Lectora Inspire Learning Media Based on Character Education in Civics

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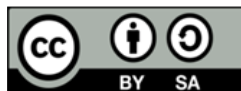
ABSTRAK

Pada era revolusi 4.0, teknologi mempunyai peranan penting dalam dunia Pendidikan, namun guru kurang memanfaatkan teknologi dalam pembelajaran sehingga berdampak pada proses pembelajaran kurang maksimal. Penelitian ini bertujuan untuk mengembangkan media pembelajaran lectora inspire berbasis pendidikan karakter pada pembelajaran PPKn. Jenis penelitian ini yaitu penelitian pengembangan. Metode penelitian menggunakan research and development (R&D) model pengembangan Hannafin and Peck. Media divalidasi oleh 3 orang ahli. Subjek uji coba produk berjumlah 15 siswa. Teknik pengumpulan data dengan pengisian angket. Teknik analisis data kuantitatif berdasarkan hasil perhitungan jawaban pada skala likert. Hasil validasi dari ahli materi diperoleh skor yaitu 87,5%. Hasil validasi dari ahli media diperoleh skor yaitu 85%, hasil validasi ahli bahasa diperoleh skor 81%. Guru diperoleh skor yaitu 98%. Hasil uji coba produk kepada siswa diperoleh skor 98%. Dapat disimpulkan bahwa media pembelajaran lectora inspire berbasis pendidikan karakter pada pembelajaran PPKn layak digunakan sebagai media pembelajaran. Implikasi penelitian ini yaitu media ini dapat digunakan untuk membangun karakter siswa.

ABSTRACT

In the era of revolution 4.0, technology has an essential role in education, but teachers do not use technology in learning so that the impact on the learning process is less than optimal. This study aims to develop Lectora inspire learning media based on character education in Civics learning. This type of research is development research. The research method uses the research and development (R&D) development model of Hannafin and Peck. Three experts validate the media. The product trial subjects were 15 students. Data collection techniques by filling out a questionnaire. Quantitative data analysis techniques are based on the results of the calculation of answers on a Likert scale. The validation results from material experts obtained a score of 87.5%. The results of the validation of media experts obtained a score of 85%. The results of the validation of linguists obtained a score of 81%. The teacher obtained a score of 98%. The results of product trials to students obtained a score of 98%. It can be concluded that the learning media Lectora inspire based on character education in Civics learning is feasible to be used as a learning medium. This research implies that this media can be used to build students' character.

1. INTRODUCTION

Along with the times, science and technology have also developed. The development of science and technology from day to day is becoming more sophisticated (Buchanan et al., 2019; Ivanov et al., 2019; Weng & Chen, 2020). The rapid development of technology has dramatically supported the existence of a revolution that the world is facing what is called the fourth industrial revolution (industry 4.0) in various fields, one of which is in the field of education (Rotatori et al., 2021; Shahroom & Hussin, 2018). Technology implementation in education includes using ICT (Information Communication and Technology) to create and develop exciting media, methods, and teaching materials (Arrosagaray et al., 2019; Baya'a et al., 2019; Hatlevik et al., 2018). However, technology is not optimal because teachers still use print media in the learning process (Dinatha & Kua, 2019; Dwi Lestari & Putu Parmiti, 2020). The findings of previous research also stated that teachers did not use technology in the learning process so that it had an impact on learning outcomes that were less than optimal (Elvarita et al., 2020; Muzijah et al.,

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2020; Sa'diyah, 2021; Utami et al., 2018). In the 2013 curriculum, mastery of technology is essential to support innovative learning activities and stay in tandem with current technological developments (Fitriyadi, 2013; Rahardja et al., 2019). The 2013 curriculum is the result of an improvement from the previous curriculum. The 2013 curriculum requires students to be more active in learning activities (Astuti & Darsinah, 2018; Sanjiwana et al., 2015; Syafi'ah, 2019). Students become the center of learning while the teacher is only a facilitator in learning activities. The 2013 curriculum is a character and competency-based curriculum (Nasihin, 2016; Sanjiwana et al., 2015). The 2013 curriculum emphasizes the mastery of student competencies and character-building (Rachmadyanti, 2017; Wastap, 2017). The purpose of learning in the 2013 curriculum is to produce meaningful learning for students.

Therefore, to implement character education in line with the 2013 curriculum, various supports are needed. One of them is creating character education-based learning media (Ahmadi et al., 2017; Trisiana et al., 2019). Several learning media can be used, including audio, visual, and audiovisual media (Arimbawa et al., 2017; Virgiana & Wasitohadi, 2016). The use of learning media is expected to increase Self Motivated Learning and Self Regulated Learning. The role of using technology in the educational aspect can be making interactive and innovative learning media that can be accessed anytime and anywhere (Buchanan et al., 2019; Weng & Chen, 2020). It is hoped that elementary school students can better understand the values of good character for themselves through these learning media. One of the media offered is Lectora Inspire Learning Media Based on Character Education. Lectora inspire is a tool that can help educators create audio-visual-based learning multimedia (Musafa, 2018; Prasetyo, 2015; Rachmawati, 2016; Shalikhah, 2016). Lectora is software that provides interactive content that can be used as an E-Learning learning media that can be filled with the subject matter and can also directly create practice questions in Lectora (Prasetyo, 2015; Rachmawati, 2016). By using Lectora, students can actively learn and develop knowledge through the content provided by the lecture application in Lectora. Besides being able to help students master learning materials independently through various applications and content provided in Lectora, through this media, students can simultaneously develop good character values in themselves in face-to-face and distance learning activities.

Character education contains three main elements: knowing goodness, loving-kindness, and doing good (Fahmy et al., 2015; Muhamad Nova, 2017; Timmermans et al., 2019). People who have character as a person's innate nature in responding to situations morally manifest in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble characters (Göthberg, 2019; Rokhman et al., 2014; Silanoi, 2012). The character is closely related to the "habit" or habit that is continuously carried out. The success of character education begins with understanding good character, loving it, and implementing good character (Bates, 2019; Koesoemadinata, 2018). Previous research findings state that Lectora inspire is an effective program in creating learning media (Umarella et al., 2019; Wahyuningsih & Mustadi, 2016). Lectora inspire is an electronic learning development software (e-learning) that is relatively easy to apply or implement because it does not require understanding sophisticated programming languages. Because Lectora inspire has a familiar interface with those who are familiar with or master Microsoft Office. Other research also states that Lectora media can be used in the learning process to improve students' abilities (Widiastuti & Wangid, 2015; Windarny & Mustadi, 2019). It can be concluded that Lectora Inspire Learning Media can be used in learning to improve students' character. This study aims to design learning media Lectora inspire based on character education in Civics learning for third-grade elementary school students. It is hoped that this media can help students in learning and improve student character.

2. METHOD

This research is a type of research and development or Research and Development (R&D). Research and development (Research and Development) is a research method used to produce products. In this study, the Hannafin and Peck development model was used. In the Hannafin and Peck development model, there are three stages, namely as follows. Hannafin and Peck's development model consists of three stages, all of which involve the evaluation and revision stages with the following explanations: 1) Needs assessment, which is an analysis of the needs needed in learning media development. The researcher's needs analysis is an analysis of student needs and an analysis of teacher needs. Analysis of student needs is carried out because students are users of the Lectora Inspire learning media developed. 2) Design stage, which is a series of stages related to media drafting. This stage consists of several stages, namely, a) Making a design framework, b) Making a media design based on a predetermined initial design framework, c) Consulting material experts, linguists, and media experts, d) Evaluation and revision. It is a draft media that will be developed and implemented in the next stage. 3) The development and implementation stage, consisting of a series of activities to develop, integrate or create new learning media based on the media draft produced at the design stage. The learning media developed then go

through several processes. Namely, a) validation to material experts, linguists, and media experts, b) evaluation and revision, and c) implementation to 15 third grade elementary school students. This research was conducted at SDN Klender 10 Pagi, East Jakarta. Methods of data collection are done by using a questionnaire to students and teachers. The instrument used in collecting data is a questionnaire. The questionnaire instrument, media, material, and language expert assessment sheets used files sent via WhatsApp and email. Here is the instrument grid.
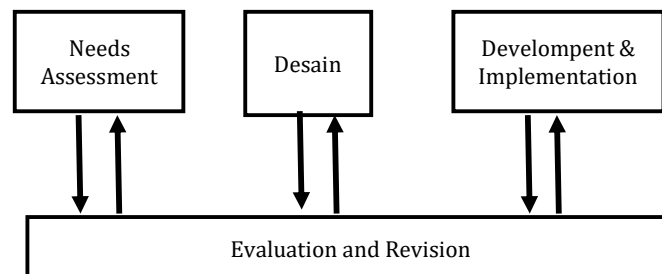

Figure 1. Hannafin and Peck Research Development Stages (Khasana et al., 2018)

Table 1. Media Expert Instrument Grid

Aspects Assessed	Assessment Component	Number
A. Quality of Materials and Learning	Completeness	1,4,5
	Interaction	2,3,7
	Draw attention	6
B. Serving Quality	Character Development	8,9
	Test Quality	10,11
	Flexibility	12
C. Programming Quality	Convenience	13,14
	Display Quality	15,16,17,18
	Program Management	19,20

Table 2. Linguistics Instrument Grid

Aspects Assessed	Assessment Component	Assessment Component
A. Media Physical Size	Resolution Compatibility	1,2
B. Media Cover Design	Layout	3
	Composition	4
C. Typography Cover	Font Size	5,6
D. Cover Illustration	Composition	7
E. Media Content Layout	Title Placement	8,9,10
	Illustration	11,12
F. Media Content Typography	Font Selection	13,14,15,16
G. Media Content Illustration	Character Development	17,18
	Facilitate Student Understanding	19,20

Table 3. Material Expert Instrument Grid

Aspects Assessed	Assessment Component	Assessment Component
A. Valid	Truth	1,3,4
	Material freshness	2
B. Level of Interest	Language	7,8
	Interaction	18
C. Usefulness	Character Development	9,11,12
	Evaluation	19,20
D. Learnability	Experience	13,15,17
E. Interesting	Visualization	6,10,14
	Example	5,16

The qualitative data analysis technique was obtained through suggestions received by the validator, and the quantitative data analysis technique was obtained through the calculation of the average questionnaire based on the Likert scale. The questionnaire instrument was made using google form in collecting data regarding needs analysis for the development of Civics learning media products.

3. RESULT AND DISCUSSION

Result

This media development research resulted in learning media in Lectora inspire learning media based on character education used for Civics learning in third grade..

Table 4. Basic Competencies and Indicators of Third Grade Civics in Elementary School

Basic competencies (KD)	Subject Matter	Indicator
3.2 Identify obligations and rights as family members and school members	My obligations and rights at home	3.2.1 Explain the meaning and kinds of obligations and rights as a family member at home
4.2 Presenting the results of the identification of obligations and rights as family members and school members.		4.2.1 Carry out obligations and rights as family members in daily life

In the beginning, this learning media is equipped with an opening page containing a moving animation (gif) of the teacher waving his hand, indicating greetings to students. There are complete instructions for use to understand the features contained in the learning media more efficiently. There are clear essential competencies and indicators as a reference for learning, and it is also opened with a moving animation/gif as an initial discussion to enter the material. In the content section, this learning media is divided into 3 contents, namely material for children's obligations at home which is equipped with 5 pictures of children's obligations at home and equipped with story illustrations to clarify the meaning and value of the character to be conveyed, material for children's rights at home is equipped with 5 images of rights. Children at home and equipped with story illustrations that clarify the meaning and values of the characters to be conveyed, and there are practice questions as practice material consisting of 10 multiple choice questions and 5 fill-in questions. In the closing section, this learning media is closed by giving students motivation to continue learning even in a pandemic condition that requires learning at home and is equipped with recommendations to comply with health protocols as a movement to support government programs to prevent the transmission of covid19.

In this development research, the product was validated by three experts and a one-third grade elementary school teacher consisting of material experts, media experts, linguists, and one third grade teacher at Klender 10 Pagi Elementary School. Validation results from material experts with a score of 87.50%, validation results from media experts with a score of 85%, validation results from linguists with a score of 81%, and third-grade teachers with a score of 98%. After carrying out the validation process by three experts and one third-grade teacher. Then the product was implemented for 15 third-grade elementary school students. Students are given a questionnaire containing ten questions, and students fill out the questionnaire. Based on the results of the questionnaire calculation, the average score was 98%.

Based on the validation results from 3 expert lecturers, they got validation results from material experts with a score of 87.50% with very valid qualifications, validation results from media experts with a score of 85% with valid qualifications, validation results from linguists with a score of 81% with valid qualifications, and third-grade teachers with a score of 98% with very valid qualifications. Moreover, the implementation results to 15 third grade elementary school students got a score of 98% with very decent qualifications. By looking at these results, it can be said that the learning media Lectora inspire based on character education in Civics learning for third-grade elementary school students is "fit" to be used as a learning medium.

Discussion

Excellent and adequate media can stimulate students' thoughts, feelings, attention, and interest so that the learning process can run well and create a pleasant learning atmosphere (Friedman & Friedman, 2013; Rahayuningsih, 2020; Suarsana et al., 2019). Learning media in elementary schools must, of course, be exciting and creative (Dinayusadewi et al., 2020; Fisnani et al., 2020). It is due to the characteristics of

elementary school students who like everything with pictures, colors, sounds, and moves. Therefore, the media used must be targeted and effective so that the material delivered can be received and absorbed well by elementary school students (Ntobuo et al., 2018; Puspitarini & Hanif, 2019).

The learning media developed, namely Lectora inspire, based on character education, can help students learn, especially building student character. Lectora inspire learning media based on character education in Civics learning for third-grade elementary school students aims to design an attractive character education-based learning media design for students and can be used in face-to-face learning and distance learning. Learning media that can be used online or offline will make it easier for students to learn (Amin & Sundari, 2020; Gabriele et al., 2016; Teng, 2019). The development of Lectora inspire learning media based on character education to train students' thinking power through illustrations and moving images (gifs) (Friedman & Friedman, 2013; Seruni et al., 2020). According to the illustrated images in the Lectora, students think about understanding short story illustrations inspire learning media (Marshel & Ratnawulan, 2020; Rizaldi et al., 2020). The use of illustrations and moving pictures (gif) as a vehicle to assist students in understanding character values. The findings of previous research stated that Lectora inspire is an effective program in creating learning media for students (Umarella et al., 2019; Wahyuningsih & Mustadi, 2016). Other research also states that Lectora media can be used in the learning process to improve students' abilities (Widiastuti & Wangid, 2015; Windarny & Mustadi, 2019). It can be concluded that Lectora Inspire Learning Media can be used in learning. This research implies that this media can be used by teachers in the learning process so that it can build students' character.

4. CONCLUSION

The results of the data analysis of Lectora inspire learning media based on character education got excellent qualifications from experts, teachers, and students. So it can be concluded that the learning media Lectora inspire based on character education is feasible in the learning process. This learning media can build students' character in a positive direction.

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