

DEVELOPMENT OF ADOBE FLASH APPLICATION-BASED LEARNING MEDIA IN CLASS IV PUBLIC ELEMENTARY SCHOOL 4 TALAGA JAYA

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ABSTRACT

This study aims to 1) determine the objective conditions for implementing learning using the Adobe Flash application for learning Indonesian in class IV SDN 4 Talaga Jaya. 2) to develop learning media using the Adobe Flash application for learning Indonesian, Chapter 3 material "Look Around" which will be developed in class IV SDN 4 Talaga Jaya. 3) find out the feasibility of learning media based on the assessment of IT experts, language experts and media experts and students. The method used in this research is Research and Development (R&D) with the development stage of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data collection techniques in this study used validation questionnaires from IT experts, language experts and media experts as well as students' responses. The developed media was tested by 16 students of class IV SDN 4 Talaga Jaya. This learning media uses the Adobe Flash application for learning Indonesian in Chapter 3 "Look Around" material by obtaining an average score from IT experts of 99% in the "very decent" category, then for validation language experts obtain an average score of 98.67 % in the "very appropriate" category, and for validation media experts obtained an average value of 96.25% in the "very feasible" category. The results of the assessment on trials conducted by students obtained an average score of 97.11% in the "very decent" category. So that the media in the form of the Adobe Flash application for learning Indonesian from Chapter 3 "Look Around" is suitable for use as learning media in class IV Elementary School. Based on the conclusions, it can be suggested that learning media using the Adobe Flash application for Indonesian language learning mater Chapter 3 "Look Around" can be used as an alternative learning media that can increase students' activeness and interest in learning.

Keywords: Learning Media, Adobe Flash Application.

INTRODUCTION

Communication is the main thing for every human being. Communicating between humans requires a medium called language. There are two reasons why language is an important tool, that is, language is used by humans to convey thoughts, ideas, and ideas. In addition, language is a means to formulate intentions, generate feelings, and create cooperation. Therefore, in the country of Indonesia, Indonesian is a characteristic of the unified language used as the national language. Indonesian is one of the subjects that must be taught at all levels of education, especially in elementary schools because it is the basis of all learning. If understood by the teacher, the main objectives of the subject will have an impact on the teaching and learning process activities that direct students to be able to communicate through Indonesian. In addition, students are able to understand and use the Indonesian language correctly, effectively and efficiently both written and orally. The scope of Indonesian Language Subjects in Elementary Schools includes various components of language skills covering the following aspects: (1) Listening, namely listening to news, announcements, songs, speeches, directions, sounds or voices; (2) Talking, which is like expressing ideas or feelings, dialogue and telling

something; (3) Reading, namely reading letters, syllables, words, sentences, paragraphs, texts and plans; (4) Writing, namely writing narrative essays, using punctuation and spelling, single and compound sentences.

Learning at the elementary school level is divided into two main groups, namely the beginner class group consisting of grades I, II and III and the advanced class group consisting of grades IV, V and VI. The application of learning Indonesian to the two groups is different in terms of goals and objectives. For the beginner class, the mastery of reading, writing, listening, and speaking skills is still in a simple stage. It aims to practice more complex language skills closer to reality. Meanwhile, for advanced classes, the integral development of language skills includes listening, speaking, reading, and writing skills.

Learning Indonesian in the advanced class group, the advanced class level, namely class IV, in a rational way the learning objectives provide opportunities for students to get to know various forms of information. Not only through writing, but also introduced in the form of audio text, audio visual, graphics and so on. Students also begin to be equipped with comprehensive speaking skills so that they are able to communicate their ideas clearly, coherently supported by empirical facts. The flow of learning objectives focuses on discussion, group work, and presentations. From these activities it is hoped that students will have the opportunity to practice oral language skills with a variety of varied practices.

Learning Outcomes (CP) Indonesian Language Subjects in class IV refer to four components of language skills, namely: (1) Listening, students are expected to be able to understand the main idea (ideas) of an oral message, information from audio media, aural text (text that is read) and verbal instructions that are said with the aim of communicating and being able to understand and interpret the narrative text that is read or from audio media; (2) Reading and Viewing, students are able to understand messages and information about everyday life, narrative texts and poetry in print or electronic form. Students are able to understand the main ideas and supporting ideas in informational texts and are able to explain the problems faced by the characters in *cera* in narrative texts. And able to add new vocabulary from the text that is read or viewed according to the topic; (3) Speaking and Presenting, students are expected to be able to speak with a choice of words and polite gestures using the right volume and notation according to the context; ask and respond to questions in an active conversation and discussion. Students are able to express ideas in conversations and discussions by applying procedures, and are able to retell information read or heard from narrative texts on various topics; and (4) Writing, students are able to write narrative texts, descriptions, recommendations, procedures and expositions with various sentences, more detailed and accurate information on various topics. Students are increasingly skilled in cursive writing.

To achieve the expected learning outcomes, learning Indonesian is divided into eight chapters, each chapter decomposing detailed and focused learning objectives. As an example of the material in Chapter 3 "Look Around" which is being studied at this time. The learning objectives in this chapter are: (1) Students are able to write texts with argumentation structures; (2) Students can recognize the use of the prefix 'ber-' and use it; (3) Students are able to convey directions; and (4) students are able to write text with a descriptive structure. To achieve this goal, learning media are needed that attract students' interest in learning.

Based on the results of observations and interviews conducted by researchers with students and teachers of grade IV, information was obtained that in learning Indonesian, teachers used textbooks and illustrated posters more. Books and media that are often used by teachers are less attractive to students because the illustrations as media in the textbooks are not clear. While elementary school age students generally prefer learning in which the media is clear, colorful and interesting. To overcome students' disinterest in the material and media used and make it easier for teachers to teach material to make it more interesting, it is necessary to develop digital technology-based learning Indonesian. By utilizing digital technology-based media, learning is more

practical, time utilization is more optimal, material is easier to understand. In addition, it can have a positive impact on the learning process, can generate motivation, enthusiasm and enthusiasm for students (Iskandar, 2019: 17).

Based learning media is a combination of various media such as text, images, animation, sound, video that are integrated and synergistic using computer tools. Such learning media is called interactive multimedia. Interactive multimedia implies that each component in multimedia must be processed and manipulated and then integrated digitally using a computer device (Surjono, 2017: 54). One of the interactive multimedia that can be used as a learning medium is the Adobe Flash application which was developed to facilitate the delivery of material. Adobe Flash is software for computers that is used to create vector animations with a small size so that they can be installed on computers or laptops that have standard specifications.

Starting from the description above, the researcher is interested in studying it in the form of a thesis research which produces an interactive learning media that can be operated directly by students. For this reason, the researchers set the research title "Development of Adobe Flash-Based Learning Media in Class IV SDN 4 Talaga Jaya".

METHOD

This research was conducted on fourth grade students at SDN 4 Talaga Jaya. In this study the method used was the Research and development method which adopted the stages of ADDIE development research (Analysis, Design, Development, Implementation, and Evaluation).

RESEARCH RESULT

1). Analysis Phase (Analysis)

In the analysis phase, preliminary research was carried out, namely interviews and observations of teachers and students. This preliminary research includes interviews with students regarding the learning carried out and observations of activities during the teaching and learning process as well as the dissemination of student response instruments. The purpose of this introduction is to obtain data on aspects of needs analysis. Aspects of needs analysis obtained as follows:

a). Student Needs Analysis

Based on observations made in class IV SDN 4 Talaga Jaya, it shows that students tend to only listen to the explanations given by the teacher. In addition, the media used by the teacher is media images in textbooks, making students quickly feel bored in class, resulting in a lack of response and active participation of students in the learning process.

b). Curriculum Analysis

SDN 4 Talaga Jaya is currently implementing 2 curricula, namely the 2013 curriculum for grades II, III, V and VI and the Education Unit Operational Curriculum (KOSP) for grades I and IV. The focus of this study was class IV who used the Education Unit Operational Curriculum (KOSP) based on Kepmendikbudristek No. 56 Year 2022.

c). Formulation of Learning Objectives

The formulation of learning objectives for Class IV Indonesian is based on four Learning Outcomes (CP), namely: Listening, Reading, Speaking and Writing. There are four Learning Objectives (TP) in Chapter 3 Look Around, namely, 4.1 Writing Text with an argumentation structure; 4.2 Get to know the use of the prefix 'ber-' and use it; 4.3 Delivering directions; 4.4 Write a text with a descriptive structure and a Flow of Learning

Objectives adapted to the Learning Objectives of the material about Look Around. The learning objectives themselves are the expected goals after learning is carried out.

2) Design Stage (Design)

At the design stage, it contains a learning media framework that contains mapping of navigation structures, program block diagrams and device designs.

a) Navigation Structure Mapping

Navigation structure mapping describes the relationship between some learning media content. The navigation structure mapping design is described as follows:

b) Program Block Diagram

The program block diagram is a diagram that describes the flow of learning media in an outline. The program block diagram is developed based on the navigation structure that has been made. In general, the program block diagram consists of several parts, namely:

(1) Home / Main Page

This section describes the menu and navigation on the main page. The block diagram navigation structure on the main page menu can be seen in the image below.

This main page block diagram image explains that at the beginning of the media there is an intro page, namely as the opening page then there is a navigation button to the registration page then there is navigation to the main page which contains menus that students will visit and when finished students can choose the exit menu which means out of the media.

(2) Material

In this section describes the menu and navigation there is material. The block diagram navigation structure on the material menu can be seen as follows:

(3) Evaluation

This section describes the menu and navigation on the evaluation menu. The block diagram navigation structure on the evaluation menu can be seen in the following figure:

This evaluation menu block diagram image explains that at the beginning of the media there is an intro page, namely as the start page, there is navigation to the registration page, then navigation to the main menu page, and enters the evaluation page which contains evaluation questions. When finished students can choose to try again and will return to the initial evaluation page.

c) Device Design

In designing this learning media, researchers use hardware and software. Hardware is equipment in physical form that researchers use to operate software. The hardware used in making this learning media is an Acer laptop with a 2.0 GHz Core i3 processor, internal memory or 8GB Ram with a Windows 11 64-bit operating system. The appearance of the software used in developing the media in this study is:



Figure 4.5 Display of Adobe Flash Software

3) Development Stage

At this development stage, produce products in the form of learning media using the revised Adobe Flash application. At this stage the validators involved are media experts, linguists and IT experts. The goal is to find out the format of learning media, the use of language in media and the application of technology.

a) Product Manufacturing

At the stage of making this product there are several stages in it including:

(1) Format selection

The selection of formats used in research on the development of learning media for Adobe Flash CS6, namely:

- (a) The typeface used is a combination of letters adjusted and arranged proportionally between the title and the contents of the manuscript.
- (b) Columns and paper are adjusted to the screen display of the media.
- (c) The presentation of signs or icons and navigation buttons is made to make it easier for students or students to know things that are considered important or special and can clarify the contents of the material.
- (d) Preparation of material is organized systematically and sequentially.
- (e) The appearance of the media is made with an interesting combination of animation, color, image, shape and font size.
- (f) Using free space proportionally.

a. Initial Plan

The initial design is the initial design of learning products in which there are several stages. The resulting product is in the form of Adobe Flash CS6 learning media for class IV Indonesian subjects as an effort to improve students' understanding of Chapter 3 material Look Around which consists of an intro display, input student name, main menu display, instructions, competencies, materials, evaluation and certificate. Display of media products can be seen at the following link https://drive.google.com/file/d/1jgfm_uO6_lbfMrYLw_fpA6lMYauBFmy/view?usp=share_link

a. Product Validation

1) Media Expert Validation

Table 4.1 Results of Media Expert Validation

No	Rated aspect	Assessment Indicator	Results Acquisition Score
1	usage	Suitability of Media with Characteristics with students	4
		Media practicality (easy to store and move)	4
		Ease of use of media	5
		The accuracy of the media in developing students' abilities	4
2	Image	Image Clarity	5
		Compatibility of the image with the material	5
		Conformity of the image with the characteristics of grade IV students	5
3	Color	Color suitability with the characteristics of grade IV students	5
		The color alignment of the image on the media	5
		Composition of colors, pictures and writing	5
		The attractiveness of color display on a computer screen	5
4	Writing	Letter Conformity	5
		The suitability of the typeface used	5
		Clarity of writing in the media	5
Total number			67

Based on the results of media validation by experts, learning media using the Adobe Flash CS 6 application for class IV Indonesian language learning in chapter 3 material "Look Around" which was developed obtained an average value of 96.25 with the "Very Eligible" criteria.

2) Linguist Validation

3) IT Expert Validation

Table 4.3 Results of IT Expert Validation

No	Rated aspect	Assessment Indicator	Results Acquisition Score
1	Software	The application does not stop during operation	5
		The computer does not freeze while operating	5
		The application is easy to run	5
		Operation according to the instructions	5
		Simple operation	5
		Comes with instructions for running the application	5
		Have a clear flow of application usage	5
		Comes with clear feedback	5
		Feedback on evaluation	4
		Evaluation completion reward	5
2	Visual communication	Users can interact with the application	5
		Creative in expressing ideas	5
		The pictures presented are interesting	5
		The use of sound is not annoying	5
		The voice used is correct	5
		The sound used is interesting	5
		The display used in the application is attractive	5
		Writing can be read properly	5
		The use of color is appropriate	5
		Background color	5
		Interesting animation used	5
		The animation is unobtrusive	5
		Simple button	5
Buttons work fine	5		
Total number			119

$$\begin{aligned}
 \text{Average} &= \frac{\sum \text{skor hasil pengumpulan}}{\sum \text{skor ideal}} \times 100 \\
 &= \frac{119}{120} \times 100 \\
 &= 99.00
 \end{aligned}$$

Criteria = Very Worth it

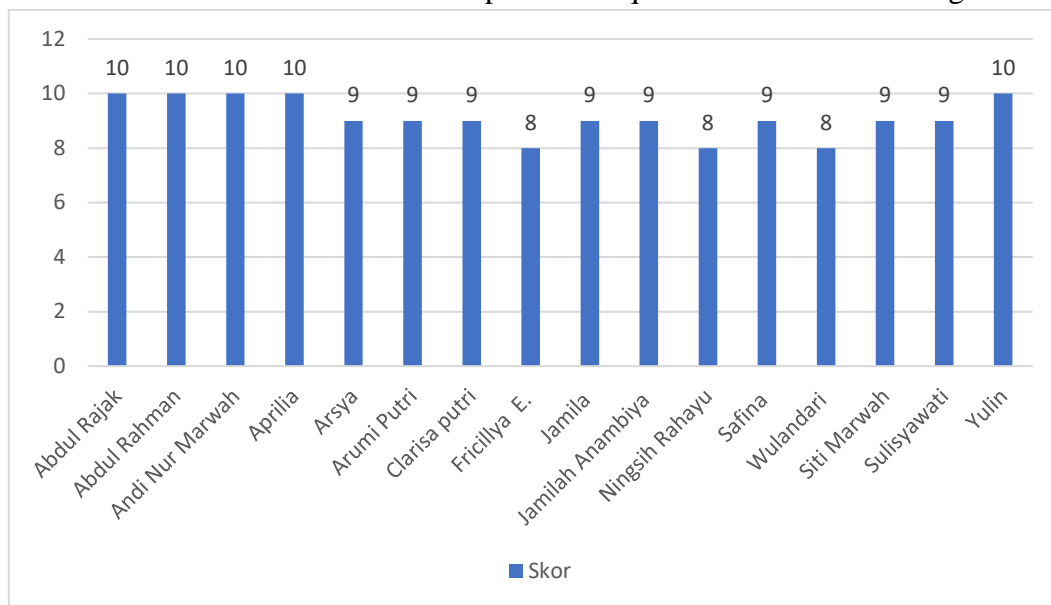
4) Implementation Stage (Implementation)

After the product was finished, the researcher continued to the next stage, namely by implementing the product on the subject of this study, namely in 16 grade IV students at SDN 4 Talaga Jaya.

At the implementation stage, limited field trials and operational field trials were carried out. Limited field trials or small group trials were represented by 6 grade IV students as respondents. Before running the Adobe Flash application, students are asked to study the instructions for using the Adobe Flash application based on the existing manual. After the end of learning, students were asked to express their opinions and assessments of the Adobe Flash application that had been used on the questionnaire distributed by the teacher.

5) Evaluation Stage

The trial phase begins with giving initial test questions, namely tests before the treatment of the use of Adobe Flash application media on 16 students which aims to determine the initial ability of the material being studied, then at the end of learning will be given final test questions after the treatment of media use, the number The questions given were 10 items in the form of multiple choice questions with a KTP range of 40-60.



DISCUSSION

The product resulting from this research and development is in the form of adobe flash application-based media for learning Indonesian, material for Chapter 3 "Look Around" for class IV students. The choice of Adobe Flash software is because it can be used to create interesting animations according to the expectations of students. Apart from that, this Adobe Flash application can add text, images, audio which can be adjusted to the learning objectives. The resulting media is also supported by interesting training, discussion and evaluation content, so that students can immediately actively interact in learning activities.

The main target users of the Adobe Flash application are class IV students at SDN 4 Talaga Jaya. The reason for choosing this target was due to the absence of learning media using the Adobe Flash application for learning Indonesian. Besides that, students also complained that learning Indonesian was less interesting because the media that was often used was only pictures in textbooks. The material in the Adobe Flash application was developed from an Indonesian language book for class IV, the 2021 revision of the Merdeka Curriculum. The learning objectives that must be achieved in Chapter 3 "Look Around" material are 4.1 Writing text with an argumentative structure; 4.2 Get to know the use of the prefix "ber-" and use it; 4.3 Delivering directions; 4.4 Write a text with a descriptive structure, in accordance with the educational unit operational curriculum (KOSP).

The development of adobe flash application-based learning media was developed using the ADDIE development model which was adapted and modified from the development of the Dick and Carry model

(1996). This model consists of five stages, namely the analysis stage (design stage), development stage (development), implementation stage (implementation) and evaluation stage (evaluation) so that it can produce products in the form of good and quality learning media applications.

At the analysis stage, this is the stage where the researcher conducts an initial analysis of the problems that arise in learning activities in class IV SDN 4 Talaga Jaya and the importance of developing learning media to overcome these learning problems. The results obtained were that students' interest in learning in class IV SDN 4 Talaga Jaya, especially in Indonesian lessons was quite low so that learning was not achieved optimally. This is due to the use of the lecture method which is still often used causing students to feel bored and not active in class. In addition, the media that is often used is pictures that are less attractive in Indonesian language textbooks. Therefore teachers are required to be more creative in learning activities which only meet 3 times a week. Class facilities such as laptops, LCD projectors and internet connections are available. However, learning activities still seem very less varied. Sometimes the use of technology-based media is only limited to presentations using Microsoft PowerPoint, the rest of the students still rely on the available LKS and textbooks.

Based on the interviews, observing the learning of the fourth grade teacher, it was found that the objective conditions for implementing learning in class IV at SDN 4 Talaga Jaya Gorontalo Regency using learning media based on the Adobe Flash application had never been done before. The factors behind not carrying out learning activities using learning media based on the Adobe Flash application for learning Indonesian, namely the lack of teacher knowledge about technology and various technology-based learning media that can be used not only always rely on textbooks. In fact, based on the results of the questionnaire analysis distributed to fourth grade students, they really liked learning that used interesting and interactive media, especially in learning Indonesian. According to them, by using media that has animated moving images on a computer screen, previously difficult material becomes clearer and easier to understand and they can work together/discuss with their friends in learning activities.

It should be realized that currently a teacher is not the only source of learning, but with his position as the role of an activist, he must also be able to plan and create other learning resources so as to create a conducive learning environment. Learning resources other than teachers are referred to as distributors or connectors of teaching messages that are held and/or created in a planned manner by teachers or educators, which are usually known as learning media. Therefore, researchers develop learning media that are considered capable of presenting content that is interesting and not boring so as to arouse students' interest in learning in the learning process and achieve maximum learning objectives. At the end of this stage the researcher defines the specifications for the research objective, namely to create an application in the form of learning media that can guide students to learn Indonesian. The development of the media application in question is the development of adobe flash application-based media for learning Indonesian from Chapter 3 "Look Around" The development of learning media is supported by the theory put forward by Sudirman (2009: 7) that media is anything that can be used to transmit messages from senders to recipients so that they can stimulate thoughts, feelings, interests, and attention of students in such a way that the teaching and learning process happen.

At the design stage, the researcher prepares the initial design before developing the media. The design developed in this study consisted of 2 stages, (a) the product design stage; (b) the device selection stage, at this stage the devices used in this study include the use of hardware and software in making media. The media created is an application product using Adobe Flash CS6 software.

Production of learning media using the Adobe Flash application. Materials for Chapter 3 "Look Around" are developed by combining text, animation, images, background, audio, and video. The production process is

assisted by several softwares, namely Adobe Photoshop for image editing, Wondershare Filmora for video editing and Adobe Flash as learning media creation software.

The design of learning media using Adobe Flash material Chapter 3 "Look Around" is produced with content that has been adapted to the characteristics of students. Selection and readability of text types, text colors, image packaging, as well as audio and video additions that are able to attract students' interest to pay attention to learning. The material developed in this learning media is adapted to student books and learning objectives. The first step of production is making the opening, registration page and main page. The registration page contains the name of the student and class. Furthermore, the main page contains several menus, namely the instructions menu, competency menu, material menu, evaluation menu and certificate menu. The next step is to create a guide menu and competency menu, the menu is made so that the learning media is more focused and easy to use. Then create a material menu by adding images, videos, animations and the necessary text material. The next step is to create an evaluation menu by adding interactivity in the form of questions that students can answer directly. Interactivity in the form of questions in this learning media aims to invite students to be more active in learning activities and as material for independent evaluation. This is in line with Daryanto (2010: 53) who explains the characteristics of multi-media learning (1) having more than one convergent media, for example combining audio and visual elements; (2) is interactive, in the sense that it has the ability to accommodate user responses; (3) is independent, namely providing convenience and completeness of the content in such a way that users can use it without the guidance of others.

The suitability of the learning media developed with the characteristics of multimedia learning media is reinforced by the opinions of media experts, language experts, and IT experts, namely by obtaining an assessment of 96.25% validation with media experts seen from aspects of use, images, colors, writing and ease of use media. Whereas the linguist validation resulted in a good assessment of 99.00% which was classified as a very feasible category seen from the dialogic and communicative aspects, suitability with the development of students, conformity with language rules. Furthermore, the validation of IT experts produces a value of 99.00 with a very feasible category from the aspect of software and visual communication. The results of the validation indicate that the learning media based on the Adobe Flash application material Chapter 3 "Look Around" is considered valid and suitable for use in classroom learning activities.

Substantially the learning media for the Adobe Flash application for learning Indonesian language Chapter 3 material "Look Around" which was adapted for Indonesian language student books for grade IV revision in 2021, has several advantages when compared to other technology-based media. These advantages include:

- 1) Learning media is made in exe* format so that it seems easier to obtain and use by students.
- 2) This learning media contains one chapter of material in the Indonesian language book of the KOSP curriculum, namely Chapter 3 "Look Around". in it discusses the four basic skills of language greeting including reading, writing, listening and speaking.
- 3) This learning media provides alternative learning resources that are easily available and safe for students to use.
- 4) The design of learning media uses colors that have been adjusted to the media theme, so that it encourages students to be more interested in learning Indonesian.
- 5) The selection of pictures and animations has been adjusted to the level of development of students' learning and thinking, so that in learning students are not bored.
- 6) The language used in learning media uses language that is easily understood by students.

7) Almost all of the five senses of students are active when learning to use this Adobe Flash application media, such as the eyes to observe and read the material that has been designed, the ears to listen to videos about far and near, and the mouth to train aspects of students' communication with peers and teachers.

8) In the content section, this learning media includes the content to be achieved so that this learning media is flexible and can adapt to the curriculum implemented by the school, namely the independent curriculum/KOSP

At the develop stage, the initial product is in the form of learning media for the Adobe Flash application material Chapter 3 "Look Around" which has been validated by three experts consisting of media experts, linguists and IT experts. Each validator assesses aspects/indicators of the Adobe Flash application learning media for Chapter 3 "Look Around" material using a validation sheet.

Media validation includes aspects of usage, images, colors and writing. based on the validation results of learning media experts using the Adobe Flash application, material for Chapter 3 "Look around" obtained an average of 95.71% with the criteria of "very feasible" as well as being declared "can be used in schools".

Language validation includes dialogic and communicative aspects, conformity with the development of students, conformity with language rules. Based on the results of language validation, learning media using the Adobe Flash material for Chapter 3 "Look Around" obtained an average of 98.67% with the criteria of "Very Eligible" and declared "Easy to use in the field with revisions".

IT validation includes aspects of software and visual communication. Based on the results of IT validation, learning media using the Adobe Flash material for Chapter 3 "Look Around" obtained an average of 99.00% with the criteria of "Very Eligible" and declared "Easy to use in the field without revision".

For the sake of improving the quality of learning media using the Adobe Flash application for Chapter 3 "Look Around", the researcher has made revisions. The revisions made have been adapted to the suggestions and comments from the media, linguists and IT experts.

In the Implementation stage, the learning media that has been developed are then implemented to 16 students in class IV at SDN 4 Talaga Jaya. The purpose of implementing activities is to find out student responses to the use of learning media based on the Adobe Flash application for learning Indonesian in Chapter 3 "Look Around" on the results of its development. From this implementation stage, the feasibility of the developed media will be known. Furthermore, students were asked to fill out a questionnaire related to aspects of software, learning design and aspects of visual communication.

Based on the calculation of the results of the student assessment, the results of the assessment from the software aspect obtained an average score of 98.00% which is included in the "Very Eligible" category, then from the learning design aspect obtained an assessment score with an average score of 95.97%. with the category "Very Eligible", and finally in the aspect of visual communication obtaining an assessment result with an average score of 96.56% with the category "Very Eligible", so that the level of feasibility of learning media for the Adobe Flash application for learning Indonesian language Chapter 3 "Look Around" based on the assessment of students belonging to the category "Very Eligible". Based on the results of the validation from the validator and the responses of grade IV students, learning media using the Adobe Flash application for learning Indonesian in Chapter 3 "See the Sketch" is appropriate for use or implementation in grade IV of elementary school.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the Development of Adobe Flash Application-Based Learning Media in Class IV SDN 4 Talaga Jaya Material Chapter 3 "Look Around" Effectively implemented in class IV SDN 4 Talaga Jaya, this is evidenced by:

- 1) The design of learning media begins with the design stage of the learning media framework by creating navigation structures, block diagrams and device designs.
- 2) Media development, activities at this development stage consist of: product creation which includes the format selection stage to making product development plans.
- 3) Product feasibility test, in this study involved three teams of validation experts who were competent in their respective fields, namely Media Experts, Language Experts, and IT Experts. The results obtained from product validation by the three experts show that the average score of media experts is 96.25%, language experts are 99%, and IT experts are 99%. This shows that Adobe Flash application-based learning media is very feasible to apply in elementary schools. Also supported by the results of student questionnaires which have an average score of 96.50%
- 4) Testing the quality of the use of learning media based on the Adobe Flash application has been tested on all fourth grade students at SDN 4 Talaga Jaya, totaling 16 people and showing excellent learning evaluation results for all students with a complete category reaching the set KKTP.

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