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DEVELOPMENT OF INDONESIAN LANGUAGE LEARNING DEVICES USING INTERACTIVE MULTIMEDIA IN THE MIDDLE SCHOOL

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1. Hasil Uji Turnitin 28%, Batas maksimal yang ditoleransi adalah 20%

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Abstract

Ideally the implementation of learning in the classroom will be better with the rapid development of science and technology at this time. The implementation of learning Indonesian language in SMP Negeri 3 Padangpanjang is not as it should be, because the teacher has not used media that can attract students' learning interest. Therefore, a solution is needed to foster student interest in learning by developing learning devices using interactive multimedia. The procedure of this study uses a 4-D development model, (1) definition; (2) design; (3) development; (4) dissemination. The results obtained were (1) Learning Implementation Plan (RPP), (2) interactive multimedia, and (3) learning achievement test. From the results of the study showed that the activities of students during learning were very good and the learning outcomes showed a significant increase. This research contributes to all Indonesian Language teachers to use interactive media in learning.

Keywords: Indonesian Language Teacher, Interactive Multimedia, Learning Devices, Learning Interest.

INTRODUCTION

Learning is a process of interaction between students and educators and learning resources. In the learning process, educators must have a strategy so that students can achieve the goal of obtaining effective and optimal learning outcomes, so that the application of education is organized according to the National Education System based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. Article 3 of the Law states that national education develops capabilities and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming at developing the potential of learners to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. In the national education system it is stated that education has a role to educate the life of the nation as a whole so that the potential that exists in students can be developed to increase faith, have good morality, have knowledge, be creative, be independent, be competent in all matters, and have piety to God Almighty One. So education has a very important role for the development of the potential of students (Fitria et al, 2019; Kristiawan et al, 2019).

In reality in the world of education today is still far from the picture in the Act, because the learning process that occurs is not in accordance with the principles that have been described. Likewise with the implementation of the learning process on Indonesian subjects still using traditional approaches such as taking notes, listening, and doing exercises so that the learning process still emphasizes the concepts contained in the book. Then in its application, educators lack understanding the concepts of the steps of preparing and implementing a learning process that is fun for students. Though the learning process is the heart of all education systems in an educational institution. The development of science and technology has changed the mindset and progress of students in various fields (Kristiawan, 2014; Kristiawan and Muhaimin, 2019; Tobari et al, 2018). Currently improving the quality of education is inseparable from the learning process and the factors that play an important role in learning itself, both internally and externally. Another important thing to remember in the learning process is that as a person ages, the more responsible he should be for his own learning process (Sutarno, 2013). Furthermore according to Novelti et al (2018) states that technological developments changed the paradigm of the public in obtaining information where not only limited to print, radio, and television, but also to global networking technologies and the Internet, as one of the main sources of information. Teachers can obtain various information based teaching materials, such as text, photos, audio visuals, videos, animations, and simulations. Internet technology also makes it easy for students to get additional information in order to meet the demands of competence and also enrichment (Risdianto et al, 2020).

The implementation of learning in the classroom should be better with the development of science and technology (Umarella et al, 2019; Huang, 2005). The development of technology in learning now allows students to access all learning resources that are open and describe real world conditions that not only involve students with the environment, but computers can also be used to make text, graphics, audio, moving pictures by combining links and devices that allow users to navigate, interact, create, and communicate (Rusman, 2012: 140; Risdianto et al, 2020).

Based on observations with teachers in the field of Indonesian language studies in SMP Negeri 3 Padangpanjang that the implementation of Indonesian language learning is not according to what it should be, the teacher has not used media that can attract students' learning interest. After the interview, it was found that learning Indonesian was difficult because the time available was felt to be lacking, the teacher found it difficult to associate several subjects with real life or the context of students' lives. In addition, there are still many students learning outcomes daily under the Minimum Completion Criteria set by the school that is 73. Teachers have done a variety of ways to improve the activities and learning outcomes of students, ranging from choosing methods to choosing the right media in learning such as the use of image media, but the results have not been satisfactory because student activities and learning outcomes have still not improved. Therefore, it is necessary to develop learning devices that are appropriate to the context of life of students, namely using interactive multimedia to attract interest and increase learning activities and outcomes. This is consistent with the results of research conducted by Citrasukmawati (2012) and Cahyadi (2014) that learning will be effective when using multimedia learning based on macromedia flash.

The use of information and communication technology in learning allows access to learning resources that are open by using interactive multimedia. So far, learning resources only come

from textbooks and teachers. In addition, multimedia has the opportunity to be a means that can motivate students in learning. Multimedia-based learning is a learning activity that utilizes computers to create and combine links and devices that enable educators and students to be creative. Based on the above facts, it is important to do research on learning devices in the field of Indonesian language study by designing a media that can help the learning process. At the same time in an effort to help students to be more active and creative in discovering new things that are appropriate to the age, interests and abilities of students. The learning devices to be developed in the form of media are interactive multimedia specifically designed for learning Indonesian language fields by using the Macromedia Flash 08 program (Kristiawan, 2014; Risdianto et al, 2020). The use of multimedia learning devices in the learning process is expected to motivate students more in learning so as to increase activities, interests, and outcomes study it. Based on the problems outlined above, the research on "Development of Indonesian Language Learning Devices Using Interactive Multimedia in Middle School" is important to do (Castro et al, 2019; Rachmadtullah et al, 2019; Rosamsi et al, 2019; Umarella et al, 2019).

METHODS
In accordance with the problems studied and guided by the research objectives of producing learning devices in the form of interactive multimedia, this type of research is development research. According to Sugiyono (2008: 407), development research is research that is used to produce certain products and test the effectiveness of these products. After the media device is developed, validity analysis will be carried out, analysis of observations of the feasibility of using instructional media in the field based on student activities and students' responses to learning activities.

The development model in this study uses a 4-D development model consisting of 4 stages. According to Trianto (2009: 189), the stages of development are define, design, develop, and disseminate. Furthermore, the product is validated by experts, and then tested on students of class VIII of SMP Negeri 3 Padangpanjang. At the time of the trial will be observed the implementation of the use of learning media in the field based on lesson plans and activities of students by observers and finally students will be asked to respond to learning activities.

The development procedures at the defining stage are curriculum analysis, needs analysis, student analysis, and concept analysis. The design phase includes the draft RPP, multimedia design. Limited product trials are carried out using multimedia learning devices for grade VIII students of SMP Negeri 3 Padangpanjang. The type of data taken in this study is primary data. Data collection instruments consist of practical validation instruments. Student activity observation sheets and learning achievement test sheets. Data analysis techniques are data analysis of the results of the validation of learning devices, practicality analysis, analysis of teacher and student responses, and effectiveness analysis. The next stage is the spread of the development of learning devices using interactive multimedia in junior high schools. The learning model that is produced in the development stage is further disseminated or socialized at a limited level, namely educators and students of Padangpanjang Middle School.

RESULTS AND DISCUSSION
Define Phase

At this stage curriculum analysis, needs analysis, student analysis and concept analysis are carried out. The activity steps undertaken for the four analyzes begin with curriculum analysis focused on analyzing core competencies and basic competencies based on themes listed in the 2013 curriculum. In the analysis of core competencies and basic competencies for Indonesian language material in class VIII semester I. core competencies, basic competencies and indicators can be seen in the learning syllabus. The description of core competencies, basic competencies and indicators of achievement of competencies are considered to determine the concepts needed in the learning of special Indonesian subjects. RPP analysis must be done because in the 2013 curriculum there is no RPP that is right for this interactive multimedia learning tool.

This needs analysis is based on the problems found in the implementation of the learning process that has existed so far in the school where the research is. The analysis shows that the learning model used by educators has not made students feel at home in the classroom. This finding shows that in traditional classes like that, students only become listeners and educators provide facts and define important ideas. Student participation is often limited to listening to and doing exercises that are actually poorly understood by students.

Student analysis is used as an illustration to develop multimedia learning devices in Indonesian subjects. Analysis of these students includes interests, social life, and trends in learning styles and basic abilities possessed by students. In this study the subject was students of class VIII.G of SMP Negeri 3 Padangpanjang. Learning activities of students is something that must be analyzed, namely students of class VIII.G Semester I of SMP Negeri 3 Padangpanjang who have moderate academic abilities, high talents and interests but are different. With talent allows someone to achieve achievements in certain fields, but it takes practice, knowledge, experience, and encouragement or motivation so that the talent develops to the maximum. In following the implementation of learning, students tend to be more motivated and more active if there are learning devices in the form of media. In general, students like something new, be it games, watching movies, videos, animations, and other interactive multimedia, even though the media has been shown repeatedly. So students like the learning process that involves him directly in every learning activity.

Concept analysis is the basis for establishing the main concepts of learning material in the field of Indonesian language studies. The concepts that must be mastered by students in understanding learning materials are in accordance with the curriculum, core competencies, and basic competencies, indicators of competency achievement, learning objectives, and Indonesian language learning materials (Mitchell et al 2019).

Based on the above analysis, the learning devices used by educators should be adjusted to the interests of students. Therefore, the creativity effort of educators to create media as a learning tool is expected to make learning activities more interesting and enjoyable. In response to this, further study needs to be done on the needs of learning devices that are appropriate to the level of development and social life of students in the hope that they can help students gain learning experiences and improve students' learning activities and outcomes. Needs analysis is focused on analyzing the problems found in existing teaching materials such as: lesson plans, textbooks, and worksheets that are used by teachers in the learning process. The results of the analysis show that teaching materials do not use multimedia all, so students are still being indifferent, undisciplined

and difficult to concentrate in the learning process. In addition to the needs analysis, concept analysis is also the basis for determining the main concepts of the learning material and devices used. Concept analysis aims to determine the content and subject matter needed in the development of learning devices.

Design Phase

This stage designs interactive multimedia learning devices for junior high schools that are based on the syllabus and lesson plans that are made. The process of designing learning devices starts with preparing syllabus and lesson plans first. The Learning Implementation Plan is designed systematically which contains the components of writing a lesson plan and follows the steps in the preparation of the lesson plan consisting of; identity, core competencies, basic competencies, indicators, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment. After completing the syllabus and lesson plans, then designing interactive multimedia that suits the needs of students is to design learning materials based on students' characteristics. Designing pictorial and sound media using multimedia are more easily understood by students.

Development Phase

The development phase includes device validation and testing to see the validity, practicality, and effectiveness of the device being developed. The series of activities based on the development carried out until declared valid with limited trials. For more details can be seen in the following picture.
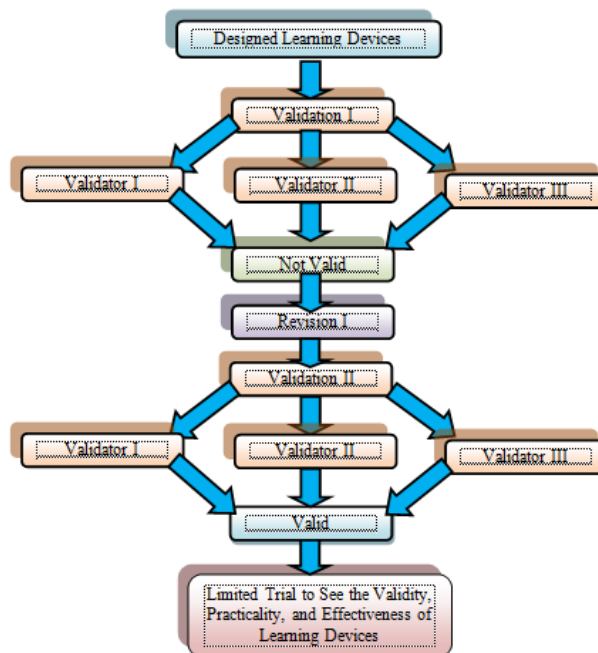

Figure 1. Process Flow Chart for Development of Interactive Multimedia Learning Devices

Lesson plan validation results in the form of interactive multimedia learning devices are rated by validators which in general is 3.29 with a very valid category. From the assessed aspects, the

average value of initial activities is 3.84 with a very valid category, 3.49 for the core activities for a very valid category and 3.45 for the closing activities for a very valid category. Lesson plan that is adapted to interactive multimedia devices is good to be used as a guide for implementation in the learning process.

The results of the validation of interactive multimedia devices which were rated by the validator in general were 3.41 with a very valid category. From the assessed aspects, the average value of the technical requirements is 3.74 with a very valid category, 3.47 for the content aspect with a very valid category and 3.04 for the language aspect with a valid category. Interactive multimedia is well used in the implementation of the learning process.

The testing of interactive multimedia learning devices has been carried out on grade VIII students. G State Junior High School 3 Padangpanjang. In the implementation of this trial, data obtained from observations of the implementation of interactive multimedia learning devices through student responses, teacher responses, student activities, and learning outcomes. This is done to see the practicality and effectiveness of the learning devices developed, so that the results are expected to be generalizable.

In general, the average of the implementation of lesson plans that have been adjusted by interactive multimedia devices in SMP Negeri 3 Padangpanjang is 3.65 with a very practical category. The average aspect of initial activities is 3.60 with a very practical category, the average core activity is 3.60 and 3.75 is the average aspect of the closing activity with a very practical category. This shows that the lesson plans used by the teacher can facilitate them in carrying out learning activities.

It is known that the response of 30 students of class VIII.G of SMP Negeri 3 Padangpanjang to the learning devices used during learning is very practical with an average of 3.73. Overall, students' responses to learning devices are in the category of very practical. This means, the display of interactive multimedia devices that are used to appeal to students. The material presented has a connection with the real life of students. Explanation of concepts is assisted by supporting images and videos. Then, evaluation devices on interactive multimedia devices train students in the critical thinking process.

The results of the teacher's response to the practicality of interactive multimedia learning devices with practical categories on aspects: 1) practicality of use with very practical categories, 2) suitability of time with quite practical categories, 3) aspects of suitability of illustrations with very practical categories, and 4) aspects of language with categories practical. This means that interactive multimedia learning devices developed can facilitate teachers in the learning process.

Student activities in learning activities use interactive multimedia learning devices that are in the excellent category. Very good categories are shown in the activities of paying attention and listening to the teacher's explanation, activities participating in learning activities, and activities asking questions to the teacher. For activities answering the teacher's questions, working in groups and individually, presenting the results of group work, and responding to the results of the discussion are in either category.

The results of observing the activities of students made in three times the learning activities indicate that the activities of students during the learning activities are included in the very good category. Therefore, the effectiveness of interactive multimedia learning devices can be said to be very well used in learning activities.

Based on the learning outcomes that have been achieved, it appears that learning using interactive multimedia learning devices can help students in understanding learning material so as to obtain good results. This can be seen from the average value obtained by students which is 84.9 above the minimum school completeness criteria of 73 and classically learning using interactive multimedia learning devices is said to be complete.

Disseminate Phase
The disseminate stage is the stage of using learning devices on a broader scope. This distribution is carried out in other classes, other schools, or other teachers. In this study, the spread was only done on a limited scale, namely another class at SMP Negeri 3 Padangpanjang. The aim is to test the effectiveness of the use of these devices in different objects, situations and conditions. The deployment phase is carried out in class VIII. A, B, C, D, E, and F are the same as when the product effectiveness test is carried out. There are two main things that are considered, namely the activities and learning outcomes of students.

Student activities in learning activities use interactive multimedia learning devices that are in the excellent category. Very good categories are shown on the activities of paying attention and listening to the teacher's explanation, activities participating in learning activities, and activities of working together in groups and individuals. For the activity of asking questions to the teacher answering the teacher's questions, presenting the results of group work, and responding to the results of the discussion are in the good category.

Interactive multimedia learning tools are designed to be used by educators and students in junior high schools. Learning devices function as aids in the implementation of learning. Learning tools used as guidelines are expected to improve the quality of the learning process and learning outcomes of students. The research conducted aims to determine the validity, practicality, and effectiveness of interactive multimedia learning tools developed.

The validity of interactive multimedia learning tools conducted in this study emphasizes internal validity by using existing criteria in the product development. Internal validity used includes material validity and construction validity. To test the construct validity, expert opinions are used. Experts who assess the validity of this interactive multimedia learning device are people who are experienced and competent in their fields.

Syllabus that has been declared valid is then developed into the form of Lesson plan using interactive multimedia devices. Lesson plan validation data analysis results show an average value of 3.29 by expert validators and practitioner validators. Based on the categories that have been set, the Lesson plan that has been developed into the category is very valid. The lesson plan that has been developed illustrates the suitability of all components and activities as well as the concepts contained therein. This conformity can be seen from the indicators and learning objectives formulated, the material chosen, the steps of learning, the media and learning

resources, as well as the assessment conducted. That is, as a whole has been able to describe the components of the Lesson plan in accordance with Ministry of Education Regulation Number 41 of 2007.

Based on the results of data analysis, validation of interactive multimedia learning tools obtained an average value of 3.41 from expert validators and practitioner validators. If seen from the predetermined categories, the learning tools that have been developed are classified as very valid. Therefore, the learning tools developed are in accordance with the demands of the curriculum. Presentation of the material is in accordance with the indicators formulated and with the development of students. The contents of the learning kit are also in accordance with learning materials at the junior high school level. Various concepts and the translation of the tasks contained in the learning tool makes it easy for students to understand the learning material appropriately. The contents of teaching materials have been able to reach the selected basic competencies. In addition, the language in teaching materials uses effective and simple sentences so that it is easily understood by students. Sentence by sentence using the correct spelling. Then, the developed teaching material is designed with attractive colors so that it can motivate students to follow the learning process well. Thus, it can be concluded that the teaching material developed has been declared valid and can be used in the learning process. The next stage in this research can be continued, namely at a wider trial phase.

The practicality of the device being developed can be known from the implementation of the trial run. Data on the practicality of the learning tools developed were obtained from observations of the implementation of multimedia devices, through teacher responses and student responses. The implementation of interactive multimedia RPP used in the trial is in good criteria with an average value of 3.65. In this case, it can be seen that the learning device developed can be easily implemented by the teacher, meaning that the device developed is practical. According to Ampuero & Vila (2006: 87) that the device can be said to be practical, if the teacher can use the device to carry out learning easily, logically, and continuously, without many problems. Thus, interactive multimedia learning tools that have been developed can be used at other schools that need them.

Student responses using interactive multimedia learning tools are very practical. The results of the analysis on students' responses to the practicality of interactive multimedia learning tools developed showed that students are motivated to participate in learning activities using interactive multimedia devices because they have an attractive appearance. The colors chosen for text, images and backgrounds of interactive multimedia devices are contrasting colors that support the display of learning multimedia. According to Hidayat (2010: 277); Priyonggo (2018) color has a physiological effect on anxiety, heart rate, and blood flow. Each color has wavelengths, and each wavelength can affect the body and brain differently. The dominant colors that are widely used are green and blue. The use of interactive multimedia devices increases student activity in learning. Based on the description of the responses of students above, it can be said that the interactive multimedia learning device developed is practical. This means that in addition to being able to be used by trial schools, the learning tools developed can also be used by students in other schools. Multimedia is one of the sources of teaching or alternative media in learning.

The results of the teacher's questionnaire analysis of interactive multimedia learning tools are practical for their use in the learning process. This means that interactive multimedia learning tools developed can help teachers make it easier for students to understand the learning material. Thus, the learning tools developed are practical. The impact of the use of interactive multimedia learning tools by teachers is to facilitate the work of teachers in classroom management and save time during the learning process. This means that the availability of interactive multimedia learning tools is one of the factors that can support the learning process running well, effectively, and can improve the quality of education. This is in accordance with the opinion of Sanjaya (2011: 274) that the learning device provides convenience and can help teachers in preparing and implementing the learning process in class.

The effectiveness of the learning tools developed can be seen from the learning activities and learning outcomes of students. Activities of students during the learning process is one of the information to find out students' responses during the use of interactive multimedia learning tools. Student activities are activities or behaviors that occur during the learning process. The activity of students during the learning process is one indicator of the desire of students to learn. This is in accordance with Kemp Jerrold's opinion (1994: 144) that, "Student activities in learning can be seen based on their participation and involvement in responding". Activities are needed in learning because in principle learning is doing. In this study the activities of students observed by the observer during the learning process using interactive multimedia learning tools by paying attention and listening to the teacher's explanation, participating in learning activities, responding to the results of discussions, respecting the opinions of friends, answering teacher questions, asking questions to the teacher, presenting group results, and respond to the results of the discussion. In the aspect of paying attention and listening to the teacher's explanation, participating in learning activities, and asking questions to the teacher, it is in the very good category, so that the learning process using interactive multimedia learning tools has succeeded in increasing student activity. This media can solve teacher problems that previously had difficulty delivering material and difficulty motivating student learning, with interactive multimedia making learning useful and meaningful (Novelti, et al: 2019).

Learning outcomes to find out how far students can master the teaching material, then the test is carried out. The test is given once, in the form of 30 tests of objective tests conducted after the learning activities have been carried out. Trianto (2009: 235) states "The learning achievement test is a test item used to find out the learning outcomes of students after participating in learning activities." The average results of processing scores compared with the minimum completeness criteria, so that individual completeness in basic competence will be obtained. According to Trianto (2009: 235) the minimum completeness criteria is the learning completeness criteria determined by the education unit. The minimum completeness criteria for Indonesian subjects are 73. Of the 30 students who took part in the evaluation, 28 students scored ≥ 73, thus individually declared complete.

CONCLUSION
Based on the development and testing of learning tools that have been done, it was concluded that the results of the Indonesian language learning tools using interactive multimedia in SMP Negeri 3 Padangpanjang with a very valid category. The practicality of the Indonesian language learning device uses interactive multimedia which is seen from the implementation of the device

by the observer towards the teacher who teaches in the practical category. The practicality of the device is also known from the results of the responses of students who have participated in learning using teaching materials and devices as well as teachers who use learning devices give very practical results. Indonesian language learning tools using interactive multimedia are stated to be very practical. The effectiveness of the use of Indonesian language learning devices by using interactive multimedia are known through student activities and learning outcomes. The activities of students during learning are very good and learning outcomes show good grades.

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Letter of Acceptance

Dear Novelti

On the behalf of the 3rd International Conference on Language, Literature and Education (ICLLE) 2020's committee, we are pleased to inform that your paper with the title:

"Development Of Indonesian Language Learning Devices Using Interactive Multimedia In The Middle School"

Author: Novelti

has been **ACCEPTED** and will be proceed to be published.

We congratulate for your achievement. The technical issues about the publication will be informed later. Thank you very much for participating in our event.

Sincerely,
The 3rd ICLLE Committee
Chairman,

Dr. Amril Amir, M. Pd

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Proceedings Article

Sarcasm and Cynicism in Political Discourse on the 2017 DKI Jakarta Regional Election on Social Media

Afifah Utami Firmansyah, Agustina, Tressyalina

The tight political competition in the 2017 DKI Jakarta Election left a negative impact in terms of language use, especially ones in social media. With the basis of Semantic-Pragmatic theory and the use of descriptive-qualitative data analysis method, it was discovered the fact that in term of discussing...

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Proceedings Article

As The Tree, So The Fruit: Textual Relations on Democratic Discourses in West Sumatra

Agustina, Muhammad Adek

This article is part of a series of researches on the critical discourse analysis (CDA) on democracy practices in West Sumatra. Then, the discussion in this study focussed on textual relations between discourses related to the enforcement of democracy in West Sumatra in the 2016 accounting year. To find...

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Light and Shadow in Hate-Speech Cases: A Forensic Linguistics

Agustina, Nurizzati, Siti Ainim, Muhammad Adek, Awliya Rahmi

Digital democracy has produced a wave of political activism led by a number of Key Opinion Leaders (KOL). However, this activity began to face a serious challenges following the issuance of the Information and Electronic Transaction Law (ITE) which is considered a silencing weapon for freedom of expression...

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That Unjust God: Critical Discourse Analysis on the Violations

of Religious Freedom

Agustina, Muhammad Adek

West Sumatra is believed to have been hit by a crisis of religious freedom and intolerance in recent years. Thus, this paper aimed to reveal the portrait of democracy violations committed by the local government in West Sumatra focused on religious freedom. The critical discourse analysis methodology…

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Representative Speech Acts of People With Multiple Aphasia (Case Study on Khairudin)

Cici Nurfauzianah Has

This study was assesed based on representative speech acts. The purpose of this study was to obtain factual data on representative speech acts spoken by Khairudin, aged 60 years, and diagnosed with multiple aphasia since 2018. This study used a qualitative type with descriptive methods, and used data…

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An Analysis of Speech Acts on Headlines Medan Newspaper

Desri Wiana, Ade Irma Khairani

This research entitled "An Analysis of Speech Acts on Headlines Medan Newspaper". The object of this research focused on sentences containing speech acts on the headlines of Waspada Newspaper edited from May-July 2020. The purposes of this study were to determine the speech acts types and

the pragmatic...

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Realization of Criticism in Political Discourse and Its Impact on Advance Threats and Polite Language

Erizal Gani, Agustina, Yasnur Asri, Liza Halimatul Humaira

The political constellation in the last few years has left a problem in the enforcement of democracy in the country. This is due to the fact that the discourse in the political space takes place in a tight and harsh competitive form that creates conflict in the community. Democratic parties such as Pilkada,...

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Use of Repetition Language Style For the Effectiveness of Communication Ustaz/Ustazah in Indonesia

Ermanto, Novia Juita, David Syasli

Ustaz are religious figures who exist as preachers through lectures or sermons. Ustazs using's language in a lecture to convey information, guidance, direction and advice to the public is based on the Quran and Hadith. Lectures of 8 ustazs and 1 ustazah became the subject of research, and the style of…

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Power of Language Style Ustaz Syafiq Riza Basalamah Based on Sentence Structure

Fathia Roifah

This study serves to determine the style of language used by Ustaz Syafiq Riza Basalamah in the lectures he delivered. This study uses theories from Gorys Keraf. The data in this study are in the form of utterances delivered by Ustaz Syafiq Riza Basalamah from a video titled The attitude of a Muslim…

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The Use of Artificial Language in the Family of Cendana Mata Air Padang

Ibnu Sultan, Ngusman Abdul Manaf

This research aimed to observe the use of artificial language in the family of Rina Kurnia, a resident of the Cendana Mata Air Padang housing complex. The language used by this family seems unique because only this family uses artificial language. Meanwhile, their neighbors do not understand the meaning...

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Sarcasm in Deddy Cobuzier's Vlog

Indah Rahma Fitri, Amril Amir

Sarcasm is the most talked about discussion this year. Sarcasm is widely found on social media, one of which is YouTube. Deddy Cobuzier has a YouTube account with 10.8 million subscribers. One of the videos of Deddy Cobuzier with Indro Warkop titled 'Ada Loh, Manusia2 Indonesia Yg Gak Punya Otak (Indro...

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Proceedings Article

Events of Persuasive Speech in the Interview of Sandiaga Uno

Indra Kurniawan, Harris Effendi Thahar, Yasnur Asri

This study discusses the use of persuasive speech forms in Sandiaga Uno's interviews. The purpose of this study is to reveal the use of persuasive speech forms in Sandiaga Uno's interviews. This type of research is qualitative research with descriptive methods. Descriptive means that research is

carried...

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Comparison of Transformation Language Style and the Aesthetic Forms in Translation Song Lyrics

Jennyfer Puji Lestari Woi

This paper examined the song lyrics "Only Rindu" by Andmesh and "Just Misssing You" by Emma Heesters, by using a comparative approach to literary translation. This research seeks more specifically at the changes in language style found in translated lyrics. The results found are 1) transformation of...

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The Imperative Politeness in a Keluarga Cemara Film by Yandy Laurens

Kharisma Thahira, Ermanto, Tressyalina

This study aims to describe the pragmatic form of imperative politeness as well as to describe the principle of imperative politeness used in a Keluarga Cemara film by Yandy Laurens. This research is a qualitative research with a descriptive design. The object of this study is the speech of a character...

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Politeness of Commanding Speech Act in Indonesian by Senior High School Students

Ngusman Abdul Manaf, Abdurahman, Zikra Utari, Tia Alfioda, Ibnu Sulton

Each age group lives and develops according to their respective psychological and social development stages which influence their language attitudes and behavior. The purpose of this study was to explain the value of speech act strategy politeness in speech acts commanding according to the younger generation...

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The Lexicogrammatical Performance by Female Legislative (DPRD) Members of West Sumatra in Communicating Via Social Media

Novia Juita, Ermanto

This paper is one of the outputs of research on the Performance of Grammatically and Communication Politeness Politicians of Indonesian Women on Social Media. Political figures discussed specifically are only for women members of the legislature (DPRD). For this paper, it is limited to discuss only the...

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The Principles of Cooperation and Politeness In Zulkifli Muhamad Ali's Sermon

Siti Nur Farahin, Ermanto

This paper tries to explain and analyze the principles of cooperation and politeness in Ustaz Zulkifli Muhamad Ali's religious lectures. The purpose of this research is to explain the speech form of Usyaz Zulkifli Muhamad Ali based on the Grice cooperation principle and the Leech politeness principle....

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The Realization of Anis Baswedan's Cooperation Principles in Mata Najwa Program

Wati Oftensis, Harris Effendi Thahar, Novia Juita

This research is motivated by the realization of the principle of collaboration in Anis Baswedan's speech in the Mata Najwa program. This research is a qualitative descriptive study. The object of this research is a speech delivered by Anis Baswedan. The research data source is in the form of a youtube...

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Persuasive Speech of Karni Ilyas in the Indonesia Lawyers Club Program

Widya Edriana, Harris Effendi Thahar, Erizal Gani

This research discusses the use of Karni Ilyas' persuasive speech in the Indonesia Lawyers Club. The purpose of this study is to reveal the use of Karni

Ilyas' persuasive speech in the Indonesia Lawyers Club. This type of rese
is qualitative research with descriptive methods. Descriptive means that.

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The Level of Politeness in Indonesian Speech Act for Madrasah Aliyah Students in Multi-Ethnic Context

Zikra Utari, Ngusman Abdul Manaf, Amril Amir

Polite language that applies in certain societies, but does not apply or is not suitable for other communities. The purpose of this study was to formulate a view on the level of courtesy of directive instructed speech acts by using certain speech strategies for Madrasah Aliyah students of their respective...

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Women's Objectification in *Tanah Tabu* and *Cantik Itu Luka*

Agnesi Dianti, Yasnur Asri

This research was motivated by the phenomenon of woman objectification in the public life as outlined in a literary work in the form of a novel. This study aims to describe and explain the various forms of objectification experienced by women in the novel Tanah Tabu by Anindita S Thayf and the novel...

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Portrait of Women's Struggles Towards Domination of Patriarchal Culture in *Cantik Itu Luka* and *Kalatidha*

Ari Fitria, Yasnur Asri

This article was written aimed at describing the forms of women's struggle, the causes and impacts in the novel Cantik Itu Luka Karya Eka Kurniawan and the Kalatidha Novel by Seno Gumira Ajidarma. This type of research is qualitative with content analysis techniques. The approach taken in this research...

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Representation of Domestic Violence (KDRT) in *La Barka*: A Sociology of Literature

Cindya Apriani, Yenni Hayati

This paper tries to explain and analyse how the domestic violence of women in the La Barka's novel by NH. Dini. The data in this study were taken from the La Barka's novel by NH. Dini. Data were discussed by using sociology theory of literature and analyzed with the content analysis method. Based on...

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Sumbang Duo Baleh: Education-Valued Expression for Minangkabau Women

Erizal Gani

This paper discusses issues related to traditional expressions used by the Minangkabau people in educating their women. The expression is sumbang duo baleh. which is an expression that are loaded with the values of local content education. The emphasis is on women, because the problem of women with all...

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Text of Oral Tradition of Lullaby Songs Mainland Region of the Minangkabau Collective: Format, Content, and Functions

WS Hasanuddin, Emidar, Zulfadhli

This research article contains a discussion of the study of the format, content, and function of the oral tradition text of the lullaby songs mainland region of the Minangkabau collective. The Minangkabau collective mainland region is represented by three main custom areas, namely Luhak Tanah Datar,...

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Wabi-Sabi and Aesthetic of Love in Lang Leav's *Love and Misadventure*

Muhammad Adek, Nesa Riska Pangesti, Asmawati

The appearance of poetry in the media Instagram (Instapoetry) in recent years has changed the world of poetry to become more attractive to readers. However, some experts still criticize this genre of poetry, especially its lack of

craftsmanship and substance aspects. Based on the above problems, this

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The Covid 19 in the Literature Work

Muhammad Ismail Nasution, Nursaid, Andria Catri Thamsin

The world is currently disaster in be stricken. The corona virus which was discovered in 2019 - termed Covid 19-- is currently endemic and is eyeing living things on the surface of the earth. Every country, especially the Indonesian government, strives to take various countermeasures so that people do...

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Women in Shackles: The Space of Privacy in *Cinta Suci Zahrana*

Nesa Riska Pangesti, Dadi Satria, Giya Anggraini

Privacy space is something that most people do not pay attention to, especially the privacy space in life choices. There is a boundary that women have as individuals that must be obeyed and not simply breached by others. These privacy spaces manifest in the fields of education, work and marriage. Women...

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Domestic Violence Against Women in *Isinga*: Roman Papua Novel by Dorothea Rosa Herliany

Reno Mardhatillah Sabrina, Yenni Hayati

This study aimed at finding out domestic violence against women in Indonesia, especially as reflected in the novel Isinga written by Dorothea Rosa Herliany. The violence as a form of discrimination against women due to the influence of patriarchal culture, norms and customs is still abundant. Women are...

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Deconstruction of Myth of Beauty and Its Resistance in Ayu Utami's *Lalita* and *Maya*

Wahyu Puspita Sari, Yasnur Asri, Yenni Hayati, Nesa Riska Pangesti

Beauty myths prevailing in society are generally dominated by perfect physical depictions through the eyes of men. However, other meanings can be presented to the beauty myth with the deconstruction method. This study aimed to deconstruct the beauty myths contained in the novel Lalita and Maya by Ayu...

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Representation of Beauty in Ayu Utami's Novels: Wolfian's

Beauty Myth Perspective

Yasnur Asri, Yenni Hayati, Nesa Riska Pangesti

This paper aimed to uncover the myths of beauty that are portrayed by female writers in her works. The novel that was used as the object of this research is Ayu Utami's Maya and Lalita. The method applied to analyze these novels is descriptive-qualitative method. The qualitative data used in this study...

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Contesting the Patriarchal Authority: Portrait of Millennial Women in the Indonesian Novel

Yasnur Asri, Ermawati Arief

This study aimed to describe and analyze the claim of millennial women against the patriarchal authority represented in the Indonesian novels. To achieve this goal, this study applied descriptive-qualitative research using feminist methods. The data of this study are in the form of phrases, words and...

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Spirituality in Poetry Sidi Djamadi Customary and Religious Harmonization in the Minangkabau Community

Yosi Wulandari, Fitri Merawati

Malay culture is one of the ethnic groups known to have a literary repertoire with its characteristics. Poetry is a literary product that is quite widely

written there. Syair Sidi Djamadi is one of the archipelago poetry originat from Minangkabau and written by a scholar. The exciting thing about...

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Structural and Thematic Characteristics of the Latest Popular Indonesian Novels

Zulfadhli, Muhammad Ismail Nasution

This article contains a discussion of the structural and thematic characteristics in the latest popular Indonesian novels. The objectives of this study are to: 1) describe the structural characteristics of the latest Indonesian popular novels; 2) describe the thematic of the latest Indonesian pouler...

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Popular Cultures in Novel *Ketua Kelas VS Perusuh Kelas* by Rainniya

Zulfadhli, Muhammad Ismail Nasution

This research aims to describe the forms of popular culture in the novel of Ketua Kelas VS Perusuh Kelas by Rainniya. This research is a qualitative research using descriptive methods. Data were analyzed using the theory of literary sociology. In literary sociology, literary works can be considered as...

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The Effect of Mastery Reading Strategies Towards Reading Text Skilss in Higher Education

Amril Amir

The aim of this study was to describe and to analyze the effect of reading strategies toward students' reading text skill. This study used the quantitative method with the descriptive correlational design. The population was 250 students who attended Bahasa Indonesia subject in all Higher Education,...

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Contribution of Vocabulary Mastery on News Writing Skill

Dewi Anggraini

This research is motivated by the results of observations during journalism lectures. When writing news, vocabulary mastery is required. Mastery of vocabulary is important in writing skills, including writing news. In fact, it is not yet known the level of contribution of vocabulary mastery to news writing...

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Model of Perception and Critical Language Style of Academic Community at University of Bengkulu During *Coronavirus Disease* (COVID) 19 Epidemic to Realize the Freedom of

Learning

Dian Eka Chandra Wardhana, Dewi Kusumaningsih, Anggun Citra Sari D

The multifaser crisis has an impact on education in Indonesia, this is due to the coronavirus disease 19 (COVID-19) epidemic. However, the innovation and creativity of the academic community at Bengkulu University are extraordinary. The purpose of this study was to illustrate the model of language and...

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Instilling Positive Characters in Students Using Folker in the Macromedia Application

Elfia Sukma, Vivi Putri Azrianti

The purpose of this study was to be able to instill positive character in students through folklore using the Macromedia Flash application. The method used is the 4D development model (define, design, development and deseminate). The subjects of this study were elementary school teachers and 48 Ganting...

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Performance of Writing Rhetoric in Student Thesis Indonesian Language and Literature Education Departement Universitas Negeri Padang

Ena Noveria, Tressyalina, Ermawati Arief

The research objective is to obtain a description of: written rhetoric in ter paragraph development, which includes (1) written rhetoric in terms of developing the deductive paragraph used, (2 written rhetoric in terms of developing inductive paragraphs used (3) written rhetoric reviewed in terms...

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The Contribution of Interest in Reading and Vocabulary: Mastery on Writing Skills of Observation Results Reports Text for Grade 10th Students SMA Negeri of Pasaman Regency

Erma Novita, Ermanto, Novia Juita

Abstract in this paper tries to see the contribution of interest in reading and vocabulary mastery on writing skills of observation results reports text from grade 10th students SMA Negeri of Pasaman regency. The type of this research is quantitative with descriptive methods by using correlational research...

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Honest Character Differences of Students Before and After Learned With the Model Intelligent Character Learning

Famahato Lase, Herman Nirwana, Neviyarni, Marjohan

The purpose of this study was to reveal the differences in honest characteristics of students before and after being taught with the intelligent character learning model, using an experimental approach to the one-group pretest-posttest design method. Subjects, samples, and sources of research

data were...

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Student Writers' Academic Essay Writing Problems: Students' and Teachers' Responses

Mohamad Hafrison

This study was aimed at investigating the student writers' problems in writing academic essay viewed from students and teachers. The rational is that the ability to write academic essays benefits students at Indonesian Language of Education, Universitas Negeri Padang for academic and career needs as...

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"Alam Takambang Jadikan Guru" (AJTG) Learning Model of *Budaya Alam Minangkabau* (BAM)

M Sayuti

This research aim to analyze and describe the implementation of the ATJG-based BAM learning made a teacher in SMP Kota Padang and also Developing the ATJG-based BAM learning model in SMP Kota Padang. This study used experimental research with a model development approach. Analysis of research data was...

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Development of Indonesian Language Learning Devices Using Interactive Multimedia In Middle School

Novelti, Erpidawati

Ideally the implementation of learning in the classroom will be better with the rapid development of science and technology at this time. The implementation of learning Indonesian language in SMP Negeri 3 Padangpanjang is not as it should be, because the teacher has not used media that can attract students'...

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Prototypes of Values of Independent and Patriotism in

Minangkabau Kaba Text Manuscript and Drama Texts from Classic Kaba: Study of Local Wisdom for Establishing Young Generation Character

Nurizzati, M. Ismail Nasution

This paper was motivated by the lack of independent, patriotism, and other characteristics of the younger generation, especially the Minangkabau generation in recent decades. Despite the fact that, there are not many Minangkabau greats who are able to provide any example. Suggestions that can ignite...

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Analysis of Needs Of E-LKPD Based on Contextual Teaching and Learning (CTL) in Linear Learning for Exposition Text Materials

Qurrata Ayuni, Tressyalina

This study aims to determine the need for CTL-based E-LKPD in online learning on exposition text material. This research uses interview and survey methods. Interviews were conducted with junior high school teachers about learning problems, curriculum analysis, analysis of learning resources. The next...

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The Importance of the Student Worksheets of Electronic (E-

LKPD) Contextual Teaching and Learning (CTL) in Learning Write Description Text during Pandemic COVID-19

Rosa Andria Syafitri, Tressyalina

To confront of the COVID-19 pandemic, the government decided to impose online learning. This makes teachers need to use proper, effective, and efficient teaching materials. One of them is to update the student's worksheet (LKPD) into the form of an electronic Learners ' worksheet (E-LKPD). This research...

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Analysis of the Formation of Terms Related to Covid-19 as Lecture Material Diction in General *Bahasa Indonesia* Courses

Siti Hamidah, Welsi Damayanti

The Government of Indonesia gave rise to various policies to break the chain of the spread of Covid-19. These policies are socialized to the public through the term. Responding to the terminology phenomenon related to Covid-19 is interesting because there are processes and results of creating language....

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Students' Strategies in Writing Narrative Text at Grade XI IPS 3 at SMAN 9 Padang

Soffie Molyaty

Writing task is a difficult task for students. In order to face this problem,

thestudens must have strategies. There are some strategies in writing narrative text. They are: pre-writing strategies, whilst-writing strategies post- writing strategies. These strategies can help students in making a...

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The Art of Speaking in the Traditional Expression of Kerinci Community as a Source of Moral Values for Character Education

Sovia Wulandari, Mahdi Bahar

The Kerinci language is one of the regional languages in Indonesia that still lives and develops in the Kerinci community. The Kerinci community also uses language as a social control for their people, which is expressed in the form of expressions. The purpose of this study is to describe the traditional...

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Needs Analysis of Tolerance-Based Text Material on MPK Students at Sriwijaya University

Sri Utami

The needs of multicultural-based text teaching material that can have an impact on changing a negative profile into a positive profile of tolerance attitude for students. This study uses Research and Development method, that refers to Jolly and Ballitho and Borg and Gall theories. The research data are...

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Proceedings Article

Improving Students' Writing Skill of Narrative Text by Using Think-Pair-Share Technique at Grade X.13 SMAN 5 Bukittinggi

Sridiana Elfia

The purpose of this research are; first to explain how Think-Pair-Share Technique can improve students' writing skill. Second, it is to find out the factors that influence the changes of students' writing skill of Narrative text at Grade X.13 academic year 2015/2016 of SMAN 5 Bukittinggi through the...

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The Development of Fabel Text Teaching Materials Based on Local Wisdom as Learning Scaffolding

Suherli Kusmana, Tri Pujiatna, Yusida Gloriani

This study aims to overcome the limitations of instructional materials oriented to local wisdom as character education and utilize learning technology. One of the materials that can be used to implement character education in Indonesian language lessons in junior high schools is animal story text or...

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Implementation Politeness in Talk Show "Quality of Educa in the Middle of Pandemy" For Learning Speech Skills In Schools

Tiara Dwi Permana, Tressyalina

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Tressyalina, Ena Noveria, Ermawati Arief, Titi Istigfara, Serly Agustia

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Widia Hasanah, Syahrul Ramadan, Yasnur Asri

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Yenni Hayati, Yulianti Rasyid, Malta Nelisa

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Development of Indonesian Language Learning Devices Using Interactive Multimedia In Middle School

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ABSTRACT
Ideally the implementation of learning in the classroom will be better with the rapid development of science and technology at this time. The implementation of learning Indonesian language in SMP Negeri 3 Padangpanjang is not as it should be, because the teacher has not used media that can attract students' learning interest. Therefore, a solution is needed to foster student interest in learning by developing learning devices using interactive multimedia. The procedure of this study uses a 4-D development model, (1) definition; (2) design; (3) development; (4) dissemination. The results obtained were (1) Learning Implementation Plan (RPP), (2) interactive multimedia, and (3) learning achievement test. From the results of the study showed that the activities of students during learning were very good and the learning outcomes showed a significant increase. This research contributes to all Indonesian Language teachers to use interactive media in learning.

Keywords: *Indonesian Language Teacher, Interactive Multimedia, Learning Devices*

1. INTRODUCTION

Learning is a process of interaction between students and educators and learning resources. In the learning process, educators must have a strategy so that students can achieve the goal of obtaining effective and optimal learning outcomes, so that the application of education is organized according to the National Education System based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. Article 3 of the Law states that national education develops capabilities and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming at developing the potential of learners to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. In the national education system it is stated that education has a role to educate the life of the nation as a whole so that the potential that exists in students can be developed to increase faith, have good morality, have knowledge, be creative, be independent, be competent in all matters, and have piety to God Almighty One. So education has a very important role for the development of the potential of students [1].

In reality in the world of education today is still far from the picture in the Act, because the learning process that occurs is not in accordance with the principles that have been described. Likewise with the implementation of the learning process on Indonesian subjects still using traditional approaches such as taking notes, listening, and doing exercises so that the learning process still emphasizes the concepts contained in the book. Then in its application, educators lack understanding the concepts of the steps of preparing and implementing a learning process that is fun for students. Though the learning process is the heart of all education systems in an educational institution. The development of science and technology has changed the mindset and progress of students in various fields [2]. Another important thing to remember in the learning process is that as a person ages, the more responsible he should be for his own learning process (Sutarno, 2013). Furthermore according to Novelti et. al., [3] states that technological developments changed the paradigm of the public in obtaining information where not only limited to print, radio, and television, but also to global networking technologies and the Internet, as one of the main sources of information. Teachers can obtain various information based teaching materials, such as text, photos, audio visuals, videos, animations, and simulations. Internet technology also makes it easy for students to get additional information in

order to meet the demands of competence and also enrichment [4]

The implementation of learning in the classroom should be better with the development of science and technology [5]. The development of technology in learning now allows students to access all learning resources that are open and describe real world conditions that not only involve students with the environment, but computers can also be used to make text, graphics, audio, moving pictures by combining links and devices that allow users to navigate, interact, create, and communicate [6],[7].

Based on observations with teachers in the field of Indonesian language studies in SMP Negeri 3 Padangpanjang that the implementation of Indonesian language learning is not according to what it should be, the teacher has not used media that can attract students' learning interest. After the interview, it was found that learning Indonesian was difficult because the time available was felt to be lacking, the teacher found it difficult to associate several subjects with real life or the context of students' lives. In addition, there are still many students learning outcomes daily under the Minimum Completion Criteria set by the school that is 73. Teachers have done a variety of ways to improve the activities and learning outcomes of students, ranging from choosing methods to choosing the right media in learning such as the use of image media, but the results have not been satisfactory because student activities and learning outcomes have still not improved. Therefore, it is necessary to develop learning devices that are appropriate to the context of life of students, namely using interactive multimedia to attract interest and increase learning activities and outcomes. This is consistent with the results of research conducted by [8] and [9] that learning will be effective when using multimedia learning based on macromedia flash.

The use of information and communication technology in learning allows access to learning resources that are open by using interactive multimedia. So far, learning resources only come from textbooks and teachers. In addition, multimedia has the opportunity to be a means that can motivate students in learning. Multimedia-based learning is a learning activity that utilizes computers to create and combine links and devices that enable educators and students to be creative. Based on the above facts, it is important to do research on learning devices in the field of Indonesian language study by designing a media that can help the learning process. At the same time in an effort to help students to be more active and creative in discovering new things that are appropriate to the age, interests and abilities of students. The learning devices to be developed in the form of media are interactive multimedia specifically designed for learning Indonesian language fields by using the Macromedia Flash 08 program [10]; [7] . The use of multimedia learning devices in the learning process is expected to motivate students more in learning so as to increase activities, interests, and outcomes study it. Based on the problems outlined above, the research on "Development

of Indonesian Language Learning Devices Using Interactive Multimedia in Middle School" is important to do [11]; [12]; [13]; [5].

2. METHODS

In accordance with the problems studied and guided by the research objectives of producing learning devices in the form of interactive multimedia, this type of research is development research. According to [14], development research is research that is used to produce certain products and test the effectiveness of these products. After the media device is developed, validity analysis will be carried out, analysis of observations of the feasibility of using instructional media in the field based on student activities and students' responses to learning activities.

The development model in this study uses a 4-D development model consisting of 4 stages. According to [15] the stages of development are define, design, develop, and disseminate. Furthermore, the product is validated by experts, and then tested on students of class VIII of SMP Negeri 3 Padangpanjang. At the time of the trial will be observed the implementation of the use of learning media in the field based on lesson plans and activities of students by observers and finally students will be asked to respond to learning activities.

The development procedures at the defining stage are curriculum analysis, needs analysis, student analysis, and concept analysis. The design phase includes the draft RPP, multimedia design. Limited product trials are carried out using multimedia learning devices for grade VIII students of SMP Negeri 3 Padangpanjang. The type of data taken in this study is primary data. Data collection instruments consist of practical validation instruments. Student activity observation sheets and learning achievement test sheets. Data analysis techniques are data analysis of the results of the validation of learning devices, practicality analysis, analysis of teacher and student responses, and effectiveness analysis. The next stage is the spread of the development of learning devices using interactive multimedia in junior high schools. The learning model that is produced in the development stage is further disseminated or socialized at a limited level, namely educators and students of Padangpanjang Middle School.

3. RESULTS AND DISCUSSION

1.1 Define Phase

At this stage curriculum analysis, needs analysis, student analysis and concept analysis are carried out. The activity steps undertaken for the four analyzes begin with curriculum analysis focused on analyzing competencies and basic competencies based on themes listed in the 2013 curriculum. In the analysis of core competencies and basic competencies for Indonesian language material

in class VIII semester I. core competencies, basic competencies and indicators can be seen in the learning syllabus. The description of core competencies, basic competencies and indicators of achievement of competencies are considered to determine the concepts needed in the learning of special Indonesian subjects. RPP analysis must be done because in the 2013 curriculum there is no RPP that is right for this interactive multimedia learning tool.

This needs analysis is based on the problems found in the implementation of the learning process that has existed so far in the school where the research is. The analysis shows that the learning model used by educators has not made students feel at home in the classroom. This finding shows that in traditional classes like that, students only become listeners and educators provide facts and define important ideas. Student participation is often limited to listening to and doing exercises that are actually poorly understood by students.

Student analysis is used as an illustration to develop multimedia learning devices in Indonesian subjects. Analysis of these students includes interests, social life, and trends in learning styles and basic abilities possessed by students. In this study the subject was students of class VIII.G of SMP Negeri 3 Padangpanjang. Learning activities of students is something that must be analyzed, namely students of class VIII.G Semester I of SMP Negeri 3 Padangpanjang who have moderate academic abilities, high talents and interests but are different. With talent allows someone to achieve achievements in certain fields, but it takes practice, knowledge, experience, and encouragement or motivation so that the talent develops to the maximum. In following the implementation of learning, students tend to be more motivated and more active if there are learning devices in the form of media. In general, students like something new, be it games, watching movies, videos, animations, and other interactive multimedia, even though the media has been shown repeatedly. So students like the learning process that involves him directly in every learning activity.

Concept analysis is the basis for establishing the main concepts of learning material in the field of Indonesian language studies. The concepts that must be mastered by students in understanding learning materials are in accordance with the curriculum, core competencies, and basic competencies, indicators of competency achievement, learning objectives, and Indonesian language learning materials [16].

Based on the above analysis, the learning devices used by educators should be adjusted to the interests of students.
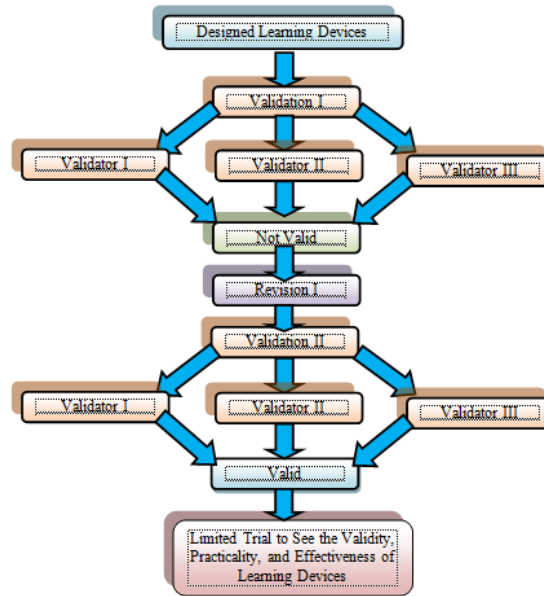
Therefore, the creativity effort of educators to create media as a learning tool is expected to make learning activities more interesting and enjoyable. In response to this, further study needs to be done on the needs of learning devices that are appropriate to the level of development and social life of students in the hope that they can help students gain learning experiences and improve students' learning activities and outcomes. Needs analysis is focused on analyzing the problems found in existing teaching materials such as: lesson plans, textbooks, and worksheets that are used by teachers in the learning process. The results of the analysis show that teaching materials do not use multimedia all, so students are still being indifferent, undisciplined and difficult to concentrate in the learning process. In addition to the needs analysis, concept analysis is also the basis for determining the main concepts of the learning material and devices used. Concept analysis aims to determine the content and subject matter needed in the development of learning devices.

1.2 Design Phase

This stage designs interactive multimedia learning devices for junior high schools that are based on the syllabus and lesson plans that are made. The process of designing learning devices starts with preparing syllabus and lesson plans first. The Learning Implementation Plan is designed systematically which contains the components of writing a lesson plan and follows the steps in the preparation of the lesson plan consisting of; identity, core competencies, basic competencies, indicators, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment. After completing the syllabus and lesson plans, then designing interactive multimedia that suits the needs of students is to design learning materials based on students' characteristics. Designing pictorial and sound media using multimedia are more easily understood by students.

1.3 Development Phase

The development phase includes device validation and testing to see the validity, practicality, and effectiveness of the device being developed. The series of activities based on the development carried out until declared valid with limited trials. For more details can be seen in the following picture.

Figure 1. Process Flow Chart for Development of Interactive Multimedia Learning Devices

Lesson plan validation results in the form of interactive multimedia learning devices are rated by validators which in general is 3.29 with a very valid category. From the assessed aspects, the average value of initial activities is 3.84 with a very valid category, 3.49 for the core activities for a very valid category and 3.45 for the closing activities for a very valid category. Lesson plan that is adapted to interactive multimedia devices is good to be used as a guide for implementation in the learning process.

The results of the validation of interactive multimedia devices which were rated by the validator in general were 3.41 with a very valid category. From the assessed aspects, the average value of the technical requirements is 3.74 with a very valid category, 3.47 for the content aspect with a very valid category and 3.04 for the language aspect with a valid category. Interactive multimedia is well used in the implementation of the learning process.

The testing of interactive multimedia learning devices has been carried out on grade VIII students. G State Junior High School 3 Padangpanjang. In the implementation of this trial, data obtained from observations of the implementation of interactive multimedia learning devices through student responses, teacher responses, student activities, and learning outcomes. This is done to see the practicality and effectiveness of the learning devices developed, so that the results are expected to be generalizable.

In general, the average of the implementation of lesson plans that have been adjusted by interactive multimedia devices in SMP Negeri 3 Padangpanjang is 3.65 with a very practical category. The average aspect of initial activities is 3.60 with a very practical category, the average core activity is 3.60 and 3.75 is the average aspect of the closing activity with a very practical

category. This shows that the lesson plans used by the teacher can facilitate them in carrying out learning activities.

It is known that the response of 30 students of class VIII.G of SMP Negeri 3 Padangpanjang to the learning devices used during learning is very practical with an average of 3.73. Overall, students' responses to learning devices are in the category of very practical. This means, the display of interactive multimedia devices that are used to appeal to students. The material presented has a connection with the real life of students. Explanation of concepts is assisted by supporting images and videos. Then, evaluation devices on interactive multimedia devices train students in the critical thinking process.

The results of the teacher's response to the practicality of interactive multimedia learning devices with practical categories on aspects: 1) practicality of use with very practical categories, 2) suitability of time with quite practical categories, 3) aspects of suitability of illustrations with very practical categories, and 4) aspects of language with categories practical. This means that interactive multimedia learning devices developed can facilitate teachers in the learning process.

Student activities in learning activities use interactive multimedia learning devices that are in the excellent category. Very good categories are shown in the activities of paying attention and listening to the teacher's explanation, activities participating in learning activities, and activities asking questions to the teacher. For activities answering the teacher's questions, working in groups and individually, presenting the results of group work, and responding to the results of the discussion are in either category.

The results of observing the activities of students made in three times the learning activities indicate that the activities of students during the learning activities are included in the very good category. Therefore, the

effectiveness of interactive multimedia learning devices can be said to be very well used in learning activities.

Based on the learning outcomes that have been achieved, it appears that learning using interactive multimedia learning devices can help students in understanding learning material so as to obtain good results. This can be seen from the average value obtained by students which is 84.9 above the minimum school completeness criteria of 73 and classically learning using interactive multimedia learning devices is said to be complete.

1.4 Disseminate Phase

The disseminate stage is the stage of using learning devices on a broader scope. This distribution is carried out in other classes, other schools, or other teachers. In this study, the spread was only done on a limited scale, namely another class at SMP Negeri 3 Padangpanjang. The aim is to test the effectiveness of the use of these devices in different objects, situations and conditions. The deployment phase is carried out in class VIII. A, B, C, D, E, and F are the same as when the product effectiveness test is carried out. There are two main things that are considered, namely the activities and learning outcomes of students.

Student activities in learning activities use interactive multimedia learning devices that are in the excellent category. Very good categories are shown on the activities of paying attention and listening to the teacher's explanation, activities participating in learning activities, and activities of working together in groups and individuals. For the activity of asking questions to the teacher answering the teacher's questions, presenting the results of group work, and responding to the results of the discussion are in the good category.

Interactive multimedia learning tools are designed to be used by educators and students in junior high schools. Learning devices function as aids in the implementation of learning. Learning tools used as guidelines are expected to improve the quality of the learning process and learning outcomes of students. The research conducted aims to determine the validity, practicality, and effectiveness of interactive multimedia learning tools developed.

The validity of interactive multimedia learning tools conducted in this study emphasizes internal validity by using existing criteria in the product development. Internal validity used includes material validity and construction validity. To test the construct validity, expert opinions are used. Experts who assess the validity of this interactive multimedia learning device are people who are experienced and competent in their fields.

Syllabus that has been declared valid is then developed into the form of Lesson plan using interactive multimedia devices. Lesson plan validation data analysis results show an average value of 3.29 by expert validators and practitioner validators. That is, as a whole has been able to describe the components of the Lesson plan in

accordance with Ministry of Education Regulation Number 41 of 2007.

Based on the results of data analysis, validation of interactive multimedia learning tools obtained an average value of 3.41 from expert validators and practitioner validators. If seen from the predetermined categories, the learning tools that have been developed are classified as very valid. Therefore, the learning tools developed are in accordance with the demands of the curriculum. Presentation of the material is in accordance with the indicators formulated and with the development of students. The contents of the learning kit are also in accordance with learning materials at the junior high school level. Various concepts and the translation of the tasks contained in the learning tool makes it easy for students to understand the learning material appropriately. The contents of teaching materials have been able to reach the selected basic competencies. In addition, the language in teaching materials uses effective and simple sentences so that it is easily understood by students. Sentence by sentence using the correct spelling. Then, the developed teaching material is designed with attractive colors so that it can motivate students to follow the learning process well. Thus, it can be concluded that the teaching material developed has been declared valid and can be used in the learning process. The next stage in this research can be continued, namely at a wider trial phase.

The practicality of the device being developed can be known from the implementation of the trial run. Data on the practicality of the learning tools developed were obtained from observations of the implementation of multimedia devices, through teacher responses and student responses. The implementation of interactive multimedia RPP used in the trial is in good criteria with an average value of 3.65. In this case, it can be seen that the learning device developed can be easily implemented by the teacher, meaning that the device developed is practical. According to [17] that the device can be said to be practical, if the teacher can use the device to carry out learning easily, logically, and continuously, without many problems. Thus, interactive multimedia learning tools that have been developed can be used at other schools that need them.

Student responses using interactive multimedia learning tools are very practical. The results of the analysis on students' responses to the practicality of interactive multimedia learning tools developed showed that students are motivated to participate in learning activities using interactive multimedia devices because they have an attractive appearance. The colors chosen for text, images and backgrounds of interactive multimedia devices are contrasting colors that support the display of learning multimedia. According to [18] [19] color has a physiological effect on anxiety, heart rate, and blood flow. Each color has wavelengths, and each wavelength can affect the body and brain differently. The dominant colors that are widely used are green and blue. The use of interactive multimedia devices increases student activity

in learning. Based on the description of the responses of students above, it can be said that the interactive multimedia learning device developed is practical. This means that in addition to being able to be used by trial schools, the learning tools developed can also be used by students in other schools. Multimedia is one of the sources of teaching or alternative media in learning.

The results of the teacher's questionnaire analysis of interactive multimedia learning tools are practical for their use in the learning process. This means that interactive multimedia learning tools developed can help teachers make it easier for students to understand the learning material. Thus, the learning tools developed are practical. The impact of the use of interactive multimedia learning tools by teachers is to facilitate the work of teachers in classroom management and save time during the learning process. This means that the availability of interactive multimedia learning tools is one of the factors that can support the learning process running well, effectively, and can improve the quality of education. This is in accordance with the opinion of [20] that the learning device provides convenience and can help teachers in preparing and implementing the learning process in class.

The effectiveness of the learning tools developed from the learning activities and learning outcomes. Activities of students during the learning process is one of the information to find out students' responses during the use of interactive multimedia learning tools. Student activities are activities or behaviors that occur during the learning process. The activity of students during the learning process is one indicator of the desire of students to learn. This is in accordance with [21] that, "Student activities in learning can be seen based on their participation and involvement in responding". Activities are needed in learning because in principle learning is doing. In this study the activities of students observed by the observer during the learning process using interactive multimedia learning tools by paying attention and listening to the teacher's explanation, participating in learning activities, responding to the results of discussions, respecting the opinions of friends, answering teacher questions, asking questions to the teacher, presenting group results, and respond to the results of the discussion. In the aspect of paying attention and listening to the teacher's explanation, participating in learning activities, and asking questions to the teacher, it is in the very good category, so that the learning process using interactive multimedia learning tools has succeeded in increasing student activity. This media can solve teacher problems that previously had difficulty delivering material and difficulty motivating student learning, with interactive multimedia making learning useful and meaningful [22]

Learning outcomes to find out how far students can master the teaching material, then the test is carried out. The test is given once, in the form of 30 tests of objective tests conducted after the learning activities have been carried out. [24] states "The learning achievement test is a test item used to find out the learning outcomes of students after participating in learning activities." The average results of processing scores compared with the minimum completeness criteria, so that individual completeness in basic competence will be obtained. According to [23] the minimum completeness criteria is the learning completeness criteria determined by the education unit. The minimum completeness criteria for Indonesian subjects are 73. Of the 30 students who took part in the evaluation, 28 students scored $\geq$ 73, thus individually declared complete.

4. CONCLUSION

The results of the Indonesian language learning tools using interactive multimedia in SMP Negeri 3 Padangpanjang with a very valid category. The practicality of the Indonesian language learning device uses interactive multimedia which is seen from the implementation of the device by the observer towards the teacher who teaches in the practical category. The practicality of the device is also known from the results of the responses of students who have participated in learning using teaching materials and devices as well as teachers who use learning devices give very practical results. Indonesian language learning tools using interactive multimedia are stated to be very practical. The effectiveness of the use of Indonesian language learning devices by using interactive multimedia are known through student activities and learning outcomes. The activities of students during learning are very good and learning outcomes show good grades.

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