INTERACTIVE LEARNING MEDIA BASED ON THE LECTORA INSPIRE APPLICATION IN THEMATIC LEARNING IN GRADE IV ELEMENTARY SCHOOL

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ABSTRACT

This study aims to develop interactive learning media based on the Lectora Inspire application in thematic learning of grade IV Elementary School. The background of the problem shows that the use of innovative media in learning is still low. The solution is to develop Lectora Inspire learning media that can improve student motivation and learning outcomes. The research method used is research and development (R&D) with the ADDIE model. The subjects of the study were 45 grade IV students, of which 15 students were in small-scale trials and 30 students were in large-scale trials. Data collection techniques were carried out by observation, interviews, questionnaires and documentation. Data analysis used quantitative descriptive analysis techniques. The instruments used were assessment scales to determine the feasibility of language, media, and materials as well as the response to the attractiveness of the product to students with a Likert scale arranged in the form of a checklist. The results of expert validation showed that this media was very valid with a percentage above 80%. Trials in two schools showed a positive response from students, with a very interesting percentage reaching 98.4% and 96.5%. The conclusion of this study is that the Lectora Inspire media is effective in supporting thematic learning and increasing student involvement.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berbasis aplikasi Lectora Inspire pada pembelajaran tematik kelas IV Sekolah Dasar. Latar belakang masalah menunjukkan bahwa penggunaan media inovatif dalam pembelajaran masih rendah. Solusinya adalah mengembangkan media pembelajaran Lectora Inspire yang mampu meningkatkan motivasi dan hasil belajar siswa. Metode penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan model ADDIE. Subjek penelitian adalah siswa kelas IV yang berjumlah 45 siswa, dimana 15 siswa pada uji coba skala kecil dan 30 siswa pada uji coba skala besar. Teknik pengumpulan data dilakukan dengan observasi, wawancara, angket dan dokumentasi. Analisis data menggunakan teknik analisis deskriptif kuantitatif. Instrumen yang digunakan berupa skala penilaian untuk mengetahui kelayakan pada bahasa, media, dan materi serta respon kemenarikan produk pada peserta didik dengan skala Likert yang disusun dalam bentuk checklist. Hasil validasi dari ahli menunjukkan bahwa media ini sangat valid dengan persentase di atas 80%. Uji coba di dua sekolah menunjukkan respons positif dari siswa, dengan persentase sangat menarik mencapai 98.4% dan 96.5%. Kesimpulan dari penelitian ini adalah media Lectora Inspire efektif dalam mendukung pembelajaran tematik dan meningkatkan keterlibatan siswa.

Keywords: Lectora Inspire, Media Pembelajaran, Tematik.

INTRODUCTION

Along with the development of the times, humans are increasingly aware of the development of technology and science. In modern times like today, technological progress is increasingly rapid, especially in the world of education and science (Budianto et al., 2021). The development of technology in the world of education encourages efforts to change in renewal to overcome problems that occur especially during the learning process (Muslimin, 2023). The development of technology in the field of education can also be interpreted as a form of innovation that is carried out intentionally with the aim of improving educational conditions and an effort to improve life better than before (Talkah & Muslih, 2021).

In the world of education, learning cannot be separated from learning media that can be applied during the teaching and learning process. Learning media is a tool used by teachers to make learning easier for students (Agustira & Rahmi, 2022; Jadidah et al., 2022; Zahwa & Syafi'i, 2022). Media functions as a path or tool that carries messages between communicators and communicants (Saniah & Farhan, 2023). So, learning media is one of the most important components to foster students' enthusiasm for gaining knowledge. The use of effective media will help students in the learning process so that the classroom atmosphere becomes more active, teachers must choose the right learning media because learning media can affect the success of the process of providing the material delivered (Ummah & Mustika, 2024).

With the development of the era, educators can utilize media using software that can support learning, namely powerpoint, macromedia flash 8, lectora inspire, adobe flash, and others (Sururuddin et al., 2021). One of the software that can be used in learning is lectora inspire. Lectora inspire is one of the authoring tools used for the development of electronic-based learning content which of course can also make students active in learning (Suprihatin et al., 2022). Lectora inspire has great potential to increase student motivation and learning outcomes compared to conventional learning (Azizi, 2021).

This lectora inspire application has several benefits as an interactive learning media, namely (1) can create and present teaching materials without programming; (2) can test the teaching materials provided; (3) can access it offline or online; (4) can use text, audio, video, animation; (5) can visualize abstract material (Nur, 2023). In addition, lectora inspire has advantages in the field of education, including, with this technology teaching materials can be displayed in various animations, and can be saved in the form of a CD so that students are more focused on learning and concentrate their attention, this learning media can also teach students to increase their independent learning spirit and accept learning because of the interesting features and tools and resemble games that attract students' interest in learning (Nisa & Sylvia, 2021). Teachers will find it easier to provide learning in class, so that learning will be more effective and efficient. The use of multimedia-based learning media with the lectora inspire application has been developed by many researchers in various subjects.

As in the study Adoe & Manane, (2022) that the learning outcomes of all students increased, which means that the interactive learning media *Lectora Inspire* is effective in increasing students' achievement motivation. Then the study Desih et al., (2023) said that Lectora Inspire media was developed to help students understand difficult material and require media to be able to visualize abstract material concepts and activate students in learning activities. By using media developed by researchers, students understand the material on the form of matter and its changes and become active in learning activities. Furthermore, research Budi & Bagus, (2019) if interactive learning media assisted by Lectora Inspire is suitable for use in the learning process, especially in the Basic Competence of Implementing Online Transaction Operations. And finally, the study Anharuddin & Prastowo, (2023) stated

that thematic teaching materials in the form of Lectora inspiration-based learning media are suitable for use in the sub-theme of liking sports in class I and can provide understanding to class 1 students, especially in thematic learning.

From several studies, there are differences with this study, namely in the materials and subjects used. In this study, the materials used were thematic learning and the subjects were students of grade IV of elementary school, while previous studies of this lectora inspire learning media were widely applied to middle and upper school students and the materials were diverse. So the purpose of this study is to determine the feasibility and validity of lectora inspire-based learning media products in thematic learning in grade IV of elementary school.

RESEARCH METHODS

The research method used is research and development (R&D), while the development model uses the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The stages carried out for the development of interactive media based on Lectora Inspire developed using the ADDIE model are: (1) Analysis stage, in this study is the preliminary stage carried out before developing interactive media based on Lectora Inspire. At this stage, the analysis that needs to be carried out is to identify problems in the learning process, characteristics of students, materials taught, learning objectives to be achieved and the need for learning media as a support in the learning process through performance analysis and needs analysis. (2) design stage, the stage used to conceptualize media in terms of content and media design which includes, extracting information about learning materials, collecting teaching material references, and creating media display designs. (3) At the development stage, the design that has been designed is made in real form. After that, it is validated by material experts, media experts, and language experts before being tested on students. (4) trial stage, the trial of interactive media based on Lectora Inspire is carried out with small-scale tests and large-scale tests. In this study, a small-scale test used 15 students from MIN 6 Bandar Lampung while a large-scale test used 30 students from SDN 3 Way Halim to determine the quality of interactive media based on Lectora Inspire that was developed. (5) Evaluation stage, at each stage of evaluation is actually always carried out at each stage of research indirectly. The evaluation carried out at each stage is a formative evaluation because it aims to determine further revisions. In addition, this method is used to determine whether interactive media based on Lectora Inspire is effective, feasible and the validity of the media. The stage carried out is a trial of learning media that is already in the form of a website, namely by students accessing the website via their smartphones, so that it can be seen that all the features contained in the media can be used properly and are in accordance with their functions.

The subjects of the study were 45 fourth grade students, of which 15 students were in the small-scale trial and 30 students were in the large-scale trial. The location of the study was at SDN 3 Perumnas Way Halim and MIN 6 Bandar Lampung. Data collection techniques were carried out by observation, interviews, questionnaires and documentation. Data analysis used quantitative descriptive analysis techniques. The instruments used were in the form of an assessment scale to determine the feasibility of language, media, and materials as well as the response to the attractiveness of the product to students with a Likert scale arranged in the form of a checklist. The analysis of the resulting data will be processed into a percentage. The calculation of the analysis was carried out using the following calculations:

$$P = \frac{\sum X}{\prod} \ X \ 100\%$$

Data collected from expert material validators, media experts, and language experts can be converted into percentages, which are then interpreted into a percentage scale as follows:

Table 1. Percentage of Eligibility

| Category	Scale Value
Very Valid	80-100%
Valid	61-80%
Quite Valid	41-60%
Less Valid	21-40%
Invalid	0-20%

Source:(Lestari & Rispatiningsih, 2023)

The data obtained in the form of a questionnaire or survey given after using interactive media based on Lectora Inspire in the form of a website in thematic learning. Tabulation of assessment score data on student responses is adjusted to the aspects observed. Scoring of research results using a Likert scale as follows:

Table 2. Student Response Assessment Criteria

Criteria	Category
5	Very interesting
4	Interesting
3	Quite interesting
2	Less attractive
1	Not attractive

Source:(Azizah et al., 2023)

The data generated from the formula is in the form of a percentage that will be interpreted on a percentage scale. The following are the stages in the development procedure that was developed:
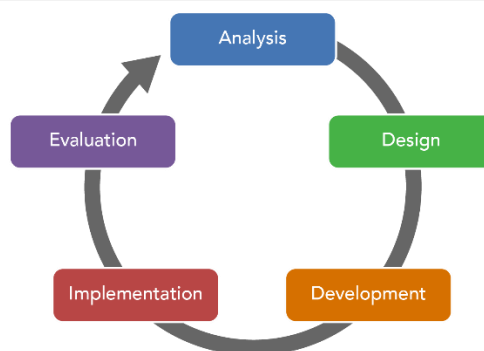
Figure 1 ADDIE Model Research Flow (Shaquille & Zen, 2023)

RESULTS AND DISCUSSION
Results

In this research and development, the product produced is an interactive learning media based on Lectoria Inspire which is designed using the ADDIE development model, namely:

Analysis Stage

At this stage, an analysis was carried out on the problems in learning, where information was obtained that in the thematic learning process, teachers were rarely involved in using innovative learning media, where the learning media used were only textbooks.

Design Phase

At this design stage, a storyboard was created to develop learning media using the specified software after conducting a needs analysis. The software to be used is Lectoria Inspire, which will contain thematic learning materials. Before developing this educational media, the researcher designed it in several steps, starting with creating a media framework, writing a detailed programme consisting of a cover, introduction, and bibliography. The objective of developing this media is to produce suitable educational media by explaining how it was developed, testing its suitability, and then determining the responses of students and educators to this educational media.

Development Stage

This stage is the production stage in developing a product in the form of learning media from the design form to the actual product form according to the storyboard that has been designed using the Lectoria Inspire application. The creation of learning media using the Lectoria Inspire application will be focused on thematic learning in grade IV. At the stage of developing this learning media, researchers validated the experts, namely media experts, material experts, and language experts, each consisting of 2 experts.

Implementation Stage

Implementation in this case is intended to test the validity of the product that has been developed. Testing products that have been declared valid by experts is then tested on students in two stages, namely small-scale trials on 15 students at MIN 6 Bandar Lampung and large-

scale trials on 30 students at SDN 3 Way Halim Bandar Lampung. The results of expert validation and trials on students are obtained through assessments from the following questionnaire.

Table 3. Media Expert Validation Results.

No	Rated aspect	Score
1	The media presented is visually appealing	4
2	The image presented is sharp/not broken	3
3	The images presented are in accordance with the material	4
4	The videos presented are in accordance with the material	4
5	The type of letters used is correct	4
6	The font size used is correct	4
7	The color of the letters used is correct	4
8	The language used is easy to understand	4
9	The harmony of color use is correct	3
10	The layout is proportional	4
11	The sound is clear	3
12	The selection of sound effects is appropriate	4
13	Easy to operate media	4
Amount		59
Percentage		95.1%

From the assessment results, the media presented obtained a total score of 59 with a validity percentage reaching 95.1%. This shows that the learning media was considered very good by experts. The aspects assessed include several important components, such as visual appeal, image sharpness, video relevance, and the type of font used. Each aspect obtained an average score of 4, which indicates that the media has met the established criteria well. For example, the images and videos presented are considered appropriate and support the learning material, while the choice of sound and layout are also considered appropriate. Success in these aspects shows that the Lectoria Inspire media is not only visually appealing, but also effective in supporting thematic learning, so that it can increase student involvement in the learning process.

Table 4. Results of Material Expert Validation.

No	Rated aspect	Score
1	The material presented is in accordance with the learning objectives stated in the learning objectives flow.	4

2	The material presented is accurate conceptually and definitionally.	3
3	The material presented arouses curiosity among students.	4
4	Presentation of material according to the concept	4
5	The material is presented sequentially, starting from the introduction of concepts, definitions, procedures, output displays, examples to interactions between concepts.	4
6	The images and illustrations presented can improve students' understanding.	4
7	Sentences used are efficient	3
8	The material presented is related	4
9	The material presented fosters students' questioning skills.	4
10	The material presented is in accordance with the level of intellectual development of students.	4
11	The material presented is in accordance with the level of emotional development of students.	3
12	The material is presented with spelling accuracy.	4
13	The material is presented with precision of terminology	4
Amount		61
Percentage		98.3%

From the assessment conducted, this media obtained a total score of 61 with a validity percentage of 98.3%. This value indicates that the material presented in the media is of very high quality and in accordance with the learning objectives that have been set. Of the eleven aspects assessed, all aspects obtained a score of 4, which indicates that the material presented is very good. These aspects include the suitability of the material to the learning objectives, clarity of concepts, and interactions presented to students. For example, the material presented is considered appropriate to the context and can be easily understood by students, while the explanation of the concepts and interactions offered can improve students' understanding of the topics taught. These results indicate that the Lectoria Inspire media is not only effective in delivering material, but is also designed with students' abilities and needs in mind, so that it can support a more interactive and enjoyable learning process.

Table 5. Results of Linguist Validation.

No	Rated aspect	Score
1	The sentences used represent the content of the	4

		message or information that you want to convey while still following Indonesian sentences.	
2		The sentences used are simple and straight to the point.	3
3		The terms used are in accordance with the Big Indonesian Dictionary	4
4		Messages or information are conveyed and are common in written communication in Indonesian.	4
5		The language used arouses a sense of enjoyment when students read it and encourages them to study the book thoroughly.	3
6		The language used is appropriate to the level of emotional maturity of the students.	4
7		The sentence structure used to convey the message refers to the rules of good and correct Indonesian grammar.	4
8		The spelling used refers to the improved spelling guidelines.	4
Amount			31
Percentage			96.8%

The assessment results show that this media obtained a total score of 31 with a validity percentage reaching 96.8%. This figure reflects that the use of language in the learning media is very good and in accordance with the expected standards. Of the seven aspects assessed, all aspects received a score of 4, indicating that the sentences used in the media are very effective. The aspects assessed include the clarity of the message or information conveyed, the simplicity of the sentences, and the conformity with the rules of the Indonesian language. For example, the sentences used are considered able to convey information clearly and directly, and in accordance with applicable grammar. In addition, the language used is not only easy for students to understand, but also relevant to the context of the learning being taught. The results of this validation show that the Lectoria Inspire media is not only effective in conveying material, but also in using the right language, so that it can support student understanding better.

Table 6. Expert Validation Results.

Information	Media Expert Validation	Linguist Validation	Subject Matter Expert Validation	Criteria
Expert I	81%	73.3%	73.3%	Very Valid
Expert II	86%	100%	100%	Very Valid
Average	83.5%	86.6%	86.6%	Very Valid

The validation results showed that Expert I gave an assessment with a percentage of 81% for media validation, 73.3% for language validation, and 73.3% for material validation. Meanwhile, Expert II gave a higher assessment with 86% for media validation, and 100% for both aspects of language and material. The overall average of the two experts showed a percentage of 83.5% for media validation, 86.6% for language validation, and 86.6% for material validation, all of which were categorized as very valid. These results indicate that the Lectoria Inspire learning media as a whole is considered very good by the experts, both in terms of media, language, and material.

Table 7. Trial Results

School	Small Scale Test	Large Scale Test	Criteria
MIN 6 Bandar Lampung	98.4%	-	Very interesting
SDN 3 Perumnas Way Halim	-	96.5%	Very interesting

From the trial results, MIN 6 Bandar Lampung showed a small-scale test value of 98.4%, which indicates that this learning media is very interesting for students. This high percentage indicates that students respond positively to the use of applications in the teaching and learning process. On the other hand, SDN 3 Perummas Way Halim received a large-scale test value of 96.5%, which is also categorized as very interesting. The high large-scale test results indicate that this media is effective and interesting when applied in a broader context.

Evaluation Stage

The evaluation stage is carried out with the aim of validating the learning media product using Lectoria Inspire that has been developed through data analysis based on expert tests. At each stage of the development of this learning media, there are evaluations and revisions carried out to improve the resulting product. In addition to validation against experts on this learning media, responses to educators are also carried out. The evaluation results are obtained through an assessment of the teacher response questionnaire, namely:

Table 8. Educator Response Results.

School	Percentage	Criteria
SDN 3 Perumnas Way Halim	90.7%	Very Worth It
MIN 6 Bandar Lampung	100%	Very Worth It

From the data obtained, SDN 3 Perummas Way Halim received a response percentage of 90.7%, which is categorized as very feasible. This shows that students at the school are satisfied and involved in the use of this learning media. Meanwhile, MIN 6 Bandar Lampung achieved a response percentage of 100%, which shows that all students at the school considered this interactive learning media very feasible. These results illustrate the high level of acceptance from students towards the Lectoria Inspire media, which is not only interesting but also effective in supporting the learning process.

Discussion

Learning media is an important element in the learning process. Learning media is a learning resource that can help teachers enrich students' insights (Nurfadhillah et al., 2021). Based on research that has been done in developing learning media based on lectora inspire is a study conducted by Rifki et al., (2025), that learning media based on lectora inspire in science subjects for grade VI at SD Hippindo Banjarmasin is feasible to use and can increase students' learning motivation. The selection of learning media carried out in this previous study was because learning media based on lectora inspire in teaching and learning activities allows students to better understand the material presented by the teacher because it is very easy to use in developing interactive learning multimedia content.

The results of this study are that learning using learning media based on lectora inspire is able to increase students' learning motivation because learning with lectora allows students to interact directly with the material being studied. In addition, the study Gultom & Simanihuruk, (2024) interactive learning media based on Lectora Inspire on theme 1 subtheme 1 Class V of Elementary School 060857 Medan Tembung, is suitable for use in the learning process. In the study, Amilia et al., (2021) Lectora Inspire learning media is included in the valid, practical, and interesting categories with a strengthening of the character of curiosity. Then the research of Zahira & Ahmad, (2023) interactive multimedia based on Lectora Inspire on the material of the volume of geometric shapes in class V of Elementary School was declared valid and practical for use in the learning process. Lectora Inspire is an application (software) that can be used by teachers to load information or materials, images, animations, games or videos that are packaged in a practical and interesting way so that they can make students more enthusiastic in the learning process.

This media reviews thematic material, in which the contents of Indonesian Language, Social Sciences, Natural Sciences, Civic Education, and Arts and Culture are developed. Learning media can be distributed offline via CD-Drive accompanied by a manual. Student responses to this learning media product are very positive. Students are very enthusiastic about participating in learning using computers. During learning, with enthusiasm all students study part by part, students also easily remember the material presented, this can be seen when there is a question and answer process during learning. Students' curiosity is also seen when they choose the buttons in the Lectora Inspire learning media as evidenced by students learning further by reading and paying attention to each video. All students are enthusiastic during learning because the images, illustrations, and videos in the media help their thinking and reasoning abilities.

Based on the study that has been described, the Lectora Inspire learning media has several advantages and disadvantages. The following are the advantages of the Lectora Inspire learning media, including: 1) the media is easy to copy-paste on a PC or laptop, 2) the media is easy for students to use because there are clear buttons, 3) the media is interactive so that students are directly involved in learning and make learning more meaningful, 4) interactive media contains text, illustrations, audio, video, and various colors so that it encourages students' enthusiasm for learning, and (5) students feel happy and interested in learning, so that this interactive media can encourage students to learn further (Nurhalim et al., 2021). In addition to having the advantages of interactive media products, it also has the following disadvantages: 1) the Lectora Inspire learning media requires adequate school facilities and infrastructure such as electricity, projectors, and computers/laptops, 2) the design is complicated and takes a long time in the manufacturing process, and 3) the problem is that if the electricity goes out, the interactive media cannot be used (Rachmawati et al., 2022).

Based on small-scale and large-scale trials of the Lectora Inspire media, it was very

positive. Students agreed that (a) the Lectora Inspire media was very interesting; (b) easy to use; (c) easy to understand the material; (d) can reduce boredom and boredom; (e) good images, text, animations and videos; (f) can increase knowledge; (g) interested in new things; (h) increase questions and answers with the teacher; (i) without teacher assistance; and (j) can encourage further learning. However, there was only one student who disagreed with all of the statements above and there were several students who disagreed with the statement of using media without teacher assistance. The Lectora Inspire media itself can strengthen students' curiosity, this can be seen when students are enthusiastic about reading the material on the monitor and always want to learn more as evidenced by students pressing the buttons that contain material, images, videos and examples. In addition, students are also active in asking questions about the material, then students record the findings obtained and then read in front of the class. In accordance with the opinion Yuliana et al., (2022), curiosity can be seen from the emergence of student behavior in the form of (1) using several senses to investigate objects and events; (2) asking questions about objects and events; (3) showing interest in the results of experiments. Thus, Media Lectora Inspire can make students more aware of new things and make it easier for students to find information.

CONCLUSION

This study shows that interactive learning media based on the Lectora Inspire application is very effective for use in thematic learning for grade IV Elementary Schools. The results of expert validation show that this media meets the eligibility criteria with a high percentage of validity. Trials in two schools also indicated positive responses from students, who felt that this media was interesting and helpful in the learning process. Thus, Lectora Inspire can significantly improve student motivation and learning outcomes. For further research, it is recommended that researchers explore the development of interactive learning media with more varied features, such as gamification integration to increase student engagement. In addition, further research can be conducted to measure the long-term impact of using this media on student learning outcomes in various subjects. Conducting studies in various school contexts and educational levels can also provide broader insights into the effectiveness of the Lectora Inspire application in learning.

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