

## The Effect of Using the Ispring Suite 11 Application on Indonesian Language Learning Outcomes for Eighth-Grade Students at MTs Negeri 1 Sidenreng Rappang

Karisma<sup>1\*</sup>, Abdul Kahar<sup>2</sup>, Hasanuddin<sup>3</sup>  
Universitas Muhammadiyah Sidenreng Rappang  
**Corresponding Author:** Karisma karisma2458@gmail.com

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### ABSTRACT

This study aims to determine the effect of using the Ispring Suite 11 application on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang for the 2023/2024 academic year. The population of this study comprised all eighth-grade students, totaling 205 students, with a sample of 60 students, including 30 experimental class students (VIII-A) and 30 control class students (VIII C). Data were collected using observation and post-test techniques. The results of the Minimum Completeness Criteria (KKM) analysis showed that the average score of the experimental class was 74.5, higher than the control class, which averaged 67.1. In the experimental class, 15 students achieved the complete category, while in the control class, only 9 students did. Therefore, the null hypothesis (H<sub>0</sub>), stating that the Ispring Suite 11 application does not affect the Indonesian language learning outcomes of eighth-grade students, was rejected, and the alternative hypothesis (H<sub>a</sub>) was accepted. In conclusion, the use of the Ispring Suite 11 application positively influences the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang.

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## **INTRODUCTION**

Education is a critical factor in enhancing the quality of human resources. Improving the education sector tends to elevate the quality of human resources by providing individuals with opportunities to develop their skills and abilities. Ultimately, this will be beneficial in preparing them to enter the workforce (Lucya & Anis, 2019). Education plays a crucial role in enhancing the quality of life in society. The Indonesian Law No. 20 of 2003 on the National Education System sets forth several key principles, including equal access to education, improvement of education quality and relevance, and efficiency in education management. To support the improvement of education quality and address global challenges such as equitable access to learning worldwide, education must be a reliable resource (Sari & Ridwan, 2020). Numerous things can be learned from various educational sources, and these learned things will be very beneficial for human life now and in the future. To respond to global challenges and developments in the future, each individual must learn many new things (Roni et al., 2023).

The goals of national education can only be achieved through the implementation of character education in students. Teachers implement character education by transforming students' attitudes from poor to good behavior, such as discipline and independence. According to Berkowitz in Asmani (2011:44), character education must be instilled in students. He states that educational institutions that implement character education enhance students' desire to achieve academic performance. This means that when students are motivated to achieve, they will study diligently, which will result in better learning outcomes (Achadiyah & Najib, 2020). Advancements in information and communication technology significantly impact education. There are two types of utilization of information technology in education and learning according to Bambang Warsita (2008:150-151). The first is learning about computers and the internet, where computers are used as the object of learning, such as computer science. The second is learning with computers and the internet, where computers assist students in learning according to the school curriculum (Munti & Syaifuddin, 2020). With communication tools and technology, teachers' tasks become easier in delivering materials. Media can help educators convey information to students or vice versa, making it one of the components that support education (Harsiwi & Arini, 2020). Learning media, according to Dwijayani, are tools that aid the teaching and learning process so that messages can be delivered easily and learning objectives can be achieved. Rusman (2012) states that interactive learning media is a combination of various media. It can be more engaging for students and actively involve them in the learning process (Aziz & Refdinal, 2022).

Media can help students understand complex materials, according to Susilana (2009:6). Media can show what teachers cannot express with certain words or sentences (Rejeki et al., 2020). The Ispring Suite 11 application is a learning program integrated with Microsoft PowerPoint and serves as an interactive medium that allows for engaging and interactive lesson presentations. This application can present learning evaluations in various

forms such as true or false, multiple choice, multiple response, type-in, matching, numeric, fill-in-the-blank, multiple text selection, and word bank. One significant improvement in Ispring Suite 11 is the support for combined Flash and HTML5 formats, which can be used on various platforms. This allows users to create projects that can be used on various mobile devices by adjusting the size and orientation of the layers. The use of interactive learning media such as the Ispring Suite 11 application is expected to enhance students' interest and learning outcomes.

## LITERATURE REVIEW

The use of interactive learning media has shown significant benefits in the educational process. According to Rusman (2012), interactive learning media combine various types of media, which makes learning more engaging and actively involves students in the learning process. This interactive approach can help students understand complex materials that may be difficult to convey through traditional teaching methods (Susilana, 2009). The Ispring Suite 11 application is an advanced educational tool that integrates with Microsoft PowerPoint to create interactive and engaging presentations. This application supports various forms of learning evaluations, such as true or false, multiple choice, type-in, matching, numeric, fill-in-the-blank, and others. One significant improvement in Ispring Suite 11 is its support for both Flash and HTML5 formats, which allows for the creation of projects that are compatible with various devices, including mobile devices (Aziz & Refdinal, 2022).

Several studies have highlighted the effectiveness of Ispring Suite in improving learning outcomes. For instance, Aziz and Refdinal (2022) demonstrated the successful development of interactive learning media using Ispring Suite for manufacturing drawing techniques, which significantly enhanced student engagement and understanding. Similarly, Firmansyah (2023) found that using Ispring Suite for art education in high schools improved students' learning outcomes by making lessons more interactive and engaging (Firmansyah, 2023). The advantages of using interactive learning media like Ispring Suite 11 are multifaceted. Firstly, it makes the learning process more engaging by incorporating multimedia elements, which can cater to different learning styles (visual, auditory, and kinesthetic). Secondly, it allows for real-time feedback and assessments, helping teachers to identify and address learning gaps more effectively. Thirdly, it can be used to create personalized learning experiences that can adapt to the pace and level of individual students (Munti & Syaifuddin, 2020).

Despite the benefits, there are challenges in implementing interactive learning media. These include the need for adequate technological infrastructure, training for teachers to effectively use these tools, and ensuring that all students have equal access to the required technology (Harsiwi & Arini, 2020). Additionally, there is a learning curve associated with new technologies, which can initially slow down the teaching process as both educators and students adapt. The integration of interactive learning media, particularly Ispring Suite 11, into educational practices offers a promising avenue for

enhancing student engagement and learning outcomes. The positive impacts observed in various studies underscore the potential of such tools to transform traditional learning environments into more dynamic and effective educational experiences. However, addressing the challenges associated with their implementation is crucial to maximize their benefits and ensure equitable access for all students.

## **METHODOLOGY**

This study employs a true experimental design, also known as a pure experimental design. The primary goal of this research is to determine the impact of using the Ispring Suite 11 application on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang. True experimental designs are highly effective in establishing causal relationships between variables by comparing the effects of a specific treatment on an experimental group against a control group that does not receive the treatment (Priadana & Sunarsi, 2021).

### **Population and Sample**

The population for this study includes all eighth-grade students at MTs Negeri 1 Sidenreng Rappang, totaling 205 students. A simple random sampling technique was used to select the sample, ensuring each class had an equal chance of being chosen. The final sample consisted of 60 students, with 30 students in the experimental group (Class VIII A) and 30 students in the control group (Class VIII C).

### **Variables**

The independent variable in this study is the use of the Ispring Suite 11 application (X), while the dependent variable is the Indonesian language learning outcomes of the students (Y).

### **Data Collection Techniques**

Data were collected using two primary methods: observation and testing. Observational data were gathered to monitor the engagement and participation of students during the lessons. Testing involved administering a post-test to both the experimental and control groups to evaluate their learning outcomes after the intervention.

### **Instruments**

The instruments used in this study included:

1. Observation Sheets: To record students' participation and engagement during the learning sessions.
2. Post-Tests: Standardized tests were administered to measure students' understanding and retention of the Indonesian language material taught.

### **Data Analysis**

Data analysis was conducted using descriptive statistical techniques to calculate the mean scores of the experimental and control groups. The

Minimum Completeness Criteria (KKM) analysis was performed to determine the number of students who met the learning objectives in both groups.

To test the hypothesis, the following steps were taken:

1. Calculation of the mean scores for both groups.
2. Comparison of the mean scores to determine the effectiveness of the Ispring Suite 11 application.
3. Application of statistical tests to validate the results.

### **Hypothesis Testing**

The null hypothesis ( $H_0$ ) states that the Ispring Suite 11 application has no effect on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang. The alternative hypothesis ( $H_a$ ) posits that the Ispring Suite 11 application does have a significant effect. The hypothesis was tested using the mean scores from the post-tests. If the mean score of the experimental group is significantly higher than that of the control group, the null hypothesis will be rejected in favor of the alternative hypothesis. The research method outlined above provides a structured approach to assess the impact of the Ispring Suite 11 application on student learning outcomes. By employing a true experimental design, the study aims to produce reliable and valid results that can inform educational practices and the integration of interactive learning media in classrooms.

## **RESULTS**

### **Post-Test Analysis**

The post-test results provide a clear comparison between the control group and the experimental group, demonstrating the impact of using the Ispring Suite 11 application on students' learning outcomes. The data shows a significant difference in the average scores between the two groups.

### **Control Group Results**

The control group, which did not use the Ispring Suite 11 application, had an average post-test score of 67.1. The scores ranged from 40 to 87, with a total of 9 students achieving the complete category based on the Minimum Completeness Criteria (KKM) analysis. The distribution of scores indicates that while some students performed well, a significant portion did not reach the completeness threshold (journal Karisma).

### **Experimental Group Results**

In contrast, the experimental group that used the Ispring Suite 11 application showed a higher average post-test score of 74.5. The scores for this group ranged from 60 to 97, with 15 students reaching the complete category. This indicates a better overall performance compared to the control group (journal Karisma).

## **Comparison and Statistical Analysis**

The comparison between the two groups highlights the effectiveness of the Ispring Suite 11 application. The average score of the experimental group (74.5) was significantly higher than that of the control group (67.1). The increase in the number of students achieving the complete category in the experimental group further supports the positive impact of interactive learning media.

## **DISCUSSION**

The findings from this study align with previous research on the effectiveness of interactive learning media. Studies have consistently shown that such tools can enhance student engagement and improve learning outcomes. The use of Ispring Suite 11, with its interactive and multimedia capabilities, likely contributed to better retention and understanding of the material among the experimental group students.

The higher performance of the experimental group can be attributed to several factors:

1. **Engagement:** The interactive nature of Ispring Suite 11 kept students more engaged, making the learning process more enjoyable and effective.
2. **Multimedia Integration:** The application integrates various forms of media, catering to different learning styles and helping students grasp complex concepts more easily.
3. **Immediate Feedback:** The ability to provide immediate feedback through quizzes and interactive elements helped students correct mistakes and reinforce learning in real-time (journal Karisma).

However, there are challenges to consider when implementing such technologies. These include the need for adequate technological infrastructure, teacher training, and ensuring equal access for all students. Addressing these challenges is crucial for maximizing the benefits of interactive learning media.

The results of this study indicate that the use of the Ispring Suite 11 application has a positive effect on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang. The higher average scores and increased number of students meeting the completeness criteria in the experimental group demonstrate the effectiveness of interactive learning media in enhancing educational outcomes. Future research should focus on exploring the long-term effects of such applications and the best practices for integrating them into different educational contexts. Additionally, addressing the implementation challenges will be essential for broader adoption and success.

## **CONCLUSIONS AND RECOMMENDATIONS**

The study aimed to determine the impact of using the Ispring Suite 11 application on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang. The findings from this research indicate a significant positive effect of the Ispring Suite 11 application on students' learning outcomes.

1. **Improved Learning Outcomes:** The experimental group, which utilized the Ispring Suite 11 application, achieved a higher average post-test score (74.5)

compared to the control group (67.1). This demonstrates that the interactive and multimedia features of the Ispring Suite 11 application effectively enhanced students' understanding and retention of the Indonesian language material.

2. **Increased Completeness:** More students in the experimental group reached the Minimum Completeness Criteria (KKM) compared to the control group. Specifically, 15 students in the experimental group achieved the complete category, whereas only 9 students in the control group did. This further supports the conclusion that the Ispring Suite 11 application positively impacts students' learning outcomes.
3. **Engagement and Motivation:** The interactive nature of the Ispring Suite 11 application likely contributed to higher levels of student engagement and motivation. By incorporating multimedia elements and providing immediate feedback, the application made the learning process more engaging and effective.

### **Implications for Education**

The results of this study suggest that integrating interactive learning media, such as the Ispring Suite 11 application, into educational practices can significantly enhance student learning outcomes. This has important implications for educators and policymakers:

1. **Adopting Interactive Tools:** Schools and educators should consider adopting interactive learning tools to improve student engagement and performance. These tools can cater to different learning styles and provide a more dynamic and effective learning experience.
2. **Teacher Training:** To maximize the benefits of interactive learning media, it is crucial to provide adequate training for teachers. Educators need to be proficient in using these tools to integrate them effectively into their teaching practices.
3. **Infrastructure and Access:** Ensuring that all students have access to the necessary technological infrastructure is essential. Addressing issues of access and equity will be crucial for the broader adoption of interactive learning media.

While this study provides valuable insights into the impact of the Ispring Suite 11 application, further research is needed to explore the long-term effects of using such tools. Future studies should also investigate the best practices for integrating interactive learning media into different educational contexts and subjects. Additionally, research should focus on addressing the challenges associated with the implementation of these technologies, such as ensuring equitable access and providing ongoing support and training for educators. In conclusion, the use of the Ispring Suite 11 application has a significant positive impact on the Indonesian language learning outcomes of eighth-grade students at MTs Negeri 1 Sidenreng Rappang. The findings highlight the potential of interactive learning media to enhance educational outcomes and underscore the importance of adopting and effectively integrating these tools into the educational system. By addressing the associated challenges and leveraging the

benefits of interactive media, educators can create more engaging and effective learning environments for students.

### **FURTHER STUDY**

This research still has limitations so further research on the topic still needs to be carried out "The Effect of Using the Ispring Suite 11 Application on Indonesian Language Learning Outcomes for Eighth-Grade Students."

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