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The Influence of Digital Learning Media Towards Students' Historical Learning Interests

Muhammad Basri; Sumargono; M. Naruli Saputra

Department of History Education, University of Lampung, Indonesia

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Abstract

The school's learning history can form a nationalist attitude, or serve as a moral education for students or learners. Therefore, the history subject can be used as a tool to form a nationalist attitude through educational institutions or schools, which can be seen from the changes in the attitude of the history subject and the learning outcomes of students. The research method used is quantitative, the quasi-experimental method is adopted, and the research design is a non-equivalent design. The sampling method in this study is purposeful sampling. The data analysis technique used in this study is independent testing. According to the completed data analysis, the following conclusions can be drawn: The influence of iSpring suite learning media on students' learning interest can be seen from the calculation results of the independent sample test. The value of this sample is 0.000, which is less than the standard significance value, which is 0.005. This means that there is an influence between the post-experiment and post-control values, that is, the post-control value 61.03 and the post-experiment value 71.57, so H0 is rejected and H1 is accepted. In addition, there is a difference between the interest value between the control class and the experimental class, which is 6.54, where the interest value of the experimental class bigger than the control interest value, or it can be said that iSpring suite media is better than PowerPoint media. This is also supported by the advantages of this media, which can convey material through images, videos, music, animation, and media based on computer-based assessment questions.

Keywords: *Media ISpring Suit; Interest in Learning History*

Introduction

The goal of national education and the function and purpose of history, that is to improve students' noble character, can obtain noble character from historical events. In this case, it can be connected with the discipline of Indonesian history. According to Kuntowijoyo, the national movement cited many examples of right and wrong, good and evil, love and hate, right and wrong, and freedom and colonization. Similarly, the struggle during the revolution also showed that in difficult times, the people in the village were generous and the fighters fighting for independence had acted bravely. (Kuntowijoyo, 1995: 25).

Studying history in school can form a nationalist attitude, and it can also serve as a moral education for students or learners. Therefore, history subjects can be used as tools to form nationalist attitudes through educational institutions or schools, which can be seen from the changes in attitudes, learning interests, and student learning outcomes of history subjects. This view is also consistent with Sapriya's view (Mustika, Sumardi and Marjono, 2017) that historical learning is a study that explains all aspects of human activities in the past, such as politics, law, military, society, religion, creativity (such as knowledge related to art, music, Islamic architecture), scholarships and intellectuals. Studying history in school can form a nationalist attitude and serve as a moral education for students or learners.

Statement by the Minister of Education and Culture of the Republic of Indonesia in Republica.co.id. On historical topics that are considered very monotonous and seemingly boring, so as not to make students feel welcome and interested in taking history courses. Even if history has such an important significance in cultivating students' nationalist attitudes.

"…. One of the weaknesses of history teachers is that they lecture too much and history tells stories. History teachers are basically not storytellers. They tell stories and it is important to improve their methodology. He said in the opening speech of a public history lecture with the theme "Historical Education to Strengthen History Education in the Framework of the Republic of Indonesia or NKRI, don't tell stories monotonously". (republica.co.id, 28/8/17).

There are several important components in learning, namely models, media and learning methods to achieve the required learning goals. In terms of presenting learning materials, interactive and interesting learning media will support other learning components. The media can be interpreted as a tool that makes it easier for teachers to convey materials, inspire students to learn and have a passion for listening to the information we convey. According to Gagne (1970), media are various types of elements in the student environment that stimulate their learning. Briggs (1970) also believes that media are physical tools that can express information and stimulate students to learn.

There are many types of learning media, which are inseparable from the development of the media itself, ranging from simple media (such as human-based media) to computer-based media. The learning media has changed a lot, and even continuously developed, which will make it easier for students and teachers to learn in the classroom. Especially in computer-based learning media. The computer will help present the information or materials that the history teacher wants to convey, so as to improve the students' nationalist attitude. This is based on the statement by Arsyad Azhar (2011: 96), which states that computers can present information and other learning stages are not delivered through computer media.

Learning using electronic media can also be called e-learning. Almost all media and tools used are related to electronic media. One of the most common learning media used by students and teachers is computer media based on the PowerPoint application. Generally, presentations are only used during e-learning and can only be used in a few applications such as Microsoft PowerPoint. This has led to the lack of attractiveness of the media used in the past, and it is also weak in achieving the learning goals to be achieved. Currently, there are several kinds of software that provide learning media creation services that can be used in conjunction with existing learning media. The software in question is I-spring Suite software, which will help create PowerPoint media, but the appearance is different. I-spring suite is an application that can be integrated with existing Microsoft PowerPoint applications, which can make PowerPoint presentations more fully integrated, interactive and more attractive.

Kusuma (2018) pointed out that iSpring is a tool that can convert PowerPoint compatible presentation files into Flash format. The advantage of the iSpring application is that it can provide various question forms with a final score, and is equipped with audio recording, video recording, presentation management and Flash. Another advantage that can be gained when using this application is that users

can easily free, free and spread the application on the Internet or other application provider sites. The PowerPoint media generated by the application will become more interactive, that is, appear in the form of Flash, which will contain photos, videos, images, and animations, and can be used to independently raise evaluation questions.

Based on the above point of view, and according to Damayanti (2018), the integration between Microsoft PowerPoint and iSpring Suite 8 software will produce interesting learning media. The result of learning media by using these two devices is a form of flash memory, which contains images, animations, audio and video, presentations, and other things that require interactive methods.

Sumargono's (2019) opinion also supports this point. The opinion pointed out that another advantage of the iSpring Suite 6.2 program is that it can ask proficiency test questions. The advantage is that if you use it, it will always randomize the question number and answer options Exist among users. Questions applied with other users, such as the current national exam. Therefore, if the questions developed by the iSpring Suite 6.2 software are used as test questions at this time, it is very suitable. If they want to work with other students during the test, they can inhibit students' cheating. In addition, using iSpring Suite 6.2, files can be converted and published (published) into application files (exe), or they can be published to the Internet through a blog owned by the teaching teacher.

This kind of media will be very helpful for learning history, such as providing history learning materials. Teachers can display video illustrations, hero pictures, and materials that clarify everything. Since this application has many functions, this allows learning materials to be communicated clearly.

In addition, learning media can also affect students' interest in learning, which is consistent with Arsyad's point of view. Azhar (2011: 96) believes that computer media also includes audiovisual media that will promote students' interest and provide historical content. Theme and world. Truth or event. In addition, based on these views, Taradipa, Reda, Siswandari, and Sri Sumaryati (2013) pointed out that by combining the uniqueness of the learning media used by teachers and teaching, it is also possible to increase interest in learning during the learning process and deliver impressive delivery to students the way.

Research Method

This study will study the influence of independent variables on dependent variables. The independent variable in the discussion is based on iSpring learning media, which is expected to affect the dependent variable in the form of students' interest in learning. This study will use a quasi-experimental research method and a research design in the form of a non-equivalent model, which will create two experimental groups that are not randomly selected. One group was used as a control group, using different learning media (PowerPoint media) for processing in the experimental class, and the other group was used as an experimental group or a group using iSpring Suite media for processing. Both parties accepted a questionnaire to determine the influence of a medium on students' interest in learning. By testing the results of the questionnaire between the control group and the experimental group, an independent sample test was used.

Results and Discussion

The calculation of the hypothesis is tested by using the independent sample test formula (comparing the post-test average of the experimental category with the post-test average of the control category). This is done through proper compliance with the research design using the "non-equivalent group design" type design. The calculation of the hypothesis test performed shows that the Sig (2 tails)

value is 0.000. If you follow the criteria in the research method, that is, if the significance value is less than 0.005 (Sig-2-tailed < 0.05), H_0 is rejected and H_1 is accepted, which indicates that there is an interest in students' learning based on the iSpring Suite application.

This also means that the average post-processing questionnaire results are different between the experimental class or the class using the learning media based on iSpring Suite and the control class using the Microsoft PowerPoint learning media. The post-test average of the experimental group was 71.57, and the post-test average of the control group was 65.03. This means that the value in the experimental category is greater than the value in the control category. The influence of iSpring Suite's history learning media on students' interest in learning history can also be seen from the difference between the post-test results of the control class and the experimental class. In this study, the difference is 6.54, the interest value of the control category < the interest value of the experimental category.

This also means that the average post-processing questionnaire results are different between the experimental class or the class using the learning media based on iSpring Suite and the control class using the Microsoft Power Point learning media. The post-test average of the experimental group was 71.57, and the post-test average of the control group was 65.03. This means that the value in the experimental category is greater than the value in the control category. The influence of iSpring Suite's history learning media on students' interest in learning history can also be seen from the difference between the post-test results of the control class and the experimental class. In this study, the difference is 6.54, the interest value of the control category < the interest value of the experimental category.

In this research, it can be said that the history learning media based on iSpring Suite can influence students' interest in learning. This can be seen from the average post-processing questionnaire value in the experimental class, which is higher than the post-processing questionnaire value of the control class that only uses Microsoft Power Point learning media. This also indicates the rejection of H0 and acceptance of H_1, which indicates that the history learning media based on the iSpring Suite application has an impact on the learning interest of the XI students of SMAN 1 Kotaagung in the 2019/2020 school year.

The above decision is also in line with Miarso (2009) (Elpira, Nira and Ghufron Anik. 2015) that the media has generated new desires and interests. The advantages of this history learning media based on iSpring Suite also prove this point.

Conclusion

Comparing the value of the control class with the value of the experimental class, it also shows that the influence of the iSpring suite media on the interest of learning history is more important than the presentation media. The increase in pre-processing and post-processing values also illustrates the influence of learning media on students' interest in school history subjects. It can be concluded that the X variable (historical learning media based on ISpring Suite) can affect the Y variable (students' learning interest). This means that the history learning media based on the iSpring suite attracts the interest of students to better understand the school's history learning, plus the advantages of this application, namely the presentation of materials in the form of images, videos, animations, music and The form of raising assessment questions is similar to electronic questions, so that students are familiar with computer-based exams and increase their interest in learning.

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