DEVELOPMENT OF 4C's MOBILE LEARNING MEDIA ONLINE (CREATIVITY, CRITICAL THINKING, COLLABORATION, COMMUCATION)

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ABSTRACT

Human life has undergone various changes with the increasingly development of the field of information and communication technology known as the 4.0 era. The study of public intelligence in sorting information and utilizing digital technology raises the terms information literacy and digital literacy. This era was also followed by a change in the 21st century learning paradigm that prioritizes technology and information which includes the 4Cs, namely creativity, critical thinking, collaboration, and communication. The 4C element is a requirement in the aspects of 21st century Learning and Innovation Skills that lead to higher-order thinking (HOTs). One of the digital devices to access information and technology is the mobile phone, which has become personal digital assistance that supports human activities. The existence of mobile phones for learning or called mobile learning is increasingly being utilized by the existence of various applications for online learning that make the learning process more effective, creative, and interesting. In addition, the use of mobile learning is increasingly relevant to the current world situation where the Covid 19 pandemic has been addressed by the policy of "learning from home", including practicing literacy habits that have been carried out so far. This habit can be hampered if it is not responded to by developing media to maintain habituation. this literacy. Therefore, an alternative solution is needed, namely through the development of online media for mobile learning for literacy habituation.

This research is a tiered study combining qualitative and quantitative approaches. The research model used is Research & Development (R & D). Research and development was chosen because through research a validated mobile learning online media development product for literacy habituation was created. The subjects in this study include: the education office, Indonesian MGMP, school principals, the Literacy Task Force, teachers, and students in DIY. The types of data obtained in this study are qualitative data and quantitative data. Qualitative data were obtained from observations, discussions, and interviews from both experts and parties who were the research subjects. Quantitative data were obtained from the analysis of the questionnaire, the validation of the developed product which was carried out through expert judgment and the user. The research instruments were questionnaires, interview grids, and documentation. The data will be analyzed using qualitative and quantitative descriptive statistical analysis techniques.

The results showed consisting of a pre-development stage of planning a user-based design and four development stages including understanding and determining the context of use, determining user requirements, producing design solutions, and evaluating designs. Inspection-based evaluation results in revisions and media feasibility assessments. In material validation, all aspects of the assessment were classified very well. The percentage level of material feasibility according to the average score is 98.63% so that it gets a very feasible category. Based on the testing of media experts, it is known that the application prototype fulfills all aspects of the media feasibility assessment in the very good category. The feasibility level of the media is 94.88% so it is declared very feasible. The application prototype test on user evaluation shows good student responses based on usability assessments. With a mean score of 76.25%, the application prototype is feasible to be developed as a medium for literacy development for junior high school students.

Kata Kunci: *Mobile learning, online, creativity, critical thinking, collaboration, communication*