of interviews, input, suggestions, and evaluations. While quantitative data were obtained from the results of distributing questionnaires to test the validity of interactive media learning innovations based on local wisdom. The data analysis uses a percentage with the following formula:

Score: Total Score/Maximun Score x 100%
The score obtained above is used to measure financial literacy data which is interpreted based on the following table [17]:

Table 1. Financial Literacy Interpretation Criteria

INTERVAL DATA (%)	CATEGORIES
+< 60	Low
$60 \leq 80$	Medium
> 80	High

Meanwhile, to interpret the results of the validation test is using the guidelines in the table below [18]:

Table 2. Interactive Media Inobel Validation Interpretation Criteria

Achievement Percentage	Qualification	Validity Level
81% - 100%	Very good	Very valid/very feasible (can be applied without revision)
61% - 80%	Good	Valid/ feasible (can be used with minor revisions)
41% - 60%	Enough	Less valid / less feasible (recommended not to apply because it needs revision)
21% - 40%	Poor	Invalid/invalid (should not be applied)
0% - 20%	Very Poor	Very invalid/highly inappropriate (should not be applied)

RESULT AND DISCUSSION
Expert Validation Test
The expert validation test was carried out using a questionnaire distributed to lecturers as media experts, material experts, and learning design experts. The following is the presentation of the expert validation results:

Table 3. Interactive Media Inobel Validation Test Results

Validated product	Validator	Validation Results (%)	Information
Inobel Interactive Media Accounting based on Local Wisdom	Learning Material Expert	95,2	Very Good/Very Valid
	Media Expert	94,7	Very Good/Very Valid
	Learning Design Expert	96	Very Good/Very Valid
Rata-Rata		95,3	Very Good/Very Valid

Referring to the data above, it can be concluded that: (1) the results of the expert validation of learning materials show a scoreof 95.2%, with very good/very valid information. Means, the learning materials used are in accordance with the needs of students, and can be delivered using interactive media based on local wisdom. (2) The results of learning media experts show a scoreof 94.7%, with very good/very valid information. Means, the elements that exist in the media are in accordance with accounting material, and can be used as a means of delivering material. (3) The results of the validation of the learning design experts showed a scoreof 96% with very good/very valid information. Means, the design of interactive media learning innovation learning according to student needs, and can be used in accounting learning. (4) The average of expert validation shows a scoreof 95.3%, with very good/very valid information. This means that interactive media learning innovations based on local wisdom are very feasible to use without revision.

Limited Group Test
The limited group test was carried out to 10 students from class 12 Social Studies 1. In the limited trial the students were divided into 2 groups, each consisting of 5 students. Group 1 with the name of the red group, while the group 2 with the name of the green group. The following is a diagram of the results of the work of two groups for a limited test:

Based on the data above, the achievement of the red group is higher than the green group. The red group got score of 73 with the last work being a working paper but not yet completed. While the green group got score of 60 with the latest work being a financial report but not yet completed.
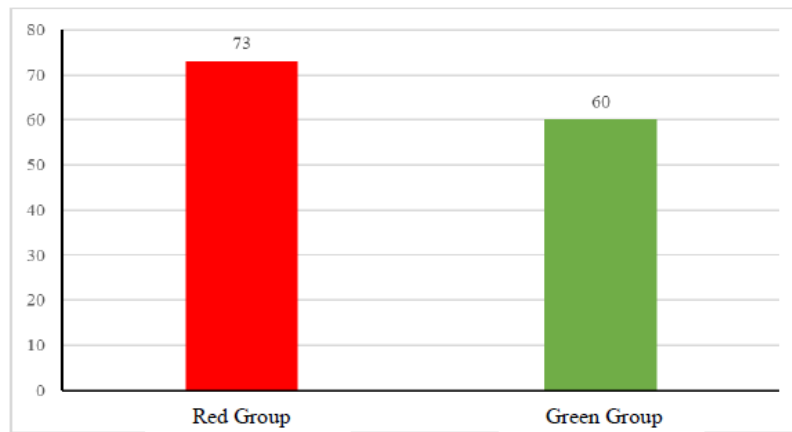
Figure 1. Limited Test Results Chart

Actual Group Test

The group test was actually carried out on 27 students from class 12 Social Studies 1. In the limited trial the students were divided into 4 groups, each consisting of 6-7 students. Group 1 was named red group, group 2 was named the yellow group, group 3 was named green group, and group 4 was named the blue group. The following is a diagram of the results of the work of two groups for a limited test:
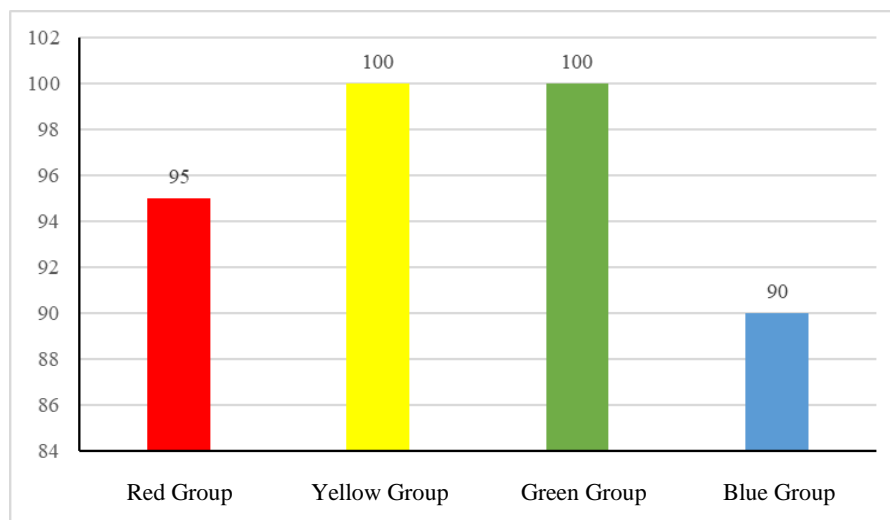

Figure 2. Real Group Test Results Chart

Based on the data above, information is obtained that: (1) The achievements of the yellow and green groups are complete with a total of 100 points, with information that the balance sheet has been completed after closing. (2) The achievement of the red group is complete with a total of 95 points, with the information that it has reached the closing journal. (3) The blue group completes with a total of 90 points, with information that the financial statements have arrived.

Analysis of Financial Literacy Achievement

From financial literacy data obtained from distributing questionnaires to students, there are 4 indicators, namely: basic knowledge of finance (accounting), savings and loans, income and expenses, as well as insurance and risk. The following are the results of financial literacy data analysis after using interactive media learning innovations based on local wisdom:

Table 4. Financial Literacy Processed Data

NO	INDICATOR	TOTAL SCORE	MAXIMUM SCORE
1	Basic knowledge of finance (accounting)	1.000	1.296
2	Savings and loans	574	648
3	Income and expenses	633	756
4	Insurance and risk	630	756
	TOTAL	2.837	3.456

Based on the data above, based on data regarding the interpretation of financial literacy after the implementation of interactive media learning innovations based on local wisdom, the conclusions obtained are as follows:

1. Financial Literacy Score = Total Score / Maximum Score x 100% 2.837 / 3.456 x 100% = 83,2 %
2. Basic knowledge Score = Total Score / Maximum Score x 100% 1.000 / 1.296 x 100% = 77,2 %.
3. Savings and Loans Score= Total Score / Maximum Score x 100% 574 / 648 x 100% = 88,6 %.
4. Income and expenses Score = Total Score / Maximum Score x 100% 633 / 756 x 100% = 83,7 %.
5. Value and Risk Score = Total Score / Maximum Score x 100% 630 / 756 x 100% = 83,3 %.

From the calculation results, it is known: (1) The scoreof financial literacy is 83.2% or is in the high category. This means that respondents have high financial knowledge. (2) The scoreof basic knowledge is 77.2% or is in the medium category. This means that respondents have basic knowledge (accounting) that is. (3) The scoreof savings and loans is 88.6% or is in the high category. This means that respondents have high knowledge of savings and loans. (4) The scoreof income and expenses is 83.7% or is in the high category. This means that respondents have knowledge of high income and expenses. (5) The scoreof insurance and risk is 83.3% or in the high category. This means that respondents have knowledge of insurance and high risk. (6) The lowest results were obtained on basic knowledge of finance (accounting). (7) The highest results were obtained on the knowledge of savings and loans.

CONCLUSION

Economics is a subject that aims to understand students' problems and economic events in their environment. An economics teacher needs to make learning innovations that can teach students to be able to implement their real roles in society, as well as financial literacy.

The validity test showed a scoreof 95.3%. This means that interactive media learning innovations based on local wisdom are very feasible to use without revision. In addition, interactive media learning innovations based on local wisdom can improve financial literacy. The scoreof financial literacy is 83.2% or is in the high category. This means that respondents have high financial knowledge.

Conflict of Interest: None

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