[IRJE] Submission Acknowledgement Inbox ×

Amirul Mukminin <ojs-unja@unja.ac.id>   Mon, Aug 10, 2020, 9:58 PM

to me

Budi Purnomo:

Thank you for submitting the manuscript, "DEVELOPMENT OF LECTORA INSPIRE BASED LEARNING MEDIA FOR HIGH SCHOOL STUDENT IN HISTORY LEARNING" to | IRJE |Indonesian Research Journal in Education|. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:
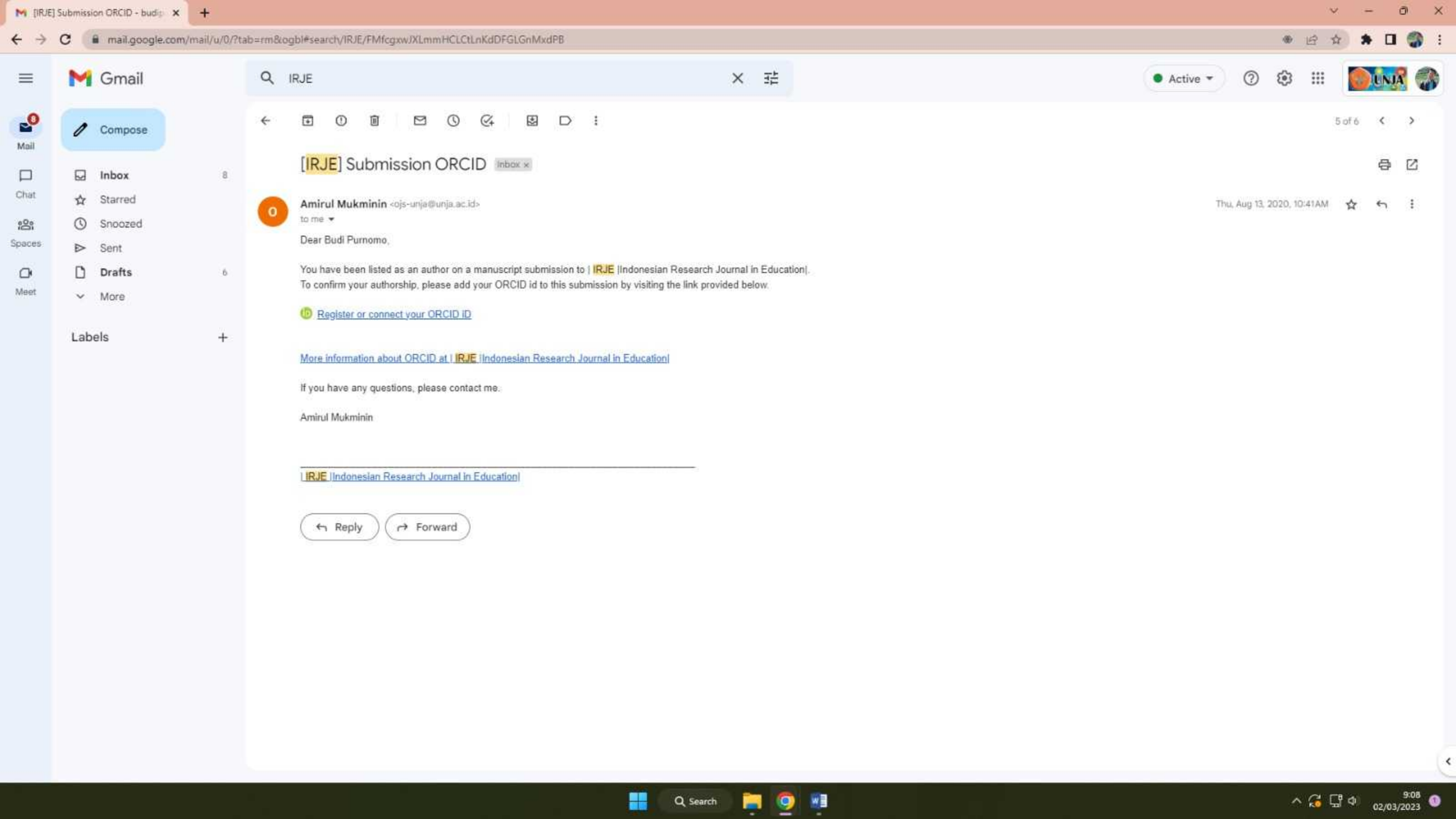
Manuscript URL: https://online-journal.unja.ac.id/irje/authorDashboard/submission/10244
Username: budipurnomo

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Amirul Mukminin

_____

| IRJE |Indonesian Research Journal in Education|

↩ Reply   ➔ Forward

[IRJE] Submission ORCID   Inbox ×

Amirul Mukminin <ojs-unja@unja.ac.id>

to me

Thu, Aug 13, 2020, 10:41AM

Dear Budi Purnomo,

You have been listed as an author on a manuscript submission to | IRJE |Indonesian Research Journal in Education|. To confirm your authorship, please add your ORCID id to this submission by visiting the link provided below.

Register or connect your ORCID iD

More information about ORCID at | IRJE |Indonesian Research Journal in Education|

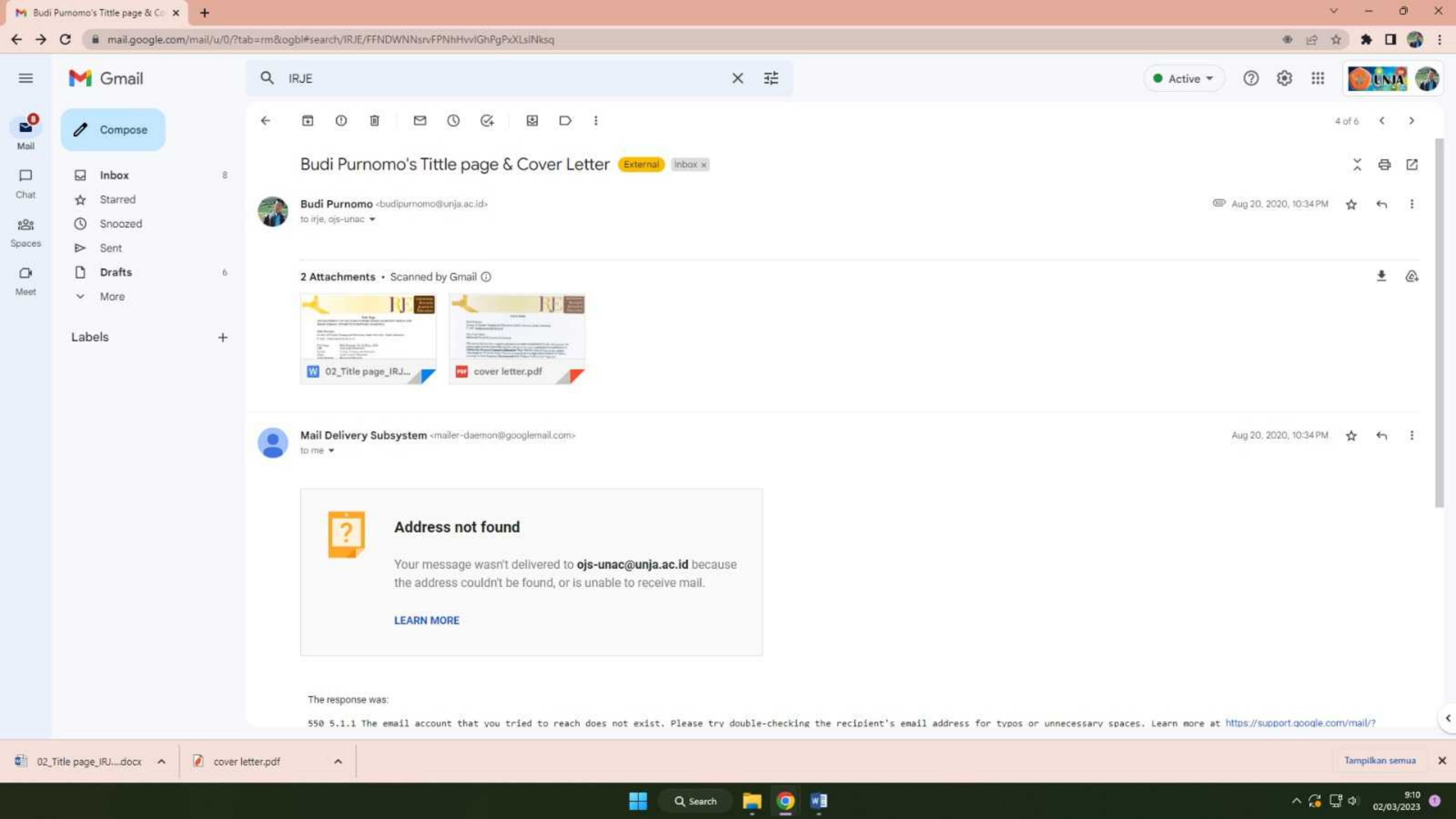If you have any questions, please contact me.

Amirul Mukminin

_____

| IRJE |Indonesian Research Journal in Education|

↩ Reply   → Forward

Gmail

IRJE

Active

Compose

Mail

Inbox 8

Chat
Starred

Snoozed

Spaces
Sent

Drafts 6

Meet
More

Labels

4 of 6

Budi Purnomo's Tittle page & Cover Letter External Inbox ×

Budi Purnomo <budipurnomo@unja.ac.id>   Aug 20, 2020, 10:34 PM
to irje, ojs-unac ▾

2 Attachments · Scanned by Gmail ⓘ

02_Title page_IRJ...

cover letter.pdf

Mail Delivery Subsystem <mailer-daemon@googlemail.com>   Aug 20, 2020, 10:34 PM
to me ▾

Address not found

Your message wasn't delivered to **ojs-unac@unja.ac.id** because
the address couldn't be found, or is unable to receive mail.

LEARN MORE

The response was:

550 5.1.1 The email account that you tried to reach does not exist. Please try double-checking the recipient's email address for typos or unnecessary spaces. Learn more at https://support.google.com/mail/?

02_Title page_IRJ...docx   cover letter.pdf   Tampilkan semua

Q Search   9:10
                                                                     02/03/2023

IJ

Title Page

DEVELOPMENT OF LECTORA INSPIRE BASED LEARNING MEDIA FOR HIGH SCHOOL STUDENT IN HISTORY LEARNING

Budi Purnomo
Faculty of Teacher Training and Education, Jambi University, Jambi, Indonesia
E-mail : budipurnomo@unja.ac.id

Full Name   : Budi Purnomo, Drs M.Hum., M.Pd
NIP   : 196103081986031004
Faculty   : Teacher Training and Education
Major   : Social Science Education
Study Program   : Historical Education
Areas of expertise : History of Education
Class   : IV/a - Pembina
Position   : Chief Lecturer
Education   : Magister (S2)

Cover Letter

Budi Purnomo
Faculty of Teacher Training and Education, Jambi University, Jambi, Indonesia
E-mail : budipurnomo@unja.ac.id

Dear Lead Editor
Indonesian Research Journal in Education

This manuscript describes original work and is not under consideration by any other journal. All authors approved the manuscript and this submission for your consideration for publication in *Indonesian Research Journal in Education*. Please find the enclosed manuscript entitled "Development of Lectora Inspire Based Learning Media For High School Student In History Learning" by Budi Purnomo. The manuscript has 15 pages 8 table(s) and 1 figure(s).

The manuscript highlights the following points:

This development is a creative learning media to provide something different to students. it was shown that the teaching materials based on Lectora Inspire proved to be active and under the needs of history learning in high school. It is proven through previous research that Lectora Insipire is useful for use in learning activities, especially on historical subjects.
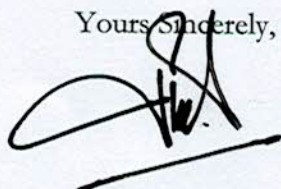
I will be the corresponding author and may be contacted at:
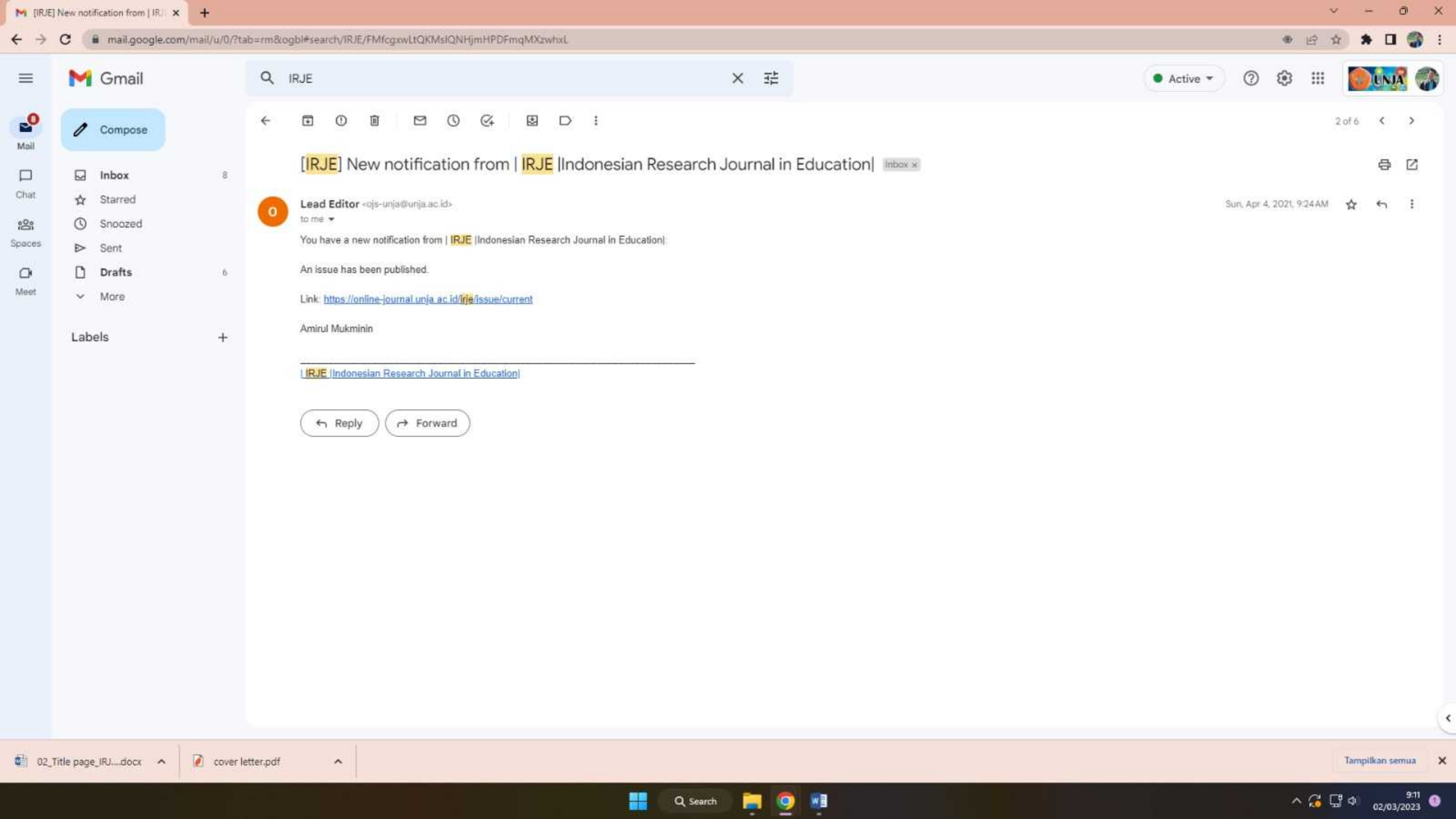
E-mail address: budipurnomo@unja.ac.id

I hope that the enclosed manuscript meets the requirements for publication in *Indonesian Research Journal in Education*. Thank you for receiving our manuscript and considering it for review. We appreciate your time and look forward to your response.
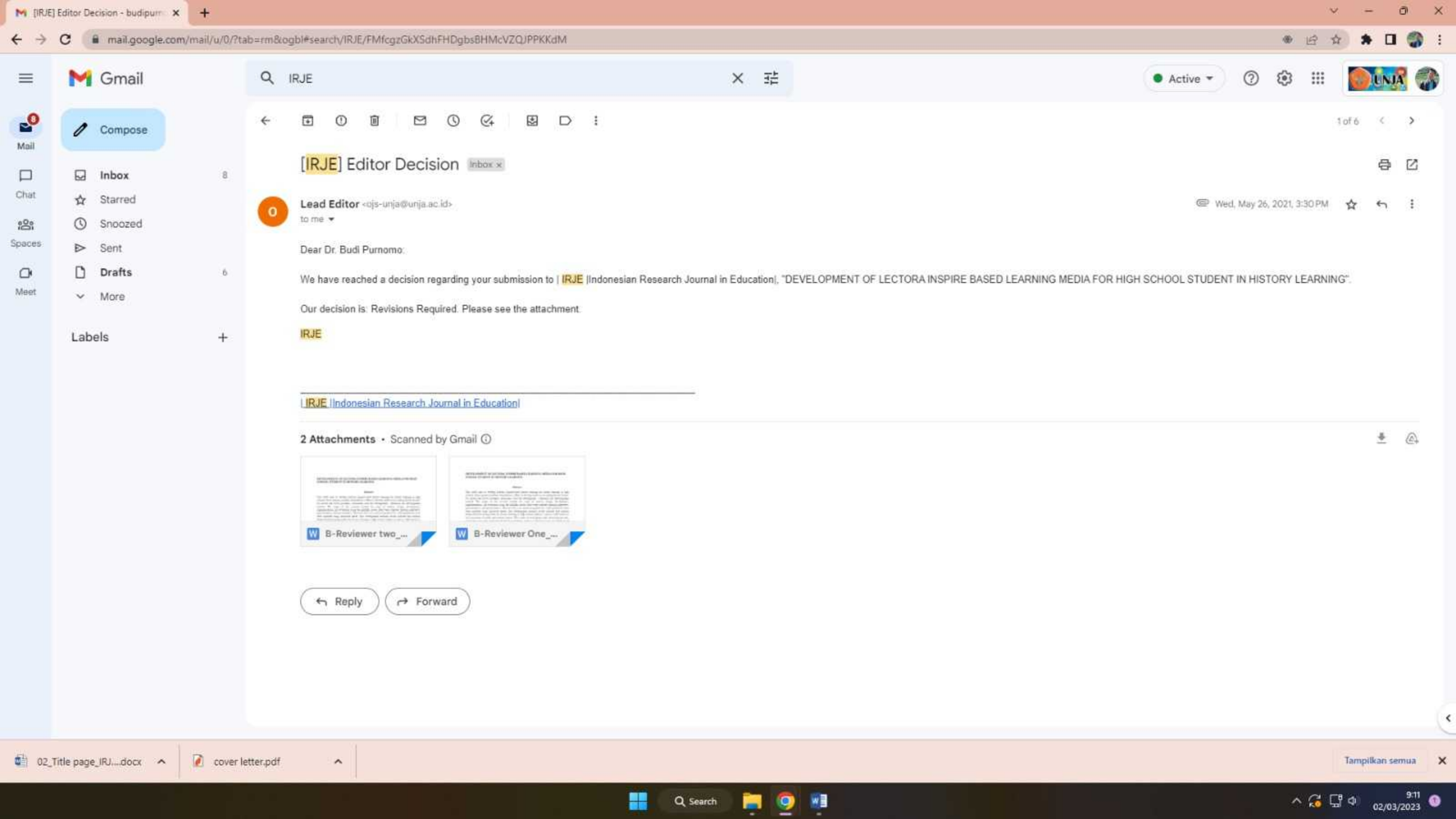
Indonesian Research Journal in Education has specific guidelines for Authors available at https://online-journal.unja.ac.id/index.php/irje/about/submissions

Yours Sincerely,

Budi Purnomo

[IRJE] New notification from | IRJE |Indonesian Research Journal in Education| Inbox ×

Lead Editor <ojs-unja@unja.ac.id>
to me

Sun, Apr 4, 2021, 9:24 AM

You have a new notification from | IRJE |Indonesian Research Journal in Education|:

An issue has been published.

Link: https://online-journal.unja.ac.id/irje/issue/current

Amirul Mukminin

_____

| IRJE |Indonesian Research Journal in Education|

↩ Reply   → Forward

[IRJE] Editor Decision
Inbox ×

Lead Editor <ojs-unja@unja.ac.id>
to me

Wed, May 26, 2021, 3:30 PM

Dear Dr. Budi Purnomo:

We have reached a decision regarding your submission to | IRJE |Indonesian Research Journal in Education|, "DEVELOPMENT OF LECTORA INSPIRE BASED LEARNING MEDIA FOR HIGH SCHOOL STUDENT IN HISTORY LEARNING".

Our decision is: Revisions Required. Please see the attachment.

IRJE

| IRJE |Indonesian Research Journal in Education|

2 Attachments · Scanned by Gmail ⓘ

B-Reviewer two_...   B-Reviewer One_...

↩ Reply   → Forward

DEVELOPMENT OF LECTORA INSPIRE BASED LEARNING MEDIA FOR HIGH SCHOOL STUDENT IN HISTORY LEARNING

Abstract

This study aims to develop Lectora Inspire-based history learning for history learning in high schools whose primary problem formulation is: How to develop media in an exciting history lesson? To answer the above problems, researchers used the development / Research and Development method. The stages of this research include the steps of analysis, design, development, implementation, and evaluation using the ADDIE model. Data were collected through interviews, questionnaires, and questionnaires. Interview data were analyzed qualitatively, while quantitative data were analyzed using Microsoft Excel. This development research results indicate that Lectora Inspire-based learning media for history learning in high school students is proven valid based on the assessment of media and material experts. The results of small group trials, limited group trials, and large group trials show that the teaching materials based on Lectora Inspire are proven to be active and follow the needs of history learning in high school.

Keywords : Development, Learning Media, Lectora Inspire, History Learning

Introduction

Education is a conscious effort to prepare students through guidance, teaching, or training for their future role. One of the efforts to improve the quality of education is implementing a particular curriculum that refers to the goals of national education, as stated in Law no. 20 of 2003 reads: "National education aims to develop the potential of students so that they become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic, and responsible citizens."

In a teaching and learning process, two essential elements are teaching methods and learning media. These two aspects are related. One of the main functions of instructional media is teaching aid that contributes to the climate, conditions, and learning environment that teachers organize and create. The use of instructional media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even bring psychological influences on students. The use of instructional media at the learning orientation stage will significantly assist the learning process's effectiveness and the delivery of messages and learning content at that time (Arsyad, 2015).

The effectiveness of the learning process is very much determined by the methods and media used. Media is a teaching aid as a learning environment designed by the teacher. Learning media is an integral part of learning. The use of learning media is a creative and systematic effort to create experiences that can teach students so that, in the end, quality graduates are produced. The optimal use of learning media needs to be based on the meaning and added value that students can provide through a learning experience that uses teaching media. In some instances, the media can reduce the limitations and shortcomings of educators in communicating learning material. With the learning media, teachers do not need to provide too many verbalises explanations (Asyhar, 2010).

In line with the above statement, based on the results of the preliminary study analyzed by the author, Internet of Things-based learning is rarely done, for example, research conducted by Sariyatun et al. (2018: 13) explains that the main obstacles teachers must face are related to access to equipment. Suryani (2016: 131) said that it is time for history learning to change, not only explaining the chronology of events but also integrating it with technology.

To overcome these problems, as previously mentioned, two essential elements are teaching methods and learning media in a teaching and learning process. To overcome the visual limitations in the material, the discussion of the content in the book is incomplete, and the assumption that the material is not unusual because it is boring. Following Azhar, Arsyad (2015) opinion, which states that the complexity of the material to be conveyed to students can be simplified with the help of the media. Media can represent what the teacher is unable to say through certain words or sentences. Even the abstractness of materials can be concrete in the presence of the media.

The use of instructional media can help teachers overcome limitations in the delivery of material. Therefore, research on the development of instructional media is needed in the world of education; the aim is to develop effective media used in schools. This is also in line with Nurul's (2015) statement in his research that by using video in the form of animation, the teacher can provide concrete explanations of abstract material. One of the multimedia-based learning media is Lectora Inspire.

Lectora Inspire is a software Authoring tool for e-learning content development developed by Trivantis Corporation. Lectora Inspire can be used for the learning needs both online and offline, which can be made quickly and easily. Lectora Inspire can be used to combine flash, video, images, and screen capture (Mas'ud, 2012). Lectora inspire is a useful program to make learning media (Faruk, 2014). Lectora Inspire is software development of electronic learning (e-learning)   is

relatively easy to apply or implement because it does not require a sophisticated understanding of programming languages.

Based on the description above, the authors feel the need to conduct research and development on the Development of Learning Media. This is based on Lectora Inspire for the history learning of high school students. The focus of this research itself aims to test the feasibility of a learning media based on Lectora Inspire in history learning and make it fun to learn history. And the benefits themselves can significantly change academic insight and behavior in terms of quality and understanding. Students have extensive knowledge, ingenuity, and knowledge of the norms of truth.

Literature Review

Development and Design

In the world of development, design education is called instructional design. The instructional plan, according to Seels B. & Glasgow Z. (1990: 4), is "instructional design as a process it is the systematic devolution of instructional specification using learning and instruction theory elements of the quality of instruction." From this statement, we can understand that instructional design is developed based on learning and teaching theory and has a systematic and logical arrangement. What is meant by the learning model is a systematic process in translating the general principles of learning and learning into planning teaching and learning materials (Suranto 2015: 153). ThisThis later raises learning media that can convey information from the source of the message to the recipient, which can stimulate thoughts, arouse enthusiasm, attention, and the willingness of students to gain knowledge (Suryani et al., 2018: 3).

Commented [A5]: Diect quotation?

Commented [A6]: Please refer to appropriate reference system of journal.

Make sure the citation is right (direct or indirect quotation)

ADDIE Model Development Design

As stated in the previous discussion, the development design used in this research is ADDIE. The ADDIE model is a combination of Analysis, Design, Develop, Implement, and Evaluate (Molenda, 2015: 40). Also, Suranto (2015: 155) states that the ADDIE development design model is a model in which each phase is interconnected and dynamic. The results of the formative evaluation of each phase guide the next. The result of each period is the beginning of the next phase.

Commented [A7]: Check in-text citation

Commented [A8]: Citation issue

Learning Media

The word media comes from Latin and is the plural form of the word medium, which means intermediary or introduction. Media can be defined as a form and channel that can be used in the process of presenting information (AECT, 1977: 162). Media is anything that can be used to

Commented [A9]: Citation issue

transmit messages from sender to recipient to stimulate thoughts, feelings and interests, and attention. In line with the explanation above, Nunuk Suryani and~~&~~ Leo Agung S. (2012) explained that media is anything that can be used to transmit messages and can stimulate thoughts, arouse enthusiasm, attention, and the will of students so that it can encourage the learning process in students.

History Learning

History is a unique subject because the material discussed is events that occurred in the past and are now missing. Academically, history lessons are responsible for educating students to understand and explain various historical phenomena being studied (Purwanta, 2007: 23). Besides, history lessons are also tasked with instilling and developing historical awareness in students (Purwanta, 2010: 35).

> **Commented [A10]:** Direct or indirect quotation?

Lectora Inspire

Lectora Inspire is an Authoring Tool software for e-learning content development developed by Trivantis Corporation. Lectora is straightforward to use in developing Interactive Learning Multimedia (ILM) content Lectora is compatible with various learning management systems. In 2000, Lectora became the first AICC certified authoring system on the market. This achievement demonstrates Lectora's credibility so that it deserves acceptance in the e-learning industry. Since 2000, Trivantis released a version of Lectora at the beginning of each year, which contains at least 50 new features.

Research Methods

This research conducted RnD (Research and Development) methods. Development research is an essential industrial development model where research findings are used to design new products and procedures that are systematic, evaluative, and filtered so that specific criteria are found that are effective, quality, or have the same standard Borg and Gall (1983: 589).

Research Design

This study uses the ADDIE model instructional design; Dick and Carrey used this model in 1978, this model is also a reference for education and training program developers (Murruganatham, 2015: 52) This Addie model stands for Analysis, Design, Develop.), Implementation, and Evaluation. In line with that, Suranto (2015: 155) says that each phase of this model has a dynamic relationship.

> **Commented [A11]:** Citation issue

Figure 1 Stages of Development based on ADDIE model (Source: Branch 2009)
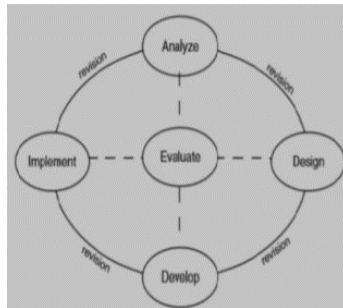
Data Collections and Analysis

In this development research, the types of data taken are qualitative data and quantitative data. Qualitative data were obtained from a media expert validation questionnaire equipped with a suggestion and comment column. In contrast, quantitative data were obtained from the assessment scores given by experts and student responses to Lectora Inspire-based media development.

Individual trials were carried out on three students in class XI SMA. Students who are included in the test are students who have different abilities, including students who have skills above average, students who have average abilities, and students who have abilities below average. Small group trial data were obtained by giving a closed questionnaire containing 15 questions to three students.

Student Response Questionnaire Data Analysis

To determine the classification of student responses, the percentage of eligibility is used with the formula:

$$K = \frac{F}{N \times I \times R} \times 100\%$$

Information:
K = percentage eligibility
F = total number of respondents' answers
N = highest score in the questionnaire
I = number of questions in the questionnaire
R = number of respondents
With the interpretation of the score as follows:

Table 1 Criteria for Percentage of Student Response Questionnaires

No	Jumlah Skor Jawaban	Klasifikasi Validasi

1	0% - 20%	Sangat Tidak Baik
2	21% - 40%	Tidak Baik
3	41% - 60%	Kurang Baik
4	61% - 80%	Baik
5	81% - 100%	Sangat Baik

(Riduwan, 2013)

Findings

The results of the development of learning media based on Lectora Inspire are the results of individual trials, small group trial results, and field or substantial group trial results. The trial results can produce a product in the form of learning media so that it can attract students' attention.

Individual trials were carried out on three students in class XI SMA. Students who are included in the trial are students who have different abilities, including students who have abilities above average, students who have average abilities, and students who have abilities below average. Small group trial data were obtained by providing a closed questionnaire containing 15 questions to three students. In a closed questionnaire with alternative answers on a scale of numbers 1 to 5, the data from individual trials are as follows:

Table 2 Rating Scale for Questionnaire

NO	SCALE	SCORE (%)	QUALIFICATION
1	5	81-100	Very easy / very understandable / very interesting / very precise
2	4	61-80	Easy / understand / interesting / precise
	3	41-60	Easy enough / quite understanding / quite interesting / quite precise
4	2	21-40	Not easy / don't understand / not interesting / not right
5	1	0-20	Very Not Easy / Very Uncertain / Very Unattractive / Very Inaccurate

The test was carried out in class XI and the test results are presented in the following table:

Table 3 Individual Group Trial Results

No	Aspek yang dinilai	Response / score			Total score
		1	2	3	
1	The presentation of the media development content presented made me interested in taking history lessons.	5	5	5	15

No	Statement				
2	The combination of writing, animation, and background displayed in media development is good	4	5	4	13
3	The language used in media development is clear and easy for me to understand	5	5	4	14
4	The operating instructions in media development are easy for me to understand	5	4	5	14
5	The images and animations shown make it easier for me to understand the concepts of the Japanese occupation in Indonesia.	5	5	5	15
6	Media development using appropriate font types and sizes	4	5	4	14
7	The composition (format) of writing on each page of Lectora Inspire-based media development is balanced	5	4	4	12
8	Lectora Inspire based media development directs me to plan the steps in learning activities	5	4	4	12
9	lectora inspire based media development directs me to organize or monitor every steps that I apply when studying	5	4	5	14
10	Lectora Inspire based media development directs me to assess the appropriateness of the methods or formulas that I use when studying	5	5	5	15
11	lectora inspire-based media development helped me to produce lots of answers and have the right value in completing practice questions	4	5	4	12
12	lectora inspire based media development helped me generate various kinds of ideas with different approaches to solve practice questions	5	5	4	14
13	Lectora Inspire-based media development helps me to give answers that are different from the others and are correct in solving practice questions	5	5	5	15
14	lectora inspire-based media development helps me develop, add and enrich an idea to clarify my answer	5	4	4	12
15	Overall, I am interested in the development of learning media based on lectora inspire Japanese Occupation in Indonesia	5	4	4	12
Score (%) average					203
Percentage					90,22%
Criteria					Very good

Information :
Respondent 1: students with abilities above average
Respondent 2: students with average ability
Respondent 3: students with abilities below average

From the results of individual trials, the table shown shows that three respondents showed good results. The aspects that were tested received a good response from the three respondents, from the indicators displayed, they obtained an average score of 90.22% or with outstanding criteria. Even though it gets an average score of 90.22% or if it is adjusted to the aspect table of the rating scale it is very easy / very understandable / very interesting / very precise, there are still some things that need to be improved based on comments and opinions from the trial results. Furthermore, after the pre-test and post-test were held, the results of the scores of the three students were obtained, namely:

Table 4 Data on the results of individual pre-test and post-test

No	Name	Pre-test score	Info	Post-test score	Info
1	AYP	72	B	80	A
2	AF	60	C	75	B+
3	BR	58	D	68	C+
Jumlah		190		223	
Rata-rata		63,33		74,33	

Based on table 4, it shows the value of the results of individual trials, and it is obtained data that the level of understanding of the average student increases, from initially obtaining an average value of 63.33, it increases to 74.33.

Small group trials

After conducting individual group trials, the next stage is small group trials. Students who are selected to do the small group trial are class XI students who have different abilities. The following is the result of the small group trial data.

Table 5 Data on Small Group Trial Results

No	Assessment Aspects	Respondent										Total
		A	B	C	D	E	F	G	H	I	J	
1	The multimedia display of the pageflip 3D learning presented made me interested in following the lesson.	5	5	5	5	4	5	5	4	5	5	48
2	The combination of writing, animation, and background that is	4	5	4	4	5	5	5	4	5	5	46

	displayed in multimedia is good.											
3	Multimedia learning makes it easy for me to understand the concepts of the Japanese occupation in Indonesia.	4	5	5	4	4	5	5	4	5	4	46
4	The multimedia display design made me interested in studying the Japanese occupation of Indonesia	5	4	5	4	5	4	5	5	5	5	47
5	The images and animations shown make it easier for me to understand the concepts of the Japanese occupation in Indonesia	5	5	5	4	5	4	5	5	4	4	46
6	The language used in multimedia is clear and easy for me to understand.	4	5	4	5	5	4	5	5	5	5	47
7	The operating instructions in multimedia learning are easy for me to understand.	4	4	5	4	5	4	4	5	5	5	45
8	The menus and buttons in multimedia can be used easily.	4	4	5	4	5	5	4	5	4	5	45
9	Multimedia uses font type and size	5	4	5	4	5	5	5	4	5	5	47
10	corresponding.	5	5	5	5	4	5	5	4	5	5	48
11	This multimedia learning makes history learning not boring.	4	5	4	4	5	4	5	4	5	5	45
12	The arrangement (format) of writing on each multimedia page of 3dpageflip learning is balanced.	4	5	5	5	5	5	4	4	4	5	46
13	Multimedia provides animation and video that are clear and easy to understand.	5	5	5	5	4	5	5	4	5	5	48
14	This learning multimedia makes me	4	4	5	4	5	4	5	5	4	4	44

No												
	excited and enthusiastic about taking lessons from the Japanese occupation in Indonesia											
15	This learning multimedia made me enthusiastic and challenged to work on practice questions about the Japanese occupation in Indonesia	4	4	5	4	5	5	5	5	5	4	46
	Total											**698**
	Percentage											**93,06%**
	Category											**Very Good**

From the results of the small group trial table 5 shown, it can be seen that 10 students showed good results. Furthermore, after the pre-test and post-test were held, the results of the 10 students' scores were obtained, namely:

Table 6 data on the results of individual pre-test and post-test

No	Name	Pre-test score	Mark	Post-test score	Mark
1	AYP	100	A	100	A
2	AF	48	E	60	C
3	BR	56	D	70	B
4	DH	32	E	80	A
5	ESP	70	B	100	A
6	FIA	49	E	70	B
7	HM	60	C	100	A
8	IAP	60	C	70	B
9	JAH	40	E	70	B
10	LCA	40	E	70	B
Total		555		790	
Average		63,33		83,25	

Field Trial / Large Group

After conducting small group trials, the next stage is field trials. The number of students who conducted this field trial was 22 people. The following is the data from field trials on development.

Table 7 Field Trial Results

No	Resp	Question item number	Total

	onde nt	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	AYP	4	5	3	5	4	5	5	5	5	5	5	5	5	4	5	70
2	AF	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
3	BR	4	5	4	5	5	5	5	4	5	5	5	5	5	5	5	72
4	DH	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
5	ESP	4	5	3	4	4	5	4	4	5	5	5	5	5	5	5	73
6	FIA	5	5	5	5	5	4	4	5	5	4	5	5	5	4	4	70
7	HM	4	5	5	4	4	5	5	4	5	5	4	5	4	5	5	69
8	IAP	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
9	JAH	5	4	5	5	4	5	5	4	4	5	4	5	5	5	5	70
10	LCA	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
11	MR	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
12	ND	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
13	PRL	5	5	4	4	5	5	5	5	5	5	5	4	5	5	5	72
14	RF	5	5	5	5	5	4	4	5	4	5	5	4	4	4	4	68
15	SPL	5	5	5	4	4	5	5	4	3	5	5	4	5	5	5	69
16	TR	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
17	TAS	5	5	5	4	5	5	5	4	5	5	5	4	5	5	5	72
18	VA	4	5	5	5	5	5	5	5	4	5	5	5	4	5	4	71
19	ASP	5	5	4	4	5	4	5	4	5	4	5	4	5	5	5	69
20	APK	4	4	5	5	5	5	5	4	4	5	5	4	5	5	5	70
21	AFA	4	4	5	4	5	4	5	4	5	4	5	4	5	5	5	68
22	SAE	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	73
	Total																**1,580**
	Percentage																**95,75%**
	Category																**Very Good**

From the results of large group trials in table 7, which is shown, it can be seen that 22 students showed good results. The aspects that were tested received an excellent response from the 22 students, from the indicators shown obtained an average score of 95.75% or with excellent criteria. Furthermore, after the pre-test and post-test were held, the results obtained from the 22 students were:

Table 8 Data on the results of individual pre-test and post-test

No	Name	Pre-test score	Info	Post-test score	Info
1	AYP	100	A	100	A
2	AF	48	E	60	C
3	BR	56	D	70	B
4	DH	32	E	80	A
5	ESP	70	B	100	A
6	FIA	49	E	70	B
7	HM	60	C	100	A

8	IAP	60	C	70	B
9	JAH	40	E	70	B
10	LCA	40	E	70	B
11	MR	100	A	100	A
12	ND	48	E	60	C
13	PRL	56	D	70	B
14	RF	32	E	80	A
15	SPL	70	B	100	A
16	TR	49	E	70	B
17	TAS	60	C	100	A
18	VA	60	C	70	B
19	ASP	40	E	70	B
20	APK	40	E	70	B
21	AFA	70	B	100	A
22	SAE	49	E	70	B
Total		729		1750	
Average		81,23		98,99	

Based on table 8 above, it shows the value of the results of small group trials, and it is obtained data that the average level of understanding of students has increased, from initially obtaining an average of 81.23 increasing to 98.99.

Discussion

The development of multimedia learning uses the ADDIE framework, namely, Analysis, Design, Development, Implementation, and Evaluation. At the analysis stage, needs analysis, student characteristic analysis, material analysis, objective analysis, and educational technology analysis are carried out. The design stage is carried out by making a flowchart and storyboard. The development stage is carried out by product development and assessed by a team of experts (media and material) and teacher assessments. The implementation stage is carried out in large and small group trials. The evaluation stage is carried out at each stage of the ADDIE process.

The use of Addie's model is described by Muruganatham (2015), who developed an e-content package that is proven to create independent learning. This e-content package is analyzed involving five phases of the ADDIE model, namely analysis, design, development, implementation, evaluation. Then the development of Mastrian et al. (2020) which developed a digital e-book of the struggles of the Lampung people which was proven to increase social solidarity, the e-book developed also used the five stages of the ADDIE model and the development of Afwan et al. (2020) who also developed a digital e-book about the struggle of the people of Lampung in Kalianda to improve students' historical empathy, as evidenced by the effectiveness of the digital flipbook

learning media showing the t-test results of student learning outcomes and the t-test of historical empathy questionnaires with a significance value of 0.000 <0.05. These results indicate that there is a significant effect of using historical learning media for the digital flipbook material of the 5 Hours Battle of Kalianda on historical empathy.

Returning to the previous discussion, the data analysis of individual group trials' results got a good response from students with an average score of 90.22% or with perfect criteria. The results of the pre-test and post-test in the individual group trial show that the average results of students have increased, where they initially obtained an average score of 63.33 increased to 74.33.

The next stage is the small group trial; the small group trial shows good results from 10 students with an average of 93.06 or very good. The results of the pre-test and post-test show that the results of the increase are outstanding, from the initial results of obtaining an average of 63.33 to 83.25. To get the development of instructional media, then proceed to large group trials.

Large group or field trials totaling 22 students, from the results of large group trials or in the field, showed outstanding response results by obtaining an average score of 95.75 or excellent criteria. It can be concluded that the use of Lectora Inspire for history learning is effective.

Based on previous research, Lectora Inspire is proven effective to be developed as a learning medium. In his research, Syaifuddin (2019) explains that the results of the effectiveness of learning media using Lectora Inspire are known to use the t-test formula by looking for the relationship between the control and experimental class. Of the ten respondents found decent results and can increase learning motivation. Then research from Munfaida (2019) also explains that the development of Lectora inspires an excellent score category overall in historical material.

A Lectora inspire-based development has also been varied and customized as possible, as has been developed by Pertiwi (2018), which made this lectora-based learning media named "Lentera History" and validated by media and material validators by obtaining good overall results. The results of the pre-test and post-test also increased from 61% to 81%. Lectora Inspire also has a broader impact that can improve learning in an institution, one of which is research from Shalikhah (2017), which developed Lectora Inspire to improve learning in MIM Jagalan and MIM Jumoyo, Salam District, Magelang District. It can be concluded that the increases from the research results above become a reference that this Lectora Inspire-based learning media is useful for use in learning activities, especially on historical subjects.

Conclusion

Commented [A13]: How about suggestion for other researchers?

This development research results indicate that the Lectora Inspire-based learning media for history learning in high school students is proven valid based on the assessment of media and material experts. Based on the results of small group trials, limited group trials, and large group trials, it was shown that the teaching materials based on Lectora Inspire proved to be active and under the needs of history learning in high school.

Active or not, learning is very dependent on the methods and media used. At present, the use of technology is an inseparable part of learning history. The use of learning media is a creative effort to provide something different to students. A large number of learning media makes educators choose what media to use in learning freely, but it should be noted that in its application, educators must also develop themselves to adapt to technological developments.

References

AECT (1977) *The Definition of Educational Technology*. Washington : Association for Educational Communication and Technology

Afwan, Bahtiar, Nunuk Suryani, and Deny Tri Ardianto (2020) The Development of Digital Flipbook Media Based on the 5 Hours Battle of Kalianda upon High School History Materials." *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3(2):1003–12.

Arsyad, A. (2015) *Media Pembelajaran*. Jakarta: Rajawali Pers.

Asyhar, R. (2010) *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi Jakarta

Borg W.R & Gall M.D (1983) *Education Research An Introduction*. New York: Longman

Branch, Robert Maribe. (2009). *Instructional Design: The ADDIE Approach*. NewYork: Springer.

Mastrianto, Agus, Sariyatun Sariyatun, and Nunuk Suryani (2020) Development of History-Based Digital Book Based on the 19th Century Lampung's People Army Struggle in Local History Lessons." *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3(2):809–19.

Mas'ud, M (2012). *Membuat Media Pembelajaran Dengan Lectora Inspire*. Yogyakarta: Skripta.

Molenda, Michaela (2015) *In Search Of The Elusive Addie Model*. International Society for Performance Improvement. *Published online in Wiley Online Library* (wileyonlinelibrary.com) vol. 54, no. 2

Munfaida, S., &Hermanto, H. (2019). *Pengembangan Multimedia Interaktif Pada Materi Teks Narasi*

Commented [A14]: R. M

Commented [A15]: M

Sejarah Berbasis Lectora Inspire Peserta Didik Kelas V Sd (Doctoral dissertation, Universitas Ahmad Dahlan).

Muruganantham, G (2015) Developing of E-Content Package by Using ADDIE Model, *International Journal of Applied Research*, pp.52-54,

Nursidik, H., & Suri, I. R. A. (2018). Media pembelajaran interaktif berbantu software Lectora Inspire. *Desimal: Jurnal Matematika*, *1*(2), 237-244.

Pertiwi, D. C. (2018). *Pengembangan media pembelajaran sejarah berbasis lectora inspire pada materi islamisasi di Nusantara untuk siswa kelas X di SMKN 7 Malang* (Doctoral dissertation, Universita Negeri Malang).

Purwanta, H (2010) *Hakekat Pendidikan Sejarah. Jurnal Historia Vitae* Vol. 24, No. 1, edisi bulan April 2010. Yogyakarta, Pendidikan Sejarah USD.

Purwanta, H (2007) *Membangun Kriteria Rekonstruksi Sejarah. Jurnal Arah Reformasi Indonesia* No. 34 edisi Februari 2007. Yogyakarta: LPPM USD

Riduwan. (2013) *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta

Rusman. (2013 *Belajar Dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.

Sariyatun, Joebagio. H, Akhyar, M (2018) Teachers' Perception on Digital Teaching Material Development in Social Science Education. *Journal of Turkish Science Education*. Vol. 15, Special Issue

Seels, B & Glasgow, Z (1990) *Exercises In Instruction Design*. Colombus, HO: Merrill Publishers

Shalikhah, N. D. (2017). Media Pembelajaran Interaktif Lectora Inspire Sebagai Inovasi Pembelajaran. *Warta LPM*, 20(1), 9-16.

Suranto. (2015) *Teori Belajar dan Pembelajaran Kontemporer*. Yogyakarta: Presindo.

Suryani, Nunuk. Setiawan. A, Putria. A (2018) *Media Pembelajaran Inovatif dan Pengembangannya*. Bandung: Rosda

Suryani, Nunuk. (2016) *Utilization of Digital Media to Improve The Quality and Attractiveness of The Teaching of History. The 2nd International Conference On Teacher Training Sebelas Maret University*. Vol.2, No.1

Suryani, N & Agung S, L. (2012). *Strategi Belajar Mengajar*. Yogyakarta: Ombak

Susilono, R dan Cepi R. (2009) *Media Pembelajaran*. Bandung: CV. Wacana Prima

Syaifudin, M. A. (2019). Pengembangan Media Pembelajaran Berbasis Lectora Inspire Dalam Pembelajaran Ski Kelas Viii Di Mts. Wahid Hasyim 01 Dau. *Vicratina: Jurnal Pendidikan Islam*, *4*(1), 18-24.

Tegeh, I, M. (2014) *Model Penelitian Pengembangan*. Yogyakarta: GrahaIlmu

Commented [A16]: And or &

Utami, B. (2013) *Media Pendidikan*. Depok : Raja Grafindo Persada.

Wardoyo, S.W. (2013). *Pembelajaran Konstruktivisme: Teori dan Aplikasi Pembelajaran dalam Pembentukan Karakter*. Bandung: Alfabeta.

Wibawa, S. C. (2017). The Design And Implementation Of An Educational Multimedia Interactive Operation System Using Lectora Inspire. *Elinvo (Electronics, Informatics, and Vocational Education)*, *2*(1), 74-79.

Commented [A17]: Refences are inconsistent.