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Development Teaching Media Using I-spring To Improve Student's Achievement Learning English at Tenth Grade In SMA Negeri 1 Rantau Selatan

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Abstrak

I-spring adalah alat untuk membuat media pembelajaran presentasi yang dapat digunakan dalam proses pembelajaran, yang mencakup aspek media dalam bentuk audio, visual, audio-visual, serta berbagai jenis evaluasi yang telah disediakan. Sampel dalam penelitian ini adalah kelas X MIPA I & X MIPA II SMA Negeri 1 Rantau Selatan yang terdiri dari 62 siswa. Tujuan dari penelitian ini adalah untuk mengetahui prosedur pengembangan media pembelajaran dan mengukur efektivitas penggunaan media iSpring dalam meningkatkan hasil belajar siswa. Hal ini dibuktikan dengan uji validitas kelayakan media oleh ahli media yang menunjukkan hasil rata-rata sebesar 94%. Hasil uji kelas X SMA Negeri 1 Rantau Selatan terhadap pengembangan media pembelajaran bahasa Inggris berbasis iSpring menunjukkan tingkat daya tarik dengan kualifikasi sangat baik berdasarkan penilaian media pembelajaran dengan persentase validitas mencapai 92,7%, yang berarti media pembelajaran bahasa Inggris berbasis iSpring sangat menarik dan layak digunakan. Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan hasil belajar antara kelompok eksperimen dan kelompok kontrol setelah diberikan pembelajaran. Pada kelompok eksperimen, hasil belajar siswa lebih baik dibandingkan dengan kelompok kontrol.

Kata kunci: Pengembangan, Media Pembelajaran, i-Spring, ADDIE, Hasil Belajar, Bahasa Inggris

Abstract

I-spring is a tool for creating presentation learning media that can be used in the learning process which includes media aspects in audio, visual, audio visual and various types of evaluation that have been provided. Sample in this research were X Mipa I & X Mipa II SMA Negeri 1 Rantau Selatan consisted of classes with 62 students. The purpose of this study was to determine the procedure for developing instructional media and to measure the effectiveness of the use of iSpring media to improve student learning outcomes. This is evidenced by the media feasibility validity test of media experts which shows an average result of 94%. The test results of class X SMA Negeri 1 Rantau Selatan on the development of i-spring-based English learning media have an attractiveness level with very good qualifications based on the assessment of learning media with the percentage of validity reaching 92.7% which means that the I-based English learning media springs are very attractive and worthy. Thus it can be concluded that there are differences in learning outcomes between the experimental group and the control group after being given learning. In the experimental group, student learning outcomes were better than the control group.

Keywords: Development, Learning Media, iSpring, ADDIE, Learning Outcomes, English

1. INTRODUCTION

The use of digital media in educational settings has gained prominence as educators seek to enhance learning experiences and outcomes. One such tool, iSpring, offers a comprehensive platform that integrates audio, visual, and interactive elements to enrich teaching and learning processes (Hermawaty, 2010). This study, conducted at SMA Negeri 1 Rantau Selatan, explored the development and effectiveness of iSpring-based media for teaching English to tenth-grade students. The findings revealed that students who were taught using iSpring demonstrated significant improvements in their learning outcomes compared to those in the control group (Putri, 2021).

Instructional design models such as ADDIE (Analysis, Design, Development, Implementation, Evaluation) were employed in creating the iSpring media. The ADDIE model supports structured development by guiding educators through a step-by-step approach to curriculum design and technological integration (Nurseto, 2011). This systematic methodology ensures that educational tools are both effective and user-friendly, catering to the diverse learning needs of students. The iSpring media developed was validated by subject matter and design experts, achieving a high average score of 94% for media feasibility (Putri, 2021).

The implementation of iSpring as an educational tool aligns with contemporary pedagogical practices emphasizing interactive and student-centered learning. Research supports that interactive multimedia platforms can foster greater student engagement and motivation, resulting in enhanced learning outcomes (Sugari, 2014).

In this context, the integration of iSpring in English instruction provided not only audio-visual learning materials but also interactive assessments, which maintained student interest and reinforced learning (Hernawati, 2010).

The study's results underscore the importance of incorporating technology into the classroom to address modern educational challenges. The experimental group exhibited marked improvements in learning, suggesting that digital tools like iSpring can significantly impact students' academic achievement (Putri, 2021). Such findings are consistent with the broader literature that highlights the positive outcomes of multimedia-based learning interventions (Nurseto, 2011; Sugari, 2014).

In conclusion, the development and deployment of iSpring-based teaching media for English learning proved beneficial, enhancing students' motivation and comprehension. This success is attributed to the structured approach of the ADDIE model and the interactive nature of iSpring, which together facilitated an engaging and effective learning environment. The research at SMA Negeri 1 Rantau Selatan thus contributes to the growing evidence supporting technology's role in education (Putri, 2021).

2. RESULTS AND DISCUSSION

The primary objective of this study was to evaluate the effectiveness of iSpring-based media in teaching English to tenth-grade students at SMA Negeri 1 Rantau Selatan. The data collected through pre-test and post-test assessments, as well as observations during the implementation of the media, provided valuable insights into the impact of iSpring on student learning outcomes.

Learning Outcomes

The experimental group, which was taught using iSpring-based media, showed a significant improvement in their English proficiency compared to the control group, which received traditional teaching methods. The pre-test scores of both groups were similar, indicating no significant difference in their initial knowledge of the subject. However, the post-test results revealed that the experimental group had a much higher average score, with improvements across all areas of language skills (listening, speaking, reading, and writing). This suggests that the interactive and multimedia elements of iSpring had a positive effect on students' language acquisition, supporting the findings of previous research that indicates the effectiveness of digital media in improving learning outcomes (Sugari, 2014).

Engagement and Motivation

One of the key advantages of iSpring-based media is its ability to engage students through interactive components such as quizzes, multimedia content, and feedback. Students in the experimental group reported higher levels of motivation and engagement during lessons, as they were actively involved in the learning process. The multimedia features of iSpring, which include audio, video, and interactive elements, helped maintain students' interest and provided a more dynamic learning experience compared to traditional methods. These findings align with the work of Hernawati (2010), who emphasized that interactive media can enhance student engagement, leading to better retention of information and overall academic performance.

Usability and Feasibility

The iSpring media developed for this study was carefully designed using the ADDIE model, ensuring that the content was both pedagogically sound and user-friendly. The media received high ratings from both subject matter experts and instructional design experts, with an average score of 94% for feasibility and effectiveness. The high validation score indicates that the media was not only technically functional but also well-aligned with the learning objectives and appropriate for the students' level of understanding. This result underscores the importance of careful planning and development when creating educational tools, as well as the role of expert validation in ensuring the quality and effectiveness of instructional media (Putri, 2021).

Discussion

The findings of this study demonstrate the potential of iSpring as an effective tool for enhancing English language learning. The use of interactive multimedia significantly improved student learning outcomes, particularly in terms of engagement and motivation. By incorporating audio-visual elements, interactive

assessments, and feedback mechanisms, iSpring provided a more engaging and immersive learning experience compared to traditional methods. Furthermore, the positive results suggest that iSpring can serve as a valuable resource in addressing the diverse learning needs of students, fostering a more student-centered approach to teaching.

The success of this study is also attributable to the structured instructional design process facilitated by the ADDIE model. By following the steps of Analysis, Design, Development, Implementation, and Evaluation, the researchers were able to create a media product that was tailored to the specific needs of the students and aligned with the curriculum. This highlights the importance of using systematic instructional design models when integrating technology into education, as they help ensure that the learning tools are both effective and pedagogically sound (Nurseto, 2011).

While the results are promising, it is important to consider the limitations of this study. For instance, the sample size was relatively small, which may limit the generalizability of the findings. Additionally, the study was conducted in a specific educational context, and further research is needed to explore the effectiveness of iSpring-based media in different settings and with diverse student populations.

3. CONCLUSION

The implementation of iSpring-based media in teaching English at SMA Negeri 1 Rantau Selatan resulted in significant improvements in student learning outcomes. The interactive and multimedia nature of iSpring fostered greater engagement and motivation, while the structured approach of the ADDIE model ensured the media's effectiveness. These findings contribute to the growing body of evidence supporting the integration of digital tools in education, highlighting the potential of technology to enhance teaching and learning in the classroom. Future studies should explore the scalability of iSpring-based media in various educational contexts and its long-term impact on student achievement.

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