

MULTIMEDIA-BASED INTERACTIVE LEARNING MEDIA IN THE TEXT MATERIAL OF THE OBSERVATION REPORT

Vina Nur Indah Sari¹, Sarwiji Suwandi², Sumarwati³
{vinanurindahsari.mpd@gmail.com¹, sarwijiswan@yahoo.com², sumarwati@staff.uns.ac.id³}

Universitas Sebelas Maret, Ir. Sutami Street, 36Ath, Kenthingan, Jebres, Surakarta, Indonesia^{1,2,3}

Abstract. This article aims to describe multimedia-based interactive learning media in the text material of observation reports. This type of research is descriptive research using critical analysis methods. The steps in the creation of multimedia-based interactive learning media include three stages, namely preproduction, production, and postproduction. Design of multimedia-based interactive learning media using Microsoft PowerPoint applications. The use of multimedia-based learning media can certainly improve learning outcomes and the motivation of learners in following the learning process. In addition, the existence of this learning media helps and makes it easier for educators to convey material and problem exercises to learners. Multimedia-based interactive learning media, in addition to being accessible in its manufacture, also makes it easier for learners to access it whenever and at any time. This is because multimedia-based interactive learning media created using Microsoft PowerPoint can be accessed without the help of the internet network.

Keywords: interactive learning media, multimedia-based, observational report text

INTRODUCTION

Education and technology are two inseparable things especially. Primarily now known as the digital age of era 4.0. Same with the world of education itself. The more developed the times and the more developed media used in the learning process. The media used in this learning is of various types. One of them is multimedia-based. Multimedia-based learning involves almost all senses making it easier for learners to follow the learning process. In addition, the use of learning media also streamlines and streamlines time. Therefore, with the development of this increasingly sophisticated technology, it is time to have the opportunity to explore and pour ideas into products that can be developed.

The development period of this era requires educators to develop media in learning. This learning media also aims to motivate learners in following the learning process. Learning media can be used there are many. One of them is interactive learning media.

Interactive learning media is a medium that allows learners to interact with the media by practicing the skills they have and receiving feedback on the material provided. The use of interactive media Encourages learners to participate more actively in learning to be able to understand the material more deeply.

Learning media aims to facilitate between educators and learners in learning. According to Sanaky (2013), the purpose of media as a learning tool is to promote the learning process in the classroom, increase efficiency, the learning process, maintain relevance between the subject matter with learning goals, and help the concentration of learners in the learning process. In addition, according to Smaldino, et al. (2008), the purpose of media is to facilitate communication and learning.

Learning media serves as a teaching aid that affects the conditions and environment laid out and created by educators (Suryani and Agung, 2012). This is the time for the role of educators to improve

the teaching and learning process by assisting interactive and multimedia-based learning media so that learning can be achieved properly.

There are still many educators in schools who teach using makeshift media. This is due to two factors, namely from the educator itself and the absence of facility support provided by the school. This factor needs to be a concern for school leaders. According to Andayani, et al. (2020), monotonous learning does not involve students actively, resulting in the atmosphere of the classroom becoming unattractive. Educators who cannot develop their ability to create learning media can be facilitated by training in the creation of learning media. Then, the school can also facilitate needs such as devices that support creating the desired learning media.

Based on the preliminary explanation, this article will discuss related multimedia-based interactive learning media in the text material of the observation report. This article will answer the question related to the problem, namely, how are the steps in producing multimedia-based learning media? The analysis results in this article are expected to be used as reference material for future research.

RESEARCH METHOD

The method used to answer the above problems is a method of critical analysis research. Critical analysis can be used to analyze all forms of theoretical studies. Objects of study are examined such as language, literature, language and literature learning, all documentation materials, and cultural characteristics. Harold Laswell in Suryani (2018) reveals that communication is sending messages by communication to communicants through media that cause specific effects. Laswell's complete statement was "Who says what in which channel to whom with what effect." This article is descriptive. The activity carried out is to gather information relevant to the topic or the problem that is the object of research. The information can be obtained from books, scientific papers, dissertations, journals, etc. Discussion related to multimedia-based interactive learning media in the text material of the observation report.

RESULT AND ANALYSIS

3.1 Learning Media Studies

3.1.1 Understanding of Learning Media

Media has a broad definition and is used in a variety of fields. For example, the media used in the world of education is called educational media or learning media. Understanding media concepts depends on the context in which the term is used. Learning media is a tool that serves to explain some of the overall learning programs that are difficult to explain verbally (Musfiqon, 2012). Sanaky (2013) defines learning media with a shorter name as a tool that works and can convey learning messages.

Learning media is also interpreted as everything that is used to channel messages and can stimulate the minds, feelings, and attention and willingness of learners to motivate learners to have a deliberate, purposeful, and controlled learning process (Suryani, Setiawan, & Putria, 2019: 4). According to Briggs (1970) stated that the learning media is a means to provide stimulation for learners for the teaching and learning process to occur.

Based on the explanation, it can be concluded that the learning media is a tool or means used to support teaching and learning process activities between educators and learners. In addition, learning media can also increase the motivation of learners in participating in interactive and fun learning.

3.1.2 Learning Media Function

Meurut Suryani (2012) the function of learning media is a teaching aid that also affects the conditions and environment laid out and created by teachers. Another opinion conveyed by Sanaky (2013) argues that the learning media serves to stimulate learning by presenting the actual object, making imitations of the real thing, providing a pleasant and exciting learning atmosphere. The

function of learning media, according to Asyhar (2011), consists of semantic, manipulative, fixative, distributive, sociocultural, and psychological functions.

3.1.3 Types of Media

The grouping of various types of media, when viewed in terms of technological development, can be divided into two categories, namely traditional media and cutting-edge technology media (Arsyad, 2011). Efforts made by educators to make learning activities more meaningful and fun can take advantage of learning media. Of course, in determining the media used, an educator must know the suitable types of media used for the material and the learning purposes to be used. Here are the following characteristics of traditional media.

- 1) Projected silent visualization using opaque projections, overhead projections, slides, and filmstrips.
- 2) Un-projected visualizations include images, posters, photographs, graphics, and exhibitions.
- 3) Audio, such as recording plates and cassette tapes, and scientific magazines.
- 4) Print, such as textbooks, modules, workbooks.

While the characteristics of cutting-edge technology media are as follows.

- 1) Telecommunications-based media such as teleconferencing and distance lectures.
- 2) Microprocessor-based media such as Computer Assisted Instruction.

Furthermore, Arsyad (2016) expressed his opinion that this media consists of human-based media, print-based, visual, audiovisual, and computer media. Here's an explanation of each of these media.

- 1) Human-based media is the oldest medium for sending and communicating messages or information. Human media can direct and influence the learning process through guided exploration by analyzing the time that occurs in the learning environment.
- 2) The most commonly known print-based media are textbooks, guidebooks, journals, magazines, and sheets of paper. Print-based media materials, according to Kustandi and Sutjipto (2011), are the basis for the development, and use of most other material that has the following characteristics of linear reading text, text displays one-way communication, the text is displayed static, and text is also oriented to learners.
- 3) Visual-based media, according to Kustandi and Sutjipto (2011) that media is not much different from print-based media. Visual media characteristics are visually observed based on space, visuals also display one-way communication, visuals are declared static, and optical media is also oriented towards learners.
- 4) Audio visual-based media is a way of producing or delivering material using mechanical and electronic machines to convey audiovisual messages. Audiovisual technology is a video as a communicative channel in conveying messages related to visible (moving picture) and audio (sound) (Nurlina, et al., 2020). According to Kustandi and Sutjipto (2011), the characteristics of audio visual-based media are linear, present dynamic visualization, and generally oriented to educators.
- 5) Computer-based media is a way of producing and delivering material using digital-based sources. The characteristics contained in computer-based media, according to Kustandi and Sutjipto (2011), are that they can be used randomly, can be used according to the wishes of educators, learn-oriented learning, and involve high student interaction. Smaldino, et al. (2008), established delicious basic categories of media, namely text, audio, visual, video, and artificial objects.

Based on the explanation related to the types of media that exist and the author has studied the purpose of learning, the learning media that can be used in the text material of the observation report is computer-based. This media is oriented towards learners and prioritizes the activeness and involvement of learners in learning. Thus, it is appropriate if this media is used in the text material of the observation report in learning activities.

3.1.4 Stages of Media Production

Suryani (2018: 66) states that the stages in designing media production are arranged in three stages, namely the preproduction, production, and postproduction stages. The stapes carried out in creating multimedia-based interactive learning media are as follows.

1. Preproduction Stage

The first stage is preproduction. At the preproduction stage of learning media, educators must carefully plan first. This is done to facilitate when the production process continues. This preproduction stage includes several steps that must be done, namely analyzing learning objectives, designing the structure of the material and problem exercises to be conveyed in the learning media, finding and making images or graphics, videos, and sounds as needed. In addition to the material, the media can also add quizzes or problem exercises, and summaries.

According to Suryani (2019), this preproduction stage includes several steps that must be implemented.

- 1) Review the learning objectives. Before making a learning medium, of course, we must know the purpose of learning the material to be used so that the media will be made more precise in its use.
- 2) Design the material structure and manuscript to be delivered in the medium to be created. The structure can be obtained through books supporting learning materials used in teaching and learning activities.
- 3) Find and create images that suit the needs of the learning media, and the format is adjusted to the software to be used.

2. Production Stage

The second stage is the production stage. The setting of production of learning media that needs to be done is to make a design using a PowerPoint. At the production, stage educators, make material that will be delivered first. In addition, it can also add quizzes and summaries. The manufacturing process is done at the PowerPoint. Powerpoint is a program used to process presentations. Not only that but power points can also be created as interactive learning media. Applying the use of power points can be done without connecting to the internet network.

According to Suryani (2019), at the stage of production of learning media, what needs to be done is to create a design by developing a flowchart and storyboard.

- 1) Create a flowchart

The flowchart is a diagram containing the flow that exists in a learning medium. This flow becomes an important thing to be adapted to the purpose of learning. This aims so that between learning media and learning objectives can be aligned so that learning activities can run systematically.

- 2) Create a storyboard

The storyboard is a picture of a page that will be created in learning media. The storyboard is made to be used as an initial plan of what will be displayed in the learning media based on a flowchart that has been made before to be used as a reference for design.

- 3) Incorporate Material, Images, Sounds, and Videos into Developed Learning Media

This stage requires creativity and a high artistic taste by pouring ideas on the storyboard. This is necessary because it is for the display of learning media.

3. Postproduction Stage

The third stage in the creation of learning media is the postproduction stage. At the postproduction stage, what needs to be done is to do editing, validation, trial, revision, and dissemination (Suryani, 2018: 73). All these steps must be implemented systematically to be able to produce good learning media. After the presentation is completed and after being revised, then the next is to change the production into a PowerPoint show format.

3.2 Multimedia

Multimedia is a presentation medium using text, audio, and visuals at once. A multimedia learning environment is a concept about displaying a combination of more than one type of media such as text, images, graphics, images, sounds, video, and animation, usually with the help of technology to improve comprehension or memorization (Guan et al., 2018). Multimedia generally involves the use of technology, and the adoption of multimedia applications in education due to its many benefits (Almara'beh et al., 2015).

Multimedia has many benefits in helping the learning process. According to Smaldino, et al. (2005), the use of multimedia in learning has several advantages as follows.

- 1) Multimedia can combine text, audio, graphics, and images and videos.
- 2) Multimedia provides opportunities for learners to be actively involved in learning.

- 3) Multimedia provides opportunities for learners to learn independently and over and over again.
- 4) Multimedia provides opportunities for learners to choose parts that are first to learn from the menus available.

Facts show that a multimedia learning environment is essential for efficient language learning/teaching in 21st-century classrooms. This is due to getting more attention from researchers and practitioners who have started using and examining multimedia tools. (Watkins and Wilkins, 2011; Krauskopf et al., 2012; Zhou et al., 2020; Olasina, 2017; Kabooa and Elyas, 2018; Alobaid, 2020).

3.3 Microsoft Office PowerPoint

Microsoft Office PowerPoint is a program developed by Microsoft in the Microsoft Office application package. Power points, like other software, are presentation processors such as text objects, graphics, videos, sounds, and other things placed in multiple slides. The slide can be stored or exported with ppt show format so that it can be accessed directly with the show display without having to open the PowerPoint application.

Microsoft PowerPoint has several advantages, namely easy operation, has export or import features, animation presets and slide, has hyperlink features, and many other benefits. In line with Suryani's opinion (2019: 78) that the benefits of Microsoft PowerPoint include undo and redo facilities, display pre-arranged presentation structures, can add graphics, tables, clip art, music, and others to the presentation, facilitate the creation of slide presentations, and are equipped with export features to various formats.

Based on the above exposure, the use of PowerPoint applications can be used by educators to create interactive learning media. Besides being easy in making, this learning medium that has been created can also be easily accessed by learners. This is because this multimedia-based interactive learning medium can be used without a network.

3.4 Text of The Report on The Results of The Investigation

3.4.1 Understanding of the Text of the Observation Report

The text that conveys information about something as a result of observation and analysis is systematically called the text of the observation report (Priyatni, 2014: 76). The text of the observation report is included in the type of factual text. This text belongs to the kind of accurate text because it must be convincing and demonstrable.

According to Santoso (2020: 136), the text of the observation report is a text that serves to provide information about an object or situation after a systematic investigation or research. In addition, according to Mulyadi (2016: 97), the text of the observation report is the text of the information that contains a classification of the type of something based on criteria.

In another opinion, the text of the observation report is a text that presents information about a thing as is and then is grouped and analyzed systematically so that it can explain things in detail and from a scientific point of view (Kemdikbud, 2017: 4).

Based on the above explanation, what is meant by the text of the observation description is a text that contains a statement of observation or research on an object that is systematically arranged and can be accounted for the truth. Objects observed can be natural conditions, objects, concepts, and so forth.

3.4.2 Objective Text of The Observation Report

The text of the observational report aims to inform the objective conditions of something that is observed and analyzed systematically, not peppered with personal responses about the reported object (Priyatni, 2014: 76). According to Mulyadi (2016: 97), the purpose of the text of the observation report is to report the results of observations systematically and objectively to solve a problem or test a hypothesis. The collection of such data can be done using ordinary observations, interviews, or intensive field and laboratory research.

Kemdikbud (2017: 4) in his book said that the purpose of the text of the observation report is to provide information about an object or situation after the systematic investigation or research by detailing, classifying, and providing factual information about people, animals, things, or Phenomena. In addition, another opinion says that the purpose of the text of the observation report is to provide information about an object or situation after a systematic investigation or research.

Based on this explanation, it can be concluded that the purpose of the text of the observation report is to provide information to readers or listeners about an object that has been observed or researched by paying attention to a systematic and convincing sequence. In addition, the text of the observation report must also be proven to be true. This truth can be shown from the data that has been collected from research or observations that have been made.

3.4.3 Characteristics of The Text of the Observation Report

The characteristics possessed by each text are undoubtedly different. The text of the observation report can be distinguished based on the traits or characteristics present in the text. The attributes in the text of the observation report serve to determine the type of text of the observation report from other readers, for example, between the text of the observation report with the text of the imagination story, the text of the observation report with the text of the procedure, and so on. According to Kemdikbud (2017: 4), the characteristics of the text of the observation report are as follows.

- 1) The content discussed is the science of an object/concept.
- 2) The objects discussed are general, thus explaining the general characteristics of all those categories/groups (available titles: beaches, museums, democracy).
- 3) Aim to explain from a scientific point of view.
- 4) Objects or things are discussed systematically, detailed in their parts, and objectives.
- 5) Systematically detail objects or things from the point of view of science (definition, classification, and characteristics of objects).

According to Santoso (2020: 136), the characteristics in the text of the observation report are as follows.

- 1) The text of the observation report is arranged directly.
- 2) The text data of the observation report is convincing.
- 3) The text of the observation report can be proven to be true.
- 4) The text of the observation report is prepared in a clear and easy-to-understand language.
- 5) The content discussed is the science of an object/concept.
- 6) The objects discussed are general to explain common traits that belong to categories or groups.
- 7) Systematically detail objects or things from the point of view of science (definitions, classifications, and characteristics of objects).

Another opinion expressed by Mulyadi (2016: 98) three common characteristics contained in the text of the observation report are having facts, being arranged systematically, and using standard language. Fact is a thing (circumstance or event) that is a reality or something that exists and happens. Systematic is arranged as irregular. That is, the points of information conveyed in a text of the observation report must be delivered sequentially, placed from general to particular, based on the structure of the text, and not jumping up and down. The standard language needs to be used in the observation text report.

Based on the explanation above, it can be concluded that the characteristics of the text of the observation report are convincing and can be proven to be true. This truth can be confirmed by the existence of research data or observations that have been made. In addition, the text of the observation report must also be prepared systematically and, in fact, according to statement or research.

CONCLUSION

Media used in the learning process are called learning media. Learning media of many types. Knowing media based on audiovisual, visual, or multimedia-based. Multimedia-based interactive learning media is used to support learning in the classroom and outside the classroom. Media can be used in the form of using Microsoft Office PowerPoint applications. The use of this media in learning is not only in the form of presentations but also can be in the form of interactive media. Learners can access not only the material but also can do the problem practice along with the correct answer. This interactive medium can be used without an internet network. This means that this media can be used several times anywhere and anytime.

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