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Development of Learning Object Materials for Multimedia Learning Integrated with Dompu Local Wisdom for Students

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A B S T R A C T

This study is motivated by the fact that the learning process of the Instructional Multimedia course still relies on printed (non-digital) textbooks and does not sufficiently foster students' analytical and problem-solving skills, either individually or in groups. As a result, students' competence in developing instructional multimedia has not shown significant improvement. This condition is attributed to the previously used learning materials, which were less practical and ineffective when applied in a course that requires intensive case analysis, problem-solving, assignments, and practicum activities. The objective of this study is to develop Learning Object Materials based on the Case Method and Team-Based Project, integrated with Dompu local wisdom, that are valid, practical, and effective. This research employed a Research and Development (R&D) method, adopting the 4-D (Four-D) Model by Thiagarajan, consisting of four stages: define, design, develop, and disseminate. The validation results indicate that the developed product achieved an average score of 4.2 (valid category), respondent score of 4.13 (practical category), and an N-Gain percentage of 58% (moderately effective category). Thus, the product is considered feasible to be implemented as an alternative Learning Object Material to enhance the quality of learning.

1. Introduction

The Ministry of Education and Culture, through Decree No. 3/M/2021 on the Key Performance Indicators for State Universities and Higher Education Service Institutions, emphasizes collaborative learning and real-life experiences for students. This learning approach aims to improve the quality of education and the relevance of higher education within universities. It requires universities to design and implement innovative learning models so that students can achieve optimal learning outcomes that encompass attitudes, knowledge, and skills (Rahmadi et al., 2022). 7th Key Performance Indicators is one of the indicators used to evaluate university performance. Therefore, universities are expected to implement this policy by considering the learning process in educational units that refer to case-

based learning (case method) and project-based groups (team-based project)) (Prayudi et al., 2024). Learning Object Material (LOM) is an interactive digital learning content that can enrich the learning process. LOM is developed to support case method and team-based project learning. Both approaches are increasingly popular in education because they align with efforts to solve real-world problems. Through case analysis and problem-solving, either individually or in groups, students are expected to be able to propose appropriate solutions in various scientific fields in education (Aulia et al., 2022).

Education based on local wisdom can serve as an effective medium to preserve the cultural richness and potential of each region (Supriyaddin et al., 2023). Although local wisdom should ideally be developed based on regional potential, in practice, many educators have not yet integrated local wisdom into the learning process. This results in educational goals not being optimally achieved and a lack of awareness and understanding of local wisdom in the surrounding environment (Arifin et al., 2023). Local wisdom can be utilized not only as an educational product but also as a learning resource that bridges students' understanding and appreciation of cultural values in their region.

The Multimedia Learning course is a specialized subject in the Information Technology Education Study Program during the fifth semester with a weight of 4 credits. This course aims to provide students with knowledge and skills in developing multimedia-based learning tools. Preliminary observations conducted by the researcher revealed that the learning process in this course still relied on printed (non-digital) books and lacked activities that sharpen students' analytical and problem-solving skills, both individually and in groups. As a result, students' skills in developing multimedia learning media have not significantly improved. This is mainly due to the use of less practical and ineffective learning materials for this course, which requires case analysis, problem-solving, assignments, and practical sessions.

Previous studies have extensively investigated the implementation of the case method and team-based projects, among others conducted by Anggaryani et al. (2024), Arwita et al. (2025), Astriawati et al. (2023), Batubara et al. (2024), Bistari et al. (2024), Efriwan et al. (2023), Fadhli et al. (2023), Falah et al. (2024), Farikah et al. (2022), Fauzi et al. (2022), Hanafi et al. (2024), Pratiwi et al. (2020), Prayudi et al., (2025), Prayudi, et al. (2024), Ramadhani et al. (2021), Rosidin et al. (2024), Situmorang et al. (2025), dan Taufiq et al. (2024). However, there has been no research developing Learning Object Material (LOM) for multimedia learning based on case method and team-based project with the integration of Dompu local wisdom. The novelty of this research lies in developing multimedia learning LOM based on case method and team-based project integrated with Dompu local wisdom to improve students' skills. In addition to enhancing students' technical abilities, this research is also expected to strengthen students' analytical and problem-solving capacities, both individually and in groups. By integrating Dompu local wisdom, students will gain a deeper understanding and appreciation of their culture, fostering pride and a strong identity as part of the Dompu community while making learning more contextual and relevant to everyday life.

Based on the explanation above, the research problem can be formulated as follows: How to develop LOM in the Multimedia Learning course based on case method and team-based project that is valid, practical, and effective with the integration of Dompu local wisdom to enhance students' skills in developing multimedia learning? To address this problem, the research aims to develop LOM in the Multimedia Learning course based on case method and team-based project that is valid, practical, and effective with the integration of Dompu local wisdom to improve students' multimedia development skills, in line with the efforts to develop high-quality human resources (Asta Cita 4) and strengthen cultural harmony (Asta Cita 8).

Based on the facts and data related to the above context, the development of Learning Object Material (LOM) based on case method and team-based project integrated with Dompu local wisdom can be one of the solutions to enhance students' skills in developing learning media. The LOM developed includes electronic books (e-books), infographics, presentations, instructional videos, and learning animations. Each LOM in this course will be aligned with problems or case studies of Dompu local wisdom to be analyzed throughout the semester, either individually or in groups. The case method is a learning model that uses real-world cases from the community, designed by lecturers with engaging scenarios as learning activities. The team-based project method is built on project-based learning activities and real tasks that challenge students to collaboratively solve problems relevant to daily life (Prayudi et al., 2024).

2. Methodology

This study employed the Research and Development (R&D) method. R&D is a research approach designed to produce specific products and to test their effectiveness (Nugraha et al., 2022). The R&D procedure in this study refers to the 4-D (Four-D) Model developed by Thiagarajan, which consists of four stages: define, design, develop, and disseminate (Fathirma'ruf et al., 2020). The 4-D model was chosen because it provides clear and practical steps, making it well-suited for research and development in the field of education. Moreover, this model has been widely applied in previous studies, thereby enhancing its credibility. Consequently, the product generated from this research is expected to be not only theoretically valid but also practical and effective in its application.

Data Analysis Techniques

Data analysis in this study was carried out through several interrelated stages to obtain results that are valid, practical, and effective. First, validation data analysis was conducted by experts using a Likert scale, as applied in Prayudi et al. (2022), to assess the validity of content, appearance, and practicality of the developed Learning Object Material (LOM). If the validation scores obtained were still low, revisions were made to the LOM before proceeding to the field trial stage in order to ensure the product's feasibility for use. Second, trial data analysis consisted of practicality testing and effectiveness testing. The practicality test was conducted

using questionnaires administered to students to evaluate the extent to which the LOM could be used easily, attractively, and in accordance with learning needs, with the results then calculated as a percentage of positive responses. The effectiveness test was conducted by comparing students' pre-test and post-test results to determine the extent of learning improvement after using the LOM. The adapted flow diagram of the 4-D model as applied in this study is illustrated in Figure 1.

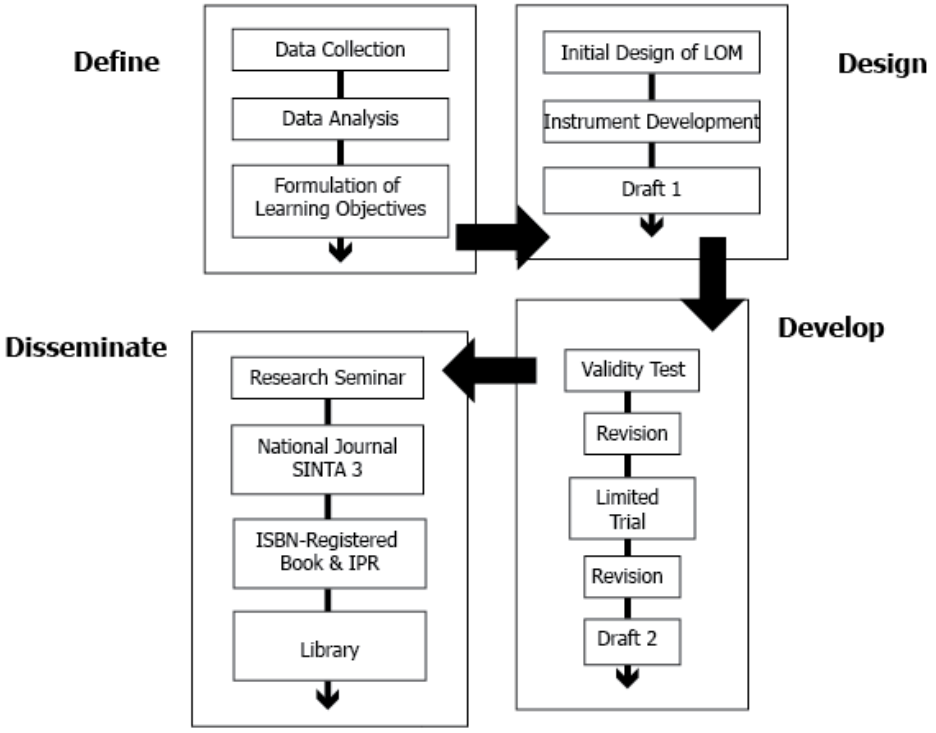

Figure 1. Flow Diagram of the 4-D Model

Third, student activity data analysis was obtained through direct observation during the learning process to evaluate students' engagement levels based on duration, participation, and consistency in applying the LOM. Fourth, students' learning achievement data were analyzed by comparing pre-test and post-test scores to determine whether there was a significant improvement. Furthermore, the normalized gain (N-Gain) test, as described by Fathirma'ruf et al. (2024), was employed to measure the level of effectiveness of the LOM in enhancing students' skills, particularly in developing technology-based instructional multimedia.

3. Results and Discussion

Define

At this stage, the researcher first conducted an observation of the learning process, which revealed that the Instructional Multimedia course still relied on printed (non-digital) textbooks and did not adequately foster analytical and problem-solving

skills, either individually or in groups. Consequently, students' competence in developing instructional multimedia had not shown significant improvement. This issue was attributed to the previously used learning materials, which were less practical and ineffective for a course that heavily involves case analysis, problem-solving, assignments, and practicum activities. Second, an analysis of students indicated that many of them still had difficulties in understanding the lecturer's explanations, primarily because of the monotonous use of textbooks and the absence of supporting media such as PowerPoint, infographics, videos, and animations in the learning process. Third, curriculum analysis showed that the existing Semester Learning Plan was not systematic, and that the textbooks used, along with the applied worksheets, were difficult for some students to comprehend.

Design

This stage constitutes the design phase of the Learning Object Material (LOM), learning tools, and research instruments that form the foundation of the development process. The LOM was designed to focus on the development of innovative and interactive learning media to support case method and team-based project learning integrated with Dompu local wisdom. The LOM included an electronic book (e-book) as the main learning resource containing comprehensive materials, infographics to visually present concepts for easier understanding, presentation media as a guide for classroom delivery, instructional videos to provide more engaging and contextual learning experiences, and instructional animations to enhance attractiveness and student motivation.

In addition, learning tools such as the Lesson Plan, teaching modules, and evaluation materials were designed to align with the developed LOM, while research instruments were systematically prepared, including expert validation sheets, practicality and student response questionnaires, observation sheets of student activities, and learning achievement tests in the form of pre-test and post-test. All of these designs were oriented toward supporting a more active, collaborative, and student-centered learning process in accordance with the characteristics and needs of the students, with the detailed design results of the LOM presented in Table 1.

Table 1. Design Results

Number	Description	Result
1	**PowerPoint** Development of presentations on multimedia learning based on the case method and team-based project integrated with Dompu local wisdom, consisting of 14 files aligned with the Semester Learning Plan.	

2	E-Book An electronic textbook on multimedia learning based on the case method and team-based project integrated with Dompu local wisdom, consisting of 154 pages. The chapter structure is aligned with the Semester Learning Plan.	
3	Infographic Infographics containing key concepts of multimedia learning based on the case method and team-based project integrated with Dompu local wisdom.	
4	Learning Video A video on multimedia learning based on the case method and team-based project integrated with Dompu local wisdom, with a duration of 8 minutes and 30 seconds.	
5	Learning Animation An animation on multimedia learning based on the case method and team-based project integrated with Dompu local wisdom, with a duration of 2 minutes and 30 seconds.	

Develop

The development stage focused on producing Learning Object Materials (LOM) for instructional multimedia based on the case method and team-based project, integrated with Dompu local wisdom. At this stage, the previously designed product was validated by subject-matter experts and media experts to ensure content appropriateness, display quality, and alignment with the learning objectives. This validation process served as a crucial step to guarantee that the developed LOM demonstrated conceptual clarity, content feasibility, ease of use, and relevance to the local context. Following validation, the LOM was tested on a limited scale with

15 students from the Information Technology Education Study Program to evaluate initial responses, comprehension levels, practicality, and effectiveness in learning.

In its implementation, the application of the case method and team-based project was not carried out simultaneously in every meeting but was instead adapted to the topics and learning objectives specified in the Semester Learning Plan throughout a full semester. This approach was intended to ensure that the learning method remained more focused, structured, and aligned with the expected learning outcomes. Data obtained from the limited trial reflected the feasibility of the product as indicated by the percentage results of validation from subject-matter and media experts. These validation percentages provided the basis for determining whether the instructional multimedia LOM based on the case method and team-based project with the integration of Dompu local wisdom was feasible for wider implementation. The detailed results of expert validation are presented in Table 2.

Table 2. Validation Test Results

No	Validator	Score
1	Media 1	4
2	Media 2	4
3	Media 3	4
4	Material 1	5
5	Material 2	4
6	Material 3	4
Average		**4.2**

As shown in Table 2, the overall average score from both media validators and content validators was 4.2, which falls into the "valid" category, indicating that the developed product is feasible for use in the learning process. This assessment refers to the Likert scale criteria used to determine the feasibility of the Learning Object Material (LOM) in terms of both presentation and content. Once the validation stage confirmed the product's validity, the next step was to conduct a practicality test of the developed product. The practicality test aimed to determine the extent to which the LOM could be used easily, support the learning process, and be accepted by users, including both lecturers and students.

The practicality test instrument was administered in the form of a questionnaire covering indicators such as ease of use, clarity of instructions, attractiveness of presentation, relevance of content to learning needs, and the usefulness of the LOM in supporting learning outcomes. Responses from lecturers and students were then calculated in percentage form to measure the practicality level of the product, where a higher percentage of positive responses indicated greater practicality. As shown in Table 3, the overall average response from both lecturers and students was 4.13, categorized as "practical," indicating that the Learning Object Material (LOM) for instructional multimedia based on the case method and team-based project with the integration of Dompu local wisdom is practical for use in the learning process. The detailed results of the practicality test from both lecturers and students are presented in Table 3.

Table 3. Practicality Test Results

Number	Respondent	Score
1	Lecturer	4
2	Student 1	5
3	Student 2	4
4	Student 3	4
5	Student 4	4
6	Student 5	3
7	Student 6	5
8	Student 7	4
9	Student 8	4
10	Student 9	4
11	Student 10	4
12	Student 11	4
13	Student 12	4
14	Student 13	5
15	Student 14	4
16	Student 15	4
Average		4.13

This assessment was based on Likert scale criteria covering indicators of ease of use, clarity of instructions, content relevance, visual presentation, and usefulness in supporting learning activities. These results demonstrate that the developed LOM is not only valid in terms of content and media but also practical in its classroom application. Following the satisfactory results of the practicality test, the next step was to conduct an effectiveness test of the LOM, which aimed to measure the extent to which the product could enhance students' understanding and skills in line with the learning objectives.

The testing process was carried out in two stages: administering a pre-test before students used the LOM and a post-test after completing the learning process with the LOM. The pre-test and post-test data were then analyzed using the N-Gain score formula to calculate the difference in scores, thereby identifying the level of improvement in students' learning outcomes across low, medium, and high categories. As shown in Table 4, the N-Gain percentage obtained was 58%, which falls into the "moderately effective" category according to the N-Gain interpretation criteria. This result indicates that the use of the Learning Object Material (LOM) for instructional multimedia based on the case method and team-based project, integrated with Dompu local wisdom, was able to improve students' understanding, although it remained within the medium category. Thus, the developed product can be considered moderately effective for use in the learning process, particularly in enhancing students' mastery of the material as well as their critical thinking and collaborative skills. Thus, the effectiveness test served as the main reference in evaluating the success of the developed LOM, with the detailed results of students' pre-test and post-test presented in Table 4.

Table 4. N-Gain Score Results

No	Participant	Pre-Test	Post-Test	N-Gain	%
1	Student 1	40	70	0.50	50
2	Student 2	50	80	0.60	60
3	Student 3	50	70	0.40	40
4	Student 4	50	70	0.40	40
5	Student 5	50	60	0.20	20
6	Student 6	50	80	0.60	60
7	Student 7	50	70	0.40	40
8	Student 8	30	60	0.43	43
9	Student 9	70	90	0.67	67
10	Student 10	60	90	0.75	75
11	Student 11	40	90	0.83	83
12	Student 12	40	90	0.83	83
13	Student 13	50	80	0.60	60
14	Student 14	40	80	0.67	67
15	Student 15	50	80	0.80	80
Average		**48**	**77**	**0.58**	**58**

Dissemination

The final stage of this development research was dissemination, namely the process of distributing the product (final draft) that had undergone revisions based on validator feedback and limited trial results. At this stage, the Learning Object Material (LOM) for instructional multimedia based on the case method and team-based project, integrated with Dompu local wisdom, which had been declared valid, practical, and moderately effective, was introduced and distributed to relevant stakeholders. The dissemination outcomes included several activities such as presenting the product in seminar forums to obtain broader feedback, distributing it to lecturers and students as direct users, and submitting it to regional and university libraries to ensure wider access for the academic community. In addition to direct distribution, dissemination also emphasized scientific outputs and product legality, including the publication of research findings in a nationally accredited journal (SINTA 3), the official publication of the product as an ISBN-registered book through Indonesian Publishers Association, and the registration of Intellectual Property Rights (IPR) as a form of legal protection for the developed work. Through this dissemination stage, the product is expected not only to benefit the research setting but also to make a tangible contribution to improving the quality of learning at a broader level while ensuring sustainability in both academic and practical contexts.

4. Conclusion

This study aimed to develop Learning Object Materials (LOM) for instructional multimedia based on the case method and team-based project, integrated with

Dompu local wisdom, in the Instructional Multimedia course. Based on the development and testing results, it can be concluded that the study successfully addressed the research question, namely how to develop an LOM that is valid, practical, and effective. Expert validation indicated that the product was feasible for use, while practicality tests involving lecturers and students confirmed that the product was easy to use, relevant to learning needs, and beneficial for the learning process. Effectiveness testing further demonstrated that the LOM improved students' understanding and skills, although the level of effectiveness remained within the medium category.

Thus, the study can be considered successful since the developed product met the criteria of validity, practicality, and moderate effectiveness in accordance with the standards of development research. The success of this research lies in the integration of Dompu local wisdom, which made learning more contextual, and the application of the case method and team-based project, which supported the development of students' analytical, collaborative, and problem-solving skills. However, the limitation of this study is that the trial was conducted on a limited scale with a small sample size, meaning that the effectiveness of the LOM cannot yet be generalized broadly. Therefore, future research is recommended to conduct trials on a larger scale, involve diverse learning contexts, and enrich the variety of LOM to achieve a higher level of effectiveness.

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