**LECTORA INSPIRE INTERACTIVE LEARNING MEDIA AS A LEARNING INNOVATION**

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***ABSTRACT***

*In the technology sector used of information and communication technology is a tremendous output. Support of technolgy information is hoped to become an innovation in learning with many involving information technology components inside. This paper discusses the interactive learning media that involve education technology using lectora inspire application. I think in lectora inspire is designed specifically for the beginner with purpose user friendly to use to make learning media to easy, can make the material test or evaluation and is to be interested student to be happy in his studied. The development of interactive learning media with lectora inspire is conducted with how to provide training to the teachers in the elementary school. The methods are done with phases, includes gathering information, planning tools, implementing, presenting and reflecting. The object of this training is Regional technical implementing unit, state elementary school education unit SDN TANGERANG 14 and Regional technical implementing unit, state elementary school education unit SDN SUKASARI 5.*

***Keywords****: Interactive learning media, Lectora Inspire, Learning Innovation*

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# INTRODUCTION

Along with the development of the increasingly advanced technology and information era, it tends to affect all social, economic, political, cultural, and educational and training lives. In the field of education, innovation is an absolute thing to do, because without innovation there will be lagging behind in the world of education and then it will affect other elements of life such as politics, economics, social and others. The education curriculum in Indonesia is always changing and evolving according to the times. In the implementation of the 2013 curriculum, there are still several shortcomings and differences from the previous curriculum. One of the shortcomings is the absence of learning media that supports the integrative thematic learning process and in accordance with student characteristics. With the shortcomings, it is hoped that professional teachers will be able to develop and utilize good learning media and in accordance with student needs, not just taking material from the internet. A teacher must be able to collaborate the ability to design and teach (padagogik), mastery of content (material) with technology so as to create interesting and fun learning that is able to serve students in today's digital era. Along with the development of technology, special abilities are also needed, namely the use of technology by teachers (teachers) in the learning process (technological). (Mustofa, 2020).

At this time, multimedia products have developed rapidly along with the development of technology and communication science. Starting from computers, telephones, and other communication tools. This is very influential on the development of the use of multimedia in learning in schools. If teachers do not keep up with this multimedia development, they will definitely lag behind the development of society. The learning message became incomplete because the media used was incomplete. This condition still occurs in many schools, especially in remote schools. For this reason, teachers are required to be able to apply more than one type of learning media. Because learning that uses multimedia can be more effective and efficient. Learning media develops from time to time, along with technological developments. The development of learning media also follows the demands and needs of learning. Some experts classify several types of media, such as Bretz divides media into three types, namely media that can be seen (video), media that can be heard (audio), and media that can move. Visual media are further grouped into three, namely visual images, graphics, and verbal symbols (Trini Prastati, 2005).

In this regard, to improve the learning process, an interesting media is needed to foster enthusiasm, interest, and activate students in the process of teaching and learning activities in the classroom. One alternative to overcome a suitable problem is with lectora-based interactive learning media that will help in combining all media elements such as text, images, sound and even video and animation so that it becomes an interesting learning media

# METHODS

This research has been conducted at UPTD Education Unit SDN TANGERANG 14 and UPTD Education Unit SDN SUKASARI 5. Time This research was conducted in October 2021. The population that was the object of research was PAI teachers and grade V students at UPTD Education Unit SDN TANGERANG 14 and UPTD Education Unit SDN SUKASARI 5, consisting of 2 classes. The sample of the study amounted to 3 teachers and 80 students. This research was carried out following a descriptive method, because the data collected was in the form of descriptive words, writing and perilkau that teachers and students as supporters. In order to collect data, the author conducts data collection techniques by doing: (1) Observation, namely direct observation of teachers and students in the school to be studied; (2) Interview, namely holding questions and answers with teachers and students in the school to be studied; (3) Documentation, namely data obtained from research both from teachers and research images directly in the classroom and; (4) Assessment of student achievement obtained from Islamic Religious Education teachers

On October 4, 2021, researchers made observations in the field regarding the application of Lectora Inspire learning media, which was carried out at the UPTD Education Unit of SDN TANGERANG 14 and UPTD of the Education Unit of SDN SUKASARI 5 Rambipuji Jember as schools selected as research sites. The first thing the researcher did was to meet the principal to ask permission to conduct a study on the application of Lectora Inspire learning media, which became the research sample, namely Risca Rubiantica's eye teacher Islamic religious education lessons and grade V students. In this case, the principal gave permission happily and invited to talk directly with the sample to be studied, namely teachers of Islamic religious education subjects and discuss directly the schedule for the implementation of the research.

# RESULT

**Results of PAI Teacher Interviews at UPTD Education Unit SDN TANGERANG 14 and UPTD Education Unit SDN SUKASARI 5**

Based on the results of research conducted at UPTD Education Unit SDN TANGERANG 14 from the results of an interview with Mr. Ahmad Faqih Abdullah, S.Pd as a named PAI teacher stated that the implementation of learning using Lectora Inspire media makes students more interesting and active in ongoing learning, instead of learning as usual without using interesting media and he has been able to apply the Lectora Inspire media well because he said he often used it when he was in college. While the interview with Mrs. Dara Shinta Septaningtyas, S.Pd.I stated that learning using Lectora Inspire media helps make learning more interesting and more active, but there are shortcomings in making the media, especially in the limitations of teachers in making or applying Lectora Inspire media due to lack of in-depth understanding of the media so that the use of Lectora media is as simple as they can make. So the results of interviews with PAI teachers at UPTD Educational Unit SDN TANGERANG 14 carried out learning using Lectora Inspire learning media went well and facilitated good learning outcomes for students. And based on the results of research at UPTD Education Unit SDN SUKASARI 5 from interviews with PAI teachers in learning, I rarely carry out the media because of limited ability in making it.

**DISCUSSION**

**Lectora Inspire as a Learning Innovation**

The success of learning is greatly influenced by the completeness of the facilities or media used because the more varied media, messages or learning materials will be optimally received by students. This is Some students have diverse learning modalities. Some students have learning modalities that are more likely to be visual, some students have learning modalities that tend to be audio, and the rest have kinesthetic learning modalities. If a teacher in the learning process only uses one type of media, then the message or learning material cannot be conveyed optimally due to differences in student learning modalities. For this reason, teachers need to combine various types of media in one lesson, namely combining visual-based media, audio-based media, and kinesthetic-based media so that messages can be absorbed by all students even though the modalities vary. The incorporation of various types of media is called multimedia learning. In the Oxford-Advance Learner's Dictionary, multimedia means involving several different methods of communication, involving or including different methods of communication. In the context of learning, multimedia is defined as the use of various types of media in delivering messages or learning materials that aim to make messages or learning materials can be received optimally and optimally by students who have different modalities (Musfiqon, 2012). Learning that uses information and communication technology or uses various media is called interactive learning media. The use of this learning media aims to assist teachers in delivering material and also help students understand the material taught. In addition, the subject matter can be modified to be more interesting and easy to understand, and the tense learning atmosphere becomes fun. By using interactive learning media, it helps teachers create interactive presentation patterns. Based on Hofstetter's definition, that interactive multimedia is the use of computers to combine text, graphics, audio, images / animations, and video into one unit with the right links and tools so as to allow users to navigate, interact, create, and communicate. By utilizing multimedia in teaching and learning activities, the learning process becomes varied and innovative. Students will be interested, can reduce boredom, and curiosity will arise. Therefore, there is a need for innovation, especially in learning due to the variety and diversity of student learning modalities can be accommodated from varied media in learning. For example, in one class has Innovation is an idea, idea, practice, or object that is accepted as a new thing by a person or group to be adopted. Santoso S. Hamidjojo quoted from Abdulhak (2002) explained that educational innovation as "a new change and qualitatively different from the previous thing and deliberately sought to improve the ability to achieve certain goals, including in the field of education". Educational innovation is basically a change or bright idea in the field of education that contains new things in the form of certain educational practices, products of a result of thought and technological processing that is applied through certain stages, to solve educational problems and improve a certain educational situation or educational process that occurs in society. There are several ways to create interactive learning media. Various software is widely offered in the world of education. For example, the Ms. Power Point application that we know to create learning presentation media. Ms. Power Point in addition to being able to create presentation media, can also compile an interactive evaluation media but using Visual Basic, because in essence Ms. Power Point is used for presentation media, although in all kinds of ways Ms. Power Point can be used to create interesting learning media. For some teachers who want to be instantaneous, Lectora Inspire is the right, effective, efficient application to answer these challenges. Lectora Inspire is an application program that can be used to make presentations and learning media. Lectora Inspire was developed by Trivantis Corporation which is an Authoring Tool for E-Learning content development. Its founder is Timothy D. Loudermilk in Cincinnati, Ohio, USA in 1999 (Muhammad Mas'ud, 2012: 1). In 2000, Lectora became the first AICC-certified authoring system on the market. The Lectora Inspire can be used to combine flash, record video, merge images, and screen capture. Lectora Inspire is designed specifically for beginners, so the advantages of Lectora Inspire are very easy to use in making learning media and can create test or evaluation materials. Teachers who are not very proficient in operating computers, will easily use this application. by using the Lectora Inspire application program we can use it in preparing teaching materials for students. earning media developed using Lectora Inspire can be published online or offline. Students can learn independently with these learning media. Evaluation contained in Lectora Inspire, can display feedback that shows right or wrong answers, and scores that can be known directly. Making it easier for teachers to conduct assessments because scores or grades automatically appear. The benefits that we find from the Lectora Inspire application in the development of interactive learning media, including the following: 1. Teachers can create and present teaching materials without having to do programming. 2. Teachers can test the teaching material provided, in various forms of tests such as multiple choice, true / false, matching (mathcing), drag and place (drag and drop), fill in the blank, and hot spots. 3. Teachers/students can access the required teaching/test materials both offline and online. 4. Able to use text, sound, video, animation in a unit. 5. Able to visualize abstract material. 6. Carrying very large or dangerous objects in a classroom environment. 7. Display objects that cannot be seen by the naked eye. In addition, when we install Lectora Inspire, there are several built-in software from Lectora Inspire installed, such as flypaper, camtasia, and snagit. Flypaper is software used to combine images, videos, flash, transition animations, and game memory. Camtasia can be used to edit videos. While Snagit is used to capture images on the monitor screen and can also combine several images into one unit in the Lectora Inspire media.

# CONCLUSION

In the field of education, innovation is an absolute thing to do, because without innovation there will be lagging behind in the world of education and then it will affect other elements of life such as politics, economics, social, and others. Teachers are required to be able to develop skills in making learning media, especially since these media are not yet available in madrasas. For this reason, teachers must have sufficient knowledge and understanding of learning media.

This is where we provide training to teachers, to be able to create innovative and more interesting learning, namely by creating interactive learning media with Lectora Inspire. This interactive learning media development training with Lectora Inspire aims to improve the quality of madrasahs, develop interactive learning media, and increase teacher creativity, resulting in products in the form of interactive learning media that can be used by teachers and students who want to learn independently. The method of implementation in community service science and technology stages include collecting information, planning, implementation, presentation and reflection. The results of the research here provide results that the exposure of Lectora Inspire learning media at UPTD Education Unit SDN TANGERANG 14 can run well because PAI teacher Mr. Ahmad Faqih Abdullah has understood how to make and implement lectora inspire media so that it can make learning more interesting and make it easier for teachers to explain and provide assessments to students. Meanwhile, the exposure of Lectora Inspire learning media at UPTD Education Unit SDN SUKASARI 5 experienced difficulties due to teacher limitations in understanding the making of Lectora Inspire media so that the manufacture was not optimal in accordance with their abilities.

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