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Abstract

This research aims to investigate the impact of many kinds of computer-based interactive multimedia learning presentation to the learning result by controlling the student's prior knowledge. The kinds of learning presentation consist of multimedia learning with high interactivity ([animation visualization + narration] and [static visualization + clue + narration]) and multimedia learning with low interactivity ([animation visualization + narration] and [static visualization + clue + narration]). The research method used quasi experimental approach, with the kinds of multimedia learning presentation act as independent variable with 4 kinds of treatment, the student's learning result as the dependent variable, and student's prior knowledge as the covariate variable. The research was conducted in STMIK STIKOM Bali with the research subject is the students of even semester 2013/2014, and the analysis method used the Covariance Analysis. Based on the analysis results, it can be concluded that by controlling the student's prior knowledge of high interactivity multimedia learning group (built by Adobe Flash) is more effective than the low interactivity multimedia learning group (built by PowerPoint and Screencast-O-Matic). Besides that, on the high interactivity multimedia learning group, the effectiveness of the visualization content through animation+narration is equal with the content visualization through static visualization+clue+narration. This condition is also applied with the low interactivity multimedia learning.

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Computer Science

Index Terms

Multimedia

Keywords

Multimedia learning animation high interactivity low interactivity prior knowledge learning result.