

Development of I-Spring Learning Media on Thematic Learning to Increase Learning Outcome of Students in Class IV SD Negeri 101772 Tanjung Selamat

Hakiki Annisa Batubara^{1✉}, Naeklan Simbolon²

^{1,2}Elementary School Teacher Education Study Program, Medan State University, Medan, North Sumatera

✉ Annisahakiki7@gmail.com

Abstract. Learning media is a tool and/or learning resource in presenting material that can create learning experiences, stimulate students in the learning process and make learning more effective, efficient and fun. This study aims to determine the feasibility of i-Spring-based learning media in thematic learning in class IV SD Negeri 101772 Tanjung Selamat. This study uses a Research and Development (R&D) research model following the Thiagarajan procedure (4-D Model). The subjects used in this study were fourth grade students at SD Negeri 101772 Tanjung Selamat. Data analysis uses (1) Feasibility test of media and materials that have met the valid and feasible criteria with 90% material feasibility results and 88% learning media feasibility results, (2) Development trials obtained the results of teacher and student responses that were worth 89.86% which were obtained through teacher and student response questionnaires. based on this analysis, it can be concluded that the i-Spring-based learning media in thematic learning is feasible to use and can improve student learning outcomes.

Keywords: Learning media, development, i-spring, thematic learning.

How to Cite: Batubara, H.A., & Simbolon, N. (2023). Development of I-Spring Learning Media on Thematic Learning to Increase Learning Outcome of Students in Class IV SD Negeri 101772 Tanjung Selamat. *Proceeding The 5th International Conference on Elementary Education*, 5(1), 285-289.

INTRODUCTION

Learning media is a tool and/or learning resource in presenting material that can create learning experiences, stimulate students in the learning process and make learning more effective, efficient and fun. To create a learning atmosphere, learning media must of course have a creative nature, be arranged in a coherent manner, have a language that is in accordance with the language of elementary school education level children and can be explained directly in learning activities. So that the establishment of interactive communication between teachers and students that have an impact on the achievement of learning success with the realization of learning outcomes. Currently every teacher is required to be able to master technology in order to provide interesting and active learning for students. This is stated in Law no. 14 of 2005, states that "Teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with science, technology and art". Entering the 21st century, the national education system faces very complex challenges in preparing quality Human Resources (HR) that are able to compete in the global era. Appropriate efforts to prepare and build high-quality human resources can be realized through learning activities carried out in education with the achievement of learning objectives and learning outcomes.

The low value of student learning outcomes is influenced by several factors, one of which is instrumental factors consisting of curriculum, teachers, learning facilities and facilities (Djamarah, 2019: 180). This is the main cause of learning activities that are difficult to understand, causing a lack of student interest which has an impact on student learning outcomes. The lack of media and interactive learning resources used in the learning process causes students to quickly feel bored and bored. Moreover, with thematic learning that combines 2 to 4 subjects at each meeting. Thematic learning is a learning program that combines from one particular theme/topic and then is carried out in a directed manner from various aspects or viewed from various perspectives on subjects that are usually taught by teachers. In this case, it takes media that can combine each subject and packaged with an attractive appearance. So that it can overcome the obstacles faced by students and teachers.

Learning with technology-based media that combines image, sound, video, and animation effects that work more creatively and innovatively will be more fun for students. The use of i-

Spring can make it easier for teachers to teach abstract material to be more concrete and can attract students' interest in learning. This is evidenced by the results of research which states that "Data on student responses to interactive learning media Power point i-Spring suite 8, there are 15 statements consisting of positive responses and negative responses of students after using Power point i-Spring suite 8 learning media. , shows that the response of students to the use of interactive learning media received a positive response from students (Putriyani and Haryono, 2019).

METHOD

This research is a type of development research (Development & Research). With the research location at Sd Negeri 101772 Tanjung Selamat Jl. Transverse Market, on TP 2019/2020. The subjects in this study were grade IV A students at SD Negeri 101772 Tanjung Selamat while the object in this study was learning media using i-spring in thematic learning. In this research, the learning media will be developed using Power Point and i-Spring. The focus of the research is on thematic learning, namely theme 5 "My Hero", sub-theme 1 "The Struggle of the Heroes" and Learning 5 in grade IV SD/MI. The final product will be evaluated based on the specified product quality aspects. In this study the mechanism is divided into two stages, namely the first stage is the development of learning media. The development of learning media includes validation of learning media. The second stage is the implementation of learning media that has been validated to see if the media can improve student learning outcomes which are carried out during product trials. The development model in this study follows the path of Sivasailam Thiagarajan, Dorothy S. Semmel and Melvyn I Semmel (1974) which is 4-D (Define, Design, Development, Disseminate).

RESULTS

Material Expert Validation Results

The assessment for the design of the material expert is focused on the feasibility of the media in terms of learning, material and display quality on the monitor. Based on the validation from the material expert validator, below is a chart of the results of the material expert assessment.



Figure 1. Graph of Material Expert Assessment Results

Based on the graph, it can be seen that the percentage of assessment of each aspect that has been assessed by the validator, which is composed of an assessment of learning aspects of 92.85%, assessment of material aspects of 83.33%, and assessment of aspects of display on a monitor is 92.85%. The results of the validation value on the media have an average feasibility level of 90% and are included in the very feasible category.

Media Expert Validation Results

The resulting product is an animated learning media that utilizes audio-visual and visual receptors. The validation stage is carried out by the validator by assessing the learning media that has been prepared and designed, then the validator fills out the validation sheet instrument that has been provided. Based on the validation of media experts, there are many notes that contain

improvements to learning medianamely: 1) Improvements to hyperlinks for each slide, 2) Adding recorded narration to important material, 3) When the video tutorial media is playing, reduce the music, 4) There are some things that don't need to be displayed on the slide such as the back button. After providing a note of deficiencies to be corrected, the media will then be corrected and declared eligibility.

Description of Teacher and Student Response Test Result Data

The trial was carried out in the environment around the children of SD N 101772 Tanjung Selamat on 15 fourth grade students consisting of 2 groups, namely 4 individuals and a small group of 8 students. The purpose of this response questionnaire is to see students' interest in the student learning process in the classroom and is useful to see the relationship between the media and the student learning process. The assessments obtained consist of 89% content quality, 89.37% pleasure, 89% evaluation, 85.65% grammar, and 95.25% use of illustrations. The results of the analysis of student responses can be concluded that the score obtained from the teacher and student response questionnaires is worth 89.86%, with the predicate of good media values according to students.

DISCUSSION

The feasibility of the I-Spring learning media refers to the quality of the product. Media or products that are said to be suitable for use if they have validity. The stage that has been passed and is mandatory in development research before testing the product to the field is to validate the product to expert validators. The validators consist of material experts and learning media experts. The product is feasible to be tested in the field if the expert team has validated the product with a valid category without revision. Material experts classify learning media with valid categories accompanied by revision notes from various aspects. The revised notes contain video media that are shown to be less effective, for each subject it needs to be added, an addition to the media title, and an addition to the questions at the end of the lesson. After knowing and understanding the shortcomings of the research media, further improvements were made and the validator was revised by the researcher.

The next step is validation by learning media experts, at this stage media experts classify learning media with valid categories. Meanwhile, in terms of the practicality of the media, the i-Spring learning media in learning has the characteristics of high-quality products that are practical. This was measured through a student response questionnaire through individual trials and small group trials given after using the i-Spring learning media. The results of the analysis of student responses at the trial stage were that the media had been categorized as practical with an average response of 89.86%. If seen from the previous research conducted by Kusuma (2018) entitled "Development of Interactive Learning Media Power Point Ispring Suite 8 on the Excretion System Concept in High School", it was concluded that the use of iSpring learning media had met the valid category by showing an average The result of the student response obtained is "4.57" with a percentage of 91, 40% with very strong category (above 80%). This shows that the response of students to the use of interactive learning media Power Point Ispring Suite 8 received a positive response by students.

In addition, development research was carried out by Wijayanto and Rafiq. (2017) on the development of Power Point & Ispring Suite learning media at SMP Negeri 1 Jambi City that the media can be used by students independently at home and anywhere. The learning media developed according to the views of students is very good so that it can attract the interest and motivation of students in the process of learning activities. The results of research conducted by Wijayanto, et al. (2017) that using the Ispring Suite 8 learning media can increase students' motivation and learning outcomes and contribute to interactive and dynamic learning.

CONCLUSION

The I-Spring Learning Media in the thematic learning developed has met the criteria of validity and can be used well by teachers and students. In addition, the I-Spring learning media in the thematic learning developed has been validated and meets the criteria for good learning media

and is suitable for use in thematic learning on theme 6 My ideals in grade IV SD. The I-Spring media in learning that has been developed on the reaction rate material, has met the feasibility standard based on validation by material and media experts, with an average percentage of 88% of media and 90% of material with a very feasible category as a learning media.

REFERENCES

- Alfiansyah, Rudi. (2016). The Use of I-Spring Presenter Learning Media to Improve Learning Motivation and Learning Outcomes in Basic Nutrition Nursing Courses, Vol. 18, No. 2. (<http://ejournal.upi.edu/index.php/pedagogia/article/view/3886>, Retrieved 17 July 2019).
- Arshad Azhar. (2017). Learning Media. Jakarta: RajaGrafindo.
- Dangnga., MS, Abd, A., & Muis. (2015). Learning Theory and Innovative Learning. Makassar: Sibuku Makassar.
- Djamarah SB (2018). Learning Psychology. Jakarta: Rineka Cipta.
- Gasong Dina. (2018). Study and Learning. Yogyakarta: Depublish.
- Harjanto. (2008). Teaching Planning. Jakarta: Rineka Cipta.
- Hernawati, Kuswati. 2010. Ispring Presenter Training Module. Module (online), (<http://stafnew.uny.ac.id/uploud/132309677/pengabdian/modul-ispring-presenter.pdf>, accessed on 17 July 2019)
- Kusuma, NR, et al. (2018). Development of Interactive Learning Media Ispring Suite 8 Power Point on the Concept of Excretion System in High School (Online), Vol. 7, No. 2 (<http://eprints.unm.ac.id/9708/>, Retrieved 17 July 2019).
- Monks FJ, et al. (2016). Developmental Psychology: An Introduction to Its Various Parts. Yogyakarta: Gadjah Mada University Press.
- Putriyani, M., & Haryono, E. (2019). Development Science Learning Media Based on Ispring Suite 8 to Increase Scientific Literacy at Primary School. 4(7), 511–516. https://scholar.google.com/scholar?start=10&q=effective+media+ispring+to+increase+student+learning+outcomes&hl=en&as_sdt=0,5
- Rachmawati Tutik and Daryanto. (2015). Learning Theory and Educational Learning Process. Yogyakarta: Gava Media.
- Rusman. (2012). Learning Models. Depok: Rajagrafindo Persada.
- Rusman. (2017). Learning and Learning Oriented Educational Process Standards. Jakarta: Kencana.
- Rusli Muhammad, et al. (2017). Innovative Learning Multimedia Basic Principles and Development Model. Yogyakarta: Andi Offset.
- Sahputra, F., Restu, R. and Mursid, M. (2019) 'Development of Contextual-Based Interactive Multimedia of Tema Daerah where I live of 4th Grade Students in Public Elementary School (SDN) 054919 Kacangan, Secanggang District, Langkat Regency' , Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2(3), pp. 361–371. doi:10.33258/birle.v2i3.376.
- Sanjaya Vienna. (2012). Learning Strategy: Standard Oriented Educational Process. Jakarta: Kencana.
- Ray. (2018). Active Learning Method. Yogyakarta: Depublish.
- Simbolon, N. (2014). Factors Affecting Student Interest in Learning. Elementary School Journal Pgsd Fip Unimed, 1(2), 14–19. <https://doi.org/10.24114/ESJPGSD.V1I2.1323>
- Sudijono, A. (2011). Introduction to Educational Evaluation. Jakarta: Rajagrafindo Persada.
- Sudjana, Nana. (2004). Fundamentals of the Teaching and Learning Process. Bandung: New Sinar Algensindo Offset.
- Susanto Ahmad. (2014). Social Studies Learning Development in Elementary Schools. Jakarta: Kencana.
- Susilana Rudi and Cepi Riyana. (2017). Learning Media. Bandung: Prima Discourse.
- Suryani Nunuk, et al. (2018). Innovative Learning Media and Its Development. Bandung: Rosdakarya Youth.

- Sugiyono. (2019). *Research and Development Methods Research and Development*. Bandung: Alfabeta.
- Thiagarajan, S. Semmel, DS Semmel M. (1974). *Instructional Development for Training Teachers of Exceptional Children. A Sourcebook*. Bloomington: Indiana.
- Thobroni Muhammad. (2015). *Learning and Learning: Theory and Practice*. Yogyakarta: Ar-ruzz Media.
- Trianto. 2010. *Designing an Innovative-Progressive Learning Model*. Jakarta: Kencana.
- Trianto. (2009). *Developing The Thematic Learning Model*. Jakarta: Pustakaraya Achievement.
- Uno Hamzah B. (2009). *Learning Model: Creating a Creative and Effective Teaching and Learning Process*. Jakarta: Earth Literacy.
- Wijayanto PA, Utaya S. & Astina I, K. 2017. Increasing Student's Motivation and Geography Learning Outcome Using Active Debate Method Assisted by Ispring Suite. *International Journal of Social Sciences and Management*, (Online), Vol. 4, No. 4. (<https://www.nepjol.info/index.php/IJSSM/article/view/18336>, Accessed July 17, 2019).
- Yaumi Muhammad. (2018). *Media and Learning Technology*. Jakarta: Kencana.
- Yunasih Nury, et al. 2018. Development of Ispring-Based Interactive Media for Class V Human Digestive System Materials at SDN Ciptomulyo 3 Malang City (Online), Vol. 8 No. 2. (<http://ejournal.unikama.ac.id/index.php/jrnspirasi>, Retrieved 17 July 2019).