Development of website-based construct 2 interactive multimedia for elementary school students at natural science learning content

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Article Info	ABSTRACT
	Limitations in providing innovative learning media can affect learning activities, such as lack of desire to learn and low learning outcomes. Therefore, this research aims to develop website-based construct 2 interactive multimedia products as IPAS learning media on the material of various landscapes and livelihood professions of class IV elementary schools. This research is a type of Reseach and Development research with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The instruments used are questionnaires and tests. Validation results from media experts 91.6% and material experts 90% get the category "very feasible" to use. Website-based construct 2 interactive multimedia gets a very good response from teachers and students. The results of the teacher's response were 90.9% and the results of the students' response were 90%. The results of the effectiveness test of website-based construct 2 interactive multimedia got an N-gain of 0,770 in the "High" category. Thus it is concluded that website-based construct 2 interactive multimedia can be said to be very feasible to use in learning activities and very effective for improving student learning outcomes, especially in IPAS learning material on the variety of landscapes and livelihood professions of class IV elementary school communities.

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Introduction

Human life is never separated from the process of knowledge, every human being needs education. Education in today's digital era is very rapid, advances in technology are not only enjoyed by adults, children of elementary school age can also enjoy the results of current technological developments (Anggraeni & Manik, 2023). Technology today is like a double-edged sword, having both positive and negative effects depending on who uses it. The positive impact of technological development is that people can find the necessary information easily, more open access allows them to find various information from all over the world more quickly. The development of technology has made global communication easier for people. Various media and features allow them to communicate without time and place limits, open up job opportunities, and foster business enthusiasm in the community. In commerce, the ease of online shopping has enabled people to sell and buy goods more easily. In addition, the continuous development of the software used makes people's daily work more effective and efficient. Although technology has brought many positive changes, it has also brought a number of negative impacts, namely technology can cause humans to be more influenced by cultural issues and local values are increasingly eroded, advances in information encourage a mindset that wants everything

to be done quickly without a long process to understand things in depth, a surge in cybercrime is one of the direct impacts of technological developments, such as fraud, system break-ins by hackers, freedom of expression provided by the development of irresponsible techniques, especially in terms of pornography, gambling, and violent content that is quickly imitated by other users. And dependence on technology has led to laziness and loss of real social life, leading to interactions that are more often conducted in cyberspace than the real world, affecting one's ability to deal with real-life problems (Hamdani et al., 2024). One of the things that has an impact on the world of education is the rapid development of technology.

Technological developments in the world of education have produced various types of learning media that help teachers achieve learning objectives and make it easier for students to understand the subject matter (Hanifah et al., 2024). As educators, teachers must be able to keep up with current technological developments and advances. Not only teachers must be able to use technology, but students must also be able to use it (Pangestu et al., 2024). Teachers are expected to manage information, use learning media, and choose the right infrastructure for the learning process. (Maharuli & Zulherman, 2021). Learning activities cannot be separated from the existence of learning media. Learning media is a component of learning resources that students use to gain knowledge, skills, and attitudes. Learning media also functions as an effective tool to achieve learning objectives (Karo-karo et al., 2020). Learning media becomes a technological tool that triggers students' emotional thoughts and attention and motivates them to communicate messages that are vital to the learning process (Sitompul & Jagat, 2024).

By using learning media, teachers will be very helpful in conveying messages and subject matter (Harahap et al., 2024). For learners, the use of learning media can increase their desire to learn. They can also gain a better understanding of the material, master it faster, and achieve learning objectives (Yudha & Sundari, 2021). Learning media is one of the most important components in the learning process (Wulandari et al., 2023). Learning media has the main purpose as one of the tools used to teach. It also affects the situation, environment, and scope of learning created by a teacher (Mukarromah & Andriana, 2022). The use of media in learning can have tremendous positive effects and benefits to help students learn (Harsiwi & Arini, 2020). Learning media is important for successful learning (Rejeki et al., 2020). Technology can help the learning process go well. Teachers and students today use advanced technology to make learning easier. This makes learning more varied and students are not bored (Riska Aini Putri, 2023). The variety of learning media is increasing as a result of technological advances.

Learning media covers a wide range of tools, technologies and media that support classroom learning, from projectors to digital learning applications. The purpose of using this media is to enhance learning, make lessons easier to understand, and provide a more engaging learning experience for students. Learning media can be visual, audio, or multimedia to encourage interaction, explain concepts, and improve students' understanding of the material (Abdullah et al., 2024). Learning media has the ability to create an environment where students can gain new knowledge, skills and perspectives (Siregar et al., 2022). Learning media contains instructional elements that focus on children's social-emotional development (Maghfiroh & Suryana, 2021). Interactive multimedia is an alternative learning medium that can be used as an engaging and student-focused innovation (Rihani et al., 2022).

Interactive multimedia is a type of media that combines different forms of information such as text, animation, graphics, video, or sound. It is very important nowadays because it can attract students' attention and interest. With its use, it is expected to change the learning atmosphere, so that student learning outcomes can be improved (Damayanti et al., 2020). Changes in behavior experienced by students after doing activities are called learning outcomes. These changes can include knowledge, understanding, skills, and attitudes, and are usually displayed in the form of numbers or letter symbols with predetermined criteria. Students' learning outcomes can show their ability to understand the subject matter taught by the teacher during the learning process in class (Irawati et al., 2021). Interactive multimedia can help teachers deliver material in a more effective and efficient way. Therefore, interactive media can be used to find new solutions to learning problems.

IPAS is one of the subjects that can be used in interactive multimedia. IPAS is a discipline that focuses on our understanding of the living and non-living things in this universe, as well as how they interact with each other. The goal of the IPAS subject is to teach students to manage their environment and social (Qurratha et al., 2023). IPAS becomes a unity that is expected to help improve students' thinking skills. Based on the results of observations of IPAS learning in class IV at SD Negeri Jatibarang 03 and interviews with class teachers, researchers found that students were not very interested in participating in the lesson. Some students did not pay attention to the teacher during the lesson. This shows that students are not involved and active in learning. Because the teacher constantly uses the lecture method in learning, students' learning motivation decreases. In the teaching-learning process, learning media is still not used thoroughly. Teachers usually use printed books

and PowerPoint, which is still text-dominated, as learning media. If PowerPoint is used, students will only listen and not engage in the learning process. This kind of learning makes students bored and uninterested in learning. As a result, they find it difficult to understand the material. If students are not interested in the lesson, their learning outcomes can be poor. One way teachers can overcome this problem is by creating interesting learning media. All classes have LCD projectors that support learning. The application of using interesting media or interactive multimedia can already be done. Interactive Multimedia is a multimedia display designed by designers to perform two functions: inform the message and make the user interactive (A. Suryanti et al., 2021). This research decided to develop website-based construct 2 interactive multimedia.

By using Construct 2 learning media, teaching and learning activities can be made fun and interactive. Scirra Ltd., a company based in London, UK, developed Construct 2, an HTML 5-based game editor. Game developers can use Construct 2 to publish their games to various platforms, such as Google Chrome Webstore, Facebook, Phonegap (Android), Windows Phone, and Windows 8 (Purnomo, 2020). By not using a complex programming language, Construct 2 can create a very visually readable game (Baskoro & Ariadi, 2023). Construct 2 does not require typing and writing programming languages, so it can help teachers and students achieve goals more efficiently and effectively (Purwaningtyas et al., 2023). Construct 2 does not require typing and writing programming languages. With ease, sounds and graphics can be added to the game (Janata et al., 2022). A website is software that contains files, such as text or images, that are connected to the internet. These resources are created in the form of HTML, and web users can use them with the help of navigation to the next page (Suryandaru & Setyaningtyas, 2021). Web-based construct 2 interactive multimedia is a learning media in the form of a website link that can be accessed anytime and anywhere, with a smart phone, laptop, or computer that contains material about the variety of landscapes and people's livelihood professions as well as information about using website-based construct 2 interactive multimedia. Using supporting media, such as a combination of text, images, sound and video, can make learning more enjoyable and make it easier for learners to understand the material. This is especially true for IPAS learning about diverse landscapes and community teaching professions.

There are several previous studies that are relevant to this research. The first is research conducted by (Faiq & Wulandari, 2021). In this study, there is a problem of low student learning outcomes due to the lack of use of learning media. So that in this study, the research developed construct 2 learning media. In this study, it was found that construct 2 learning media can improve student learning outcomes and can be used as a feasible learning media in learning process activities. Other previous research that supports solving this problem is research conducted by (Jannah & Murni, 2022). in his scientific work (journal) entitled "Development of Interactive Learning Media Based on Construct Two on Theme 2 Always Save Energy Subtheme 1 Class IV Elementary School". The development research conducted produced interactive learning media products based on Construct Two. The learning media developed through this research is suitable for learning about Theme 2 Subtheme 1 Energy Sources Class IV material. In this study, it was found that Construct Two-based learning media can be used as a feasible learning media. Although research on learning media development has been conducted, there is still a research gap in the provision of innovative learning media to improve learning outcomes at the elementary school level.

Based on the background of the problem, this study aims to improve student learning outcomes in class IV SD Negeri Jatibarang 03 by developing website-based construct 2 interactive multimedia as a learning medium for IPAS which is focused on the material of various landscapes and people's livelihood professions. It is expected that this interactive multimedia will make learning fun and help students understand the material better.

Method

The research method used by researchers is research and development (R&D). The research and development method can be said to be a scientific way to research, design, produce, and test the effectiveness of the products made (Ali et al., 2024). Furthermore, this research uses the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. According to (Rohaeni, 2020) ADDIE development model is a process of developing educational products that can be accounted for. The first stage is analysis, namely analyzing IPAS learning activities in class IV SD Negeri Jatibarang 03 and determining KD and indicators. The results of interviews and needs questionnaires show that fourth grade students need interesting and interactive learning media. This media can increase student motivation to learn, increase student understanding of the subject matter, and make it easier for teachers to deliver complex IPAS material. The second stage is design, to design the product to be developed. Web-based construct 2 interactive multimedia is designed according to the needs of students and teachers and in accordance with the basic

competencies and indicators in IPAS learning. Web-based construct 2 interactive multimedia is designed as an interesting and fun learning media, besides that it can be used anywhere and anytime. Interactive multimedia does not only contain text but is equipped with images, videos, and audio that make it easier for students to understand IPAS material. The third stage is the product that has been evaluated previously is transformed into a complete product.

The researcher starts the development by making the learning media cover, menu, content, and bibliography. Making website-based construct 2 interactive multimedia begins with making a design in canva, then combining the design with microsoft powerpoint which is integrated with quiz. After being compiled into powerpoint, then the powerpoint file is converted into html5 with ispring suite software. Then the html5 file is converted into a website link by uploading itch.io and uploading the html5 file in the column provided. Web-based construct 2 interactive multimedia is tested on media experts and material experts for feasibility data collection. Furthermore, in the implementation stage, the evaluated product is tested on users, namely teachers and students of Class IV SD Negeri Jatibarang 03 to test its effectiveness and feasibility. The goal is to find out the user's response after using it. Feasibility and effectiveness tests were carried out with pre-test and post-test assessments. The pre-test was conducted before the learning began, and the post-test was conducted after the learning was completed. The last stage in the development of the ADDIE model is evaluation, this stage is carried out to determine whether the product can improve student learning outcomes or not. This research was conducted in class IV of SD Negeri Jatibarang 03.

This research was conducted in class IV of SD Negeri Jatibarang 03, Semarang City. The subjects in this study were fourth grade teachers and 31 students. Data collection techniques in this study were interviews, observation, media and material validation, response questionnaires, and test techniques. Researchers developed website-based construct 2 interactive multimedia, which has been tested for feasibility by media experts and material experts. The instrument grids in this study can be seen in Table 1, Table 2, Table 3, and Table 4.

Table 1. Grids of Feasibility Assessment Instrument by Material Experts

Aspects	Indicator	Question number
Competence	Suitability of IPAS content material with Learning Outcomes	1, 2, 3, 4, 5, 6
Compatibility	The suitability of IPAS content material with website-based construct 2 interactive multimedia	7, 8, 9
	Suitability of IPAS content material with learning evaluation	10, 11
Linguistics	Language clarity	12, 13, 14, 15

Table 2. Grid of Instrument for Feasibility Assessment by Media Experts

Aspects	Indicator	Question number
Compatibility	Media is appropriate to the Learning topic	1, 2, 3
Appearance	Display The design of the display that is seen is attractive	4, 5, 6
	Quality or quality of media display	7, 8, 9
Usability	Usage Media is easy to use by students and teachers	10, 11, 12
Advantages	Advantages Media can be understood by users	13, 14, 15

Table 3. Teacher Response Instrument Grid

Aspects	Indicator	Question number
Content	The material is in accordance with the Learning Outcomes and Objectives, adding insight to students.	1, 2, 3
Practicality	Easy to operate and self-learn	10, 11
Learning effectiveness	Improve learning outcomes, motivation, and create a fun learning atmosphere	4, 5
Design and Appearance	Attractive design with clear and harmonious colors, fonts, and media mix.	6, 7, 8, 9

Table 4. Learner Response Instrument Grid

Aspects	Indicator	Question number
Content	The material is in accordance with the Learning Outcomes and Objectives, adding insight to students.	1, 3, 4, 5
Practicality	Easy to operate and self-learn	6, 7, 8
Learning	Improve skills in finding important information in texts or videos	10
Usability	Media is smooth when operated	2, 9

The data analysis techniques used were qualitative and quantitative analysis techniques. Qualitative data collection was carried out during observations and interviews. While quantitative data collection was carried out during the media validation stage by media experts, material expert validation by material experts, and n-gain test conducted to see the increase in student learning outcomes from the results before (pretest) and after (posttest) using website-based construct 2 interactive multimedia. The N-Gain test aims to determine the difference in student learning outcomes between the pre-test and post-test (Ramdhani et al., 2020). The data were analyzed using the SPSS 26 for Windows program. Furthermore, the results of the n-gain value are categorized based on predetermined criteria, the criteria are presented in Table 5.

Table 5. Criteria for n-gain test

Presentase	Category
N-gain < 0,3	Low
$0,3 \leq$ N-gain < 0,7	Medium
N-gain $\geq$ 0,7	High

Results and Discussions

The product resulting from the research and development conducted by the researcher is an interactive web-based multimedia using Construct 2. The research and development model applied is the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The first stage of this development was an analysis of the science learning process situation in Grade IV at SD Negeri Jatibarang 03 to identify needs and determine the product to be developed. This analysis was conducted using interview and observation methods, involving the Grade IV teacher and direct observation of the science learning activities in the classroom. The results of the interviews and observations showed that the science learning in Grade IV at SD Negeri Jatibarang 03 only used textbooks, so more varied and engaging learning media were needed. Therefore, interactive web-based multimedia using Construct 2 was developed as a solution to address this issue, providing an innovative and more engaging alternative for students.

The next stage in the development process is the design phase. After analyzing and identifying the problems, this stage involves designing the product to be developed. The web-based interactive multimedia using Construct 2 is designed according to the needs of teachers and students, and it references the basic competencies and indicators in science learning. This product is designed to be accessible anytime and anywhere. Additionally, this interactive multimedia is equipped with engaging images and videos to help students understand the learning material more easily. During the design stage, the researcher also prepares learning tools such as teaching modules and develops questionnaires to collect data on the feasibility of the digital module from subject matter experts, media experts, and user feedback. After designing the product, the next stage in the ADDIE model is development. In this stage, the researcher brings the design to life, turning it into a complete product.

The development stage includes the creation and integration of text, images, videos, and evaluation questions into a cohesive unit within the web-based interactive multimedia using Construct 2. Applications such as CorelDRAW X5, Microsoft PowerPoint, iSpring Suite 5, YouTube, Quizizz, and itch.io are used to assemble these various components. The result of this development is the web-based interactive multimedia depicted in Figure 1. During the development stage, the feasibility of the web-based interactive multimedia is also assessed. This assessment is conducted by two experts, a subject matter expert and a media expert, through questionnaires.

Figure 1. Home Page

The results of the feasibility assessment of the website-based interactive multimedia using Construct 2 by subject matter experts and media experts can be seen in Table 6 and Table 7.

Table 6. Material feasibility test results by material experts

Assessment aspect	Maximum score	Score obtained	Percentage	Criteria
Competence	24	22	91,6%	Very feasible
Compatibility	20	17	85%	Very feasible
Linguistics	16	15	93,75%	Very feasible
Amount	60	54	90%	Very feasible

Based on Table 6, the feasibility score of the web-based interactive multimedia Construct 2 evaluated by the subject matter expert validators in three assessment aspects—competence, appropriateness, and language aspects—received a score of 54 out of 60, resulting in a percentage value of 90%, categorized as "Highly Feasible."

Table 7. Media feasibility test results by media experts

Assessment aspect	Maximum score	Score obtained	Percentage	Criteria
Compatibility	12	12	100%	Very feasible
Appearance	24	22	91,6%	Very feasible
Usability	12	11	91,6%	Very feasible
Advantages	12	10	83,3%	Very feasible
Amount	60	55	91,6%	Very feasible

The feasibility evaluation of web-based interactive multimedia Construct 2 was conducted by media experts. According to Table 7, the feasibility score of the web-based interactive multimedia Construct 2, assessed by media expert validators across four aspects—material appropriateness, appearance, usage, and excellence—received a score of 55 out of 60, with a percentage value of 91.6%, categorized as "Highly Feasible." The fourth stage in the ADDIE development process is implementation, which follows the development stage. In this implementation stage, the web-based interactive multimedia Construct 2 was tested by users, namely teachers and students, through small-scale and large-scale trials.

Figure 2. Students' Use of Multimedia in Learning

The purpose of this product trial was to gather feedback from the users of the web-based interactive multimedia Construct 2, namely teachers and students. The results of the feedback from teachers and students on the product implementation can be seen in Table 8.

Table 8. Results of User Responses to Website-based Construct 2 Interactive Multimedia

Respondents	Maximum score	Score obtained	Percentage	Criteria
Teacher	11	10	90,9%	Very feasible
Learners	250	225	90%	Very feasible

Based on the feedback from teachers and students during the product trial, it can be concluded that the interactive multimedia Construct 2 is highly suitable for use as a learning medium for IPAS. This trial involved various assessment aspects, including ease of use, effectiveness in delivering material, and the visual appeal of the multimedia. Teachers and students provided positive feedback regarding the capability of this interactive multimedia to enhance the understanding of IPAS concepts, engage students in the learning process, and offer a more enjoyable and interactive learning experience. Therefore, the interactive multimedia Construct 2 can be an effective and innovative tool in supporting IPAS learning activities in schools.

Table 9. Learner Learning Outcomes on the Small Scale Product Trial

Action	Average	Highest Score	Lowest Score	Learners Complete	Students Not Completed (KKM 75)	Learnimg Completeness (%)
Pretest	46,6	57	37	0	6	0
Posttest	80	90	73	5	1	83,3

Table 10. Learner Learning Outcomes on the Large Scale Product Trial

Action	Average	Highest Score	Lowest Score	Learners Complete	Students Not Completed (KKM 75)	Learnimg Completeness (%)
Pretest	55,12	83	27	5	20	20
Posttest	88	100	67	21	4	84

Based on Table 9, the learning outcomes of students in the small-scale product trial show an improvement in learning achievement of 83.3%. This figure reflects a significant advancement in material comprehension following the use of Construct 2-based interactive multimedia on a small scale. Subsequently, Table 10 presents more promising results from the large-scale product trial, where student learning achievement increased to 64%. To gain a deeper understanding of the effectiveness of interactive multimedia in enhancing learning outcomes, an n-gain test was conducted. The n-gain test aims to evaluate the extent of improvement in student learning outcomes after using Construct 2-based interactive multimedia compared to the conditions before its use.

Table 11. Results of n gain test on pretest and posttest

Activities	Action	Many Learners	Average	Average Difference	Value of N-gain	Criteria
Small Scale Product Trial	Pretest	6	46,7	33,3	0,622	Medium
	Posttest	6	80			
Large Scale Product Trial	Pretest	20	55,12	32,9	0,770	High
	Posttest	20	88			

Based on Table 11, the n-gain score from the small-scale product trial is 0.62, which falls into the "medium" category, indicating a significant improvement in student learning outcomes but at a moderate level. In contrast, the n-gain score from the large-scale product trial reaches 0.770, categorized as "high," demonstrating a greater and more positive impact on student learning outcomes. This achievement indicates that the Construct 2-based interactive multimedia is highly effective in enhancing material comprehension, especially when applied on a larger scale. Thus, this interactive multimedia is highly suitable as a learning medium for IPAS subjects, and its implementation can provide significant benefits in improving student learning outcomes.

Based on the results of the study, it shows that the IPAS learning media in class IV of Jatibarang 03 State Elementary School has not been used optimally and interestingly. As a result, students become bored, saturated, and not excited. This can reduce student learning outcomes. Teachers only use book packages and simple PowerPoint with text. Therefore, the researcher will develop a web-based construct 2 interactive multimedia that has integrated materials, images, videos, and quizzes. Overall, the web-based construct 2 interactive media will be very feasible to use in learning. This can be seen from various perspectives. The appearance of the construct 2 interactive multimedia, which is web-based, is very attractive because it has the right pictures, colors, and texts and does not interfere with the content of the material. All students can see the media display. Due to the website link that can be accessed through smartphones, laptops or computers, using the web-based construct 2 interactive multimedia is very easy and practical during the learning process. The benefits of website-based construct 2 interactive multimedia can provoke learner responses. With website-based construct 2 interactive multimedia, it can provide interactive two-way communication so as to facilitate learners' understanding of the material.

The research conducted by this researcher has similarities with the findings of previous studies which concluded that interactive multimedia can improve students' understanding of learning, increase students' motivation to learn, and improve students' learning outcomes. Like the research conducted by (Donna et al., 2021) shows that interactive multimedia has many benefits in learning. They identified that the use of interactive multimedia can increase student engagement and help them understand complex concepts better. This is supported by (Rejekiningsih et al., 2021), who found that interactive multimedia is effective in creating new ways to solve learning problems so that students can learn more enjoyably and competently. From some of these studies, researchers argue that the use of learning media in the form of website-based construct 2 interactive multimedia is considered to be able to improve students' understanding, students' learning motivation, and students' learning outcomes. This is because the learning media has an attractive design and utilizes technology with gadgets and allows users to access it from anywhere and anytime.

Researchers conducted research in the form of developing website-based construct 2 interactive multimedia. This web-based interactive multimedia is a learning media in the form of a website link that can be accessed using a smartphone, laptop, or computer. This multimedia consists of material about various landscapes and community livelihood professions in IPAS learning, learning videos, and evaluation questions using a quiz platform. With these components, interactive multimedia is able to provide a comprehensive and varied learning experience, which can increase student interest and motivation. Previous relevant research shows that the use of interactive multimedia in education provides positive results. For example, research by (Hardiyanti et al., 2020) with the title "Development of Construct 2-Based Interactive Learning Media for Food Safety Subjects of Storage and Warehousing at SMKN 1 Semparuk" found that construct 2-based learning media was effective in improving student learning outcomes. This study shows that the use of interesting and interactive media can increase student attention and involvement in the learning process. In addition, research by (Nubailah & Nisa, 2024) stated that construct 2-based learning media is feasible to use in the learning process and can improve student learning outcomes. They found that well-designed media can help students understand the material better and increase their engagement in learning. It can be seen that the difference between previous research and current research is that there are differences in research objects and variables used. The equation of previous research with the current research is that both produce interactive learning media and can improve student learning outcomes.

Based on some of the data studied above, it is concluded that website-based construct 2 interactive multimedia can provide an increase in learning outcomes. The higher learning outcomes of students after the use of increasingly sophisticated technology is supported by the findings of (Hanifah et al., 2024). The novelty of the research conducted by this researcher lies in the development of construct 2-based interactive multimedia that integrates learning elements such as materials, images, videos, and quizzes in one web-based platform. materials, images, videos, and quizzes in one web-based platform. The difference with previous studies that tend to focus on one or two elements only. One or two elements only. This shows that this research produces novelty in research on the development of learning media for grade IV elementary school students. In addition, this research also utilizes technology in the form of a website that allows the learning media to be accessed through various devices, such as smartphones, laptops, and computers.

This adds to the practicality and flexibility aspects that have not been widely explored in the context of learning in elementary schools that can help teachers and students in the learning process. The implication of this research is that website-based interactive multimedia can help students in understanding the subject matter presented, maximize the learning process in the classroom, and create a pleasant learning atmosphere. By using interactive multimedia, teachers can present material in a more interesting and varied way, which can increase student motivation and learning outcomes. The use of interactive multimedia is expected to make a

positive contribution to the quality of learning and student learning outcomes at SD Negeri Jatibarang 03 and can be a model for other schools in developing effective and innovative learning media.

Conclusions

The product developed is a website-based construct 2 interactive multimedia. The entire learning media product consists of text, images, videos, and sound, so it is very interesting to use as a learning media. This website-based construct 2 interactive multimedia has been declared valid and very feasible to use in helping the achievement of the learning process, especially on the material of various landscapes and community livelihood professions in IPAS subjects in grade IV Elementary School. The development of website-based construct 2 interactive multimedia is very feasible to use in increasing student motivation and learning outcomes.

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