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DEVELOPMENT OF ISPRING-BASED LEARNING MEDIA

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Abstract--The objectives of this research are: To find out what stages are contained in the Development of Ispring-Based Learning Media in the process of teaching and learning activities carried out in class VII-5 students. The population in this research is grade VII students. In this research, the Research & Development (R&D) method is used. In this research there are 10 stages of variation, including 1) Problem collection, 2) Data collection, 3) Product creation, 4) Product assessment, 5) Product improvement, 6) Product trial, 7) Product Improvement, 8) Product Usage Test, 9) Product Revision, 10) Production in general. However, in this development and research, the researcher limits the steps for developing this learning media to only 5 stages, namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, and 5) Design revision. The results of this study are the stages carried out in developing the ispring-based learning media are: 1. Knowing the potential and problems faced by educators and students when the teaching and learning process is in progress, 2. Next is the collection stage, 3. After that the the next is the stage to design the learning media product that will be developed, 4. The next is the design validation stage that has been completed, and 5. the last stage is the design revision stage that has been validated.

Keywords: *learning media, ispring*

INTRODUCTION

1.1. Background

Education is a sector that greatly determines the quality of a nation. The world of education demands innovation and creativity that can support improving the quality of education. Technological developments are in line with improving the quality of education as stated in Government Regulation No. 32 of 2013 amendments to Government Regulation number 19 of 2005 in chapter 4 concerning National Education Standards regarding process standards, stating that the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The use of media serves as an intermediary tool for delivering learning material so that it can be accepted by students more easily in the learning process, and requires the use of appropriate media and can attract the attention of students. The use of learning media in the teaching and learning process can generate new desires and interests, as well as generate student learning motivation.

The implementation of 21st century learning is contained in the 2013 curriculum which is a learning that integrates literacy skills, knowledge skills, skills and attitudes as well as mastery of technology. Teachers are required to be able to operate technology so that the learning process becomes easier, accelerates, beautifies so as to increase interest in learning for students. The rapid development of technology has a positive impact on the teaching and learning process. Every teacher is required to master technology in order to provide interesting and active learning media for students. This is stated in Law No. 14 of 2005 that teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology. and art.

1.2. Formulation of the problem

Based on the above background, the formulation of the problem in this research is how is the development stage in developing ispring-based learning media?

1.3. Research Purposes

The purpose of this study was to determine the stage of development in developing the ispring-based learning media.

1.4. Benefits of research

Theoretically, this research is useful as consideration for developing theories regarding learning media, especially on ispring-based learning media in Junior High Schools (SMP). And the practical benefits in this research are as follows: (1) As a consideration for teachers in schools to further improve effective techniques in teaching learning materials to students, (2) Adding insight to class VII students regarding ispring-based learning media, (3) For students, it is hoped that this research can be a reference and reference material for future research, especially those related to the development of learning media.

LITERATURE REVIEW

1.5. Understanding Ispring Suite 8

Ispring suite is a software that is operated to create a learning media by loading several aspects of media such as audio, visual, and audio visual. The device used is integrated with powerpoint and can be collaborated with several supporting software so that the resulting media becomes more interesting and interactive. In addition, with the iSpring suite the files generated from powerpoint can be converted into attractive flash form, so that users can use them either directly or can be used optimally as learning in the form of e-learning. Thus, the learning media produced by the iSpring suite application can make it easier for teachers to deliver learning materials so that students will be more focused, conducive and easy to understand learning materials (Ramadhani, Fatmawati & Oktarika, 2019, pp. 27-28). According to Juraev (2019, pp. 758-759) states that the iSpring suite is one of the software that has a high rating among software used in education. This software is good for use as a multimedia e-learning whose results not only present flash presentations, but also contain interactive content that can be used in the learning process.

ISpring suite is a high-quality product in the world market, with this program it is possible to convert ppt, pptx, pps, ppsx files into flash (swf) and HTML 5 formats. ISpring Suite 8 is an application that can be used in making interactive multimedia and can create interactive questions in various forms, the resulting format can be distributed in flash form which can later be accessed either online or offline. (Ariyanti, Mustaji & Harwanto, 2020, pp. 381-382). ISpring suite 8 is a media that can be integrated with powerpoint and has the ability to convert the presentation format into a file in flash format and can provide tools for making questions of various types and can process grades automatically. In addition, the media is also accompanied by presentation management, video records, audio records, and flash so that the interactive media produced can have valid, practical and effective qualities (Kusuma, Mustami & Jumadi, 2018, pp. 1-7).

Ispring suite 8 is an application that is suitable for use as a learning medium because it can be accessed easily using a computer with the resulting file in the form of flash in exe format, besides the size of the resulting media file is easy to publish and the resulting format can be transferred via flash and CD with the use of which can be done repeatedly in accordance with the students' thinking skills without reducing or reducing the quality of the media (Rochma & Ibrahim, 2019, pp. 312-319). ISpring suite 8 is an application that runs on a computer for use in creating learning media either directly, through online learning or a combination of both. This is because the application can convert the presentation file into a file in the form of flash and SCORM / AICC, so it is very possible to use it in e-learning learning through the Learning Management System

(LMS). In addition, this software has a swf extension that allows the program to easily connect to the internet.

ISpring suite 8 can be integrated with various forms of media such as slide presentations, videos, animations, quizzes and sounds so it is good to be used as an interactive learning media because it can direct students to be able to interact either with the media or with other students (Budiharti & Waras, 2018). , page 1; Sari, Johari & Harlis, 2018, p. 4). Based on this understanding, the researcher can conclude that iSpring suite 8 is a high-quality application that can be used as interactive learning multimedia because it can insert various media such as slide presentations, videos, animations, pictures, quizzes, sounds and others. In addition, it can produce learning evaluation media with various forms of interactive questions. ISpring suite 8 is very easy software for teachers to master even in a short time. This is because the application is integrated with Microsoft PowerPoint in its use so that the menus and programming language are very simple and familiar to new users who do not have special expertise in technology. The resulting media can be converted in flash (swf) and HTML 5 formats and can be published in various forms such as the web, iSpring cloud, CD, iSpring learn, LMA and video. laptops, smartphones and the like. Based on the best quality and appearance of iSpring suite 8 with all the advantages and ease of use, this software is representative to be used as a tool in creating interactive learning multimedia.

2.2. Ispring Suite 8 Interactive Multimedia Compounding Components

1. ISpring Suite 8 Multimedia Components

iSpring suite 8 components consist of text, images, sound, animation, and video. According to Surjono (2017, pp. 6-16) these components are as follows:

a. Text is part of multimedia in the form of an arrangement of letters that make up sentences so that if conveyed correctly the text can make it easier to convey a message or information.

b. Image is a two-dimensional display produced by computer media or the like, for example graphics, photos, and so on. The resulting display can help clarify material or concepts that are considered difficult or abstract.

c. Sound is a sound wave produced by a certain medium so that it can be heard by the sense of hearing. The sound produced can be in the form of music, animal or human sounds and so on which can clarify the delivery of messages from other multimedia elements.

d. Animation is a visual display in the form of two-dimensional or three-dimensional illustrations that move sequentially and can be accompanied by narration and explanatory text. The media can convey a certain stage in a way that is more interesting, clear and easily understood by students so that even abstract concepts are easier to convey.

e. Video is a recording of an event whose results are more real than animation. Like animation, video can be accompanied by text and sound.

2. Main Menu ISpring Suite 8

ISpring suite 8 is an application that connects with microsoft powerpoint. The main menus contained in iSpring suite 8 according to Ariyanti, Mustaji & Harwanto (2020, p.382) are as follows:

a. Publish serves to view the results of the media created, set the format of the resulting presentation file and to publish the media that has been created.

b. Presentation functions to make settings on presentations, presenters and links.

c. Narration functions to record and manage audio and video narrations and sync narrations.

d. Insert serves to insert several media elements, including making quiz menus, interaction, simulation, screen recording, inserting characters, youtube videos, web objects, and flash movies.

e. About functions to display information about software, assistance, software updates and community.

2.3. The Power of Interactive Multimedia ISpring Suite 8

Gat (2019, pp. 400-405) describes the strengths of iSpring suite 8 as follows:
1. ISpring suite 8 is software that can produce media with flash or SCORM formats, these formats can be applied in LMS (Learning Management System) e-learning based learning.
2. ISpring suite 8 is a media consisting of a combination of animation, audio, text, video, and images. In addition, its use can be connected to Microsoft PowerPoint so that the media can change the format produced from Powerpoint to Flash format.
3. The media produced in flash or SCORM format has more practical, attractive and ideal results than PowerPoint, with the SCORM format the resulting media can be accessed directly on Moodle without the need to download it first and students can enjoy a more interactive media display.
4. ISpring suite 8 can publish media into 6 formats including video, CD, LMS, web, iSpring learn and iSpring cloud.

2.4. Weaknesses of Ispring Suite 8

Interactive Multimedia Besides the strengths of iSpring suite 8 that have been stated previously, this application also has several elements that are considered to be a weakness for iSpring suite 8 including:
1. ISpring suite 8 is not equipped with the ability to control and detect who has accessed the media used. According to Gat (2019, p. 400) states that the transformation of learning media in presenting quality material, one of which is the media used to know the learning activities of students, especially in access the teaching materials provided.
2. ISpring suite 8 does not have the ability to create two- or three-dimensional animations. According to Rochma & Ibrahim (2019, p. 314); Rahmadani, Aswira & Ramadhan (2019, p. 868) ISpring suite 8 can only include media, so it is not able to make it directly according to the desired concept.
3. ISpring suite 8 cannot be used for practical learning. According to Anjar (2017), practicum is a real activity using certain tools and materials needed.

RESEARCH METHOD

The research method according to Suharsimi Arikunto (2006) is the method used by researchers in collecting research data. This study refers to the modified Borg and Gall model from Sugiyono (2017: 54), this model includes 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, 6) Test Product Trial, 7) Product Revision, 8) Usage Trial, 9) Product Revision, 10) Mass Product. Of the ten steps, the researcher only used five steps because the results of product development did not reach product revisions, use trials, product revisions, and production by Indonesian language teachers in class VII-5 of SMP Negeri 1 Labuhan Deli due to limited research time. The research used is research development or Research and Development (R&D).

The development model used is the ADDIE model, consisting of 5 stages, namely analyze (analysis), design (design), development (development), implementation (implementation) and evaluation (evaluation). The learning media developed are in the form of (1) power point-based learning media about central and local government systems, (2) integrated with a number of videos, animations, and quizzes, (3) the software used is Power Point addins Ispring Suite 8. Data collection techniques used in this research and development are observation, subject teacher interviews, questionnaires and learning outcomes tests. The instrument used in this study was a validation questionnaire given to the validator to measure the validity of the media used to see the effectiveness of learning media using Power Point Ispring Suite 8.

The research instrument used to assess the learning media developed was using the Media Validation Instrument (design). Media validation was carried out by a lecturer in the Indonesian Language Education Study Program, State University of Medan (UNIMED). This media expert

validation aims to test the quality of learning media in terms of display and program aspects. Validation is carried out using a validation sheet in the form of statements, media validation provides suggestions and comments, as well as recommendations for improvement.

FINDINGS AND DISCUSSION

The Development Stage of Ispring-Based

The development and research was carried out at the SMP Negeri 1 Labuhan Deli school. In this study, the product of the Ispring-Based Fable Text Learning Media was produced. Products are packaged in the form of Software and Links that are given to students so that they can be used by students in the teaching and learning process in the classroom as well as learning online and independently with the help of electronic devices such as: Laptops, Computers, and Mobile Phones and require internet package assistance to access the link. the learning media. The design of this development product consists of several fable text learning materials including (1) understanding of fable text, (2) characteristics of fable text, (3) elements of fable text, (4) fable text structure, (5) types of fable texts. types of fable text, (6) linguistic rules of fable text, and (7) examples of fable text. The development in this study uses a modified Borg and Gall model from Sugiyono (2017: 54). The product development carried out in this study only reached the stage of producing the final product, namely the Ispring-Based learning media for fable texts.

Researchers limit only five steps out of ten steps, namely: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, and (5) design revision. Therefore, this research did not reach the stage of use and mass production testing because the researchers only looked at the feasibility of the product based on the assessment of the design validator, and the material validator.

1. Potential and Problems

The potential and problem stage is carried out to determine the learning needs of students and teachers in the field, and at this stage is carried out to find out what problems occur during the teaching and learning process, especially in fable text material. The ispring-based fable text learning media was developed based on the potential and existing problems. These problems are in the form of the number of students experiencing difficulties in understanding, and the lack of interest in student learning in fable text material, as well as the lack of learning media used during learning activities.

2. Data Collection

At this stage the activities carried out are collecting data in the form of interviews and observations. Based on the results of interviews and observations, it is known that the media used by teachers during the learning process on fable text material is very limited, and the lack of learning media used by teachers results in a lack of student interest in learning, which results in teaching and learning activities in the classroom to be less attractive and the results of learning to be achieved is less effective and less efficient.

3. Product Design

Next, is the product design stage, which is carried out the first time is the activity of determining the material starting with an analysis of the needs of students and teachers, core competencies and basic competencies, then continued with the determination of the theme. The next stage is the product development stage. At this stage, the product that will be created begins to be developed. This stage makes Powerpoint which will be used as a product of ispring-based learning media development.

4. Design Validation

Then, the next stage is the design validation stage. At this stage the learning media design that has been developed will be assessed by learning media experts to find out whether the learning media is suitable for use by teachers or students. Design validation in this study was carried out by material experts and media experts. The material expert in this research is Mrs. Diah Eka Sari,

S.Pd., M.Pd. Lecturer of FBS Unimed Department of Indonesian Language and Literature. Mr. Said Iskandar Al Idrus, M.Sc. Faculty of Mathematics and Natural Sciences Unimed lecturer as a validation expert. To determine the feasibility of the ispring-based learning media development design that has been designed and developed. So the researchers used the following formula.

$$p=(\sum x)/(\sum x1)\times 100$$

With eagerness:
Q: eligibility
x : number of validator's choice answers
x1 : maximum answer in the questionnaire

5. Design Revision

And the final stage is the design revision stage. Where at this stage the learning media that has been completed is assessed for feasibility by design experts and media experts, it will then be improved with even better results and with more attractive designs in order to have good grades and quality quality to be used as learning media for teachers and students. student. The display on this page has seen several image objects that have been added to the slide, and have been given animations and other objects on the slide. On this page, several menu bar options have been added that can beautify and make our designs and learning media more attractive and prettier. In this slide show we can add some characters and choose the slide design we want, and we can add sound and other images.

1.6. Media Eligibility

Data Analysis The analysis of the data from the design of instructional media was tested for feasibility by media experts consisting of one examiner who was a lecturer in the Department of Mathematics Education. The assessment of the design of this learning media is used to determine the feasibility of the learning media developed based on 2 aspects which include: (1) display, and (2) programming. The measurement scale used is a Likert scale with 5 scales. With categories (1) very poor, (2) not good, (3) good enough, (4) right, and (5) very good. Based on the results of the media design expert's assessment with a total score of 47, while the expected score is 60, the feasibility percentage is calculated using the Feasibility Percentage formula as follows:

Percentage of eligibility=(total score obtained)/(total score expected)×100
=47/60×100
=78.33

So, the results of the feasibility of media design on the ispring-based fable text learning media are 78.33 which in the table is included in the feasible category, it does not need to be revised and is feasible to be tested on students.

Discussion

Based on the results of this Development and Research study, it refers to the modified Borg and Gall model from Sugiyono (2017: 54), this model includes 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Revision Design, 6) Product Trial, 7) Product Revision, 8) Usage Trial, 9) Product Revision, 10) Mass Product. However, in this research and development, the researcher limits the development steps to only 5 stages, namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, and 5) Design revision. Based on the results of the assessment of learning media design experts with a total score of 47, while the expected score is 60, the percentage of eligibility is calculated using the Feasibility Percentage formula in CHAPTER III. So the results of the feasibility of media design on learning media are 78.33% which in the table is included in the Eligible category, it does not need to be revised and deserves to be tested on students.

1. Potential and problems The first stage is the stage of seeking information about the obstacles and problems faced by teachers and students in the teaching and learning process in the

classroom. In this process, the researcher can do this by interviewing or observing directly in the field.

2. Data collection The next stage is the data collection stage. At this stage is the stage to collect data and clarify and strengthen the causes of problems that occur in the field. Data was collected by means of interviews and direct observation.
3. Product Design The third stage is product design. The design stage is the design stage for ispring-based learning media which includes an introduction, discussion of fable text material, meaning of fable text, characteristics of fable text, fable text elements, fable text structure, types of fable text, linguistic principles of fable text, and examples of fable texts using animations and designs that are as attractive and good as possible so that students can grow interest and be motivated to participate in the teaching and learning process.
4. Design Validation The next stage is the design validation stage. At this stage, the learning media design that has been developed and in the next design will be validated by media expert validators and media design expert validators. At this stage the validator expert will provide an assessment, as well as provide input and criticism of the material and design of learning media that have been developed, whether it is appropriate to be used and applied to students in the teaching and learning process carried out by teachers and students.
5. Design Revision. The last stage is the design revision stage. At this stage, after the learning media has been developed and has been assessed, it will be revised if there are improvements or input from material validator experts and learning media design validators. Thus, learning media that have been revised and improved will produce new learning media with a better appearance and design and are more ready to be applied to students in the teaching and learning process.

CONCLUSION

Based on the explanation of the research results, it can be concluded that the development stage of this ispring-based learning media includes 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, 6) Product trial, 7) Product Revision, 8) Usage Trial, 9) Product Revision, 10) Mass Product. However, in this development and research, the steps in developing this ispring-based fable text learning media only reached 5 stages, namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, and 5.) Design Revision.

Suggestions in this study are as follows: (1) For students, the results of the study are lacking in students' abilities in determining the success of the teaching and learning process in the classroom (2) For teachers, the results of this study can be used as consideration to further improve students' abilities in understanding the material. learning that will be learned during the teaching and learning process (3) For advanced researchers, this research can be used as a source of reference according to problems relevant to research.

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