IMPROVING STUDENT LEARNING OUTCOMES IN CLASS 4 ETHNIC DIVERSITY MATERIALS WITH MUTLIPERSPECTIVE
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ABSTRACT
Online learning, an event that feels foreign to many stakeholders, but with technological developments it will slowly sync with the changing times. Educational technology is able to replace the stereotypical way of learning into a new one. Learning activities using the lecture method and updated using interactive learning (for example using media), using innovative learning emphasizing on process skills, student centered and active earning. As a result deliver positive innovations for student learning. Although the design of information technology-based media must have exclusive skills, it is not that the media should be avoided or abandoned, studying it can be done with various literatures such as books and the internet. Learning media using news technology can be internet, cellphone, flash disk, power point, internet classroom, e-mail, YouTube, and there are still many media that can be used. Use includes components of Learning content (LC) and Learning Management System (LMS), so that with the advancement of dynamic technological developments, it is hoped that it will have an impact on the Indonesian generation who will become progressive, transformative, and not beleaguered in the frozen mindset of life. In learning Indonesian diversity in class IV, it is hoped that students will be able to explore the diversity of their own nation and increase their love for the homeland. In learning Indonesian diversity in class IV, it is hoped that students will be able to explore the diversity of their own nation and increase their love for the homeland and not beleaguered in the frozen mindset of life. In learning Indonesian diversity in class IV, it is hoped that students will be able to explore the diversity of their own nation and increase their love for the homeland.
PRELIMINARY

According to Herlambang, Yusuf Tri (2018, p. 133) Technopedagogic is a teacher's knowledge or ability to integrate technology into learning that is able to develop student potential and competence. So in my opinion technopedagogic is a science that combines technology with learning in designing teaching and learning experiences to improve students' abilities. If the teacher has literature on technological developments, it is of course very useful in implementing teaching in the form of investing in addictive attitudes and skills in the life of the digital era. Technopedagogic is an approach with unlimited development because it provides flexibility in learning by applying all technological media that are relevant to concepts and contexts. According to Sukanto, Sujono (2005),

In techno-pedagogy, education must be humane, as Ki Hajar Dewantara said, he expects education to be more cultured, more humane, so that he can become a complete and developed human being, of course this includes creativity (cognitive), sensibility (affective), intentional power (conative), so it can be said "educate the head, the heart, and the hand!". The development of all powers must be carried out simultaneously and in balance so as to produce wholeness. Technology-based education and learning seeks to provide harmony to the singularity for dissemination.

One of the main factors that makes Indonesian education develop properly is the teacher, the teacher must be able to have excellence in teaching methods, in relationships and communication with students and parents, school committees, or related parties regarding their attitude and professionalism. This professional attitude includes the hope to improve oneself in carrying out tasks, and the hope to be able to prepare learning. In this connection it is also important to appear professionally: physically, psychologically, affinity, attitude, and religion and can be a person who can provide motivation. improving the quality of work that is professional, profitable, and cooperative so that it can fully humanize students. In a modern learning system, students must be active in expressing opinions. In this condition, communication is carried out in two directions or more. So that in the learning method there is communication between the recipient of the material and the provider of the material through the media delivered. Learning activities ask to reduce lecture learning and be replaced with interactive media (such as technology-based interactive media). Current learning activities emphasize method skills and active learning, so the function of learning media can be very important.

Learning using technology is good enough in expressing its ideas, but in practice not all regions apply technology education. There are still many influencing factors that result in uneven education using this technology, such as limited levels and the amount of educational resources (teachers) who understand technology, uneven opportunities to get education, methods and approaches that are less correlated. In order for technology-based education to run well, basic facilities are needed that allow information to be transmitted anywhere with capabilities that include the human resource factor. There are also obstacles to ICT integration in learning: physically the facilities and infrastructure are inadequate, especially schools that are in remote areas, non-physically.
RESEARCH METHODS

The research that I did used a quantitative research method with a descriptive study approach with content analysis. In writing this article using data in the form of scientific literature from scientific journals and books that correlate the relationship with educational technology, critical pedagogy with the thoughts of Ki Hajar Dewantara. The data obtained from various literatures were analyzed using a descriptive approach. Data collection was carried out using library research.

RESEARCH RESULTS AND DISCUSSION

1. Technopedagogic

Assessed in an empirical philosophical perspective that technology is interpretive, which means giving an impression or theoretical view of educational technology through a communication process through sequential movements or symbols, thus providing benefits to human life. In an empirical perspective it is also said that humans have made technology a part of culture with the concept of pluriculturality. According to Herlambang, (2018, p. 219) plurality is a term introduced by Don Ihde that is a form of multicultural culture that arises as a form and influence of the use of high technology, namely information technology and media technology.

2. Ki Hajar Dewantara's concept of Indonesian education

Education in Ki Hajar Dewantara's conception is defined as a process of humanizing humans and empowering them. That is, education is pursued in order to increase the degree of humanity. There are seven bases that made Ki Hajar Dewantara build a student park as an effort to improve education in Indonesia, namely: education (meaning student parks as a place to carry out the process of obtaining education through the teaching process, providing direction in life for the growth of body and soul so that later in his person it will have an impact in his environment and get progress in life both physically and spiritually), nature (the nature of a human being who needs maintenance and progress in life so as to achieve safety in his life physically and happiness and his inner life, both for individuals and society), In the fatwa on the principle of independent living put forward by Ki Hajar Dewantara which reads "Sastra Herdjendrajungrat Pangwating Dyu" which means noble knowledge will save the world and destroy civilization's habits. That is, if humans have noble knowledge then these humans can become directed human beings so that they can avoid bad things so that they can improve and take advantage of the potential that exists
within themselves. As a teacher, you must have this conception so that you can produce children with noble personalities in accordance with Pancasila and the 1945 Constitution. The second is the fatwa "Lawan satra ngesti Mulya" which means that with knowledge we lead to glory. That is, through education it is hoped that students and teachers will not fall into bad things, such as radicalism. The hope is that students and (teachers) educational elements are able to humanize humans more. So as a teacher must have the ability to set life principles so as not to sway in badness, have clear goals, and have self-confidence.

Technology-based learning media

Carrying out media learning, teachers must do:

1. Identification
2. Finding out the characteristics and needs of students with appropriate media planning.
3. Formulation of Objectives
4. Learning media must be designed in an attractive way so that it can encourage students to achieve learning goals. Ways to make media studies interesting can be by using existing media, changing existing media, making new media designs.
5. Material Formulation
6. The media-based material provided must be in accordance with the syllabus and lesson plan that has been made so that it correlates with the student's book
7. Student engagement
8. By giving students the opportunity to express their opinions (answers) in order to run effectively and optimally.
9. Evaluation
10. Were the learning objectives achieved? the selected learning method runs effectively? Can students understand the material? Is learning using media interactive and fun?

F. Principles of Media Development and Production

The variety and form of teaching media, in terms of its type, includes visual media, audio vehicles, audio-visual vehicles, and all kinds of vehicles.

1. visual vehicles: encyclopedias, newspapers, magazines, photographs, books, posters, treasure troves, globes, maps, sketches, graphs, charts, diagrams, drawings, and silent films
2. audio vehicle: telephone, radio
3. audio & visual vehicle: TV, video, CD,
4. Various rides: magnetic boards, white boards, drama, pantomime, demonstrations, simulations, wall magazines, computers

There are benefits of learning media, namely:
1. Showing objects: The teacher shows a type of virus from an animated film.
2. Expressing abstract concepts: an explanation of the shape of objects can use moving images as media.

CONCLUSION

Technopedagogics is needed to facilitate educational staff in implementing it in the learning process. This technology-based education is very necessary to realize 4.0, of course there are many benefits to be gained when using technology in the learning process. The principles expressed by Ki Hajar Dewantara are the foundation of how the process of education is good. Using technology-based interactive media can make students think concretely, where initially their thoughts were abstract. In its implementation, learning media must fulfill the VISUALS principle in systematic planning for using media.

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