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THE INFLUENCE OF LECTORA INSPIRE MEDIA
TO A THEMATIC LEARNING ACHIEVEMENT IN ELEMENTARY SCHOOL

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Abstract

Based on the results of preliminary observation that the level of learning achievement of third grade students at the elementary school jena gan still low, so that there is an need for improvement efforts in the learning process. Learning media based on lectora inspire can facilitate students in learning materials because it can make abstract materials into concrete. This study aims to determine whether or not the influence of learning media based on lectora inspire on thematic learning achievement in elementary school students. This research is a quantitative research with Pre-Experimental Design research design with Pretest-Posttest One-Group form. The research population is all students of class III SD / MI in Jenangan District. The sample of the research is the third grade students of SDN 2 Wates of the academic year 2017/2018 with the sampling technique using purposive sampling. Data collection technique is done through achievement test or achievement test with multiple choice test (multiple choice test). In analyzing the data used t-test statistical method (t test) with normality test and homogeneity test to pre-test and post-test data as prerequisite test. Based on data analysis, it is concluded that t count (8.34) > t table (2.4231) (significant).

Keywords: *Lectora Inspire Media, Learning Achievement, Thematic Learning.*

INTRODUCTION

Teaching materials in thematic lessons are no longer conveyed under the names of particular subjects, but in the form of themes that integrate all subjects by linking some teaching materials that have the same concepts, principles, or abilities in the relevant subjects. Thus, in the lesson that is delivered is a material that has been integrated or integrated in a theme, no longer based on objects.

Based on the results of preliminary observation that the level of learning achievement of third grade students of elementary school junior high is still low, so it is necessary to improve the learning process so that it can affect student achievement. Implementation of thematic learning in the school is actually already using adequate facilities. Like the availability of laptops, LCD projectors and learning media is quite interesting. However, in the delivery of materials and the use of media is still conventional. Submission of material is only done with a power point. In addition the process of media usage is done separately, so the students difficulty receiving the material because impressed forced by the amount of media used, which resulted in student achievement that is less satisfactory. In SDN 2 Wates the value of Minimum Exhaustiveness Criteria is 70, while the average value of UTS Semester 2 Year Lesson 2017/2018 grade 3 class students is 75.1. The average value has already reached the minimum level of KKM, but for schools with innovative level of learning achievement still needs to be improved.

Based on the above description it can be seen that the thematic learning activities in schools must use interactive, innovative, integrated, and motivational media so that students can optimize their ability, especially to improve students' learning achievement. One of the interactive learning media using information technology and communication progress that can optimize students' ability is learning media of lectora inspired lecture. Learning media based on lectora inspire can facilitate students in studying learning materials because it can make abstract materials into concrete, in addition to attract students to follow the learning activities. This media is very appropriate use of teachers as a medium of learning in supporting the passage of the learning

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process. Learning media based on lectora inspire is a learning media created by using computer software. Based on the description, it is expected that lectora inspire based learning media can give a positive influence on thematic learning achievement in elementary school students.

The media of instruction according to Ibrahim and Syaodih (2003: 112) is defined as everything that can be used to distribute messages or content of the lesson, stimulate the thoughts, feelings, attention and ability of students, so as to encourage the process of teaching and learning.From the above definitions can be concluded that media are all things that can distribute messages or content of the lesson so as to stimulate students to learn. Meanwhile, According to Heinich cited by Azhar Arsyad (2011: 4), learning media is an intermediary that carries messages or information aimed at instructional or contains the purposes of teaching between the source and the recipient.

Lectora Inspire (Lectora) is a software authoring tool for developing e-learning content developed by trivantis corporation, an Australian company. Lectora produced and released know 1999 by Trivantis Corporation founded by Timothy D. Loudermilk (Sholeh Fasthea, 2014: 4).

Lectora has several advantages over similar software, including:
1. Lectora can be used to create websites, interactive e-learning content, and product presentations or company profiles.
2. Features provided lectora is very easy for beginners to create multimedia (audio and video) learning.
3. For a teacher or teacher, the existence of lectora can make learning media easier.
4. Lectora template is quite complete.
5. Lectora provides media library that helps the user.
6. Lectora enables users to convert microsoft powerpoint presentations to e-learning content.
7. Content developed with lectora software can be published to various lectora software outputs can be published to various outputs such as HTML5, single executable files (.exe), CD-ROMs, and e-learning standards such as SCORM and AICC.

While Fathurrohman and Sulistyorini (2012: 119) states the achievement of learning is the result that has been achieved from an activity in the form of behavioral changes experienced by the subject of learning. Achievement can be expressed in the form of symbols, numbers, letters, and sentences that reflect the results achieved by each child within a certain period. According to Sumadi Suryabrata (2006: 297), achievement can also be defined as follows: "value is the last formulation that can be given by the teacher about progress / student achievement during certain period". Thus, achievement is the result of a student's effort during a certain period of activity.

According Triyanto (2009: 84) integrated thematic learning is a model of learning that combines some learning materials from various standards. Learning emphasizes the integrated pattern of material organization combined with a theme. Themes are taken and developed from outside the subject, but in line with the basic competencies and topics (content standards) of the subject. Based on the expert opinion above, then thematic learning can be concluded as a process of learning concepts, prisnsip, and real objects that have the same topic or subject in a theme.

Based on the above explanation, the researcher can conclude that the thematic learning achievement is the result of the student's effort after through the process of learning in the cognitive, affective, and psychomotor domains measured through tests such as daily task, daily test, mid semester test, and final semester repetition.

RESEARCH METHODS

This research was conducted at SDN 2 Wates, Jenangan Subdistrict, Ponorogo Regency. Based on the results of field observations SDN 2 Wates set as a place of research because previously researchers found the phenomenon of the problem being studied. This research is a type of quantitative research, using experimental method with Pre-Experimental Design design in the form of One-Group Pretest-Posttest Design. This research uses One-Group Pretest-Posttest

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Design because in this study the researcher wanted to find the influence of learning media of lectora inspire on the achievement of thematic learning in third grade students.

The population in this research is the third grade students of elementary school in Jenangan sub-district that has applied thematic teaching of academic year 2017/2018. While the research sample is set at SDN 2 Wates Jenangan subdistrict, Kabupataen Ponorogo with 21 students. This is based on Sugiyono's (2015: 118) opinion that the sample is part of the number and characteristics possessed by the population.

The independent variable in this research is the lectora inspire lectora learning media and the dependent variable in this research is the thematic learning achievement. Hypothesis test in this research using t-test (t-test) which is preceded by normality test and homogeneity test using F-test with 5% significance level.

RESEARCH RESULTS

1. Data Description Pre-Test (Before Given Treatment)

Descriptive data of pre-test value of thematic achievement before being treated or taught using learning media of lectora inspire with N as 21, with range of 0-100 questionnaire score, obtained the following calculation result: average value = 71,19, median = 75, mode = 75, variant = 69.76, and standard deviation = 8.35, highest score 85 and lowest score 55.

Table 1. The Pre-Test Value of Thematic Learning Achievement

Value interval (i)	Middle Value (Xi)	Frequency (f)
83 – 87	85	1
78 – 82	80	4
73 – 77	75	6
68 – 72	70	4
63 – 67	65	1
58 – 62	60	4
53 – 57	55	1
Amount		21

2. Description of Post-Test Data (After the Treatment)

Description of post-test value data of thematic learning achievement after being treated or taught using lectora inspire lectora learning media with N as much as 21, with range of questionnaire score 5-100, obtained calculation result as follows: average value = 80,95, median = 80, mode = 85, variant = 69, and standard deviation = 8.3, highest score 95 and lowest score 65.

Table 2 Post-Test Value of Thematic Learning Achievement

Value interval (i)	Middle Value (Xi)	Frequency (f)
93 – 97	95	1
88 – 92	90	4
83 – 87	85	5
78 – 82	80	4
73 – 77	75	4
68 – 72	70	1
63 – 67	65	2
Amount		21

The hypothesis that has been formulated is statistically tested by parametric statistics using t-test. The use of parametric statistics requires that the data of each variable to

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be analyzed should be normally distributed. Therefore, before testing the hypothesis done, then first tested the normality. Meanwhile, to know the variance of both samples are homogeneous or not, then the homogeneity test is done.

Result of data analysis of normality test from data of result of student learning result obtained from value of pre-test and post-test, can be got data presented in table following:

Table 3 Result of Normality Test Analysis

Class	L$_{count}$	L$_{tabel}$	conclusion
Pre-Test	0,15	DK = {L|L > 0,190 }	H$_0$ rejected
Post-Test	0,10	DK = {L|L > 0,190 }	H$_0$ rejected

Based on table 3 above can be seen that the pre-test Lhitung = 0.15 <Ltabel = 0.190, means Lhitung not located in the critical area so that H0 rejected. This means that the pre-test data comes from a population that is normally distributed. While on post-test Lhitung = 0,10 <Ltabel = 0,190, it means Lhitung not located in critical area so H0 is rejected. This means that the post-test data comes from a normally distributed population.

Homogeneity tests are used to determine whether the comparable population has the same variants. In this study the test statistic used is the F test with a significance level of 5%. The result of data analysis of homogeneity test from data of student learning result value is presented in the following table:

Table 4 Homogeneity Test Results

F count	F tabel	Criteria	Decision Test
1,01	2,4645	$F_{count} \leq F_{tabel}$	H$_0$ rejected

Based on table 4 above can be seen that the results of data analysis homogeneity test obtained Fhitung = 1.01 and Ftabel = 2.4645, with the test criteria H0 = Fcount ≤ Ftabel, 1.01 ≤ 2.4645. This means H0 is rejected, so it can be concluded that the sample comes from a population that has a homogeneous variant.

Based on the results of data analysis using t-test, obtained tcount = 8.34 and price ttable = 2.4231, so thitung > ttable (8.34> 2.4231) with significant value α with significance level of 5%. Therefore it can be stated that "there is influence of lectora inspire lectora learning media on thematic learning achievement in third grade students of academic year 2017/2018".

DISCUSSION

The hypothesis that has been formulated is statistically tested by parametric statistics using t-test. The use of parametric statistics requires that the data of each variable to be analyzed must be normally distributed. Therefore, before testing the hypothesis done, then first tested the normality. Meanwhile, to know the variance of both samples are homogeneous or not, then the homogeneity test is done.

Based on the research objectives that have been described, after the variable is declared normal distribution hence can be tested hypothesis. The result of data analysis shows that there is positive influence from the use of learning media of lectora inspire on the achievement of thematic learning in the third grade students of academic year 2017/2018.

The use of lectora inspire lecturing media also has several advantages, such as being able to present events in the past or in distant places, minimizing the size of objects large enough and not possible to be brought into the class or vice versa and can visualize an object, and can be

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used repeatedly -repeat. So as to facilitate the students to understand the material lessons are difficult and abstract and can affect the learning achievement.

The statement is in accordance with the opinion of Nana Sudjana and Ahmad Rivai (1991: 3) which states that the use of media in learning can attract the attention of students, clarify learning materials, make learning methods more varied, and make students more learning activities. So hopefully the teacher can provide facilities in the form of creative, innovative, and interactive learning media to achieve the desired learning objectives.

At the time of the research before using the lectora inspire lectora learning medium and the preliminary data of the learning achievement (pre-test) the average score of the many students under the KKM. After learning using the image media and conducted data retrieval of learning achievement (post-test) with the subject matter and the same problem instrument, it is known there is an increase in the average value of student achievement is significant.

The results of the analysis indicate that the use of learning media lectora inspire can help students in understanding the material learned and improve learning achievement. Based on the hypothesis test that has been done can be concluded that there is a significant influence in the use of image media on thematic learning achievement in grade 3 students.

CONCLUSIONS AND SUGGESTIONS

1. Conclusion

Based on the results of data analysis can be concluded that "There is a positive yag influence learning media berbazis lectora inspire on Thematic learning achievement in the third grade students of academic year 2017/2018".

2. Suggestions

Based on the above conclusions, the following suggestions are suggested:

a. For School

Schools need to develop and implement learning media based on technology and communication that involves the activity of students in the form of audio and visual, the purpose is so that students more easily in receiving the material taught so as to improve student's learning achievement.

b. To Master

Teachers should use interactive and innovative learning media, which involves students' ability to see and hear or audio visual such as animated learning media.

c. For student

The use of animation-based learning media technology, is expected to make students play an active role in following the learning process, so as to improve learning achievement. Students are also expected to participate in maintaining and maintaining tools and media materials in order to re-use.

d. For Student Parents

Parents should help improve student achievement by providing learning facilities that support for the purposes of studying at home and at school. Because, at this time has developed a lot of technology-based learning media that students can use for home study.

e. For Other Researchers

The results of this study should be used as a basis and inspiration for subsequent research with different focus and research techniques as well as a wider scope so that it can have a better impact for the improvement of student competence.

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