Similarity Report

Metadata

Name of the organization
Universitas Muhammadiyah Sidoarjo

Title
Article Interactive Moving Map

Author(s)Coordinator
pbi   fika megawati

Organizational unit
FPIP

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet	ß	0
Spreads	A→	3
Micro spaces	·	0
Hidden characters	ß	0
Paraphrases (SmartMarks)	a	13

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

3.79%
13.30%
SC1

25	**2060**	**13617**
The phrase length for the SC 2	Length in words	Length in characters

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
1	https://proceeding.unnes.ac.id/prisma/article/download/3025/2488/7346	43	2.09 %
2	Differentiated instruction in mover kindergarten: A model implementation with kurikulum merdeka Ristiyati Ristiyati, Suyatno Suyatno,Ika Maryani;	35	1.70 %
3	https://ejournal.unp.ac.id/index.php/jippsd/article/view/119820	30	1.46 %
4	https://www.journalfkipuniversitasbosowa.org/index.php/klasikal/article/download/877/363	30	1.46 %

5	Interactive Multimedia Design of Motion Graphics Using a Project-Based Learning Approach for Vocational Education Students: Experiments in Cooking Taliwang Chicken Ai. Mahmudatussa'adah,Nurani Atat Siti, Ade Juwaedah, Tati Setiawati, M. Muktiarni, K. Karpin;	28 1.36 %
6	Pengaruh Pendekatan Realistic Mathematics Education Berbasis Media Tangga Pintar Terhadap Hasil Belajar Matematika Pada Siswa SD Tanzimah Tanzimah,Dewi Yulianasari, Misdalina Misdalina;	19 0.92 %
7	What's important for recovery after a total knee replacement? A systematic review of mixed methods studies Underwood, Martin, Ahmed, Imran, Rodrigues, Jeremy, Metcalfe, Andrew, Mitchell, Paul,Khatri, Chetan, Dhaif, Fatema, Davis, Edward T.;	19 0.92 %
8	https://ejournal.undiksha.ac.id/index.php/JLLS/article/view/81157	18 0.87 %
9	Validitas Modul Sistem Pencernaan Manusia Berbasis Problem Based Learning di MA Sirojut Tholibin Taman Sari Pamekasan Selaturrohmi Selaturrohmi, Moch. Haikal;	17 0.83 %
10	LANGUAGE LABORATORY MANAGEMENT: AN OBSERVATORY REVIEW Wulida Makhtuna;	11 0.53 %

from RefBooks database (6.55 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
Source: Paperity		
1	Differentiated instruction in mover kindergarten: A model implementation with kurikulum merdeka Ristiyati Ristiyati, Suyatno Suyatno,Ika Maryani;	**35 (1) 1.70 %**
2	Interactive Multimedia Design of Motion Graphics Using a Project-Based Learning Approach for Vocational Education Students: Experiments in Cooking Taliwang Chicken Ai. Mahmudatussa'adah,Nurani Atat Siti, Ade Juwaedah, Tati Setiawati, M. Muktiarni, K. Karpin;	**28 (1) 1.36 %**
3	Validitas Modul Sistem Pencernaan Manusia Berbasis Problem Based Learning di MA Sirojut Tholibin Taman Sari Pamekasan Selaturrohmi Selaturrohmi, Moch. Haikal;	23 (2) 1.12 %
4	What's important for recovery after a total knee replacement? A systematic review of mixed methods studies Underwood, Martin, Ahmed, Imran, Rodrigues, Jeremy, Metcalfe, Andrew, Mitchell, Paul,Khatri, Chetan, Dhaif, Fatema, Davis, Edward T.;	19 (1) 0.92 %
5	Pengaruh Pendekatan Realistic Mathematics Education Berbasis Media Tangga Pintar Terhadap Hasil Belajar Matematika Pada Siswa SD Tanzimah Tanzimah,Dewi Yulianasari, Misdalina Misdalina;	19 (1) 0.92 %
6	LANGUAGE LABORATORY MANAGEMENT: AN OBSERVATORY REVIEW Wulida Makhtuna;	11 (1) 0.53 %

from the home database (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

from the Database Exchange Program (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

from the Internet (6.75 %)

NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)

Interactive Moving Maps
[Peta Interaktif yang Dapat di Gerak kan]
Mustika Itsna Finurika1), Ermawati Zulikhatin Nuroh*,2)

1)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
2) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
*Email Penulis Korespondensi: ermawati@umsida.ac.id

Abstract. Interactive Maps is a learning media used for junior high school students with attractive designs and images. With attractive designs and images on the interactive map display, it can provide innovation and education to students to be more interactive when learning and practice their speaking skills in front of the class. The interactive maps display this time is different from other interactive maps displays, namely with a combination of stick puppets in the form of images of small cars that can be moved. Not only that, the highway images on the interactive moving maps are made with holes so that the stick puppets in the form of small cars can be used. moved by hand via the back of the interactive moving maps. This Interactive Moving Maps contains a complete map with street names and building names in English. Implementation of Interactive Moving Maps for students can be used for learning about students' speaking skills.
Keywords - Interactive Moving Map; Design; Learning Media
Abstrak. Interactive Maps merupakan salah satu media pembelajaran yang digunakan untuk siswa sekolah menengah pertama dengan desain dan gambar yang menarik. Dengan desain dan gambar yang menarik pada tampilan interactive maps, dapat memberikan inovasi dan edukasi kepada siswa untuk lebih interaktif saat pembelajaran dan melatih kemampuan berbicara mereka di depan kelas. Tampilan interactive maps kali ini berbeda dengan tampilan interactive maps lainnya, yaitu dengan adanya kombinasi stick puppet berupa gambar mobil kecil yang bisa di gerakkan.. tidak hanya itu, gambar jalan raya pada interactive moving maps di buat berlubang agar stick puppet berupa mobil kecil tersebut bisa di gerakkan dengan tangan melalui bagian belakang interactive moving maps. Interactive Moving Maps ini berisi peta lengkap dengan nama jalan dan nama bangunan-bangunan dengan menggunakan bahasa Inggris. Implementasi Interactive Moving Maps kepada siswa, dapat digunakan untuk pembelajaran tentang kemampuan berbicara siswa.
Kata Kunci - Interactive Moving Maps; Desain; Media Pembelajaran

1. Product Description

Interactive maps are a medium that can be used in the learning process because they are simple connections that show cause and effect or diagrams that help visualize goals and strategies to achieve them (Bambut et al., 2023). With various sizes, this media is a visual learning medium (Aulia, 2022). Some are big and some are small (Lestari et al., 2021). Some are in color, some are only black and white, and the media consists of pictures of location plans or buildings of various shapes, as well as pictures of highways and street names (Neto et al., 2024). This gets students interested in learning and is a way to encourage them to engage in learning using interactive maps (Misdalina et al., 202[1→] Interactive maps with good pictures will really help children learn to speak (Mustadi et al., 2018). This is because the ability to speak refers to the act of expressing thoughts, ideas, and feelings using

audible symbols or visible bodily actions so that we (Park et al., 2024). This interactive map is designed to be as attractive as possible, with a stick puppet display that can be moved (Saubari & Sudatha, 2023). This map functions as a learning medium for students and helps teachers be more creative in designing their own learning media, so that students don't get bored during the lesson because of the monotonous learning model (Komarudin et al., 2024). As a result, teachers can create interactive moving maps independently (Handican & Setyaningrum, 2021).

Many interactive maps are available on the internet, but none of them use stick puppets in their creation (Toms et al., 2023). Building students' confidence to speak in front of the class during learning is one of the advantages of using this interactive moving map (Gani et al., 2021). In this interactive moving map, teaching begins by introducing the names of the streets and the parts of the buildings in them (Shah et al., 2024). Then, you

have to choose a card that contains instructions for the initial and final destination and the direction must be explained (Azka & Kurniawati, 2022). Then, you have to direct the stick puppets at the same time as saying how to get to the destination location, and you have to reflect on any vocabulary that has just been said to increase your knowledge of vocabulary (Amali, 2021).

Interactive moving map media has several advantages in learning, especially in increasing students' understanding of geographic concepts (Shah et al., 2024). First, this media allows students to interact directly with maps, thereby increasing their learning involvement and motivation (Wibisono, 2021). With interactive features, students can explore various geographical information in a more interesting and fun way, so that the learning process becomes more effective (Zulhilmi & Suneki, 2024). In addition, the use of technology in this media allows for the integration of various elements such as text, images and animation, which can help students understand the material better through multisensory stimulation (Karimah & Mahadhir, 2022). Research shows that the application of interactive map media can significantly improve student learning outcomes, and many students report high satisfaction with this learning method (Muliana et al., 2023).

2. Product Content

There are several displays produced in this interactive moving map, such as the display section, which uses map images, complete with images of highways and buildings, as well as the names of buildings and street names on the highway, and then the use of contrasting colors. and bright, don't forget the title on top of the display media used, as well as on the card in a white envelope at the back of the display, which is made colorful, which then contains instructions on how to get to the destination building using English, then on the back right there are instructions. How do you follow the stages in using interactive moving maps, which of course uses English too, so apart from students being able to speak English fluently, they also have to be able to understand the text content of the instruction cards and also from the labels on how to or stages in using interactive moving maps? This. Based on education standards in Indonesia, things that need to be considered when creating interactive moving map media are related to the skills that will be honed, the suitability of the media for the student learning process, and suitability for school level material.

An explanation of the materials used to make interactive moving maps is as follows:

1. The title section of the display uses printed paper, which is laminated to make it more durable and sturdy, which is previously designed so that users know the name of the display that will be used.
2. Next, in the demonstration section, before the printing process, the images of buildings and roads are arranged and shaped according to creativity using the Canva application, then printed using A3 sized poster paper. Then, after it has been printed on the highway, holes are made so that the stick puppet can be moved by measuring how many cm the hole is, then making a hole using a cutter. After that, the poster paper is attached to styrofoam that matches the size of the poster using a double tip so that it sticks tightly, then making a hole in the styrofoam following the hole in the poster using a cutter, then cutting the styrofoam again and then sticking it on the side of the styrofoam to strengthen the styrofoam to make it more sturdy, making it easier to carry everywhere, considering that the styrofoam material is also very light, so it is very easy to carry anywhere and can be stored for a long time.
3. The stick puppet uses small pieces of wood, and there is also a puppet shaped and depicted like a car, then inserted into the prop that has been drilled in and then moved in the direction that will be talked about.
4. The instruction card section contained in the envelope and the explanation placed at the back of the display contain information about how to use this media and are made using buffalo paper to make it stronger by using different colors to make it more attractive.

The Interactive Moving Map design can be seen as follows:

Figure 1. Interactive Moving Map seen from the front

Figure 2. Interactive Moving Map seen from the back   Figure 3. Car Stick Puppets

Figure 4 and 5. Car Stick Puppets if plugged into the display

Figure 6. note about how to use this media   Figure 7. Envelope which contains instruction cards

Figure 8. Istruction cards

Reference

Amali, L. N. (2021). Media Pembelajaran Interaktif Berbasis Fitur Mind Map. Jurnal Technopreneur (JTech), 9(1), 1-6.

Aulia, V. (2022). Language Laboratory Management to Support Technology-Based Foreign Language Instruction. JEELS (Journal of English Education and Linguistics Studies), 3(2), 181-196. https://doi.org/10.30762/jeels.v3i2.212

Azka, R., & Kurniawati, R. (2022). Development of Mathematics E-Comi c→ to Facilitate the Mathematical Communication Ability. Hipotenusa, 4(2), 165-184. https://doi.org/10.18326/hipotenusa.v4i2.7501

Bambut, K. E. N., Ware, K., Sirila, M. Y. Y., & Tiring, S. S. N. D. (2023). Project Based Practicum Student Worksheet on Buffer Solution Material. JTK (Jurnal Tadris Kimiya), 8(2), 209-219. https://doi.org/10.15575/jtk.v8i2.24737

Gani, H. A., Wijaya, H., Pratama, M. P., & H., N. (2021). Development of an Android-based Computer Based Test (CBT) In Middle

School. Journal of Education Technology, 5(2), 272-281. https://doi.org/10.23887/jet.v5i2.33527

Handican, R., & Setyaningrum, W. (2021). Developing a Mobile Game Using Scientific Approach to Support

Mathematics Learning. Edumatika, 4(1), 47-58. https://doi.org/10.32939/ejrpm.v4i1.607

Karimah, S., & Mahadhir, M. (2022). Pengembangan Video Pembelajaran Interaktif Berbasis Mind Map **Materi Bangun Ruang (Kubus dan Balok)** Kelas VIII SMPN 13 Pekalongan. ProSANDIKA UNIKAL (**Prosiding Seminar Nasional Pendidikan Matematika Universitas** Pekalongan), 3(1), 1-10.

Komarudin, K., Puspita, L., & Suherman, S. (2024). DEVELOPMENT OF STEM-BASED DIGITAL POCKETBOOK ON SPLDV MATERIAL USING THE ADDIE MODEL: APPLICATION→ IN ONLINE

LEARNING ENVIRONMENTS. Prima: Jurnal Pendidikan Matematika, 8(2), 224-235. https://doi.org/10.31000/prima.v8i2.9345

Lestari, D., Perbowo, K. S., Rakhmawati, R., & Ulfah, S. (2021). MARGINAL REGIONS MATHEMATICS TEACHERS' PERCEPTION OF THE USE OF MANIPULATIVE TOOLS. Kalamatika, 6(2). https://doi.org/10.22236/KALAMATIKA.vol6no2.2021pp143-156

Misdalina, M., Kesumawati, N., & Astari, S. Y. (2021). Development of Social Arithmetic Teaching Materials Using IT-Based PMRI Approach for SMP Students. Jurnal Pendidikan Matematika, 15(2), 191-202. https://doi.org/10.22342/jpm.15.2.13022.191-202

Muliana, A., Masrura, S. I., Adinang, A., & Ishak, I. (2023). Pembuatan media pembelajaran matematika menggunakan aplikasi math city map pada forum MGMP wilayah II polman. Jurnal Pengabdian Masyarakat Ilmu Keguruan Dan Pendidikan (JPM-IKP), 6(2), 53-63.

Mustadi, A., Maryani, I., Wangid, M. N., Husna, N. N., & Vahechart, R. (2018). Learning Difficulties of the 5th Grade Elementary School Students in Learning Human and Animal Body Organs. Jurnal Pendidikan IPA Indonesia, 7(1), 96-105. https://doi.org/10.15294/jpii.v7i1.11269

Neto, A. J. M., Sayco, S. C. C., & Yulita, Y. (2024). Development of Wordless Comic Media For Learning Speaking Class V Primary School Students. Tekno - Pedagogi, 14(1). https://doi.org/10.22437/teknopedagogi.v14i1.32547

Park, H. J., Chang, W., & Kim, Y. (2024). Examination of medical students' opinions on multimedia learning materials according to social cues: focusing on sound principles. Korean Journal of Medical Education, 36(1), 105-110. https://doi.org/10.3946/kjme.2024.288

Saubari, A. P., & Sudatha, I. G. W. (2023). Interactive Learning Multimedia Based on Problem-Based Learning Models in Fifth-Grade Science Content. Journal of Education Technology, 7(1). https://doi.org/10.23887/jet.v7i1.57354

Shah, H. A., Agus, M., & Househ, M. (2024). Sentiment visualization of correlation of loneliness mapped through social intelligence analysis. Computer Methods and Programs in Biomedicine Update, 5, 100144. http://www.sciencedirect.com/science/article/pii/S2666990024000119

Toms, A. D., Metcalfe, A., Mohindru, B., Hutchinson, C. E., Khatri, C., Scott, C. E. H., Deehan, D., Ellard, D. R.,

Davis, E. T., Mannion, E. G., Haddad, F. S., Parsons, H., Griffin, J., Mason, J., Skinner, J. A., Fox, J., Blyth,

M. J., Underwood, M., Clement, N. D., ... Smith, T. O. (**2023). Robotic Arthroplasty Clinical and cost Effectiveness Randomised controlled trial (RACER-knee): a study protocol. BMJ Open, 13(6).** https://doi.org/10.1136/bmjopen-2022-068255

Wibisono, M. N. (2021). Perancangan sistem informasi pondasi: peta online budaya Indonesia sebagai model media pembelajaran interaktif lagu daerah. JoLLA: Journal of Language, Literature, and Arts, 1(4), 542-559.

Zulhilmi, F., & Suneki, S. (2024). Implemantasi Aplikasi Canva Dalam Mendukung Pembelajaran Interaktif Mata Pelajaran Pendidikan Kewarganegaraan Pada Siswa SMPN 6 Semarang. Jurnal Kewarganegaraan, 8(1), 340- 348.