

DEVELOPMENT OF GENIALLY-BASED INTERACTIVE INFOGRAPHICS IN PUBLIC RELATIONS AND PROTOCOL SUBJECTS

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ABSTRACT

This study aims to determine the feasibility and practicality of learning media, namely Genially-based interactive infographics in the subject of OTK Public Relations and Protocol. This research was conducted on students of class XII OTKP at SMK Negeri 50 Jakarta. This research uses the Research and Development (RnD) method with the model development Analysis, Design, Development, Implementation, Evaluation (ADDIE). The data collection technique used a questionnaire with a likert scale of 1-5. The data analysis technique was carried out by expert validation test and practicality test. The results of this research show that Genially-Based Interactive Infographics in Public Relations and Protocol OTK Class XII SMK Negeri 50 Jakarta are declared very feasible and very practical and can be used in learning activities. This research contributes theoretically by expanding references on learning media through the development of interactive infographic media, while practically enabling the delivery of more engaging and effective information to students through the use of innovative technology.

Keyword: *Learning media, Interactive infographics, Genially, Public Relations and Protocol*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kelayakan dan kepraktisan pada media pembelajaran, yaitu infografis interaktif berbasis Genially pada mata pelajaran OTK Humas dan Keprotokolan. Penelitian ini dilaksanakan pada peserta didik kelas XII OTKP di SMK Negeri 50 Jakarta. Penelitian ini menggunakan metode Research and Development (RnD) dengan pengembangan model Analysis, Design, Development, Implementation, Evaluation (ADDIE). Teknik pengumpulan data dengan angket dan menggunakan skala likert 1-5. Untuk teknik analisis data dilakukan dengan menguji validasi dari para ahli dan menguji praktikalitas. Hasil penelitian menunjukkan bahwa Infografis Interaktif Berbasis Genially pada Mata Pelajaran OTK Humas dan Keprotokolan Kelas XII SMK Negeri 50 Jakarta dinyatakan sangat layak dan sangat praktis serta dapat digunakan dalam kegiatan pembelajaran. Penelitian ini berkontribusi secara teoritis dengan menambah referensi tentang media pembelajaran yakni dengan mengembangkan media infografis interaktif, sementara secara praktis, memungkinkan penyampaian informasi yang lebih menarik dan efektif kepada siswa melalui penggunaan teknologi yang inovatif.

Kata Kunci: **Media pembelajaran, Infografis interaktif, Genially, Humas dan Keprotokolan**

INTRODUCTION

The implementation of education is accompanied by increasingly sophisticated technological changes. Current technology is not only useful for finding and collecting material, but this increasingly sophisticated technology provides a convenience in preparing the material. Preparation of this material is something that teachers must do as preparation before teaching. As in preparing learning tools consisting of a syllabus or Flow of Learning Objectives (ATP), then a Learning Implementation Plan (RPP) or teaching module, student attendance list, score list, Effective Week Allocation, Semester Program, Annual Program, Analysis of Test Results, Remedial Program, Curriculum Targets, Absorbency and learning media such as Power Point (PPT). Today's sophisticated technology can be used for making learning media. Moreover, the development of the current state of the world, makes students quickly bored because they are getting used to getting easily what they want. According to (Fikrie & Ariani, 2019) the cause of learners can be bored because students do not get motivated and are not involved in the learning process, thus making students detached from academic and social activities in the school environment. So that the way students are not bored when reading subject matter is that the material must be packaged interestingly, can be with games of color, pictures and so on. This can be done by utilizing technology.

In this increasingly rapid technological advancement, an educator must make learning interesting and fun and with a variety of learning media. Based on (Hasan et al., 2021) learning media is information that is carried and there is a special design in order to fulfill the objectives in learning. Learning media can be videos, photos, slides, movies, sound and music. According to (Azikiwe, 2007), learning media includes everything used by educators by involving the five senses, ranging from sight, hearing, touch, smell and taste when delivering learning. But using the same learning media is also boring for students. The use of appropriate media by educators will affect the learning outcomes of the students concerned (Yulianti et al., 2018). Therefore, the learning media used by educators must be diverse and educators must be able to make innovative and creative learning media that can be used to convey material to students, as a result, student learning objectives can be improved. This is also in line with research done by (Andriyani, 2018), that there is an influence of learning media on student learning outcomes at SMPN 1 Meraksa Aji, Tulang Bawang.

Interesting and fun learning media can be done using interactive infographics. According to (Mansur & Rafiudin, 2020) infographics are an effective way of providing information in the midst of technological advances and infographics are a very effective medium to provide information in visual form. Meanwhile, according to (Sari, 2018) infographics are graphics that contain information that represents a visual of a collection of information, data and design. Through infographics, students can be more enthusiastic in learning because through interactive infographics, the material is made in one unit and made with interactive visualizations that present each material in an interesting and creative way so that students are expected to enjoy the lesson and not get bored (Loroco et al., 2018).

Infographics are an efficient learning media that can be used for the subject of Automation of Public Relations and Protocol Management for students of the XII grade of Vocational School of Management and Office Automation Expertise Program. Precisely by using this interactive infographic media, learning Public Relations is enjoyable and easy to understand because the learning is interactive (Elsabela, 2022). Public Relations and Protocol subjects are the main subjects in which educational institutions must be able to facilitate learning activities, such as the existence of LKPD (Learner Activity Sheets) which aim to assist students in carrying out tasks more easily. As well as having the ability to foster and motivate students to study at home, especially learning sciences related to society (Zamkakay & Sri, 2022).

For SMK Negeri 50 Jakarta itself, it is still rare and some have not used interactive infographics as learning media. For the development of this learning media, teachers can take advantage of current technological advances, namely by using a platform called Genially. Genially is a web-based (online) platform that can create a type of interactive audio-visual content. Genially can help educators to create interactive learning media so that students can be excited and comfortable in learning (Romualdi et al., 2023). Besides that, creating learning media with the use of the Genially application can help learning and teaching activities, thus the learning process can run more actively and effectively (Pratiwi & Churiyah, 2022). The use of this Genially application can make learners' attention focused on interactive infographics and learners are impressed with existing interactives, such as a combination of photos, videos and other features used (Palioura & Dimoulas, 2022).

The novelty of the research where this research was conducted by develop a learning media, in the forms of interactive infographics using Genially, because in previous studies usually made games or games and made e-modules. Then in this study using Genially in making interactive infographics. Furthermore, the development of interactive infographics will be applied to the world of education. The objectives of this study were to identify the development of interactive infographic learning media using the Genially application for class XII Public Relations and Protocol subjects, to determining eligibility of interactive infographics using the Genially application and to determine the practicality of interactive infographics using the Genially application.

LITERATURE REVIEW

Study And Learning

Study and learning are the obvious things to do when discussing education. Studying and learning are two different things. Studying refers more to individual understanding and internal change, while learning refers more to a series of activities and a process in acquiring knowledge and skills. In addition, studying itself can usually have a general context, for example, study for anything such as study to have a good attitude, study to respect others and others. As for learning itself, it can be in the context of educational activities carried out during formal schooling. A person's learning process starts from childhood, where from an early age parents teach their children about something. A person's growth and development is the result of interactions since childhood obtained from the surrounding environment (Suardi, 2018). Learning is one part of education. Studying is a two-way process that occurs between educators and students, so that students need feedback from educators and educators need feedback from students. This is done so that learning can run effectively (Rikizaputra et al., 2020).

In the implementation of education, it requires a role between educators, students and parents because parents and teachers are educators who can help students maximize the learning that has been taught by educators (Daheri et al., 2020). Educators are parties who convey learning materials and also play a role in providing motivation for students in participating in 'study and learning' activities (Khunaini & Sholikhah, 2021). When talking about study and learning, students will get learning outcomes. Study results are the result of study and learning activities that will show the level of success achieved by students after following the learning process (Sugiyanto et al., 2020).

Teaching Materials

Teaching materials are learning resources used by teachers in implementing lessons. Teaching materials aim to provide scientific information and information related to learning and become a guide that facilitates learning for students. Teaching materials are learning materials that are designed in a planned manner for the learning process at school for use by teachers in teaching students (Husada et al., 2020). Teaching materials is sources of subject

matter utilised by teachers in the lesson process. Because if there is no teaching material, the teacher will have difficulty in achieving learning objectives and it is supposed that the teacher must always prepare teaching materials before teaching (Aisyah et al., 2020).

In the production of the teaching materials, a teacher should be able to compile creative and innovative teaching materials which of course these teaching materials are prepared based on compliance with the curriculum, then technological developments and a need from students and their absorption in participating in learning (Magdalena et al., 2020). For the development of this teaching material itself should consider the development of the model. This is useful to verify the existence of teaching materials to facilitate the implementation of effective learning activities. Because developing teaching materials is something that is in line with the learning process (Cahyadi, 2019). Of course, this teaching material is also compiled based on the learning objectives themselves. Therefore, the role of teachers as educators in preparing learning materials is very important. Because the teaching materials that teachers compile can determine the achievement of students to understand learning (Nuryasana & Desiningrum, 2020).

Learning Media

Learning media is a facility used by educators in teaching. There is a difference between teaching materials learning media, where teaching materials are a source of material that will be taught by educators to students, while learning media are tools or media to convey learning materials. Learning media includes something that can help launch learning activities. Learning media is so important in teaching activities by teachers because the existence of learning media can be useful for teachers in delivering their subject matter. Learning media is an essential part in determining the efficacy of learning activities (Wulandari et al., 2021). Learning media plays an important role as an intermediary to convey any learning material, where good learning media will facilitate the process of delivering material to students, so it is said that learning media is one of the important components for the efficacy of the lesson process. According to (Aji & Setiyadi, 2020) there are 3 functions integrated in learning media, including stimulation to foster students' interest in exploring lessons, mediation that connects educators with students and there is information explaining the subject matter of the teacher.

Based on research carried out by (Pelangi, 2020), who in his research stated that learning media is an inseparable part of the learning system and cannot be divided into two parts. Because without the learning media that is made, learning activities will be difficult to run well, it is impossible for the learning process to be properly carried out, because in essence in the implementation process of teaching and learning requires media or tools for delivering the material. Based on (Nurrita, 2018) there are several functions of using learning media, including motivational functions, communicative functions, perception equalization functions, meaningfulness functions and individuality functions.

Interactive Infographics

Interactive infographics are one of the learning media that are very useful to help the teaching and learning process. Interactive infographics are useful for teachers as educators and for students. Interactive infographics are the presentation of information about certain learning materials that are packaged in a creative form and can provide interaction to its users. In this infographic, the target of the information presentation can interact with the infographic presented (Bagus & Ismanto, 2018). The use of interesting and appropriate learning media can be helpful educators in delivering material, making it clearer and easier for students to understand (Sari et al., 2018). So, this is aligned with the research that has been conducted by stating that the use of the infographic media, learning activities become interesting and easy to understand because each information presented in it is made concise and clear.

The existence of interactive infographics can be an interesting and effective information media because the presentation of information does not only use photos and text but with a combination of illustrations, videos, animations and interactivity (Madaniyya & Alfarisi, 2020). By using interactive infographics, it can help the process of absorbing material to students. Because in processing information visually, such as with interactive infographics, students' brains will process information faster even up to 60,000 faster and will increase 20% of what is read than just using text alone (Resnatika et al., 2018). Illustrations contained in infographics can help make it simpler for students to comprehend and study the material of the infographic (Mansur & Rafiudin, 2020). The following according to (Sogen, 2023) are some of the impacts achieved when using interactive infographics in learning, namely Deeper Understanding, Increasing Learning Motivation, Creating Stronger Memory, Better Understanding of Context, Increased Analytical Skills, Independence in Learning and Innovative Teaching. The types of infographics according to (Hasanah & Afianah, 2021), are statistics-based infographics, timelines-based infographics, process-based infographics and infographics based on geography or location. Meanwhile, another opinion according to (Kosasih & Sari, 2020) regarding the types of infographics, namely static infographics, animated infographics and interactive infographics.

Genially App

Genially is a web-based (online) media that can be utilised to make interactive content, such as interactive infographics, games, Power Point, videos and so on. The Genially application is a free online application and can bring learning content to life, so that learning can be of high quality, interactive and can cover 3 student learning modalities, including visual, auditory and kinesthetic (Permatasari et al., 2021). The use of this Genially application will be very useful in supporting learning activities. Because by using the Genially application, learning will be fun because it makes and makes students more independent in learning and ultimately learning objectives can be achieved (Sistanti & Churiyah, 2022). Genially is one of the online learning media which can assist educators in making creative and innovative learning media (Enstein et al., 2022).

Subject Automation of Public Relations and Protocol Management

Vocational High School is a school that focuses on work skills that must be possessed by a student. Vocational High Schools have several majors, including Multimedia, Retail Business, Accounting, Office Management Automation, Catering, Fashion, Pharmacy and many others. SMK Negeri 50 Jakarta has several majors, but the naming of the majors is slightly different because class X and class XI use the Merdeka Belajar curriculum, while class XII uses the 2013 curriculum. The majors are Office Management or Office Governance Automation, Retail Business or Online Business and Marketing, Multimedia and Institutional Financial Accounting. OTK Public Relations and Protocol subjects include main subjects, so that in the implementation of learning, schools must provide good facilities, such as activity sheets that function to facilitate and can increase motivation to learn when at home, especially for learning related to public relations and protocol (Zamkakay & Sri, 2022).

For class XII Office Management Automation, SMK Negeri 50 Jakarta in the subject of Automation of PR and Protocol System has learning materials on the Scope of Protocol, MC (Master of Ceremony), How to Receive Guests, Scope of Service / Business Travel for Leaders and How to Make Service Travel Reports. For the subject of Automation of PR and Protocol System, students will carry out more practice, because in this subject, students will learn more about relationships to the community, colleagues, rules in offices and so on. So that the objectives of this subject is to practice students related to matters of public relations and related matters contained in the office.

METHOD

For the research conducted, this uses the Research and Development method and the development model is ADDIE which stands for Analysis, Design, Development, Implementation, Evaluation. The ADDIE model is a design that leads to learning and has a direct, long-term, systematic timeframe and leads to a human learning approach. In the research carried out, observation and questionnaires were used as data collection techniques. The instrument for this assessment is a questionnaire or validation sheet containing statements that will be filled in by experts and students. For this validation sheet adapted from several experts. The validation sheet that will be used consists of material expert validation sheets, language validation sheets, media validation sheets and student response sheets. The data analysis technique uses a descriptive analysis, for describe expert validation test and practicality test.

Table 1. Likert Scale

Results	Category
81% - 100%	Very Decent
61% - 80%	Feasible
41% - 60%	Decent Enough
21% - 40%	Not Feasible
0% - 20%	Very Not Worthy

Source: Data processed by Researchers (2023)

RESULTS AND DISCUSSION

The research carried out uses the Research and Development method and the development model is ADDIE, which consists of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. At the analysis stage, researchers conducted observations at SMK Negeri 50 Jakarta by distributing questionnaires to class XII OTKP students and interviews with OTKP teachers at SMK Negeri 50 Jakarta. The results of the analysis conducted can be seen that students do not get printed books and the implementation of learning only uses Power Point (PPT) made by the teachers as instructional media in the Public Relations and Protocol OTK subject and the questionnaire results also show that many students do not know about Genially.

In the second stage is the design stage, where researchers prepare learning materials for the Scope of Official Travel / Business Leaders in the subjects of OTK Public Relations and Protocol and arrange the parts of the material description that will be displayed on interactive infographics. Then researchers design the design of the product and prepare research instruments. Furthermore, entering the development stage, researchers made interactive infographics and carried out a validation test by material experts, linguists and media experts. After the interactive infographic is declared feasible to be tested, then enter the implementation stage, where a practicality test was conducted with 3 stages, namely one-to-one evaluation, small group test and large group test. Then enter the evaluation stage, where researchers evaluate the products that have been developed and tested.

Feasibility of Interactive Infographics

In this research and development, it is very important to conduct a feasibility test on interactive infographic products. Because if testing is not carried out, it will not be known is the product appropriate for use or not. The purpose of this validation test is to obtain input, criticism, and advice for improvement to obtain the feasibility of the media developed (Mansur & Rafiudin, 2020). For the results of the feasibility test on interactive infographics from material expert one with a percentage result of 97% with a very feasible category and for material expert two with a percentage result of 100% with a very feasible category.

Furthermore, for linguists one with a percentage result of 96% with a very feasible category and for linguists two with a percentage result of 97% with a very feasible category. Then from media expert one with a percentage of 76% with a decent category and media expert two with a percentage of 69% with a decent category.

Based on the assessment of these validators, an average of 89% was obtained with a very feasible category. Therefore, this result shows that this interactive infographic is suitable for use and testing to students. With testing by experts, there are also suggestions and revisions made for the development of interactive infographics that are better and can be feasible in terms of material, language and media so that they can be used or tested on students. Based on one of the previous studies conducted by (Afianah, 2023) on the development of infographic learning media, obtained a percentage of 92% which indicates that the research is very feasible to be tested on students.



Figure 1. Infographics Display

Source: Data processed by researchers (2023)

Practicality of Interactive Infographics

To determine the practicality of interactive infographics, a practicality test is carried out. The existence of this practicality test is carried out by conducting trials to students with the intention of knowing whether the learning media that has been developed is practical or not (Sari, 2018). The practicality test was conducted on 72 students of class XII OTKP SMK Negeri 50 Jakarta. In this practicality test, it was performed through 3 stages, namely the one-to-one evaluation stage, which was tested on three students with high proficiency, medium proficiency, and low proficiency categories. At the one-to-one evaluation stage, it got a percentage of 95%, which means it was categorized as very practical. Then at the second stage, is the small group trial. In this small group trial, it was conducted on 10 students selected by random sampling and the percentage result was 96% with a very practical category. In the third stage, a large group trial was conducted with 59 students and those who had participated in the one-to-one evaluation and small group trials were not included in the large group trial. The larger group trial got a percentage of 95% with a category of very practical.

Based on the stages of the practicality test, an average of 95% was obtained, which means that the category is very feasible. So based on this, this interactive infographic is very

practicable and usable in educational activities. Even though there are revisions, the revisions have a good impact on being able to develop interactive infographics that are in accordance with the assessment of students. Based on one of the previous studies conducted by Puadah et al., (2023) regarding the design of interactive infographics on natural appearance material, it retrieved the yield of the practicality test of 89.7%, which means it is very practical.

CONCLUSION AND RECOMMENDATION

After observing the XII OTKP class at SMK Negeri 50 Jakarta, it was found that students did not get printed books and the implementation of learning only used Power Point (PPT) made by the teacher as a learning media in the Automation of Public Relations and Protocol Management subject and the questionnaire results also showed that many students did not know about Genially. Based on the outcome of this analyse, it shows that the need for research and development of learning media, namely Genially-based interactive infographics. So, this research involves experts, including material experts, language experts and media experts. For the validation test carried out by two material experts, two linguists and two media experts, the average percentage result was 89%, which means that it obtained a very feasible category. So, this shows that Genially Based Interactive Infographics in the Public Relations and Protocol OTK Class XII SMK Negeri 50 Jakarta is very feasible to use and test to students.

In addition to carrying out the validation test, a practicality test was also carried out. The practicability test was completed by 72 students of class XII OTKP SMK Negeri 50 Jakarta. In this practicality test, several stages were carried out, namely the one-to-one evaluation stage, small group trialling and large group trialling. The average percentage result of the practicality test is 95%, which means it is categorized as very practical. Therefore, this shows that Genially-Based Interactive Infographics in the Public Relations and Protocol OTK Class XII SMK Negeri 50 Jakarta is very practical to be used in learning activities.

Therefore, the final result is that Genially-based interactive infographics in the subject of Automation of PR and Protocol System for the material Scope of Office / Business Travel for class XII leaders are declared feasible and practical for use in learning. Based on the results of the research carried out by researchers, this shows that it is important for educators to develop and use digital, innovative and creative learning media in teaching. Because learning media is one of the determinants of the success of students to understand and understand learning material. The use of varied learning media can eliminate boredom in learning and can increase the enthusiasm for learning and facilitate students to grasp the subject matter.

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