The Quality of Interactive Multimedia in Indonesian Language Learning at the 5th Grade of Elementary School: The Practicality and Effectiveness after Wide-Scale Tryout

Hasnul Fikri *
Department of Indonesian Language and Literature Education, Teacher Training and Education Faculty, Bung Hatta University, Padang, Indonesia

Ade Sri Madona
Department of Elementary School Teacher Education, Teacher Training and Education Faculty, Bung Hatta University, Padang, Indonesia

Yetty Morelent
Department of Indonesian Language and Literature Education, Teacher Training and Education Faculty, Bung Hatta University, Padang, Indonesia

*Corresponding author's Email: hasnul.fikri@bunghatta.ac.id
Research Highlights

Development of interactive multimedia is one solution to problem unsatisfactory Indonesian language learning outcomes. This research is a research and development, especially the development phase, namely a large-scale trial. From the data analysis, it's found that the media is very practical from the students and teachers' responses. The media are also very effectiveness from two aspects, namely the results of students’ learning outcomes and students’ activities. Thus, the developed media can be applied and disseminated for Indonesian language learning in 5th elementary schools.

Research Objectives

Development of interactive multimedia is one solution to problem unsatisfactory Indonesian language learning outcomes which are caused by low student activities due to lack of enthusiasm in learning and the instructional media usage is still not optimal. In this case, there are two contradictory things. In one hand, multimedia provides a means to complement teachers’ efforts to gather attention, increase retention, and increase understanding of students (Lindstrom in Neo Ken & Neo, 2004). In other hand, the teachers are currently burdened with the administrative tasks, in addition to implementing learning (Pradana, 2017). Beside that, the technical ability of the teachers in using computers is still relatively limited, both for designing as well as implementing multimedia (Putri, Fauzia, & Syafei, 2016). The researcher has designed an interactive multimedia of learning Indonesian language for 5th grade students of elementary school that contains education of character. The good learning media are characterized by high validity, practicality and effectiveness. Based on the experts’ opinion, it was stated that the media designed was valid. The purpose of this paper is to explain the practicality and effectiveness of interactive multimedia in Indonesian language learning at 5th grade of elementary school based on a large scale tryout.
Methodology

Briefly, this research is research and development. Particularly, this article was compiled based on the results of the development phase, namely a large-scale trial at 5th grade in five elementary schools in the Padang Timur Sub-district. The research method that used is a mixed method, which is a combination of quantitative and qualitative research. The subjects in this study were 5th grade students and teachers of five public elementary schools (Sekolah Dasar Negeri/SDN) in Padang Timur Sub-district area. The data in this study are (1) the perceptions of students and teachers about the practicality of the media after the trial, that collected through questionnaires (2) the results of student final tests, that collected through an objective test, and (3) recording of student activities during the trial that collected through the camera and field notes. The data of practicality and effectiveness based on learning outcome are analyzed by the percentage technique. The results of practicality are categorized into very practical, practical, practical enough, less practical, and not practical, meanwhile results of effectiveness are categorized as very effective, effective, not effective, and very not effective. The effectiveness data from students’ activities are analyzed qualitatively.

Results

The practicality of the media can be seen from the viewpoint of students and teachers. The students’ answers show that the average of the response of the students was categorized as very practical because their values is in the range of $80\% < x \leq 100\%$ and the teachers' answers shows that the average responses of all teachers is categorized very practical too $(80\% < x \leq 100\%)$. Effectiveness of media can be seen in two aspects, namely the results of students’ learning outcomes and students’ activity. From the values of students in post-test, it can be seen that 109 students (83.85%) reached the minimum criteria of completeness, and only 21 students have not reached the criteria yet (16.15%). It can say that the media are categorized as very effective because students’ learning outcomes are in the range of $81\% - 100\%$. Based on student activities, its found that students look very enthusiastic during the learning process. They start taking part in learning seriously when the teacher explained the usage of media through the example in the laptop projected with the LCD projector. Their enthusiasm is increasing significantly when they start using tablets to operate the media.
Findings

The combination of various media—text, pictures/images, sounds, and videos—and the possibility being operated by students by himself is in line with the principle of learning that the more sensory tools involved, the faster students' understanding and longer retention. This combination is also accommodating differences in student learning types. These characteristics are also consistent with the characteristics of elementary school students: delight playing, moving, doing activities in groups, and practicing directly (Abdul Alim in Burhein, 2017). This finding supports the opinion that multimedia technology if prepared as well as possible can affect the effectiveness and assist in the learning process (Pasnik, Strother, Schindel, Penuel, & Llorente, 2007).

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References


