

The Feasibility of Interactive Multimedia Development in Children' Story of Character Education-Based in 7th Grade Students of Junior High School Panca Budi Medan

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Abstract : *The media serves to direct students to gain various learning experiences. The aim of this study is to know the feasibility of interactive multimedia development in children' story of character education-based. Sources of data in this study were obtained from: 1) Respondents: 7th grade students of Junior High School Panca Budi Medan which amount to 23 students, 2) Informants: validators, students and Indonesian language teachers of Junior High School Panca Budi Medan. The results of the feasibility of learning media validation by instructional media design experts was declared "very good" The assessment of the content feasibility aspect was declared "very good" with a total average percentage of 91%. The assessment of the presentation feasibility was declared "very good" with a total average percentage of 83%. The assessment of the graphic feasibility was declared "good" with a total average percentage of 77%.*

Keywords : *feasibility study; development; interactive multimedia; children' story; character education-based*

I. Introduction

Media when understood broadly is human, material, or event that builds conditions that make students able to obtain knowledge, skills, or attitudes. The word media is also the plural form of the word medium. So that the media can be interpreted as a tool to describe an information so that the information delivered can be more clearly understood and understood. The media serves to direct students to gain various learning experiences. Learning experience (learning experience) depends on the interaction of students with the media. The media can also generate new students' desires and interests, and generate motivation to learn and provide an integral or comprehensive experience from the concrete to the abstract. Through the use of instructional media, it is expected to enhance the quality of the teaching and learning process, which in turn can affect the quality of student learning outcomes (Gerlach & Ely in Putu Gebby, et al, Portal Garuda Vol.1, 2013).

"Learning media is an instrument for making learning activities in order to enhance the educational skills of learners, consistent with assigned curriculums. Traditionally, teachers were served as a source of knowledge and the media would be used by teachers for knowledge transmission to the students. However, the media could directly impose information to learners because of its modern technology. Currently, teachers performed more significant roles to be a knowledge director, who is planed, selected and developed learning media effectively corresponding to their lesson contents "(Janlekha in Pariwat, EDP Sciences, Vol. 12: 2014).

Learning media is an instrument created for learning activities to improve the education skills of students, consistent with the assigned curriculum. The fact is that the phenomenon felt by students in following the learning process, especially in Indonesian Language classes in the classroom is the frequent implementation of the learning process with lecture and question and answer methods so that sometimes students are less able to understand the learning given by

the teacher because of the absence of learning media used. This has an impact on the influence of students' interests and motivations for learning. Students really expect the teacher to design a form of learning media that fits the characteristics of students, so that students can more easily absorb material in learning especially Indonesian language lessons, and can be used outside of school hours given the limited hours of study given (Putu Gebby, et al. Portal Garuda Vol.1: 2013).

II. Review of Literatures

2.1 The Nature of Media

The word media is the plural form of the word medium. The medium can be defined as an intermediary or introduction to communication from the sender to the recipient (Heinich et al. Ibrahim in Daryanto, 2016: 4). Media is one component of communication, namely as a messenger from the communicator to the communicant (Criticos in Daryanto, 2016: 5). Based on this definition, it can be said that the learning process is a communicative process.

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. In Arabic the media is an intermediary or delivery message from the sender to the recipient of the message (Azhar Arsyad, 2011: 3). According to Gerlach and Ely, quoted by Azhar Arsyad (2011), media when understood broadly is human, material and events that build conditions that make students able to obtain knowledge, skills or attitudes. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic devices to capture, process, and reconstruct visual or verbal information.

2.2 The Nature of Interactive Multimedia

According to Daryanto (2016: 69) interactive multimedia is a multimedia that is equipped with a controller that can be operated by the user, so that the user can choose what is desired for the next process. Examples of interactive multimedia are interactive learning or game location. Cecep Kustandi and Bambang Sutjipto (2013: 68) mention multimedia directed at computers which in its development is very rapid and helps in the world of education. According to Riyana in Arsyad, (2011: 29) through the media a learning process can be more interesting and fun (joyful learning), for example students who have an interest in color can be given media with attractive colors.

Multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, ect) into one synergetic and symbiotic whole that result in more benefits for the end user than any one of the media elements can provide individually. The term 'interactive multimedia' is a catch app phrase to describe the new wave of computer software that primarily deals with the provision of information. The 'multimedia' component is characterized by the presence of text, picture, sound, animation, video; some or all of which are organized into some coherent program. The 'interactive' component refers to the process of empowering the user to control the environment usually by a computer. Sanjaya & Ramesh (7:2005).

2.3 Children's Stories

According to Mursini (2011: 8) the terms of children's stories, children's literature, or children's reading are often heard in everyday life but to give definite understanding is not as

easy as when we read the literary product. The interpretation of the understanding of children's literature by literary experts becomes very complex and complex. If examined in a dictionary, of course we can interpret the two-word confusion, namely the word literature and the word child.

Historically, literature has been a place to express utopian visions and subtle criticism of the existing social order. Literature for children has also been used as an effective tool for the dissemination of official ideologies, influencing behavior and beliefs (Nilsen and Bosmajian, 1996, p. 308; Dorfman, 2009, p. 173). Because the author's own ideology plays a key role when writing for young readers, children's books can also be seen as political acts (Hollindale, 1992, p. 40). Naomi Sokoloff (2005) argues that children's literature "is often less revealing of kids than of ways that adults construe and construct childhood, or of the images and values they wish to inculcate in young readers" (p. 176). Not only can literature for children promote a point of view to interpret history in a given way, children's books are also instruments of socialization (Immel and Grenby 2009, p. 25) and "powerful agents of social change" (Myers, 2009, p. 39), essential for the development of children and for the endorsement of democracy (Dearden, 2010). In some countries and political systems, children's literature has promoted ideas that challenge the status quo, advocating social justice, care for the environment and tolerance (Mickenberg and Nel, 2011, p. 445), while in other contexts, it has served the opposite aim: to indoctrinate children to submit to authority and to warn them not to rebel against hegemonic powers (Dorfman, 2009, p. 173). As succinctly summarized by Peter Hunt (1991, p. 152), "we can see the book as a great subjugator of the masses or as a great liberator of the human kind." (Bernardita, Springer, Vol.49, 2017).

2.4 The Nature of Fables

According to Titik, et al (2016: 194) etymologically, fables come from the Latin *fabulat*. Fables are stories about animal life that behave like humans. Fables are a type of fiction, not a story about real life. Fables are often also called moral stories because the messages in fable stories are closely related to morals. The text of the story of fable not only tells about animal life, but also tells the story of human life with all its characters. Animals in the story of fables have human-like characters. Their characters are good and some are not good. They are honest, polite, smart, and friendly, and do good deeds. There are also those who are characterized by cunning, cheating, arrogant, deceptive, and want to win themselves. Fable is not only directed at children, but also to adults. After reading and understanding the fable's text, you can learn about the animal characters. Fable is one of the potential tools in instilling moral values. We can learn and imitate the good characters of the animal so that you have good character.

2.5 Character Education

According to Dharma, et al. (2013: 4) character education is a term that is increasingly gaining recognition from today's Indonesian society. Especially with the perceived inequality of educational outcomes seen from the behavior of graduates of current formal education, such as corruption, the development of free sex among adolescents, drugs, brawls, murders, robbery by students, and unemployed high and high school graduates. Everything feels stronger when the country is hit by a crisis and never leaves the crisis.

Character education is one alternative solution for efforts to solve the nation's moral decadence problem. Many parties believe that character education can overcome the nation's moral problems, can even increase or add value to the achievements of students' academic achievements. In the context of the P3 study, defining character education in school settings as

"Learning that leads to strengthening and developing the behavior of children as a whole based on a certain value referred to by the school.

III. Research Methods

This study was conducted in Junior High School Panca Budi Medan located in Gatot Subroto Street Km.4, 5 Medan Sunggal sub district. The time of the study is estimated in May. The experiment was carried out for 2 meetings with an allocation of 2x40 minutes. The learning process is done in the computer laboratory.

The subjects in this study were seventh grade students of SMP Panca Budi Medan in the even semester of the 2017-2018 learning year which amounted 23 students. Sources of data in this study were obtained from: 1) Respondents, namely: seventh grade students of SMP Panca Budi Medan, 2) Informants, namely: validator, students and Indonesian language teachers of SMP Panca Budi Medan.

IV. Discussion

The implementation process of interactive multimedia development is carried out in stages. The steps according to Tegeh, et al (2014: 16) are as follows.

a. Decide

At this stage, the author plans the stages of multimedia products. The first stage is to determine the instructional objectives to determine the core competencies and competency standards to be used. In addition, determining indicators and achievement of learning objectives will be achieved later; the second stage is to determine the theme or scope to be developed in interactive multimedia products. In determining the material of course pay attention to the language that will be used in learning; The third stage is to determine knowledge that is seen by students' ability to receive lessons to be given; The fourth stage is assessing the availability of computers and natural resources available at school. In this case the writer must see the infrastructure provided in the scope of the school that will be the place of research.

b. Design

The design stage is an advanced stage of the decision stage. After setting interactive multimedia contents, then in this design phase determine the stages of the media sequence that will be carried out development. In the design stage the writer must determine the outline of the material that will be developed in interactive multimedia, then determine the target characteristics that will affect the presentation or appearance of the media. In addition, determine the type of menu structure in multimedia that will be processed. In addition, in the design stage, the author must pay attention to how to use the display buttons when presenting interactive multimedia with the aim of making it easier to operate interactive multimedia in the learning process.

c. Develop

This stage of development is the final stage of the process of making interactive multimedia displays. Because the develop stage is a component of the media that will be used in making interactive multimedia, such as matching an animation with material, video, or audio

as a supporter in this development stage. In the develop stage is an interactive outcome determinant or not a learning media.

d. Evaluate

Evaluate stages are the stages of assessment at each stage of development and not just the final product. In the decisive stage an assessment of the accuracy of topics with multimedia was conducted and the feasibility of the results of the initial research to match multimedia products as a solution to overcome learning problems. The design phase is carried out an assessment of the outline sequence that will run the interactive multimedia. Furthermore, in this stage the assessment of the components of interactive multimedia elements, namely images, animation, video and sound. After this stage has been assessed, interactive multimedia is appropriate to be displayed in the learning process.

The results of the display of the development of interactive multimedia-based material learning media are as follows.

a) Cover Display Results (Opening)

The opening display is the first page of the fable material learning media. In this display there are opening greetings, and learning media titles.



Figure 1. Opening display

b) Menu / Home display Results

The display of the / home menu is a display that contains all the contents of the learning media, ranging from basic competencies, indicators, material, fable stories, games, quizzes, conclusions (summaries), glossaries, references, and instructions (help).



Figure 2. Menu Display

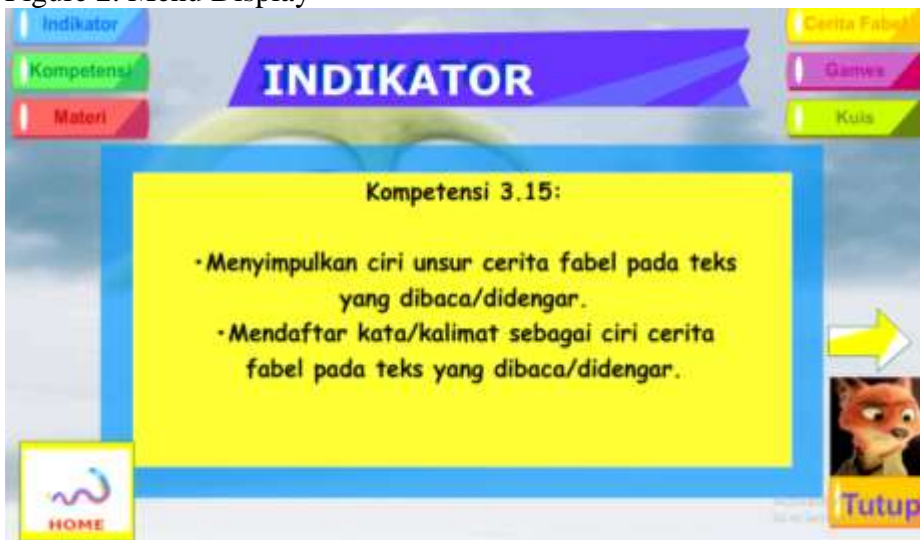


Figure 3. Indicator Display



Figure 4. Display of Basic and Core Competencies

c) Results of Material Menu Display

The results of the material menu display are all the material that will be used in the learning process. The material contained in the material menu is the definition of fables, characteristics, elements, objectives, types and structures of fables.



Figure 5. Material Display



Figure 6. Display of Fable Stories

d) Games Display

Games display or reflection contains a game or saturation that is used to entertain students' saturation in the learning process.



Figure 7. Games Display

e) Results of Quiz / Evaluation Display

The results of the quiz display contain training on knowledge. This quiz menu is used as a measure of students' understanding and ability after looking at the material menu that has been presented.



Figure 8. Quiz Display

f) Cover Display

The results of the display are in the form of summaries and practical assignments. The contents of the summary include important material that must be remembered.

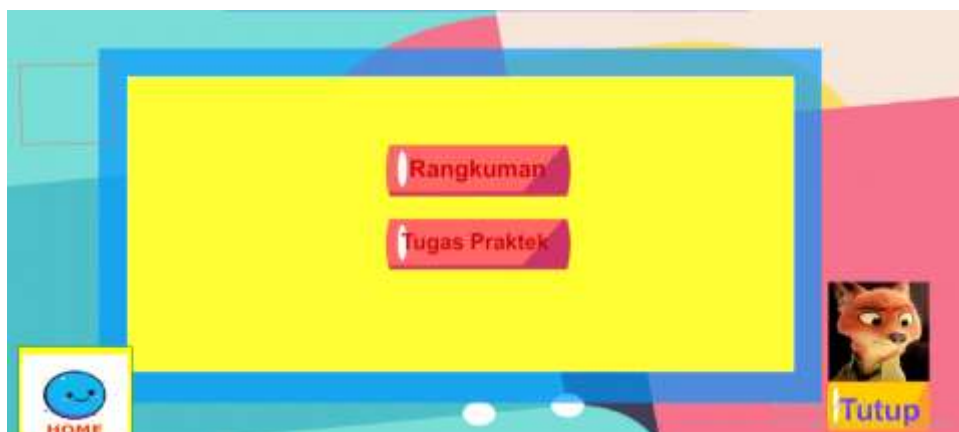


Figure 9 Closing display

g) Help Results

The results of the help display contain instructions for using instructional media, related to the functions contained in the learning media.



Figure 10 Help Display

h) About Display

The view about information about the media learning maker, and thank you to the supervisor.



Figure 11. Display of Author Profile

i) Reference display

The reference view contains information on library sources used in the preparation of material.



Figure 12. Reference display

The results of the feasibility of developing instructional media based on product validation through a series of trials and revisions that have been carried out, it was found that the results of the development of interactive multimedia on fable material were feasible to use. The results of the feasibility of developing learning media and trials were carried out through 4 stages, namely: 1) validation of Indonesian language experts and instructional media design experts, as well as Indonesian teachers 2) individual trials, 3) small group trials, 4) field trials limited.

Table 1. Score of Media Assessments by Material Experts on Content Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Compatibility of material with KI and KD			24	100%	Very Good
1.	Completeness of fable material	4	4	8	100%	Very Good
2.	Extent of fable text material	4	4	8	100%	Very Good
3.	Depth of fable material	4	4	8	100%	Very Good
	Material accuracy			35	88%	Very Good
1.	Accuracy of concepts and definitions of fables	3	4	7	88%	Very Good
2.	Accuracy of case examples	3	4	7	88%	Very Good
3.	Accuracy of images and illustrations	3	4	7	88%	Very Good
4.	Accuracy of terms	4	4	8	100%	Very Good
5.	Accuracy of references	3	3	6	75%	Good
	Learning Support Materials			22	96%	Very Good
1.	Compatibility of material with the development of science	4	4	8	100%	Very Good
2.	Use case examples in everyday life	4	3	7	88%	Very Good
3.	Pictures and illustrations in everyday life	3	4	7	100%	Very Good
	Encourage curiosity			14	88%	Very Good
1.	Encourage curiosity	3	4	7	88%	Very Good
2.	Creating the ability to ask	3	4	7	88%	Very Good
Total Average				95	93%	Very Good

Table 2. Score of Media Assessments by Material Experts on Presentation Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Presentation Techniques			16	100%	Very Good
1.	Systematic consistency of presentation in learning activities	4	4	8	100%	Very Good
2.	Demands for Concept Presentation	4	4	8	100%	Very Good
	Learning Presentation			39	97%	Very Good
3.	Involvement of students	4	4	8	100%	Very Good
4.	Student-centered	4	4	8	100%	Very Good
5.	Stimulating students' ability to solve problems through illustrations.	4	4	8	100%	Very Good
6.	Preface, contents, and closing	4	4	8	100%	Very Good
7.	Exercise.	3	4	7	88%	Very Good
Total Average				55	99%	Very Good

Table 3. Score of Media Assessments by Material Experts on Language Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	A. Conformity with Student Development Levels			8	100%	Very Good
1.	Conformity with the level of intellectual understanding	4	4	8	100%	Very Good
	B. Communicative			16	100%	Very Good
2.	Message readability	4	4	8	100%	Very Good
3.	The accuracy of language rules	4	4	8	100%	Very Good
	C. Straightforward and Integrated Flow of Thinking			22	92%	Very Good
4.	Sentence Effectiveness	4	4	8	100%	Very Good
5.	Material Digestion	3	3	6	75%	Very Good
6.	Ease of language understanding	4	4	8	100%	Very Good
Total Average				46	96%	Very Good

Table 4. Score of Media Assessments by Material Experts on Graphic

No.	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Cover			14	88%	Very Good
1.	Typography	4	4	8	100%	Very Good
2.	Illustration	3	3	6	75%	Very Good
Total Average				14	88%	Very Good

Table 5. The Tendency of Material Experts Assessments on Content Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	93%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			93%

Based on the table, it can be seen that the results of the feasibility of interactive multimedia content on fable material are "very good" with a percentage of 93%.

Table 6. The Tendency of Material Experts Assessments on Presentation Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	99%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			99%

Based on the table, it can be seen that the results of the feasibility of presenting interactive multimedia on fable material are "very good" with a percentage of 99%.

Table 7. The Tendency of Material Experts Assessments on Language Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	96%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			96%

Based on the table, it can be seen that the results of the feasibility of interactive multimedia languages on fable material are "very good" with a percentage of 96%.

Table 8. The Tendency of Material Experts Assessments on Graphic Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	88%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			88%

Table 9. Scores of Media Design Expert Assessment on Content Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
1.	Conformity of Material Conformity of KD with material	4	4	29 8	91% 100%	Very Good Very Good
2.	Material accuracy	3	4	7	88%	Very Good
3.	Material update	3	4	7	88%	Very Good
4.	Learning support material	3	4	7	88%	Very Good
Total Average				29	91%	Very Good

Table 10. Scores of Media Design Expert Assessment on Presentation Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	A. Presentation Techniques (text, background, and animation)			42	87%	Very Good
1.	Accuracy of color selection, background	3	3	6	75%	Good
2.	Color compatibility of writing with background	3	3	6	75%	Good
3.	Animation victory	2	4	7	88%	Very Good
4.	Accuracy of button color selection	3	4	7	88%	Very Good
5.	The accuracy of text color selection	4	4	8	100%	Very Good
6.	Image clarity	4	4	8	100%	Very Good
7.	B. Music presentation, buttons and pictures			35	73%	Good
8.	Accuracy of music selection	3	3	6	75%	Good
9.	Button placement	2	4	6	75%	Good
10.	Button consistency	2	4	6	75%	Good
11.	Button size	2	3	5	63%	Good
12.	Image clarity	2	4	6	75%	Good

13.	The accuracy of image size	2	4	6	75%	Good
	C. Scene Display			28	88%	Very Good
14.	Accuracy in the assessment of fonts	3	4	7	88%	Very Good
15.	The accuracy of font size	3	4	7	88%	Very Good
16.	Display scene design	2	4	6	75%	Good
17.	The composition of each scene	4	4	8	100%	Very Good
Total Average				105	83%	Very Good

Table 11. Scores of Media Design Expert Assessment on on Programming

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Instructional			37	77%	Good
1.	Interactive level of students	3	3	6	75%	Good
		3	3	6	75%	
2.	The ease of interacting with the media	3	3	6	75%	Good
3.	Ease of use of language					Good
4.	Clarity of use instructions	3	3	6	75%	Good
5.	Clarity of navigation structure	3	3	6	75%	Good
6.	Can be used individually	4	3	7	88 %	Good
Total Average				37	77%	Good

Table 12. Scores of Media Design Expert Assessments on Graphic

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	A. Quality of Presentation			27	85%	Very Good
	Color composition					
1.	The beauty of the screen	4	4	8	100%	Very Good
2.	Message readability	2	4	6	75%	Good
3.	Selection of type and size of	3	4	7	88%	Good
4.	letters	3	3	6	75%	Good
	B. Quality of Information Design			21	66%	Good
5.	Use of navigation buttons	3	3	6	75%	Good
6.	Picture quality	3	3	6	75%	Good
7.	Use of animation	2	3	5	63%	Good

8.	Interaction / feedback	1	3	4	50%	Enough
Total Score				24	76%	Good

Table 13. The Tendency of Media Design Expert Assessments on Content Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	91%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			91%

Based on the table, it can be seen that the results of the feasibility of the contents of interactive multimedia on the material in the category are in the "very good" category with a percentage of 91%.

Table 14. The Tendency of Media Design Expert Assessments on Presentation Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	83%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			83%

Based on the table, it can be seen that the results of the feasibility of interactive multimedia content on material fables are in the "good" category with a percentage of 83%

Table 15. The Tendency of Media Design Expert Assessments on Programming

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	77%.
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			77%

Based on the table, it can be seen that the results of the feasibility of interactive multimedia content on material fables are in the "good" category with a percentage of 77%.

Table 16. The Tendency of Media Design Expert Assessments on Graphic

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	76%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	

5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			76%

Table 17. Teacher Assessment Scores on Content Feasibility and Presentation

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Quality of Material and Presentation of Learning			56	100%	Very Good
1.	Compatibility of material with KD	4	4	8	100%	Very Good
2.	Material depth	4	4	8	100%	Very Good
3.	Supporting material	4	4	8	100%	Very Good
4.	Suitability of examples and illustrations	4	4	8	100%	Very Good
5.	Shunts of material presentation	4	4	8	100%	Very Good
6.	Exercise	4	4	8	100%	Very Good
Total Score				56	100%	Very Good

Table 18. Teacher Assessment Scores on Language Feasibility

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Quality of Language Presentation			36	90%	Very Good
1.	Conformity with the level of intellectual understanding of students	4	3	7	88%	Very Good
2.	Message readability	4	3	7	88%	Very Good
3.	The accuracy of language rules	4	3	7	88%	Very Good
4.	Communicative / Interactive	4	4	8	100%	Very Good
5.	Ease of language understanding	3	4	7	88%	Very Good
Total Score				56	90%	Very Good

Table 19. Teacher Assessment Scores on Graphic

No	Assessment Indicator	Respondent		Total score	Average (%)	Criteria
		1	2			
	Quality of Learning Design			48	100%	Very Good
1.	The beauty of the screen	4	4	8	100%	Very Good

2.	Text readability	4	4	8	100%	Very Good
3.	Use of images	4	4	8	100%	Very Good
4.	Color composition	4	4	8	100%	Very Good
5.	Navigation	4	4	8	100%	Very Good
6.	Use of animation	4	4	8	100%	Very Good
Total Score				48	100%	Very Good

Table 20. The tendency of Teacher Assessment of the Content Feasibility and Presentation

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	100%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			100%

Based on the table, it can be seen that the results of the content feasibility and presentation of interactive multimedia on material fables are in the category of "very good" with a percentage of 100%.

Table 21. The tendency of Teacher Assessment of the Language Feasibility

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	90%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			90%

Based on the table, it can be seen that the results of the feasibility of presenting interactive multimedia languages on fable material are in the category of "very good" with a percentage of 90%.

Table 22. The Tendency of Teacher Assessment of the Graphic

No	Criteria	Score Range	Percentage
1.	Very Good	$81\% \leq X \leq 100\%$	100%
2.	Good	$61\% \leq X \leq 80\%$	
3.	Fair	$41\% \leq X \leq 60\%$	
4.	Enough	$21\% \leq X \leq 40\%$	
5.	Unsatisfied	$0\% \leq X \leq 20\%$	
Total			100%

Table 23. Individual Trial Responses of Learning Media

No	Statements	Average Score (%)	Criteria
1.	This learning media makes me happy to learn it	91%	Very Good
2.	Presentation of material in learning media starts from easy to difficult and from concrete to abstract	75%	Good
3.	This learning media makes questions that encourage me to think	75%	Good
4.	The presentation of material in this learning media encouraged me to discuss with other friends	75%	Good
5.	The material on this learning media drives my curiosity	75%	Good
6.	This learning media contains exercises / quizzes that can test how far my understanding of fable material is	75%	Good
7.	The language used is simple and easy to understand	75%	Good
8.	The letters used are simple and easy to read	75%	Good
9.	This learning media makes my learning more focused and coherent	83%	Good
10.	The appearance of this learning media is interesting	83%	Very Good
11.	This learning media can increase the desire to learn	75%	Good
12.	This learning media can make fable learning not boring	83%	Good
Total Average Score		78%	Good

Table 24. Percentage of Individual Test Scores of Learning Media

No	Indicator Assessments	Average (%)	Criteria
1.	Material	75%	Good
2.	Language	75%	Good
3.	Interest	81%	Very Good
Average		77%	Good

Table 25. Small Group Trial Responses (9 people) of Learning Media

No	Statements	Average Score (%)	Criteria
1.	This learning media makes me happy to learn it	91%	Very Good
2.	Presentation of material in learning media starts from easy to difficult and from concrete to abstract	86%	Very Good
3.	This learning media makes questions that encourage me to think	75%	Good

4.	The presentation of material in this learning media encouraged me to discuss with other friends	86%	Very Good
5.	The material on this learning media drives my curiosity	88%	Very Good
6.	This learning media contains exercises / quizzes that can test how far my understanding of drama learning material is	88%	Very Good
7.	The language used is simple and easy to understand	83%	Very Good
8.	The letters used are simple and easy to read	91%	Very Good
9.	This learning media makes my learning more focused and coherent	81%	Very Good
10.	The appearance of this learning media is interesting	91%	Very Good
11.	This learning media can increase the desire to learn	86%	Very Good
12.	This learning media can make learning drama not boring	91%	Very Good
Total Average Score		86%	Very Good

Table 26. Percentage of Small Group Trial Scores (9 people) of Learning Media

No	Indicator Assessments	Average (%)	Criteria
1.	Material	87%	Very Good
2.	Language	87%	Very Good
3.	Interest	86%	Very Good
Average		87%	Very Good

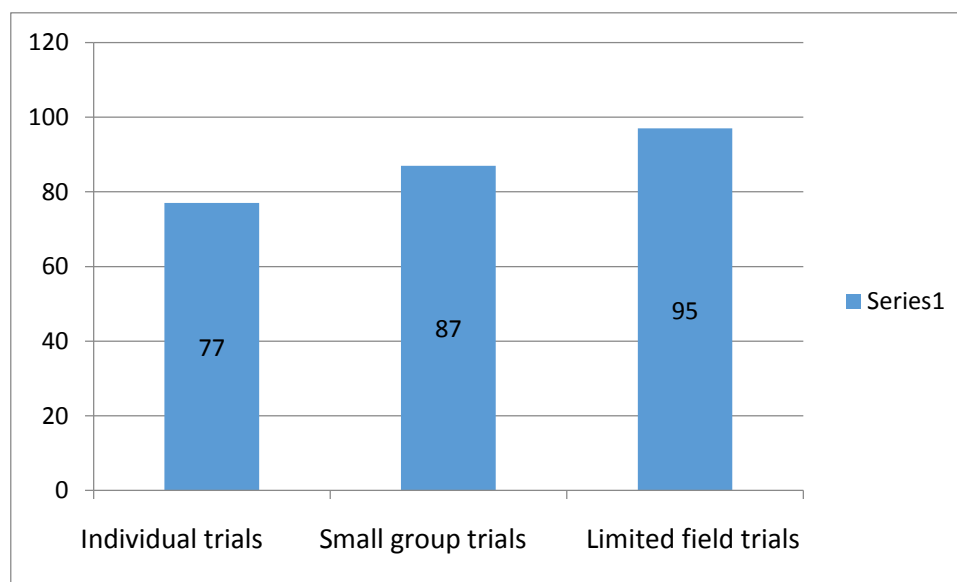
Table 27. Limited Field Trial Responses of Learning Media

No	Statements	Average Score (%)	Criteria
1.	This learning media makes me happy to learn it	98%	Very Good
2.	Presentation of material in learning media starts from easy to difficult and from concrete to abstract	97%	Very Good
3.	This learning media makes questions that encourage me to think	95%	Very Good
4.	The presentation of material in this learning media encouraged me to discuss with other friends	98%	Very Good
5.	The material on this learning media drives my curiosity	95%	Very Good

6.	This learning media contains exercises / quizzes that can test how far my understanding of drama learning material is	90%	Very Good
7.	The language used is simple and easy to understand	94%	Very Good
8.	The letters used are simple and easy to read	97%	Very Good
9.	This learning media makes my learning more focused and coherent	94%	Very Good
10.	The appearance of this learning media is interesting	94%	Very Good
11.	This learning media can increase the desire to learn	95%	Very Good
12.	This learning media can make learning drama not boring	93%	Very Good
Total Average Score		95%	Very Good

Table 28. The Percentage of Limited Field Test Scores of Learning Media

No	Indicator Assessments	Average (%)	Criteria
1.	Material	95%	Very Good
2.	Language	95%	Very Good
3.	Interest	95%	Very Good
Average		95%	Very Good



The results of the feasibility of learning media validation by instructional media design experts are declared "very good" The results of the assessment of the content feasibility aspect are declared "very good" with a total average percentage of 91%. The feasibility assessment of presentation are declared "very good" with a total average percentage of 83%. The programming feasibility assessment was declared "good" with a total average percentage of 77%. The results of the evaluation of the feasibility aspects of graphics are "good" with a total

average percentage of 76%. The results of the trial assessment of students were carried out in 3 processes, namely individual trials (3 students), small group trials (9 students) and limited field trials (30 students). The acquisition of individual trial results is stated as "good" with a total percentage average of 77%, the acquisition of the results of a small group trial are declared "very good" with a total average percentage of 87%. The acquisition of limited field trials are declared "very good" with a total percentage score of 95%.

V. Conclusion

The process of implementing interactive multimedia development is carried out in stages. Decide (set) which is planning the stages of multimedia products; b. Design that is in this design phase, determine the stages of the media sequence to be developed; c. Develop, which is the stage of development is the final stage of the process of making interactive multimedia display; d. Evaluate stages are the stages of assessment at each stage of development and not just the final product. In the decisive stage an assessment of the accuracy of topics with multimedia was conducted and the feasibility of the results of the initial research to match multimedia products as a solution to overcome learning problems. interactive multimedia on fable material which broadly includes the following: a) The opening part, contains a welcome speech and entry button in the learning media; b) part of the content (home), contains core competencies and basic competencies, indicators, and learning objectives, as well as drama material (the contents and text of drama language, steps to determine the contents of drama, videos, examples of drama texts and some images about the contents of the material) , instructions, profiles, and libraries; c) closing section, containing evaluation (quiz / practice questions) and evaluation results (scores).

The results of the feasibility of learning media validation by instructional media design experts was declared "very good" The assessment of the content feasibility aspect was declared "very good" with a total average percentage of 91%. The assessment of the presentation feasibility was declared "very good" with a total average percentage of 83%. The assessment of the graphic feasibility was declared "good" with a total average percentage of 77%. The results of the trial assessment of students were carried out in 3 processes, namely individual trials (3 students), small group trials (9 students) and limited field trials (30 students). The acquisition of individual trial results was declared "good" with a total percentage average of 77%, the acquisition of the results of a small group trial was declared "very good" with a total average percentage of 87%. The acquisition of limited field trials was declared "very good" with a total percentage score of 95%.

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