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Biography Text E-media for the Tenth-grade High School Students: Prezi Application Development

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Abstract

This research aims to create Indonesian language learning media utilizing Prezi applications on biography text material. The research technique is the research and development approach that employs the DDD-E model (Decide, Design, Develop, and Evaluate). The primary outcome of this research is Indonesian language learning media created with the Prezi application. The quality of Indonesian language learning media utilizing the Prezi application is extremely feasible based on the product development process, which includes product validation by experts (material expert, media expert, and practitioner expert validations). Students from SMAN 5 Bandar Lampung were the research subjects. The researchers also performed a small-scale trial with ten randomly chosen students and a large-scale trial with thirty students. The product feasibility test at SMAN 5 Bandar Lampung yielded a feasibility score of 92.83% (very feasible). The developed media is likely appropriate for use in the learning process. This research, however, was only limited to the development stage. It is envisaged that this media will be tested for effectiveness.

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INTRODUCTION

The advancement of technology and communication in the twenty-first century has been substantial, particularly in the realm of education (Rahayu et al., 2022). Technological advances that affect education necessitate adaptation of the educational system (Pakpahan et al., 2020). The advancement of science and technology has progressively stimulated efforts to update technological outcomes in the learning process. Teachers, in particular, must be able to build abilities in using effective learning media to fulfill learning objectives (Rozie, 2018). A competency standard in learning can be attained to the greatest extent possible through effective learning. To be innovative, teachers must strive to improve the learning experience. One of the innovations in innovative learning systems is using technology to create good learning media for students. Technological sophistication can assist teachers in making any learning material more accessible to students. Furthermore, the availability of relevant and sufficient instructional materials will make it easier for students to acquire knowledge, resulting in better outcomes (Syam et al., 2022)

Media is one of the essential variables in learning that has resulted from technological advancements in education. The media used must be appropriate for the material being conveyed (Zahwa & Syafi'i, 2022). Therefore, teachers must have learning media that is up to date with

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today's technology to reach effective learning goals. Media can assist and facilitate students' understanding of instructional materials. Even media can help with distance learning (Lindasari & Farida, 2021).

An initial study involving different Indonesian language teachers at SMAN 5 Bandar Lampung revealed that learning outcomes for biography text material were not optimal because students are frequently disinterested since biography text material is comparable to introducing individuals' history. Learning is also repetitive because students only listen to the teacher read the text through printed media such as books or worksheets. The first-semester test data of the tenth-grade students of SMAN 5 Bandar Lampung in the 2020/2021 academic year also demonstrated that they still needed to satisfy the minimum mastery criteria (KKM) on biography text learning material. According to the preliminary research questionnaire analysis, teachers' use of multimedia learning in the classroom was only 66.6%, but students were more engaged in computer and technology-based learning. When computers were involved in learning, the students became more enthusiastic and less bored. The requirement for interesting learning media in audio-visual was 53% among students at SMAN 5 Bandar Lampung. Teachers utilized PowerPoint more than other media, and worksheets and handbooks as supporting media.

According to the preliminary research findings, there was a demand for learning media that can be employed for biography text material. Prezi is a tool for creating learning media. It is an online and offline digital presentation tool that can display text, photos, video, audio, and animation (Nasution & Siregar, 2019). This application can also include flash files, PowerPoint slides, and YouTube videos that can be played throughout the presentation (Nursita et al., 2022). As part of an online education program, Prezi audio-visual media has advantages over traditional teaching media. Prezi-based learning media is an excellent choice for biography text material. Teachers must employ this media for students to examine, comprehend, produce, and develop creative biographical text writing. The development of this media is supposed to draw students' attention, allowing them to understand instructional materials more simply.

Previous research on the development of learning media utilizing Prezi has been conducted. Examples include creating learning media based on local culture (Choirudin, 2021), presentation media for learning mathematics (Rosmiati & Siregar, 2021), presentation media for soil organism material (Hafizhah & Istyadji, 2022), descriptive text learning (Fahrizal, 2021), history learning (Agustina et al., 2022), and optical material learning (Hartini et al., 2017). However, Prezi media development for biography text learning material is not available. Therefore, this research aims to create Indonesian language learning media on biography text material utilizing Prezi.

RESEARCH METHODS

This study belongs to the category of R&D (Research and Development) (Sugiyono, 2015). This research creates learning media for biography text material using the Prezi application. The Decide, Design, Develop, and Evaluate (DDD-E) approach was utilized for media development. This research develops learning media for biography text material using the Prezi application. The learning design model is the Decide, Design, Develop, and Evaluate (DDD-E) model. The decide stage determines the purpose and material of the program. The design stage is designing or creating the program structure. The develop stage is producing media elements and creating media displays. The evaluate stage is evaluating all stages of development (Tegeh et al., 2014). Figure 1 presents the stages of the DDD-E model.

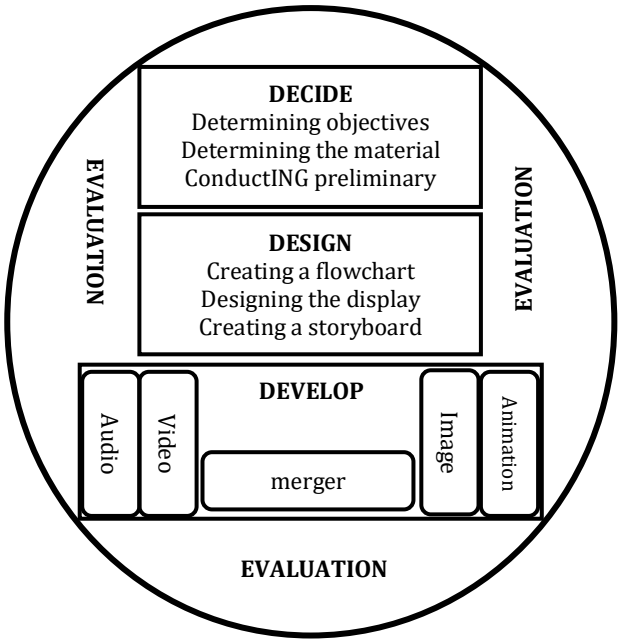


Figure 1. DDD-E Development Model

Table 1 contains the feasibility categories.

Table 1. Feasibility Interpretation Categories (Riduwan & Sunarto, 2009)

No.	Intervals	Categories
1	0 < X ≤ 21%	Not feasible
2	21% < X ≤ 41%	Less feasible
3	41% < X ≤ 61%	Moderately feasible
4	61% < X ≤ 81%	Feasible
5	81% < X ≤ 100%	Highly feasible

RESULTS AND DISCUSSION

The Decide stage began by determining the objective of creating learning media. The idea is to make it easy for teachers and students to comprehend the learning material. Then, the researchers selected the material, which was the biography text. Then, preliminary research was conducted through observations and interviews with Indonesian language teachers and students. The findings showed that the teacher's learning media did not maximize learning outcomes on biography text material. The reasons for poor learning outcomes on biography text material were that (1) biography text learning is material that has similarities with the introduction of historical figures, so students are often uninterested, and (2) the learning process was monotonous, so students only listen to the text read by the teacher or read it through printed media (books or worksheet). Next is a literature study conducted by looking for theories and materials that support and are related to the development of Indonesian language learning media using the Prezi application.

The second stage was Design, which began with making an account on the Prezi application (if you still need to get one). After that, log in to your Prezi account, select a template in the Prezi application, and enter the required data. After modifying the material from multiple material sources, the data input stage began. The source material consisted of books, images, and films about biography text material. The material obtained was subsequently summarized and classified according to the high school syllabus and lesson plan.

The third stage was Develop. It was performed after creating the original design of the media in the Prezi application. The finished Prezi media file was saved, and then added audio file based on the discussed material using extra features. The media was then recorded using the Windows screen recording application, resulting in a video that could be published to the YouTube channel.

The goal is for students and teachers to readily access the Prezi media from PCs and through Android-based cellphones held by teachers and students.

The fourth stage was Evaluate with a validation process carried out by material, media, and practitioner experts to determine the feasibility of the product. The validation results served as a foundation for making product improvements. The quantitative data as the validation results were then transformed into qualitative data using a Likert scale. Following the expert validation results, the media was tested for practicality by employing small-scale the large-scale trials.

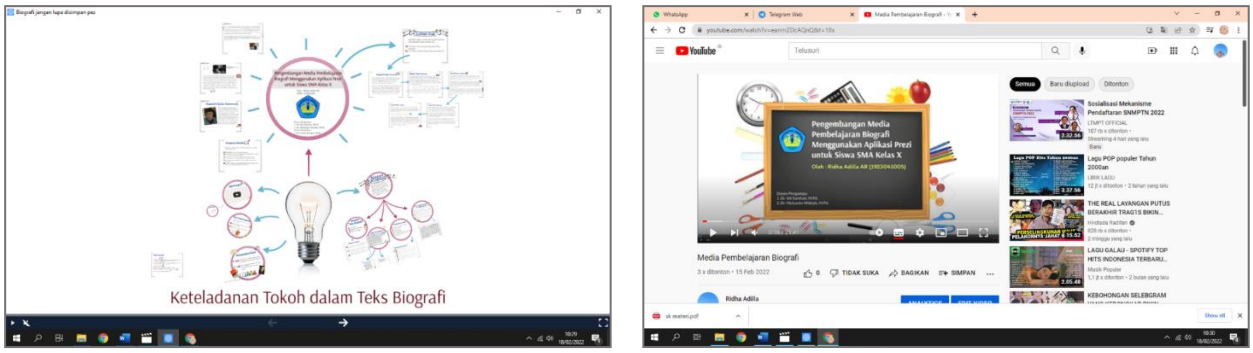
Learning Media Validation by Material Experts

The first validation was performed on the developed learning material by the material expert. Table 2 displays the results of the material expert validation.

Table 2. Material Expert Validation Result

No.	Indicator	Percentage	Categories
1	Appropriateness of the material	100%	Highly feasible
2	Linkage of competency standard (SK), basic competency (KD), and curriculum	100%	Highly feasible
3	Accuracy of material	91,67%	Highly feasible
4	Presentation	91,67%	Highly feasible
5	Communicative and Interactive	87,5%	Highly feasible
6	Language	100%	Highly feasible
	Total	95%	Highly feasible

Based on the findings of the material expert validation of learning media, the researchers were advised that it was critical to guarantee that students had easy access to the developed media. The expert also provided revisions, as seen in Figure 2.



(a) (b)

Figure 2. Media Display (a) before Revision (b) after Revision.

According to Figure 2, the media before the modification was difficult to access via mobile phone because it could only be viewed via a laptop. Because the Prezi media has been transformed into a video and then uploaded to YouTube, it was accessible on all sorts of Android phones.

Learning Media Validation by Media Experts

A media expert performed the second validation. Table 3 displays the validation results.

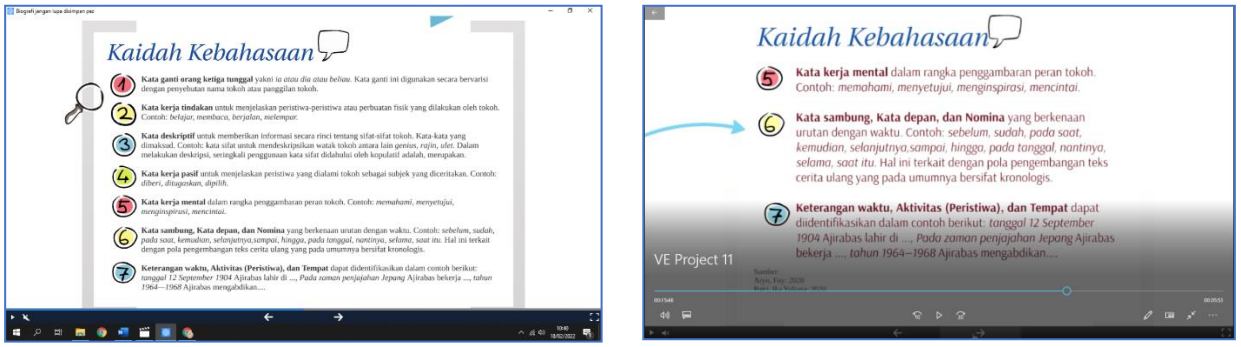
Table 3. Media Expert Validation Results

No.	Aspect	Percentage	Categories
1	Aspects of software engineering	85%	Feasible
2	audio-visual communication	75%	Feasible
3	Media usage instructions	75%	Feasible
	Total	78%	Feasible

Based on the results of the validation by the media expert, there are several suggestions for improving the product:

1. Revise the text organization,
2. Adjust the font with the image. The size must be proportional,
3. The cover should contain colorful background with animation to make it attractive.

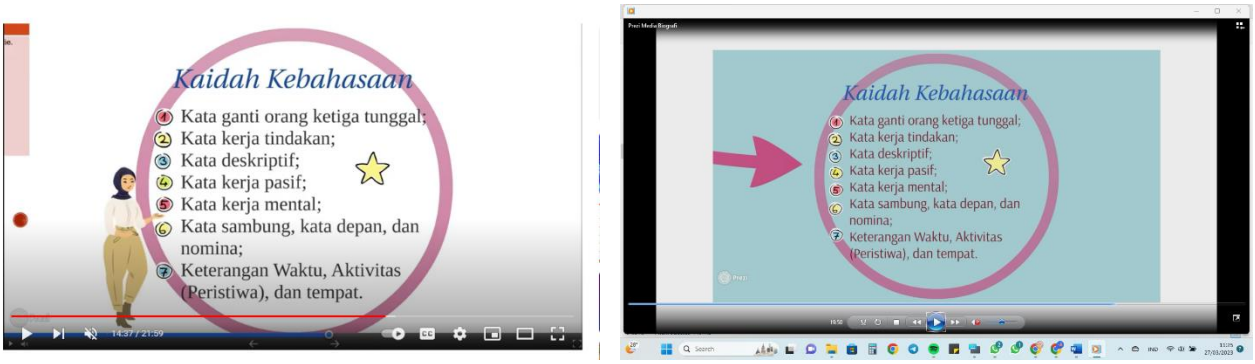
The product was then revised according to the media expert's suggestions. Figures 3 and 4 are the results of product revisions.



(a) (b)

Figure 3. Media Display (a) before Revision (b) after Revision

The style of the writing system contained in the media before the revision is shown on the left, while the revised writing system is shown on the right. These modifications represent the first and second improvement ideas from media expert validators.



(a) (b)

Figure 4. Media Display (a) before Revision (b) after Revision

In addition, the final cover should have a more colorful background and animation to make it more appealing. The more colorful backgrounds and suitable animations will make the media more appealing.

Validation of Learning Media by Practitioners

The third validation was validation by expert practitioners. Table 4 presents the results of expert practitioner validation.

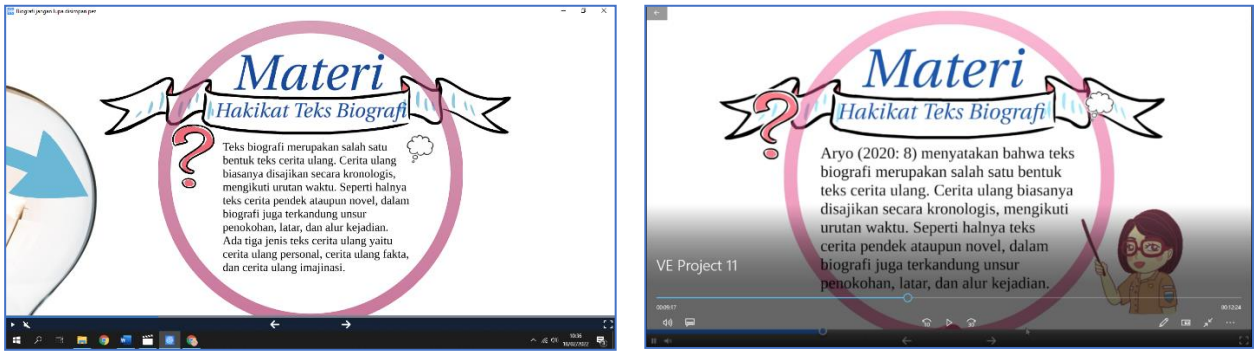
Table 4. Practitioner's Validation Results

No	Aspect	Percentage	Categories
1	Display	87,5%	Highly feasible
2	Content	87,5%	Highly feasible
3	Ease of use	90%	Highly feasible
	Total	88,33%	Highly feasible

The practitioner commented on the following aspects:

1. The font was too small,
2. If students use the media directly, researchers must ensure that the devices used support the media. It is better if the media is uploaded to the YouTube channel so that students can easily access the media,
3. The source of biographical material in the media must be clear.

Furthermore, the product was revised based on suggestions from expert practitioners. Figure 5 presents the results of the product revision.



(a) (b)

Figure 5. Media Display (a) before Revision (b) after Revision

On the left is the media before revision. On the right is the revised media with larger fonts.

Small-Scale Trial

The small-scale trial was carried out at SMAN 5 Bandar Lampung, which served as the research site. The number of students sampled in the trial was ten. This small-scale trial aimed to identify the product's flaws before it was tested in the actual learning class. Furthermore, the small-scale trial can reveal whether or not the media was feasible before being tested on a larger scale. This trial's instrument was a product feasibility questionnaire for students. The questionnaire covered display, interactivity, and ease of use. The following are the outcomes of the product trial:

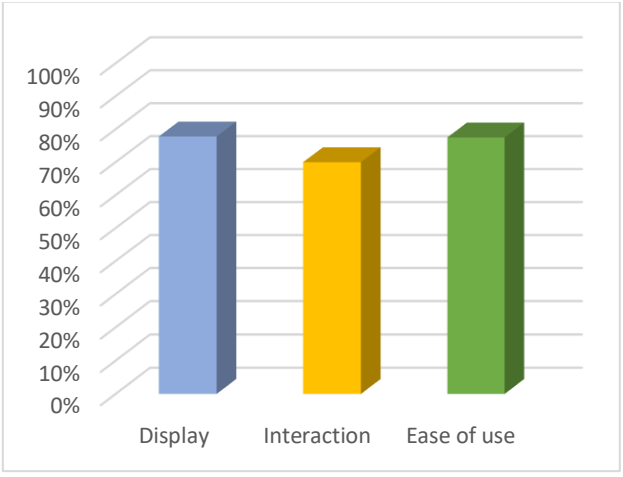


Figure 6. The Recapitulation of the Small-Scale Product Trial by the Students of SMAN 5 Bandar Lampung

The feasibility of the product evaluated by students in the small-scale trial was classified as feasible. At this stage, the researchers solicited student feedback on improving the learning media. The researchers improved the media in response to the flaws discovered in the trial. According to comments on the trial, the sound could have been clearer because the editing technique caused

noise in the sound. Researchers enhanced the sound to become increasingly clear. This enhancement was intended to make it easier for students to understand the teacher's words.

Large-Scale Trial

At this stage, 30 students had become respondents. In addition to students, this study included one Indonesian language teacher as a respondent. The trial's instrument was a product feasibility questionnaire completed by students and a teacher. The questionnaire covered display, interactivity, and ease of use. The product trial results are shown in Figures 7 and 8, respectively.

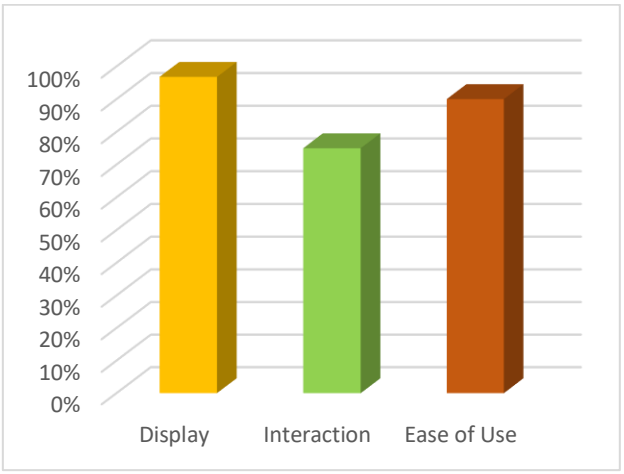


Figure 7. The Response of the Teacher at SMAN 5 Bandar Lampung

Based on these calculations, the feasibility of the product assessed by the Indonesian language teacher of SMAN 5 Bandar Lampung on the large-scale trial was categorized as highly feasible, meaning that Prezi-based biography text media can be applied to high school students.

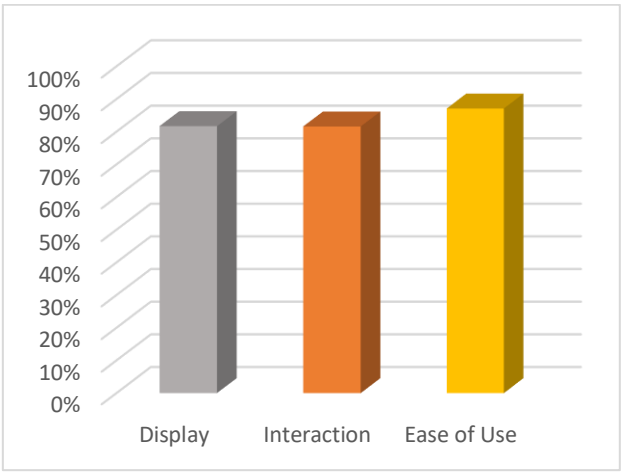


Figure 8. The Results of the Large-scale Trial by Students of SMAN 5 Bandar Lampung (30 Respondents)

Based on these calculations, the feasibility assessed by SMAN 5 Bandar Lampung students on the large-scale trial was classified as very practical, implying that the Prezi-based biography text learning media can be employed in high school-level learning. Students suggested that the sound quality be improved so that it is clearer and there is no distracting sound.

The Prezi learning media development has been successfully developed. Previously, the Prezi application was frequently used for media development. According to Tomczyk et al. (2023), Prezi is one of the applications extensively utilized by teachers in learning. This media is expected to pique students' attention in biography text material. This statement is consistent with Ardimas et

al. (2021), who believe that learning media can improve interest in learning. Students will comprehend the material more quickly if they have a strong interest (Cahyani et al., 2018). Aside from generating interest, this learning media can also transmit knowledge to students, making the learning process less repetitive. Even students can access and study this media outside class and anywhere. This research, however, is limited to the development stage. More testing of the usefulness of this learning media is required to establish its effect on student interest.

CONCLUSION

The development of Prezi-based biography text learning media has been carried out. The product was declared feasible with a percentage of 78% by media experts (feasible category). The material expert scored 95% in the highly feasible category. Furthermore, the practitioner provided 88.33% in the highly feasible category. The results of the product feasibility trials at SMAN 5 Bandar Lampung obtained a feasibility score of 92.83% (highly feasible category). The Prezi application learning media is feasible to use as a learning media for high school students. The Prezi-based biography text learning media can increase interest and understanding of biography text. However, this research is limited to product development. Therefore, further research is recommended to test the effectiveness of using this media in the learning process.

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