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Development of an English Learning Model Based on Multimedia at MTS Darul Falah Ternate

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A B S T R A C T

This research aims to determine the pedagogical model developed in relation to the mission of the MT language group. Overall, the research was carried out using the R & D method through 4-D steps: define, design, develop, expand, and disseminate (Thiagarajan, 1974). From these 4-D steps, the first three steps in developing learning models were carried out in the first year after experiments were carried out in previous research in 2023. Furthermore, the teaching development guide manuscript was still carried out in the second year. In the second year, the teaching models that have been tested still undergo a further development stage to perfect them, and then they are tested again on a larger scale. The results in the third year will undergo the dissemination stage. The manuscript for the Guide to Developing a Multimedia-Based Teaching Model will be subjected to a limited trial to obtain input as material for improvement. So, this manuscript is still in the development stage, which will be followed by the dissemination stage in the third year

INTRODUCTION

Language shows the nation's personality—that is the slogan often heard and echoed. However, nowadays, many people who claim to be foreign language speakers feel proud to use English. Learning English at school leads to more knowledge about linguistics and literature as well as practice using the language.

By studying English from elementary school to college, students are trained to acquire correct spoken and written English knowledge. However, the material will be packaged in printed media, and the material will still be delivered using traditional models such as lectures, discussions, and direct exercises. For this reason, the researchers tried to package the English face-to-face meeting model with multimedia options. Hopefully, this model can overcome general complaints about the stigma that English lessons are boring and become input for innovative learning programs, especially in English learning.

English subject matter by paying attention to the group learning process regarding the implementation of self-development subject groups at the madrasa level, as follows: (1) English learning takes place in a fun, meaningful, interactive, and communicative manner, based on students' interests, and treating students as educational objects, partners in the learning process, as well as humans, families, communities, and citizens, (2) The learning carried out is critical, analytical, inductive, deductive and internal through participatory and creative dialogue to understand the truth of the main content of research and carry out actual work, reflective discussion, and lifelong motivation to encourage learning, (3) Learning activities include face-to-face meetings, meetings, interactive dialogue, case studies, independent assignments, reading and writing assignments, small seminars, and evaluation of the lecture process, and (4) Motivation and reinforcement are provided to raise awareness that learning for personal development is a necessity in life. Based on the English language learning process provisions, the multimedia-based English meeting model is an innovative model that provides solutions, contributes to the realization of quality learning, and improves the quality of the English language learning process and outcomes.

This research is expected to produce an English learning model that can increase language activity, creativity, and productivity both orally and in writing. This learning model also aims to increase student independence in developing language skills. English lessons are included in the language skills development materials that aim to develop students into skilled students with good personalities, faith and devotion to God Almighty, noble character, independent and sensible, responsible for social relations and national. The content of the English subject focuses on the skills of using English as an international language properly and correctly in order to master, apply, and develop science, technology, and arts, which realize skills in the English language.

Communication and information technology that continue to develop have an impact on all aspects of social, economic, political, cultural, and

educational life. The use of communication and information technology has made it possible to create a globally networked learning environment where students are placed in the middle of the learning process, surrounded by various learning resources and electronic learning services. Therefore, it is necessary to develop new alternative learning methods that take full advantage of electronic technology, such as the Internet. To overcome the various problems above, creating an English language multimedia learning model is a favorable option.

In connection with the problems or matters described above, it is necessary to carry out research and develop a package for the Development of an English Learning Model-Based Multimedia, which can indirectly boost mastery of the four aspects of language skills and can be used as a tool to improve students' learning.

LITERATURE REVIEW

Language is one of the media used in communication. It is a communication system that uses arbitrary vocal symbols (speech sounds) that can be reinforced with real bodily movements. Language is a symbol because the human speech apparatus's sounds must be given a certain meaning. A symbol is a sign given a particular meaning, referring to something that the five senses can absorb.

Keraf (1994: 3-6) states that language functions a) to express self-expression, b) as a communication tool, c) as a tool for social integration and adaptation, and d) as a tool for exercising social control. As a tool for self-expression, language can be used to openly state everything that is implied in one's thoughts. In another part, Keraf (1994: 6-7) states that language has a relationship with the socialization processes of a society in carrying out social control. Based on the description of the function of language, it is clear that language proficiency aims to facilitate clear and regular communication with all members of society. Using language makes it possible to maintain social order, customs, and habits by specializing in the communicative function of language. Thus, the most important thing about language proficiency is using language appropriately and correctly for communication purposes.

A. Learning Model

In the Big Indonesian Dictionary (Depdikbud, 2007:662), a model is a pattern (example, reference, variety, etc.) of something that will be made or produced. Regarding the term learning model, Dahlan (1990: 21); Arsul, Gani and Mustafa (2024); Arismunandar, Ansar, Naniek. (2024) believes that a learning model can be interpreted as a plan or pattern used in compiling the curriculum, organizing teaching materials, and providing instructions to classroom teachers in teaching settings and other settings.

Learning is the main determinant of educational success. Learning is a two-way process carried out by teachers and learners. According to Corey in Sagala (2006: 61), learning is a deliberately managed process that allows students to be involved in certain activities and conditions to produce the expected response.

According to Joyce and Weil (1986: 3), a teaching model is a pattern or a plan that can be used to shape a curriculum or course, select instructional material, and guide a teacher's action. Joyce and Weil describe a teaching model as a pattern or plan that can be used to determine curriculum or teaching, select subject matter, and guide teacher activities. There are four large groups of teaching models, namely information processing models (the information-processing sources), personal models (the personal sources), social interaction models (the social interaction sources), and behavior models (behavior modification as a source).

According to Dunkin and Biddle in Sagala (2006: 63), there are four learning variables, namely: 1) presage variables in the form of educators; 2) context variables in the form of students, schools, and society; 3) process variables in the form of interactions between students and educators; and 4) product variables in the form of student development. As quoted by Iskandarwassid (2002: 55), Joyce and Weil stated that a teaching model is a plan or pattern that can be used to form a curriculum (long-term study results), to design teaching materials, as well as to guide teaching in the classroom or other environments. Of course, a learning model's success is not only determined by the model itself but also depends on other factors that are directly or indirectly related to a learning process. For example, if a good model or a good teacher is not supported by high attitudes, interests, or motivation from the students, then the results will not be optimal. In other words, a model is only an element that works together to achieve a goal (Dahlan, 1990: 22).

Teaching models are designed or formed based on practice, empirical work, theory, conjecture, studies regarding the meaning of theory, and research conducted by others. Wahab (2007: 54) explains that a good teaching model generally has characteristics that can be recognized. As stated by Iskandarwassid (2002: 57), the discussion regarding models includes four parts, namely (1) orientation regarding models, (2) teaching model, (3) implementation, and (4) impact or teaching effects and additional impacts.

B. Learning Media

The success of a lesson is determined by various factors, including the teacher's ability to manage the class and subject material, student motivation, and adequate supporting facilities and infrastructure. Another important factor that needs to be considered is the teacher's role in choosing approaches, strategies, methods, and learning media. The word media is often used in various activities. We often use media to convey messages. Sulaeman (1988:68); Rojikin, Rahutami, Suryantoro. (2024) explains that the word medium (media-distance) comes from Latin, which in English means between; In Indonesian it means between. Next, he mentioned the word medium in instructional media with the term communication tool.

Multimedia is taken from the words multi and media. Multi means many, and media means tool or intermediary. Multimedia combines several elements, namely text, graphics, sound, video, and animation. Multimedia also has high interactive communication. Multimedia is the use of computers to create and combine text, graphics, audio, and moving images (video and

animation) by combining links that enable users to navigate, interact, create, and communicate. The definition above illustrates that multimedia contains four components: a computer, a link, a navigation tool, and a place. Computers must exist to coordinate what is seen and what is heard. Links are needed to connect users with information. This research will develop an interactive multimedia model. Learning is defined as the process of creating an environment that allows the learning process to occur. So, in learning, the main thing is how students learn.

From the description above, if we combine these two concepts, learning multimedia can be interpreted as a multimedia application used in the learning process, in other words, to channel messages (knowledge, skills, and attitudes). They can stimulate the thoughts, feelings, attention, and willingness of those who learn. So that the learning process occurs deliberately, purposefully, and under control. Media in learning or teaching media is an intermediary tool that aims to convey messages so that the message's recipient can better interpret the information conveyed. The teaching process is a communication process between the sender and recipient of the message.

METHODOLOGY

The implementation of this research is a continuation of the first-year activities. In the first year, an experimental design was created for English lessons to improve oral and written language skills. At this stage, multimedia devices are designed to package English learning materials. Prepare a multimedia English lesson model to develop oral and written language skills. In research activities in the second year, namely refining and developing a multimedia-based English learning model based on the results of experiments designed in the first year; preparing a manuscript for the Multimedia-Based English Learning Model Guide, and conducting limited trials to develop the model. Meanwhile, the development plan for the third year is to implement the Multimedia-Based English Learning Model on a wide scale for further improvement, pilot the Multimedia-Based English Lesson Model Guide manuscript for further refinement of the manuscript, socialize the Multimedia-Based English Learning Model to develop refined oral and written language skills to the online audience. This research was developed regarding the R & D research method.

The research method used in this research is R & D through 4-D steps: define, design, develop, develop, and disseminate (Thiagarajan, 1974); Christian, Pontoh, Arif (2024). From these 4-D steps, the first three steps in developing learning models are carried out in the first year. Furthermore, work is still being carried out in the second year to prepare the Lecture Development Guide manuscript. In the second year,The lecture models that have been tested are still undergoing further development stages to improve, and then they will be tested again on a larger scale. The results in the third year will undergo the dissemination stage. The Guide Manuscript for Developing a Multimedia-Based Lecture Model will be subjected to a limited trial to obtain input as material for improvement. So, this manuscript is still in the development stage, followed by the dissemination stage in the third year.

RESULTS

In this study, the normality test of the initial data was calculated using the chi-square test. The data used to test the normality of the two classes were the English test scores of students at MTs Darul Falah, Ternate Class VIII. Based on the calculation of the experimental class normality test, it was obtained that $\chi 2$ = 8.709525 and = 11.171. Obviously $\chi 2$count < . Based on these results, it can be said that the experimental class has a normal distribution. The control class normality test calculations obtained $\chi 2$count = 12.62904 and = 11.171. Obviously $\chi 2$count < . Based on these results, it can be said that the control class also has a normal distribution.

While the homogeneity test aims to determine whether the initial data has the same homogeneity variance (homogeneous), the data used to test the homogeneity of the two classes were students' English subject test scores at MTs Darul Falah, Ternate Class VIII. From the calculations, it is obtained: $\chi 2$count = 3.874782 and = 4.482. Because $\chi 2$count < , then it can be concluded that the two groups are homogeneous.

To find out whether there is a difference between the learning outcomes of students who use learning using multimedia in English language learning created by researchers and the multimedia used so far, testing was carried out using the t-test. The data comes from post-test scores conducted by researchers in the control and experimental classes. From the calculations, t_{count} = 5.11983. With a fundamental level of 5%, we get t-t_{able} = 2.705. Because $t_{count} \geq t_{table}$, the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be concluded that the learning outcomes of students who use teaching materials created by researchers are better than those of students who use teaching materials used so far.

DISCUSSION

The research implementation at MTs Darul Falah, Ternate Class VIII began with collecting test data for the English subject of Class VIII students. Because class VIII students are second-year students, the homogeneity test and normality test calculation uses student test scores. Class VIII A, which has 27 students, is the class for students, while class VIII B has 15 students. Based on this fact, it is known that the distribution of research objects is not evenly distributed, so in this research, several adjustments have been made, including creating a new class consisting of mixed students from class VIII A and class VIII B with a proportional number of the students. All students are divided randomly into two classes. One class is used as the experimental class, while the other class is used as the control class. Both classes were tested for homogeneity and normality. The analysis results show that both the experimental and control classes are normally distributed and obtained $\chi 2_{count} < \chi 2_{table}$, so it can be said that the two classes come from the same conditions (homogeneous) and can be given different treatments. The control class was learning using the multimedia used so far, while the experimental class was learning using multimedia created by the researcher.

In the experimental group or the group that was taught using a multimedia model created by researchers, students were quite motivated to follow the lessons given by the teacher. They were quite active. This can be seen from their courage in asking questions and giving each other answers to the questions asked. They also seemed serious about carrying out a series of learning activities.

Several shortcomings were encountered in carrying out the research, including some students who were still not active. However, because the group is heterogeneous, this can be resolved by having students who already understand the teacher's explanation of the material explain it back to students who still don't understand through a series of questions.

The control group that received the multimedia treatment used so far was not much different from the experimental class. In this learning, they are also active like students in the experimental class. However, the implementation of the control class had several shortcomings, including that there were not as many active students as in the experimental class, and the number of students asking questions was also smaller.

After completing the learning, both classes were given a post-test in the form of an objective test in the form of multiple choice. Student learning outcomes include cognitive, affective, and psychomotor learning outcomes. Analysis of cognitive learning outcomes can be observed from graph 1.

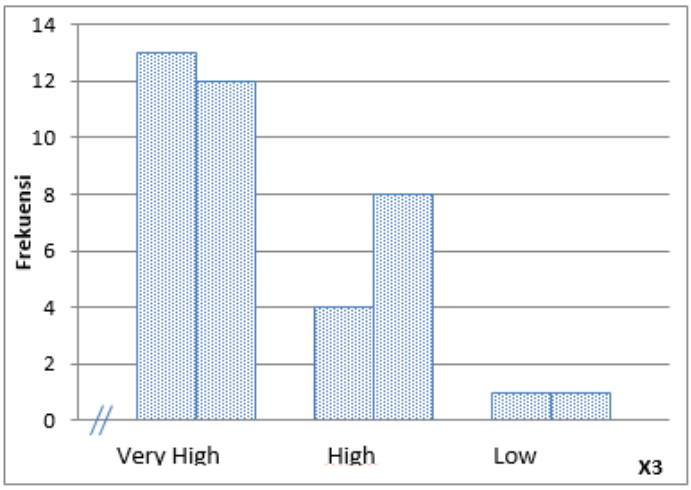

Diagram 1. Percentage of Student Cognitive Learning Outcomes

Based on graph 1., it can be seen that the percentage of students in the control and experimental classes who fall into the medium, very low and low categories in both classes is low%. The percentage of students who got very high scores in the experimental class was greater than in the control class. This means that the cognitive learning outcomes of experimental class students are better than control class students. This is because the teaching materials created have a better breadth of material than the multimedia used so far. The breadth of the material includes the suitability of the material to the competency standards and basic competencies used.

Meanwhile, the analysis of affective learning outcomes is shown in graph 2.

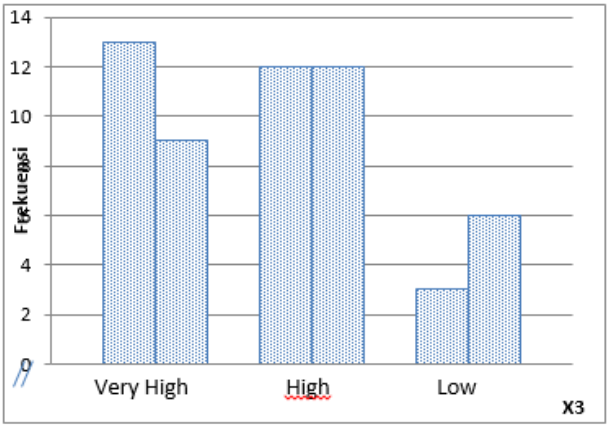

Diagram 2. Percentage of Students' Affective Learning Outcomes

Based on graph 2, it can be seen that the affective learning outcomes of students in the experimental class are higher than the learning outcomes of students in the control class. This is because students' interest in teaching materials created by researchers is greater than in teaching materials used so far. Students are more interested in teaching materials created by researchers because the illustrations and language comprehension are better than the teaching materials used so far. Students' interest in teaching materials will greatly influence students' attitudes during learning. Students become more enthusiastic in studying the material and doing things the teacher instructs. This proves that teaching materials greatly influence the learning process.

Analysis of psychomotor learning outcomes between experimental class and control class students can be observed in graph 3 as follows:

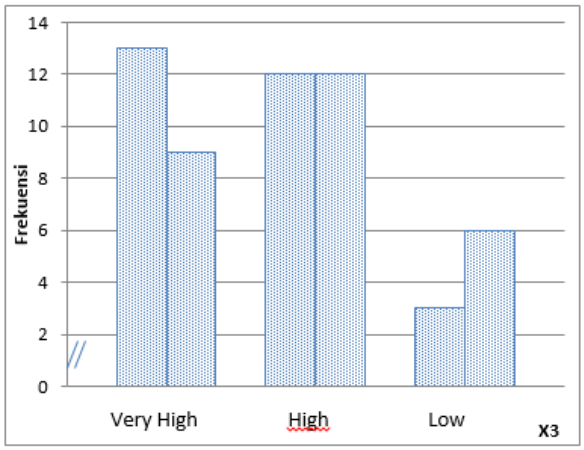

Diagram 3. Categories of Student Affective Learning Outcomes

Graph 3 shows that psychomotor learning outcomes in the experimental class were higher than in the control class. This means that the multimedia created by researchers are more capable of provoking students to have better thinking skills than the multimedia used in class so far, this is proven by the quality of questions and conveying students' opinions about the multimedia

which has great weight. This is because the multimedia created have a better quality of understanding the message and adapting the language to the child's level of thinking development than the teaching multimedia used in the classroom.

Based on analysis of student response data and feasibility analysis based on BSNP criteria, the multimedia created can be said to be feasible. This is proven from the results of the student response data questionnaire that 96.47% of students said the multimedia created in the research were very feasible, while the rest said they were feasible. The feasibility of the multimedia made has not reached 100% in the very feasible category because there are still many deficiencies in the teaching materials, including the depth of the teaching materials which is still lacking according to students' opinions.

The results of the feasibility questionnaire analysis based on BSNP criteria show that the content feasibility percentage is 81.23%, so the multimedia created can be said to be feasible. Feasibility has not reached 100% because the multimedia's features, examples and references are also lacking because they do not include the latest technological discoveries regarding the material being taught. The multimedia created are also less contextual. Meanwhile, the percentage of appropriateness of the content of the multimedia used so far is 64.38%. Feasibility has not reached 100% because the multimedia used so far lacks the breadth of material, accuracy of illustrations and lack of context for use. The suitability of the content of the multimedia created in research is better than the suitability of the content of the multimedia used so far. This is because the multimedia are made more in line with the learning objectives to be achieved. The percentage of feasibility of presenting the multimedia created is 89.18%, so the teaching materials created can be said to be feasible. Feasibility has not yet reached 100% because the multimedia created does not include internet learning sites. The evaluation of multimedia is also still not good. Meanwhile, the presentation feasibility percentage of the teaching materials used so far is only 78.17%. Feasibility has not yet reached 100% because in the multimedia used so far, there is a lack of variety in presentation. The feasibility of presenting the multimedia made is better than the multimedia used so far because the variety of multimedia made is better than the multimedia used so far.

Meanwhile, the percentage of language suitability in the multimedia made is 84.73%, so it can be said that the multimedia made are worthy. Feasibility has not reached 100% because the accuracy of the language used in multimedia is still not good. Meanwhile, the percentage of appropriate language for the multimedia used so far is only 83%. The appropriateness of the language has not reached 100% due to the lack of understanding of the message and the suitability of multimedia to the child's level of thinking. The appropriateness of the language of the multimedia created in the research is better than the multimedia used in class so far because the accuracy of the language and spelling in the multimedia made are easier to understand and the suitability of the multimedia made to the child's level of thinking is better than the multimedia used during the study.

Overall, it can be concluded that the multimedia created by researchers are suitable for use in the classroom during the learning process, so they can be used as alternative learning media. The multimedia made by researchers are also effectively used in the classroom during learning because in this research it is known that the learning outcomes of students who use the multimedia made are better than the multimedia used so far.

Table 1. Results of Validation of the Feasibility of the Multimedia Guide by the Expert Team

No	Component	Validator Score		Average Score	Assessment criteria
		Validator 1	Validator 2		
1	Utility	5.74	4	5.83	Very Valid
2	Appropriateness				
3	Accuracy				
4	Language				

The expert validation of the learning model based on the Multimedia Guide's feasibility above reveals that, on average, the learning model generated has obtained an average score of 5.83, which is very valid evaluation criteria. These results indicate that the multimedia-based materials learning model is on a very good assessment scale, meaning it complies with the indications and doesn't need to be revised, making it appropriate for field testing.

Table 2. Results of Validation of Feasibility of Multimedia Learning Model Base on Multimedia by a Team of Experts

Validator	**Validator Score**	**Assessment criteria**
Prof. Dr. Syukur Saud, M.Pd	4.73	Very Valid
Prof. Dr. Ansari, M. Hum	4	Very Valid
Average	4.89	Very Valid

The multimedia learning model resources are deemed adequate, as demonstrated in Table 2 above. Validator 1 gave a score of 4.73, and Validator 2 received a 4. With extremely good assessment criteria, the two validators' average score was 4.89. Valid.

1) Validation of Materials/Teaching Materials

The actual score for material validation is calculated by averaging the scores from two expert validators and three user lecturers. The scores from material validation are then totaled. The validity category will be referenced by this score. Table 2 displays the findings of two expert validators.

Table 3. Results of Validation of the Feasibility of Teaching Materials by the Expert Team

Validator	Validator Score	Assessment criteria
1	4.79	Very Valid
2	4	Very Valid
Average	4.94	Very Valid

Following receipt of the expert validator's material validation results, the three user lectures were evaluated; the outcomes are shown in Table 3. Overall, the material has met the minimal valid criteria based on the findings of the material/teaching material validity evaluation, as determined by the findings of the two validators and the three user lecturers.

A. Model Practicality Test

The degree of practicality of the learning model is assessed through data analysis derived from the replies of both lecturers and students, who are the users who decide its practicality. The following table displays the findings from the examination of the lecturers' assessment questionnaire:

Table 4. Percentage of Practicality Assessment Results by Lecturers

Practicality Test Indicator	**Lecturer 1**	**Lecturer 2**	**Lecturer 3**
Syntax	3.71	3.86	3.86
Reaction Principles	3.83	3.83	3.67
Social Systems	3.67	3.67	3.83
Support System	3.6	3.8	3.8
Total Score	14.81	15,16	15,16
Percentage (%)	92.59	94.73	94.73
Average Percentage (%)	94.02		
Criteria	Very Practical	Very Practical	Very Practical

Since students and lecturers are the ones who ultimately determine a learning model's practicality, data analysis obtained from their responses is used to evaluate the model's degree of practicality. The results of the analysis of the lecturers' assessment questionnaire are shown in the following table:

Table 5. Percentage of Practicality Assessment Results by Students in Multimedia Learning

Average Practicality Test Score				**Total Score**	**Average Percentage**	**Information**
	Collaboration	**Communication**	**Appreciation**			
Student (32)	3.53	3.47	3.55	11.57	89.83	Very Practical
Percentage (%)	88.03	85.99	89.45			

Criteria	Very Practical	Very Practical	Very Practical

Table 3 provides information indicating that, overall, the practicality aspect's components have satisfied the requirements for being highly practical, as shown by student replies, and the practicality aspect's total score also indicates this. This indicates that the limited exam of practicality given to Bachelor of English Language Education students yielded excellent practical results, with an average percentage of 89.83 for three aspects: literary appreciation, communication, and teamwork, and a total score of 11.57.

Therefore, based on the practicality test, the Literature learning model has satisfied the practical requirements, as reported by instructors and students who utilize it along with other learning support resources.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The needs analysis results show that students in MTs Darul Falah Ternate are still very low in their ability to comprehend English materials. Students are still weak in answering questions and in other knowledge activities. Therefore, learning that emphasizes collaboration skills is very much needed. Four processes comprise the design of the learning model: response, reasoning, equalization of perceptions, and evaluation. During the response phase, learners apply their prior knowledge to evaluate the given content. The reasoning stage involves posing group discussion questions to assess a person's capacity to choose appropriate or logical solutions when addressing challenges. The ability to recognise responses acquired through group collaboration or communication is known as the equalising perceptions stage.

The assessment phase is used to refine each student's analytical abilities by incorporating questions that align with reading and speaking work enjoyment markers. The learning aids utilising the English materials based multimedia learning model were deemed valid and appropriate for usage after a score at the validation stage demonstrated that they satisfied the valid criteria. The model's overall real practicality score at the practicality stage indicated that it was extremely practical. This indicates that the requirements are met by English materials based multimedia learning and the resources that support it. Students' ability to appreciate English materials increases at the effectiveness stage of the English materials based multimedia learning model. This increase is reinforced by positive responses from both teachers and students, suggesting that using the learning model can help students become more appreciative of English materials.

Recommendation

This research calls for greater investigation to create a strategy and formula based multimedia learning model that reaches a wider audience and has a wider range of subjects than just students. By producing English material based multimedia teaching material books to investigate student character and culture, it is intended that teachers who teach English learning, especially at MTs Darul Falah Ternate. The next researcher seeks to create a English

materials based integrated with multimedia of English language learning model that looks at local wisdom, particularly in the community run institutional organisational framework. It is recommended that future researchers employ several platforms to assess the efficacy of the model in facilitating English materials based multimedia learning that aligns with the fundamental competencies already incorporated into learning design and instruction.

FURTHER STUDY

Further research ought to concentrate on the development of a multimedia project Model to increase the quality of the students. This can be accomplished through long-term research projects that examine the effects of continuous student training, efficient inventory control, and creative menu options on study results. Analysing the challenges and suggested approaches for implementing the learning model solutions in various class settings is crucial. This analysis ought to consider factors including project constraints, characters training needs, and the current literary project infrastructure. More research should be done on the regional and cultural differences in pub management practices. This study can provide insightful information on how to more effectively modify strategy for a variety of learning model. Adapting pub management practices to local preferences and expectations might be possible by conducting comparative research across various method and situational contexts. Additionally, researching the value of sustainability in English learning materials, including sustainable methods for sourcing materials, managing materilas or content, and style, will give the students a complete understanding of what the multimedia project expects today. The results of this study may offer recommendations to students and teachers on adopting eco-friendly procedures that satisfy the growing method for sustainability from learning.

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