Validity of Lectora Inspire-Based Interactive Learning Media Integrated with Camtasia Studio

Ahmad Fathoni

Universitas Negeri Surabaya, ahmad.18036@mhs.unesa.ac.id

Durinda Puspasari

Universitas Negeri Surabaya, durindapuspasari@unesa.ac.id

Abstract:

This study aims to analyze the process of developing interactive learning media based on Lectora Inspire, which is integrated with Camtasia Studio, for archiving subjects at SMKN 3 Bojonegoro. It also aims to assess the feasibility of the developed interactive learning media and examine student responses to it. The study utilizes the ADDIE R&D model, excluding the Evaluation stage, and employs both quantitative and qualitative data analysis techniques. The participants in the study were 20 students from class X OTKP 1. The developed products were subjected to validation by material experts and media experts. The validation results indicate a material expert validation rate of 86.25% for Expert 1 and 82.5% for Expert 2, while the media expert validation rates were 84.28% and 88.57% for Expert 1 and 2, respectively. The average validation score from the four validators was 85.4%, indicating a high level of feasibility. The student responses revealed an average score of 84%, indicating a high level of interest. Therefore, it can be concluded that the interactive learning media based on Lectora Inspire, integrated with Camtasia Studio, can effectively support archiving learning.

Keywords: Interactive learning media, Lectora Inspire, Camtasia Studio, Archives.

INTRODUCTION

Basic Education is a higher adjustment in the physical and mental growth of humans who are aware of their Creator as it happens in the emotional, intellectual, and human spheres of humans. The quality of education can be judged by how well students carry out learning activities. Success in education can be measured by how far educational institutions comply with procedures according to the rules of the Ministry of Education. This means that the government does not have a direct role in educating students in Indonesia to get a quality education, but it is the responsibility of school institutions to educate students, so they are not easily bored and are more active in the teaching process. Teachers who use learning media as a communication tool for teaching and learning need to master science and educational media as an effective mediators in the learning process (Mulyasa, 2011).

Various uses of media in educational activities can be the potential in improving student learning outcomes. In the world of education, learning media is an instrument that is very useful for the world of education. In terms of terminology, there are many different ways to describe learning media. Asyhar & Soedarto Harjono (2012) state that learning media includes various activities that help students acquire new skills, information, and attitudes. Asyhar & Soedarto Harjono (2012) argue that all types of media that can be used for educational purposes are referred to as learning media. In addition, Hamalik (2011) explained that the use of learning media in the classroom can arouse students' curiosity, attract students' attention, motivate them to learn more, and even have a psychological impact on their behavior. Arsyad (2016) stated that educational media has the greatest impact on the five senses and can help students understand learning concepts better because students who only hear have a lower level of understanding and shorter attention spans than students who use the senses of sight and hearing in study.

The influence of technological progress not only has an impact on scientific and technological advances but also in various fields, especially in the field of education (Susilo & Pahlevi, 2021). In schools and other educational institutions, IT-based science that continues to develop has influenced the use of media which has resulted in a shift in educational media due to the prevalence of computers and the internet (Ulfatuzzahara, 2020). One of the technology-based learning media is Lectora Inspire which is connected to Camtasia Studio. To ensure students can understand the material offered by the teacher and not get bored while studying, teachers can use lecture-based learning media Inspire connected to Camtasia Studio. When it comes to creating educational materials for e-learning and mobile devices, Lectora

Inspire is a creation tool created by trivantis corporation equipped with audio, animation, video, and more advanced internet technologies. This program also provides a variety of interactive materials that can be used as multimedia-based learning media to facilitate the teaching and learning process.

Archive subjects can involve complex concepts, such as archive classification, storage, maintenance, and use. By using interactive learning media, students can better visualize these concepts through animations, simulations, and other interactive content, thereby facilitating their understanding. Interactive learning media tends to be more attractive to students than traditional learning methods. So that the development of this study has a significant urgency in the context of education because it can help reduce student boredom and increase their motivation to learn. Integrating Lectora Inspire with Camtasia Studio can create engaging and interactive learning experiences, which can increase student engagement in archival learning.

Media Lectora Inspire, according to Nursidik & Suri (2018), has greater potential than conventional learning for boosting students' enthusiasm for learning new things. A study conducted by Mufidah et al., (2013) found that applying Lectora Inspire increased students' enthusiasm for learning, which allowed them to better understand the subjects being taught. SMKN 3 Bojonegoro is equipped with adequate ICT assistance (computers, LCD projectors, and internet networks) so that teachers can use this ability as teaching aids for students in creating an effective learning process. Based on interviews with archival teachers, it is known that only PowerPoint and the internet are used as media during learning. The teacher only gives homework, which is a summary of what is in the book; this makes students bored. To help children learn actively in the classroom, it is important to implement new and exciting learning innovations. One way to encourage students to actively discuss during the learning process is to use interactive learning media based on Lectora Inspire connected to Camtasia Studio. In an effort to encourage students to be more involved in the lessons being taught, this learning medium is presented in an interesting format and seems fun. The research aims to determine the feasibility of interactive learning media based on lectora inspire which is integrated with Camtasia studio on archiving subjects from an expert's point of view, to find out student responses related to learning media developed at SMKN 3 Bojonegoro and student responses to the development of Lectora-based interactive learning media. inspire which is integrated with Camtasia Studio in the archives subject at SMKN 3 Bojonegoro.

The novelty of this research is the development of interactive learning media that uses two software, namely Lectora Inspire and Camtasia Studio, for archival subjects. This research

attempts to develop interactive learning media for archival subjects. Interactive learning media has the advantage of increasing student engagement and facilitating a better understanding of concepts. In addition, this research integrates two software, namely Lectora Inspire and Camtasia Studio, to create more comprehensive learning media. Lectora Inspire is used to develop interactive learning materials, while Camtasia Studio is used to record and edit videos that visually demonstrate archiving practices.

METHOD

Development research or what can be called R&D is this type of research that is collaborated with the ADDIE model. According to Sugiyono (2015) tahapan ADDIE meliputi *Analysis* (analisis)*, Design* (desain)*, Development* (pengembangan)*, Implementation* (implementasi)*, dan Evaluation* (evaluasi). This research was tested on 20 (twenty) students of class X OTKP 1 SMKN 3 Bojonegoro. This is to the assertion of Sadiman (2014) that the research was conducted on 10 to 20 students who represent the target demographic. This study used a research instrument consisting of three instruments, namely a validation instrument for material experts, a validation instrument for media experts, and a product trial instrument for class X OTKP 1 students at SMKN 3 Bojonegoro. The Likert scale is used as an output in filling in the expert validation sheet adapted from Riduwan (2018) as follows:

Table 1. Expert Assessment Criteria

Criteria	Score
Very Good	5
Good	4
Currently	3
Bad	2
Very Bad	1

Source: Riduwan (2018)

Then, the Guttman rating scale proposed by Riduwan, (2018) is used as a student answer questionnaire sheet, as shown in Table 2 below:

Table 2. Student Assessment Criteria

Criteria	Score
Yes	1
No`	0

Source: Riduwan (2018)

Material and media expert validation was assessed using quantitative descriptive data. The following is the result of the calculated equation:

$$p(\%) = \frac{\text{total score}}{\text{maximum total score}} \times 100\%$$

The above equation is known to explain the percentage of the feasibility of interactive learning media with interpretation criteria presented in Table 3 as follows:

Table 3. Interpretation Criteria Expert Validation

Evaluation	Interpretation Criteria
0% - 20%	Not Feasible
21% - 40%	Less Eligible
41% - 60%	Decent Enough
61% - 80%	Worthy
81% - 100%	Very Worth It

As outlined in this set of interpretation criteria, a researcher's Lectora Inspire-based interactive learning media combined with Camtasia Studio is considered eligible if it receives at least 60% positive feedback. As for the eligibility criteria for product results from student responses with the development of interactive learning media, they can be seen in Table 4 below:

Table 4. Student Response Interpretation Criteria

Evaluation	Interpretation Criteria
0% - 20%	Not Attractive
21% - 40%	Less Attractive
41% - 60%	Quite Interesting
61% - 80%	Interesting
81% - 100%	Very Interesting

As described in this series of interpretation criteria, interactive learning media based on Lectora Inspire researchers combined with Camtasia Studio are considered appropriate if they receive at least 60% of the results of the student response assessment. Researchers used the ADDIE development approach to create interactive learning media based on Lectora Inspire and Camtasia studio which includes five learning phases, including:

Analysis Stage

The results of the needs analysis were carried out during the observation. The observation results show that during the learning process, the teacher provides material in the form of PowerPoint only and from the Internet. Students are only given homework to summarize textbook information so that they are more easily sleepy and bored with the learning that is happening.

Design Stage

In the stage of compiling this theoretical design, the researcher adapted from the filing textbook used by class X OTKP 1 with the filing system material, namely the alphabetic system, number, region, date, and subject system. This learning media evaluation section has questions about the whole with 20 multiple-choice questions and one question that gives an overview of an item.

Development Stage

The creation of interactive learning media based on Lectora Inspire and connected to Camtasia studio has been developed according to predetermined steps. This media presentation is laid out like a website, complete with submenus that can be accessed by selecting from among the many menu options. This media is released in the form of an application. The splash screen with registration fields will appear the first time the program is launched.

Figure 1. Initial View

Source: Documentation (2022)

Help buttons that tell students how to use this learning media and the function of each button. Graphics, text, video, and audio in this educational media complement the material information that is already available.

Figure 2. Material

Source: Documentation (2022)

The material presented is accompanied by explanatory text and pictures. So that each explanation of the contents can be better understood by students.
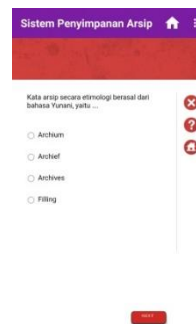

Figure 3. Problem

Source: Documentation (2022)

Students can complete 20 (twenty) practice questions and see their score for the correct answer item at the end of the answer. The student assessment menu as an evaluation result is the last in this system.

Figure 4. Assessment

Source: Research Documentation (2022)

After the instructional media has been designed and developed by the researcher, the material expert and media experts validate it. The validation results obtained from the experts were then analyzed quantitatively so that the feasibility results were obtained. Furthermore, the results will be processed and assessed according to the criteria obtained from the percentage.

Implementation Stage

The development of learning media that is validated by experts will be tested on students. According to Sadiman (2014) to test student characteristics, it is necessary to conduct limited trials in research with several 10–20 students. The researcher determined 20 students from OTKP 1, SMKN 3, and Bojonegoro as trial respondents in this study because the archiving subject was only carried out in classes X-OTKP and was not given to classes XI and XII, so the researcher took a sample of class X. After selecting the sample, the researcher assisted

students to introduce interactive learning media based on Lectora Inspire, which was integrated with Camtasia Studio. This assistance aims to introduce students to how to use learning media and how to apply it. After assisting in the use of Lectora Inspire-based interactive learning media integrated with Camtasia Studio, a limited trial was then conducted to obtain student responses from Lectora Inspire-based interactive learning media integrated with Camtasia Studio.

Evaluation Stage

The next step is to evaluate the learning media produced to measure its effectiveness in improving student achievement. The researcher did not make it to the evaluation stage because it was only limited to filing system material.

RESULT AND DISCUSSION

Feasibility of Learning Media

One teacher and one lecturer from the UNESA Office Administration Education Study Program provided data for material expert validation by applying the appropriateness of the material, presentation, and coverage. Table 5 shows the validated calculation results:

Table 5. Product Validation Results

Validators	Percentage	Category
Material Expert 1	82,5%	Very Worth It
Material Expert 2	86,25%	Very Worth It
Media Expert 1	84,28%	Very Worth It
Media Expert 2	88,57%	Very Worth It
Average	**85,4%**	**Very Worth It**

Source: Data Processed by Researchers (2022)

To facilitate the teaching and learning process, lecturers and students can utilize technology without changing the learning scheme (Ulayyah & Rosy, 2022). As a result of using Android as a learning tool, students are better able to understand complex ideas. Learning can be enhanced by using new technologies. Referring to research from (Otoluwa et al., 2020) Lectora Inspire is software that provides a variety of interactive content for multimedia-based learning media, with audio, animation, video, and internet technology features that are more sophisticated than PowerPoint, facilitating the teaching and learning process. The more complex the senses used to acquire and process information, the more

likely it is to be understood and remembered, as research has shown (Sukiman, 2012). As a result, students are expected to be able to easily and effectively assimilate the information offered in course content.

Student Responses to the Development of Lectora Inspire-Based Interactive Learning Media which is Integrated with Camtasia studio on Archives Subject at SMKN 3 Bojonegoro

After the product validation stage and repairs or corrections are made according to the advice of experts, the next stage is carried out, namely the limited trial stage with students in class. In the limited trial process stage, 20 OTKP class X students at SMKN 3 Bojonegoro were the respondents. The table below is the result of a student response questionnaire from the results of interactive learning media based on Lectora Inspire and Camtasia Studio.

Table 6. Student Response Results

No	Aspect	Precentage
1	Response	88%
2	Reaction	84%
	Average	**84 %**
	Category	**Very Worth It**

Source: Data Processed by Researchers (2022)

The table above shows the student's response after applying this media and is calculated to obtain a percentage of 88%. The results of the percentage assessment of the student response questionnaire can be categorized as very interesting according to the Likert scale criteria (Riduwan, 2018). So, it can be drawn that the interactive learning media based on Lectora Inspire and Camtasia studio developed by researchers are very interesting to use in the teaching and learning process in the classroom, especially in the Archives subject. A student's social reaction to influences or stimuli from other people's circumstances is referred to as a student's response (Maharani & Widhiasih, 2016). Motivation can arise from within the individual, which is also known as internal or intrinsic motivation, and motivation that comes from external factors that affect the individual, which is referred to as external or extrinsic motivation (Suseno, 2019). Students are motivated by their interest in the subject matter they are studying and their desire to improve their educational prospects. To increase students' desire to learn, teachers and students can work together to create an atmosphere that includes interesting and varied learning techniques, dynamic communication, and complete

facilities and infrastructure. The results of the research are by the research of Otoluwa et al., (2019) namely 86.6% of students are interested in understanding GIS with Lectora Inspire-based learning media. The second study by Ernitasari (2017) explained that the student response was 89.96% after using it.

CONCLUSION

From the theoretical study and presentation of the results above, a common thread can be drawn, namely, interactive learning media based on Lectora Inspire and Camtasia Studio which are considered very feasible from the results of product development research on archival material. This interactive learning media product based on Lectora Inspire and Camtasia Studio was declared very feasible by obtaining a material expert 1 validation percentage of 82.5% which was classified as very feasible. Furthermore, validation by material experts 2 produces an average of 86.25%, which is classified as very feasible. Then, the validation results of media experts 1 and 2, with an average of 84.28% and 88.57%, are classified as very feasible. From the assessments of material experts 1 and 2, media experts 1 and 2 obtained an average of 85.4%, which is included in the very feasible category. From the students' responses to interactive learning media products based on Lectora Inspire and Camtasia Studio, they received a good response. Twenty respondents obtained an average yield of 84% in a very attractive category. The learning media that has been developed is suitable for teaching materials when learning archives for class X OTKP SMKN 3 Bojonegoro. In this study, there are limitations, namely that this development research does not reach all schools. With this research, in the future, SMKN 3 Bojonegoro can use or utilize interactive learning media development products based on Lectora Inspire and Camtasia Studio to make it easier for teachers and students to learn. Future research may involve the development of other interactive learning media for archival subjects. For example, interactive modules that explain the basic principles of archiving, the importance of information security in archiving, or the use of information technology in records management Thus, research can expand the scope of interactive learning media for archival subjects.

REFFERENCES

Arsyad, Azhar. (2016). *Media Pembelajaran, edisi revisi*. Jakarta: Rajagrafindo Persada

Asyhar, R., & Soedarto Harjono, H. (2012). Pengembangan Media Audio-Visual Pembelajaran Lari Jarak Pendek Untuk Siswa Smp. *Jurnal Teknologi Pendidikan*, 2(1), 1–21.

Ernitasari, D. (2017). Pengembangan Media Pembelajaran Berbasis Lectora Inspire Untuk

Meningkatkan Prestasi Belajar Ipa Kelas V SD N Kasihan. *6*, 1–7.

Hamalik, O. (2011). *Proses Belajar Mengajar*. Bumi Aksara.

Legault, L. (2016). *Encyclopedia of Personality and Individual Differences*. 1–5. https://doi.org/https://doi.org/10.1007/978-3-319-28099-8

Maharani, A. A. P., & Widhiasih, L. K. S. (2016). Respon Siswa Terhadap Umpan Balik Guru Saat Pelajaran Bahasa Inggris Di SD Saraswati 5 Denpasar. *Jurnal Bakti Saraswati*, *5*(2), 88–92.

Mufidah, L., Effendi, D., & Purwanti, T. T. (2013). Penerapan Model Pembelajaran Kooperatif Tipe Tps Untuk Meningkatkan Aktivitas Belajar Siswa Pada Pokok Bahasan Matriks. *Jurnal Pendidikan Matematika*, *1*(1), 117–125.

Mulyasa. (2011). *Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi*. PT Remaja Rosdakarya.

Nursidik, H., & Suri, I. R. A. (2018). Media Pembelajaran Interaktif Berbantu Software Lectora inspire. *Desimal: Jurnal Matematika*, *1*(2), 237. https://doi.org/10.24042/djm.v1i2.2583

Otoluwa, Y., Eraku, S., & Yusuf, D. (2019). Pengembangan Media Pembelajaran Berbasis Lectora Inspire Yang Diintegrasikan Dengan Camtasia Studio Pada Mata Pelajaran Geografi Materi Sistem Informasi Geografis. *Jambura Geo Education Journal*, *1*(1), 01–08. https://doi.org/10.34312/jgej.v1i1.4041

Riduwan. (2018). *Skala Pengukuran Variabel-Variabel Penelitian.* Alfabeta.

Sadiman. (2014). *Media Pendidikan: Pengertian, Pengembangan Dan Pemanfaatan*. PT Rajagrafindo Persada.

Sukiman. (2012). *Pengembangan Media Pembelajaran*. Pustaka Insan Madani.

Sugiyono. (2015). *Metode Penelitian Kombinasi(Mix Methods)*. Bandung: Alfabeta.

Suseno, N. S. (2019). Pengaruh gender, motivasi eksternal dan internal terhadap persepsi mahasiswa akuntansi dalam memilih karier sebagai akuntan publik. *Jurnal Komunikasi Universitas Garut: Hasil Pemikiran dan Penelitian*, 4(2), 75-98.

Susilo, F. A. N., & Pahlevi, T. (2021). Pengembangan Bahan Ajar E-Book Interaktif Berbantuan Media Pembelajaran Smartphone pada Mata Pelajaran Kearsipan Kompetensi Dasar Menerapkan Prosedur Pemeliharaan Arsip Kelas X APK SMK Muhammadiyah 1 Lamongan. *Journal of Office Administration: Education and Practice*, 1(2), 179-195.

Ulfatuzzahara, T. (2020). Development of learning media based on Lectora Inspire on social science subjects. *Harmoni Sosial: Jurnal Pendidikan IPS*, *7*(1), 45–53. https://doi.org/10.21831/hsjpi.v7i1.29970

Ulayyah, U., & Rosy, B. (2022). Pengaruh Penggunaan Media Pembelajaran E-learning Terhadap Motivasi Belajar Mahasiswa Pendidikan Administrasi Perkantoran Universitas Negeri Surabaya. *Journal of Office Administration: Education and Practice*, 2(1), 1-11.