INNOVATION OF INTERACTIVE MULTIMEDIA IN EFFORTS TO INCREASE CREATIVITY AND SOCIOLOGY LEARNING OUTCOMES FOR CLASS XI IPS 5 AT SMA N 1 PASAMAN

Ossy Ana Prima[a], Erianjoni[b], Dedi Hermon[c], Khairudin Aljunied[d]

[a] Postgraduate, Padang State University, Freshwater, Padang, postal code, West Sumatra
[b]Universitas Negeri Padang, [c]Universitas Negeri Pdang, [d]National University of Singapore
[*]ossyanaprima10@gmail.com

Abstract: This research was structured with the aim of students' creativity and learning outcomes using interactive multimedia innovations for class XI IPS 5 SMAN 1 Pasaman, Academic Year 2021/2021. Creativity and learning outcomes are referred to in this study, namely the ability of students to provide an active and creative attitude in learning and the bias to give good learning outcomes during the implementation of learning. The type of this research is Classroom Action Research (CAR), in which the teacher is the implementer of learning as well as the researcher. This research design uses a model. This research was carried out in the even semester of the 2019/2020 school year, namely in March. The subjects of this study were students of class XI IPS 5 consisting of 34 students. The object of research is the creativity and learning outcomes of students. Data collection techniques using observation and interviews. Data were analyzed descriptively and presented in tabular form. The results showed an increase in students' creativity and learning outcomes, namely in the first cycle. In the first cycle, students' learning mastery increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by the management of group formation and the provision of rewards, student learning outcomes increased by 88.23% (the condition of the first cycle increased 70.58% to 88.23%). Learning achievement in cycle II has met the indicators of success because 75% of students have reached the KKM. Data were analyzed descriptively and presented in tabular form. The results showed an increase in students' creativity and learning outcomes, namely in the first cycle. In the first cycle, students' learning mastery increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by group formation management and giving rewards, student learning outcomes increased by 88.23% (the condition of the first cycle increased 70.58% to 88.23%). Learning achievement in cycle II has met the indicators of success because 75% of students have reached the KKM. Data were analyzed descriptively and presented in tabular form. The results showed an increase in students' creativity and learning outcomes, namely in the first cycle. In the first cycle, students' learning mastery increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by the management of group formation and the provision of rewards, student learning outcomes increased by 88.23% (the condition of the first cycle increased 70.58% to 88.23%). Learning achievement in cycle II has met the indicators of success because 75% of students have reached the KKM. student learning mastery increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by group formation management and giving rewards, student learning outcomes increased by 88.23% (the condition of the first cycle increased 70.58% to 88.23%). Learning achievement in cycle II has met the indicators of success because 75% of students have reached the KKM. student learning mastery increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by group formation management and giving rewards, student learning outcomes increased by 88.23% (the condition of the first cycle increased 70.58% to 88.23%). Learning achievement in cycle II has met the indicators of success because 75% of students have reached the KKM.

Keywords: interactive multimedia innovation, creativity, and learning outcomes

INTRODUCTION

Education is important in shaping the human personality. The process of forming the human personality itself runs a lifetime from birth to the end of life. The formation process can be pursued through formal, informal, and non-formal channels. Informal education, the learning process has a great contribution, because in general, a person will go through the education system from elementary, junior high, high school, and college. the formal learning process often encounters several problems. The problems faced in the learning process are certainly related to students, teachers, schools, and the school environment. All of them have an equally important contribution in improving the quality of education in a school. However, in the learning process, the interaction between teachers and students is a must.

The learning process is not just a teacher delivering subject matter and students receiving but also interpreted as a process of regulating the environment so that students learn. Learning is not memorizing many facts or information, but doing, gaining certain experiences under with the expected goals. The learning process is a process that challenges students to develop thinking skills, which stimulates the brain to work optimally.

The implementation of the 2013 Curriculum gives schools freedom, especially for teachers, to use various types of creative learning methods and media that are following the available subject matter which can facilitate students to easily accept the explanations of the material provided by the teacher. In carrying out integrated learning activities, the available time allocation should be considered. This must be realized and because in integrated learning there is a great opportunity for a lack of learning time that is not by the schedule, if in using the time the teacher does not plan the proportion of use and control of time in learning. To be able to make the available time effective the teacher can use media appropriate learning.

So today the teacher's role is increasing, in the past, learning was teacher-centered, but now learning is student-centered, so teachers are required to be creative in developing learning methods so that students achieve success according to the planned goals. In the learning process, a teacher should know the background of students and the needs of students, so that later the teacher can provide maximum learning. A student according to Kristi in Kesuma (2013: 10) states that "Students are souls who continue to change, process, grow, develop, and transform so that they are not objects of learning". Through a good education system,

The purpose of self-study according to Kesuma (2013: 10) is to make students happy to learn, to make them enjoy learning, to make them find knowledge relations based on what they learn. As a professional teacher, this is a must, that in the teaching and learning process as much as possible create a pleasant learning atmosphere, with fun learning will increase students' creativity and learning achievement. Moreover, in this modernization era, teachers are given various facilities, for example, the presence of an LCD in each class.

So the implementation of education is closely related to the performance of teachers who are demanded to be professional. Based on the results of observations and reflections carried out by researchers as teachers, from the five classes taught by researchers, classroom action research that aims to improve and enhance students' creativity and learning achievement, focuses on class XI IPS 5. In this class, several problems related to learning were found. where these students are less active in learning sociology so that they do not show achievement with learning outcomes that are always low.

The learning process in the classroom is usually related to the way or method of learning. The method or method of learning relates to the nature of the teacher's professionalism in teaching. A professional teacher should be able to apply various learning methods according to the needs of students. The use of various varied and innovative learning methods will certainly increase students' creativity and learning outcomes. But in reality, the education process in Indonesia does not all run smoothly and not all teachers can place themselves in the situation and needs of students. As expressed by Nini Subini (2012: 89) regarding the mistakes that are often made by teachers, one of which is "Directly related to the learning process, especially during teaching and learning activities in the classroom such as thinking egocentrically, feeling the smartest, not mastering the material, teaching without educating, and so on. Here the teacher is not the main factor determining the quality of education, but here the teacher has an important role in the learning process. As emphasized by Nini Subini (2012: 45) that "The most decisions regarding the quality of education in this country is the teacher, although so far there have been several curriculum changes, the most important thing is the implementation and the results obtained".

The problems related to the professionalism of the teacher caused the students to be passive because learning was still centered on the teacher. At the observation stage carried out by the researcher, several problems were found, including some students who were not ready to receive lessons, it was seen that students had not prepared stationery and sociology textbooks when the teacher explained the material some students were cool to talk outside the subject matter. when asked to discuss with their classmates, many students discussed alone outside the material, when learning took place many students did not pay attention to the lesson and just lay down even though there was a teacher who was explaining the material.

An interactive multimedia is an educational tool or tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals. With interactive multimedia, the learning process will be more effective and efficient. In following the learning process students will also find it easier to understand the material presented by the teacher properly which will have an impact on the learning outcomes obtained by students. Various kinds of interactive multimedia can be used by teachers.

One of the multimedia that can be used by teachers is PowerPoint and incorporates Kahoot in sociology learning activities. Kahoot is an interactive learning media because it can be used in teaching and learning activities such as conducting pre-test, post-test, practice questions, material strengthening, remedial, and enrichment. Kahoot media has advantages, among others, the questions presented in Kahoot media have a limited time allocation, students are trained to think quickly and accurately in solving problems with Kahoot media. Another advantage of Kahoot media is that the answers to the questions given will be represented

by pictures and colors and the display on the teacher's and student's devices will automatically change according to the number of questions being displayed.

In the learning process at SMAN 1 Pasaman so far, students are not encouraged to develop thinking skills. The learning process in the classroom is only directed at the ability of students to memorize incorrect quantifiers with an uncountable noun without being required to understand the information they remember to relate it to everyday life. Learning in the classroom prioritizes 'teaching activities' or teacher teaching activities rather than 'learning activities' or student learning activities because learning activities are still teacher-centered.

Based on this, to improve and improve the learning process, the researchers researched by implementing interactive multimedia innovations so that students could be more active, enthusiastic in participating in the Sociology learning process, and make it easier for students to understand sociology lessons, thus increasing learning achievement.

By implementing this interactive multimedia innovation, it is expected to increase the percentage of students who complete the KKM scores, increase student activity, grow student responsibility attitudes, and create good interactions between students. The selection of learning outcomes indicators by researchers has several considerations, the first is the low evaluation score of students which is far from the standard that has been set and the second is that class XI IPS 5 students are indeed required to be able to understand the material with grades that meet the standard or complete the KKM because in class XI IPS 5 will face material that is much more difficult than the previous class so that learning outcomes are required to improve. So the selection of interactive multimedia innovations is under the needs and characteristics of students and following the problems that exist in the classroom. Based on the background stated above, the author wishes to carry out a thesis research that leads to Classroom Action Research with the title "Interactive Multimedia Innovation to Increase Creativity and Learning Achievement of Sociology Subjects of Social Groups **"Class XI IPS 5 at SMAN 1 Pasaman".**

RESEARCH METHODS

A. Types of research

This research includes the type of classroom action research (classroom action research). The activities in this classroom action research are carried out in the form of a cycle. The results obtained from the first cycle which usually have not reached the desired target then proceed to the next cycle, where each cycle in classroom action research consists of four stages, namely Planning, Implementation, Observation, and Reflection.

B. Research Settings

Location This research was conducted at SMAN 1 Pasaman. The research subjects in this CAR were students of class XI IPS 5 which consisted of 34 students with the composition of 24 female students and 12 male students. Time This research is planned to be carried out in July-October 2021.

C. Data Analysis Techniques

The data analysis used in this research is the qualitative analysis and quantitative analysis. By observing student activities and obtaining the results of the class average evaluation by comparing them in each cycle to find out whether there is an increase or not.

D. Research procedure

The research procedure in this study is carried out in stages starting from the initial stage to the final stage of learning in each cycle.

E. Data Collection Techniques

1. Observation

Observation is used to collect data by observing every ongoing event and recording it with an observation tool about the things to be observed or studied. Observations are carried out by carefully monitoring the activities of teachers and students in learning. As a monitoring tool for teacher activities, observation is used to record every action taken by the teacher according to the problem in this action research. This activity can be done by observing and recording every teacher's action in each cycle or learning action according to the focus of the problem. From the results of these observations, various weaknesses can be found so that they can be followed up for improvement in the next cycle.

Concerning student activities, observations were made by collecting information about student behavior along with the actions taken by the teacher. In this study, it can be done by recording student behavior in following a learning process.

2. Test

In this study, the type of test used was a written test in the form of an objective test. The test is used to obtain data at the end of each cycle related to the material during the sociology learning process. The purpose of the test is to find out whether there is an increase in sociological learning outcomes for students after participating in learning activities using multimedia. As a measuring tool in the evaluation process, the test has two criteria, namely validity and reliability criteria. The test as a measuring instrument is said to have a level of validity that can measure what is being measured. While the test has a level of reliability if the test can produce consistent information.

3. Field Notes

Field notes can be done by looking at the teacher's development when taking action using multimedia and the development of students after the action is carried out in the Sociology learning process. The results of observations about aspects of learning in the classroom, interactions between teachers and multimedia, teachers and students, and student interactions with multimedia, and several other aspects were then recorded as field notes to be used as a CAR data source.

4. Documentation

This technique is done by collecting test results, LKPD results, and taking photos to give a more realistic picture when the teacher uses multimedia presentations and to find out the class atmosphere when learning activities take place as well as collect documents on student learning test results in class XI IPS 5 SMAN 1 Pasaman.

Research result

Based on the implementation of the action for 2 cycles carried out for 4 meetings, data obtained that creativity and student learning outcomes have increased. Increased creativity and learning outcomes of students can be known by interactive multimedia innovations with power points and Kahoot-based quizzes. The results of observations on the use of interactive multimedia innovations can be seen in the following table: Table I. Comparison of Observation Results of Creativity and Student Learning Outcomes Using interactive multimedia innovations.

Criteria	Student Learning Outcomes		
	NPT	*NS1*	*NS2*
Complete	3	24	30
Not finished yet	31	10	4
Percentage Complete	8.82%	70.58%	88, 23%
Percentage unfinished	91, 18%	29, 42%	11, 77%
Average value	69.35%	74.7%	86, 20
KKM	75		

Based on the research that has been carried out, it is known that student learning outcomes in sociology learning through interactive multimedia innovation have increased. The average value of students increased from cycle 1 from 74.7% to 86.20% in cycle II. Based on these data, it is known that 24 students have passed the KKM (Minimum Completeness Criteria) in the first cycle and 23 students in the cycle with 34 students.

the use of interactive multimedia in learning is a method designed so that students pay attention to learning. So that students' attention is centered on learning. This classroom action research was conducted in 2 cycles. The cycle carried out consisted of the cycle I and cycle II, each cycle consisting of 2 meetings. Each meeting consists of several stages, namely planning, implementation, observation, and reflection. In the first stage, researchers and teachers designed the implementation of social studies learning. The use of interactive multimedia in learning is believed to be able to improve learning achievement in Sociology subjects. After planning the action, the next stage is implementation. In the implementation of activities, the teacher provides material about social groups using interactive multimedia along with observation activities. After that, the results of the actions and observations in the first cycle were reflected. The activities carried out in cycle II are improvements from cycle I.

The results obtained in this study consisted of non-test data in the form of observation results and test data in the form of student evaluation scores. These two results are used to determine the increase in learning achievement in Sociology class XI IPS 5 . This study aims to improve social studies learning outcomes by using interactive multimedia for students of class XI IPS 5 at SMAN 1 Pasaman. In the implementation of the first cycle of action, the teacher uses interactive multimedia in learning to deliver material for social groups. Multimedia in learning can provide answers to a form of learning that uses a traditional and less interactive approach (Winarno, 2009: 8). At the beginning of learning, students seemed interested in following the lesson. This is in line with what Daryanto said (2013: 52) that multimedia can increase the attractiveness and attention of students. The use of multimedia is divided into 2 kinds, namely hardware and software. The hardware components used are laptops and LCD/projectors, while the software uses PowerPoint and Kahoot applications which contain text, images, videos, and hyperlinks. When delivering material, hardware and software components are used in an integrated manner. The advantage of PowerPoint-based multimedia innovation is that it can combine media elements such as text, images, videos, graphics, and sound into a unified presentation (Yudi Muhadi, 2012: 150-151). Presentation material in which there is text, pictures, and videos, one of which is a social group that students have never heard of or seen in person.

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of the research and discussion presented in chapter IV, the conclusion that can be drawn in this study is that interactive multimedia innovation can improve learning achievement in Sociology learning in class XI IPS 5 SMAN 1 Pasaman. The pre-action stage shows that the learning achievement of class XI IPS 5 students in social studies subjects are low. The average value of the class reached 62.74 while learning completeness was 8.82%. In the first cycle, student learning completeness increased by 70.58% (initial condition 8.82% increased to 70.58%). In the second cycle, with the improvement and modification of learning multimedia, accompanied by the management of group formation and the provision of rewards, student learning achievement increased by 88.23% (the condition of the first cycle was 70.58% increased to 88.23%).

B. SUGGESTION

1. For Principals
   a. Principals should facilitate teachers to use multimedia to make learning easier and more interesting. Because learning resources are not only fixated on teachers and books
   b. The principal should give direction to teachers to utilize multimedia to be used in the learning process.
2. For teachers
   a. Teachers can use interactive multimedia in learning as an alternative in learning activities, creating fun learning activities, making students more active so that they can improve student achievement. Therefore, in the need for teacher readiness in planning. and prepare multimedia that can support learning so that learning outcomes are as expected
   b. Teachers can create or develop innovative teaching aids and apply them in sociology lessons that are most suitable for other subjects.
3. For further researchers

The next researcher is expected to make a careful plan before carrying out the research. In addition, researchers can develop the results of this study so that this research becomes even better and useful for our world of education, especially high school education.

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