

USE OF MULTIMEDIA IN INDONESIAN LANGUAGE LEARNING IN SMAN 6 SERANG CITY

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ABSTRAK

The aim of this research is to find out how the use of multimedia in the learning of Indonesian language in SMAN 6 Serang City. The method used in this research is quantitative descriptive. The population in this study are teachers and students of XI grade IPA 7 SMAN 6 Serang City. The sample was taken from 33 data consisting of one Indonesian language teacher and 32 students of XI grade IPA 7 SMAN 6 Serang City. The instruments in this study used a likert scale in the form of an angket with 30 statements, the response of 4 is Totally Agree (TA), Agree (A), Less Agree (LA), Disagree (DA). The data analysis technique uses descriptive analysis with the calculation of the presentations of the average of the angket or questionnaire on the likert scale to the respondents. Results and interpretation of this study (1) Learning Indonesian language with multimedia works more effectively and it is proven that the total respondents who chose Totally Agree (TA) was 24%, Agree (A) was 67%, Less Agree (LA) was 8%, Disagree (DA) was 1%. (2) The learning media is very necessary to support the literary learning process by proving the total Respondents who choose Totally Agree (AA) is 26% Agree (S) is 56%, Less Agree (LA) is 15% Disagree (DA) is 3%.

Keywords: *Learning, Multimedia, Indonesian Language*

INTRODUCTION

Advancements in information and communication technology have profoundly impacted various facets of life, particularly education. These developments necessitate innovative approaches to ensure the effectiveness and efficiency of education in Indonesia. Education stands as a cornerstone for enhancing the nation's quality, as quality education is a fundamental aspiration for the Indonesian society. The nation's quality is inherently linked to the caliber of its human resources. Education plays a pivotal role in human development, contributing significantly to the advancement of science and technology. However, education must also harness these scientific and technological advancements to achieve its objectives effectively and efficiently. Enhancing the effectiveness and efficiency of learning requires the introduction of diverse and innovative learning models. This ensures that the learning process remains engaging, dynamic, and conducive to knowledge transfer without becoming overly routine or dull.

Therefore, the role of media in the learning process becomes crucial, as it diversifies instructional methods and prevents monotony. By leveraging various media forms, educators can create engaging learning experiences that captivate students' attention and facilitate deeper understanding of subjects. This integration of media not only enhances learning outcomes but also prepares students to thrive in a rapidly evolving technological landscape, thereby contributing to the nation's overall development and progress.

Sadiman (2011:6) posits that learning is a multifaceted process involving interactions between students, teachers, and various educational resources. This process encompasses an array of materials and tools, including laboratory equipment, books, chalkboards, photographs, slides, films, audio and video tapes. Furthermore, it extends to the facilities and equipment utilized in the educational environment, such as classrooms, audiovisual devices, and computers. Additionally, Sadiman highlights the importance of procedures that organize the learning process, including scheduling, methods of information delivery, practical learning activities, examinations, and other related components. This comprehensive approach ensures that learning is a dynamic and engaging experience, facilitated by a diverse array of resources and well-structured methodologies. In addition to the facilities and equipment, learning is also supported by the presence of the media of awareness as a means of transfer of education teachers to students. Learning media is the part that relates to a method or strategy in a learning system. It is agreed by Sumiati (2008:159-160) that the learning media is an integral part of the learning system that can be used to channel messages, stimulate the thoughts, feelings, attention and will of students so that it is driven by the learning process.

According to Daryanto (as cited in Riska et al., 2019), learning media play a crucial role as one of the key components in the educational system. In the learning process, media function as a conduit for transmitting information from the source, typically the teacher or educator, to the recipient, which is the student. Learning media are employed to enhance the clarity of message delivery and information dissemination, as well as to capture and maintain students' attention. By doing so, these media help ensure that students are more engaged and better able to absorb the information presented by teachers. An exemplary type of learning media that embodies these functions is multimedia, which combines various forms of content such as text, audio, images, and video to create a rich and interactive learning experience..

Multimedia is a combination of various digital elements such as text, images, graphics, sound, animation and video (Surjono, 2017). Supported by the opinion of Saputro et al. (2020), the term is used to describe a multimedia system that uses a computer and combines all media into one program. Multimedia included in the type of interactive media. Interactive media belongs to the constructivist media that encompasses learning, pupils, and learning processes. In the learning process, there are technologies such as computers, multimedia tools, and the world's largest web network that greatly influence the student's learning process. According to Cheng, 2009:204 (in Tarigan Darmawaty, 2015) said that interactive multimedia is designed to offer for interactive learning in the form of 3D, graphics, sound, video, animation and creating interactions.

Interactive media is a type of instructional media known within the constructivist paradigm. This media not only serves as a tool for delivering information but also engages learners actively in the learning process. In this context, technologies such as computers, multimedia tools, and the global web network have significant impacts on how learners engage with and interact with learning materials. The use of interactive media allows learners not only to be passive consumers of presented information but also active participants in constructing their own knowledge. With features like animation, graphics, sound, video, and 3D simulations, interactive multimedia creates a deep and engaging learning environment. Learners can explore complex concepts more effectively through dynamic visualizations and more engaged learning experiences.

In educational literature, interactive multimedia is often associated with constructivist theories, which posit that learning is an active process where learners construct their understanding through reflection, discussion, and hands-on experimentation. This perspective emphasizes that effective learning occurs not merely through the transmission of knowledge from teachers to students, but through engaging, student-centered learning experiences. The integration of interactive multimedia supports this approach by enhancing learner engagement and fostering a collaborative classroom

environment. It allows students to interact with content dynamically, exploring and applying knowledge in interactive and meaningful ways. Moreover, interactive multimedia facilitates equitable access to information and educational resources, leveling the playing field for learners of diverse backgrounds and abilities. Therefore, interactive multimedia serves not only as a tool but as a cornerstone in modern educational practices, enabling transformative shifts towards adaptive, innovative, and learner-centered models of education. By promoting active participation and personalized learning experiences, interactive multimedia plays a pivotal role in preparing students for success in an increasingly complex and interconnected world.

RESEARCH METHODS

The method used in this research is descriptive quantitative. Sugiyono (2016: 7) explains that quantitative research method is based on positivism philosophy, used to investigate samples and research populations. Quantitative research presents data in numerical form as its findings. Descriptive method is employed to systematically, factually, and accurately depict phenomena. Quantitative descriptive research describes variables as they are supported by numerical data generated from actual conditions.

The population in this study consists of teachers and students at SMA Negeri 6 Kota Serang. The sample taken consists of 33 data points, comprising 1 Indonesian language teacher and 32 students from class XI IPA 7 at SMAN 6 Serang City. The instrument in this study uses a Likert scale questionnaire with 30 statements, with responses categorized into 4 levels: Totally Agree (TA), Agree (A), Less Agree (LA), and Disagree (DS). Questionnaires are a common technique used in research to gather data from respondents. This method involves presenting a set of written questions or statements to respondents to be answered based on their understanding and experiences related to the research topic. In the context of this study, the researcher utilized three questionnaires, each comprising ten questions. These questionnaires were designed to explore in-depth information about the use of multimedia in learning, the multimedia learning resources utilized, and the impact of multimedia use in the learning context. Each questionnaire was specifically designed to capture various aspects relevant to the research objectives, such as the effectiveness of media in delivering content, student responses to multimedia use, and the role of multimedia in enhancing learning outcomes. By employing questionnaires as a data collection tool, researchers can gain deeper insights and reliable data to support analysis and conclusions in this study.

Data collection techniques include questionnaires and structured interviews. The structured interviews use questions prepared by the researcher beforehand. Data analysis technique employs descriptive analysis by calculating the average percentage of Likert scale questionnaire responses from the respondents.

RESULTS AND DISCUSSION

Result

Here are the results and discussion of the data analyzed by researchers, derived from surveys completed by students of class XI MIPA 7 at SMAN 6 Serang City. The collected data provide valuable insights into various aspects of student perspectives and experiences related to their academic journey. The analysis reveals several key findings regarding students' academic performance, learning preferences, and perceptions of educational resources. It highlights trends in study habits, use of digital tools, and challenges encountered in the learning process. Additionally, the data shed light on student attitudes towards different teaching methods and the effectiveness of instructional strategies employed at the school.

Moreover, the discussion delves into the implications of these findings for enhancing educational practices and student outcomes. It explores potential strategies for addressing identified

challenges, optimizing the use of educational technologies, and fostering a supportive learning environment. The findings underscore the importance of ongoing research and data-driven decision-making in refining educational approaches to better meet the needs of students. Furthermore, the researchers emphasize the significance of collaborative efforts between educators, students, and stakeholders in implementing evidence-based interventions. By leveraging these insights, SMAN 6 Serang City can further strengthen its commitment to providing quality education and preparing students for future academic and professional endeavors.

Table 1. Multimedia-based learning process

| Questionnaire 1 | Totally Agree | Agree | Less Agree | Disagree |
|-----------------|---------------|-------|------------|----------|
| | 77 | 222 | 27 | 4 |

Information:

TA= 777

$$\frac{77}{330} \times 100\% = 23.3\% \text{ rounded } 24\%$$

A= 222

$$\frac{222}{330} \times 100\% = 67.2\% \text{ rounded } 67\%$$

LA= 27

$$\frac{27}{330} \times 100\% = 8.18\% \text{ rounded } 8\%$$

DA= 4

$$\frac{4}{330} \times 100\% = 1.2\% \text{ rounding } 1\%$$

Regarding the first questionnaire item, which posited that the learning process with multimedia runs more efficiently and effectively, the response distribution was as follows: 24% of respondents voted "Totally Agree" (TA), strongly affirming the statement. A significant majority of 67% selected "Agree" (A), indicating broad support for the idea that multimedia enhances efficiency in learning. Conversely, 8% chose "Less Agree" (LA), suggesting moderate agreement, while a mere 1% opted for "Disagree" (DA), indicating minimal dissent. These results highlight a strong overall consensus that multimedia significantly improves the efficiency and effectiveness of the learning process.

Table 2. Learning Media

| Questionnaire | Totally Agree | Agree | Less Agree | Disagree |
|---------------|---------------|-------|------------|----------|
| | 84 | 185 | 51 | 10 |

Information:

TA = 84

$$\frac{84}{330} \times 100\% = 25.4\% \text{ rounded to } 26\%$$

A = 185

$$\frac{185}{330} \times 100\% = 56.06\% \text{ rounded to } 56\%$$

LA = 51

$$\frac{51}{330} \times 100\% = 15.4\% \text{ rounded to } 15\%$$

DA = 10

$$\frac{10}{330} \times 100\% = 3.03\% \text{ rounded to } 3\%$$

In response to the second questionnaire statement, which asserts that multimedia is essential for supporting learning, the distribution of responses is as follows: 26% of the respondents chose "Totally Agree" (TA), indicating strong agreement with the statement. A majority, 56%, selected "Agree" (A), reflecting a significant endorsement of the necessity of multimedia in education. Meanwhile, 15% of respondents chose "Less Agree" (LA), showing a moderate level of agreement, while a small fraction, 3%, opted for "Disagree" (DA), expressing disagreement with the statement. These results underscore a predominantly positive perception of the importance of multimedia in enhancing the learning experience.

Table 3. The impact of media on learning

| Questionnaire | Totally Agree | Agree | Less Agree | Disagree |
|---------------|---------------|-------|------------|----------|
| | 55 | 215 | 52 | 8 |

Information:

TA = 55

$$\frac{55}{330} \times 100\% = 16.6\% \text{ rounded to } 17\%$$

A = 215

$$\frac{215}{330} \times 100\% = 65.15\% \text{ rounded to } 65\%$$

LA = 52

$$\frac{52}{330} \times 100\% = 15.75\% \text{ rounded to } 16\%$$

DA = 8

$$\frac{8}{330} \times 100\% = 2.42\% \text{ rounded to } 2\%$$

Thus, according to the survey results, 17% of respondents strongly agreed (TA), 65% agreed (A), 16% somewhat agreed (LA), and 2% disagreed (DA) with the statement in questionnaire 3, affirming that multimedia significantly enhances learning outcomes. These findings highlight a strong consensus among participants regarding the beneficial influence of multimedia tools in educational settings.

Discussion

Based on extensive interviews conducted with Indonesian language teachers at SMAN 6 Serang City, particularly focusing on insights shared by Ms. Neny Handayani, S.Pd., it becomes evident that a diverse array of multimedia tools plays an integral role in the school's Indonesian language instruction methods. These tools encompass a blend of modern applications such as CapCut and Canva, alongside traditional yet effective tools like PowerPoint. The strategic integration of these

multimedia platforms serves to significantly enrich the learning experience by fostering dynamic and engaging lessons. Teachers at SMAN 6 Serang City emphasize the practical advantages of incorporating these tools into their teaching practices. They highlight how multimedia platforms enhance student comprehension and retention of language concepts through interactive and visually stimulating content delivery. Moreover, these tools are credited with cultivating creativity and critical thinking among students, encouraging them to explore language nuances and express themselves effectively.

This approach not only reflects current educational trends but also underscores the school's commitment to providing a robust and interactive learning environment. By leveraging multimedia tools effectively, educators at SMAN 6 Serang City aim to prepare students not only for academic success but also to navigate future challenges with confidence and competence. The integration of these innovative teaching methods demonstrates a proactive stance towards enhancing the quality of education and equipping students with essential skills for lifelong learning and achievement. At SMAN 6 Serang City, a wide range of educational media plays a crucial role in supporting the learning environment. PowerPoint is instrumental in delivering clear and structured presentations of educational content, while Canva and CapCut serve as versatile tools for editing and refining students' projects and assignments. These media not only aid students in comprehending learning materials but also assist teachers in effectively communicating complex concepts. PowerPoint's visual and systematic approach makes it a preferred method for presenting information, ensuring clarity and understanding among students. In contrast, Canva and CapCut empower students to unleash their creativity by providing platforms to create diverse and innovative works. Teachers at SMAN 6 Serang City have highlighted the transformative impact of these media in enhancing the overall quality of education. They have observed that students are more motivated and engaged in their tasks, driven by the familiarity and accessibility of these tools, which closely resemble those used in their daily lives. This integration of modern learning media not only facilitates the teaching-learning process but also cultivates a dynamic educational atmosphere that nurtures creativity and critical thinking skills among students. The strategic implementation of various learning media at SMAN 6 Serang City not only enhances student learning outcomes but also fosters their development in creativity and innovation. By leveraging these tools effectively, educators can create a more engaging and enriching educational experience that prepares students for the challenges of the modern world.

The use of media in learning not only provides significant positive impacts for students but also changes the way they interact with and understand learning materials. When students use media, they tend to be more engaged and enjoy the learning process. They feel more motivated and happy because media allows them to learn in a more interactive and enjoyable manner. The effectiveness of learning has also been proven to increase with the use of media. Previously, students' understanding may have been around 85 percent, but with the presence of media, understanding levels can significantly increase to nearly 99 percent. This indicates that media helps students better understand and master the taught materials, and promotes the creation of a more structured and productive learning environment. Overall, the use of media in learning not only improves students' engagement and understanding but also creates a more dynamic and enthusiastic classroom atmosphere. By providing variety in teaching methods and supporting diverse learning styles, media helps enhance the overall effectiveness of the teaching and learning process, making it more efficient and enjoyable for students.

One of the primary challenges in integrating digital learning media is the disparity in students' access to adequate mobile devices. Some students may have mobile phones with insufficient memory, while others may not have a mobile phone at all. To address this issue, teachers have devised a collaborative approach by dividing students into groups. Each group includes students with gadgets

that meet the necessary specifications, ensuring that everyone can participate in the learning process. Within these groups, students work together, with specific task assignments designated to maximize the use of available technology. For instance, one student might be responsible for creating and editing materials using their suitable gadget, while others contribute in ways that do not require advanced technology. This strategy is not intended to highlight the disparity in device quality but rather to ensure inclusive participation and minimize difficulties for students lacking adequate gadgets.

By fostering a collaborative learning environment, teachers ensure that technological limitations do not hinder the educational process. Students are encouraged to support one another, promoting a sense of teamwork and shared responsibility. This approach not only addresses the immediate challenge of unequal access to technology but also cultivates valuable skills in cooperation and resourcefulness. In essence, this solution demonstrates a commitment to equitable education, where all students can engage fully in the learning experience regardless of their technological resources. By addressing these challenges collaboratively, the teaching and learning process becomes more inclusive, ensuring that every student has the opportunity to succeed.

CONCLUSIONS

Based on the results discussed, it is evident that out of 32 student respondents who filled out the questionnaire, a substantial majority affirmed the effectiveness and efficiency of multimedia in the learning process. Specifically, 24% of the respondents strongly agreed with this statement, while a significant 67% agreed. A smaller portion, 8%, somewhat agreed, and only 1% strongly disagreed, indicating minimal opposition to the use of multimedia in education.

In a separate questionnaire addressing the necessity of multimedia to support learning, the responses were similarly positive. Here, 26% of respondents chose "strongly agree," and 56% agreed, showing a strong consensus on the importance of multimedia in educational settings. Meanwhile, 15% somewhat agreed, and a mere 3% strongly disagreed, further underscoring the general agreement on this issue.

Furthermore, the questionnaire exploring the impact of multimedia on learning outcomes revealed that 17% of respondents strongly agreed that multimedia has a very good impact, while 65% agreed. This indicates a robust belief in the positive effects of multimedia on learning outcomes. Additionally, 16% somewhat agreed, and only 2% strongly disagreed, suggesting that the perceived benefits of multimedia are widely acknowledged among the respondents.

These findings collectively highlight a broad endorsement of multimedia's role in enhancing both the efficiency and effectiveness of the learning process, its necessity in educational support, and its positive impact on learning outcomes. The use of media in learning significantly benefits students, making the educational experience more enjoyable and engaging. When media is incorporated into the learning process, students tend to feel happier and more involved. This heightened engagement is critical as it leads to improved comprehension and retention of information. Moreover, learning media enhances the overall effectiveness of education by providing diverse and interactive methods of content delivery. For instance, multimedia can present information through a combination of text, audio, video, and interactive simulations, catering to various learning styles and preferences. This multimodal approach not only helps in maintaining student interest but also reinforces learning by allowing students to experience the content in multiple formats.

Additionally, the integration of multimedia in education encourages active participation and collaboration among students. Interactive media, such as educational games and virtual labs, enable students to apply their knowledge in practical scenarios, fostering critical thinking and problem-solving skills. Furthermore, multimedia resources can be accessed anytime and anywhere, offering

flexibility and convenience for both teachers and students. In conclusion, the extensive support for multimedia in education underscores its vital role in making learning more effective, enjoyable, and accessible. By leveraging the diverse capabilities of multimedia, educators can create rich, engaging, and dynamic learning environments that significantly enhance student outcomes.

However, the integration of digital learning media is not without its challenges. One of the primary issues is the disparity in students' access to adequate mobile devices. Some students possess mobile phones with insufficient memory or outdated specifications, while others may not have mobile phones at all. These limitations can hinder the seamless use of digital learning tools. To address these challenges, teachers have implemented creative solutions. One effective strategy is to divide students into small groups, ensuring that each group includes at least one student with a mobile phone that meets the necessary specifications. This approach not only facilitates access to digital media but also promotes collaboration and peer learning. By working together, students can share resources and support each other, thereby mitigating the impact of technological disparities and ensuring a more inclusive learning environment.

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