

**Instagram-Based Infographics on the Transitional Period to the New Order, 1965-1966:  
Enhancing Learning Interest Among Students at Ungaran Public High School**

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**Abstract**

Learning interest is influenced by two main factors: internal factors, which consists of attention, attitude, talent, and ability; and external factors, which consists of teacher engagement during the learning process, the availability of learning facilities and infrastructure, parental guidance in home education, and environmental conditions. Several problems were found in the observations and interviews conducted by SMA Negeri 2 Ungaran (a high school) researchers. These problems include the development of learning media that could be more optimal, the use of social media is less controllable, and the disruption of students' interest in learning from the use of social media. Social media is the primary influence on students' interest in learning. This results in students consuming more social media than listening to learning from teachers in the classroom. The research method used is Research and Development (R&D) with a development model from Thiagarajan called 4D (Four D), namely Define, Design, Development, and Disinterested. The initial stage of this research is analyzing the needs of teachers and students regarding the needs of learning media, and then product design is carried out. The product development stage is carried out by feasibility tests by validators who are experts in materials, media, and learning practitioners. The last stage is to distribute the product through Instagram social media. The study results show that Instagram infographics impact students' interest in learning the history of students in grade XII.7 of SMA Negeri 2 Ungaran by 59%.

**Keywords:** *Learning Interests, Social Media, Instagram Infographics*

**Introduction**

Learning interest is the tendency of individuals to be interested in a topic and feel joy in understanding the material (Winkel, 2007). Learning interest plays a vital role in improving the effectiveness of the learning process, especially for students who face academic challenges. According to Syah (2011), if students are interested in learning, this contributes positively to better learning outcomes. In history education, interest in learning is one of the factors that significantly affects students' understanding of the material. In the learning process, students' interest in learning can be measured through indicators such as feelings of pleasure, interest, attention, and student involvement in learning activities. These indicators are essential in creating a conducive learning atmosphere and fostering enthusiasm in students to be actively involved in learning.

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Various approaches can be applied to increase students' interest in learning. For example, the use of varied learning methods, creating a democratic learning environment, and using technology in the learning process. These factors can complement each other in creating an exciting and enjoyable learning atmosphere for students. In this case, technology is a potential means to help students understand material more quickly and enjoyably, especially in the current digital era.

Various factors, both internal and external, also influence learning interest. Internal factors include attention, attitude, talent, and individual abilities. External factors include teacher attention, learning facilities, parental support, and the surrounding environment (Muliani, 2022). These factors determine students' interest in learning a subject, especially history, which some consider difficult. Understanding these factors is crucial for teachers to facilitate a more effective learning process. In the classroom, history teachers must recognize students' needs and interests to adapt teaching methods that are more relevant and attract students' attention.

Teachers have an essential role in building students' interest in learning. Based on an interview with Suparti S.Pd., M.Si., a history teacher in grade XII at SMA Negeri 2 Ungaran, the lack of concentration of students in learning history is caused by using smartphones that are not by the learning objectives. Students often use their smartphones to open social media, especially Instagram, which distracts from their focus on the subject matter. Although smartphones are allowed in the learning process, the lack of supervision over using such devices makes students more interested in accessing applications outside of relevant materials. This is one example of how technology can be a significant distraction if not appropriately managed in the learning process.

According to the results of a questionnaire conducted on November 13, 2023, it was found that 100% of students in the class use social media such as Instagram, Facebook, and Twitter, with most students using more than one platform. This indicates that social media is one of the factors that can distract students from learning, mainly if used without proper supervision. Based on these findings, the researcher sees the need for innovation in developing learning media to utilize social media more effectively. Instead of just serving as a distraction, social media can be integrated into the learning process to engage students more effectively.

During the observation of history learning in the classroom, the researcher noted that learning activities tended to be passive, with students not asking many questions or giving responses during the teacher's explanation session. Most students are more interested in using their smartphones for things outside the subject. However, when the material is delivered by visual media, such as images or associated with current events, students appear more responsive and

engaged in the discussion. This shows that teaching methods and learning media significantly impact student activity and interest in learning.

Learning media plays a vital role in learning, especially in increasing students' interest in history subjects. According to Kustiono (2010), learning media is a communication tool used in the teaching and learning process to convey information to students. The use of appropriate media can not only increase students' motivation to learn and make the learning process more fun and exciting (Arsyad, 2013). Therefore, teachers need to choose learning media that suit the needs of students and learning conditions.

Learning media has various functions, including clarifying the material, overcoming space and time limitations, and stimulating students' interest (Nizwardi & Ambiyar, 2016). One type of media that can be used is infographics. According to Miftah (2016), infographics present information visually with an attractive and easy-to-understand appearance. Smiciklas (2012) added that infographics combine text and images to convey information effectively. Infographics allow students to understand complex historical concepts more quickly because the information is concise and engaging.

Using infographics in history learning has great potential to improve students' visual literacy and make the learning process more exciting and fun. In addition, infographics can also be accessed through social media platforms such as Instagram, which are very familiar to students. The history teacher at SMA Negeri 2 Ungaran stated that using infographics through Instagram can effectively increase students' interest in learning. With easy access via smartphones, students can access materials anytime and anywhere.

The questionnaire showed that 91.67% of students agreed that developing infographic learning media through Instagram would make them more interested in learning history. In addition, as many as 88.89% of students stated that they needed learning media that used Instagram as a platform. These findings support the development of learning media that are more relevant to the needs and interests of students in the digital era.

Previous research from Amin (2021) titled *Development of Infographic Media for History Subjects to Increase the Learning Interest of High School Class X Students* proved that using infographics as a learning medium can increase students' interest in learning by 81.78%. This research provides a strong foundation for developing Instagram-based infographic learning media in this study. The purpose of this study is to analyze the need for history learning media in grade XII.7 students at SMA Negeri 2 Ungaran, develop Instagram-based infographic learning media on the Transition Period to the New Order material, and analyze the influence

of Instagram-based infographic learning media on the learning interest of grade XII.7 students at SMA Negeri 2 Ungaran.

### **Research Questions**

1. How to analyze the need for the use of infographic learning media in grade XII.7 students at SMA Negeri 2 Ungaran.
2. How is the development of Instagram-based infographic learning media based on the analysis of the needs of teachers and students at SMA Negeri 2 Ungaran?
3. What is the effect of Instagram-based infographic learning media on the learning interest of grade XII.7 students at SMA Negeri 2 Ungaran?

### **Methods**

#### **Research Location**

This research was conducted at SMA Negeri 2 Ungaran, Semarang Regency. This school is located on Jl. Diponegoro No. 277 Ungaran, Candirejo Village, West Ungaran District, Semarang Regency, Central Java, with 36 classes divided into three levels: X, XI, and XII. Since 2021, SMA Negeri 2 Ungaran has implemented an Independent Curriculum as a driving school in Semarang Regency so that there is no longer a specialization in social studies or science. History subjects at this school, previously divided into Indonesia History and History of Specialization, are now general subjects with an allocation of three Lesson Hours (JP) per week. SMA Negeri 2 Ungaran was established in the 1984/1985 school year based on the Decree of the Minister of Education and Culture Number 0550/0/1984. The building was inaugurated by the Minister of Education and Culture of the Republic of Indonesia, Prof. Dr. Fuad Hasan, on February 18, 1986. Over time, the school's facilities grew, including the construction of a prayer room and a science laboratory in 1994. In 2020/2021, SMA Negeri 2 Ungaran was chosen as a driving school without a major in class X.

#### **Research Time**

This research began on November 3, 2023, with observations and interviews with History Teacher Suparti S.Pd. Msi., regarding the use of learning media and its relationship with students' learning interests. On November 13, 2023, researchers distributed a questionnaire to grade XII.7 students to analyze their needs for learning media. After analyzing the needs of teachers and students, the product was made on January 2-7, 2024. Product feasibility assessments by material experts, media, and practitioners were carried out twice between

January 15-25, 2024. The declared feasible products were then tested in the field to see the impact on students' interest in learning. Before being implemented in the classroom, the researcher tested the validity and reliability of the pre-treatment and post-treatment questionnaires. On January 29, 2024, the product was tested in class XII.7 in learning the Transition Period Towards the New Order. The final stage is disseminating the product through Instagram on February 11, 2024.

Table 1. Research Time

No	Date	Agenda	Data Source
1	3 November 2023	Interview	History teacher
2	13 November 2023	Filling out the need's questionnaire	Learners
3	January 2 - 7, 2024	Product development manufacturing	Product Results
4	15 - 25 January 2024	Development product validation	Expert validators
5	January 17, 2024	Test the validity and reliability of the instrument	Pesera Didik
6	January 29, 2024	Development trials	Learners
7	February 11, 2024	Product dissemination	Instagram

Source: Researcher Primary Data

### Development Model

This research uses a Research and Development (R&D) approach. According to Sugiyono (2013, p. 407), Research and Development is a method used to produce a particular product, test, and assess the effectiveness of the product. Putra (2011, p. 67) adds that R&D research aims to find, improve, develop, and test the effectiveness of specific products, models, methods, or strategies, focusing on creating more innovative and efficient solutions. The research product is tested by experimental methods so that it can be used by the community (Sugiyono, 2013, p. 405).

In this study, the researcher developed an Instagram-based infographic learning media on the Transition Period Towards the New Order material to increase students' interest in learning. Products are tested for feasibility, readability, and effectiveness. The 4D model (four-D) developed by Thiagarajan (1974, p. 5) consists of the stages of definition, design, development, and dissemination.

The development of Instagram infographics follows four stages: (1) Define, an analysis of the needs of teachers and students is carried out to understand the importance of history learning media; (2) Design, product design by compiling test standards, selecting media, and determining the development format; (3) Develop, assess the feasibility of products by experts and test products disseminated through Instagram; (4) Disseminate, products that are declared suitable for dissemination through Instagram so that the wider public can access them.

Table 2. Research Stages

Stages	Data Results	Data Source
Define	Problem Data	1. History Teacher of SMA Negeri 2 Ungaran 2. Learners
Design	Instagram-based infographic learning media format	Data results on learning and observation media problems
Development	1. Validation data of material experts Validation data of media experts 2. Learning practitioner validation data 3. Data on the validity and reliability of the learning interest instrument 4. Data on the effectiveness of learning media	1. Subject matter expert validators 2. Media expert validators 3. Learning practitioner validators 4. Learners
Disseminate	Student response data	Learners

Source: Researcher Primary Data

**Research Design**

The research design used in the research is a group Pretest-Posttest Design. This study uses a type of research, namely pre-experimental. The design used is in the form of a group Pretest-Posttest Design with a few adjustments. One Group Pretest-Posttest Design is a pre-experimental design that includes a pretest (test before treatment) and a posttest (test after treatment) in one group. The One Group Pretest-Posttest Design research form that has been adjusted can be seen in the following table (Suggestion, 2011, p. 74).

Table 3. Shape One Group Design with Customization

Group	Pre	Treatment	Post
Eksperimen	O1	X	O2

(Source: Sugiyono, 2013)

Information:

X: Treatment

O1: Pre-treatment (before the application of learning media)

O2: post-treatment (after applying learning media)

**Research Focus**

This study focuses on the influence of the Transition Period material's Instagram infographic history learning media on the New Order on the learning interest of grade XII 7 students. The learning media developed in this study is an Instagram-based infographic containing historical learning materials for the Transition Period Towards the New Order in grade XII of SMA Negeri 2 Ungaran.

### **Data Collection Techniques**

Data is collected using observation techniques, interviews, questionnaires or questionnaires, and documentation. Data was obtained from several sources, namely: (1) Suparti S.Pd., M.Pd., History Teacher of grade XII of SMA Negeri 2 Ungaran who has been experienced for 26 years and has been certified since 2010, (2) 36 students of grade XII.7 of SMA Negeri 2 Ungaran, (3) the results of learning observations in grade XII.7, and (4) documentation to strengthen the data obtained from the field. Data on learning media applied in history learning in grade XII was collected. Qualitative and quantitative methods analyzed the data. Qualitative analysis is used to identify potentials and problems, while quantitative analysis is used to assess the effectiveness of history learning media on students' learning interests.

### **Data Source**

This study's data sources include informants, classroom learning phenomena, and document studies. The primary informants are Suparti S.Pd., M.Pd., a class XII History teacher at SMA Negeri 2 Ungaran, who has 26 years of teaching experience and has been registered in teacher certification since 2010, as well as class XII.7 students who provide data related to learning. The phenomenon of classroom learning is obtained through direct observation during the history learning process in grade XII.7, focusing on the application of learning media and student responses. Document studies include learning tools, school profiles, student data, and information about the physical aspects of the school. In addition, the source of information also comes from books that are relevant to the research topic.

### **Data Collection Tools**

A data collection instrument or tool measures observed phenomena (Sugiyono, 2013). This study uses two data collection tools: the expert validity instrument and the student learning interest questionnaire. The expert validity instrument consists of a questionnaire filled out by three experts: media, material, and learning experts.

#### **a. Product qualification instruments**

The validity test determines the suitability of each question item used in the learning media. The validators in this study include Ganda Febri Kurniawan, S.Pd., M.Pd as a material validator, Andy Suryadi, S.Pd., M.Pd as a media validator, and Suparti, S.Pd., M.Si as a learning practitioner. The following is a table of data collection instruments from three product feasibility experts.

Table 4. Media Member Product Qualification Instrument

No	Aspects	Indicator	Grain
1.	Display	Material suitability	1
		Letter readability	1
		Clarity of text and images	1
		Image placement	1
		Engaging and communicative	1
		Media clarity and completeness	1
		Text and image placement	1
2.	Efficiency	Easy to understand	1
		Reusable media	1
		Provoking interest in learning	1
		Information is accessible to receive	1
3.	Language	The language is easy to understand	1
		Simple language	1
		Clear, concise, and informative narrative	1
		Conformity of linguistic rules	1

Source: with Customization Sodikin (2021, p. 163)

Table 5. Material Expert Product Feasibility Instrument

No	Aspects	Indicator	Grain
1.	Material Competence	Competency suitability	1
		Indicator compatibility	1
		Suitability of learning objectives	1
		Impact on Learning Interest	1
2.	Content of the material	Easy to understand	1
		Completeness of materials	1
		Simple	1
3.	Media	Material suitability	1
		Media clarity	1
		Image clarity	1
		Image fit	1
4.	Language	The language is easy to understand	1
		Simple	1
		The narrative is clear and concise	1
		Conformity of linguistic rules	1

Source: with Customization Blueberry (2021, pp. 111-113)

Table 6. Product Qualification Instruments By Learning Experts

No	Aspects	Indicator	Grain
1.	Material Competence	Competency suitability	1
		Indicator compatibility	1
		Suitability of learning objectives	1
		Impact on Learning Interest	1
2.	Content of the material	Easy to understand	1
		Completeness of materials	1
		Simple	1
3.	Media	Material suitability	1
		Media clarity	1
		Image clarity	1
		Image fit	1



4.	Language	The language is easy to understand	1
		Simple	1
		The narrative is clear and concise	1
		Conformity of linguistic rules	1

Source: with Customization Dewi (2020, pp. 68-70)

## b. Learning Interest Questionnaire Instrument

### 1. Validity and Reliability Test

The second instrument, the learning interest questionnaire instrument, consists of three stages: validity and reliability test, development trial, and student response. The validity and reliability analysis of the learning interest questionnaire was carried out before it was used in classroom learning. The validity test aims to determine whether the measuring tool, in this case, the questionnaire, is considered valid. This validity test assesses the extent to which the measuring tools can be considered accurate and relevant.

After going through the validity and reliability test analysis stage, as many as 20 statements were declared suitable for data collection instruments. This questionnaire was applied to class XII.2 for a trial of the development of Instagram-based infographic learning media products in class XII.7. The results of the validity and reliability test show that this instrument can be used effectively to measure the learning interest of students at SMA Negeri 2 Ungaran.

Table 7. Results of the Validity and Reliability Test of the Learning Interest Questionnaire

Statement Items	R-table	r-count	Result
1	0,36	0,61	Valid
2	0,36	0,48	Valid
3	0,36	0,60	Valid
4	0,36	0,68	Valid
5	0,36	0,71	Valid
6	0,36	0,62	Valid
7	0,36	0,62	Valid
8	0,36	0,40	Valid
9	0,36	0,58	Valid
10	0,36	0,59	Valid
11	0,36	0,56	Valid
12	0,36	0,54	Valid
13	0,36	0,40	Valid
14	0,36	0,47	Valid
15	0,36	0,49	Valid
16	0,36	0,43	Valid
17	0,36	0,41	Valid
18	0,36	0,46	Valid
19	0,36	0,44	Valid
20	0,36	0,74	Valid

Source: Researcher Primary Data

## 2. Development trials

After the product is declared to meet the eligibility indicators, a trial stage is carried out to determine the description and impact of the Instagram infographic developed on students' learning interests. At this stage, the learning interest questionnaire is prepared by adjusting the indicators that have been set. The following is a learning interest questionnaire grid that includes these indicators, and the number of statements made to ensure that all aspects of learning interest can be measured effectively.

Table 8. Learning Interest Questionnaire Instrument

No	Statement	Answer				
		1	2	3	4	5
<b>Feeling of Pleasure</b>						
1.	I feel happy to take part in history learning.					
2.	I did not mind when I was given an assignment.					
3.	I try to be active when learning history.					
4.	I do not feel bored quickly when I take part in history learning.					
5.	I try to follow the study of history seriously.					
<b>Ketertarikan</b>						
6.	I took the time to read the history material before the lesson started.					
7.	I took the time to repeat the material delivered during the study.					
8.	Through this history learning, I was motivated to learn.					
9.	I tried diligently while learning history.					
10.	I have a curiosity about history learning materials.					
<b>Attention</b>						
11.	I took note of the critical material explained during the learning of history.					
12.	I tried to listen to the material presentation while learning history.					
13.	I am always present at every history lesson.					
14.	I try to focus on learning history					
15.	I don't do any other activities that might interfere with my history learning					
<b>Involvement</b>						
16.	I had already entered the classroom before the teacher came to deliver the history lesson					
17.	I will ask my friends or teachers when I don't understand the history learning material					
18.	I tried to answer the questions asked by the teacher during history learning					
19.	I had a small discussion with a friend related to learning history					
20.	I try to give my opinion to a friend or teacher about something					

Source: Researcher Primary Data

## 3. Questionnaire instrument for student responses

The next stage is to analyze the results of the questionnaire and students' responses to the development product. The following is a questionnaire instrument for students' responses to

the application of history learning using Instagram infographic learning media for the Transition Period Towards the New Order.

Table 9. Student Response Questionnaire Instrument

No	Question	Answer	
		Yes	Not
1.	Infographic learning media according to the subject matter		
2.	Learning activities using Instagram infographic media are very fun		
3.	The display and layout of infographics through the Instagram platform is attractive and easy to understand		
4.	Infographic learning media through <i>the Instagram platform</i> makes it easy to learn history		
5.	Infographic learning media through the Instagram platform is practical and attractive		
6.	Illustrations of images and text in infographic media through the Instagram platform are clear and easy to read		
7.	The language used in infographic media through the Instagram platform is easy to understand		
8.	The language used in the infographic media through the Instagram platform is in accordance with the Indonesian Language Spelling		
9.	Infographic learning media through the Instagram platform can help to learn History independently		
10.	I love infographic media through <i>this Instagram platform</i>		
11.	By using infographic media through the Instagram platform, I learned more easily		
12.	I better understood the History lesson with the help of infographic media through <i>the Instagram platform</i>		
13.	After using the infographic through <i>the Instagram platform</i> , it was easier for me to answer the trial questions again		
14.	I was able to connect the causal linkages between historical events with the help of Instagram infographics		
15.	I am passionate about learning history with the help of infographic media through <i>the Instagram platform</i>		

Source: Mustika (2021, pp. 119-120) with adjustments

### Research Population and Sample

Population is a generalization area chosen by the researcher and consists of objects and subjects with certain qualities and characteristics to conclude (Sugiyono, 2017, p. 173). This study uses a population, namely all students of SMA Negeri 2 Ungaran XII consisting of 12 classes as follows:

Table 10. List of Class XII of SMA Negeri 2 Ungaran

No	Class	Number of Students
1.	XII 1	35
2.	XII 2	34
3.	XII 3	35
4.	XII 4	36
5.	XII 5	36
6.	XII 6	36

7.	XII 7	36
8.	XII 8	36
9.	XII 9	36
10.	XII 10	36
11.	XII 11	33
12.	XII 12	35
Sum		424

Source: Researcher Primary Data

The class population is selected above because the material taught by the teacher has arrived at the same material, and the time given by the teacher to learn the learning material is equal. The population selection is also based on the similarity of teachers in charge of learning subjects so that the conditions of teaching and learning activities are relatively the same.

According to Sugiyono, the sample is part of the number and characteristics possessed by the population. The sample used in this study is one class at SMA Negeri 2 Ungaran with class XII 7 as an experimental class with 36 students to see the influence of Instagram infographic learning media on students' interests. The sampling technique was carried out using purposive sampling. The sample in this study is class XII.7, with 36 students who are determined by the purposive sampling technique, which is a sampling technique derived from specific considerations. A particular consideration in this case is the class that has the most Instagram social media users.

### **Instrument Validity and Probability Test**

Population is a generalization area chosen by researchers consisting of objects or subjects with certain characteristics and qualities to conclude (Sugiyono, 2017, p. 173). In this study, the population used was all students of grade XII of SMA Negeri 2 Ungaran, which consisted of 12 classes.

A validity test was carried out using the data triangulation technique to ensure the validity of the data. Triangulation aims to check the correctness of the data by comparing it with other sources that have been obtained (Moleong, 2010, p. 330). Sugiyono (2010, p. 372) explained that triangulation means checking data from various sources with various methods and at different times.

In this study, triangulation techniques and time were used. Triangulation techniques check the credibility of data using various means, such as interviews followed by observations, documentation, or questionnaires to the same source. Meanwhile, time triangulation was carried out to check the validity of data that may be affected by the time of collection; for

example, the interview was conducted in the morning when the interviewees were in a fresh condition so that the results were more valid. Data verification can also be done through other research teams assigned to collect data.

### **Data Analysis Techniques**

Data analysis is a systematic process in organizing and compiling data obtained through interviews or observations, with the aim that the data can be understood and conveyed properly (Sugiyono, 2013, p. 319). In this study, qualitative and quantitative data analysis techniques were used.

#### **1. Qualitative Data Analysis**

The qualitative data analysis process is inductive, meaning that the analysis is based on the data obtained and can develop into a hypothesis (Sugiyono, 2013, p. 320). To the concept expressed by Miles and Huberman, as explained in Sugiyono (2013, p. 246), qualitative data analysis is carried out interactively and continuously until it reaches saturation. The stages are as follows:

##### **a. Data Collection**

This stage aims to collect information relevant to the research problem. The techniques used include interviews, observations, documentation, and questionnaires.

##### **b. Data Reduction**

Data reduction is summarizing, picking out key points, and discarding irrelevant things. This process helps clarify the data and makes it easier for researchers in later stages of research. Data reduction was carried out throughout the research process.

##### **c. Data Presentation**

The reduced data is presented in the form of narratives, tables, or graphs to make it easier for researchers to understand and continue their research. In addition to narratives, data can also be presented in the form of graphs, networks, or diagrams (Sugiyono, 2015, p. 341).

##### **d. Drawing conclusions**

The last step in qualitative analysis is to draw conclusions based on the data that has been processed. If the data is still considered inadequate, researchers can add supporting data.

#### **2. Quantitative Data Analysis**

The quantitative data analysis is deductive, where the research results are processed numerically using statistics. This analysis was also carried out interactively by the Miles and Huberman method (Sugiyono, 2013, p. 246).

a. Product Feasibility Assessment Questionnaire Analysis

Data is collected through several techniques, such as interviews, observations, documentation, and questionnaires. Product feasibility questionnaires filled out by expert validators use *the Likert scale* to measure the quality of development products:

Table 11. Scale Category *Likert*

Category	Score
Strongly Agree / Always / Very Positive	5
Agree / Often / Positive	4
Hesitant / Sometimes / Neutral	3
Disagree / Rarely / Negative	2
Strongly disagree / Never / Very negative	1

Source: Sugiyono (2013, p. 147)

The feasibility test of learning media is carried out a comparison between the ideal score evaluated by the validator and the total ideal score set as follows:

$$P = \frac{\sum R}{N} \times 100\%$$

Information:

P = Percentage of score sought

SR = Number of answers given by validators

N = Maximum number of scores

After the analysis is carried out and the number of scores in the percentage from the expert validator is known, it can be known whether the learning media developed is feasible or not feasible referring to the assessment criteria in the following:

Table 12. Achievement Classification

No	Rate (%)	Qualification	Information
1.	81-100%	Excellent	Very feasible, no revision needed
2.	61-80%	Good	Worthy of not needing to be revised
3.	41-60%	Pretty good	Less feasible needs to be revised
4.	21-40%	Not good	Not feasible needs to be revised
5.	<20%	Very bad	Very unworthy of revision

Source: Prativi (2021, p. 223)

Instagram-based infographic learning media is declared suitable for use if it has a minimum score of 60% in the feasible category.

b. Analysis of the Learning Interest Questionnaire

Before the study, validity and reliability tests are conducted to ensure the instrument is reliable. Validity tests ensure that the instrument measures correctly, while

reliability shows that the measurement results are consistent even though done repeatedly (Sugiyono, 2015, p. 177).

1. Validity Test

According to Sugiyono (2018), a validity test is a process to determine whether measuring tools, such as questionnaires, are valid. The instrument is considered valid if the measurements are accurate and measured by the aspects. The validity of the content is used in this study to ensure that the questions in the questionnaire are relevant to the material being tested. The validity test is calculated by Microsoft Excel, and the question is declared valid if r calculates > r table.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

Information:

- RXY = Correlation coefficient between variables x and y
- N = Number of samples
- SXY = The sum of the multiplication between the x and y variables
- SX2 = Sum of the squares of the value x
- SY2 = Sum of the square of the value y
- (SX)<sup>2</sup> = Sum of values x then squared
- (SY)<sup>2</sup> = The sum of the values y is then squared

2. Reliability Test

According to Sugiyono (2013, p. 130), the reliability test measures how consistent the data obtained from repeated measurements on the same object is consistent. After the question item was declared valid in the validity test, its reliability was tested using the KR-20, KR-21, and Cronbach Alpha formulas with the help of Microsoft Excel. An instrument is considered reliable if the Cronbach Alpha value > 0.60.

$$r_{11} = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\Sigma \sigma^2 b}{\sigma^2 t} \right]$$

Information:

- r<sub>11</sub> = Alpha reliability coefficient
- k = Number of question items
- Σσ<sup>2</sup>b = Number of grain variants
- σ<sup>2</sup>t = Varian total

### 3. Analysis of Development Product Tests on Learning Interest

At the stage of testing the validity and reliability of the questionnaire regarding the influence of Instagram infographic learning media on the learning of the history of the Transition Period material towards the New Order, the results showed that 20 items of statements were declared suitable as an instrument for measuring learning interest for research in grade XII 2. The researcher used the N-Gain test to analyze the influence of Instagram-based infographic learning media on students' learning interests before and after treatment in the experimental class. The N-Gain formula used is as follows:

$$g = \frac{X_2 - X_1}{X_{max} - X_1}$$

Information:

- $g$  = *N-Gain*  
 $X_1$  = *Score Before being given treatment*  
 $X_2$  = *Score after being given treatment*  
 $X_{max}$  = *Ideal Score*

The N-Gain value categories can be seen in the following table:

Table 13. Value Category *N-Gain*

<b>N-Gain Value</b>	<b>Category</b>
< 40%	Ineffective
40% - 55%	Less Effective
56% - 75 %	Quite Effective
>76%	Effective

Source: Ramdhani et al., (2020, p. 164)

### 4. Analysis of the Student Response Questionnaire

After the trial of development products in the form of Instagram infographic history learning media material for the Transition Period Towards the New Order was carried out, the next stage was to analyze the results of the questionnaire of students' responses to the development product. The student response questionnaire was analyzed using the following formula.

$$Nilai = \frac{Skor\ yang\ diperoleh}{Skor\ maksimal} \times 100$$



The value category of the results of filling out the questionnaire of students' responses to the development of Instagram infographic history learning media products is measured using the following value categories:

Table 14. Categories of Student Response Questionnaire Scores

Score Interval	Criterion
$81.25 < \text{score} \leq 100$	Excellent
$62.50 < \text{score} \leq 81.25$	Good
$43.75 < \text{score} \leq 62.50$	Enough
$25 < \text{score} \leq 43.75$	Less

Source: Muslim Women et al., (2023)

## Results

This research uses the Research and Development (R&D) method, which, according to Sugiyono (2013, p. 407), aims to produce products, test, and assess the effectiveness of these products. Putra (2011, p. 67) adds that *R&D* focuses on creating solutions that are better, innovative, efficient, productive, and have more significant value. The resulting product is then tested through experiments to be widely used (Sugiyono, 2013, p. 405).

Infographics are visual formats that display data in the form of text with exciting illustrations and are known as information illustrations (Glasgow, 1994, p. 7). As a learning medium, infographics help overcome learning boredom, arouse interest and motivation, and have a positive psychological impact on students (Arsyad, 2013, p. 19). One of the media used in this study is infographics through Instagram. This research develops Instagram infographic content with the material "Transition Period Towards a New Order" using a 4D model consisting of four stages: Define, Design, Develop, and Disseminate.

### Define

The defined stage in the 4D (Four-D) research model plays a critical role in setting the instructional requirements for development research. This stage serves as a foundational reference point for developing an effective product, ensuring that the process begins with a comprehensive understanding of the context and needs. By analyzing and collecting detailed information, researchers identify the gaps, challenges, and opportunities that necessitate the development of new instructional materials or strategies. This stage often includes needs analysis, problem identification, and the exploration of current conditions, providing a clear roadmap for the subsequent stages of development. Without this well-defined phase, the alignment between the instructional design and the intended outcomes may lack precision.

Moreover, the defined stage ensures that the development process remains focused and purposeful. It helps researchers determine the scope, objectives, and specific content that the product must address to meet the identified needs. By gathering relevant data, whether through surveys, interviews, or literature reviews, this stage informs decisions about the design and implementation of the instructional materials. Ultimately, it establishes a strong theoretical and practical foundation for creating solutions that are not only innovative but also contextually relevant and impactful. This systematic approach ensures that the final product is aligned with the goals of the research and effectively addresses the instructional challenges at hand.

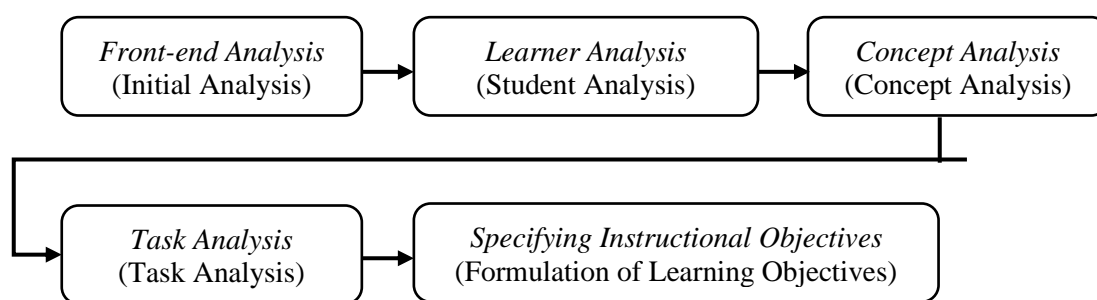


Chart 1. Steps at the Define Stage

Source: Maydiantoro (2021, p. 3)

Based on data obtained through observation techniques, interviews, and analysis questionnaires, there are two main problems in history learning at SMA Negeri 2 Ungaran, namely: (1) Students who are not enthusiastic during history learning and (2) The use of Instagram social media has not been optimally used as a means of learning infographic media.

**Design**

The design stage includes the preparation of test standards by experts to assess the feasibility of the product, from the selection of media to the product format. The media chosen is infographics through Instagram, according to the needs of students. The product format considers aesthetics and practicality. The following are the aspects of assessing the feasibility of Instagram infographic history learning media by experts.

Table 15. Aspects of Feasibility Assessment by Experts

Expert	Assessment Aspects	Statement Items
Material Expert	Material Competence	4
	Content of the material	3

	Media	4
	Linguistics	4
Media Members	Display	7
	Efficiency	4
	Linguistics	4
Learning Specialist	Material Competence	4
	Content of the material	3
	Media	4
	Linguistics	4

Source: Researcher Primary Data

In designing infographics, the researcher refers to Sari (2018, p. 73), who defines infographics as a graphic visual media that simplifies text or numerical information into a combination of images and text that is easier to understand. According to Jason Lankow (2012, p. 52), the ideal infographic must meet utility, knowledge, and beauty. Usability means that the infographic must match its message and benefits. Knowledge refers to the accuracy of data research and visualization. Beauty creates an attractive and eye-catching impression. The initial design of the infographic includes three main parts in the historical material of the Transition Period to the New Order.

Table 16. Infographic Initial Design Format

No	Part	Description	Number of Slides
Tritura (Three People's Demands)			
1.	Front Cover	Cover	1
2.	Content of the material	Discussion material	8
3.	Back Cover	Character quotes	1
Total slide			10
Supersemar (March Eleventh Order)			
4.	Front Cover	Cover	1
5.	Content of the material	Discussion material	8
6.	Back Cover	Character quotes	1
Total slide			10
Leadership Dualism			
7.	Front Cover	Cover	1
8.	Content of the material	Discussion material	8
9.	Back Cover	Character quotes	1
Total slide			10

Source: Researcher Primary Data

The initial design of Instagram infographic learning media is divided into three main parts:

1. Tritura (Three People's Demands)

This material is packaged in one post consisting of 10 infographic images. The first image is a cover showing the Tritura coverage. The second to ninth images contain a brief narrative of the Tritura incident, and the tenth image shows a quote from Soe Hok Gie.

2. Supersemar (March Eleventh Order)

This material is also packaged in one post with ten infographic images. The first image is a cover showing Supersemar's scope. The second to ninth images contain a brief narrative of the Supersemar event, and the tenth image contains a quote from Milan Kundera.

3. Leadership Dualism

This material is presented in a single post consisting of 10 infographic images. The first image is a cover for National Leadership Dualism. The second to ninth images contain a narrative of the events of Leadership Dualism, and the last image features a quote from John Roosa.

**Develop**

The initial draft was prepared with the help of Adobe Photoshop application for image design and publication. After the product development process is completed, the product is assessed by experts using the Likert scale with five levels: (1) Very Good, (2) Good, (3) Quite Good, (4) Not Good, and (5) Very Poor. Experts involved in assessing Instagram infographic history learning media material for the Transition Period Towards the New Order are as follows.

Table 17. Research Product Valuation Expert

No	Name	Expert
1.	Ganda Febri Kurniawan, M.Pd.	Material Expert
2.	Andy Suryadi, S.Pd., M.Pd.	Media Members
3.	Suparti, S.Pd., M.Si.	Learning Practitioners

Source: Researcher Primary Data

Product feasibility assessments are carried out in two stages to ensure credibility. In phase I, media and material experts provide suggestions for improvement while learning experts declare that the product is feasible without revision. The following are the final results of the product feasibility assessment by experts.

Table 18. Final Score of Research Product Assessment

No	Expert	Presented	Qualification
1.	Material Expert	88,33%	Excellent
2.	Media Members	78,6%	Good
3.	Learning Specialist	80%	Good
Installment Presentase		82,31%	
Qualification		Excellent	

Source: Researcher Primary Data

Based on the product feasibility assessment, the Instagram infographic history learning media about the Transition Period to the New Order was declared feasible for trial in class XII.7 SMA Negeri 2 Ungaran. The development trial was carried out during one meeting by Learning Objectives Flow (ATP) Topic 12.6 and consisted of three main steps:

### 1. Compiling a Learning Interest Questionnaire

This questionnaire consists of 20 statements, with indicators of learning interest including attention, like, enthusiasm, and participation. Statements are divided evenly in pre-treatment and post-treatment questionnaires to ensure validity and reliability.

### 2. Validity and Reliability Test

The test was conducted in class XII.2 with 34 students using a 20-item questionnaire. Validity and reliability were measured using *Product Moment and Cronbach Alpha* Correlation with Microsoft Excel. The calculation results show valid statement items.

Table 19. Results of Question Validity Calculation

Aspects	Statement Items	Validity Results
Feeling of pleasure	1,2,3,4 and 5	Valid
Ketertarikan	6,7,8,9, and 10	Valid
Attention	11,12,13,14, and 15	Valid
Involvement	16,17,18,19. and 20	Valid

Source: Researcher Primary Data

The statement reliability test uses the Cronbach Alpha method, and the reliability coefficient of the calculation results is obtained of 0.85, which can be concluded that the statement items are declared valid and reliable. The statements considered valid and reliable are then tested to students in a questionnaire to fill in the learning interest.

### 3. Development trials

The development trial was conducted on January 29, 2024, to evaluate the influence of Instagram infographic learning media on students' learning interests. Preparations include a learning interest questionnaire, an Instagram infographic, and a product assessment questionnaire. The trial was applied to one group with two treatments: before and after using Instagram infographic media about the Transition Period Towards the New Order. A learning interest questionnaire was completed before and after the treatment to measure student interest changes. The average learning interest of students before and after the treatment is as follows:

Table 20. Results of Learning Interest Calculation

Implementation	Learning Interest	Grade Point Average
January 29, 2024	Before treatment	49,42%
	After the treatment	74,42%
<i>N-Gain Score</i>		59,08%

Source: Researcher Primary Data

The average results of learning interest scores before and after treatment showed an increase of 59.08% after using the Instagram infographic history learning media material Transition Period Towards the New Order. The trial also received a positive response from 80% of students, including in the "Good." This research aligns with previous studies that state that infographics can increase interest in learning. To evaluate the effect of the media, the researcher calculated the Normalized Gain from the average value before and after the treatment.

To determine the influence of the infographic history learning media of the Transition Period material to the New Order on students' learning interests, the researcher calculated the Normalized Gain from the average results of scores before and after the treatment.

$$N - Gain = \frac{x_2 - x_1}{x_{max} - x_1}$$

$$N - Gain = \frac{74,42 - 49,42}{100 - 49,42}$$

$$N - Gain = 0,59$$

The N-Gain value of 0.59 (59%) shows that the Instagram infographic history learning media of the Transition Period to the New Order material is quite effective in increasing the learning interest of grade XII students.7. During the learning, students were active in discussing and evaluating the events of the Transition Period Towards the New Order. Learning interest is important because it impacts learning outcomes; high interest can improve student learning outcomes (Abdurrahman, 2010, p. 37). According to Susanto (2013, p. 66), interest is an important factor in learning activities, and without interest, learning outcomes can be harmful. Kompri (2015, p. 269) added that interest encourages students to continue learning for good results.

## Disseminate

The fourth stage of developing Instagram infographic history learning media for the Transition Period material to the New Order in this study is dissemination or dissemination. The dissemination stage aims to disseminate the developed product so the public can accept it. For the developed product to reach a wider readership, dissemination is carried out through Instagram social media called Focal Point History.

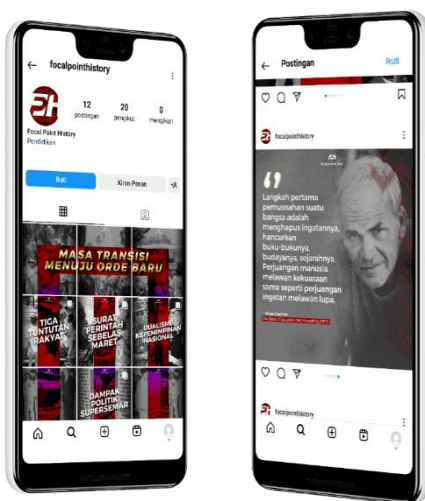


Figure 1. Focal Point History Instagram View

Sumber: <https://www.instagram.com/focalpointhistory/>

## Discussion

### Analysis of Students' Needs for Learning Media

The development of infographic learning media with Instagram aims as an alternative to increasing interest in learning history according to the needs of students. The needs of students are a reference for teachers in choosing guidance methods that support learning success and create independent and intelligent individuals (Devianti, 2020, p. 24).

Data was collected through observation, interviews, and questionnaires at SMA Negeri 2 Ungaran to determine students' needs. Observations and interviews were conducted on November 3, 2023, with history teacher Suparti, S.Pd., M.Si., while the distribution of questionnaires was carried out on November 13, 2023, in grade XII.7. The problems found include the limitations of devices for media development, where teachers use personal devices such as smartphones which cause the process of creating infographics to take a long time.

Suparti, S.Pd., M.Si., explained the types of learning media used: PowerPoint, infographics, word walls, and videos.

In the results of interviews that have been conducted with history teachers, namely Suparti, S.Pd., M.Si., explained the learning media used during history teaching and learning activities as follows:

If the media is usually PowerPoint, canvas, or infographic. If it is in the package book, but there are too many readings, that makes them lazy. Sometimes, I also tell them to do crossword puzzles online using the word, and the child becomes happy. The first media is PowerPoint, followed by infographics and videos so children can also respond. I have made infographics myself, but due to the constraints of the devices I have, the process takes a little longer to be able to use them in class as a medium (Interview with Suparti., S.Pd., M.Si., November 3, 2023).

From this statement, it is found that teachers have developed several learning media for history. The problem arises mainly related to the limitations of devices in developing infographics, which take a long time because of personal devices. The teacher said that the development of infographics was carried out with various limitations.

The second problem is using smartphones, which is an obligation in students' social environment. The teacher explained that smartphones are used during history learning to look for additional materials if the information from the package book is lacking. This can be seen based on the results of interviews that have been conducted regarding the permissibility or not of the use of smartphones in history learning, which can be seen as follows:

Oh, you can. So, if you are looking for material, you still have to access their cell phones. When my son told me to make an infographic project, for example, the facility to make it, yes, that cellphone, now in the age of gadgets, it seems they cannot be separated from it. When I deliver the material, they must also hold the cell phone. So, for example, if their cellphones are behind, it is too late (Interview with Suparti., S.Pd., M.Si., November 3, 2023).

The interview results revealed that students' interest in learning history was disrupted by using smartphones that were not prohibited during lessons. With free access, learners often turn to other apps or social media, distracting from the history material.

According to Muliani (2022, p. 138), learning interest is influenced by internal factors such as attention, attitude, talent, and ability and external factors such as teacher attention, infrastructure, parental guidance, and environmental conditions. In this case, social media as an external factor can reduce students' interest in learning.



The teacher added that using smartphones among students needs to be supervised so that the information obtained is under the material presented. This is a challenge in itself if developing learning media using social media as an intermediary, as stated by the history teacher through the following interview results:

If I think it is good. It is just supervision. Children sometimes, when they are supervised, they access other (applications). But it is good, it just must be supervised, we have to go around. Children have also started to be smart using the internet, such as AI (Artificial Intelligence). So many platforms are used, but yes, teachers must be able to supervise so that they access the media we are referring to (Interview with Suparti., S.Pd., M.Si., November 3, 2023).

The explanation from the teacher is supported by the results of the need analysis for the use of social media as follows:

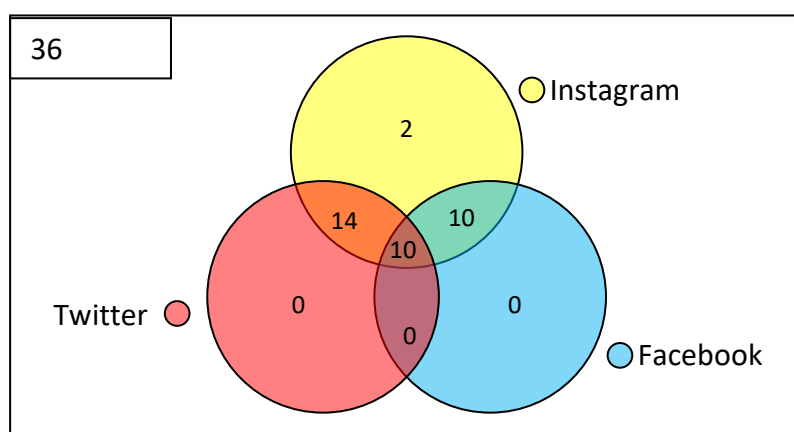


Figure 2. Social Media Diagram Owned by Students

Source: Researcher Primary Data

The diagram shows that of the 36 learners, 14 had Instagram and Twitter accounts, 10 had Instagram and Facebook, 2 had only Instagram, and 10 had all three social media accounts. Instagram is the most common, and it is used by 100% of learners. This is the basis for developing infographic learning media through Instagram.

According to Hidayat and Nizar (2021, p. 23), learning media is a tool that simplifies the teaching and learning process. Sadiman et al. (1996, p. 28) mentioned several types of learning media, such as graphic, audio, and projection media. Arief Sadiman (2010, p. 17) added that learning media clarify messages and overcome the limitations of space, time, and senses.

Sari (2018, p. 73) explains that infographics transform text or numerical information into simpler, more attractive visuals. Lankow et al. (2014, p. 35) add that infographics replace long explanations and complicated tables with images.

From observations and interviews, researchers found that the development of infographic learning media through Instagram as an alternative to overcome the problem of learning interest. Teachers consider using Instagram for infographics to be a good step, but it has never been implemented effectively compared to following social media trends.



### Development of Instagram Infographic History Learning Media

Based on observations, interviews, and needs questionnaires, the researcher found three main problems in history learning at SMA Negeri 2 Ungaran: (1) limitations of media development tools, (2) low interest in learning history, and (3) the tendency to use social media among students. The solution offered is the development of infographics using Instagram social media as an intermediary medium.

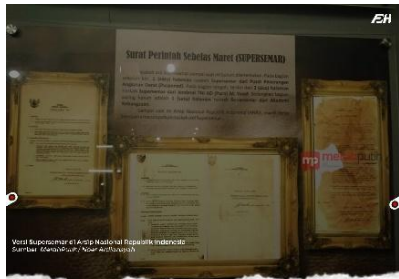
This infographic is designed to contain material about the Transition Period Towards the New Order and was created using the Adobe Photoshop application. The development process involves several stages: determining slides, typefaces, slide sizes, design themes, narration, data processing, and image collection. After that, material experts, media experts, and learning practitioners edit and evaluate the infographic. The last stage is a design review to ensure the feasibility of the product before use.

This research product aims to increase interest in learning history by utilizing popular social media among students.

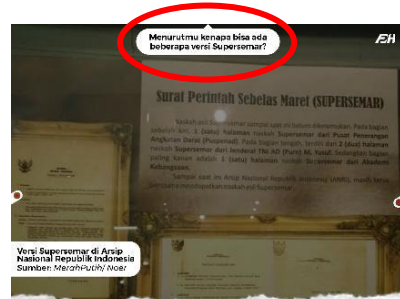
Table 21. Improvement of the Addition of Trigger Questions by Material Experts

	Suggestions for Improvement	Improvement Results
No	We recommend adding one trigger question for learners or students embedded in one of the <i>slides</i> for each post.	One question was added to one of the <i>slides</i> as a lighter for students.
1.	 <p>Dari kekacauan tersebut, kalangan mahasiswa melalui <b>KAMI (Kesatuan Aksi Mahasiswa Indonesia)</b> dan masyarakat dalam "<b>Front Pancasila</b>" melakukan unjuk rasa pada 10 Januari 1966 dengan menyuarkan tiga tuntutan utama dalam <b>Tritura (Tiga Tuntutan Rakyat)</b>.</p>	 <p>Dari kekacauan tersebut, kalangan mahasiswa melalui <b>KAMI (Kesatuan Aksi Mahasiswa Indonesia)</b> dan masyarakat dalam "<b>Front Pancasila</b>" melakukan unjuk rasa pada 10 Januari 1966 dengan menyuarkan tiga tuntutan utama dalam <b>Tritura (Tiga Tuntutan Rakyat)</b>.</p>

2.



Meski ada beberapa versi, inti dari Supersemar adalah pemberian kekuasaan kepada Soeharto sebagai Panglima Angkatan Darat untuk mengambil langkah-langkah yang diperlukan dalam memulihkan keamanan dan ketertiban.



Meski ada beberapa versi, inti dari Supersemar adalah pemberian kekuasaan kepada Soeharto sebagai Panglima Angkatan Darat untuk mengambil langkah-langkah yang diperlukan dalam memulihkan keamanan dan ketertiban.

3.



Pada saat itu MPRS juga telah mencabut status Soekarno sebagai presiden seumur hidup dan memberikan kewenangan kepada Soeharto sebagai penguasa Supersemar untuk kemudian membentuk Kabinet Ampera.



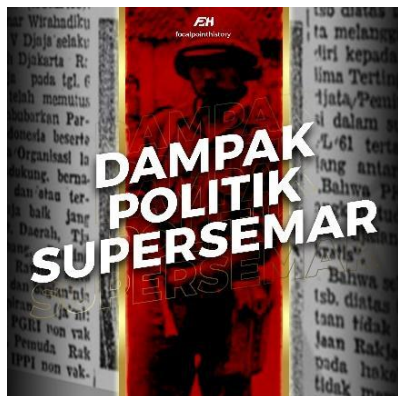
Pada saat itu MPRS juga telah mencabut status Soekarno sebagai presiden seumur hidup dan memberikan kewenangan kepada Soeharto sebagai penguasa Supersemar untuk kemudian membentuk Kabinet Ampera.

Source: Processed Researcher Primary Data

The material expert also suggested adding one post so that students understand the impact of the issuance of Superstar (Eleventh March Warrant)—the following results are from making an infographic on the political impact of Supersemar.

Table 22. Infographic on the Political Impact of Supersemar

Slide 1 (Front Cover)



Slide 3 (History Material)

Slide 2 (History Material)



Slide 4 (History Material)



Supersemar berdampak pada hancurnya komunisme yang ada di Indonesia dengan dibubarkannya PKI lewat Keputusan Nomor 1/5/1966 serta keturunannya diberikan label sebagai keturunan PKI berbeda dengan warga negara Indonesia secara umum

Slide 5 (History Material)



Dengan Supersemar, Soeharto membubarkan Partai Komunis Indonesia (PKI) dan menangkap sejumlah menteri yang dianggap komunis. Kebijakan ini dilakukan Soeharto sebagai orang yang tercantum dalam Supersemar dalam menjalankan tugas.

Slide 7 (History Material)



Supersemar membuat posisi Soekarno melemah karena Soeharto mengambil alih pemerintahan. Soekarno lengser sebagai Presiden pada 20 Februari 1967 setelah menandatangani Surat Penyerahan Kekuasaan di Istana Merdeka.

Slide 9 (History Material)



Soekarno mengumumkan Indonesia keluar dari PBB sejak 1 Januari 1965 karena rasa kecewa Soekarno atas rencana pembentukan Negara Federasi Malaysia. Namun setelah Soeharto berkuasa, Indonesia kembali bergabung dengan PBB pada 28 September 1966.



Supersemar menyerahkan kuasa untuk mengatasi keadaan kepada Soeharto dengan bertindak langsung menumpas PKI. Belum ada jumlah pasti mengenai orang yang dituduh PKI atau simpatisannya yang dihabisi.

Slide 6 (History Material)



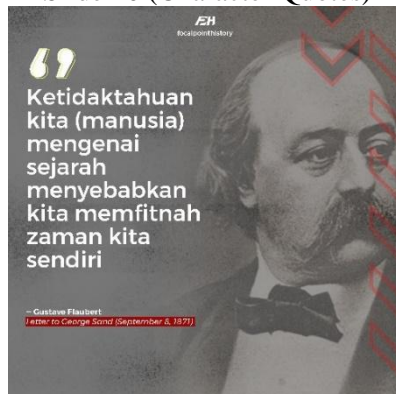
Presiden Soekarno dinilai gagal mengatasi krisis menjadikan posisinya terpojok. Meski sudah berpidato melalui Nawakarsa dan Pel-Nawakarsa namun tetap ditolak MPRS. Pada 5 Juli 1966 MPRS mencabut Soekarno sebagai presiden seumur hidup.

Slide 8 (History Material)



Meski pada saat itu Indonesia termasuk Gerakan Non Blok. Namun, gerakan politik terbelang dekat dengan negara komunis. Contohnya adalah seperti Uni Soviet, Kuba dan Republik Rakyat China. Adanya Supersemar, Indonesia terlepas dari pengaruh Blok Timur.

Slide 10 (Character Quotes)



Source: Researcher Primary Data

Suggestions were also provided by media experts following the completion of Stage I validation. The media validators emphasized the need to enhance certain visual aspects of the infographic media to make it more engaging and effective in delivering its message. Key recommendations included adjustments in the layout to improve readability, the use of more contrasting colors to highlight key information, and the integration of consistent typography for a polished and professional appearance. Additionally, they suggested the inclusion of visually appealing icons and graphics to better capture the audience's attention and complement the textual content.

In response to these suggestions, several revisions were made to the infographic. The layout was redesigned to ensure a more logical flow of information, guiding the viewer seamlessly through the content. Colors were carefully selected to create contrast and emphasize important details, while a uniform font style and size were applied to maintain consistency. Furthermore, new icons and illustrations were introduced to make the infographic more dynamic and visually appealing. These changes not only addressed the feedback provided by the media validators but also significantly enhanced the overall quality and impact of the infographic.

Table 23. Improvement Suggestions by Media Experts

No	Suggestions for Improvement	Improvement Results
'1.	It is recommended that the font size on the source of the image and the percentage number of the inflation data tabulation be enlarged.	Changes in the font size in the description of the image source and the percentage of inflation data tabulation.

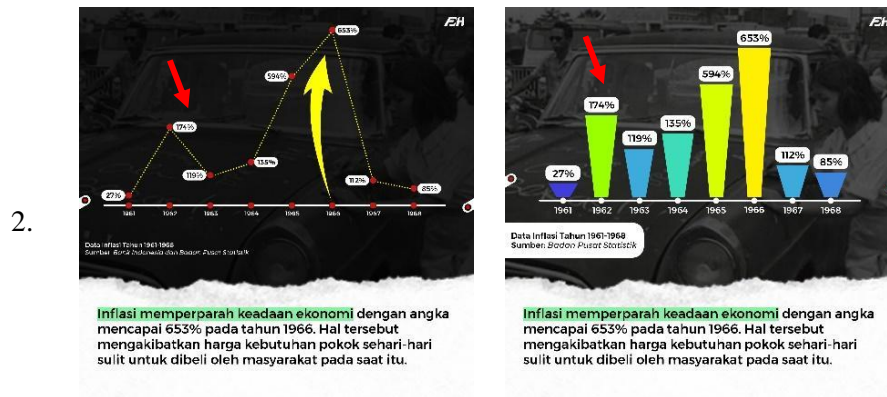


'1.

Dari kekacauan tersebut, kalangan mahasiswa melalui KAMI (Kesatuan Aksi Mahasiswa Indonesia) dan masyarakat dalam "Front Pancasila" melakukan unjuk rasa pada 10 Januari 1966 dengan menyuarakan tiga tuntutan utama dalam Tritura (Tiga Tuntutan Rakyat).



Dari kekacauan tersebut, kalangan mahasiswa melalui KAMI (Kesatuan Aksi Mahasiswa Indonesia) dan masyarakat dalam "Front Pancasila" melakukan unjuk rasa pada 10 Januari 1966 dengan menyuarakan tiga tuntutan utama dalam Tritura (Tiga Tuntutan Rakyat).



Source: Processed Primary Data

After undergoing significant improvements, the final format of the Instagram-based infographic learning media for the "Transition Period Towards the New Order" has been meticulously refined to meet both educational and aesthetic standards. The content has been organized into concise, visually appealing slides tailored to the Instagram platform's format, ensuring ease of access and engagement for students. Key historical events, figures, and policies during the transition period are presented with clear headings, brief explanations, and supporting visuals, such as infographics, timelines, and archival photographs. This approach allows for a blend of text and imagery that captures the essence of the historical narrative while making the material more relatable and memorable for learners.

The design incorporates vibrant yet contextually appropriate colors to evoke the atmosphere of the historical era while maintaining readability and visual appeal. Interactive features such as quizzes, polls, and discussion prompts are embedded within the media to encourage active participation and critical thinking among students. Each slide includes a call-to-action encouraging further exploration of the topics through linked resources or classroom discussions. These enhancements not only make the learning media more dynamic and engaging but also ensure that it aligns with modern digital literacy practices, making history both accessible and compelling for today's learners.

Table 24. Final Format Infographic

No	Part	Description	Number of Slides
Tripura (Three People's Demands)			
1.	Front Cover	Cover	1
2.	Content of the material	Discussion material	8
3.	Back Cover	Character quotes	1
Total slide			10
Superstar (March Eleventh Order)			

4.	Front Cover	Cover	1
5.	Content of the material	Discussion material	8
6.	Back Cover	Character quotes	1
Total slide			10
Leadership Dualism			
7.	Front Cover	Cover	1
8.	Content of the material	Discussion material	8
9.	Back Cover	Character quotes	1
Total slide			10
The Political Impact of Supersemar			
10.	Front Cover	Cover	1
11.	Content of the material	Discussion material	8
12.	Back Cover	Character quotes	1
Total Slide			10

Source: Researcher Primary Data

After the improvement of the research product, the fifth stage in the development process was continued, namely *the finishing* stage, which is the final stage by uploading the results of the research product in the form of infographics to Instagram social media to be tested into history learning at SMA Negeri 2 Ungaran.

### **Development of Instagram Infographic History Learning Media**

Interest in learning is a feeling of pleasure and concern for the effort to acquire knowledge (Astuti, 2015, p. 5). This study measures the impact of Instagram infographics on students' interest in learning through a trial stage. The final product of the Instagram infographic has passed the eligibility process by material experts, media, and practitioners and has been declared eligible with a score of 82.31% (Very Good).

The trial was carried out in class XII.7 with 36 students, using an infographic about the Transition Period to the New Order. The trial involves three stages: questionnaire preparation, validity and reliability test, and development trial. The learning interest questionnaire with 15 statements was tested for validity and reliability using Product Moment Correlation and Cronbach Alpha. The test results show all valid and reliable statements.

The trial stage involves pretest and posttest questionnaires to measure learning interest before and after the implementation of infographics. The results of *the N-Gain* calculation showed an increase in students' interest in learning by 59%, which shows the effectiveness of Instagram infographics in learning history.

The student response questionnaire showed that Instagram infographics received a good response with an average score of 80% (Good). The infographic is designed based on the chronology of events during the Transition Period to the New Order, helping students analyze controversial events such as the G30S. The use of infographics as a learning medium is supported by previous research that states that learning media can increase interest in learning (Sa'adah et al., 2020, p. 23). Students' interest in learning relates to learning outcomes (Abdurrahman, 2010, p. 37). Internal and external factors affect learning interest (Muliani, 2022, p. 138), including the influence of social media that can decrease. Media such as infographics can affect students' interest in learning and learning outcomes (Vaizin, 2023, p. 34; Hasbi Jantari, 2022, p. 53). High interest in learning encourages students to study harder and achieve maximum learning outcomes (Kompri, 2016, p. 269); Instagram-based infographics encourage students to be enthusiastic and active in understanding historical materials. Finally, through infographics, results were obtained that showed that Instagram-based infographic media effectively improved students' understanding of history.

### **Conclusions, Implications, Limitations**

The development of an Instagram infographic regarding the Transition Period to the New Order at SMA Negeri 2 Ungaran using a 4D model (Define, Design, Develop, Disseminate) shows effectiveness in increasing students' interest in learning, with an increase of 59% which is classified as quite effective. This infographic has advantages such as flexible accessibility, visual support that enriches students' imagination, and an alternative to delivering monotonous material. However, this medium also has drawbacks, including the need for an Instagram account and adequate internet access. These findings indicate that Instagram infographics can be an innovative solution for increasing interest in learning history and overcoming boredom in learning. The application of this media can be a guideline for other schools in developing more exciting and relevant teaching methods and opening opportunities for further research on the development of technology-based learning media.

Although this study shows positive results, some limitations need to be noted. One uses a sample limited to one class at SMA Negeri 2 Ungaran, which limits the generalization of the findings to a broader population. In addition, dependence on Instagram accounts and internet access can be an obstacle for students who do not have these facilities. Therefore, further research is recommended to involve a more extensive and diverse sample and explore further innovations in learning media to overcome these constraints and improve the effectiveness of digital-based learning media.



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