

LEAFLET LEARNING MEDIA DESIGN BASED ON LOCAL WISDOM OF CIREBON CULTURE USING THE CANVA APPLICATION

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Abstract

This study aims to determine the design of leaflet learning media based on local cultural wisdom in Cirebon for Class VIII social studies subjects at Cirebon Muhammadiyah Middle School, as well as its feasibility. This research uses qualitative research methods with an R&D approach with the ADDIE development model. The research was conducted at the Keraton Kacirbonan, which is a historical place in Cirebon City. The subjects of this research were tour guides and the community around the Keraton Kacirbonan. Miles and Huberman's qualitative data analysis technique was used in steps, namely: data collection, data reduction, data display, and conclusion. The result of this research is the creation of leaflet learning media based on the local wisdom of Cirebon culture, Keraton Kacirbonan as a learning resource for social studies subjects, material on the Plurality of Indonesian Society. Leaflet learning media components include: cover; content of lesson material; history of Keraton Kacirbonan; and practice. This learning media has material suitability in the "Very Good" category, and media suitability in the "Good" category, so it can be concluded that leaflet learning media is suitable for application in learning in schools.

Keywords: Leaflet Learning Media, Local Wisdom, Canva Application.

INTRODUCTION

UU no. 23 of 2013 article 35 paragraph 1 states that national education standards include content standards, competency processes for teacher graduates (educators), and education personnel. However, education in Indonesia still lacks many things, for example in terms of facilities and infrastructure to support education well, one of which is learning media. Teaching and learning activities really need media so that the learning activities carried out can be easily accepted by students. Basically, media is a supporting tool used in teaching activities to make it easier for teachers to convey material.

Media as a tool in the teaching and learning process can assist educators in conveying information or material discussed to students. Media is a tool that can be used as a channel of information to achieve learning success. Therefore, educators must be careful in choosing media to arouse students' desires and interests, as well as generate motivation to stimulate students' learning activities. Meanwhile, learning is a system consisting of various components that are interconnected with each other, these components include: objectives, materials, methods and learning evaluation.¹ Teachers must pay attention to these four elements in implementing teaching and learning activities in schools. One of them is

¹Rusman. 2017. *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.

determining learning media that can make it easier for educators to teach, and also make it easier for students to understand the material being taught.

There are various forms of learning media, such as storyboards, textbooks, magazines, workbooks, worksheets, newspaper cuttings, leaflets, brochures, and so on. The learning media that is the focus of researchers is leaflet-based teaching media. Leaflets are small sheets of paper containing printed messages to be distributed to the public as information about something or an event.²Therefore, leaflets can be used as a promotional tool or communication tool in conveying information to attract public interest.

Leaflets can be linked to local wisdom, namely the design contains elements of local wisdom, for example there are images that characterize local culture. Local wisdom itself is the values contained in the culture of local communities. Local wisdom in education is an effort to introduce the cultural values of local communities to students. It is stated that local wisdom-based education is education that teaches students to always be attached to the concrete situations they face.³

Local wisdom-based education is related to social studies subjects, because social studies subjects are knowledge related to the socio-cultural life of society. The value of local wisdom is as in social studies subject matter, namely Plurality. Plurality itself means a condition in society where there are many differences. These differences are ethnicity, race, religion, belief, political ideology, socio-culture, economy, and gender, where the values contained in local wisdom can be used as a learning resource. Learning sources are everything, whether objects, data, facts, ideas, people, and so on, that can lead to a learning process.⁴

Based on the initial study carried out when the researcher conducted PLP II (Introduction to the Schooling Field) at Cirebon Muhammadiyah Middle School in class VIII, it was discovered that in the teaching and learning process students had played an active role. However, when learning takes place, teachers still use LKS (Student Worksheets) or textbooks, and apply them through PowerPoint media, so there is a need for new breakthroughs in using learning media. Therefore, researchers want to introduce learning media in the form of leaflets to students and relate them to the values of Cirebon's local wisdom, so that students can learn about Cirebon's local wisdom itself. It was stated that the leaflet learning media developed was worthy of being used as a learning media because apart from conveying messages, leaflets could improve student learning outcomes.⁵

In this study, researchers used the Canva application to create attractive leaflet designs, so that students who saw them would be enthusiastic about learning activities. The Canva application is a program application used to create online designs. Designs that can be created in Canva include: posters, pamphlets, brochures, graphics, infographics, banners, flyers, certificates, diplomas, various card designs (invitations, greetings and business cards), as well as image designs that can be used for various types. covers (books, CDs, wallpapers),

²Fitriah, Maria. 2018. *Komunikasi Pemasaran Melalui Media Visual*. Yogyakarta: CV Budi Utama.

³Warigan.(2012). Pengembangan Karakter Berbasis Kearifan Lokal Hamemayu Hayuning Buwana.*Jurnal pendidikan Karakter* 2(3). <https://doi.org/10.21831/jpk.v0i3.1249>

⁴Samsinar.(2019). Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran.*Jurnal Pendidikan*, 13(2). <https://doi.org/10.30863/didaktika.v13i2.959>

⁵Ramadhani, Alif Luganta, dkk. (2020). Pengembangan *Leaflet* Sebagai Media Pembelajaran Sejarah Indonesia Untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA 04 Ma'arif Perintis Tempurejo Tahun Ajaran 2019/2020.*Jurnal Pendidikan Sejarah, Sosial dan Budaya*, 1(1).

and others.⁶ Graphic design is work in the field of visual communication that is related to graphics (prints) and/or on a two-dimensional plane, and is static (not moving and not a time-based image).⁷ So, with the help of the Canva application in creating leaflet designs as a learning medium that is related to the local wisdom values of Cirebon culture in social studies subjects, learning social studies can attract more students' attention and enthusiasm for learning.

METHOD

This research uses qualitative methods, using the Research and Development R&D (Research and Development) approach and using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model in product development. Research and Development is a process or steps to develop a new product or improve an existing product, which can be accounted for.⁸

Research design is an activity that must be carried out in a study. Research design is procedures or research steps that function as guidelines for research in conducting research.⁹ Therefore, the design of this research can be seen in the following figure.

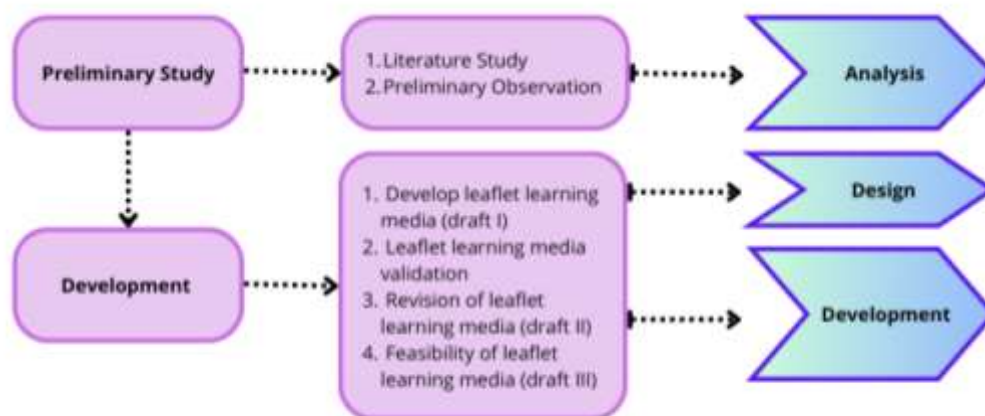


Figure 1. Research Design

From the picture above, each step can be explained as follows:

1. Preliminary Study

The preliminary study consists of 2 stages, namely: (1) Literature study, reviewing books, journals, notes, or reports related to this research; (2) Preliminary observation, direct observation that will be researched, as well as ongoing interview activities to obtain information, then developed into learning resources for social studies subjects.

2. Development

Development consists of 4 stages, namely: (1) The draft I stage is to make learning media in the form of leaflets; (2) At this stage, researchers conducted validation to media

⁶ Tanjung, Rahma E & Delsina Faiza.(2019). *Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika.*Jurnal Vokasional Teknik Elektronika dan Informatika, 7(2). <https://doi.org/10.24036/voteteknika.v7i2.104261>

⁷ Widya & Andreas James Darmawan.(2016). *Pengantar Desain Grafis.*Direktorat Pembinaan Kursus dan Pelatihan.

⁸ Sukmadinata, N.S. 2017. *Metode Penelitian Pendidikan.* Bandung: PT Remaja Rosdakarya Offset.

⁹ Sanjaya, Wina. (2013). *Penelitian Pendidikan Jenis Metode dan Prosedur.* Jakarta: Kencana.

experts and material experts, namely lecturers and social studies teachers; (3) At this stage, researchers revised draft II, namely improving leaflet learning media after being validated by media experts and material experts; (4) The final stage, which is the improvement of leaflet learning media, is feasible to be applied to students.

The data collection techniques used were observation, questionnaires, interviews and documentation studies. Observation or what is also called observing is the activity of concentrating attention on an object using all the sense organs.¹⁰ A questionnaire or questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about their personal, or things that are known. Interviews are communications between two or more parties that can be done face to face, where one party acts as an interviewer and the other party acts as an interviewee with a specific purpose, for example to obtain information or collect data.¹¹ Then, documentation study is a data collection technique by collecting and analyzing documents, both written, image and electronic documents.¹²

Data analysis techniques from validation results and learning media implementation data are carried out in two stages, namely:

1. Using Category Values Into Assessment Scores

The assessment in the form of category values is then converted into an assessment score.¹³ The number of alternative responses available usually uses a 1-5 point scale. To reduce the tendency for responses to answer choices to be neutral, therefore in this study neutral choices were deliberately not given as alternative answers.

The following are the criteria for changing the value of the assessment score category in the learning media quality validation sheet by media experts and material experts:

Table 1. Validation Score Assessment Categories

Assessment Category	Score
Not good	1
Poorly	2
Pretty good	3
Good	4
Very good	5

2. Analyze Assessment Scores

Analyzing assessment scores is done by calculating the scores obtained from research divided by the ideal scores for all items.¹⁴ This can be expressed with the following mathematical equation:

$$\text{Assessment level percentage} = x \frac{\sum xi}{n}$$

x = Final average

Xi = Validity test value

n = The number of validities filled in

¹⁰ Arikunto, Suharsimi. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

¹¹ Fadhallah.(2021). *Wawancara*. Jakarta: Ikatan Penerbit Indonesia (IKAPI).

¹² Sukmadinata, N.S. 2017. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya Offset.

¹³ Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: PT Alfabet.

¹⁴ Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: PT Alfabet.

The next step is to determine the results of the implementation of learning media according to the scores obtained from the research results. The categories for assessing the results of the implementation of learning media can be seen in the following table.

Table 2. Learning Media Implementation Assessment Categories

Score	Category
0,00 – 2,00	Not good
2,01 – 2,75	Poorly
2,76 – 3,50	Pretty good
3,51 – 4,52	Good
4,26 – 5,00	Very good

RESULTS AND DISCUSSION

1. Analysis Stage

The first stage of this research, namely analysis. At this stage, researchers carried out activities to review data, journals and books about the Keraton Kacirbonan and conducted interviews with the management of the Keraton Kacirbonan. The analysis carried out by researchers consists of the profile of the Keraton Kacirbonan, the geographical location of the Keraton Kacirbonan, the layout of the physical environment of the Keraton Kacirbonan, the genealogy of Sultans/Kings in the Keraton Kacirbonan, the architecture of the Keraton Kacirbonan buildings, the function of the Keraton Kacirbonan, traditions or culture in the Keraton Kacirbonan, and diversity/plurality in Cirebon which has tribes between Sundanese and Javanese.

The data obtained are:

a. Profile of Keraton Kacirbonan

Keraton Kacirbonan is a palace founded on the initiative of Prince Muhamad Haerudhin. He was the IVth Crown Prince of Sultan Kanoman who fought against Dutch colonialism.

Keraton Kacirbonan is the youngest or most recently built palace of the two palaces in Cirebon. Apart from that, Keraton Kacirbonan is the smallest palace in Cirebon. The Keraton Kacirbonan is in the Pulasaren area, Pekalipan District, its position extends from north to south, this position is the same as the two previous palaces.

b. Geographical Location of the Keraton Kacirbonan

Keraton Kacirebonan located on Jalan Pulasaren, Pulasaren Village, Pekalipan District, Cirebon City, West Java Province which has latitude and longitude, namely: 180° 19' 48" East Longitude and 6° 24' 36" South Latitude. The area of Cirebon City is 37.35 km² or 3,723.8 hectares.

The location of the Keraton Kacirbonan shows that its location is quite close to the city center and there is a lot of public transportation available across the area, because the Keraton Kacirbonan is on Jalan Pulasaren which is one of the main roads in Cirebon City.

c. Layout of the Physical Environment of the Keraton Kacirbonan

The location of the Keraton Kacirbonan is on Jalan Pulasaren, Pekalipan District, Cirebon City. Occupying an area of 2.5 hectares, the Keraton Kacirbonan has Paseban Kulon on the left and Paseban Wetan on the right side of the palace.

Both function as places to receive guests and practice dance, namely the typical Cirebon mask dance.

d. The Lineage of Sultans/Kings in the Keraton Kacirbonan

The lineage of the sultans/kings in the Keraton Kacirbonan, namely:

1. Sultan Kacirebonan I, namely Sultan Carbon Kacirebonan Amirul Mukminin (1808-1814).
2. Sultan Kacirebonan II, namely Prince Raja Madenda Hidayat (1814-1851).
3. Sultan Kacirbonan III, namely Prince Raja Denda Wijaya (1851-1914).
4. Sultan Kacirebonan IV, namely Prince Raja Madenda Partadiningrat (1916-1931).
5. Sultan Kacirebonan V, namely Prince Raja Madenda Raharjadingrat (1933-1950).
6. Sultan Kacirbonan VI, namely Prince Raja Sidek Arjaningrat (1950-1957).
7. Sultan Kacirebonan VII, namely Prince Raja Harkat Nata Diningrat (1957-1969).
8. Sultan Kacirebonan VIII, namely Prince Raja Moh Mulyono Amir Natadiningrat (1969-1994).
9. Sultan Kacirebonan XI, namely Prince Raja Abdulgani Nata Diningrat Dekarangga (1997-present).

e. Keraton Kacirbonan Building Architecture

The results of an interview with Mr. Tio, who is one of the managers at the Keraton Kacirbonan regarding the architecture of the Keraton Kacirbonan building, is that "The Keraton Kacirbonan building is like a Javanese mansion, namely a joglo".

Based on the interview above, it can be seen that the architecture of the Keraton Kacirbonan is the same buildings as traditional houses in Java. An example can be seen from the architecture of the front terrace of the palace, which is the same as the architecture of houses in Java.

f. Functions of the Keraton Kacirbonan

The results of an interview with Mr. Tio, who is one of the administrators at the Keraton Kacirbonan regarding the function of the founding of the Keraton Kacirbonan, is that "The function of the palace as the center of the old government was called kedaton/keraton, while the form of the state, namely a kingdom, the head of government was called a king. Meanwhile, the head of the sultanate is called the sultan. The function of the founding of the Keraton Kacirbonan was to pressure the people of Cirebon, especially the family and the ulama, so that Prince Haerudin's rights as the crown prince of the Kanoman Sultanate were restored as a legitimate Sultan. However, Prince Haerudin ignored it because if it was forced there would be a coup, because his younger brother, Prince Imammudin Abdul Soleh, had long served as Sultan Kanoman V. Therefore, Prince Haerudin founded a new Sultanate, namely the Kacirbonan Palace."

Based on the interview above, it can be seen that the function of the palace was as a place where the king and his family established a center of government, religion and culture. Meanwhile, the function of the founding of the Keraton Kacirbonan was to restore Prince Haerudin's rights as a crown prince of the Kanoman Sultanate, so that he could become a Sultan in the Kanoman Sultanate.

However, Prince Haerudin ignored this, because there was already his younger brother who had been Sultan Kanoman V for a long time. Therefore, Prince Haerudin founded the New Sultanate, namely the Kacirbonan Sultanate/Keraton Kacirbonan.

g. Traditions or Culture at the Keraton Kacirbonan

The results of an interview with Mr. Tio who is one of the managers at the Keraton Kacirbonan regarding the traditions or culture that are still preserved at the Keraton Kacirbonan, namely that "Keraton Kacirbonan is almost the same as the Keraton Kasepuhan and the Keraton Kanoman which still currently continues to maintain and preserve religious cultural traditions, among others are: (1) Muludan tradition, which commemorates the birthday of the Prophet Muhammad SAW but includes a local wisdom tradition of washing heirloom objects called "Panjang Talisman"; (2) Rajaban tradition, namely the ceremony commemorating the Islamic New Year One Suro; (3) Saparan Tradition, namely the tradition of the month of Sapar, which during the time of the Prophet saw many calamities experienced by Muslims. Therefore, the Saparan tradition is a tradition of reciting prayers to ward off reinforcements to eliminate danger taught in Islam by diligently giving alms, and what makes this tradition unique, namely giving alms by distributing apem cakes; and (4) the Grave Pilgrimage Tradition (Gerebek Sawal), namely the pilgrimage to the ancestral grave (Sunan Gunung Jati) carried out by the extended family of the Cirebon Sultanate. The implementation time is 1 week after 1 Shawwal, the name is Syawalan.

Based on the interview above, it can be seen that the Kacirbonan Palace still maintains or preserves the culture that exists in the Kacirbonan Palace to this day, including: (1) Muludan Tradition; (2) Rajaban Tradition; (3) Saparan Tradition; and (4) Grave Pilgrimage Tradition.

h. Diversity/Plurality in Cirebon

The results of the interview with Mr. Tio regarding the diversity that exists in Cirebon, namely that "The diversity that exists in Cirebon is marked by language differences, for example in Cirebon there is Sundanese and Cirebon, then there are religious differences in Cirebon, namely there are various places of worship, for example churches, mosque and temple. The culture in Cirebon is the result of a cross between Pasundan and Javanese culture, especially Banyumasan Javanese, which ultimately gave rise to the Cirebon language."

Based on the interview above, it can be seen that, the diversity that exists in Cirebon can be seen from the differences in language used by the people of Cirebon, then the differences in religion because in Cirebon there are various kinds of places of worship, and the culture in Cirebon is a cross between Pasundan and Javanese culture, because Cirebon is located in The Northern Coastal area of West Java Province is the eastern part and is also close to the sea and Central Java Province so that many people visit Cirebon, and some also live in Cirebon, and finally there is diversity in the Cirebon region.

2. Design Stage

The second stage of the ADDIE development model is the design stage. At this stage, the researcher began designing leaflet learning media with the help of the Canva application that the researcher would create. There are 3 steps at this stage, including

how to create leaflet learning media with the help of the Canva application, preparing the components in the leaflet learning media, and preparing a validation instrument for leaflet learning media based on local cultural wisdom in Cirebon.

The components in the leaflet learning media are as follows:

a. The Cover

The cover on the front page of the leaflet is a basic color of yellow and white so that it is bright and clearly visible. There are pictures/photos of the Keraton Kacirbonan grounds and there are several children wearing traditional clothes. There is writing indicating the subjects and classes as an indication that this leaflet learning media is for class VIII Social Sciences (IPS) subjects. The writing "Plurality of Indonesian Society" is the material in the social studies lesson, and there is the writing "for SMP/MTs, semester 1" indicating that the material is applied in semester 1, for SMP/MTs.

b. Content of Lesson Material

The third component in leaflet learning media, namely the content of the material which has been simplified so that students can study independently, or accompanied by a teacher. The content of the material in this leaflet's learning media is found on the front page and back page of the leaflet, and consists of five sub-discussions in the Plurality of Indonesian Society material in the Social Sciences subject, suitable for highlighting the history of the Keraton Kacirbonan so that students can know it better.

c. History of the Keraton Kacirbonan

The second component in the leaflet learning media is introducing the history of the Keraton Kacirbonan to students, so that students know local history, namely the Keraton Kacirbonan. The history of the Keraton Kacirbonan in this leaflet learning media is on the front page after the cover.

d. Practice

The fourth component in leaflet learning media is practice. Practice is a way to deepen mastery of subject matter. In this leaflet learning media, researchers provide five essay questions for students to answer.

3. Development Stage

The third stage of the ADDIE development model is the development stage. This stage aims to see the suitability of the leaflet learning media that has been designed by the researcher. After receiving an assessment from the validator, the leaflet learning media was revised according to comments and suggestions from the validator, namely material experts and media experts. The results of the validation by the experts are as follows.

Table 3. Validation Results of Media Experts and Material Experts

Validation Category	Validation Results	Validation Results Criteria
Media Expert	3,83	Good
Materials Expert	5,00	Very good

A. Leaflet Learning Media Design Based on Local Wisdom of Cirebon Culture Using the Canva Application

This research produces the final product in the form of leaflet learning media. The type of research is qualitative with an R&D (Research and Development) approach

with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Until now, the ADDIE development model is still very relevant for use in research. However, researchers have only carried out development stage.¹⁵

The results of the analysis carried out by researchers were by reviewing books, journals and articles about the Keraton Kacirbonan, as well as conducting interviews with the management of the Keraton Kacirbonan, namely Mr Tio. In the initial study conducted by researchers in schools, it was discovered that teachers still used learning media in the form of student worksheets or textbooks, and applied them via PowerPoint. Therefore, there needs to be a new breakthrough in using learning media. For this reason, researchers introduced leaflet learning media based on local cultural wisdom in social studies subjects. Local wisdom-based learning is learning that teaches students to always be close to the daily life situations of the community. Local wisdom-based education is an example of education to apply students in the development of social life, based on the local potential of each region.¹⁶

Next, at the design stage, the researcher carried out leaflet design activities with the help of the Canva application. The Canva application is an online-based application that provides attractive designs in the form of templates, features and categories provided in it.¹⁷ The researcher provides a tutorial on how to create leaflet learning media using the Canva application, and designs the components in the leaflet learning media. And the researcher also designed an instrument which aims to validate the leaflet learning media carried out by material experts and media experts.

The last is the development stage. This development stage is the validation stage by media experts and material experts. The aim is to find out the shortcomings that exist in the leaflet learning media, as well as obtain comments and suggestions to improve the leaflet learning media. Apart from that, validation is also useful for obtaining an assessment of the suitability of leaflet learning media for use in the learning process at school.

B. Feasibility of Leaflet Learning Media Design Based on Local Wisdom of Cirebon Culture

Based on the validation results of the leaflet learning media, it is known that the leaflet learning media as a whole is suitable for use in learning activities at school. Leaflet learning media can help teachers in learning activities at school, as well as as a communication tool with students because leaflet learning media contains information or lesson material.¹⁸

The feasibility of learning media produced by material experts and media experts is valid and suitable for use as learning media.¹⁹ Therefore, the feasibility is proven by

¹⁵ Angko & Mustaji.(2013). Pengembangan Bahan Ajar dengan Model ADDIE untuk Mata Pelajaran Matematika Kelas 5 SDS Mawar Sharon Surabaya.*Jurnal KWANGSAN Vol.I-Nomor1*. <https://doi.org/10.31800/jtp.kw.v1n1.p1--15>.

¹⁶ Nadlir, N. (2016). Urgensi pembelajaran berbasis kearifan lokal. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 2(2), 299-330.

¹⁷ Pelangi, Garris. (2020). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia Jenjang SMA/MA.*Jurnal Sasindo Unpam*, 8(2).

¹⁸ Chaniago, A.R. dkk. (2017). Kelayakan Leaflet Praktikum Pembuatan Sirup Jahepada Submateri Peran Tumbuhan di Bidang Ekonomi Kelas X SMA. *Jurnal Pendidikan dan Pembelajaran Katulistiwa*, 6(10).<http://dx.doi.org/10.26418/jppk.v6i10.22600>

¹⁹ Marhayani, Anika, D. (2017). Pembentukan Karakter Melalui Pembelajaran IPS. *Jurnal Edunomic*, 5(2). <http://dx.doi.org/10.33603/ejpe.v5i2.261>

the results of validation carried out by material experts and media experts on the leaflet learning media that the researchers created.

Based on material expert validation, it is known that material validation is in the "Very Good" category, which can be seen in the table without revision. This assessment was carried out once, and the leaflet learning media created by the researcher was declared very suitable for application to students.

Based on media expert validation, it is known that media validation is in the "Good" category. This assessment was carried out once, and the leaflet learning media created by the researcher was declared suitable for application to students with revisions.

The feasibility of the leaflet learning media in this research is in accordance with the results of other research, namely that the assessment from design experts is in the "Good" category and the assessment from material experts is in the "Very Good" category, and the leaflet is worthy of being tried out.²⁰

The same as other research, the results of leaflet research were 90% from media experts and 89.28% from material experts, so it can be concluded that leaflets are very suitable as a learning media.²¹

Also in accordance with this research, the recapitulation results of the validators, namely the validation results from material experts got a percentage of 93% categorized as very strong (feasible), the validation results from language experts got a percentage of 98% categorized as very strong (worthy), and the validation results graphic experts got a percentage of 94%, so it can be concluded that Android-based leaflets are categorized as suitable for use in the learning process.²²

Therefore, the leaflet learning media resulting from this research is suitable for use in learning at school or outside school. This leaflet learning media is suitable for use in learning activities, because it has received validation scores from material experts in the "Very Good" category and validation scores from media experts in the "Good" category.

CONCLUSION

The learning media developed in this research is a leaflet learning media based on the local wisdom of Cirebon culture in the social studies subject "Plurality of Indonesian Society" for class VIII junior high school students. In this leaflet learning media there are 2 pages, namely the front page which contains lesson material and the back page about the history of the Kacirbonan Palace which aims to introduce students to the local cultural wisdom that exists in Cirebon, and in making this leaflet media the researcher used the help of the Canva application. This research design uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model, but researchers only reached the development stage.

²⁰ Astuti, Murti, A. (2017). Pengembangan Bahan Ajar Leaflet Materi Bencana Gempa Bumi Di SMP Negeri 1 Gantiwarno. *Jurnal Pendidikan Geografi*.

²¹ Ramadhani, Alif Luganta, dkk. (2020). Pengembangan *Leaflet* Sebagai Media Pembelajaran Sejarah Indonesia Untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA 04 Ma'arif Perintis Tempurejo Tahun Ajaran 2019/2020. *Jurnal Pendidikan Sejarah, Sosial dan Budaya*, 1(1).

²² Meiristanti, Nelly. (2020). Pengembangan Leaflet Berbasis Android sebagai Penunjang Bahan Ajar Pada Mata Pelajaran OTK Sarana dan Prasarana Kelas XI OTKP di SMK PGRI 2 Sidoarjo. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(1). <https://doi.org/10.26740/jpap.v8n1.p56-67>

The feasibility of this leaflet learning media based on local Cirebon cultural wisdom can be seen from the validation results carried out by material experts and media experts. The results of the leaflet learning media validation show that the material expert validation is in the "Very Good" category, while the media expert validation is in the "Good" category. This means that leaflet learning media is suitable for use in learning activities at school or outside school.

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