The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic

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A R T I C L E   I N F O

A B S T R A K

Dalam situasi pembelajaran online media pembelajaran akan berdampak pada peningkatan motivasi siswa dalam mengikuti proses pembelajaran. Media Pembelajaran menjadi aspek penting yang harus ada dalam upaya pencapaian tujuan pembelajaran. Penelitian ini bertujuan untuk mengembangkan multimedia interaktif berbasis pendekatan Theo-centric sebagai media belajar yang layak dan praktis digunakan oleh siswa sekolah dasar di masa pandemi Covid-19. Jenis penelitian ini adalah penelitian dan pengembangan. Subjek penelitian ini adalah ahli media, ahli bahasa, guru, dan siswa. Penentuan subjek penelitian dilakukan dengan teknik purposive sampling. Data penelitian ini diperoleh dengan teknik angket. Teknik analisis yang digunakan adalah statistik deskriptif dengan bantuan tabel kecenderungan skor. Hasil penelitian menunjukkan bahwa produk yang dikembangkan dinyatakan layak dan praktis untuk digunakan sebagai salah satu media belajar untuk siswa sekolah dasar di masa pandemi Covid-19. Hal tersebut dapat terlihat dari hasil uji kelayakan dari ahli media dan ahli bahasa yang menilai produk yang dikembangkan berada pada kategori sangat layak. Di sisi lain, hasil penilaian kepraktisan oleh guru dan siswa menunjukkan bahwa produk yang dikembangkan berada pada kategori sangat praktis. Oleh karena itu, multimedia interaktif berbasis pendekatan Theo-centric dapat dijadikan sebagai salah satu media belajar bagi siswa sekolah dasar di masa pandemi Covid-19.

A B S T R A C T

In online learning situation learning media will have an impact on increasing student motivation in participating in the learning process. This study aims to develop interactive multimedia based on the Theo-centric approach as a proper and practical learning media for elementary school students during the Covid-19 pandemic. This research is research and development. The subjects of this research are media experts, linguists, teachers, and students. Determination of research subjects is done by purposive sampling technique. The research data was obtained by using a questionnaire technique. The analysis technique used is descriptive statistics with the help of a score trend table. The results showed that the product developed was feasible and practical to be used as a learning medium for elementary school students during the Covid-19 pandemic. This can be seen from the results of the feasibility test from media experts and linguists who assessed that the product developed was in the very feasible category. On the other hand, the results of the practicality assessment by teachers and students indicate that the product developed is in the very practical category. Therefore, interactive multimedia based on the Theo-centric approach can be used as a learning media for elementary school students during the Covid-19 pandemic.

1. INTRODUCTION

Learning is an effort made by each individual to obtain a change in behavior. The change in behavior in question is adding knowledge, strengthening character, and building skills. With extensive knowledge capital, it will be easy for someone to get a solution to every problem faced in life (Pane & Dasopang, 2017; Rohmawati, 2015; Santrock, 2011). Furthermore, the character that is formed from the learning process can be used as capital in social relations in society. On the other hand, the skills acquired can be used as a complement to the two previous aspects so that a person can still achieve their existence in life (Sudrajat, 2011; Wolfolk, 2016). Learning requires an interaction between two or more parties so

that the achievement of these learning objectives can be achieved optimally. The parties in question are sources of information with objects that receive the information so that an information transfer process is formed. In the formal aspect, the intended source of information is the teacher, while the recipient of the information is the student. The process of interaction between teachers and students in an effort to transfer knowledge, form attitudes, and train skills is called learning (Kalelkar, 2017; Klein, 2015). The treatment given by the teacher in the learning process is very varied and situational. There are many influences, one of which is the cognitive development of students. Elementary school level students have different characteristics from students at the level above, therefore the teacher must provide appropriate treatment for elementary school students. Elementary school students are in the age range of 7-12 years. Piaget stated that children in the age range of 7-12 years are in concrete operational cognitive development (Lefa, 2014; Mu'min, 2013). Children who are in the concrete operational stage have special characteristics and are different from children in other age ranges. One of the things that is important for teachers to understand in children who are in the concrete operational stage is the difficulty that children experience in abstracting abstract concepts (Lubis & Dasopang, 2020; Rosyida et al., 2018). This means that children will only be able to accept real concepts, whereas not all learning materials have real concepts, in fact very much is abstract in nature. Therefore, teachers must be able to find ways for students to understand and abstract abstract concepts. One way that can be done by the teacher to help students abstract abstract concepts is to use learning media (Nugroho & Surjono, 2019; Ruiz et al., 2006).

Media in terminology comes from the word medium which means intermediary, while etymologically learning media can be interpreted as a tool that is used as an intermediary that can help achieve learning goals (Chávez Arcega, 2010; Heinich et al., 2012). Based on its shape, learning media is divided into three types, namely visual, audio, and audio-visual media (Guthes et al., 2013; Portanata et al., 2017). Furthermore, learning media also has several functions. Previous study said that learning media has several functions, namely attentional functions, affective functions, cognitive functions, and compensatory functions (Arsyad, 2005). The function of attention means that learning media can attract students' attention. Student interest in learning media will have an impact on increasing student motivation in participating in the learning process (Cahyati & Rhosalia, 2020; Nugraha & Wahyono, 2019). The affective function is meaningful with the existence of learning media causing comfort for students in participating in the learning process. Cognitive function means that with learning media it will facilitate the process of transforming knowledge because learning media can help visualize abstract concepts so that they can be presented more clearly in front of students in the learning process (Lubis et al., 2021; Taormina & Gao, 2013). The compensatory function means that learning media can help or accommodate students who experience delays in understanding information.

The Covid-19 pandemic has entered its third year of being endemic throughout the world. The emergence of the Covid-19 pandemic has had an impact on almost all aspects of life, including aspects of education and learning (W. A. F. Dewi, 2020; Nurita, 2022). The impact on the education and learning aspects was enormous, one of which was the temporary suspension of the face-to-face learning system which was changed to an online-based learning system (Lubis & Dasopang, 2021; Markuna, 2022). This has become a new problem for teachers and parents of students because they have to think about how their children's learning process will continue if the learning process is negatively impacted by the Covid-19 pandemic (Dasopang et al., 2022; Mahsun et al., 2021). This change in the learning system has a new impact, namely the emergence of various types of media. There are so many types of learning media nowadays, they are even based on technological developments (Alqahtani & Rajkhan, 2020; Syahputri & Murdiono, 2022). One of the technology-based media is interactive multimedia based on the Theocentirc approach. Learning multimedia is a combination of several media into one which is used as a tool to help achieve learning goals. Furthermore, interactive multimedia means a media that allows interaction between the user or users with the media (Mayer, 2017; Surjono, 2015). The interaction in question is that the input language entered by the user will be directly proportional to the output displayed by the media. The interactive multimedia referred to in this study is interactive multimedia which is given a Theo-centric approach. Theo-centric means centered on belief in God (Gwen, 2012; Lubis et al., 2021). It means speaking Theo-centric then it will talk about God and all of his creation. So, interactive multimedia based on the Theo-centric approach referred to in this study is interactive multimedia that is given a touch of divine knowledge and belief approach. The meaning of the touch of divine knowledge in this interactive multimedia is to add and connect the material contained in the multimedia with some of God's words related to that material. This will make students understand that no matter how much human knowledge and studies about the universe are, all of that is included in the scenario created by the creator. Involving a Theo-centric approach is very important as a step to control errors in the use of gadgets, especially during the Covid-19 pandemic (Ariston & Frahasini, 2018; Grimes & Bennett, 2015). There are many negative impacts of using gadgets by elementary school students during the Covid-19 pandemic. Therefore, the

presence of interactive multimedia based on the Theo-centric approach that was developed in this study, besides being able to help students understand teaching materials, will also be able to minimize the potential negative impacts. Various previous studies on learning media during the Covid-19 pandemic have been carried out. In previous research discussed the use of the Whatsapp application as an online learning medium during the Covid-19 pandemic (Daheri et al., 2020). Furthermore, in other research stated that interactive learning media can improve student learning outcomes in online system learning during the Covid-19 pandemic (Harvianto, 2021). Supported by study said that learning media in the form of Google classroom can be used as an alternative learning media during the Covid-19 pandemic (Yulyani, 2020). Other research findings stated that the use of E-learning and learning videos can help students achieve learning goals during the Covid-19 pandemic (Murtafiah et al., 2021). From some of the previous studies described above, there are similarities with this research, namely involving learning media with a touch of information technology. However, the position of this research can be seen in the aspect of differences with previous studies. This study tries to involve a touch of theo-centric approach to the developed interactive multimedia. Based on the literature study conducted, no research has been conducted that develops interactive multimedia based on a Theo-centric approach. Therefore, the development of interactive multimedia based on a Theo-centric approach is very important to do.

Based on the explanation above, this study aims to develop learning media in the form of interactive multimedia based on the Theo-centric approach as learning media for elementary school students during the Covid-19 pandemic. The focus of this research is to analyze the development process and the level of validity and practicality of the developed media. The result of this research is the creation of a learning media that can bring students closer to divine or religious values. Multimedia produced through this development research besides being used as learning media that can help achieve learning objectives through the material content in it, can also be used as a medium for forming religious character through the content of verses supporting the material.

2. METHOD

This study aims to develop an interactive multimedia based on a feasible and practical Theo-centric approach as a learning medium for elementary school students during the Covid-19 pandemic. This type of research is research and development. The development model used is adopted from the 4D model (Define, Design, Develop, Disseminate). The Define stage is carried out to analyze the problems and needs of the subjects under study and examine literature related to theories that can be used as a reference for problem solving (answering the needs of) the subjects under study. The Design phase is carried out to design products that are developed as solutions to problems. The Develope stage is carried out to test the feasibility and practicality of the product being developed. The Disseminate stage is carried out to disseminate products that have been declared feasible and practical to be used as learning media by media experts, linguists, teachers and students.

This research was conducted in the city of Banda Aceh. This research involved media experts, linguists, teachers and students as research subjects. Media experts and language experts were involved to test the feasibility of interactive multimedia based on a Theo-centric approach from the perspective of their respective expertise. Furthermore, teachers and students are involved in assessing the practicality of interactive multimedia based on the developed Theo-centric approach. The determination of the subject of this research was carried out using 2 techniques. The determination of the subject for the feasibility test was carried out using a purposive sampling technique, while the determination of the practicality test subjects for the developed media was carried out using the cluster random sampling technique. The research subject is show in Table 1.

Table 1. Research Subject

No	Subject	Number	Role
1	Media expert	1	Media feasibility test from the aspect of media visualization
2	Linguist	1	Media feasibility test from the aspect of language visualization
3	Teachers	1	Media practicality test from the classroom teacher's perspective
4	Students	15	Media practicality test from the student's perspective

The research data was collected using a questionnaire technique. There are 2 types of questionnaires used, namely product feasibility test questionnaires and response questionnaires. The due diligence questionnaire was used to obtain the feasibility test data for the product being developed, while

the response questionnaire was used to obtain the practicality test data for the media being developed. The due diligence questionnaire is divided into 2, namely the media expert due diligence questionnaire and the linguist due diligence questionnaire. Furthermore, the response questionnaire used was also divided into 2 types, namely the teacher response questionnaire and the student response questionnaire. The scale used in this research questionnaire is a rating scale with a scale of 1-4. Questionnaire grid for all of expert is show in Table 2, Table 3, and Table 4.

Table 2. Media Expert Questionnaire Grid

No	Assessment Aspects
1	Multimedia visual display
2	Multimedia content
3	Multimedia functionality
4	Multimedia animations and sounds
5	Multimedia features
6	Multimedia layouts

Table 3. Language Expert Questionnaire Grid

No	Assessment Aspects
1	Appropriateness of the language used
2	Appropriate spelling used
3	Image conformity with description
4	Font size suitability
5	Conformity of sentences, words, and number of words

Table 4. Response Questionnaire Grid

No	Assessment Aspects
1	Multimedia visual display
2	Ease of use
3	Ease of understanding the material
4	Appropriateness of language selection
5	Ease of understanding quiz questions
6	Appropriateness of the composition of the content provided

The data obtained in this study are qualitative and quantitative data. Qualitative data were obtained from suggestions for improvement from the research subjects, while quantitative data were obtained from the results of the due diligence and practicality questionnaires of the developed media. The qualitative data is then described and used as a reference in improving and perfecting the product being developed. While the quantitative data obtained were analyzed using descriptive statistical techniques with the help of score trend tables to determine the level of feasibility and practicality of the product being developed. The development of interactive multimedia based on the Theo-centric approach is declared successful if the results of the feasibility test show that interactive multimedia based on the Theo-centric approach is in the "Very Good" category. The score trend table is show in Table 5.

Table 5. Score Trend Table

No	Interval	Criteria
1	(Mi+1,5 SD) > X ≤ (Mi+3 SD)	Very good
2	Mi > X ≤ Mi + 1,5 SD	Good
3	Mi - 1,5 SD > X ≤ Mi	Bad
4	Mi - 3 SD ≥ X ≤ Mi - 1,5 SD	Very Bad

3. RESULT AND DISCUSSION

Result

The results of the study show that the interactive multimedia based on the Theo-centric approach developed in this study is deemed feasible and practical to be used as a learning medium for elementary school students during the Covid-19 pandemic. The feasibility test of interactive multimedia based on the

Theo-centric approach developed in this study was carried out by media experts and linguists. The results of the due diligence by media experts is show in Table 6.

Table 6. Media Expert Due Diligence Results

No	Assessment Aspects	Score	Value	Category
1	Multimedia visual display	40	B	Good
2	Multimedia content	16	A	Very Good
3	Multimedia functionality	31	A	Very Good
4	Multimedia animations and sounds	20	A	Very Good
5	Multimedia features	14	A	Very Good
6	Multimedia layouts	13	B	Good
	Total	**134**	**A**	**Very Good**

The data in Table 6 shows that the results of the feasibility test for interactive multimedia products based on the Theo-centric approach by media experts show an overall score of 134 and is in the "Very Good" category. There are 6 things that become aspects of the assessment by media experts, namely (1) multimedia visual appearance; (2) content on multimedia; (3) multimedia functionality; (4) animation and multimedia sound; (5) multimedia features; and (6) multimedia layouts. In detail, of the six aspects, the multimedia visual appearance aspect (score 40) and the multimedia layout aspect (score 13) are in the "Good" category. Furthermore, aspects of multimedia content (score 16), multimedia functionality (score 31), animation and multimedia sound (score 20), and multimedia features (score 14) are in the "Very Good" category. After assessing the feasibility of the product, media experts provide several suggestions for improving interactive multimedia products based on the Theo-centric approach developed in this study. The suggestions given by media experts aim to improve multimedia which is developed from the aspect of multimedia visualization. The suggestions given are in the form of (1) in the developed multimedia there must be instructions for using multimedia; (2) the initial display of multimedia must have menus that make it easier for students to access multimedia; (3) there must be "Exit", "Back", and "Home" buttons in each Scene for flexibility in multimedia use; (4) the color used for the background must contrast with the color of the text; (5) content in interactive multimedia must be clear and not blurry; (6) in the initial appearance of the material there must be the use of verses from the Qur'an as the basis for the Theo-centric approach used; (7) add animation to the main material menu; (8) on the quiz menu there must be a "True/False" response when students answer.

The follow-up carried out on the suggestions given by media experts is to make improvements to the product being developed. Improvements were made based on the suggestions given by the media expert. The improvements made were (1) creating instructions for using multimedia; (2) adding competency menus/learning objectives, materials, and quizzes to the "Home" section; (3) added "Exit", "Back", and "Home" buttons in each Scene; (4) create a color contrast between the Background and the text; (5) increase the resolution of multimedia displays; (6) adding verses of the Qur'an to the material scene; (7) adding motion animation and Zoom-in Zoom-out at the beginning of the Material Scene; (8) adding a "True/False" response to the quiz. The visualization of the results of the final revision of the product being developed is show in Figure 1.
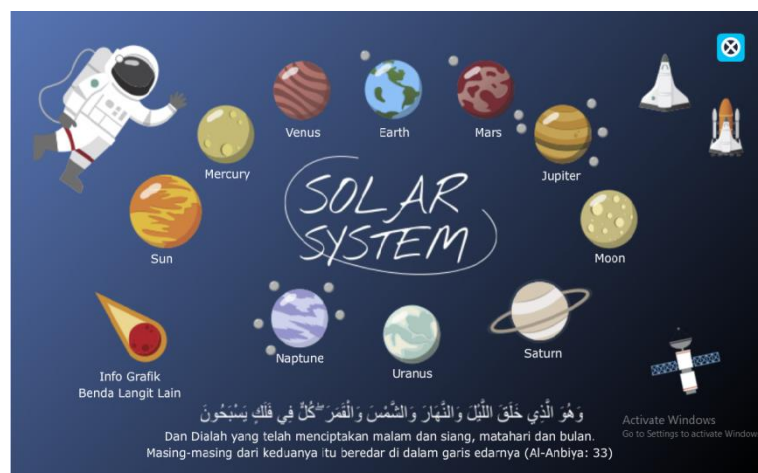

Figure 1. Multimedia Display

Apart from media experts, feasibility testing of interactive multimedia products based on the Theo-centric approach developed in this study was also carried out by linguists. Product feasibility testing by linguists is carried out to obtain test results data from the language aspect. The results of the feasibility test by linguists is show in Table 7.

Table 7. Language Expert Due Diligence Test Results

No	Assessment Aspects	Score	Value	Category
1	Appropriateness of the language used	20	A	Very Good
2	Appropriate spelling used	12	A	Very Good
3	Image conformity with description	16	A	Very Good
4	Font size suitability	12	A	Very Good
5	Conformity of sentences, words, and number of words	16	A	Very Good
	Total	**76**	**A**	**Very Good**

The data in **Table 7** shows that the results of the feasibility test for interactive multimedia products based on the Theo-centric approach by linguists show an overall score of 76 and is in the "Very Good" category. There are 5 things that are aspects of the assessment by linguists, namely (1) the suitability of the language used; (2) suitability of the spelling used; (3) conformity of the image with the description; (4) suitability of font size; and (5) suitability of sentences, words, and number of words. Of all the aspects assessed by linguists, the score indicates that each aspect is in the "Very Good" category.

After assessing the feasibility of the product, the linguists provide several suggestions for improving interactive multimedia products based on the Theo-centric approach developed in this study. The suggestions given by linguists aim to improve multimedia which is developed from linguistic aspects. The suggestions given are (1) the font size used must be larger with a font size between 14-16 pts; (2) the number of words in one Scene must be limited to reduce reader saturation; (3) the size of the letters in the title of the material must be larger; (4) avoid questions using the word "except"; and (5) image captions must be explained in detail. The follow-up carried out on the suggestions given by the linguists is to make improvements to the product being developed. Improvements made based on the suggestions given by the linguist. The improvements made were (1) changing the font size from 12 to 14 pts; (2) reduce the number of words in one Scene to a maximum of 20 words in each Scene; (3) change the font size in each material title to 16 pts; (4) changing some of the questions that still use the word "except"; and (5) detailing the explanation of each image used in multimedia. Material display is show in Figure 2.

Figure 2. Material Display

After the media and language experts stated that interactive multimedia based on the Theo-centric approach was feasible, then a practicality test of the product being developed was carried out. The practicality test in this study was carried out by involving class teachers and students. The response questionnaire was used as a data collector for the practicality test of the product being developed. The results of the teacher's response questionnaire showed that the interactive multimedia based on the Theo-centric approach developed in this study was stated to be practical to use in the "Very Good" category. The aspects assessed by the teacher in the teacher's response questionnaire to test the practicality of the

product consist of 6 aspects, namely (1) multimedia visual display; (2) ease of use; (3) ease of understanding the material; (4) suitability of language selection; (5) ease of understanding quiz questions; and (6) suitability of the composition of the content provided. In detail, the results of the teacher's assessment of all aspects of the practicality assessment of the product being developed are in the "Very Good" category. In Table 8 show the results of the teacher's response test are presented in detail.

Table 8. Teacher Response Questionnaire Results

No	Assessment Aspects	Score	Value	Category
1	Multimedia visual display	30	A	Very Good
2	Ease of use	20	A	Very Good
3	Ease of understanding the material	15	A	Very Good
4	Appropriateness of language selection	12	A	Very Good
5	Ease of understanding quiz questions	24	A	Very Good
6	Appropriateness of the composition of the content provided	24	A	Very Good
	Total	**125**	**A**	**Very Good**

After assessing the practicality of the product through a response questionnaire, the teacher provides several suggestions for improving interactive multimedia products based on the Theo-centric approach developed in this study. The suggestions given by the teacher aim to improve multimedia which is developed from the practical aspect of use by the teacher. The suggestions given are in the form of (1) the background on the quiz questions should be made with a bright color; (2) the questions on the quiz are made clearer; (3) the material should be equipped with an explanation of information that is balanced from one planet to another. The follow-up carried out on the suggestions given by the teacher is to make improvements to the product being developed. Improvements were made based on the suggestions given by the teacher. The improvements made were (1) changing the background color in the quiz section to a bright color; (2) quiz questions are made in language that is easier to understand; (3) the material is made in balance. The quiz question is show in Figure 3.

Figure 3. Quiz Questions

The next practicality test that was carried out was to test student responses to the products being developed. The response test was carried out using a student response questionnaire. The number of students involved was 15 students. The aspects assessed by students in the student response questionnaire to test product practicality consisted of 6 aspects, namely (1) multimedia visual appearance; (2) ease of use; (3) ease of understanding the material; (4) suitability of language selection; (5) ease of understanding quiz questions; and (6) suitability of the composition of the content provided. In detail, the results of the student's assessment of all aspects of the practicality assessment of the product being developed are in the "Very Good" category. In **Table 9** show the results of the teacher's response test are presented in detail. In Table 8, the results of the teacher's response test are presented in detail.

Table 9. Student Response Questionnaire Results

No	Assessment Aspects	Score	Value	Category	No
1	Multimedia visual display	278	18.53	A	Very Good
2	Ease of use	166	11.07	A	Very Good
3	Ease of understanding the material	170	11.33	A	Very Good
4	Appropriateness of language selection	227	15.13	A	Very Good
5	Ease of understanding quiz questions	118	7.87	A	Very Good
6	Appropriateness of the composition of the content provided	120	8.00	A	Very Good
	Total	**125**		**A**	**Very Good**

After assessing the practicality of the product through a response questionnaire, students provided several comments for improving interactive multimedia products based on the Theo-centric approach developed in this study. The comments given by students are used to improve multimedia which is developed from the practical aspect of use by the teacher. The comments given were (1) the writing was hard to read because the color of the writing was too dark; (2) the music is too loud; (3) it is difficult to understand the questions on the quiz; and (4) the appearance of the main menu must be improved to make it more attractive. The follow-up carried out on the comments given by students is to make improvements to the product being developed. Improvements made based on the comments given by these students. The improvements made were (1) changing the color of the text, especially on the main menu section (specifically commented on) to a lighter color because the background is already dark; (2) change the music to a more "soft" type of music and add a "loudspeaker" button which is used to control turning the music on and off; (3) simplifying the language for each question item in the quiz; and (4) adding several image icons to the main menu section so that it looks more attractive.

Discussion

The Covid-19 pandemic has had a major impact on the world of education. One of the impacts felt is the emergence of a network-based learning system (H, 2020; Pratama & Mulyati, 2020). This network-based learning system allows students to continue to follow the learning process even though they are limited in distance from the teacher. A distance learning system like this must be carried out with health and safety considerations as long as the Covid-19 outbreak is still life threatening (Basar, 2021; Salehudin, 2020). Therefore, the teacher must be able to make an innovation in learning so that learning objectives are still achieved even though the learning system changes to distance learning. One of the innovations made is to develop technology-based media, namely interactive multimedia based on the Theo-centric approach. The interactive multimedia based on the Theo-centric approach developed in this study has gone through a feasibility test and practicality test. The feasibility test was carried out by involving media experts and linguists, while the practicality test was carried out by involving teachers and students. Media experts assess the feasibility of interactive multimedia based on the Theo-centric approach from 6 aspects, namely (1) multimedia visual appearance; (2) content on multimedia; (3) multimedia functionality; (4) animation and multimedia sound; (5) multimedia features; and (6) multimedia layouts. This is in accordance with previous study who said that interactive learning multimedia must have an attractive appearance and be able to help students understand the material being taught (Istiqlal, 2017). Furthermore, other study said that interactive multimedia must have features that make it easier for users to run the developed multimedia (A. K. Dewi et al., 2019). This study said that interactive multimedia must be able to combine an attractive display with the content of the learning materials being taught (Irawan & Suryo, 2017). These findings support with opinion who said that interesting learning media can increase elementary school students' learning motivation in participating in the learning process (Hutama, 2016; Pilendia & Amalia, 2020). Furthermore, good motivation can facilitate the achievement of learning objectives.

There are several suggestions given by media experts to perfect the product being developed, namely (1) making instructions for using multimedia; (2) adding competency menus/learning objectives, materials, and quizzes to the "Home" section; (3) added "Exit", "Back", and "Home" buttons in each Scene; (4) create a color contrast between the Background and the text; (5) increase the resolution of multimedia displays; (6) adding verses of the Qur'an to the material scene; (7) adding motion animation and Zoom-in Zoom-out at the beginning of the Material Scene; (8) adding a "True/False" response to the quiz. Previous study said that interactive multimedia must have instructions for use so that students can operate it effectively and efficiently (Kumalasani, 2018). Furthermore, it supported by other study said that teachers need to convey learning objectives to students so that the achievement of learning objectives can be obtained optimally (Lubis, 2019). For reasons of efficiency and flexibility in the use of multimedia,

interactive multimedia must be connected between one scene and another. The addition of animation to interactive multimedia can attract students' attention so that they are more motivated to follow the learning process (Lubis & Wangid, 2019; Puji et al., 2014; Widyaningsih et al., 2020). Apart from being assessed by media experts, this interactive multimedia based on the Theo-centric approach is also assessed by linguists. There are 5 things that are aspects of the assessment by linguists, namely (1) the suitability of the language used; (2) suitability of the spelling used; (3) conformity of the image with the description; (4) suitability of font size; and (5) suitability of sentences, words, and number of words. This is in accordance with the findings which state that a learning media based on reading books must have an effective sentence structure so that the message or information can be conveyed properly to the reader. Furthermore, other study states that when the information contained in learning media is conveyed properly to students, it will be easier for them to achieve learning goals (Lubis et al., 2022).

There are several suggestions for improvement suggested by linguists. The suggestions given are (1) the font size used must be larger with a font size between 14-16 pts; (2) the number of words in one Scene must be limited to reduce reader saturation; (3) the size of the letters in the title of the material must be larger; (4) avoid questions using the word "except"; and (5) image captions must be explained in detail. This is in according with the opinion of previous study who stated that font size is an important part to be adapted to the media being developed because students will find it difficult to read and understand information written with font sizes that are too small (Afnida & Fitriani, 2016). Furthermore, supported with research stated that determining the size of a reading text has an influence on elementary school students' reading interest (Sari & Wardani, 2021). That is, if the font size is too small and dense it can reduce students' interest in reading the reading text so that information is difficult to convey. Previous study stated that the construction of evaluation questions should not contain statements or questions that are double negative (Istiyono et al., 2014). Therefore, questions may not use the word "except" as the core of the question. In addition to receiving suggestions and comments from media and language experts, the process of improving the products developed in this study also involved suggestions and comments from the responses of teachers and students. Some suggestions from the teacher include changing the background color on the quiz to a brighter color. This is in accordance with the opinion which states that the background color of the media must have a good contrast to the color of the text used (Rosvita & Anugraheni, 2021). If the text color is dark, the background should be a light color so that the text is legible. In addition, the teacher also gave suggestions that the material must be delivered in a complete and balanced manner according to the needs and cognitive development of students. This is in accordance with the opinion which states that the material presented to elementary school students must be concrete, easy to understand, and complete so that students can easily understand the material presented (Iswara, 2016). Student comments on the product being developed are also the basis for consideration in product improvement. Some of the student comments include the music (back sound) that is used too loud so it needs to be repaired or replaced. This is in accordance with the opinion who states that the use of music in interactive multimedia should not be too loud because it can disrupt students' focus on the learning process when using multimedia (Deliany et al., 2019). The improvements made are replacing the background sound with a lower type of music and adding speaker buttons that students can use to control (on/off) music. This is in accordance with the opinion who states that interactive multimedia users must be able to control the music features contained in the multimedia (Hotimah et al., 2021). This is due to the diversity of student learning styles, there are students who feel comfortable with music but there are also students who feel disturbed by it. Therefore, making music control buttons is highly recommended in developing interactive multimedia.

The interactive multimedia developed in this study is an interactive multimedia based on the Theo-centric approach. This interactive multimedia, which not only contains science learning material, also contains content in the form of verses supporting the material. Besides adding verses to multimedia, it can help clarify the context of the material being taught or conveyed by the teacher (Asela et al., 2020; Hakim & Windayana, 2016; Zinnurain & Gafur, 2015), can also form the religious character of a student (C. Dewi, 2019; Saputro & Soeharto, 2015). The addition of a Theo-centric approach to multimedia developed in research is an important part because this approach can also provide a new reference for teachers in making learning media that can help students achieve learning goals and shape student character. This research has only reached the development stage. Recommendations for future researchers is the need to test the effectiveness of interactive multimedia based on the Theo-centric approach of various variables. It is hoped that by testing this effectiveness, an interactive multimedia based on a Theo-centric approach will be created that is feasible, practical and effective for use as a learning medium.

4. CONCLUSION

The results of the study indicate that the interactive multimedia based on the Theo-centric approach developed in this study is deemed feasible and practical by media, material and language experts. Therefore, interactive multimedia based on the Theo-centric approach can be used as a learning medium for elementary school students during the Covid-19 pandemic. Based on these results, interactive multimedia based on the Theo-centric approach developed in this study can be used as a learning medium in elementary schools during the Covid-19 pandemic.

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