

The Development of Si Mirasantika Android-Based Media with 4D Models in Classical Guidance Services

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Abstract

The aim of this research is to develop the Si Mirasantika media as an information medium to raise awareness about drug abuse types and effects among students at SMK Negeri 1 Brondong Lamongan. This media aims to foster moral expertise, moral sentiments for preventing drug abuse, and moral actions in drug prevention within the context of Classical Guidance. The development of Si Mirasantika Android-based media involved a structured approach. The media's content is organized into three main parts: opening, contents, and closing, which encompass sections such as introduction to drugs, factors of drug abuse, and methods of cure. Feedback and revisions were conducted based on trial data analysis, addressing aspects including subject matter, auxiliary information, affective considerations, interface, navigation, pedagogy, and robustness. Evaluation was performed by expert media validators, media design experts, content/material experts, and target trials. The results indicate that the Si Mirasantika media is suitable for use by students at SMK Negeri 1 Brondong Lamongan, as validated by media experts, design experts, and content/material experts. The media received high validity scores, with the media design expert validation at 90.67%. Feasibility tests in small and medium classes showed positive outcomes, with effectiveness tests in the large class achieving a very effective score of 80.07%. These results support the utilization of Si Mirasantika as a supplementary resource in Classical Guidance, enhancing students' knowledge and understanding of drug abuse prevention.

Keyword : Mirasantika, Android, 4d

INTRODUCTION

SMK Negeri 1 Brondong is the only state vocational school in the north coast of Lamongan, which is located in Mboho Hamlet, Tlogoretno Village, Brondong District, Lamongan Regency. The people in coastal areas, actively working in the fisheries sector. This condition makes some people who live in the northern coastal route work as fishermen.¹ Because it is located in a coastal area, most of the students come from the sons and daughters of fishermen².

¹ Fatik Khussurur, "Pengembangan Tempat Pelelangan Ikan Dan Prasarana Perikanan Samudera Di Brondong Kabupaten Lamongan: Tema Analogi Biologi" (Universitas Islam Negeri Maulana Malik Ibrahim, 2014).

² Wiwik Widyo Widjajanti et al., *THE MEANING OF CULTURAL COASTAL COMMUNITY AS BASIS OF THE OPEN SPACES CONCEPT IN FISHERMEN SETTLEMENTS*, *International Journal of Humanities, Religion and Social Science*, 2019; Irzum Farihah, "Perilaku Beragama Perempuan Ngorek Di Pesisir Lamongan," *Sanwa: Jurnal Studi Gender* (2019).

With so many fishermen, the spread of drugs/narcotics, including Koplo pills, is spreading massively³. Illegal drugs have been circulating in East Java, especially in the Lamongan Regency. Based on the result of research at the Narcotics Research Unit of the Lamongan Police in cases of drug abuse from 2012 to 2014, data obtained on an increase in the number of suspects and distribution of illegal drugs.⁴ For example, in early 2016, the police arrested Koplo pill dealers with evidence of 190 Koplo pills⁵.

This happens because, when they go out to sea to catch fish using a boat owned by the ship's owner, when they are on the high seas they are sometimes given koplo pills such as the Carnopen type, free of charge to increase the tripping effect or increase their work power. The more often they use these drugs, the more addictive effects it will bring. The negative consequence is that they experience dependency while on land or no fishing⁶. When they are not at sea, they will look for these prohibited drugs from dealers or Koplo pill providers which are rife in circulation in the coastal areas of Paciran and Brondong.⁷

Drug abuse usually begins with the consumption of cigarettes. This smoking habit seems to have become a normal thing among students today. From this habit, the association continues to increase, especially when the student joins the circle of people who are already drug addicted⁸. Initially tried, then experienced dependence. So that students need information on strategies and abilities to avoid the dangers of drugs. One of the efforts to overcome the dangers of drugs is to carry out program that focuses on school-age children. Many efforts have been made by schools to reduce the spread of drugs. Among them are counseling about the dangers of drugs, and information through various media, for example films about the dangers of drugs. However, the results have not been maximized because they have not been able to foster a feeling of fear of the effects of drug abuse and they feel they are not involved in the prevention process. One way to disseminate this information can be done through service activities in Counseling Guidance.⁹

To help spread knowledge about drugs in the school or community environment, it is necessary to have a technological media that is developing and popular at every level of society, both in terms of age and profession. In fact, in 2019, an Android-based information

³ Jurnal Syarif et al., "Kelima , Program Pelatihan Ketrampilan Psikososial : Program Latihan," *Penyuluban Bahaya Penyalahgunaan Napza Bagi Pelajar Dan Remaja* (2018); Humas BNN, "Pencegahan Penyalahgunaan Napza," BNN.

⁴ Ahmad Faizal Rusdianto, "Penanggulangan Tindak Pidana Peredaran Obat Keras (Daftar G) Jenis Carnophen Di Kalangan Nelayan (Studi Di Polres Lamongan)" (Brawijaya University, 2015).

⁵ "Pengedar Pil Koplo Di Lamongan Dibekuk Polisi - Surya.Co.Id," accessed December 27, 2023, <https://surabaya.tribunnews.com/2016/02/11/pengedar-pil-koplo-di-lamongan-dibekuk-polisi>.

⁶ Chinyere Kemet, Emily Hill, and Hui Feng, "Fishing for Drugs," *ELife*, 2022; James R. Hill and Avril A.B. Robertson, "Fishing for Drug Targets: A Focus on Diazirine Photoaffinity Probe Synthesis," *Journal of Medicinal Chemistry* (2018).

⁷ Interview

⁸ Azmawati Mohammed Nawi et al., "Risk and Protective Factors of Drug Abuse among Adolescents: A Systematic Review," *BMC Public Health* (2021); Consuelo Guerri and María Pascual, "Impact of Neuroimmune Activation Induced by Alcohol or Drug Abuse on Adolescent Brain Development," *International Journal of Developmental Neuroscience*, 2019; Poonam Kumari Yadav and Rejina Prajuli, "Knowledge Regarding Drug Abuse among School Students," *Research Square* (2021).

⁹ Muhammad Ridha Febrian, Nataniel Dengen, and Bambang Cahyono, "Media Informasi Berbasis Android Tentang Jenis-Jenis Narkoba Di Badan Narkotika Nasional Provinsi Kalimantan Timur," *Jurnal Rekayasa Teknologi Informasi (JURTI)* 3, no. 1 (2019): 38.

media has been developed about the Types of Drugs at the National Narcotics Agency for East Kalimantan Province. This Android-based media is dissemination of information and assists socialization regarding the adverse effects of drug abuse. The media has not been used in Classical Guidance activities with all guidance procedures up to the evaluation and follow-up stages, so that it can require the involvement of students in preventing drug abuse, especially in the social environment.¹⁰

In counseling guidance activities on drug materials, it is also necessary to have a fun guidance medium for students to get to know the types and forms of drugs, their dangers and the impacts of criminal law. This guidance media can be in the form of disseminating information or fun games, so that it can provide knowledge that is not just for them to know or understand but also continues on feelings, namely aspects of emotion that must be able to be felt by someone to stay away from narcotics and end in action, namely able to understand what to do to prevent drug abuse

The results of closed interviews with the counseling teacher and students regarding the initial conditions of Classical Guidance on Drug Abuse Prevention Materials, obtained data that the counseling teacher had used media in the form of videos and Powerpoint Slides. The majority of BK teachers and students need media development to help them understand Classical Guidance material more easily and flexibly. Students think that the guidance media currently used cannot help understand the material, and 93% of students and 100% of counseling teachers need Android-based guidance media.¹¹

Media is an intermediary from sources of information to recipients of information.¹² As a tool, the media has the function of arousing students' interest in following the learning process in a focused manner. In addition, the learning media displayed can motivate students to study more diligently. It is undeniable that learning media also has psychological influences on students. Learning media users really help student activity in the learning process and make it easy for teachers to convey messages and content of learning material. That means that students' learning activities with the help of the media will produce better learning processes and outcomes than without media assistance.¹³

Android-based information media about the Types, Dangers and Methods of Curing Drug Abuse in schools really need to be developed for use in Classical Guidance activities. With this media it is hoped that students will have moral knowing, moral feeling and moral acting in preventing drug abuse starting from the school environment. This development research is about the idea of how to develop fun guidance media in its implementation in Classical Guidance to prevent drugs, especially the Koplo pill type, by involving students directly in their learning experience, whenever and wherever they are flexible.

¹⁰ Ibid., page 38-39

¹¹ Lecturers and Artists, Interview with Counseling Guidance Teacher at SMK Negeri 1 Brondong Lamongan, 13 December 2022

¹² D R H Wina Sanjaya, *Penelitian Tindakan Kelas* (Prenada Media, 2016).

¹³ Novita Dwi Lestari, Ruswandi Hermawan, and Dwi Heryanto, "Pengembangan Media Pembelajaran Menggunakan Powtoon Untuk Pembelajaran Tematik Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 3, no. 3 (2018): 33–43.

Method

Research is development research. This media product development model refers to the 4-D development model formulated by Thiagarajan, et al.¹⁴ The development stages are translated into 4 steps, namely: (1) the definition stage (Define), (2) the design stage (Design), (3) the development stage (Develop), and (4) the results dissemination stage (Disseminate).

The initial stage is the definition and design of the media. In the definition stage, this media uses the Lollipop version of the Android base. The basic competency developed is Social Responsibility Awareness with Drug Abuse Prevention Material. The program component is responsive service with Classical Guidance service activities. The developed media is equipped with sound, images and information that can help visualize the material contained in the media. The design stage starts with the design of the contents of the media. The initial draft of the guidance media includes: 1) Opening, (2) Contents (Materials) and (3) Closing. The Opening section consists of the Preamble, Homepage and Introduction. The Contents section consists of Introduction to Drugs, Factors of Drug Abuse and Methods of Cure, and Impacts of Drug Abuse. The closing section consists of Post Test Quiz, Project Based Assignments and Game Bonuses.

The initial draft of the guidance media to be developed is called the initial draft. The initial draft of the media is arranged in the form of a storyboard, alpha testing is carried out, namely validation includes 1) Subject matter, namely whether the material provided is in accordance with the initial objectives of making the program and the depth of the material is in accordance with the level of students who will use the product and whether it is in accordance with goal to be achieved. Is the content structure appropriate and the material presented in the product is appropriate? (2) Auxiliary information, namely additional information that is not directly related to the material, such as introductions, instructions, assistance, and conclusions. (3) Affective considerations, namely how this product can motivate students to learn more. (4) Interface, because product appearance is very important, learning multimedia developers must pay attention to writing text, animation and graphics, audio, and video. (5) Navigation, navigation must be made as easy and clear as possible so that users have no difficulty accessing the program. Navigation must be consistent. (6) Pedagogy, things that must be considered are methodology, interactivity, cognitive capacity, cooperative learning, learning strategies, user control, questions, answering questions, quality of feedback, and level of mastery of the material. (7) Robustness or product resistance is needed. Programs should never fail or have errors.¹⁵ After that, beta testing was carried out to test the feasibility and effectiveness of the media by students.

The validation was carried out by experts who were competent in understanding classical guidance media, in this case, graduate school lecturers. As for the validation of the material for Classical Guidance, it is carried out by the counseling teacher with the specifications of a Bachelor of Counseling Guidance graduate and has carried out guidance

¹⁴ Dian Kurniawan et al., "PENGEMBANGAN PERANGKAT PEMBELAJARAN DENGAN MEDIA SCREENCAST- O-MATIC MATA KULIAH KALKULUS 2 MENGGUNAKAN MODEL 4-D THIAGARAJAN," *Jurnal Silwangi* (2017).

¹⁵ Surakhmad Winarno, "Metodologi Pengajaran Nasional," *Jemmars, Bandung. TT* (1979).

activities for 5 years. The purpose of this validation is to determine the feasibility of the development guidance media. The assessment used to determine the validity of the media uses the criteria for the aspects of subject matter, auxiliary information, affective considerations, interface, navigation, pedagogy, and robustness. Media assessment criteria using a Likert scale. The Likert scale is a number of positive or negative statements regarding an attitude object. The main principle of the Likert scale is to determine the location of a person's position in a continuum of attitudes towards attitude objects ranging from very negative to very positive.¹⁶ The criteria are divided into 5 categories, namely 5 very very very valid/very feasible/very effective; 4 very valid/very feasible/very feasible; 3 valid/decent/effective; 2 less valid/less appropriate/less effective; and 1 is very less valid/very less feasible/very less effective.

After the data is obtained, then to see the weight of each response and calculate the average score with the following formula:

$$\tilde{x} = \frac{\sum x}{n}$$

Information:

\tilde{x} : average score

n : number of appraisers

x : total score of each

The percentage of results can be calculated using the following formula:

$$\text{Hasil} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100\%$$

The validity category is based on the following criteria:¹⁷

Table 1 Media Validity Criteria

Persentase (%)	Kategori
81 – 100	Very Valid
61 – 80	Valid
41 – 60	Fairly Valid
21 – 40	Invalid
0 – 20	Strongly Invalid

Arikunto explains that research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete and systematic so that they are easier to process. Data collection techniques used in this study were closed interviews with check lists and questionnaires. Structured interviews were used to collect data regarding the techniques and media used by the counseling teacher in the Classical Service on Drug Abuse Prevention materials, and to determine the need for Classical Guidance media. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to

¹⁶ Z Ayob, A Wagiran, and A A Samad, "Potential of Tissue Cultured Medicinal Plants in Malaysia," *J Teknologi* 62 (2013): 111–117.

¹⁷ Suharsimi Arikunto, "Metode Penelitian," *Jakarta: Rineka Cipta* (2002): 71–89.

respondents to answer.¹⁸ The questionnaire applied both for field trials and product quality tests uses a closed questionnaire model or in other words, answer choices have been provided for respondents to choose from. The questionnaire instruments needed in this study are: Media Expert Validation Instrument, Content/Material and Media Design.

The data analysis technique used in this study is a quantitative data analysis technique. The assessment data obtained from the validator was analyzed descriptively qualitatively and used as a reference for revising the product, so as to produce a feasible product. The data obtained was processed with the help of Microsoft Excel software.

RESULTS AND DISCUSSION

1. Media Expert Test

Guidance media expert is someone who understands the media developed by the developer, as well as an expert in the guidance field. This criterion was chosen because it was expected that guidance media experts could provide input on the accuracy of the teaching materials being developed by the developer. The guidance media expert on the development of this media is Dr. Ach. Noor Fatirul, ST., M.Pd. His latest educational background is Postgraduate. His current profession is as a Permanent Lecturer at PGRI Adi Buana University, Surabaya, Postgraduate School, Educational Technology Study Program.

Based on input from media experts, the media in the form of draft I, they gave good responses to all components of Si Mirasantika's media, including navigation, affective considerations, pedagogy, auxiliary information, and robustness. Responses for each indicator are in the very good and very good categories. Only in the control sub-component on the indicators of ease and consistency in accessing video links did they get good responses. To follow up on the indicator with the smallest value is to revise the media.

2. Media Design Expert Test

A guidance media design expert is someone who is skilled at understanding graphics, combinations of symbols, images and text that form a visual representation of ideas and messages in the media being developed. This criterion was chosen because it was expected that guidance media experts could provide input on the accuracy of the teaching materials being developed by the developer. The guidance media design expert on the development of this media is Dr. H. Ibut Priono Leksono, M.Pd. His latest educational background is Postgraduate. His current profession is as a Permanent Lecturer at PGRI Adi Buana University, Surabaya, Postgraduate School, as Head of the Educational Technology Study Program. His position is head of the Educational Technology Study Program

Based on the results of the validation, the guidance media design expert gave 1 (one) suggestion on the layout attractiveness indicator, namely the size of the images and descriptions to match, because this indicator obtained the lowest score in the good category. To follow up on the responses from media design experts regarding guidance media is to revise the media.

¹⁸ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2016).

3. Content/Material Expert Test

Content expert is someone who understands the content of the media being developed, namely Drug Abuse Prevention. The material content expert was chosen with the aim of being able to provide input on the accuracy of the guidance media content. The material content expert in media development is Nurida Shofaria, S.Pd., M. Psi. His educational background is a Bachelor of Counseling Guidance at the State University of Surabaya and a graduate of the Postgraduate Masters Program in Psychology at the University of Dr. Sutomo Surabaya. His current profession is as a guidance counselor at SMK Negeri 1 Sarirejo Lamongan and is active in the Lamongan Regency Counseling Teacher Consultation as deputy chairman. The total score given is 252.

Input, suggestions, and comments from content experts or materials related to this media are as follows:

- a. Titles should be Android-only based, no need to be Web-based as this is run on Android-based;
- b. In the pretest questions, there are many typos and spelling errors; And
- c. In the Bonus section, it is best if for remedial or enrichment the instructions for questions can only be opened one by one so that all users can read them.

To follow up on the responses from material content experts regarding the media is to revise the contents of this media.

4. Media Adequacy Test in Small Classes

Small trials are trials conducted on development media that have been revised based on input from content/material experts, media experts and guidance media design experts. Then it was handed over to 3 students in a small class trial. Development products requested to be assessed by three students. In individual trials that are being developed, the main focus to be obtained is data on the appropriateness of the media by students. The indicators in the individual trial questionnaire include: Subject Matter, Auxiliary information, Affective Considerations, Interface, Navigation, Pedagogy, and Robustness. The small class test was conducted on class XI students of Computer and Network Engineering at SMK Negeri 1 Brondong Lamongan. The results of the small class trial assessment of this media in the field trial was 68.9%. After being converted with a feasibility level table, it shows that Si Mirasantika's media is in the good/decent/effective criteria.

5. Media Feasibility Test at Medium Class

This small group test consisted of 6 students from SMK Negeri 1 Brondong, Department of Fashion. After Draft III was revised into Draft IV, then a medium group trial was carried out by asking the students of SMK Negeri 1 Brondong to evaluate draft IV media. The results of the medium class trial assessment of this media in the field trial was 77.9%. After being converted with a feasibility level table, it shows that Si Mirasantika's media is in the good/decent/effective criteria.

6. Media Adequacy Test on Large Classes

Large group trials were carried out after Draft IV was revised into Draft V, then field trials were carried out in large classes. The large-class trial was carried out for students of class XI at SMK Negeri 1 Brondong, majoring in multimedia. The students who were used as respondents for the large class trial were 33 students of class XI Multimedia. To find out the level of effectiveness of product development produced in learning, in this trial filling out an effectiveness questionnaire was carried out. The results of the large class trial assessment of this media in field trials were 80.3%. After being converted with a feasibility level table, it shows that Si Mirasantika's media is in the good/decent/effective criteria.

From the data obtained then analyzed using the help of spreadsheet software and obtained the following results:

1. Responses from Media Experts

In the questionnaire there are 4 (four) validated sub-indicators, namely Navigation, Affective considerations, Pedagogy, Auxiliary information, and Robustness. In general, the average value of each sub-indicator is presented in the following table:

Table 2 Recapitulation of Scores from Media Expert Validators

Number	Indicator	Average	Score
1.	Component Control/Link Media (Navigation)	4,3	43
2.	Components of Motivation (Affective Considerations)	4,2	21
3.	Components of Pedagogy (Pedagogy)	4,3	43
4.	Components of Additional Information (Auxiliary Information)	4,4	22
5.	Components of Media Resistance (Robustness)	4,8	24
Total			153

The calculation of the percentage score of the media expert validation results is:

$$x = \frac{153}{175} \times 100 = 87,43$$

From the data above, it shows that the media expert validator gives a percentage score of 87.43 for this media. After being converted to the feasibility level table, it shows that Si Mirasantika's media is in very valid criteria.

2. Responses from a Media Design Expert

Validation by media design experts is carried out on media appearance (interface).

The total score obtained is 68 out of a maximum score of 75.

The calculation of the percentage score of the media expert validation results is:

$$x = \frac{68}{75} \times 100 = 90,67$$

From the data above, it shows that the media design expert validator gives a percentage score of 90.67 for this media design. The conversion results with the feasibility level table show that Si Mirasantika's media is in the very valid criteria

3. Material Expert Response

There are 4 (four) sub-indicators that are validated, namely Content/Media Material Components, Concept Correctness in the Introduction and Content, Concept Correctness in the Posttest and Project Assignments, and Concept Correctness in the Bonus Section. In general, the average value of each sub-indicator is presented in table 3 below:

Table 3 Recapitulation of Scores from Media Expert Validators

Number	Indicator	Average	Score
1.	Component Content/Material Media	4,2	84
2.	Concept Truth in Introduction and Content	4,2	144
3.	Correct Posttest Concepts and Project Assignments	4,1	29
4.	The Truth of the Concept of the Bonus Section	4,2	25
Total			252

The calculation of the percentage score of the validation results of content experts'/media materials is:

$$x = \frac{252}{300} \times 100 = 84,00$$

From the data above, it shows that the content/material expert validator gives a percentage score of 84.00 for this media content/material. After being converted to the eligibility level table, it shows that Si Mirasantika's media content/material is in very valid criteria.

4. Small/Individual Class Trials

The results of the analysis from small/individual class trials on all media components obtained data as shown in table 4 below:

Table 4 Recapitulation of Small Class Trial Scores

Number	Indicator	Average	Score
1.	Component Material/Content (Subject Matter)	69,67	209
2.	Component Display (Interface)	71,11	160
3.	Media Control/Link Components (Navigation)	72,00	108
4.	Components of Media Motivation (Affective Considerations)	69,33	52
5.	Components of Pedagogy (Pedagogy)	69,33	104
6.	Components of Additional Information (Auxiliary Information)	64,00	48
7.	Components of Media Resistance (Robustness)	66,67	50
Total			731

The calculation of the percentage score of the small class due diligence results is:

$$x = \frac{731}{1,050} \times 100 = 69,62$$

From the data above the feasibility test in small class tests or individuals obtains a score percentage of 69.62. After being converted with a feasibility level table, it shows that Si Mirasantika's media is in the appropriate criteria.

5. Medium Class Target

The results of the analysis of the moderate class trials on all media components obtained data as in table 5 below:

Tabel 5 Rekapitulasi Skor Uji Coba Kelas Sedang

Number	Indicator	Average	Score
1.	Component Material/Content (Subject Matter)	3,9	462
2.	Display Components (Interface)	3,9	347
3.	Component Control/Link Media (Navigation)	3,9	234
4.	Components of Media Motivation (Affective Considerations)	3,9	116
5.	Components of Pedagogy (Pedagogy)	3,9	233
6.	Components of Additional Information (Auxiliary Information)	3,9	118
7.	Components of Media Resistance (Robustness)	4,0	119
Total			1.629

Calculation of the percentage score of the results of the moderate class feasibility test is:

$$x = \frac{1.629}{2.100} \times 100 = 77,57$$

From the data above the feasibility test in the middle class test obtained a score percentage of 77.57. After being converted with a feasibility level table, it shows that Si Mirasantika's media is in the appropriate criteria.

6. Large Group Targets

The results of the analysis of the media effectiveness trials in large classes for all media components obtained data as shown in table 6 below:

Table 6 Recapitulation of Moderate Class Trial Scores

Number	Indicator	Average	Score
1.	Component Material/Content (Subject Matter)	4,0	2.649
2.	Display Components (Interface)	4,0	1.958
3.	Component Control/Link Media (Navigation)	4,0	1.327
4.	Components of Media Motivation (Affective Considerations)	4,0	653
5.	Components of Pedagogy (Pedagogy)	4,0	1.311
6.	Components of Additional Information (Auxiliary Information)	4,0	657
7.	Components of Media Resistance (Robustness)	4,2	693
Total			9.248

Calculation of the percentage score of the results of the large class effectiveness test is:

$$x = \frac{9.248}{11.550} \times 100 = 80,07$$

From the data above the effectiveness test in the large class test obtained a score percentage of 80.07. After being converted with a table of levels of effectiveness, it shows that Si Mirasantika's media is in the very effective criteria.

7. Overall Questionnaire Result Data

Questionnaire result data from the overall trial starting from material expert reviews to large class trials can be presented as table 7 below:

Table 7 Results of the Si Mirasantika Media Development Trial

No	Langkah Uji Coba	Subjek Coba	Skor Persentase	Kriteria Validitas
1.	Media Expert	1 lecturer	87,43	Very Valid
2.	Media Design Expert	1 lecturer	90,67	Very Valid
3.	Content/Material Expert	1 teacher	84,00	Very Valid
4.	Small/Individual Class Trial	3 students	69,62	Eligible
5.	Moderate Class Trial	6 students	77,57	Eligible
6.	Large Class Trial	33 students	80,07	Very Effective

Based on the results of the assessment and responses of media experts in the form of Draft I, it is necessary to make several improvements (revisions) so that the resulting development product is more perfect. Revision to draft I of Si Mirasantika's media development is presented in table 8 as follows:

Table 8 Revision of Draft I Media Si Mirasantika from Media Experts

Number	Suggestion	Revision
1.	A dedicated drive is required for speeding up access to Video links and news material for speeding up access to videoa and supplemental material	Created a driver in Google Drive that contains videos and additional material
2.	Additional flyers are needed for instructions for carrying out Pretest, Posttest project assignments and bonus questions.	Added flyers for instructions for each work on Pretest, Posttest project assignments and bonus questions
3.	Necessary delay in terms of bonuses.	Added other features to add to the attractiveness of the application

C. Verification/Revision

1. Second Draft Verification/Revision

Based on the results of the assessment and the responses of media design experts, Si Mirasantika in the form of draft II of the development needs to make several revisions so that the resulting product development is even better. Revision of draft II of media development is presented in table 9 as follows.

Table 9 Revision of Draft II Media Si Mirasantika from Media Design Experts

Number	Suggestion	Revision
1.	The title is adapted to the type of base used to operate, Android or Web based.	Revised the title page from Android and Web Based to only Android Based
2.	To make it clearer and more attractive, the placement of images, explanations and navigation must be the same on each flyer with an attractive choice of images, colors and writing.	Position of images, explanations and navigation are placed in the same position on each flyer and changed with images, colors and writing which are interesting

2. Verifikasi/Revisi Draft Ketiga

Based on the results of the assessment and the responses of the material content experts, the media in the form of draft III development needs to be made several improvements (revisions) so that the resulting product development is more perfect. Revision to draft III of Si Mirasantika's media development is presented in table 9 as follows.

Table 9 Revision of Draft III Media Si Mirasantika from Content/Material Experts

Number	Suggestion	Revision
1.	Required correction of typing errors according to the correct spelling	Correction of errors in typing words and spelling according to the correct spelling
2.	Adjustment of the law on drugs to the latest version	Added the latest rules on drugs in the additional material of Law no. 22 of 1997 also added rules according to Law no. 35 of 2009 concerning Narcotics
3.	The title should only be based on Android, it doesn't need to be web-based because this is run on an Android base.	Change the title according to the application base used, which is Android based
4.	In the Bonus section, it is better for remedial or enrichment of the question instructions that can only be opened one by one so that users can read them as a whole.	Changing the bonus section slides by making a key so that the question instructions can only be opened one by one so that all users can read them

3. Fourth Draft Verification/Revision

Based on the results of the questionnaire on individual trials, there are several revisions that need to be made as explained in the discussion of individual trials above. Revisions have been made based on a questionnaire that has been received from individual trial targets, and the media draft is hereinafter referred to as draft IV.

4. Fourth Draft Verification/Revision

Based on the results of the questionnaire in the medium group trial, there was no input from students. In general, all stated that it was very good so that there was no need to revise draft IV.

5. Verification/Revision of the Fifth Draft

Based on the results of the questionnaire in the large group trial, there was no input from students. In general, all stated that it was very good so that there was no need to revise Draft V.

Conclusion

Media Si Mirasantika is Android-based media with the lowest version Lollipop containing information about Narcotics, Psychotropics and other addictive substances. The media was developed based on the students' need assessment. The Basic Competency developed is Awareness of Social Responsibility with Drug Abuse Prevention Material. The developed media is equipped with sound, images and information that can help visualize the material contained in the media. Guidance media materials include: 1) Opening, (2) Contents (Materials) and (3) Closing. The Opening section consists of the Preamble, Homepage and Introduction. The Contents section consists of Introduction to Drugs, Factors of Drug Abuse and Methods of Cure, and Impacts of Drug Abuse. The closing section consists of Post Test Quiz, Project Based Assignments and Game Bonuses.

In its development, in general, the media expert validator gives a percentage score of 87.43% in very valid criteria. Validation by media design experts gives a percentage score of 90.67% and is in the very valid criteria. There are 4 (four) content/material experts who give a percentage score of 84.00% and are in very valid criteria. The media feasibility test is tested individually/small class, and the middle class is in the appropriate criteria. The effectiveness test of the media in the large-class trial was in the very effective criteria. In the feasibility test for small classes/individuals, a score percentage of 69.62 was obtained. While the feasibility test on the class test is getting a score percentage of 77.57%. While the effectiveness test in the large class obtained a score percentage of 80.07% which was in the very effective criteria. After going through the validation, feasibility and effectiveness stages of the Si Mirasantika media, it can be concluded that an Android-based Si Mirasantika media has been successfully developed for the Classical Guidance service on prevention of drug abuse for students at SMK Negeri 1 Brondong Lamongan. The results of the assessment are declared valid in terms of media, design and content/material and are feasible and very effective to use.

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