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The Validity and Practicality of Prezi Learning Media on the Role of Soil and Soil Organisms for Life Sustainability for Junior High School Students

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Abstract: Most science books do not provide easy-to-understand visual media. For example, by giving pictures that are small or unclear, so that students find it difficult to understand the available information. Therefore, a study was conducted on the validity and practicality of Prezi learning media on the role of soil and soil organisms for the survival of junior high school students. The purpose of this study was to test the validity and practicality of Prezi learning media. This study uses the Research and Development method with the ADDIE development model which is carried out only until the implementation stage with a small group scale. The research instrument used was the Prezi learning media validation sheet and student response questionnaires. Based on the results of the study, it was obtained that the validity test of the Prezi learning media was very valid by showing a score of 0.84 while the results of the student response questionnaire as a test of the practicality of the media were obtained practically by showing a score of 77%, so it can be concluded that the Prezi learning media can be continued to the next stage, namely the effectiveness stage.

Keywords: Validity; Practicality; Learning media prezi

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Introduction

The role of soil material and soil organisms is closely related to the life of living things on the surface and in the soil. One of them is earthworms which play an important role in the soil ecosystem. Earthworms include invertebrates, class oligochaeta, phylum annelida and species *Lumbricus sp* (Maulida, 2015). The presence of earthworms greatly affects the level of quality and soil fertility. Earthworms live at a neutral pH ranging from 6-7.2 and require sufficient moisture and are unable to live in dry conditions or desert areas (Hasby, 2018). Earthworm food is in the form of litter

from dry leaves, twigs, and dirt from other organisms on the soil surface (Nurhadi & Yanti, 2018).

Soil fertility is dependent on other living things. For example, banana trees can grow tall and fertile in the presence of soil organisms at play. Indirectly increasing the availability of nutrients is also increasing (Munawar, 2018). The science book shows that soil organisms are not only worms but also other soil organisms such as centipedes, millipedes, ants, crickets and so on (Kemendikbud, 2018).

The existence of soil organisms such as earthworms and so on can theoretically fertilize the soil, but this concept is not explained in more detail in the junior high

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school science book (Nurmaningsih & Syamsussabri, 2021). Usually, only presenting visual media in the form of pictures that are small and unclear so that students have difficulty understanding the available information. Lack of understanding of learning materials will certainly have an impact on student learning outcomes (Nurdin, 2021). In addition, the cause of the lack of students' understanding of the learning material if based on the observations of researchers while participating in the Field Experience Practice (PPL) at one of the Banjarmasin State Junior High Schools is the use of learning media provided only in the form of a 2013 curriculum science package book, power points, and also learning videos taken from other people's posts.

Online learning in schools is indeed done independently (Veny et al., 2021). In addition, they have not used interactive learning media that allow students to be active in the learning process (Nurhayati & Wahyuni, 2020). Interactive learning media can describe learning materials more clearly and look bigger. The media can also contain features that are more complete than other media. For example, it can contain text, images, video, audio, and animation that can be combined into one whole (Karim & Agung, 2018).

Various kinds of applications available on the internet can be used as learning media, one of which is Prezi. Prezi is a presentation software designed to display attractive visual, audio and animation media and can be used both online and offline (Restika, 2016). The advantage of this Prezi application is that there is a zooming user interface (ZUI) feature, namely the display of Prezi learning media can be enlarged or reduced freely by Prezi users (Surani & Ampera, 2017).

Prezi learning media can be used as an option in the selection and manufacture of learning media other than power point because in schools there are still many unskilled teachers who don't even know how to use it (Argarini & Sulistyorini, 2018). The use of learning media using the Prezi application has a positive influence on student learning by obtaining an average value of the experimental class which is 80.74, which is greater than the untreated class by obtaining an average score of 70.21 (Meidina & Rizal, 2019).

The existence of Prezi learning media on the material of the role of soil and soil organisms for the survival of life, it can clarify the material of the role of soil and soil organisms for the survival of life. In addition, visual media such as images and videos presented can be enlarged or reduced as desired, so that Prezi learning media becomes something different from other learning media (Umriana et al., 2021). Based on this background, researchers are interested in conducting research related to Prezi learning media, especially in science material. This research is entitled "Validity and Practicality of Prezi Learning Media on the

Role of Soil and Soil Organisms for Life Sustainability for Junior High School Students".

Method

Research related to the validity and practicality of Prezi learning media on the role of soil and soil organisms for the survival of life for junior high school students uses the Research and Development research method. This study uses the ADDIE development model which is carried out from the analysis stage to the implementation stage only with a small group scale as shown in Figure 1:

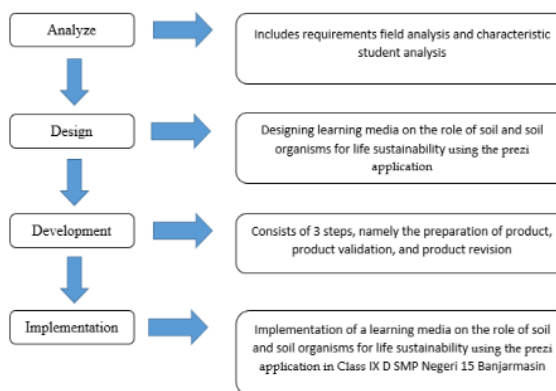


Figure 1. ADDIE development model flow to implementation stage

This research was conducted at SMP Negeri 15 Banjarmasin in Class IX D, which consisted of 10 people. The research instrument in the form of a Prezi learning media validation sheet and student response questionnaires were used to obtain data on the validity and practicality of Prezi learning media. The research instrument used a Likert scale from a score of 1-5. The validity data used the Aiken's V formula, while the practicality data used the percentage formula.

Result and Discussion

Prezi learning media on the role of soil and soil organisms for the survival of life is the product produced in this study. Prezi learning media is designed for junior high school students with features that are very interesting for students to learn such as text, images, videos, animations, and audio, so that with these features students can read presentation slides while listening to explanations of learning material.

Prezi learning media contains material on the role of soil and soil organisms for the sustainability of life which is presented systematically. Starting from the explanation of the instructions for using the media, core

competencies, basic competencies, indicators, learning objectives, stimulus/apperception, learning materials, practicum activities, conclusions, evaluation questions, and researcher profiles. This material is included in the science material for SMP class IX semester 2 in Chapter 9 about soil and the sustainability of life. This study only tested the validity and practicality of Prezi learning media. The results of the practicality validity test can be described as follows.

The Validity of Prezi Learning Media

The Prezi learning media validation sheet instrument is divided into seven assessment aspects consisting of thirty statements that must be assessed by four validators. The Prezi learning media validation sheet instrument can be seen in table 1, including:

Table 1. Prezi Learning Media Validation Sheet Instrument

No.	Assessment Aspect	Average Score	Information
<i>Content Aspect</i>			
1.	The suitability of the material with basic competencies and learning objectives	0.88	Very Valid
2.	Completeness of the material in terms of learning indicators	0.94	Very Valid
3.	The breadth of the material is in accordance with the thinking level of junior high school students	0.88	Very Valid
4.	The examples presented are clear and support student understanding	0.88	Very Valid
5.	The suitability of the evaluation questions with the material	0.69	Valid
<i>Language Aspect</i>			
6.	Learning media uses good and correct Indonesian language rules	0.88	Very Valid
7.	The terms used are appropriate and in accordance with the science lessons at the junior high school level	0.94	Very Valid
8.	The language used is simple, communicative, and easy to understand	0.88	Very Valid
<i>Presentation Aspect</i>			
9.	Systematic presentation of coherent material in the media	0.88	Very Valid
10.	Compatibility of images, videos, animations, and audio narration with the material	0.75	Valid
<i>Design Aspect</i>			
11.	The cover/display of the media release has an appeal	0.88	Very Valid
12.	The use of background color does not interfere with the readability of the text	0.88	Very Valid
13.	Interesting learning media design	0.81	Very Valid
14.	Layout consistency	0.81	Very Valid
15.	The accuracy of the navigation icons used	0.81	Very Valid
<i>Multimedia Aspect</i>			
16.	Good/clear quality of picture, video, and audio narration	0.81	Very Valid
17.	The attractiveness of animation on media	0.81	Very Valid
18.	The text can be read clearly	0.94	Very Valid
19.	The suitability of the use of the typeface	0.88	Very Valid
20.	Contrast text/letter color composition	0.88	Very Valid
21.	Instructions for using the media are listed in full	0.88	Very Valid
<i>Interactivity Aspect</i>			
22.	Users are directly involved with learning media	0.88	Very Valid
23.	Learning media can provide feedback on the responses given by the user	0.75	Valid
24.	User can adjust the volume of the audio	0.81	Very Valid
25.	User can control video playback	0.75	Valid
26.	Users can freely choose the menu to run	0.88	Very Valid
<i>Practical Aspect</i>			
27.	Easy-to-operate media	0.81	Very Valid
28.	Can be used as a learning medium for teachers in learning	0.88	Very Valid
29.	Can be used as a learning medium for students in independent study	0.88	Very Valid
30.	Instructions for using media are easy to understand	0.88	Very Valid

In Table 1 which consists of thirty statements, 26 statements are categorized as very valid because the scores obtained in the validity test results are $V \geq 0.8$, while the other four statements are in the valid category by obtaining scores between $0.4 \leq V < 0.8$ which can be seen in statements number 5, 10, 23, and 25. This is in accordance with the criticisms of the four validators, so that the validation results on the four statements are

only categorized as valid. The following are the results of the validity of Prezi learning media based on each aspect, which can be seen in Table 2, including:

Table 2. Prezi Learning Media Validity Results

Assessment Aspect	Validator				V	Information
	1	2	3	4		
Content	24	23	22	19	0.85	Very Valid
Language	15	15	13	12	0.89	Very Valid
Presentation	10	9	8	7	0.81	Very Valid
Design	22	22	23	20	0.83	Very Valid
Multimedia	30	27	26	24	0.86	Very Valid
Interactivity	23	23	21	18	0.81	Very Valid
Practical	20	19	17	15	0.85	Very Valid
Average					0.84	Very Valid

The results of the validity of the Prezi learning media were declared very valid by showing an average score of 0.84. Each aspect of the assessment above shows that the language aspect gets the highest score compared to other aspects by obtaining a score of 0.89 with a very valid category. This is because the Prezi learning media has used good and correct Indonesian rules. Indonesian language rules consist of spelling rules, word formation, sentences, and paragraphs (Madina et al., 2019). The terms used in Prezi learning media are also appropriate and in accordance with science lessons at the junior high school level. For example, in the material on the role of soil and soil organisms, there are terms decomposers, weeds, mycorrhizae, and so on. In addition to this, the language used is simple and communicative. Communicative language in Prezi learning media is very important to use because communicative language is a language that is easily understood or accepted by students when teachers deliver learning (Devianty, 2019).

In the multimedia aspect, it gets the second highest score after the language aspect by obtaining a score of 0.86 with a very valid category. This is because the Prezi learning media already has good/clear image, video, and audio quality, the animation on the media also attracts students' attention, and the text on the media can be read clearly. These findings are in line with the results

of research by Hartini et al. (2017) which showed an increase in student interest in learning by using Prezi. Multimedia has three functions in learning, namely taking students' attention, it can be used for presentations and practice questions for students (Faizah et al., 2020).

In terms of content and practicality, the score is the same, namely 0.85 with a very valid category. This is because in the aspect of content there is a match between the learning material and the basic competencies and learning objectives. In addition to this, there is also completeness of material in terms of learning indicators and learning materials according to the thinking level of junior high school students. Meanwhile, on the practical aspect, it can be explained that the evaluation questions on Prezi learning media can improve student learning outcomes. This is in line with the research of Ikram et al. (2021) that the use of Prezi learning media can improve student learning outcomes which has been proven by the existence of evaluation questions on the mole concept material. In addition to this, the instructions for using Prezi learning media are also easy for students to understand, but based on the validator's responses, there are still things that need to be improved, namely the writing of words.

The writing of words in chemical compounds is still wrong in the evaluation section. For example, writing the ion K^+ to K^+ , Mg^{2+} to Mg^{2+} , Br^- to Br^- . This is because the Prezi application does not have a ranking word writing feature, so researchers are looking for this solution by adding a special link for evaluation questions via the web using the quizizz application. Incidentally in the application there is a feature of writing words of rank and the use of the application is also very easy to use. The quizizz application is an application that looks like a game, so students feel happy while working on it (Salsabila et al., 2020). The following are the results of the revision related to word writing, among others.

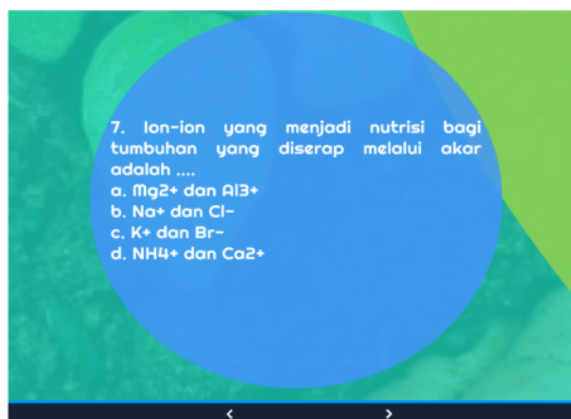


Figure 2. Before revision

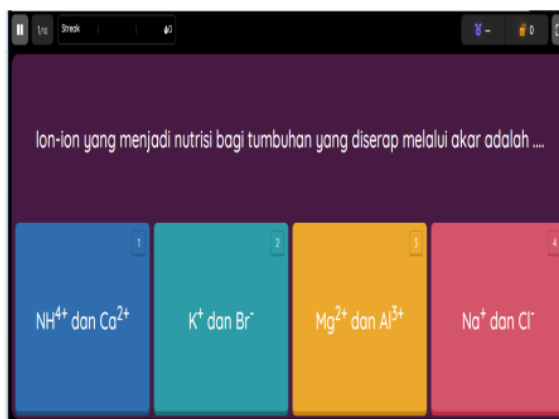


Figure 3. After revision

In the design aspect, it obtained a score of 0.83 with a very valid category. This is because the cover/opening media display has an attraction for students, so students are also interested in learning. The use of background colors does not interfere with the readability of the text and the design of the learning media is attractive. The layout / layout is consistent and the navigation buttons used are also appropriate. The design aspect is very important in a learning media because it has a big influence on students' reading interest (Cendikia et al., 2021).

In the aspect of presentation and interactivity, the score is the same and the lowest score is 0.81 with a very

valid category. This is because the reference sources in the images and videos presented on the Prezi learning media have not been included, so it is necessary to add a reference source to find out more information from taking pictures and videos on the Prezi learning media. Reference sources need to be included when taking pictures, videos and so on so that it is not considered plagiarism against other people's work (Anggito & Setiawan, 2018). The following are the results of the revision of reference sources for learning images and videos, including:

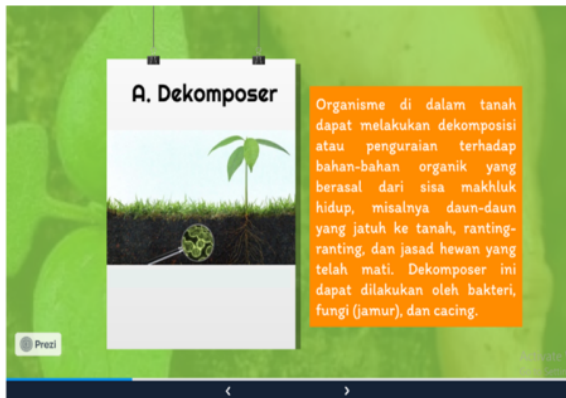


Figure 4. Before revision



Figure 5. After revision

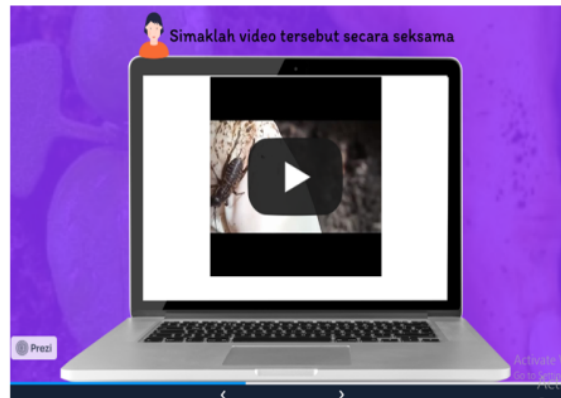


Figure 6. Before revision

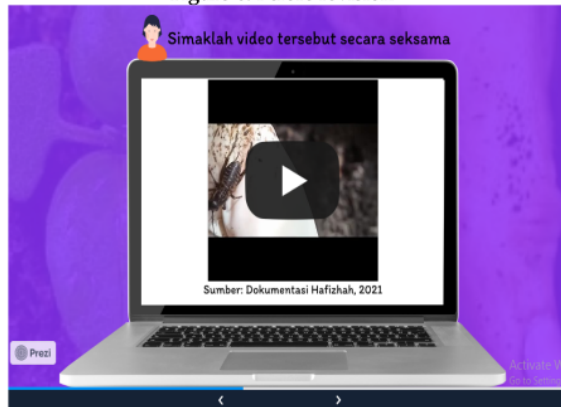


Figure 7. After revision

The results of the validity test of Prezi learning media have been carried out by obtaining a very valid category, so that it can be continued to the next stage, namely the practicality stage of Prezi learning media.

The Practicality of Prezi Learning Media

The research instrument on the student response questionnaire sheet for the practicality test of Prezi learning media consists of fifteen statements. The student response questionnaire sheet instruments can be seen in Table 3.

Table 3. Student Response Questionnaire Sheet Instrument

Observed aspects	Percentage (%)	Information
I like to learn using prezi learning media	74	Practical
I like the look of prezi learning media design	78	Practical
Prezi learning media can increase my interest in learning	78	Practical
Prezi learning media can make me excited to learn independently	86	Very Practical
I find it easy to understand the sentences or language used in prezi learning media	74	Practical
Presentation of material in Prezi learning media arranged sequentially or coherently	74	Practical
The placement of text, images, animations and display color combinations in Prezi learning media is right	84	Very Practical
Pictures, animations, and videos in the media can help me understand the role of soil and soil organisms for the survival of life	86	Very Practical
I can clearly hear the audio narration of the explanation of the material on the Prezi learning media	78	Practical
Prezi learning media is able to provide feedback on the response I gave	74	Practical
Prezi learning media navigation buttons are easy to use	76	Practical
I am easy to operate Prezi learning media	78	Practical
I can freely choose the menu to run	82	Very Practical
I can easily understand evaluation questions on Prezi learning media	72	Practical
I can measure understanding of the material through working on evaluation questions	78	Practical

In table 3 which consists of fifteen statements, 11 statements are categorized as practical because the scores obtained from the practicality test results are in the percentage of 61% - 80%, while the other four statements are in the very practical category by obtaining a percentage score of 81% - 100% which can be seen in statements number 4, 7, 8, and 13. The following are the practical results of Prezi learning media based on each aspect, which can be seen in Table 4.

Table 4. The Practical Results of Prezi Learning Media

Assessment Aspect	Total Score Per Aspect	Aspect Score	Information
Language	37	74	Practical
Material Presentation	37	74	Practical
Multimedia	124	83	Very Practical
Media Design	76	76	Practical
Media Operation	118	79	Practical
Media Benefits	194	78	Practical
Average		77	Practical

The practicality of the media can be seen through the results of the student response questionnaire by obtaining an average score of 77% which is declared practical. Aspects of language and presentation of the material obtained the same score of 74% in the practical category. This is because in the language aspect, students find it quite easy to understand the sentences or the language used, so students do not find it difficult to understand the material on Prezi learning media. Language is an important aspect that must be considered because by using good and correct language, students can understand the explanation given (Arisandy et al., 2019). Meanwhile, in the aspect of

material presentation, students feel that the presentation of material in the Prezi learning media has been arranged sequentially or coherently according to the arrangement in the science book for SMP class IX curriculum 2013.

The multimedia aspect got the highest score compared to other aspects, namely 83% in the very practical category. This is because the location of the text, images, animations and display color combinations in Prezi learning media is appropriate so that it makes students more active and learning becomes more interesting, in line with the findings of Rozalinda et al. (2018) which also stated the same thing about student activeness which was increased by the use of Prezi in the learning process. In addition, students can hear clearly the audio on Prezi learning media. The benefits of audio in learning media can provide a pleasant atmosphere for students in learning (Shoffa, et al., 2021). The media design aspect scored 76% in the practical category. This is because students like learning using Prezi learning media and the appearance of the design is also very attractive. The design aspect of the media is very useful in the learning process because teachers are able to provide learning materials using attractive designs (Akgün et al., 2016; Ningsih & Mahyuddin, 2021).

The aspect of media operation got a score of 79% in the practical category. This is because the navigation buttons on Prezi learning media are easy to use and students can freely choose the menu to run, so students can easily operate the media. The use of the navigation buttons on Prezi learning media is that students can stimulate their sense of sight and hearing when they want to zoom in or out on the media and can set the on/off button on audio narration and learning videos.

These various facilities make Prezi easier and more interesting to use (Starrser, 2014).

The aspect of media benefits received a score of 78% in the practical category. This is because Prezi learning media is able to increase students' interest in learning and make students enthusiastic about independent learning. This is in line with the research of Chou et al. (2015) which shows that the use of Prezi can have a better effect in the learning process, as well as research of Rohman et al. (2021) that Prezi learning media can increase students' attractiveness to history subjects. In addition, students are also easy to understand the evaluation questions given, so that students can measure their understanding of the learning material (Aljehani, 2015).

Based on the results of the research and discussion above, it can be concluded that the Prezi learning media is valid and practical to use in the learning process, especially on the material of the role of soil and soil organisms for the survival of life and can be continued to the next stage, namely the effectiveness test stage.

Conclusion

Based on the results of the research that has been done, it is concluded that the validity and practicality of Prezi learning media on the role of soil and soil organisms for the survival of life for junior high school students is stated to be very valid by showing a score of 0.84. Meanwhile, the practicality test of Prezi learning media was declared practical by showing a score of 77%. The results of the validity and practicality test of the Prezi learning media can be continued at the effectiveness test stage.

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