

## Development of Learning Media Using Smart Apps Creator on "Introducing Oneself and Others"

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### Abstract

This study aims at developing learning media using Smart Apps Creator (SAC) for 7th-grade junior high school students for the material of introducing themselves and others. The type of research is a research and development (R&D) model using ADDIE consists of five steps: analysis, design, development, implementation, and evaluation. In this study, the population of this research was the seventh-grade students of Islamic School in Pekanbaru in the 2022 academic year. The sample was taken from a class in the seventh grade, consisting of 36 students. The alpha test results showed that based on the material experts' evaluation, the developed media was classified as very good with an average score of 4.37. Likewise, the assessment of media experts was very good, with an average score of 4.49. Learning Media with Smart Apps Creator (SAC) scored an average of 4.35, which was very good in the trials with students. Therefore, it concluded that the designed instructional media is suitable for supporting teaching and learning activities. In addition, this learning media is appropriate to help students learn the material on introducing themselves and others, and future researchers can focus on designing learning media using Smart Apps Creator (SAC) for another lesson.

**Keywords:** *Introducing Oneself and Others, Learning Media, Smart Apps Creator (SAC).*

## 1. INTRODUCTION

Education development in this world has undergone many changes, which can be said to be relatively rapid. The transformation includes the utilization of technology integrated into today's education sector. With the rapid development of information technology (IT), the need for the concept and mechanism of teaching and learning (education) based on information technology is inevitable (Novaliendry et al., 2020). In addition, technology has now permeated the world of education.

Educators in the modern era place a high value on technology and media in the course of study. Education 4.0 offers innovation and promotes technology in the teaching and learning process (E. Gulicheva, E. Lisin, M. Osipova, and A. K. 2017). Using the technology is expected to help students master various sciences. Mastery of various sciences will not only foster creativity in educators and the learning process but will also create pleasant learning conditions (Chairunisa & Kasriyati, 2021).

Education in Indonesia itself is undergoing transformations, the basis, and hope of an independent nation. Variations in education, especially on the basis of educational philosophy, educational goals, education system, and learning opportunities provided to the people of Indonesia. The goal is for all Indonesian people to experience low education to higher education (Aisy & Hudaidah, 2021). In the past, education was only limited to implementing conventional methods of exposure owned by teachers. And this is usually known as a face-to-face method which can be said to be traditional learning or classically (conventional).

Nowadays, the demands for educational development must be focused on and based on technology that helps the

learning process so that the objectives of the learning taught to students are achieved (Mokalu et al., 2022:1476). The appropriate use of learning technologies will support the implementation of learning (A. W. McCulloch et al., 2018). Improving the quality of education will contribute to increasing the level of the quality of Indonesian people, which in turn will impact development itself. Teaching in schools must guarantee students improve their potential to enable them to develop themselves (Khasanah & Rusman, 2021:1007). Hence, teachers need to develop creative and innovative learning models that certainly need to be designed to improve the effectiveness and efficiency of learning. Whatever inhibits knowledge transfer must be minimized, including things that make the learning process less exciting and monotonous.

Based on an observation done in April 2022 at one of the Islamic schools in Pekanbaru, it was found that the students got difficulties in mastering English, especially in the material of introducing themselves and others. Many students made mistakes in this material. For example, the students forgot to use the verb in the simple present tense, or they often used the base form of the verb in talking about something happening now.

When interviewing the English teacher and students, some factors causing the students' inability to introduce themselves and others were revealed. First, the learning method used by the teacher is still from books, blackboards, or conventionally. In other words, no innovation was made. When a teacher fails to innovate during the teaching and learning activities, students' creativity and enthusiasm for a material presented by the teacher in front of the class suffer (Bimo, Muflikah & Dartani, 2022). Second, there is a lack of facilities in schools. Third, students do not even have enough time to practice their English. This is consistent

with a study that found that even after years of studying English, Indonesian students often struggle to use it in everyday communication. (Syahfutra, W. 2019) due to limited time. As a result, the students get bored and find it challenging to understand the material. One possible solution to solve this problem is to apply innovative technology-based learning media.

Furthermore, the choice to assist understudies with learning better is by utilizing media. Learning media is a natural way to communicate material learning (Pangestu et al., 2020; Pratiwi et al., 2018; Sari et al., 2019; Zikky et al., al., 2018) because it effectively explains the message's significance. As media learning becomes one of the deciding factors for the learning outcome, it becomes a test for teachers to improve in creating it. (Alkurdi, 2020; El Mawas et al., 2020). The role of the media in the growing experience is significant; learning media can help understudies digest and comprehend the topic as a result of the capability of the media as a merchant of learning messages and data (Yuberti et al., 2021:6).

The researcher chose to develop this SAC in Junior High School because the learning process is interactive, full of challenges, and motivates students to be independent and care about subjects. This SAC product development research hopes that the learning process using SAC media encourages student creativity to increase mastery of knowledge, understanding, and skills. Improving learning outcomes using SAC media needs to be tested for the effectiveness of using SAC media. The SAC-based learning, which contains presentation slides, supporting videos, and relevant material and assignments, is expected to provide convenience for users, especially students, in the learning process. And of course, the teacher must also encourage

students to be cooperative in utilizing all the features provided in the Android Smart Apps Creator (SAC) learning media.

Shrewd application maker is programming that can be utilized to make different mixed media applications in view of a portable, work area, and web. That is on the grounds that the end-product of its improvement can be changed over into a few application bases, specifically android, iOS, work area, and html5 web which can be gotten to through a program. Based (Abidin & Arifin, 2021) Smart Apps Creator (SAC) expresses a new application for making effective learning environments. Learning messages can be stored in the long-term memory of people who study them because Android-based learning media can be designed with a maximum visual approach (Pawani et al., 2022:821). That way, the study is not bound by place and time, meaning that learning can be done anywhere and anytime. Given the increasingly high spread of COVID-19 it will also affect the length of teaching and learning activities carried out online. Therefore, this discussion is considered important to be raised, so that teachers can create mobile learning-based learning media applications using smart app creators (Khoirudin et al., 2021:26).

Introduce ourselves by saying our name. It is a way to connect with someone. The greeting is a "communication act in which human beings intentionally make their presence known to one another, to show attention to, and to suggest a type of relationship (usually cordial) or social status (formal or informal) between individuals or groups of people coming into contact with one another."

The simple present tense is an action word structure used to communicate realities, propensities, or events and is the most well-known type of action word in

English. Combining verb-1 (present tense) and the linking verb "be" yields the simple present tense (is, am, and are). Verb-1 is a bare infinitive regardless of the expansion of -s or -es (model action word 1: does, goes, needs) for the subject as a particular thing (solitary thing: Tita, book, vehicle) or third individual solitary pronoun (pronoun) third individual solitary (she, he, it) or with no expansion (model action word 1: do, go, need) for the subject as a plural thing (young men, puppies) or a plural pronoun.

The previous study by Sutejo & Fadrial (2021) from Lancang Kuning University demonstrated that teacher-developed teaching preparation has a reasonably deep meaning and is more than just routine administrative activities. Vocational State 2 Pinggir is a school that has now not utilized innovation-based getting to know media to foster mastering media using Smart Apps Creator, knowing the exhilaration of understudies' advancing by means of figuring out how to use versatile mastering media and testing the viability of learning. Technological and communication headways can help instructor's present virtual learning media as an elective learning media, stand out for understudies and energy for learning, and mingle learning media. Educators can utilize Smart Apps Creator to provoke their understudies' curiosity in learning. The Smart Apps Creator application was utilized to make learning media in three phases: establishment, guidance on the most proficient method to utilize the Smart Apps Creator application, and down to earth work by members. Expanding educator information about the significance of learning media and the advancement of various sorts of learning media, especially as far as innovative turns of events, has had the option to work on instructors' capacity to work PCs or PCs, incorporating stacking learning

media with the Smart Apps Creator application, straightforwardly through their particular PCs or PCs.

The second previous study by Ferlianti et al. (2022) employs the ADDIE model, which comprises five stages: Analyze, Design, Develop, Implement, and Evaluate. Some instruments to collect research data, including Surveys or polls disseminated to all respondents. The outcomes show that 92% of understudies support involving SAC intelligent learning mixed media in learning exercises. Moreover, polls or surveys were circulated to Physics subject educators in research schools to assess and decide the practicality of the media. The outcomes show that 96.40 percent of educators support involving SAC intelligent learning mixed media in learning exercises. With an N-Gain of 0.54 and a medium classification, this pre-posttest instrument expects to decide the impact of media on understudies' information.

There are differences between previous studies and research conducted by researchers based on previous research. For example, previous research focused on training in making learning media with SAC, while researchers focused on its development. Then other research focuses on media development with learning materials that differ from the material researchers do. The study aims to discover the outcomes of English learning media created with Smart Apps Creator (SAC) for 7th-grade MTS students: the material of introducing oneself and others.

## 2. METHOD

This research employs Research and Development (R&D) to create a product (Sugiyono, 2017). The effect created in this research is a learning media using Smart Apps Creator (SAC) for 7th-grade junior high school students for the material of introducing oneself and others. In development of learning media, the research refers to a five-step ADDIE development model. ADDIE phases include analysis, design, development, implementation, and evaluation (Tung, 2017). This study was conducted in June 2022 at an Islamic School in Pekanbaru Pekanbaru, involving class VII.2 with 36 students.

### Research Procedures

#### a. Analysis

The first stage begins with conducting an analysis, namely field and literature studies. A field study was conducted by interviewing directly to subject teachers in curriculum analysis obtained from the curriculum used in 2013. The subject analysis now assists in manufacturing materials learning to match the goals. Field studies are carried out directly by observing class conditions and conducting interviews with the English teacher.

#### b. Design

The second stage is the design. Stage planning starts from the flowchart design, storyboard design, material preparation, preparation of assessment instruments and collection support material. The following is an overview of Smart Apps Creator (SAC) on “Introducing Oneself and Others”.

**Figure 1.** Overview of Media



#### c. Development

Development is the third step. At this point, the conception and incorporation of flowchart design, storyboard design, material preparation, assessment instruments, and collection support material have been pre-designed at the design stage.

#### d. Implementation

In the implementation phase, the researcher directly tested the media and asked students to fill out a questionnaire. The media test was conducted on two levels, the first of which was a validity test by subject content experts and media experts. The second stage of the test is based on students' responses to educational media. The test results are the basis for the evaluation stage.

### Collecting Data

In collecting the data, product trials as part of the development stage, namely alpha testing and beta testing trials the following of this study:

#### a. Alpha testing

In Alpha testing, learning media using Smart Apps Creator (SAC) was conducted out by material experts and media experts. Alpha testing was for the feasibility of teaching multimedia

items directed to distinguish and take out items, congruity with goals, material, intelligence and connection point. Furthermore, ideas from material specialists and media specialists as a review before being tested.

#### **b. Beta testing**

At this Beta testing, be improved according to the suggestion of media experts and material experts before being tested on learners. Then, the next step was carried out on students to find improvement in learning outcomes after using learning media products. Amount students in the beta test amounted to 36 students. The beta test shows product development results to students on each monitor to be studied. In addition, students wondered to provide feedback about the quality product from display or media presentation and learn about the convenience of the material presented.

#### **Data Analysis**

This research on the development of English learning media using Smart Apps Creator (SAC) on “introducing oneself and others” at Islamic School in Pekanbaru is descriptive research, and the data analysis used in this study uses descriptive statistical analysis. Data analysis techniques for the feasibility of learning multimedia products using its Likert scale. The score obtained is then converted to a value with a scale of 5, dividing the expected value by five scales or five qualifications. To know the quality product of good development from material and media aspects, and students towards product development, then from the original data in the form of scores, converted into qualitative data by five scales. Values by existing scoring rules as shown in the following table:

**Table 1.** Instrument Scoring Rules for

Media and Material Experts	
Description	Score
Very Good	5
Good	4
Quite Good	3
Not Good	2
Very Less	1

While the data analysis technique is to see the product's beta testing, data obtained from respondents in the form of qualitative values through a questionnaire were converted into quantitative values using existing scoring rules, as shown in the tables below:

**Table 2.** Remarks on Instrument Scores of Respondents

Description	Score
Strongly Agree	5
Agree	4
Quite Agree	3
Disagree	2
Strongly Disagree	1

### **3. FINDINGS AND DISCUSSION**

This section provides learning media created by the authors using Smart Apps Creators (SAC) alongside the supporting hypothesis, the example exercises done by the understudies, how the application is utilized to help the instructing and educational experience, and the aftereffects of this exploration.

### ***Learning Media Development***

In creating the multimedia exemplar, the author makes an application using Smart Apps Creator (SAC) because it has excellent features, including pictures, sound, accounts, recordings, and even youtube joins in the material. When learning English, the material presented becomes enjoyable, and the impression that it is complex and challenging disappears. Smart App Creator is also well-known for its ability to create excellent animation designs. Animation functions in "Advanced Animation" (Suryaningtyas, V. W., Nugroho, R. A., Cahyono, S. P., Nababan, M. R., & Santosa, R., 2019).

Students can interact directly with the app without a teacher because the application can give students what they want by clicking on the menu they want. They can access it whenever they want and practice it before face-to-face meetings. They can learn on their own, especially after face-to-face sessions, with the apps that come with the explanations. As a result, students understand more material. Learning English in class will be easy and exciting for students if the teacher's media is based on communications technology (Widjayanti et al., 2019).

### ***Signaling: Highlight essential material***

Mayer (2009) highlights essential information: It allows students to study effectively. There are several ways, such as using the headers, the main home, the instruction, bubbles message chat, etc. Figures 2, 3, and 4 are examples of signal principles when designing applications use.

**Figure 2.** Main Home



As shown in Figure 2, the main menu is used for the sub-menu application described by the author and selects the available menu views.

**Figure 3.** Instruction



As shown in Figure 3, the Instructions menu is used for instructions for the application, such as the Next button used for the next page, the Back button used for the previous page, and the animation teacher used to explain the material.

**Figure 4.** Bubbles Message Chat



As shown in Figure 4, Bubbles for Use bubble message chat provides conversation and fun.



### *Material Expert Validation*

Validation was accomplished by providing a learning media product with a scale of 5 questionnaires with 13 items of assessment. Providing product development results to the validator to assess each aspect and provide an evaluation by completing the questionnaire that was supplied. Required two revisions before the final assessment. In the validation process, the researcher obtains quantitative data that support the development and improvement of the developed learning multimedia products.

**Table 3.** Average Score of Material Validation by Expert

Aspects of assessment	Score (g)	Classification
Learning	4,33	Good
Material	4,41	Very Good
Average	4,37	Very good

### *Media Expert Validation*

Validation was carried out to determine the Squality of teaching materials regarding the media aspect. Two aspects have been assessed: elements of appearance and programming or graphics. Assessment using a five-scale questionnaire. Table 4 shows the results of a media evaluation.

**Table 4.** Average Score of Media Validation by Expert

Aspects of assessment	Score (g)	Classification
Content	4,42	Good
Programming	4,57	Very Good
Average	4,49	Very good

### *Trial with the Students*

Beta testing was done on 36 student's class in seventh grade then, students are asked to provide feedback

about the quality product from display or media presentation and learn about the convenience of the material presented. According to the results, the third assessment item on the aspect of Cognition Content, in the form of "This learning media makes it easy for me to complete the task effectively," has a total score of 130 with an average score of 4,96 in the very good category. The details can be seen below:

**Table 5.** Student Respondent Validation Results

No	Assessment	Mean	Category
1	Aspect of Cognition Content	4,31	Very Good
2	Aspect of Information Presentation	4,31	Very Good
3	Ease of Navigation Aspect	4,23	Very Good
4	Overall Function Aspect	4,44	

## **4. CONCLUSION**

The conclusion is a communicative multimedia product for learning English; it is suitable for educational use based on evaluating the technical aspects of experts, media experts, and students. Ingredients validity in terms of learning, feasibility in terms of display, and feasibility in programming or graphics. The assessment score obtained a value in the Very Well category from the overall feasibility test. Second, this English learning multimedia product can effectively be used as a learning medium. Based on students' results, Smart Apps Creator can be a good tool to enrich the learning process because it provides many valuable features that motivate students to learn English.



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