The Development of Interactive Media on Hindu Religious Education Subject For The Second Semester of VIII Grade Learners at SMP Negeri 1 Ubud

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Abstract

Multimedia technology has a very diverse function, especially in the world of education. In learning, teachers are expected to have skills in mastering the material, teaching strategies and teaching models that are in accordance with the classroom environment and innovative and varied learning approaches. Therefore, teachers should pay attention to matters related to teaching skills according to the needs of students in the classroom. One of the subjects that requires a comprehensive approach in the learning process is the subject of Hindu Religious Education. The use of media in the learning process is to facilitate interaction between teachers and students which aims to help students learn effectively. The ADDIE learning model in the learning process does not only use in-class meetings, but is used to incorporate out-of-class learning and technology into the subject matter. So as to increase students' appreciation of Hindu religious education subjects and independent learning carried out by students at home. The stages of the ADDIE learning process are starting from the stages of analysis, design, development, implementation and evaluation. This study aims to determine the development of multimedia technology that is effectively and efficiently applied to the subjects of Hindu Religious Education. The data collection methods used are test methods and questionnaires, with then supporting instruments in the form of interviews and video recordings. The data analysis used in this study is qualitative descriptive analysis techniques, quantitative descriptive statistical analysis, inferential statistical analysis. The results showed the development of interactive multimedia developed effectively to improve Hindu learning outcomes.

Keywords: Media; Interactive Multimedia; Hindu Religious Education

Introduction

Studying is a complex process experienced by every people and it lasts a lifetime. Wingel in Parmiti, 2014 stated that studying is a mental or psychological activity that happens in an active interaction with the environment which results in a number of changes in term of knowledge and understanding, skills, and values on attitudes. The term of success in learning process is inseparable with the teacher amd the way students learn during the learning process. The larning process can be considered as success if there is a change in term of behaviour of the learners in a better direction related to their skills, knowledge, and behaviours. The learners are encouraged to be able to optimally develop and indeed in accordance with their skills, potential, characteristics and habits.

Educational Technology has a function in the learning process, namely to overcome problems and facilitate the learning process in accordance with the characteristics and conditions of the applied technology. This is in accordance with the definition of Educational Technology stated by Association for Educational Communication and Technology (AECT), which said Educational Technology is a study and practice of designing, developing, utilizing, managing, and evaluating learning processes and resources (Putrini, 2014).

One of the subject studies that requires educational technology is Hindu Religious Education (*Pendidikan Agama Hindu*) which is an obligate subject study that have to be applied on every level of education, both private and public school from kindergarten until college level. The center of Parisada Hindu Dharma Indonesia 1993 (Sudarsana, 2020) described that Hindu Religious Education is basically a supporting subject to achieve the development goals and national goals through the physical and mental development. The aims of Hindu Religious Education is to develop and improve learners' sradha (faith) and bhakti (devotion) to *Ida Sang Hyang Widhi Wasa* through training, appreciation and implementation of Hindu Regilious Education, so that they become Hindus who are *dharmika* (has a positive behaviour) and being able to realize the noble ideals of *Moksartham Jagadita* as stated by Depdiknas, 2003. In Saputra & Ningsih (2023), Hindu Religious Education becomes the basis for a person, because it has an important role in developing characters and personalities of the learners, as well as play an important role in developing learners' behaviour in everyday life

In reality, the Hindu Religious Education provided at schools has not been able to have a good impact for the learners, it can be seen from the numbers of behaviour patterns of the learner which are still deviate contrary with the religious education. It proves that the Religious Education given at school has not been maximally accepted or understood by the learners. The success of learning process is affected by several factors, those are: teacher factor, condition of the learner, the use of learning media and the environments around the learners. The quality improvement of Hindu Religious Education can be done with various improvements through teaching techniques and the appropriate learning technique and is able to have a significant impact, considering that there are lof of usage on old methods and those applied methods are unable to motivate the learners. Reflecting from how importance the media for the educational world, meanwhile, the lack human resources to create learning media, therefore, the appropriate solution that can be done is developing multimedia as a learning tool in order to improve the quality of education.

Based on the results of the interview with the teacher of Hindu Religious Education lesson conducted at SMP Negeri 1 Ubud which was carried out by identifying problems that occurred in SMP Negeri 1 Ubud, namelu: (1) Some of the VIII grade learners at SMP Negeri 1 Ubud on Hindu Religious Eduxation lesson are still below the KKM, which is 75. (2) the absence of media as the source of learning for the learners, though the learners are really enthusiastic about Information Technology (3) the lack of time for the teachers to prepare a learning media because of the high numbers of activities need to be done by the teachers, and (4) there are relatively few teachers who are able to make media at SMP Negeri 1 Ubud, so that the learning process by applying learning media is very low.

Based on the needs analysis carried out on Hindu Religious Education lesson, it showed that the learners and teachers require appropriate learning medias. Intercative multimedia on Hindu Religious Education lesson in VIII grade at SMP Negeri 1 Ubud needs to be developed to improve the learners' affective learning. Being able to understand the subject matter is expected to be able to improve the learners' quality in the school. Reflecting from how importance the media for the educational world, meanwhile, the lack human resources to create learning media, therefore, the appropriate solution that can be done is developing multimedia as a learning tool in order to improve the quality of education.

The researchers limit the problems on this study based on the above problems, objectives and needs analysis. Several problems on this study are: (1) the subjects on this study were only VIII grade learners at SMP Negeri 1 Ubud, (2) this study applied technology as a medium to create creatuve unteractive multimedia; (3) the development

of the media applied the ADDIE model design; and (4) The lesson used was taken from Hindu Religious Education boos and LKS. According to the limitation of the problems, therefore, it is necessary to conduct a development analysis with the title The Development of Interactive Media on Hindu Religious Education Subject for the Second Semester of VIII Grade Learners at SMP Negeri 1 Ubud.

Method

On this article, there were two approaches used, namely: the quntitative and quantitative-descriptive approach. The Data Collecting Technique is a way to collect data to solve the problems that appeared on the conducted study. The data collecting technique used on this study were the Test and Questionnaire methods, moreover, the instruments used to collect the data on this study were questionnaire and test method. The initial stage started by creating the media through some stages namely, designing, collecting the materials, assembling the media, and the testing stage. The testing stage of the product done by the subject experts, learning design experts, and learning media experts. After the assessment and revision, the media was brought to the school to be tested on the learners, then the study technique in the form of photo documents and supporting documents as well as the literature studies utilizing the relevant references such as book, journal, and other resources. The data of this study divided into two, namely primary and secondary data which obtained thorugh main instruments of the study, and then the supporting instruments such as interview and video recording. The data analysis used on this study was qualitative descriptive analysis technique, quantitative descriptive statistic analysis, and inferential statistic analysis.

Results and Discussion
1. Interactive Multimedia

The definition of multimedia varies greatly depends on the scope of the program and the development of the multimedia technology. Multimedia does not only have graphic and the meaning of a text but is equipped with animated sound, animated images, videos, intros, and interactions. While listening to the explanation, you can also see the animated images or read explanations in form of a text (Sutopo, 2008). Multimedia combines text, art, sound, image, animation, and video which is displayed by a computer and can be delivered effectively. Meanwhile, according to Suyanto (2003) multimedia is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and buttons that allow users to navigate, create, interact, and communicate. After discussing the definition of multimedia, the further explanation will about the definition of learning. According to Gagne, Bringgs, and Wager (Suwatra, 2007; Mahadewi, 2014), learning is a series of events that are created to enable the process of learning interaction to occur with students. Meanwhile Degeng (Parmiti, 2014) states that learning is defined as a process of educating the students. This definition implies that in learning process there are activities of selecting, establishing, and developing optimal strategies to achieve the desired learning outcomes. From these two definitions, it can be concluded that learning is a series of events that created for selecting, defining, developing strategies to achieve the desired learning outcomes. The use of media in the learning process is to facilitate interaction between the teachers and learners which aims to help the learners learn effectively. The feasibility of a learning media can be measured both in terms of practical, technical, and cost. An interesting media on its implementation means that the media is feasible to use.

2. Addie Learning Model

The ADDIE learning model is a systematic model in learning. According to Romiszowski (Tegeh & Kirna, 2010) stated that the ADDIE model has been widely applied in media practices for designing and developing learning materials, audiovisual materials in computer-based materials. This model is easy to understand and cab be applied systematically and is based on the theoretical foundation of designing learning becomes the consideration of choosing this model. This learning model has a clear programmed structure at each stage as an effort to solve learning problems that occur in the classroom in an effective, efficient and interesting way. The ADDIE model in the learning process does not only use in-class meetings, textbooks, but is used to incorporate learning outside the classroom and technology into subject matter. Therefore, this model ensures the development of learning to assist teachers in developing commands systematically and effectively. This is intended to help teachers manage the learning process and be able to evaluate learners' learning outcomes objectively.

In practice, the ADDIE model has strengths and weaknesses. The strengths of this model are: the ADDIE model is easy to understand and learn, moreover, it has a clear structure on every stage. In this case the ADDIE model consists of 5 systematic and structured stages, which means that from the first stage to the fifth stage, the application must be systematic, it cannot be chosen randomly. It is caused by the five stages / steps are very simple when compared to other models. The form is simple and structured systematically so this model is easy for teachers to learn.

Meanwhile, the weaknesses in the ADDIE model are: The analysis process on the stages required a long time. This analysis stage designed/teachers are expected to be able to analyze the two stages of the learners first by dividing the analysis into two, namely needs and works analysis. These two analyzes are capable of influencing the length of time in the process of analyzing learners before carrying out the lesson. These two components are very important because they can affect the stages of designing learning.
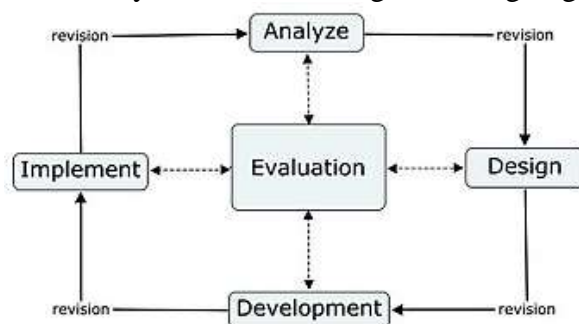

Figure 1. ADDIE Learning Model

According to the image of ADDIE model above, the stages of addie learning process are explained below.

a. Analyze

The first step is determining the analysis. This stage should be carried out before developing multimedia learning media namely, determining the lesson and identifying competency standards, basic competency, and achievements indicators. The determining will be conducted through interview. The interview can be carried out to the school that is chosen as the place for the study. The designing process of interactive learning media for the second semester of VIII grade learner on Hindu Religious Education lesson at SMP Negeri 1 Ubud was carried out through several stages namely concepting, designing, collecting the materials, manufacturing, and field trials. The stage of concepting interactive multimedia is used to support the book of Hindu religious education for VIII grade of learners, especially when the teachers want to use in the form of material presentation

inside the class so that it can increase the learners' appreciation toward the Hindu religious education lesson and the individual learning carried out by the learners at home.

b. Design

The second stage is designing. The second stage is designing the multimedia product which has been decided before. The designing poduct is conducted through two stages those are: the first step is selecting and determining the software that will be used to create the media. The software used to create audiovisual are, adobe flash professional cs6, photoshoop cs4, voice recorder, mp3 Converter, mozzilla Firefox, and video convert. In addition, media scripts are made in the form of flowchart. Then, the second step is designing and developing layout.

c. Development

The third stage. The compiling materials activity is included on this stage, consist of composing Storyboard. The material stage is prepared according to the results of curriculum analysis and competency standards at SMP Negeri 1 Ubud. On this stage, all of the supporting (text, image, video, animation) are combined into one file.

d. Implementation

Media implementation is the most important thing in developing learning media. There are some stages that need to be passed in developing the media such as a review of a media expert who has a Master degree (S2), an expert on designing who has a Master degree (S2), and the subject matter experts, namely the teachers who teach Hindu Religious Education lesson. Then it is followed by carrying out individual tests with 3 learners form VIII grade at SMP Negeri 1 Ubud, small group tests of 12 learners and field trials with 13 learners from VIII grade.

e. Evaluation

The fifth stage is formative evaluation. This evaluation is conducted to collect data from every stage to complete the product. The product produced is a learning media which is packaged in the form of CD must be tested for the validity level to determine the quality of multimedia learning media. The validity level of the learning media can be seen from the review of the subject matter experts of the related lesson, learning design experts, learning media experts, as well as the results of individual trials, small group trials, and field trials. The obtained data is then analyzed and used to improve the media that has been developed, it is expected that the resulting product will have a better performance.

3. Instrument of Collecting Data

The instruments used in collecting data of this study are; 1) Questionnaire and test methods. The questionnaire was used to find data from the results of reviews on the subject matter experts, design experts and learning media experts, as well as from the learners during small group trials. The questionnaire used to validate the developed Multimedia. The way to give a score is by giving a check mark (checklist) in the sheet column that has been provided with a score range of 1-5. The column below is also provided to write suggestions and input. Suggestions and input are going to be used as the guidelines in revising multimedia products. The questionnaire instrument can be further developed by researchers based on the grid. The grid of the multimedia validity questionnaire is attached below.

a. The final media product that has been developed will be assessed by the subject matter experts at SMP Negeri 1 Ubud. The instrument used by the subject matter experts to review the Hindu religious education is in the form of a questionnaire. The method used for data collection is questionnaire method. The following are the results of an expert review of Hindu religious education, it is shown in table 1.

Table 1. The result of Review from the Hindu Religious Education subject experts.

No	Criteria	Score				
		5	4	3	2	1
1	KI, KD, Indicator and the objectives of the learning are well described	√				
2	The product materials are in accordance with the objectives of the learning	√				
3	The product materials are systematically described	√				
4	The product materials are proportionally described	√				
5	The contents of the subject are in accordance with the concept of the subject matter		√			
6	The contents of the subject are elaborated in detail mendetail		√			
7	The contents of the subject are included all indicators of the subject	√				
8	The language use is in accordance with the characteristics of the subject	√				
9	The spelling on the product materials is in accordance with EYD		√			
10	The appropriate description and function of specific term on the product	√				
11	The appropriate use of punctuation marks on the product		√			
12	The evaluation used is appropriate with the characteristics of the learners	√				
13	The product materials distribution is done appropriately	√				
14	The material multimedia is used in accordance with the characteristics of the learners.	√				
	Total Score			66		

$$\text{Persentase} = \frac{\Sigma(\text{jawaban x bobot tiap pilihan})}{\text{n x bobot tertinggi}} \, x \, 100\%$$

$$\text{Percentage} = \frac{66}{14 x 5} x 100\% = 94\%$$

After obtaining the results from the subject matter experts test, then these results are converted with a scale 5 reference benchmark assessment table. After being converted, the percentage of achievement level is 94%, which is a very good predicate.

b. After carrying out the review from the subject matter experts, the Interactive Multimedia which has been developed, are being reviewed by the learning media experts. The following is the result of a review from the learning media experts on the developed media presented in table 2.

Table 2. The Instrument Grid Table Review from the Subject Matter Experts

No	Criteria	Score				
		5	4	3	2	1
1	The theme used is in accordance with the characteristics of the material and learner	√				

No	Criteria	Score				
		5	4	3	2	1
2	The product layout arrangement is concise and compatible		√			
3	The color used on the product is attractive and appropriate		√			
4	The font size and type are appropriate with the product			√		
5	The contents of the subject are elaborated in detail		√			
6	The image used can support the learning materials		√			
7	The product images have a good quality		√			
8	The animation used can support the learning	√				
9	The product animatiom has a good quality		√			
10	The use of audio/video can support the learning materials	√				
11	The audio/video has a good quality	√				
12	Every navigation on the product is functioned well	√				
13	The product navigation is placed on an appropriate place	√				
14	The product navigation has the same shape on every page of the product		√			
15	The space in every page is appropriately arranged		√			
	Total				63	

$$\text{Persentase} = \frac{\Sigma(\text{jawaban x bobot tiap pilihan})}{\text{n x bobot tertinggi}} \; x \; 100\%$$

$$\text{Percentage} = \frac{63}{15 x 5} x100\% = 84\%$$

After obtaining the percentage from the results of the learning media expert, then the percentage is converted with a scale 5 achievement level conversion table. After being converted the percentage achievement level is 84%, which is also a good predicate.

c. After carrying out the review from the learning media experts, it is then followed by the stages of reviewing by the learning design experts. The following are the results of a review from the learning design experts on Interactive Multimedia that has been developed through a questionnaire presented in table 3.

Table 3. The Instrument Grid Table Review from the Learning Design Experts

No	Criteria	Score				
		5	4	3	2	1
1	The product is prepared based on the characteristics of the material and learner		√			
2	Creating an active learning	√				
3	There are interactions between the teacher and student		√			
4	The product is appropriately distributed		√			
5	The avaibility of relevant learning resources	√				
6	The product can support the individual learning	√				
7	The evaluation quality of the product		√			

8	The feedback on every evaluation has a quality	√	
9	The product can attract the intention of the learners	√	
10	The product can motivate the learners to study	√	
11	Using appropriate languages which is in accordance with the characteristics of the learner	√	
12	Using a navigation button that can facilitate the learner	√	
13	The product can be easily/fastly accessed	√	
	Total		59

Based on the assessment of the learning design expert, as presented in table 3, the percentage level of achievement of the developed Interactive Multimedia can be calculated using the following formula.

$$\text{Percentage} = \frac{59}{13x5} x100\% = 90{,}76\%$$
$$= 90{,}76 \%$$

After obtaining the results of review from the learning design experts, these results are then converted with a scale 5 benchmark reference rating table. After being converted, the percentage achievement level is 90.76%, which is in the very good predicate.

d. Individual Trials

Individual trials are carried out with two or three learners individually. Therefore, the individual trials on this study were three learners from B1 VIII Grade, SMP Negeri 1 Ubud. The three learners consisted of one student with high learning achievement, one student with moderate learning achievement, and one student with low learning achievement. The learners' learning achievement can be seen from the list of scores achieved by learners in the previous semester which was owned by the teacher of B1 VIII grade at SMP Negeri 1 Ubud. The given table is presented in table 4.

Tabel 4. The Evaluation Results on the Individual Trials

No	Statement	Respondent											
		A	B	C	D	E	F	G	H	I	J	K	L
1	I could interact with friends and teacher outside the learning	4	4	4	4	4	4	4	4	4	5	5	5
2	I could work in group	5	5	4	4	5	5	4	5	5	5	4	4
3	I could be more active to follow the learning process	5	5	5	4	4	5	5	5	5	5	4	5
4	I could access the interactive multimedia everytime	5	4	4	5	5	4	4	5	5	4	5	5
5	I could use the interactive media to learn wherever	5	4	5	5	5	4	5	4	5	4	4	4
6	I could obtain the complete learning materials	4	4	5	5	4	5	4	4	4	5	5	4
7	I could easily understand the learning	4	5	5	5	5	4	5	5	5	5	4	4

No	Statement	Respondent											
		A	B	C	D	E	F	G	H	I	J	K	L
8	I could easily use the interactive learning media	5	4	4	5	5	4	5	5	5	4	4	4
9	I got the enrichement of the learning	4	4	5	4	5	5	4	4	4	5	4	4
10	I got facilitated by the learning direction	4	4	4	5	5	4	5	5	5	5	4	5
Total		45	43	45	46	47	44	45	46	47	47	43	44
Percentage		90	86	90	92	94	88	90	92	94	94	86	88
Total Percentage		1,084											

Based on the assessment of the individual trials as presented in table 4, the percentage level of achievement of the developed Interactive Multimedia can be calculated using the following formula.

$$Percentage = \frac{F}{N}$$

$$Percentage = \frac{1084 \%}{12}$$

$$= 90{,}33\%$$

After obtaining the results of the individual trials test, these results are then converted with a scale 5 benchmark reference rating table. After being converted, the percentage achievement level is 90.33%, which is in the very good predicate.

e. Small Group Trials

Small group trials were conducted by twelve learners. The twelve learners consisted of different levels of knowledge, namely, four people with a low level of knowledge, four people with a moderate level of knowledge and four people with a high level of knowledge. The small group trial stage. The given table given is presented in table 5.

Table 5. The Evaluation Results on the Multimedia Interactive Small Group Trials

No	Statement	Respondent		
		A	B	C
1	I could interact with friends and teacher outside the learning hour	4	4	4
2	I could work in group	4	5	5
3	I could be more active to follow the learning process	4	5	5
4	I could access the interactive multimedia	5	5	5
5	I could use the interactive media to learn wherever	4	5	5
6	I could obtain the complete learning materials	4	4	4
7	I could easily understand the learning materials	4	5	4
8	I could easily use the interactive learning media	5	5	5
9	I got the enrichement of the learning materials	5	4	4

10	I got facilitated by the learning direction	5	5	4
Total		44	47	45
Percentage		88%	94%	90%
Total Percentage			272%	

Based on the assessment of the small group trials as presented in table 5, the percentage level of achievement of the developed interactive multimedia can be calculated using the following formula.

$$Percentage = \frac{F}{N}$$

$$= \frac{272\%}{3}$$

$$= 90,66$$

After obtaining the results of the small group trials, these results are then converted with a scale 5 benchmark reference rating table. After conversion, the percentage achievement level is 90.66% which is in the very good predicate.

f. Field Trials

Field Trial is the final stage which aims to identify the weaknesses in the developed product. The number of students in this trial is 36 students, since this number will be representative with the target population and the material to be tested. At this stage, 1 class of learners at SMP Negeri 1 Ubud, totaling 36 learners, was used as a field trial subject. Those thirty learners consisted of ten high achievers, ten moderate achievers, and ten low achievers. The learners' learning achievement can be seen from the list of scores achieved by learners in the previous semester which was owned by the teacher of B1 VIII grade at SMP Negeri 1 Ubud.

Based on the assessment from field trials, the percentage level of achievement of the developed multimedia can be calculated using the following formula:

$$Percentage = \frac{F}{N}$$

$$= \frac{3414.0\%}{38}$$

$$= 89,84\%$$

After obtaining the results from the field trials, these results are then converted with a scale 5 benchmark reference rating table. After convection, the percentage of achievement level is 89.84%, which is in a good predicate.

4. The Method and Technique of Data Analysis

In developing research, data analysis needs to be carried out to obtain a concrete understanding of the success Interactive Multimedia that has been developed. The data obtained is used as material for consideration in improving Interactive Multimedia. In this development study, three data analysis techniques were used, namely descriptive qualitative analysis, quantitative-descriptive statistical analysis, and inferential statistical analysis.

a. Quantitative Descriptive Analysis

Quantitative descriptive analysis is a data processing method which is carried out by systematically compiling in the form of numbers or percentages regarding an object under study, thus, general conclusions can be obtained. This analysis technique is used to

process the data obtained through a questionnaire in the form of descriptive percentages. The formula used to calculate the percentage of each subject is

$$Persentase : \frac{\sum (Jawaban\,x\,bobot\,tiap\,pilihan)}{n\ x\,bobot\ tertinggi} x100\%$$

$$Keterangan : \sum : Jumlah$$

n : the total number of all questionnaire items

Furthermore, the formula below is used to calculate the percentage of every subject:

Percentage: F: N

Description:

F= total percentage of every subject

N= the numbers of subject

In order to be able to take meaningful decisions and decisions, the provisions presented in the table are being used.

Table 6. Convension Table of Achievement Level in 5-Scale

Achievement Level (%)	Qualification	Description
90-100	Very Good	Does not need revision
75-89	Good	Need a few revision
65-79	Enough	Enough Revised
55-64	No Enough	Need a lot revision
1-54	Very Not Enough	Recreating the product

(Source: Tegeh & Kirna, 2010)

b. Qualitative Descriptive Analysis

Qualitative descriptive analysis techniques were used to process the results of the review scores from the subject matter experts, learning media experts, and learning design experts for the teacher and learner. According to Agung (2014), the quantitative descriptive analysis method is a way of analyzing/processing data by systematically compiling and in the form of sentences, categories about objects so that general conclusions are obtained. Data analysis techniques were carried out by combining information from qualitative data in the form of suggestions, responses, criticisms and suggestions for improvement found in questionnaires and interviews. The analyzed data was then used to revise the product that has been developed.

c. Interential Statistic Analysis

According to Agung (2014) the method of inferential statistical analysis is a way of processing data that is carried out by applying inferential statistic formulas to test a research hypothesis proposed by researchers, and conclusions are drawn based on the results of testing the hypothesis. In addition, Koyan (2012) stated that Inferential statistical analysis is a statistic that is used to measure sample data and the results are applied in a broad scope where the sample population is taken. Inferential statistical analysis was applied to measure the effectiveness of the product on student learning processes at SMP Negeri 1 Ubud before and after using learning Multimedia development products.

Conclusion

Based on the results of the study that has been conducted, it can be concluded that the learning multimedia uses the ADDIE model which consists of 5 designs, namely: analysis, design, development, implementation and evaluation. In the designing process, it starts with (1) determining subjects and identifying competency standards. In

determining, it begins by carrying out an interview with the school. The development stage was carried out in several stages, namely concepting, designing, and collecting teaching materials, (2) the stage of designing multimedia products by choosing *software* to be used to make the learning media. The *Softwares* used in making the media are *adobe flash professional Cs6* and designing *flowchat*. (3) the development stage was carried out by compiling materials including the storyboards. At the compiling material stage, curriculum analysis and competency standards are carried out at SMP Negeri 1 Ubud. On this stage, all files such as (text, images, and videos) are combined into one file. The implementation stage was carried out with a review from the subject matter experts indicated that Multimedia had a very good predicate (94%), (b) the results of the review from the learning media experts showed that the product has a good rating (84%), (c) the results of the review from the learning design experts indicated that interactive Multimedia has a very high good rating (90,76%). Then followed by the individual test with the very good predicate of 90.33%, the small group test was also in the very good predicate of 90.66%, nd the field test was in the predicate of 89,84% which was in the good predicate. The evaluation stage aimed to collect the data from each stage that has been passed to complete the multimedia product. The data analysis techniques were used to determine the success of the multimedia that has been developed and used to improve the multimedia. Three data techniques were applied on this study, those are descriptive qualitative analysis, quantitative descriptive statistical analysis, and inferential statistic analysis. The Development effectiveness showed that tcount = 2,8875 > ttabel = 1,9945. It means that the developed interactive multimedia is effective for improving learning outcomes of Hindu Religious Education.

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