

Developing of Interactive Learning Media Based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara

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ABSTRACT

This research aims to: (1) develop interactive learning media based on Lectora Inspire for descriptive text material for Class VIII-B students of SMP Negeri 3 Gunungsitoli Utara; (2) determine the feasibility, practicality, and effectiveness of Lectora Inspire-based interactive learning media through validation by material experts, media experts, and learning practitioners; (3) determine the feasibility, practicality, and effectiveness based on student assessments. The research follows the ADDIE development model, which includes Analysis, Design, Development, Implementation, and Evaluation stages. The media was evaluated by one Material expert (Lecture of English Education Study Program, Universitas Nias), one Media expert (Teacher at SMP Negeri 3 Gunungsitoli Utara), and one Practitioner (English teacher at SMP Negeri 3 Gunungsitoli Utara). Implementation was carried out in two phases: small group trials (9 students) and field research (30 students). The findings revealed that: (1) the media was developed following the five ADDIE stages; (2) the media received strongly feasibility ratings with average scores of 4.68 from Material experts, 4.56 from Media experts, and 4.60 from Practitioners; (3) student assessments in small group and field trials also indicated strongly feasibility, with average scores of 4.41 and 4.40, respectively.

Key Words: *Interactive Learning Media, Lectora Inspire, ADDIE*

ABSTRAK

Penelitian ini bertujuan untuk: (1) mengembangkan Media Pembelajaran Interaktif berbasis Lectora Inspire pada materi Teks Deskriptif untuk siswa kelas VIII-B SMP Negeri 3 Gunungsitoli Utara; (2) menentukan kelayakan, kepraktisan, dan efektivitas media pembelajaran tersebut berdasarkan validasi dari ahli materi, ahli media, dan praktisi pembelajaran; (3) menilai kelayakan, kepraktisan, dan efektivitas media pembelajaran ini melalui penilaian dari siswa. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri dari lima tahap: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Pada tahap pengembangan, media pembelajaran interaktif berbasis Lectora Inspire dinilai kelayakannya oleh 1 ahli materi, 1 ahli media, dan 1 praktisi. Pada tahap implementasi, dilakukan uji coba kelompok kecil dengan 9 siswa dan penelitian lapangan dengan 30 siswa. Hasil penelitian menunjukkan bahwa: (1) media pembelajaran dikembangkan melalui lima tahapan ADDIE; (2) tingkat kelayakan media pembelajaran dinilai sangat layak oleh ahli materi (skor rata-rata 4,68), ahli media (skor rata-rata 4,56), dan praktisi (skor rata-rata 4,60); (3) penilaian dari siswa dalam uji coba kelompok kecil dan penelitian lapangan menunjukkan skor rata-rata masing-masing 4,41 dan 4,40, yang termasuk kategori sangat layak.

Kata Kunci: *Media Pembelajaran Interaktif, Lectora Inspire, ADDIE*

INTRODUCTION

Era 4.0 teachers must have competence in information technology. Technology can help teachers to manage material more efficiently and focused so that the learning process can run effectively. This matter aims to ensure the learning process runs well. One of the important factors that influencing teacher success in teaching, namely the use of learning media interesting and interactive. So students are more interested in listening and paying attention learning when the teaching and learning process takes place. Good learning media is media that is two way in nature to help interactions between students and teachers (Hartati, 2019). Selection of appropriate and appropriate media with students' conditions will make learning in class more effective. Choosing the right media that suits students' conditions will make learning more effective. Media has a very important role in improving student learning outcomes. According to (Sinamora and Yogica, 2022) the media used in the learning process media acts as an intermediary used by educators during learning that is able to make it easier for educators to convey material to students.

Learning using interactive media offer many advantages for both educators can use to students to improvement achieve in learning (Mahliatussikah, 2022). The use of interactive learning media is one way that educators can use to students to improve achievement in learning. One interactive learning media that can be developed is using Lectora Inspire software. Lectora inspire is a complete application because it provides music, animation and templates with attractive color choices (Ristiani & Yono, 2020). Learning media based on lectora inspire is a learning media that is easy to use and practical (Ulfatuzzahara, 2020). Lectora inspire is an electronic learning development software that is relatively easy to apply or implement because it does not require an understanding of sophisticated programming language. Lectora inspire can be used in online and offline learning which can be used easily (Kadwa & Alshenqeeti, 2020). Lectora inspire learning media can be used in learning to improve students character (Audia et al, 2021). Benefits of use Lectora Inspire as an interactive learning media, among other things, it is easy to develop learning media, there is a feature of combining material and evaluation so that it makes it easier for teachers to operate it, the completeness of the content in Lectora Inspire adds creativity in developing more interesting learning media, access to the use of learning media is possible offline so that users can use it independently and the final learning media product can be operated on the user's computer.

METHODOLOGY

This research uses the research and development. "Research and development methods are research methods used to produce certain products and test the effectiveness of those products" (Sugiyono , 2019: 297). This study aims to develop learning media on adapted journal material in the form of Lectora Inspire-based modules that are regularly made and tested for feasibility in terms of material, media and use for practitioners. Development research in the field of education has the aim of increasing the effectiveness of the learning process so that it can achieve learning objectives. This research uses the ADDIE model developed by Dick and Carey including five stages, namely Analysis, Design, Development, Implementation and Evaluation which have been modified to produce a simpler development model.

This research was conducted at SMP Negeri 3 Gunungsitoli Utara which is located in Lolo'anaa/Lolomoyo Village, Gunungsitoli Utara. The research was carried out in stages from May-June 2024 in accordance with development of learning media. Subject of this research are Material expert, Media expert, Practitioner, and 30 Students of Class VIII-B SMP Negeri 3 Gunungsitoli Utara. The method used to collect data is by using questionnaires and used quantitative descriptive analysis techniques. Quantitative descriptive analysis is obtained from tests of learning practitioners, material

experts, media experts and students. Data obtained based on expert assessments and trials on students were analyzed using the Likert scale in Table 1.

Table 1. Likert Scale (Sugiyono , 2015:93)

Criteria	Score
Very Good	5
Good	4
Enough	3
Bad	2
Very Bad	1

The formulation :

$$\bar{X} = \frac{\sum X}{N}$$

Information:

\bar{X} = average score

$\sum x$ = total score

N = Item Subject

(Widoyoko, 2017: 237)

To be able to provide meaning and decision making, a determination is used with the conversion of achievement levels on a scale of 5 in Table 2.

Table 2 Attainment Rate Conversion on a Scale of 5 Widoyoko (2018: 112).

Score	Interval Score	Category
5	$X > 4.20$	Strongly Feasible
4	$3.40 < X \leq 4.20$	Feasible
3	$2.60 < X \leq 3.40$	Moderate feasible
2	$1.80 < X \leq 2.60$	unfeasible
1	$1 < X \leq 1.80$	Strongly unfeasible

FINDINGS AND DISCUSSION

Developing of Interactive Learning Media Based on Lectora Inspire

Development of learning media based This Lectora Inspire is adaptation and modification from step research and development of the ADDIE model , namely 1) analysis ; 2) design ; 3) development ; 4) implementation ; 5) evaluation

- 1) *Analysis*: At stage analysis, researcher do observations and interviews in class VIII-B of SMP Negeri 3 Gunungsitoli Utara on 11th April 2024. Students present are 30 students. Based on interview with the English teacher, Mr. AZ., S, Pd. about the importance of using learning media, teacher only using power point media, books packages and exercise. Activity inclined learning monotonous making student bored.
- 2) *Design* : At this stage researcher gathered information that supports the development interactive learning media. Some information from the analysis was prepared by the researcher producing : Design concept (*storyboard*), creation of materials, questions, answer key, background, images and characters.
- 3) *Development*: Developing interactive learning media, all components such as background design., images, characters, navigation buttons, materials and questions are prepared using *Lectora Inspire*

software according to the storyboard design that was created in the previous stage. Stage validation done by Material expert, Mr. A (Lecturer in the Department of Education, English Language Education Study Program Faculty Teaching and Training, Universitas Nias) and 1 Media expert, Mr. B (Information and Computer Engineering Teacher). Input and suggestions as base to develop media.

a) *Material Expert Validation*

Validate by expert material is reviewed from aspect material, aspect question, aspect language and aspects implementation. Evaluation appropriateness existing material in learning media.

Table 3. Results Validation Material Expert

No	Aspect	Score	Average	Category
1	Material aspect	38	4,75	Strongly feasible
2	Question aspect	24	4,80	Strongly feasible
3	Language aspect	9	4,50	Strongly feasible
4	Implementation aspect	15	4,66	Strongly feasible
Average whole			4,68	Strongly feasible

b) *Media Expert Validation*

Validation carried out by media experts is reviewed from aspect manipulation device software and visual communication.

Table 4 . Results Validation Media Expert

No	Aspect	Score	Average	Category
1	Software engineering aspect	50	4.55	Strongly feasible
2	Visual communication aspect	64	4.57	Strongly feasible
Average			4.56	Strongly feasible

c) *Practitioner*

Validation with gather suggestion or opinion for do revision towards existing learning media made in Questionnaire For practitioner learning has 20 indicators grouped assessments become three aspect that is aspect manipulation device soft , aspect design learning and aspects visual communication.

Table 5. Results Validation Practitioner Learning

No.	Aspect	Score	Average	Category
1	Software engineering aspect	48	4.80	Strongly feasible
2	Learning Design aspect	23	4.60	Strongly feasible
3	Visual Communication aspect	22	4.40	Strongly feasible
Average whole			4.60	Strongly feasible

Based on process validation I, there is are revision media input and improvements from Material expert, Media expert, and Practitioner.



Figure 1. Cover of Material



Figure 2. Menu of Material



Figure 3. Material



Figure 4. Quiz

d) *Implementation*

In small group trial, researcher give questionnaire appropriateness media to student. This questionnaire consists of 20 indicators and using a Likert scale with 5 alternative answers, namely very good, good, fair, not good and very poor Good. Student fill in questionnaire after use interactive learning media based on Lectora Inspire developed by researchers.

Table 6. Results Small Group Trials

No.	Aspect	Score	Average	Category
1	Software engineering aspect	243	4,50	Strongly feasible
2	Learning design aspect	274	4,35	Strongly feasible
3	Visual communication aspect	276	4,38	Strongly feasible
Average whole			4,41	Strongly feasible

Field trials were held on Friday, 21th June 2024 in class VIII SMP Negeri 3 Gunungsitoli Utara. Researchers prepare learning media that will be used on the laptop that has been provided. Students operate media learning developed by researchers. At the end of the lesson, students were asked to respond about the learning media by filling in a questionnaire distributed by the researcher.

Table 7. Field Trials

No.	Aspect	Score	Average	Category
1	Software engineering aspect	800	4.44	Strongly feasible
2	Learning design aspect	906	4.31	Strongly feasible
3	Visual communication aspect	934	4.45	Strongly feasible
Average whole			4.40	Strongly feasible

Assessment of the feasibility of learning media is obtained from validation by material experts, media experts, learning practitioners and students. Assessment of media suitability by material experts based on material aspects, question aspects, language aspects and implementation aspects. Aspects assessed by media experts include software engineering aspects and communication visual aspect.

Table 8. Feasibility of Media in Each Stages

No.	Research Stages	Score	Average	Category
1	Materials Expert	85	4.68	Strongly Feasible
2	Media Expert	114	4.57	Strongly Feasible
3	Learning practitioners	93	4.60	Strongly Feasible
4	Group Trials Small	793	4.41	Strongly Feasible
5	Field Trials	2640	4.40	Strongly Feasible
Average		745	4.53	Strongly Feasible

Based on the table above, it shows that the results of all research stages starting from material experts, media experts, learning practitioners, small group trials and field trials are 4,53 which include in "**Strongly Feasible**" for Interactive learning media based on Lectora Inspire on Descriptive Text material.

CONCLUSION

Based on the results of the research, development of Interactive Learning Media Based on Lectora Inspire on Descriptive text material using the ADDIE development model. The analysis stage is the initial stage for analyzing student needs and analyzing the material for the learning media that will be developed. Validation results indicate that the interactive learning media as a learning medium is expressed as a Strongly Feasible category with an average score of 4.68 by a material expert, 4.56 by media expert, and 4.60 by Practitioners. Students' assessment of Interactive Learning Media based on Lectora Inspire on Descriptive Text material in small group trials obtained an average score for all aspects of 4.41 which was included in the "Strongly Feasible" category and the assessment in the Field Trial obtained an average score all aspects are 4.40 which is included in the "Strongly Feasible" category

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