

DEVELOPMENT OF KUBBIS INTERACTIVE MULTIMEDIA (DIVERSITY CHARACTERISTICS OF RELIGIONS WITH THE ASSISTANCE OF ISPRING SUITE) TO IMPROVE MOTIVATION AND INDEPENDENCE OF LEARNING**(2nd Grade Students at SDN Sentul 4 Kota Blitar)****Mohamad Fatih**

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Email: soniapurnama647@gmail.com**ABSTRACT**

The aim of this research is to develop appropriate Ispring Suite-assisted interactive multimedia, to develop Ispring Suite-assisted interactive multimedia to increase students' motivation and independence in learning material on the diversity of religious characteristics. The Ispring Suite used is version 9.

This type of research is Research and development (R&D) adapted from the ADDIE development model with 5 stages consisting of analysis, design, development, and implementation. implementation), and evaluation (evaluation). The subjects of this study were 22 grade 2 students at SDN Sentul 4 Kota Blitar. The data collection technique for this development research used a questionnaire with data analysis using 2 kinds of scales, namely the Linkert scale and the Guttman scale.

The results obtained from the due diligence assessment by material experts are obtaining an average score of 41 in the "Good" category. The eligibility assessment by media experts obtained an average score of 122 with the "Very Good" criterion. The teacher's assessment obtained an average score of 86 in the "Very Good" category. Students provide a feasibility response through a given questionnaire. The score obtained from the student eligibility response questionnaire was 9.136 in the "Very Good" category. Based on the results of the due diligence, interactive multimedia is suitable for use in learning. In addition, the results of the "KKUBBIS" interactive multimedia trial, can increase student learning motivation and independence. This can be seen from the score increasing student motivation by 55.4% and the score increasing student learning independence by 54.7%.

Keywords: Interactive Multimedia; Spring Suite; Diversity of Characteristics of Religious Community; Motivation to learn; Learning independence.

INTRODUCTION

Learning is one thing that cannot be separated from education in schools. Learning is essentially not only the teacher conveying material to students,

but how the teacher utilizes existing learning components, the way the teacher creates conditions that allow students to learn effectively and efficiently, and how the teacher helps students to achieve learning goals.

According to Octavia (2020: 6), learning is a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly using learning media. In learning there is a goal, achieving skills, skills, or competencies acquired by students as a result of learning (Makki and Afandi, 2019: 130). However, learning in Indonesia is currently experiencing changes. Changes occur in the learning process which was previously done face-to-face to distance learning.

The implementation of distance learning raises various obstacles. One of the obstacles that occur is the lack of ability of teachers to use technology. According to Lestari Moerdijat, deputy chairman of the MPR at the Indonesian Teachers Association (IGI) (Satariyah, 2020), stated that 60 percent of teachers have poor skills in using information technology during distance learning which is implemented from September to November 2021.

Based on the results of interviews conducted by researchers on Friday, December 17 2020 with grade 2 teachers, researchers found problems in the Civics learning being implemented. Interviews conducted by researchers with grade 2 teachers took place at SDN Sentul 4, Blitar City. At the beginning of online learning carried out, the teacher gave assignments to students to work on one study in the Homework Theme book with a one-day submission deadline. Assignments were given via a WhatsApp group whose members were class 2 guardians. The Theme Homework Book published by Intan Pariwara is a companion book used by students in learning in addition to the theme package book as the main book.

Over time, the teacher feels that students are bored and burdened by giving assignments with a one-day deadline because many students do not submit assignments on time. Finally, the teacher made changes to the pattern of giving assignments. The teacher gives assignments for one sub-theme with a deadline of 5 days, namely the teacher gives assignments on Monday, then students collect them on Friday. The collection of assignments is carried out directly by means of students coming to school and giving their work to the class teacher.

The class teacher's decision to only give assignments by working on books occurred because the teacher did not master the technology so he did not take advantage of existing technology. Even though the learning pattern has changed, there are still students who are late in collecting assignments. The teacher must remind students who have not submitted assignments through the class group on WhatsApp. This learning pattern is carried out until semester 1 ends. According to the teacher, when at home, students are assisted by their families in doing the assignments given so that students do not do the assignments independently.

Face-to-face learning conducted by the teacher also does not utilize existing technology. Whereas in schools there are projectors that teachers can use to convey learning. According to the teacher, when face-to-face

learning takes place, the teacher only uses the lecture method so that learning takes place in one direction. One-way learning causes students to experience boredom so students' motivation to take part in the learning process actively becomes low (Fatih, 2018: 137). In addition, the teacher only uses pictures and material in the book to explain the material. There is some material in which the teacher can directly give real examples around the students' environment, but there is also material where the examples are not directly around the students.

The material that does not exist directly around students is the diversity of characteristics of religious communities in Civics subjects. This material is in theme 3, sub-theme 3. All grade 2 students at SDN Sentul 4 are Muslim, so the teacher cannot give real examples around students. The teacher only shows pictures in the book. The use of books as learning media makes children bored and the information contained in books is incomplete.

Learning media is an important component of learning because it makes it easier for students to master learning material. According to Susanto (2016: 315), learning media are tools used in the learning process to facilitate and facilitate communication between teachers and students so that the learning process takes place effectively and runs well. In line with Susanto, according to Wibawanto (2017: 6), learning media is a medium used in providing subject matter to students so that the teaching and learning process becomes more effective, efficient, and fun.

According to Kurniasih (2016: 43), Ispring Suite is learning software that is integrated with Microsoft PowerPoint which can convert moving presentations into flash form. Kurniasih added Ispring Suite users do not need special skills to use because Ispring Suite can be integrated with Microsoft PowerPoint, and the time needed to create interactive learning media is less than using Adobe Flash software. Ispring Suite can insert various forms of media such as presentation slides, images, and animations, and can also randomize questions quickly and find out the score of the answers directly.

Learning motivation is the driving force that ensures the continuity of learning activities and provides direction to learning activities so that learning objectives are achieved (Octavia, 2020: 53). According to Riduwan (in Rosidah 2018: 13), the characteristics of students who have learning motivation are, students have persistence in learning, do not give up in the face of difficulties, have interest and sharpness in learning, achievement, and are independent in learning.

Tahar and Eceng (2006:92) state that learning independence is the readiness of individuals who want and are able to learn, with or without the help of other parties to achieve learning goals. Learning independence is also a form of creation in thinking so as to be able to control oneself and motivate oneself (Suciati, 2016: 8). Students who have to learn independence will not depend on others in carrying out their activities.

According to development research conducted by Imam Nuraini, et al (2019) from the Muhammadiyah University of Surakarta with the title "Development of Ispring Suite 8 Power Point-Based Learning Media in

Elementary Schools" learning media is valid, practical, and effective. As evidenced by the average validity value of 4.15, the practicality value of students is 91.40%, the practical value of teachers is 93.40%, and the value of effectiveness reaches 91.3%.

Subsequent development research was conducted by Muhamad Fauyan (2019) from the Pekalongan State Islamic Institute with the title "Developing Interactive Multimedia Through Ispring on Indonesian Learning with the Islamic Values in Madrasah Ibtidaiyah." The results of research and development show that interactive multimedia products get a score of 21.5 in the very appropriate category from media experts and 49.5 in the appropriate category from media experts. The quality of interactive multimedia is very good based on student and teacher assessments. The use of learning media can improve learning performance and provide Islamic character values to students.

Nani Kurnia, Adnan, and Akhmas Faqih Dzulkarnain (2019) with the title "Development of Class XI Biology Interactive Multimedia to Increase Student Learning Motivation and Independence." The results of research and development of interactive multimedia are valid, practical, and effective. This is aimed at obtaining a validation score of 4.73 with a very valid category. Interactive multimedia can increase student learning motivation by 0.35 in the moderate category and can increase student learning independence by 0.36 in the moderate category. As well as teacher and student responses showing very practical categories.

Based on this background, the researcher is interested in conducting research with the title "Development of KKUBBIS Interactive Multimedia (Diversity of Characteristics of Religious People Assisted by Ispring Suite) to Increase Learning Motivation and Independence (in Grade 2 students at SDN Sentul 4 Kota Blitar)."

METHOD

This type of research is research and development or Research and Development (R&D). The development research model used is the ADDIE model. The ADDIE model was chosen because the stages for media development are simple and easy to learn. The ADDIE model consists of 5 stages consisting of analysis, design, development, implementation, and evaluation.

Analysis Stage

Activities in the analysis phase are identifying causes or problems and potential solutions that are appropriate for solving these problems (Batubara, 2017: 45). Analysis stage, in this stage the researcher conducted curriculum analysis, student character analysis, and needs analysis in grade 2 SDN Sentul 4 Blitar City by conducting interviews with class 2 teachers.

Design Stage

Design or design stage according to Batubara (2017:49) is the formulation stage of ideas that describe learning media into a formula. The form of the formulation depends on the type of learning media to be developed. At this stage, the researcher makes a design of learning media assisted by Ispring Suite 9 which will be developed in the form of a storyboard. Learning media are designed with animation, audio, video, and full-color images that match the material.

Development Stage

The stage is the stage where the developer produces learning media based on suggestions from a team of experts and developers also develops instruments that can be used to check the quality of the learning media developed (Batubara, 2017: 51). At this stage the researcher begins to make learning media according to the design at the design stage. Making the media involves several applications such as Microsoft PowerPoint and Ispring Suite 9.

Implementation Stage

The implementation stage is the stage of implementation and testing of learning media on target users and their learning environment after the learning media developed has obtained an assessment worthy of use without revision from the expert team (Batubara, 2017:59).

At this stage, the researcher tested the product on students. The trial was conducted on grade 2 students at SDN Sentul 4, Blitar City.

Evaluation stage

stage aims to analyze user responses to the learning media used and the influence of using the learning media, the results of which are used to justify the quality of learning media (Batubara, 2017: 60).

At this stage, the researcher analyzed the results of the material expert eligibility questionnaire, the media expert eligibility questionnaire, the student eligibility response questionnaire, and the motivation and independence questionnaire to find out the assessment of material experts, media experts, and teachers on learning media and to find out students' eligibility responses to learning media Techniques and

Instruments Data Collection**Data Collection Techniques****1. Interview**

An interview is a data collection technique that uses questions verbally to respondents (Muh. Fitrah and Luthfiyah, 2017:66). Interviews were conducted by researchers to analyze problems that occur in the learning process and to analyze research needs during preliminary studies.

2. Questionnaire

The questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to respondents

(Mukhtazar, 2020:74). Questionnaire distribution was carried out at the validation and implementation stages of learning media. At the validation stage, a questionnaire is used to determine the assessment of material experts, media experts, and class teachers regarding the feasibility of the learning media being developed. At the implementation stage of learning media, a questionnaire aimed at grade 2 students was used to determine students' appropriate responses to the use of instructional media, as well as to determine the development of Ispring Suite-assisted learning media in increasing student learning motivation and independence.

3. Documentation

is collecting data regarding matters in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas, and so on (Arikunto in Nugroho, 2018: 8).

Data Analysis Techniques

a. Material expert feasibility questionnaire, media expert feasibility, and teacher feasibility.

The questionnaire was prepared using a Likert scale with five alternative answers as follows:

Table 3.11 Likert scale questionnaire eligibility for material experts, media expert eligibility, teacher eligibility

Information	Score
Strongly Agree (SS)	5
Agree (S)	4
Less Agree (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Then the score is analyzed with the following steps (Munawaroh, 2017: 33):

1. Recapitulate the assessment data obtained from the feasibility questionnaire sheets for material experts, media experts, and teachers.
2. Calculating the average assessment results using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{x}$: Average score

$\sum x$: Total score

n: Number of assessors

3. Categorize the average results with the following conditions:

Table 3.12 Assessment categories

No.	Interval Skor	Kategori	Uji Keputusan
1.	$\bar{x} > M_i + 1,80 SB_i$	Sangat Baik (SB)	Layak digunakan
2.	$(M_i + 0,60 SB_i) < \bar{x} \leq (M_i + 1,80 SB_i)$	Baik (B)	Layak digunakan
3.	$(M_i - 0,60 SB_i) < \bar{x} \leq (M_i + 0,60 SB_i)$	Cukup (C)	Layak digunakan dengan revisi
4.	$(M_i - 1,80 SB_i) < \bar{x} \leq (M_i - 0,60 SB_i)$	Kurang (K)	Revisi
5.	$\bar{x} \leq M_i - 1,80 SB_i$	Sangat Kurang (SK)	Revisi

Source: Sukarjo (Munawaroh, 2017:84)

Student feasibility response questionnaire

The questionnaire was prepared using a Guttman in the form of a checklist with two categories of answers as follows:

Table 3.13 Eligibility scale by students

Description	Score
Yes	1
No	0

Then the score is analyzed in the following steps (Munawaroh, 2017: 33):

1. Recap student response data obtained from student response questionnaire sheets.
2. Calculating the average assessment results using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{x}$: Average score

$\sum x$: Total score

N: Number of assessors

3. Categorize the average results with the following conditions:

No.	Interval Skor	Kategori	Uji Keputusan
1.	$\bar{x} > M_i + 1,80 SB_i$	Sangat Baik (SB)	Layak digunakan
2.	$(M_i + 0,60 SB_i) < \bar{x} \leq (M_i + 1,80 SB_i)$	Baik (B)	Layak digunakan
3.	$(M_i - 0,60 SB_i) < \bar{x} \leq (M_i + 0,60 SB_i)$	Cukup (C)	Layak digunakan dengan revisi
4.	$(M_i - 1,80 SB_i) < \bar{x} \leq (M_i - 0,60 SB_i)$	Kurang (K)	Revisi
5.	$\bar{x} \leq M_i - 1,80 SB_i$	Sangat Kurang (SK)	Revisi

Source: Sukarjo (Munawaroh, 2017:84)

Student Learning Motivation and Student Independence Questionnaires

Student independence and learning motivation questionnaires consist of a questionnaire before the use of learning media and a questionnaire given after the use of learning media.

The questionnaire was prepared using a Guttman in the form of a checklist with two categories of answers as follows:

Table 3.13 The scale of student independence and learning motivation consists of

Description	Score
Yes	1
No	0

Then the score is analyzed with the following steps:

1. Recapitulation of student learning independence questionnaire data obtained from student learning independence questionnaire sheets.
2. Calculate the score of each indicator of student independence with the formula.

$$\text{Motivation / independence score} = \frac{\text{independence score}}{\text{Maximum independence score}} \times 100 \%$$

3. Categorizing the score results for each indicator of student learning independence using the following categories (Arikunto in Palupi, 2020: 1230):

Table 3.16 Categories of Student Learning Motivation Assessment

Category	Interval (%)
Very High	$80 < X \leq 100$
High	$66 < X \leq 80$
Moderat	$56 < X \leq 66$
Low	$40 < X \leq 56$
Very Low	≤ 40

An increase in student independence and learning motivation occurs when the score of independence or student learning motivation after the learning media trial is greater than the motivation score before the learning media trial. An increased score is obtained from:

Improvement = Independence or motivation score – independence or motivation score

RESULTS AND DISCUSSION

The development of interactive multimedia KKUBBIS (Diversity of Religious Characteristics Assisted by Ispring Suite) uses the ADDIE development model. The ADDIE model consists of 5 stages consisting of analysis, design, development, implementation, and evaluation. The stages of development are described as follows,

Analysis

Phase Analysis phase, in this stage the researcher conducts curriculum analysis, student character analysis, and needs analysis in grade 2 SDN Sentul 4 Kota Blitar by conducting interviews with grade 2 teachers. The interviews were held on Friday, December 17, 2021, at SDN Sentul 4, Blitar City. Based on these activities, the results show that it is necessary to develop learning media that can increase student learning motivation and independence. The media that can be developed is interactive multimedia. The competencies contained in the media refer to core competencies and basic competencies as a result of curriculum analysis, namely Civics subjects with material on the diversity of characteristics of religious people contained in theme 3 of my daily tasks, sub-theme 3 of my duties as a religious community, learning 2, basic competencies 3.3.

Design Stage

At the design stage, researchers collect information, and materials used and can support the interactive multimedia development process. The result of the design activity is a product design plan that contains 30 views. Researchers designed interactive multimedia in the form of storyboards. Storyboard design according to the needs of each view. Next is compiling materials, quizzes, and answer keys. Materials, quizzes, and answer keys contained in the media are compiled from various sources of literature and references.

Development Stage

This stage carries out several actionable steps. The first is a media creation. Media is made using PowerPoint 2013 software and Ispring Suite 9 with a total of 30 slides. Making the opening to closing slides using PowerPoint 2013 software, while quizzing slides and adding back sounds using Ispring Suite 9.

The next stage is the feasibility questionnaire validation test by material experts. Based on the validation results, all instruments scored in the "Very Good" category. The validator also commented that the instrument was usable. So that the instrument can be used without any revision.

Next is the product feasibility assessment. Product feasibility assessment is carried out by several experts. Among others are as follows.

a. Material expert feasibility assessment

The material expert who conducted the material feasibility assessment in the developed media was Ms. Aster Kusumastuti M. Pd. He is an elementary school teacher at SD Negeri Turi 2, Blitar City. So it can be concluded that interactive learning multimedia developed based on the assessment of material and linguistic aspects is feasible to try out. The results of the material expert's assessment fall into the "Good" category. This is an interpretation of the category table in chapter III.

b. Media expert's feasibility assessment

The media expert who assessed the media's suitability was Ms. Laila Rofiqotut Thoyyibah, M. Pd. He is an elementary school teacher at Pakunden 2 Public Elementary School, Blitar City. The results of the media expert's

assessment show that interactive learning multimedia developed based on software engineering assessments, visual communication, and quizzes is feasible to try out and fall into the "Very Good" category.

c. Teacher feasibility assessment

The assessor from learning practitioners is a grade 2 teacher at SD Negeri Sentul 4 Blitar City, namely Mrs. Anis Nur Rohmah, S. Pd. The results of the teacher's feasibility assessment indicated that interactive multimedia developed based on assessments of software engineering, learning materials, visual communication, and language deserved to be tested under the "Very Good" category.

Implementation Stage

implementation phase where product trials are carried out on students, as well as an assessment of student feasibility responses as well as an assessment of student learning motivation and independence. The trial was carried out on Monday, June 21, 2021, and was conducted on 22 grade 2 students at SD Negeri Sentul 4, Blitar City. Implementation is carried out online or online due to the Covid 19 pandemic which still makes government policy not to allow schools to conduct face-to-face learning.

Assessment of student eligibility responses as well as assessment of student learning motivation and independence. Based on the results of the validation assessment of student eligibility response questionnaires, all valid statements are indicated by the value of r count $>$ r table. The instrument reliability value is 0.947 with the criteria of "Very high" instrument reliability. Filling out the questionnaire was carried out after students used the media to determine the feasibility of students' responses to the media used.

Based on the measurement of student motivation before and after student learning motivation, it can be concluded that the development of interactive multimedia learning media can increase student motivation in the subject of the diversity of religious characteristics with an increase of 55.4% of students' learning motivation scores before the trial of 31.6 % and the score of students' learning motivation after the trial was 87%.

Based on the measurement of student learning independence before and after student learning independence, it can be concluded that the development of interactive multimedia learning media can increase student learning independence in the material diversity of religious characteristics with an increase of 54.7% from the student learning independence score before use of 30.6% and student learning independence score after use of 85.3%.

Each indicator of learning independence has increased. The first indicator, "Confidence" before the tryout got a score of 27.5% in the "Low" category, while after the tryout got a score of 90.5% in the "Very High" category. The second indicator, "Being able to work alone" before the tryout got a score of 59% in the "Moderate" category, while after the tryout got a score of 82% in the "Very High" category with an increase of 66%. The third indicator, "Respect for time" before the tryout got a score of 36% in the "Very

Low" category, while after the tryout got a score of 68% in the "High" category with an increase of 23%.

Furthermore, the fourth indicator, "Responsible" before the tryout got a score of 25% in the "Very Low" category, while after the tryout got a score of 81.5% in the "Very High" category with an increase of 56.5%. The fifth indicator, "Having the desire to compete to advance" before the tryout got a score of 18% in the "Very Low" category, while after the tryout got a score of 95% in the "Very High" category with an increase of 77%. The sixth indicator, "Being able to make decisions" before the tryout got a score of 18% in the "Very Low" category, while after the tryout got a score of 95% in the "Very High" category with an increase of 77%.

Evaluation Stage

The researcher analyzed the results of the material expert eligibility questionnaire, the media expert eligibility questionnaire, the student eligibility response questionnaire, and the motivation and independence questionnaire. Based on the feasibility questionnaire given to material experts, media experts, and teachers, there is input in the form of suggestions and comments so revisions are made. 85,3%.

CONCLUSION

An analysis is the initial stage of the researcher conducting curriculum analysis, student character analysis, and needs analysis. In this analysis, students need interactive multimedia in Civics subjects with material on the diversity of religious characteristics found in theme 3 of my daily tasks, sub-theme 3 of my duties as a religious community, learning 2, basic competence 3.3. Design (Design), is the stage of designing interactive multimedia which consists of making storyboards, determining the material, and compiling quizzes and answer keys.

Development is the development stage that starts with making interactive multimedia and making product feasibility assessment questionnaires for material experts, media experts, teachers, student feasibility response questionnaires, student learning motivation questionnaires, and student learning independence questionnaires. Feasibility assessment by material experts, media experts, and teachers. The feasibility assessment by material experts obtained an average score of 41 in the "Good" category. The eligibility assessment by media experts obtained an average score of 122 with the "Very Good" criterion. The teacher's assessment obtained an average score of 86 in the "Very Good" category.

Implementation is the stage of implementing and testing interactive multimedia for students as research subjects. Students provide a feasibility response through a given questionnaire. The score obtained from the student eligibility response questionnaire was 9.136 in the "Very Good" category.

Evaluation is the final stage of the interactive multimedia development procedure. At this stage, the researcher analyzed the results

of the completed questionnaire. There was input in the form of suggestions and comments from experts and teachers so that revisions were made.

The development of interactive multimedia can increase student learning motivation. This can be seen from the score increasing student motivation by 55.4% with the motivation score before using interactive multimedia by 31.6%. While the motivation score after the use of interactive multimedia is 87%.

The development of interactive multimedia can increase student learning independence. This can be seen from the score increasing student learning independence of 54.7% with a score of independence before using interactive multimedia of 30.6%. Meanwhile, the independence score after the use of interactive multimedia was 85.3%.

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