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Development of Interactive Learning Media for Writing Observation Texts in Grade VII MTs Al-Yusufiah Sidorejo

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ABSTRACT

The limited use of interactive learning media in Indonesian language instruction, particularly in writing observation texts, has created challenges for students at MTs Al-Yusufiah Sidorejo. This study aims to develop and evaluate the effectiveness of interactive learning media in improving the writing skills of Grade VII students. The research follows the Research and Development (R&D) method based on the Borg & Gall model, as adapted by Sukmadinata. The findings indicate a strong need for interactive learning media, with 86.6% of teachers and students recognizing its importance. Expert validation results confirm its feasibility, with material experts rating content feasibility at 81.26%, media experts assessing the design at 93.18%, and visual design experts providing a 94.31% rating, all categorized as very good. The effectiveness trials demonstrated consistently positive outcomes, with individual trials yielding an 82.62% rating, small group trials resulting in 89.80%, and limited field trials achieving 94.33%, all classified as very good. The effectiveness analysis revealed a significant improvement in students' writing performance. The post-test score of students using interactive learning media averaged 83.25%, compared to 72.34% in the pre-test, reflecting a 10.91-point increase. These results highlight the positive impact of interactive learning media on students' ability to write observation texts, demonstrating its effectiveness as a valuable instructional tool for enhancing writing skills.

Keywords: Interactive Learning Media; Writing Observation Texts

INTRODUCTION

Writing is one of the fundamental skills students must develop in learning Indonesian language, particularly in Grade VII, where they are introduced to various types of texts, including observation texts. These texts serve the essential function of conveying information obtained through methodical and objective observations of an object or event (Ministry of Education and Culture, 2017). However, observations conducted at MTs Al-Yusufiah Sidorejo indicate that many

students struggle to write observation texts properly and coherently, which affects their ability to communicate their ideas effectively.

One of the primary challenges students face is organizing their knowledge in a clear and structured manner. Many students struggle with understanding the text structure of observation reports, resulting in disorganized writing. Additionally, choosing and using appropriate vocabulary remains a significant hurdle, leading to less expressive and harder-to-understand texts (Yulianti, 2020). These difficulties highlight the need for a more effective and engaging approach to teaching writing skills.

Besides students' individual abilities, teaching strategies play a crucial role in their writing development. Classroom observations reveal that traditional teaching methods, such as lectures and writing assignments, are still widely used without sufficient instructional support. Repetitive teaching approaches have been shown to reduce students' interest and motivation to develop writing skills (Riyanti, Asih, & Anggaini, 2021). Thus, a shift toward more interactive and engaging learning methods is necessary to improve writing instruction.

The rapid advancement of technology in education presents an opportunity to enhance writing instruction through digital learning media. Integrating interactive learning materials can make writing lessons more engaging, allowing students to learn in a more enjoyable and effective way. Research suggests that digital-based interactive media can improve students' understanding of text structure, writing conventions, and overall composition skills more effectively than traditional approaches (Rahmawati & Prasetyo, 2022).

Interactive learning media offers dynamic and visually appealing content with real-time feedback on student performance. This method fosters greater student engagement, creativity, and motivation in writing tasks (Munandar, 2020). Moreover, interactive technology-based learning aligns with Industry 5.0 educational trends, which emphasize student-centered learning and digital integration (Prasetyo & Sutopo, 2023). Thus, developing interactive learning media is a crucial step toward improving the quality of observation text writing instruction at MTs Al-Yusufiah Sidorejo.

The implementation of Indonesia's Independent Curriculum, which emphasizes autonomous inquiry and project-based learning, further supports the integration of interactive media into writing instruction. Research indicates that technology-based learning materials enhance students' creativity and independence, leading to more effective and meaningful learning experiences (Adjudicate, 2023). Beyond improving student engagement, interactive media also benefits teachers by providing structured guidance, practice exercises, and real-time evaluations. Teachers can offer immediate feedback, helping students identify and correct mistakes more efficiently. As a result, the learning process becomes more effective, and students can develop their writing skills with greater confidence and clarity.

Additionally, interactive media accommodates diverse learning styles, allowing students to process information visually and interactively, making the learning experience more accessible and engaging (Arsyad, 2017).

This study aims to develop and evaluate interactive learning media designed to improve students' understanding of observation text structure, appropriate language use, and motivation in writing. By utilizing technology-based instructional tools, this research seeks to provide students with a more engaging and effective approach to learning while also enhancing teachers' instructional strategies. Given the challenges identified, this research is both necessary and relevant. The development of interactive learning media not only aims to enhance students' writing skills but also supports the broader educational transformation toward modern, technology-based learning. The findings of this study are expected to contribute significantly to Indonesian language education, particularly at the MTs level, by offering innovative solutions for writing instruction in the digital era.

LITERATURE REVIEW

Interactive Learning Media

Learning media serves as a creative tool to facilitate the teaching and learning process, making it more effective, efficient, and engaging (Wibawanto, 2017). According to Rudi Bretz (as cited in Wibawanto, 2017), learning media consists of three primary components: sound, visuals, and motion. The visual category is further divided into images, line graphs, and symbols, each contributing to the way learners perceive and process information. Bretz also distinguishes between broadcast media (telecommunication-based) and recorded media, resulting in eight media categories:

1. Moving audiovisual media
2. Still audiovisual media
3. Semi-moving audio media
4. Moving visual media
5. Still visual media
6. Semi-moving media
7. Audio media
8. Print media

In the context of interactive learning, Surjono (2017) defines interactive learning media as technology-based tools designed to enhance student engagement and participation. By incorporating interactive features such as exercises, animations, quizzes, and simulations, these media encourage active learning, moving beyond passive knowledge absorption. Interactive learning media has proven to be effective in improving comprehension and motivation, making it a valuable tool in modern education.

Writing Skills

Writing is a fundamental language skill, alongside listening, speaking, and reading, and plays a crucial role in both academic and social contexts (Nasution et al., 2024). Unlike receptive skills such as listening and reading, writing is a productive skill that requires a combination of linguistic knowledge, critical thinking, and structured organization. Since writing is acquired after mastering listening, speaking, and reading, it is often considered one of the most challenging language skills to develop (Nasution et al., 2024).

Despite its difficulty, writing is an essential skill in everyday life, used in activities such as composing essays, letters, reports, books, and articles. Writing enables individuals to convey messages, express ideas, and communicate effectively in both formal and informal settings. Therefore, writing should be seen not only as an academic requirement but also as a practical skill necessary for communication and information dissemination.

Observation Texts

Observation texts are a type of factual text designed to present information based on systematic observations. According to Kosasih (2017), an observation text aims to provide detailed descriptions and factual data about a particular object, phenomenon, or event. The observed subject can include natural conditions, social behavior, cultural aspects, or physical objects. Observation texts can be written in two distinct styles: scientific (objective) and popular (subjective). In scientific observation reports, facts are presented in a structured and neutral manner, while popular reports may include connotative language and subjective perspectives to engage readers. Developing strong observation writing skills requires students to master systematic data collection, analytical thinking, and structured presentation of information.

METHOD

Design and Sample

This study adopts a Research and Development (R&D) approach following the Borg and Gall model (Sugiyono, 2016), modified to align with the research objectives. Although the Borg and Gall model includes ten stages, this study was conducted up to the seventh stage due to practical considerations. These stages involve needs analysis, literature review, product design, expert validation, revisions, field testing, and final product refinement (Sukmamadinata, 2017). The research was conducted at MTs Al-Yusufiah Sidorejo, with Grade VII students selected through purposive sampling. These students were chosen because they had prior exposure to writing observation texts but struggled with structuring and developing their ideas effectively.

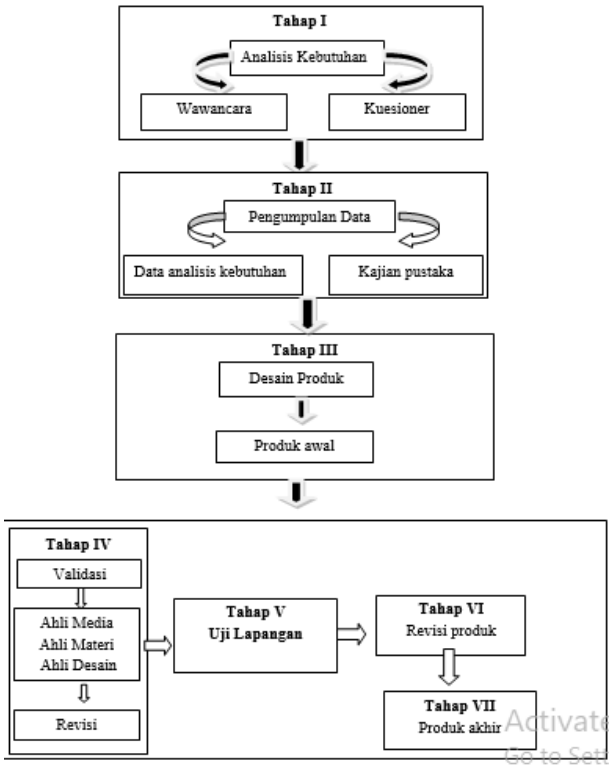

Figure 1. Product Development Stages

Instrument and Procedure

This study utilized qualitative and quantitative data collection methods, including interviews, questionnaires, and expert validation assessments. Interviews with Indonesian language teachers provided insights into instructional challenges, while a needs analysis questionnaire helped identify students' difficulties in writing observation texts. The developed interactive media was validated by material, media, and design experts to ensure educational feasibility and usability. Students and teachers evaluated the media's effectiveness through field testing, which included individual, small group, and limited trials. Feedback from these trials was used to refine the interactive media before final implementation.

Data Analysis

The effectiveness of the interactive learning media was measured using student learning outcome data. According to Hobri (2009), a learning tool is considered effective if at least 80% of students achieve the Minimum Completion Criteria (KKM). Descriptive statistics, such as mean scores and standard deviations, were used to compare pre-test and post-test results, assessing students' progress in writing observation texts.

Table 1. Percentage Criteria for the Eligibility of Interactive Learning Media

No.	Answer	Score
A	Very good	81% ≤ X < 100%
B	Good	61% ≤ X < 80%
C	Currently	41% ≤ X < 60%
D	Not good	21% ≤ X < 40%
E	Very bad	0% ≤ X < 20%

(Sugiyono, 2016)

The interactive media was deemed effective if the majority of students demonstrated a significant improvement in their writing skills after using it.

RESULT AND DISCUSSION

Needs Analysis for the Development of Interactive Learning Media

A needs analysis was conducted through questionnaires distributed to two Indonesian language teachers and 30 students at MTs Al-Yusufiah to assess their experiences and requirements in writing observation texts. The results are presented in the table below:

Table 2. Needs Analysis Data

No	Question	Answer	Frequency			
			Teacher	%	Student	%
1	The existence of learning media for writing observation texts	Yes	1	50%	9	30%
		No	1	50%	21	70%
2	Using interactive media to write short stories and observation texts	Yes	0	0%	0	0%
		No	2	100%	30	100%
3	Requires interactive media in learning to write observation texts	Yes	2	100%	26	86.6%
		No	0	0%	5	16.7%

The findings indicate that 70% of students reported no access to learning media for writing observation texts, while 100% of teachers and students had never used interactive learning media for this purpose. Additionally, 100% of teachers and

86.6% of students expressed a strong need for interactive media to enhance their learning experience.

Material Expert Validation of Interactive Learning Media

Material experts assessed the content accuracy, relevance, and alignment with curriculum standards (KI & KD). The validation results are presented in the table below:

Table 4. Results of Material Expert Validation

No	Statement	Average Percentage	Criteria
Material Aspect			
Compliance of Material with KI and KD			
1	Completeness of materials	75	Good
2	Depth of material	75	Good
Accuracy of Material			
3	Accuracy of Material	75	Good
4	Accuracy of terms	75	Good
5	Accuracy of notation, symbols and icons	87.5	Very good
6	Accuracy of bibliographic references	87.5	Very good
7	Accuracy of facts and data	75	Good
8	Accuracy of examples and cases	75	Good
9	Accuracy of images, diagrams and text illustrations	87.5	Very good
Material Update			
10	Suitability of materials with scientific developments	75	Good
11	Using case examples in everyday life	87.5	Very good
12	Pictures, diagrams and illustrations in everyday life	75	Good
13	Using examples of cases found in everyday life	87.5	Very good
14	Library Updates	87.5	Very good
15	Encourage curiosity	87.5	Very good
16	Creating the ability to ask questions	87.7	Very good
Amount		**81, 26**	**Very good**

The overall average score for the material expert validation was 81.26%, categorized as "Very Good", indicating that the content meets instructional objectives and aligns with learning standards.

Media and Design Expert Validation

Media and design experts evaluated visual appeal, usability, and learning design to ensure the media is engaging and easy to use. The results are summarized in the table below:

Table 3. Media Expert Validation Results

No	Statement	Average Percentage	Criteria
Visual Appearance Aspect			
Clarity of Cover			
1	The colors on the media cover are attractive	100	Very good
2	Cover design for media covers uses clear and legible writing.	100	Very good
3	The attractiveness of the cover on learning media	100	Very good
Clarity of Image Media			
4	Use images relevant to the text	75	Good
5	The image used is clear	87.5	Very good
6	The image size used is proportional	87.5	Very good
7	Using an attractive color combination	87.5	Very good
8	Attractive media design	100	Very good
9	Display interesting learning media content	100	Very good
10	Images, colors and font sizes are harmonious	100	Very good
11	The images used can convey messages/content	87.5	Very good
Amount		**93.18**	**Very good**

The media expert validation resulted in an overall score of 93.18%, classified as "Very Good", confirming that the visual design effectively supports learning objectives.The following is the data obtained from the design expert validation results:

Table 5. Design Expert Validation Results

No	Statement	Average Percentage	Criteria
Display Design			
1	Selection of the size and type of font used on the media	100	Very good
2	Easily accessible media	100	Very good
3	Accuracy in selecting basic colors in media	87.5	Very good
4	Accuracy of color variations in images	75	Good
5	Suitability of sentences to pictures	100	Very good

6	Media quality	87.5	Very good
7	Accuracy of layout proportions (layout of slogan sentences and images)	87.5	Very good
8	There are variations in the image	100	Very good
9	Sentences in the media are interesting and easy to remember	100	Very good
10	Media suitability to material	100	Very good
11	Media attraction	100	Very good
Amount		**94.31**	**Very good**

The design expert validation resulted in an overall score of 94.31%, categorized as "Very Good", confirming that the media design meets high usability and engagement standards.

Student Assessment of Interactive Learning Media

The purpose of student assessment of interactive learning media in observation texts is to find out how much the media helps them in understanding and compiling observation texts. This assessment determines whether the interactive learning media used is successful in helping students in writing observation texts. The following are the results of the assessments carried out periodically.

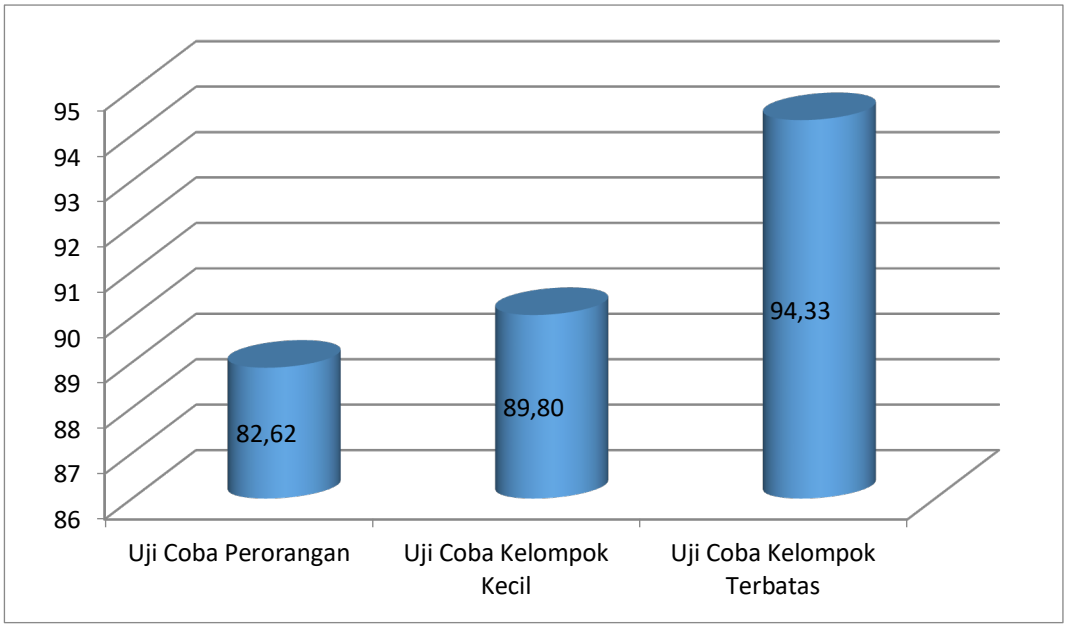

Figure 2. Results of Student Assessment of Interactive Learning Media in Observation Texts

From the image above shows the results of individual trials at MTS Al-Yusufiah shows that interactive learning media is in the "Very Good" category with an average percentage of 82.62%. The results of small group trials in MTS Al-

Yusufiah shows that interactive learning media is in the "Very Good" category with a percentage of 89.80%. The results of limited field trials in MTS Al-Yusufiah shows that the learning media is in the "Very Good" category with a percentage of 94.33%. This shows that there is an increase and feasibility in interactive learning media in observation texts in class VIIMTS Al-Yusufiah.

Effectiveness of Interactive Learning Media

To measure the impact of interactive media on writing observation texts, a pretest-posttest evaluation was conducted.

Table 6. Pretest and Posttest Results

No	Group	Average value	Difference
1.	Before (Pretest)	72.34	10.91
2.	After (Posttest)	83.25	

The table above explains the comparison of the average pretest and posttest values obtained, which is 10.91 with an average pretest of 72.34 in the category of "Quite Good" while the average posttest is 83.25 in the category of "Very Good". Based on this, it can be concluded that learning using interactive learning media for writing observation texts can improve student learning outcomes in Indonesian language subjects.

The findings of this study confirm that interactive learning media significantly enhances students' ability to write observation texts by improving engagement, comprehension, and writing structure. The needs analysis results revealed that 70% of students lacked access to learning media for writing observation texts, while 100% of students and teachers had never used interactive learning media in this subject. Additionally, 86.6% of students and all teachers expressed a strong need for interactive learning materials. These findings suggest that students relied heavily on traditional instructional approaches, which may have contributed to low engagement and difficulties in structuring observation texts effectively. Similar studies by Rahmawati and Prasetyo (2022) found that students showed greater motivation and improved writing performance when exposed to interactive learning tools, reinforcing the argument that digital-based learning enhances writing skills more effectively than conventional methods.

The validation results from material, media, and design experts further demonstrated the effectiveness of the developed media. Material experts rated content accuracy, relevance, and curriculum alignment at 81.26% (Very Good category), confirming that the learning materials meet instructional standards. Meanwhile, media and design experts also provided high ratings, with 93.18% and 94.31%, respectively, highlighting the strong visual appeal, usability, and accessibility of the interactive media. These results align with the study of Munandar (2020), who emphasized that interactive learning media should be

visually engaging, easy to navigate, and aligned with pedagogical goals to maximize its effectiveness in the classroom.

Student assessments across different trial phases (individual, small group, and limited field tests) showed progressive improvements, with ratings increasing from 82.62% to 94.33% (Very Good category). Additionally, pretest-posttest evaluations demonstrated a significant 10.91-point increase in students' writing scores, confirming that interactive learning media effectively supports observation text writing skills. These findings support the research by Surjono (2017), who highlighted that interactive learning tools allow students to practice writing in a structured and interactive environment, leading to greater improvements in fluency and accuracy. The positive effect of interactive learning media on students' performance suggests that educators should incorporate technology-driven methods to enhance writing instruction.

The results of this study have significant implications for educators, curriculum developers, and policymakers in Indonesian language instruction. First, incorporating interactive learning media into writing lessons can help address students' difficulties in structuring and organizing their ideas. By providing real-time feedback, engaging visuals, and structured exercises, students are able to develop stronger writing skills through guided learning. Second, the high validation scores and increased student assessment ratings suggest that interactive learning media can increase student motivation and reduce writing anxiety. Research by Prasetyo and Sutopo (2023) supports this, emphasizing that digital learning environments create a low-pressure setting where students feel more confident in expressing their ideas. Third, this study reinforces the importance of technology integration in education, particularly in Indonesian language instruction. The strong preference among students and teachers for interactive media suggests that educators should embrace digital learning resources to create more engaging and effective learning experiences. This aligns with the Independent Curriculum, which promotes autonomous inquiry and project-based learning.

Despite its promising results, this study has certain limitations that should be acknowledged. First, the study was conducted with a limited sample size, focusing only on Grade VII students from a single school. Future studies should include a larger and more diverse sample to enhance the generalizability of the findings. Second, the study primarily measured students' writing improvements based on pretest-posttest scores, without considering long-term retention or deeper cognitive processing of writing skills. Future research should examine whether interactive learning media has a lasting impact on students' writing proficiency over an extended period. Third, while this study confirmed the effectiveness of interactive learning media, it did not compare its impact with other teaching methods such as peer review activities or blended learning approaches. Future research should explore how interactive learning media can be combined with other instructional strategies to optimize writing instruction.

Overall, this study provides strong evidence that interactive learning media significantly improves students' ability to write observation texts. The findings highlight the importance of technology-driven instructional approaches in modern language education and offer valuable insights for teachers, curriculum developers, and policymakers. By integrating interactive media into writing instruction, educators can create a more dynamic, engaging, and effective learning environment, ultimately helping students develop stronger writing skills and greater confidence in expressing their ideas.

CONCLUSION

This study concludes that interactive learning media significantly enhances the ability of Grade VII students at MTs Al-Yusufiah to write observation texts. The needs analysis revealed that both teachers and students strongly require interactive learning media due to the lack of adequate instructional resources. The findings indicate that traditional teaching methods do not sufficiently engage students in writing activities, emphasizing the need for more interactive and technology-based approaches. The development process of the interactive learning media followed seven structured steps, including needs analysis, data collection, initial product design, expert validation, field testing, product revision, and final product implementation. The validation results from material, media, and design experts confirmed that the developed media was highly effective, with an average rating of 87.5% (Very Good category). These findings suggest that interactive learning media meets educational standards and effectively supports the teaching and learning process. The effectiveness of the interactive learning media was further demonstrated through pretest and posttest comparisons, where students showed a significant improvement in their writing skills. The t-test results confirmed a statistically significant difference between pretest and posttest scores, indicating that the integration of interactive learning media positively impacts students' writing performance.

These findings imply that interactive learning media should be widely implemented in Indonesian language instruction, particularly in teaching observation texts. The study supports the broader integration of digital learning tools to create a more engaging and student-centered learning environment. However, further research is recommended to expand the sample size, assess long-term learning retention, and compare interactive media with other instructional methods to optimize writing instruction. Overall, this study reinforces the importance of interactive learning media in modern education, providing valuable insights for educators, curriculum developers, and policymakers. By incorporating technology-based learning resources, teachers can enhance student engagement, improve writing proficiency, and foster a more effective learning experience.

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