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DEVELOPMENT OF INTERACTIVE MULTIMEDIA IN CITIZENSHIP LEARNING CLASS XI OF SMK PROFESSOR MUHAMMAD ZEIN FOUNDATION, PADANG PARIAMAN REGENCY

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ABSTRACT

This Research and Development aims to reveal 1) How is the interactive multimedia development process in Civics learning for Class XI SMK Yayasan Professor Muhammad Zein valid; and 2) How is an interactive multimedia practice in learning Citizenship Class XI SMK Yayasan Professor Muhammad Zein. This interactive multimedia development uses the Interactive Multimedia (IMM) Development model developed by Rob Philips (1997) which consists of five steps, namely Analysis, Design, Develop, evaluation, and implementation. Validity was tested from 3 aspects, namely media, material, and language aspects. Practicality was tested from the teacher's response and student response. While the effect was seen from the learning outcomes and student learning activities. The results of the average product validity scored 83.95% in the very valid category, the average student response practicality was 84.81% in the very practical category. The average practicality of teachers is 79.33% in the Practical category. Based on the data above, it can be concluded that the interactive multimedia of civics learning for class XI SMK Yayasan Professor Muhammad Zein is declared valid, practical, and effective to use in the learning process.

Keywords: Development, Multimedia, Citizenship, Muhammad Zein Foundation.

INTRODUCTION

Citizenship Education/Civics is one of the fields of study that carries out a national mission to educate the life of the Indonesian people through the corridor of "value-based education". The configuration or systematic framework of Civics is built on the following paradigm: First, Civics is curricular designed as a learning subject that aims to develop individual potentials to become Indonesian citizens who have good morals, are intelligent, participative, and responsible (Kabatiah, 2021).

In addition to this, the use and development of existing learning media are still considered less effective, this is because the existing media include: 1) still using conventional media such as print modules; 2) already using electronic media such as power points (projectors) but their use has not been maximized because teachers tend to transfer the contents of books into power points; and 3) the existing interactive media is still not optimal because it only transfers the contents of the book to an electronic module which is only in the form of an e-book containing sheets like books (Bates & Bates, 2005).

The results of the research above are not much different from what the authors did in the field. Based on the results of interviews that the author conducted with several class XI students at the Professor Muhammad Zain Foundation Vocational School (YPM Zain) on

November 17, 2020, the obstacle they often encountered in learning Civics was the difficulty of memorizing terms in Civics lessons because the subject matter was so many. Students also want more interesting learning media so that they are happy and don't get bored quickly in learning.

Furthermore, the authors conducted interviews with the Civics teacher class Xl SMK Yayasan Professor Muhammad Zain (YPM Zain). Based on the results of the interviews, it was revealed that the implementation of the Civics learning process was by the established curriculum. The teacher has delivered the material according to the Civics learning syllabus in class Xl. However, there are several problems encountered, namely the use of learning media in the classroom is still not optimal. The teacher uses media in the form of textbooks and occasionally uses power points to convey subject matter so that students only rely on printed books and the presentation of material in lectures by the teacher. Some students are less enthusiastic about participating in learning. There are still students who do not pay attention to the teacher's explanation during the lesson. Some students are still playing and talking to their friends when the teacher is studying. There are still students who lack concentration in following the teacher's explanation. Based on the description above, the expected objectives of this development research are 1) Knowing the process of developing interactive multimedia in Civics learning; and 2) the practicality of developing interactive multimedia in Civics learning for class XI SMK Yayasan Professor Muhammad Zain (YPM Zain).

METHODS

The type of research used is research and development or better known as Research and Development (R&D). According to Sugiyono (2009), research and development methods are "research methods used to produce certain products, and test the effectiveness of these products." Meanwhile, according to Borg & Gall; Setyosari (2012), the definition of development research is a process used to develop and validate educational products. Broadly speaking, the whole process of this research development is to develop a certain product that is valid, practical, and effective to be used as a medium in learning.

2.1 Development Procedure

The product development procedure uses the Interactive Multimedia (IMM) development model using five steps, namely Analysis, Design, Develop, Evaluation, and Implementation. Data analysis technique.

2.2 Analysis of Validity

The data collected from this research is the result of interactive multimedia validation by the validator. The feasibility data is in the form of a Likert scale of 1-5. The validity analysis used a Likert scale based on the validation sheet. The validity category based on the final score is then presented with a scale of 0% - 100%.

2.3 Analysis of Practicality Questionnaire

The data collected from this research is the result of interactive multimedia validation by the validator. The feasibility data is in the form of a Likert scale of 1-5 (Riduan, 2009). The practical analysis uses a Likert scale based on a practicality sheet.

2.4 Student learning outcomes

The test is analyzed from the Minimum Completeness Criteria (KKM). KKM is seen from individual completeness.

2.5 Learning Activities Students

Student learning activities were observed from the total data results from visual activities, motor activities, listening activities, motor activities, and emotional activities in the use of interactive multimedia. All of these observation points already include indicators of students' affective and psychomotor competencies.

RESULTS

3.1 Validity of Media

The assessment of the validity of the media by the validator includes 17 aspects of the assessment. Based on the results of the validation with the media validator, it was found that 2 questions got a score of 3 and 10 questions got a score of 4, and 5 questions got a score of 5. The total scores obtained were then added up and averaged to obtain a validity value of 86.53%. referring to the category of validity criteria, then the results of media validity are included in the very valid category.

3.2 Validity of Material

The assessment of the validity of the material by the validator includes 7 aspects of assessment. %. refers to the category of validity criteria, then the results of the validity of the material are included in the very valid category.

3.3 Validity of Language

The assessment of the validity of language by the validator includes 11 aspects of the assessment. thus obtaining a validity value of 85.45%. referring to the category of validity criteria, then the results of language validity are included in the very valid category. The results can be seen in Fig 1 below.

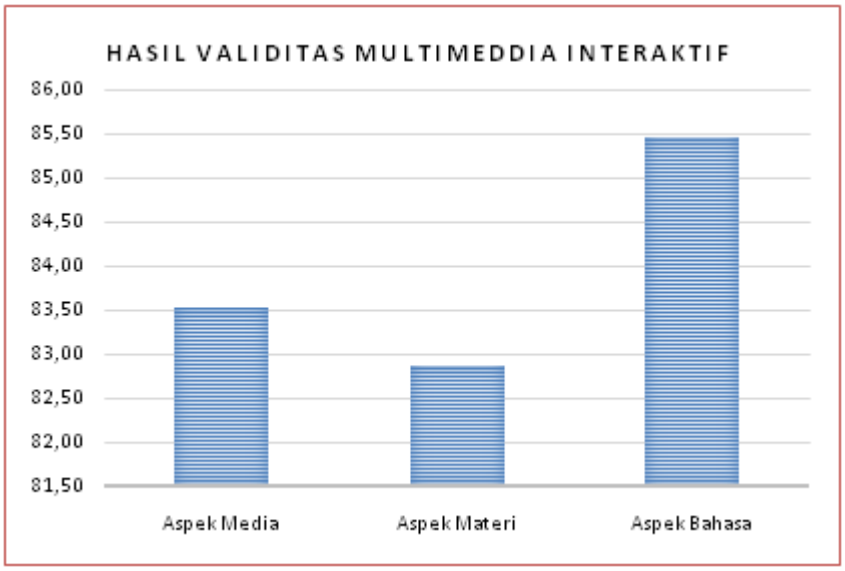

Figure 1. Graph of interactive multimedia validity results (In Indonesia)

Based on the results of the analysis of the validity of the media, material and language in the graph above, the average validity of the interactive multimedia product for Civics Class XI learning from the media, material and language aspects is 83.95% with a very valid category and can be shown to the practicality test stage.

3.4 Practical Test

The purpose of the practicality test is to find out later the use of interactive multimedia for Civics learning that has been developed. The practicality test was carried out at the Professor Muhammad Zain Foundation Vocational School (YPM Zain), Pauh Kambar, West Sumatra. The assessment was carried out in Class XI with 36 students and 2 teachers of citizenship. The practicality Test is carried out in 3 stages, namely with small groups, medium groups, and large groups.

- *Small Group Test:* The practicality assessment of the small group test was carried out by 4 students covering 15 aspects of the assessment. Based on the practicality of the small group test. Student 1 gave a practicality value of 82.67%, student 2 gave a practicality value of 81.33%. student 3 gives a practicality value of 84.00%. and student 4 gave a practicality value of 92.00%. The total practicality values obtained by the 4 students above are then added up and averaged to obtain a practicality value of 85.00%. referring to the category of practicality criteria, then the results of the practicality of the group test are small.
- *Medium Group Test:* The practicality assessment of the group test is being carried out by 11 students covering 15 aspects of the assessment. Based on the practicality of the medium group test. Student 1 gave a practicality value of 93.33%, student 2 gave a practicality value of 80.00%. student 3 gives a practicality value of 85.33%. and student 4 gave a practicality value of 81.33%. and student 5 gave a practicality value of 84.00%. student 6 gives a practical value of 86.66%. student 7 gave a practical value of 90.66%. student 8 gave a practicality value of 82.66%. student 9 gave a practicality value of 85.33%. student 10 gave a practicality value of 81.33%. student 11 gave a practicality value of 81.33%. The total practicality scores obtained by the 11 students above are then added up and averaged so that the practicality value is 84.73%. referring to the category of practicality criteria, the results of the practicality test of the group are moderate i.
- *Large Group Test:* The practicality assessment of the large group test was carried out by 21 students covering 15 aspects of the assessment. Based on the practicality of the medium group test. Student 1 gave a practicality value of 93.33%, student 2 gave a practicality value of 80.00%. student 3 gives a practicality score of 85.33%. and student 4 gave a practicality value of 81.33%. student 5 gave a practicality value of 84.00%. student 6 gives a practical value of 86.66%. student 7 gave a practical value of 90.66%. student 8 gave a practicality value of 82.66%. student 9 gave a practicality value of 85.33%. student 10 gave a practicality value of 81.00%.. student 11 gave a practicality value of 81.00% ..student 12 gave a practicality value of 81.33%..student 13 gave a practicality value of 85.00%..student 14 gave a practicality value of 80.00%..student 15 gave a practicality value of 84.00%..student 16 gave a value practicality 85.00%..student 17 gave practicality value 88.00%..student 18 gave practicality value 87.00%..student 19 gave practicality value 85.00%..student 20 gave practicality score 85.00%..student 21 gave practicality value of 85.00%. The total practicality scores obtained by the 21 students above are then added up and averaged so that the practicality value is 84.70%. refers to the category of practicality criteria, then the results of the large group test practicality.
- *Teacher's Practicality Test*: The practical assessment of the teacher's response r was

carried out by 2 teachers covering 15 aspects of the assessment. Based on the assessment given by teacher 1, it gave a practicality value of 77.33%, teacher 2 gave a practicality value of 81.33%. The total practicality values obtained by the 2 teachers above are then added up and averaged so that the practicality value is 79.33%.

CONCLUSION

Based on the research and development of interactive multimedia in Citizenship learning for Class XI of the Professor Muhammad Zein Foundation Vocational School, the following conclusions were drawn: 1) The product of this research and development resulted in the Interactive Multimedia of Citizenship Class XI of the Professor Muhammad Zein Foundation by using the Interactive Multimedia (IMM) Development model consisting of five steps, namely analysis, design, develop, evaluation and implementation; 2) The results of the validity of the interactive multimedia product for Citizenship Class XI at the Professor Muhammad Zein Foundation Vocational School showed the criteria were very valid after being revised once; and 3) Practical results of Citizenship Interactive multimedia products for Class XI SMK Yayasan Professor Muhammad Zein Shows very practical criteria after a practical assessment and revision has been carried out once.

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