THE DEVELOPMENT OF AN INTERACTIVE LEARNING MEDIA IN THE INDONESIAN HISTORY SUBJECTS X GRADE AT SMK N 4 PARIAMAN

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ABSTRACT

Learning Media is one of the important components in learning. The importance of using media in learning is to help students understand the history materials. The learning media used in Indonesian History learning is less diverse and less innovative. The lack of optimal use of instructional media in the teaching and learning process makes students difficult understand the contents of the subject matter. The objectives achieved in developing this learning media are to produce interactive learning media on the valid, practical and effective study of the Indonesian History Subject of X Grade. This type of research was a developmental research. This research used a 4-D model consisting of 4 stages: define, design, develop, and disseminate. The validity tests were carried out by experts through a validation assessment sheet. The practical tests were carried out by the teachers and the students through the response sheet. The effectiveness was seen from the learning outcomes through three aspects: cognitive, affective and psychomotor. Based on the results of the validity test, the practicality test and the effectiveness test obtained an interactive learning media that was valid, practical, and effective. It can be concluded that the interactive learning media developed can be used in studying the Indonesian History Subject of X Grade at SMK Negeri 4 Pariaman.

Keywords: Interactive Learning Media, Indonesian History

INTRODUCTION

The development of science and technology occurs rapidly giving influence to human life. Every human activity utilizes science and technology. The world of education is influenced by the development of science and technology which brings

changes to learning materials and learning methods. The current learning materials are not only limited to text in the form of books, pictures and maps, and learning resources that are no longer just teachers and books. The diversity of learning materials makes it easy for students to learn according to their characteristics and abilities where students have different levels of understanding and abilities. This can be one way to overcome the problem of learning difficulties in students, so learning can run effectively and efficiently. The use of technology in learning can improve the quality of education because of the innovation in the teaching and learning process. Innovation in the teaching and learning process can be in the form of the use of innovative learning media that are expected to be able to create meaningful and quality learning. The use of learning media can be used on all subjects including in the Indonesian History Subject.

Indonesian History Subject becomes one of the compulsory subjects in the 2013 curriculum. For vocational level education units, Indonesian History Subject is only studied in X Grade, so all materials related to Indonesian History are taught entirely in X Grade. Studying history is not just to remember the past; importantly, it is how human can take a lesson from the history to act in the future. History also requires a learning method as well as media that can support the teacher in learning so that learning does not seem imaginary, but it conditions students to experience the event, so the material taught is more memorable and meaningful; the most important is easily understood if done.

The historical lesson does not bring lessons to the ability to historically analyze the events of the world and its country. Historical knowledge is stopped and shackled by a collection of data, facts, and names of people. Lessons that occur do not succeed in arriving at the level of ability to see and think historically (Rohani, 2004). This makes the history lesson less attractive to students because they are led to memorize names, dates and a collection of data delivered verbally (written and written). According to Romiszowski *in* Wibawa (1992) students are stimulated by the media to use their senses to receive information. Sometimes students are required to use a combination of several senses so that they can receive messages in a more complete manner.

According to the cone of experience (*Cone of experience*) Edgar Dale, which states that students' learning experiences can be obtained through their own actions and

experiences. Meanwhile, the process of observing and listening can be obtained through certain media used for learning. The more concrete learners learn the lesson material the more experience they learn. In the cone of Edgar Dale's experience there are four types of learning experiences (Warsita, 2008), namely: (1) observing and interacting with verbal symbols (lectures), (2) observing and interacting with mediated events, (3) observing and interacting with actual events, and (4) do in direct experience. Thus, it can be said that the role of learning media in the learning process is very important. One of the most important principles in the theory, the teacher is not the main source of learning and evaluation of learning can not only be seen from the results, but also the learning process of students in organizing their experiences can be used as an evaluation of learning materials.

Based on the preliminary analysis, it is known that student learning outcomes are still low. This is seen from the number of students having a score below the KKM which is 75. There are 46% students that do not fulfill the KKM, and 54% students fulfill it. The learning outcomes are obtained from odd midterm test scores. Based on the student learning outcomes, there is a gap between what is desired and what happens in the field. The results of the observations of learning show that the provision of learning materials only by using books. The learning media used by the teacher is in the form of power points, but it is rarely used. The power point used by the teacher is still simple, only in the form of text. The use of other learning media available in schools such as maps, altars, pictures etc. is not used in learning.

Several other problems encountered in the learning process of the Indonesian History Subject of X Grade at SMK N 4 Pariaman include: 1) motivation and interest in student learning is still low due to a lack of teachers in the use of instructional media, so the students are less interested in studying the Indonesian History Subject, 2) lack of reference books and learning modules as learning resources, 3) the teachers are not accustomed to prepare suitable media according to the student characteristics, 4) lack of utilizing technology and information as learning media, 5) the absence of interactive learning media on the Indonesian History material.

Learning media available in schools are underutilized by teachers in the teaching and learning process. The lack of optimal use of instructional media in the teaching and

learning process causes the students difficult in understanding the contents of the subject matter. This will have an influence on the students both from learning interests, learning motivation, and learning outcomes. Learning will be better understood and understood by students when supported by using learning media in order to create a learning process that is fun, interesting interactive, and effective and helps students to understand teaching materials so that the learning objectives can be achieved properly.

The importance of using media in learning is to help students understand the history materials. History learning media is less diverse and less innovative. This can be seen from the use of instructional media by the teacher, where the teacher does not use the media in studying history. Whereas currently technological advances greatly enable teachers to use technology in designing learning media. According to Wibawa (1992) Media can be used in two ways, namely as teaching aids and as learning media that can be used alone by students.

Learning media can enhance teaching and learning (Sanaky, 2009). Learning media have many benefits when used in the learning process for example, with the presence of learning media, learning will become more interesting, learning materials will become clearer so that material is easy to understand; the learning will do more learning activities such as recording, observing, demonstrating because the students do not only listen to the description delivered by the teacher. Learning media that are used in learning are adjusted to the age of students. This is related to the level of thinking in learning starting from concrete thinking to abstract thinking. By using learning media well, abstract materials can be concretized and otherwise complex materials can be simplified.

The use of learning media must be effective and appropriate with the needs of the students in order to provide concrete experience, motivation to learn, arouse interest in learning, and increase absorption. Some media are able to provide historical material in an interesting and easy to understand manner, including visual books, films and interactive multimedia. Each media has its own advantages and disadvantages. Interactive learning media has the advantage of being able to display images, video, audio, so students can easily understand the material because information is absorbed by the sense of hearing and vision, while also providing a direct feedback. The most

important characteristic of interactive learning media is that students not only pay attention to the presentation of the material by the teacher, but they are also involved with how to interact during the learning takes place. According to Miarso (2009) there are at least three types of interactions that can be identified, namely: students with programs, students interacting with machines, and regulating interactions between students regularly but not programmed.

METHOD

The method used in this study was the method of a research development (Research & Development). The design of this study examined the development of interactive learning media on the Indonesian History Subject using the Four-D (4D) development model. The 4D development model consisted of 4 main stages, namely: (1) *define* (define), (2) *design* (design), (3) *develop* (develop), and *disseminate* (disseminate). At the define stage curriculum analysis, the student analysis, and the concept analysis were carried out. The results of the analysis served as guidelines in developing interactive learning media. Furthermore, in the design phase, the interactive learning media was designed on the political and social development materials in the liberal democracy period in the Indonesian History lesson. The next step was *develop* includes validity, practicality, and effectiveness. The validity of the interactive learning media was carried out by two experts. The aspects in the validation of the interactive learning media were aspects of content, language and readability, construct, and graphics. The instrument used was a validation sheet. The practicality of the interactive learning media was carried out by two Indonesian History teachers and 22 students of X grade. The instruments used were teacher response sheets and student response sheets. The effectiveness was done to find out the interactive learning media that was made effective in helping students understand the Indonesian History subject. The effectiveness of the interactive learning media products were seen from the student learning outcomes.

RESULTS AND DISCUSSION

The results of the study on the development of the interactive learning media on the Indonesian History Subject of X grade at SMK N 4 Pariaman were seen from the level of validity, practicality, and effectiveness.

Validation

Validation is done to see the interactive learning media is good appropriate with the material and rules of media development so that it can be used in learning. Evaluation of media validity was carried out by two validation. According to Trianto (2010) that valid means that the assessment has provided accurate information about the learning media developed. There are four aspects validated by experts: the construct aspects, graphic aspects, content aspects, and language and readability aspects. The interactive learning media can be tested, if declared valid by the validation. The evaluation of the validation is in the form of suggestions and criticisms that form the basis for the improvement of the interactive learning media. The results of the validity tests by the validation that 90.00% were obtained with very valid categories, 91.78% graphical aspects were obtained with very valid category, content aspects were obtained 94.36% with very valid categories, and aspects of language and readability with very valid categories. This shows that the interactive learning media developed in this study are very valid both in terms of constructs, aspects of graphics, aspects of content and aspects of language and readability. This is appropriate with the results of the validation by the validation. Based on the results of the validity test, the interactive learning media is very valid so that it can be used in the learning process.

Practicality

Practicality assessment is carried out by teachers and students. The instrument used was the response sheet. Practicality test by teachers was conducted by two Indonesian History teachers. The aspects assessed are usage, presentation, and time. Meanwhile, the practicality test by students is done by 22 students of X grade. The aspects assessed are the use of attractiveness and time. Based on the results of the practicality test data processing by the teacher that in the aspect of the use obtained

93.33% with a very practical category, the presentation aspect was obtained 91.25% with a very practical category, and aspects of time obtained 90.00% with a very practical category. Whereas, based on the results of the practicality test by the students that the usage method was obtained 88.54% with very practical categories, the aspects of attractiveness were obtained 90.00% with very practical categories, and the aspects of time obtained 89.69% with very practical categories. Thus, it can be said that the interactive learning media is very practical to be used in the Indonesian History Subject of X Grade at SMK N 4 Pariaman. The provision of a variety of the interactive learning media provides benefits for the students: learning activities become more interesting, helps students in independent learning and helps students to understand the materials of Indonesian History, especially political and social development materials in the liberal democracy era. In addition, the interactive learning media makes the teachers easy to deliver materials, and makes them easier to manage classes because of student-centered learning. Learning using the interactive learning media can help teachers overcome time constraints.

Effectiveness

The effectiveness of the interactive learning media is seen from the learning outcomes both in the field of cognitive, affective and psychomotor. For the field of effectiveness cognitive is seen from the results of repeated tests on the political and social development materials in the liberal democracy era. Multiple choice questions with a total of 30 questions with five answer choices provided. For the field of the affective and psychomotor of the effectiveness of interactive learning media from the activities of students when learning use the instrument observation sheet affective assessment and also observation sheet assessment of affective and psychomotor. The interactive learning media can be expressed both in the learning process if it makes it easier for teachers and students to achieve learning goals. Achieving learning objectives can be seen from the completeness of students. The minimum completeness criteria (KKM) are seen from the completeness of students individually. KKM applied at SMK N 4 Pariaman is seventy five. Based on the results of the data analysis on the learning outcomes of the field of cognitive obtained a percentage of 83.47% with categories,

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both with convention B, so that it can be said to be effective. The results of the psychomotor assessment data analysis obtained a percentage of 93.11% with a very good category and very effective conventions. Meanwhile, the results of the affective assessment data analysis obtained a percentage of 88.81% with a good category and effective conventions. The results of the analysis of the data processing of the learning outcomes in the Indonesian History Subject on the political and economic development materials in the liberal democracy era are very effective using the interactive learning media.

CONCLUSION

Based on the research and discussion of the research that has been presented, it can be concluded that the interactive learning media with material on the political and social development materials in the liberal democracy era are valid. This is based on the results of the validation by the validation indicating that the learning media is valid, and it can be used in the learning process. Furthermore, the results of the study also show that the practicality of interactive learning media is practical. This is based on the results of practicality by the teachers and the students showing that the learning media are practical for the usage in learning. Whereas, the results of the research for the effectiveness of the interactive learning media improve the learning outcomes including the aspects of cognitive, affective and psychomotor that have been effective.

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