

Development of Interactive Media-Based Learning Models for Improving Learning Outcomes English in Class X North Labuhanbatu Man

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Abstract. This study aims to: (1) produce a learning model that is feasible to use, easy to learn and can be used for learning (2) to determine the effectiveness of interactive media-based learning models. This type of research is a development research that uses the Borg and Gall product development model and integrated with the Dick and Carey learning design model. This research was conducted on class X students of MAN Labuhanbatu Utara. The method used in this model is the Quasi Experimental method. The research sample was 72 students consisting of 36 students as an experimental class who were taught using the "AMUSE" learning is based on interactive media and 36 students as a control class are taught using the Inquiry learning model. The results of the hypothesis test research prove that there is a significant difference between students' English learning outcomes who are taught using the learning model. "AMUSE" is based on interactive media with the results of learning English taught using the Inquiry learning model. This is indicated by the acquisition of data that is the significance value obtained is 0.006. Significance value (sig) < 0.05 then H_0 is rejected and H_a is accepted. So it can be concluded that the "AMUSE" learning model based on Interactive Media is better than the Inquiry learning model.

Keywords: interactive media-based "AMUSE" learning model, Inquiry learning model, English learning outcomes

1 Introduction

The world is currently experiencing the fourth industrial revolution, or the 21st century, where science and technology are developing rapidly and becoming a fundamental part of everyday life, thus requiring the development of skills that enable humans to compete on a global scale. To prepare for the 21st century and period 4.0, one of the efforts made is to educate the public to become superior human resources (HR). The field of education must keep up with advances in information and technological resources to provide students with more sophisticated tools for learning. They can support learning so that they can create an efficient learning process by having a thorough understanding of how technology works. (2002) Rose, Meyer, and Strangeman

Based on the results of research conducted at MAN Labuhanbatu Utara class X MIPA, the current method of learning English is not in line with the expectations of the teacher. The researcher identified a number of problems that reduce the effectiveness of the learning process,

including teachers who tend to use traditional teaching methods such as lectures, questions and answers, and homework assignments, and teachers who only focus on books when introducing new concepts to them. When the instructor tried to ask a short question, the students only reacted simply according to the textbook, and most of the students remained silent. Then, the students looked sluggish and only become listeners. Teachers also rarely use interesting teaching tools which demotivate students.

Supporting this statement, Atikah's research (2016: 2) found that many teachers continue to teach only with the aim of providing material to students. Most of teachers use a lecture, practice, and task approach, which makes boring and inhibits the growth of students' potential, reduces children's motivation to extend. These facts enforce them to the unsatisfactory learning outcomes.

In addition, during the interviews conducted outside the classroom, some students stated that the English class was less fun, boring, unattractive, and totally disinterested in learning. The students' activity was also showing lack during the learning process as they responded the teacher's questions. This case affected them to get high learning achievement. Having counted the result of the students' outcomes, it showed that 41.6% was in under Minimum Completeness Criteria (KKM) set by the school, which qualified to be in 75. The learning process needs to be changed considering current conditions. circumstances.

Thus, the learning process needs to be supported by any models in order to develop course curriculum, select resources, and coordinate instructor activities (Joyce & Weil, 1980: 3). Henceforth, Slavin (2010) said that the learning model is a learning method that combines objectives, syntax, environment, and management systems.

In accordance with the learning objectives, teachers must also be able to use interesting media to arouse the students enthusiasm to learn. This is in accordance with the statement of Burden and Byrd (1999: 137) that learning media serves as a tool to teach new information to students. On the other hand, Gagne (2006: 14) argues that various media are environmental elements that can support student learning.

Besides that, Shilpa (2014: 67) claims that students can increase their own knowledge and abilities for professional growth through media.

2. Research Method

According to Borg & Gall, this study uses a research and development (R&D) methodology that combines the manufacture and validation of research products as part of the process (2003).

2.1 Research Results

Learning Model "AMUSE" Class X MAN For English Subjects Based on Interactive Media The use of North Labuhanbatu is practical.

Validation test is carried out to determine whether a product is feasible or not. Product validation asks for input from content, design, and media experts who evaluate content requirements, learning elements, content accuracy, as well as learning media and design. The "AMUSE" learning model based on Interactive Media aims to explore several general aspects in the process of developing a product through revised and refined aspects based on data analysis, trials, and

input from material experts, learning design experts, as well as media experts, and students as users. model.

The table below summarizes the average percentage of assessment findings on the interactive media-based "AMUSE" learning model in English topics determined by subject matter experts, graphic designers, media experts, one-on-one trials, small group trials, and testing field.

Table 1. Summary of the Average Percentage of Assessment Results on the "AMUSE" Learning Model Based on Interactive Media in English Subjects.

No	Respondent	Average percentage	Criteria
1	Material Expert	92%	Very good
2	Learner Design Expert	96%	Very good
3	Media Expert	86%	Very good
4	Individual trial	90%	Very good
5	Small Group Test	94%	Very good
6	Field Test	91%	Very good
	Average	92%	Very good

The "AMUSE" Learning Model Based on Interactive Media in English subjects is proven to be applicable based on the table above. This is because it has gone through individual tests, small group tests, field tests, and material experts, design experts, and media experts, with the results of **"Very Good"**.

Student Learning Outcomes using the "AMUSE" learning method based on inquiry-based interactive media

Table 2. T-Test Data Posttest Control Class and Experiment Class

T-Test Results	T-test for P os test	
	Sig (2-way)	Difference h Standard Deviation
Assumption of Same Variant	0.0 06	2,114
Assumption of Unequal Variants	0.0 06	2,114

With one-sided t-test, the significant result according to the table is 0.03. H_a is accepted if the significance value (sig) is less than 0.05 which rejects H_o . The "AMUSE" learning paradigm based on interactive media can be said to be superior to the inquiry learning model.

3 Result and Discussion

Based on evaluations, recommendations, and comments from material, design, and learning media experts, several aspects were changed and improved. The continuity of the material, presentation, language, and visuals are among the characteristics of the learning media evaluated.

According to Aunnurrahman (2009:119), student participation in the learning process is a crucial and essential problem that must be understood and nurtured by all teachers. This is in accordance with the assertion of Triandita (2008) that student participation is the most basic

requirement in the learning process. Concepts are given more simply, clearly, and methodically when the interactive media-based "AMUSE" learning paradigm is used in English classes. Students are given activeness and independence as well as the opportunity to interact with other students, lecturers, and the media through interactive media based on the "AMUSE" learning paradigm in English classes.

Hanum (2013) claims that e-learning can be used as a tool for classroom learning and can be used to improve students' understanding of subject matter, diversify sources of teaching materials, add learning activities, and help teachers organize the learning process in the classroom. . based on the processing and results of the research. What is done is that there are differences between students who use the interactive media-based "AMUSE" learning model in English subjects and students who use the Inquiry learning model in terms of the learning outcomes they achieve. Specifically, the average score of English taught using the interactive media-based "AMUSE" learning model in English subjects is higher than that using the Inquiry learning model.

4 Conclusion

According to the review, it can be said that the AMUSE learning paradigm based on interactive media is an excellent way to be applied by teachers of North Labuhanbatu MAN in teaching students. Thus, this AMUSE model can be helpful to anyone interesting to develop the students' competencies in learning English.

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