Development of *Ispring-Based* Learning Media in The Indonesian Language and Literature Education Study Program in The Learning Process of Pragmatic Courses

Inayah Hanum[1], Azhar Umar[2], Trisnawati Hutagalung[3]

{inayahhanum860@gmail.com[1], Azhar_umar60@yahoo.com[2], trisnawati.hutagalung@yahoo.co.id[3] }

Indonesian Language and Literature Education Study Program, Faculty of Language and Arts, Universitas Negeri Medan, Indonesia, 20221[1.2.3]

Abstract. The purpose of this study is to (1) describe the needs of lecturers and students for iSpring- based learning media in the Indonesian Language and Literature Education Study Program FBS Unimed; (2) develop an initial product of iSpring-based learning in pragmatics courses in the Indonesian Language and Literature Education Study Program FBS Unimed. The sample in this study, namely student semester IV regular class B for the 2022/2023 academic year of the Indonesian language and literature education study program. This research uses the Research and Development (R&D) method, with observation data collection techniques, questionnaires, and special tests. Where in it there are 7 research procedures, namely needs analysis, resource identification, product specification identification, product development, validation, product testing, and product. The results showed thatall lecturers and students 100% needed iSpring-based learning media.

Keywords: Learning Media, iSpring, Pragmatics

1 Introduction

Education, which is something important that is a priority for the government in realizing national development, as stated in Law Number 20 of 2003 concerning the National Education System states that national education develops skills and educates people who have noble character, in order to educate the nation's life and develop the potential of students to become human beings who believe and have noble character and national character. forming civilization. Citizens who are pious, dignified, sane, knowledgeable, capable, creative, independent, democratic and responsible.

To achieve the goals of national development in the world of education, technology is needed. As is known, that education and technology are things that are side by side and cannot be separated. The use of technology in education allows for more varied, easy and fun learning

ICIESC 2022, October 11, Medan, Indonesia

DOI 10.4108/eai.11-10-2022.2325328

activities, including the use of media in learning, both in schools and in universities. Therefore, the development of information and communication technology has a great influence on the world of education.

Learning media is one of the supporting factors for the achievement of learning objectives. The use of technology as an integrated learning medium is expected to make it easier to convey information and can also influence the learning process to be more effective both in schools and universities. In higher education, learning media can be used as one of the components that can help lecturers or students in the learning process. For this reason, lecturers and students are expected to have a sufficient understanding of learning media and how to use them. However, so far, based on the results of observations that have been made at Medan State University, Faculty of Language and Arts, Department of Indonesian Language and Literature, it can be known that most lecturers or students only use the media in the learning process, so that boredom or disinterest arises in learning. And it can have an impact on not achieving learning objectives, for example on Pragmatic learning.

In general, the use of learning facilities can provide stimulus to students in the learning process, so that it becomes one of the factors in achieving maximum learning outcomes. The goal of the institution is to have high-quality graduates. One of them is by improving the quality of learning that utilizes new learning media. Along with the development of technology, there are many types of active, creative and interesting learning media that can be used in the teaching and learning process, one of which is *iSpring*-based learning media. So far, the learning media that is often used is *Powerpoint* media, but *Powerpoint* media only displays ordinary features, and if it continues to be used without any combination with other applications, then *Powerpoint* itself will look unattractive and monotonous. That way there is a need for a combination of *iSpring*-based media that can be paired with *Powerpoint* media or other media.

Several studies have shown that the use of learning media based on *iSpring-based* learning media can improve the quality of learning for students. One of them is a research conducted by Nury Yuniasih, et al (2018) entitled Development of Interactive Media Based on *Ispring* Material of the Human Digestive System Class V at SDN Ciptomulyo 3 Malang City. His findings demonstrate the value of interactive media. Media pundits rate it 85%. Got a 94% rating from material experts. It has 93% reviews from potential users. A score of 93% was obtained in assessing the results of student responses in the limited field test. Depending on the presentation of the evaluation results, interactive media can be 'appropriate' or 'better' as a teaching method. This is in line with the research conducted by Maryana, et al (2019) entitled Development of Mathematics Learning Media Using *Powerpoints* and *Ispring Quizmakers* on Pythagorean Theorem Material.

The results of his research showed that (1) the validation of the material, media, grids and tests, student responses, student activities, and RPP used was valid after being validated by a team of experts (2) the practicality of the learning media measured was that student activities in classes VIIIb and VIIIa could be categorized as both trial classes were very good, as well as the implementation of the learning obtained was high. It shows a practical learning medium to use; (3) for the effectiveness process is very effective, it is proven that what is measured is the learning outcomes, namely *pretest* and *posttest* using the *N-gain* formula, they are in the

category and the student response is obtained very positive results. So that this learning media meets the criteria of validity, practicality, and effectiveness.

2 Theory

Learning Media

According to Rusman (2013: 160) learning media is a messenger technology that can be used for learning purposes; learning media is a physical means to convey the subject matter. Learning media is communication advice in print and hearing forms including hardware technology. Munadi (2013: 7) defines learning media as everything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Learning media has a function to provide motivation and interest for students to be more active and enthusiastic in participating in learning activities and can help students achieve the same competencies (abilities, skills, and attitudes).

iSpring

iSpring is a tool that provides several features on power points which include realistic dialogue simulation characters with the addition of an assessment evaluation feature. The results of making learning media using *iSpring* can be converted in the form of *flash, power point*, HTML5, and MP4 video formats, or can even be used as mobile-based media (Bauman, 2016).

Of the various features above, it can be mentioned that *iSpring* has a wide range of uses, among them:

1. Can insert various forms of media including being able to record sound, presenter videos, learning videos, add Flash and YouTube videos, import or record audio, add information on presentation makers and educational logos, create materials in the form of 3-dimensional books, and create interesting navigation and designs.
2. It is easy to convert in flash format without having to create it from adobe flash player software, and can also be published on web pages offline.
3. Can create quizzes with various types of interesting questions/ questions, such as: True/False, Multiple Choice, Multiple response, Type In, Matching, Sequence, numeric, Fill in the Blank, Multiple Choice Text.
4. Its easy manufacturing and output results that do not require large capacities so that it does not burden the laptop or computer.

iSpring works as a*dd-ins PowerPoint* so that the placement of *iSpring* is in *microsoft power point* in other words researchers also use *microsoft power point* as the basis for providing outline materials only because remembering that when using *power points* alone it is still not interactive.

Pragmatic

At first the term pragmatics was much related to linguistics or sociolinguistics, but the subsequent development of its existence was much related to the problem of language teaching. Therefore, it can be said that pragmatics is part of linguistic studies, rather than a study of language teaching. By itself, pragmatics departs from linguistics, does not depart from the problem of language teaching. According to Morris in Gazdar (1979: 85) that pragmatics are one part of the study of signs or signs of language. According to him, it is said that language signs, in his study can be divided into three types, namely: (1) syntactic, (2) semantic, (3) pragmatic.

In relation to this pragmatics, according to Nababan (1987:2) what is meant by pragmatics is the rules of language use, namely the choice of the form of language and the determination of its meaning in relation to the intention of the speaker according to the context and circumstances. According to Leech (1983), what is meant by pragmatick is a language study that seeks to find the meanings of speech adapted to the situation.

Meanwhile, according to the *Imteranational Pragmatics Association* (IPRA), what is meant by pragmatick is a language investigation that concerns the ins and outs of the use of language and its functions (in Soemarmo, 1987: 3).

3 Research Methods

This research was designed using *the Research and Development* (R&D) method. The research and development method (R&D) according to Sugiyono (2015) is a research method used to produce a certain product and test the effectiveness of the product. As the name suggests, research and development methods. The research referred to here is to test *iSpring*-Based Learning Media which is carried out in the Pragmatics learning process at the Indonesian Language and Literature Education Study Program FBS Unimed. The development in question is how to develop *iSpring*-Based learning media in the Indonesian Language and Literature Education study program FBS Unimed after testing.

In this study, the procedure carried out only comes to the stage of product development. The design validation stage is a stage that aims to assess whether the product is feasible or unfit for the product being developed, namely interactive multimedia using the validation assessment sheet instruments of experts, namely material experts and design experts. The population in this study, namely all students in the fourth semester of the 2022/2023 academic year of the Indonesian language and literature education study program with a sample of college student semester IV regular B class for the 2022/2023 academic year of the Indonesian language and literature education study program.

Data analysis is carried out using data from the needs analysis questionnaire obtained from lecturers and students, as well as using data on the suitability of learning materials and designs on products obtained from material experts and design experts who have gone through expert validation tests. Expert validation data is used to determine whether the product has been produced is feasible. Furthermore, data on interest, ease and benefits of the product are obtained from field tests directly to students.

4 Results and Discussion

The product produced from this research and development is *iSpring-based* teaching materials as independent teaching materials for students in pragmatic learning.

4.1 Results of the Needs Analysis of the Use of iSpring-Based Learning Media in the Indonesian Language and Literature Education Study Program

Based on the questionnaire given to lecturers and students, 100% said that they really need the use of iSpring-based learning media. For clarity can be seen in the following table.

Table 1. Analysis of the Needs of using *iSpring*-Based Learning Media in the Indonesian Language and Literature Education Study Program.

No	Question	Answer	Frequency			percentage
			Lecturer	Student College	Total	
1	Do you have an electronic device like an android *smartphone*?	Yes	5	30	35	100%
		No	0	0	0	0%
2	Does the Android smartphone you have support learning?	Yes	5	30	35	100%
		No	0	0	0	0%
3	Are you familiar with i*Spring-based* learning media?	Yes	4	12	16	45.71%
		No	1	18	19	54.28%
4	Is it when you teach/learn using *iSpring-based* learning media?	Yes	0	0	0	0%
		No	5	30	35	100%
5	Do you need *iSpring-based* learning media in the teaching/ learning process?	Yes	5	30	35	100%
		No	0	0	0	0%

Based on table 1 regarding the analysis of the needs of using Ispring-based learning media, the following data were obtained:

1. All lecturers and all students (100%) have electronic devices such as Android smartphones.
2. All lecturers and students (100%) have android smartphones that support learning.
3. Most lecturers and a small percentage of students (45.71%) are familiar with iSpring-based learning media. A small percentage of lecturers and most students (54.28%) are not familiar with iSpring-based learning media.
4. All lecturers and all students (100%) do not use iSpring-based learning media when teaching / learning.
5. All lecturers and students (100%) need iSpring-based learning media.

From the questionnaire analysis, it can be said that the application of iSpring-based learning media is needed by lecturers and students in the Indonesian Language and Literature

Education Study Program. This is in line with the results of interviews conducted with lecturers and students who stated that the learning carried out so far has never used iSpring-based learning media. Students expect lecturers to want to use iSpring-based learning media in the learning process so that learning outcomes can improve. This is in line with the opinion of Sanjaya (2014: 76) who stated that the word learning is a translation of instruction, which is assumed to make it easier for students to learn everything through various media, such as printed materials, television programs, images, audio, and so on so that all of this encourages a change in the role of teachers in managing the teaching and learning process, from teachers as learning resources to teachers as facilitators in teaching and learning.

4.2 Development of iSpring-Based Learning Media in Pragmatics Courses in the Indonesian Language and Literature Education Study Program FBS Unimed

Currently, students are inseparable from technological developments, the use of smartphones and internet access has become mandatory. Internet access that is often used by students is in the form of social media. Meanwhile, the Pragmatic teaching materials used by students so far are printed teaching materials. These deficiencies can affect the learning outcomes of students in Pragmatic learning so that development needs to be carried out. The following is a comparison of old teaching materials with teaching materials that have been developed:

Old Teaching Materials	Developed teaching materials
There are no examples of images/animations in the material description	There are examples of images/animations in the description of the material
Don't have *mind mapping*	There is *mind mapping*
Only printed in books	Teaching materials developed with the help of the *iSpring* application

Seeing the facilities provided by Unimed at the Faculty of Language and Arts can be used in implementing interesting and interactive teaching materials, namely iSpring-based teaching materials that have been developed in the Indonesian Language and Literature Education Study Program. The results of the development of iSpring-based teaching materials can be seen in the following picture.

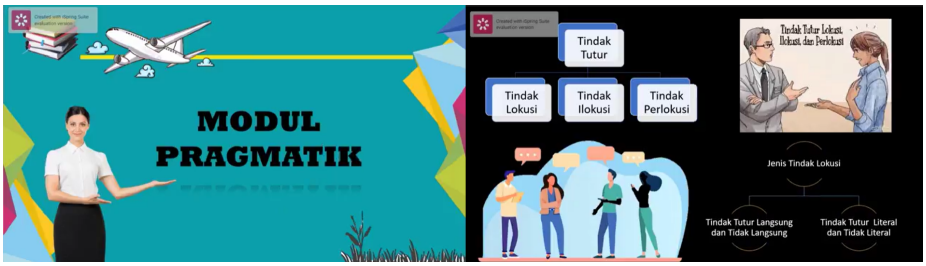

Fig. 1. *iSpring*-Based Teaching Materials Page in Pragmatics Courses in the Indonesian Language and Literature Education Study Program FBS Unimed

4.3 Expert Assessment of iSpring-Based Learning Media Materials for Content Feasibility

The validation results from media material experts on *iSpring-based* teaching materials are viewed from the aspect of material conformity with learning outcomes of 84.3% with excellent categories, then from the aspect of material accuracy of 86% with excellent categories, then from the aspect of material update of 85.4%, and finally in terms of aspects of encouraging curiosity by 84.5% with excellent categories.

Table 2. Expert Assessment of iSpring-Based Learning Media Materials for Content Feasibility

Component	Average (%)	Criteria
Conformity of the material to learning outcomes	84.3	Excellent
Accuracy of the material	86	Excellent
Material updates	85.4	Excellent
Encourage curiosity	84.5	Excellent

4.4 Expert Assessment of *iSpring-Based* Learning Media Materials for Presentation

The validation results from media material experts on *iSpring-based* teaching materials were reviewed from the aspect of presentation techniques of 84.5% with excellent categories, then from the aspect of supporting presentations of 85.5% with excellent categories, then from the aspects of learning presentation by 84%, and finally reviewed from the aspects of coherence and collapse of the mind flow by 85.5% with excellent categories.

Table 3. Expert Assessment of iSpring-Based Learning Media Materials for Presentation

Component	Average (%)	Criteria
Serving technique	84.5	Excellent
Supporters of the presentation	85	Excellent
Presentation of learning	84	Excellent

Coherence and collapse of the mindset	85.5	Excellent

4.5 Expert Assessment of *iSpring-Based* Learning Media Materials for Language Aspects

The validation results from media material experts on *iSpring-based* teaching materials were reviewed from the straightforward aspect of 85.3% with the excellent category, then from the communicative aspect of 88% with the excellent category, then from the dialogical and interactive aspect of 85.5%, then from the aspect of conformity with the level of student development of 83.5% with the excellent category, then from the aspect of conformity with the rules by 86% with excellent categories, and finally in terms of the aspect of using the term by 86% with excellent categories.

Table 4. Expert Assessment of iSpring-Based Learning Media Materials for Language Aspects

Component	**Average (%)**	**Criteria**
Straightforward	85.3	Excellent
Communicative	88	Excellent
Dialogical and interactive	85.5	Excellent
Suitability to the level of student development	83.5	Excellent

4.6 *iSpring-Based* Learning Media Design Expert Assessment Score

The validation results from media design experts on iSpring-based teaching materials are reviewed from the aspect of effective and efficient learning availability of 86% with an excellent category, from a reliable aspect of 85% with an excellent category, from the maintanable aspect of 87%, from the aspect of maintanable by 87%, from the aspect of usability of 86% with the category is very good, from the aspect of accuracy of selecting the type of application / software / tool / for developers by 85% with the category is very good, in terms of compatibility aspects of 84% with excellent categories , in terms of the aspect of easy program packaging of 86% with an excellent category, then from the aspect of completeness of learning media by 87% with an excellent category, and finally reusable by 85% with an excellent category.

Table 5. *iSpring*-Based Learning Media Design Expert Assessment Score

Component	**Average (%)**	**Criteria**
Effective and efficient learning media	85.3	Excellent
Reliable	85	Excellent
Maintanable	87	Excellent
Usability	86	Excellent
Accuracy of selection of application type/software/tools/for developers	85	Excellent

Compatibility	84	Excellent
Easy programs packaging	86	Excellent
Completeness of learning media	87	Excellent
Reusable	85	Excellent

Some of the suggestions from media expert validators are as follows:
1. Complete the program in iSpring-based learning media
2. The media included in iSpring-based learning media should be more attractive.

4 Conclusion

The conclusion of the study is that the study was conducted to develop Ispring-Based Learning Media in The Indonesian Language and Literature Education Study Program in The Learning Process of Pragmatic Courses, (1) The high level of needs of students and lecturers for iSpring-based teaching materials in the Indonesian Language and Literature Education Study Program FBS Unimed, (2) The design of developing iSpring-based teaching materials consists of 7 research procedures, namely analysis of identification needs, resources, identification of product specifications, product development, validation, product testing, and products. The results of material expert validation for content aspects with excellent qualifications (85.4%), material expert validation results for the presentation aspect are at very good qualifications (85%), the validation results of material experts in the linguistic aspects are in the very good qualification category (85.4%) and the validation results of design experts in qualifications are very good (85.6%), and (3) the next plan activities are describing the results of the development and implementation of iSpring-based teaching materials.

References

[1] Hadi, Antonius Prasetyo, dkk. (2019). Pengembangan Media Pembelajaran Berbasis Ispring Suite 8 pada Materi Perwasitan Matakuliah Teori Dan Praktek Bola Voli 1 Tahun Akademik 2018/2019. Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya: Vol. 25, No. 2, Hal.18-26

[2] Maryana, dkk. (2019). Pengembangan Media Pembelajaran Matematika Menggunakan Powerpoint Dan Ispring Quizmaker Pada Materi Teorema Pythagoras. Jurnal Penelitian Matematika dan Pendidikan Matematika: Vol. 2, No. 2, Hal 53-61

[3] Munadi, Yudhi. (2013). Media Pembelajaran. Jakarta Selatan: REFERENSI.

[4] Rohmadi, Muhammad. (2014). Kajian Pragmatik Percakapan Guru Dan Siswa Dalam Pembelajaran Bahasa Indonesia. Jurnal Paedagogia: Vol. 17, No. 1, hal 53-61

[5] Rusman. 2013. Belajar dan Pembelajaran Berbasis Komputer: Mengembangkan Profesionalisme Guru Abad 21. Bandung: Alfabeta

[6] Saefudin. (2013). Pendekatan Pragmatik dalam Mendukung Kemampuan Komunikasi Lisan. Jurnal Al- Turas: Vol. 109, No. 1, hal 1-12

[7] Sanjaya, Wina. (2012). Media Komunikasi Pembelajaran. Jakarta: Kencana Prenada Media Group Sastrakusumah.

[8] Evi Noviyanti, dkk. (2018). Pengaruh Media Pembelajaran Interaktif Berbantuan Aplikasi Ispring Presenter Terhadap Kemampuan Berpikir Kritis. JTEP: Vol. 3, No. 1, Hal. 462-485.
[9] Siddiq, Mohammad. (2019). Tindak Tutur Dan Pemerolehan Pragmatik Pada Anak Usia Dini. Jurnal Kredo: Vol. 2, No.2, hal 268-290.
[10] Sudaryanto. (2015). Pragmatik dan Aspek-Aspeknya dalam Pengajaran Bahasa Indonesia. Jurnal Cakrawala Pendidikan: Vol. -, No. 1, hal 69-85.
[11] Sugiyono. (2017). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung: Alfabeta
[12] Sumargono, dkk. (2019). Pengembangan Media Pembelajaran Sejarah Berbantuan Ispring Suite 6.2 Untuk Meningkatkan Hasil Belajar Pada Siswa Kelas XI IPS SMAN 1 Surakarta. Jurnal Pendiidkan Sejarah Indonesia: Vol. 2, No. 1, hal. 82-99
[13] Wati, E.R. (2016). Ragam Media Pembelajaran. Jakarta: Kata Pena
[14] Yuniarti, Netti. (2014). Implikatur Percakapan Dalam Percakapan Humor. Jurnal Pendidikan Bahasa: Vol. 3, No. 2, hal 225-240
[15] Yuniasih, Nury, dkk. (2018). Pengembangan Media Interaktif Berbasis Ispring Materi Sistem Pencernaan Manusia Kelas V di SDN Ciptomulyo 3 Kota Malang. JIP: Vol.8, No. 2, Hal. 85-94.