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Development of Class X Biography Text E-Module at Dr Wahidin Sudirohusodo High School Medan Based on Digital Applications K-Visoft Flipbook Maker

Tengku Aldy Hatta ¹, Indah Purnama Sari ², Pipit Putri Hariani ³, Aisar Novita⁴

¹ Faculty of Teacher Training and Education, Department of Indonesian Language, Al-Azhar Asy Syarif, Medan, Indonesia

² Faculty of Computer Science and Information Technology, Department of Information Technology, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

³ Faculty of Teacher Training and Education, Department of Accounting Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

⁴ Faculty of Agriculture, Department of Agrotechnology, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

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CORRESPONDENCE

Phone: +6282136442121
E-mail: tengkualdyhtt@gmail.com

A B S T R A C T

This research and development aims to find out how to develop a biographical text e-module based on the Kvisoft Flipbook Maker digital application and to find out the feasibility of the module so that it can be used by teachers and students in schools. This research and development uses the research and development (R&D) method. Researchers used the Borg and Gall development procedure modified by Sugiyono. Researchers limit this development to stage 5, namely: Potential and problems, data collection, product design, design validation, design revision. The data analysis technique used in this research and development is data collection via instruments and then carried out in accordance with research and development procedures. The results of research and development, namely in stage II, material expert validation received a score of 3.53 with the eligibility criteria being "very good/valid" and can be said to be suitable for use. Furthermore, in stage II validation the linguist obtained a score of 3.5 with the eligibility criteria being "very good/valid" and could be said to be suitable for use. In stage II, media expert validation obtained a score of 3.66 with the eligibility criteria being "very good/valid" and can be said to be suitable for use. And the last one is the second phase of validation, the Indonesian language teacher received a score of 3.3 with the eligibility criteria being "very good/valid" and can be said to be suitable for use.

INTRODUCTION

Education is a long-term investment that every human being must have. Education is also a means to live life today. This is also contained in the National Education System Law No. 20 of 2003, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state. Thus, education can be said to be the main foundation in creating better humans.

The progress of a nation is determined by the quality of human resources and the quality of human resources will be seen from the quality of education. Education must follow the current developments of the times so that education knows what is needed, needed and desired by the world of education today. The development of Science and Technology (IPTEK) must be in line with the development of the world of education because if the world of education is not in line with the development of science and technology then education will be left behind.

Creating quality individuals is also the role of education. For this reason, education must have the latest innovations in learning so that the learning provided can develop students of even higher quality. The innovations provided can be in the form of teaching materials, media, or teacher strategies in implementing the learning. Innovation is really needed because learning is flexible, meaning it can adapt to needs and circumstances. The innovations provided must still refer to the current curriculum.

Learning in the independent learning curriculum is oriented to produce students who are productive, creative, innovative and affective through strengthening attitudes, skills and knowledge. The independent learning curriculum also provides students with the opportunity to develop their potential because in the independent learning curriculum learning is centered on the student and is no longer centered solely on the teacher. The teacher only acts as a facilitator to support the learning process. Teachers and students are required to synergize with each other so that the learning process achieves the stated goals.

The independent learning curriculum, especially Indonesian language subjects, is text-based. Text-based learning in Indonesian language subjects is taught not just about language knowledge, but texts carry the function of being a source of self-actualization for users in an academic socio-cultural context. Text-based learning, Indonesian language lessons are taught not just about understanding the content of the reading. Apart from that, in text-based learning students use language not only as a means of communication but as a means of developing thinking skills. Thinking abilities can be expressed in written form in the form of text. Before making a text, students must understand the rules for making the text. The process of understanding text rules by students in the independent learning curriculum is no longer carried out conventionally. Moreover, based on the results of interviews conducted by students, they stated that learning Indonesian is generally less interesting, has long texts, is difficult to determine answers and is difficult to watch only because it is based on texts and printed books, besides this there are many ways that can be taken to meet students' needs for understanding texts and making learning more interesting, one of which is developing teaching materials specifically for modules so that Indonesian language learning in the independent learning curriculum can be fulfilled well according to the directions and goals to be achieved and is not monotonous.

Development is carried out to realize students' dreams so that learning is more interesting and not limited to printed books. It is hoped that the development will be carried out using media that has never been used by students and that this media will help students understand the subject matter easily and with interest. One of the texts that must be taught in the independent learning curriculum at the SMA/MA level is a biographical text. This text aims to invite students to take lessons from a figure who has success and achievements as motivation so that students are enthusiastic about achieving their dreams. This research refers to the Core Competencies and Basic Competencies of the independent learning curriculum, namely 3.15 Analyzing aspects of meaning and language in biographical texts and 4.15 Compiling biographical texts of figures. This research will focus on how to develop biographical text teaching materials in accordance with the specified KI and KD.

According to Khotib (2014: 8) teaching materials are materials or tools or instruments in the learning process in which there is learning material that is prepared completely and systematically, with the aim of students easily understanding the material being taught. This is emphasized by Pannen (Belawati, et al, 2007: 1-4) that teaching materials are materials or lesson materials that are systematically arranged, which are used by teachers and students in the learning process. So it can be concluded that teaching materials are a tool that contains learning materials arranged systematically. Teaching materials according to how they work consist of non-projected teaching materials, projected teaching materials, audio teaching materials, video teaching materials and computer media teaching materials. In accordance with current developments, teaching materials are not only in the form of printed books, but can also be searched for and retrieved in the form of journals, articles, electronic books (e-books) and electronic modules (e-modules), making it easier for students to access various materials. will be studied.

During the interview, the teacher also explained that no module development had ever been carried out, specifically biographical text material based on the Kvisoft flipbook maker digital application. The teacher also explained that there were several obstacles in the learning process during online learning. Students are asked to study from home using an application, namely Discord. However, students are also allowed to come to school to discuss with subject teachers. The implementation time is three times a week and is limited to only 10-12 people per class. There are some students who come to school following strict protocols and there are also some students who are not allowed to go to school by their parents. Schools cannot force the system to come to school only for those who want to. The teacher explains that the learning outcomes or level of understanding of students who often come and discuss with the teacher is higher than

students who only come once or twice or even never. This is a polemic for teachers and teachers hope for the latest innovations in learning to support online learning. It is hoped that with innovation in module development students and teachers can be helped to understand the material better.

As time goes by, one of the teaching materials that is quite practical, effective and efficient (does not require a lot of money) to obtain is e-book based non-print teaching materials using Kvisoft flipbook maker software. The world of e-books is currently a trend and makes it very easy for writers to distribute their writings easily and easily. With this technical thinking, you can imagine that e-books do not cost as much as a book.

Dr Wahidin Sudirohusodo Medan High School for Indonesian language subjects, especially biographical text material, has never used non-printed teaching materials, either e-books or e-modules, this was clarified directly by the Indonesian language subject teacher who teaches at the school. The need for teaching materials that are practical and appropriate to the circumstances is really needed to improve the quality of learning. In this way, researchers focus on creating teaching materials that suit students' needs.

The Kvisoft Flipbook Maker application is an application that supports learning media which will help in the learning process because this application is not only focused on writing but can include motion animation, video and audio which can make it an interesting interactive learning media. so that learning is not monotonous. So e-books using the Kvisoft Flipbook Maker application can be accessed offline and don't have to cost a lot because they are in the form of soft files.

SITUATION ANALYSIS

Types of Teaching Materials

1. Handouts
Handouts are written materials prepared by a teacher to enrich students' knowledge. Usually taken from several pieces of literature that have relevance to the material being taught or basic competencies and main material that must be mastered by students.
2. Books
Books are written language that presents knowledge. The content is obtained from various methods, for example: research results, observation results, actualization of experience, autobiography, or the results of someone's imagination which is called fiction.
3. Module
A module is a book written with the aim that students can learn independently without or with teacher guidance, so that the module contains at least all the basic components of teaching materials that have been mentioned previously.
4. Radio
Radio broadcasting is a listening medium that can be used as teaching material, with radio students can learn something. Usually radio programs can be designed as teaching materials, at certain times the teacher plans a learning program via radio.
5. Video or Movie
Videos or films are teaching materials in audiovisual form so that they can display the material studied in its entirety so that at the end of each video viewing, students can master one or more basic competencies.
6. Interactive Multimedia
Interactive multimedia is a combination of two or more media (audio, text, animation and video) which by its use is manipulated to control the natural commands and/or behavior of a presentation. Apart from that, it can make it easier for users to study certain material.

Form of Teaching Materials

- a. Printed materials, namely a number of materials prepared in paper form which can function for learning purposes or convey information according to (Kemp and Dayton. 1985). For example, handouts, books, modules, student worksheets, brochures, leaflets, wall charts, photos or drawings, and models or makers.
- b. Listening teaching materials or audio programs are all systems that use radio signals directly, which can be played or heard by a person or group of people. Examples include cassettes, radio, vinyl records and compact audio disks.
- c. Hearing (audiovisual) teaching materials are anything that allows audio signals to be combined with moving images sequentially. For example, compact disk videos and films.

- d. Interactive teaching materials, namely a combination of two or more media (audio, text, graphics, images, animation and video) which by their use are manipulated or treated to control a command and/or natural behavior of a presentation. For example, compact disk interactive.

Properties of Teaching Materials

- Print-based teaching materials, for example books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos of materials from magazines and newspapers, and so on.
- Technology-based teaching materials, for example audio cassettes, radio broadcasts, slides, filmstrips, films, video cassettes, television broadcasts, interactive videos, computer-based tutorials and multimedia.
- Teaching materials needed for human interaction include telephones, cell phones, video conferencing, and so on.

IMPLEMENTATION METHOD

This research method is a development that refers to the Borg and Gall model modified from Sugiyono (2017: 54), this model includes 1) Potential and problems, 2) Data collection, 3) Product Design, 4) Design Validation, 5) Design Revision, 6) Product Trial, 7) Product Revision, 8) Usage Trial, 9) Product Revision, 10) Mass Product. Steps for using the Research and Development method.

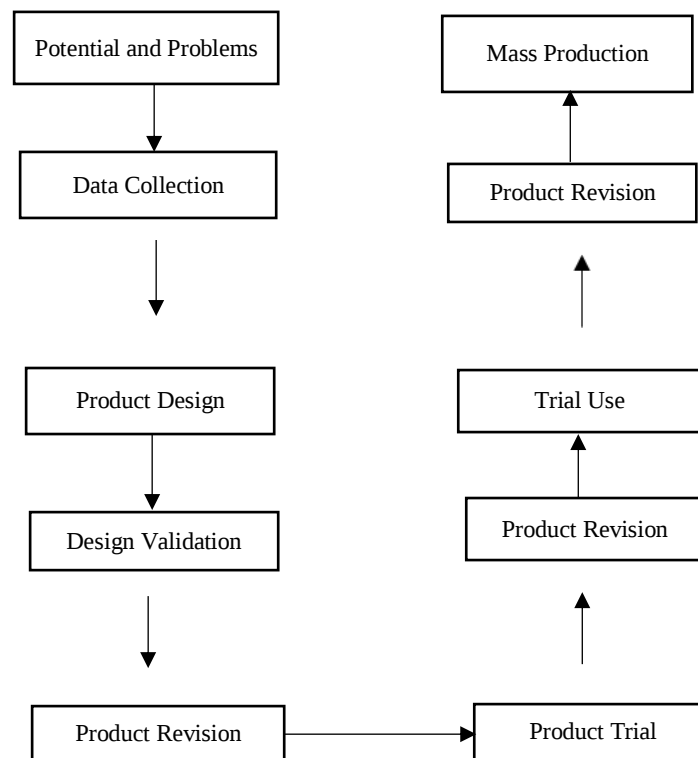


Figure 1. Steps for Using Research and Development Methods

However, here the researcher limits the steps in using and working on the Borg and Gall Model and Research and Development Method to only stages 1) Potential and problems, 2) Data collection, 3) Product Design, 4) Design Validation, 5) Design Revision.

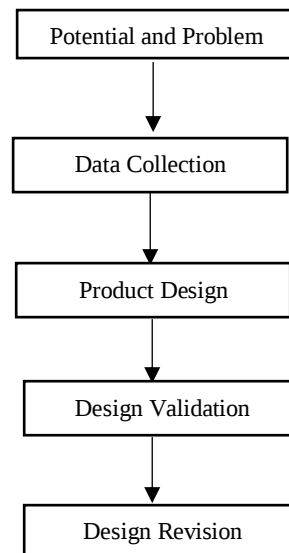


Figure 2. Research development process

RESULTS AND DISCUSSION

Product Design

After the needs analysis is known, the next stage is product design. There are several things that must be done to develop an e-module based on the Kvisoft Flipbook Maker digital application. According to Prastowo (2011: 118), the steps for compiling a module are curriculum analysis, determining the title, assigning a module code, and writing the module. First, carry out a curriculum analysis, namely adapting the core competency and basic competency material to the 2013 Indonesian curriculum syllabus contained in attachment 1. Second, determine the module title according to the material discussed. Third, assigning module codes according to the lessons presented in the module. Fourth, writing the module starts with the identity of the module, explaining the core competencies and basic competencies that must be achieved, a brief description of the material, making instructions for using the module, the purpose of studying the module, explaining the module material, making example questions, making practice questions and making answer keys. The module uses A4 paper, 1.15 spacing and Helvetica font as well as the Kvisoft flipbook maker application.

Design

After carrying out the expert validation and design revision stages and getting validation results that show there is no need for further revisions, the e-module can be used by teachers and students. The following is a study of the biographical text e-module development product based on the Kvisoft flipbook maker digital application.

1. Initial View

When the file is opened, the initial display contains a background in front of which is the module cover accompanied by the module name/title. If the user wants to continue to the next page, just click on the right arrow at the end of the module. The module cover reflects the struggle with the red and white flag clearly visible on the left side of the cover.

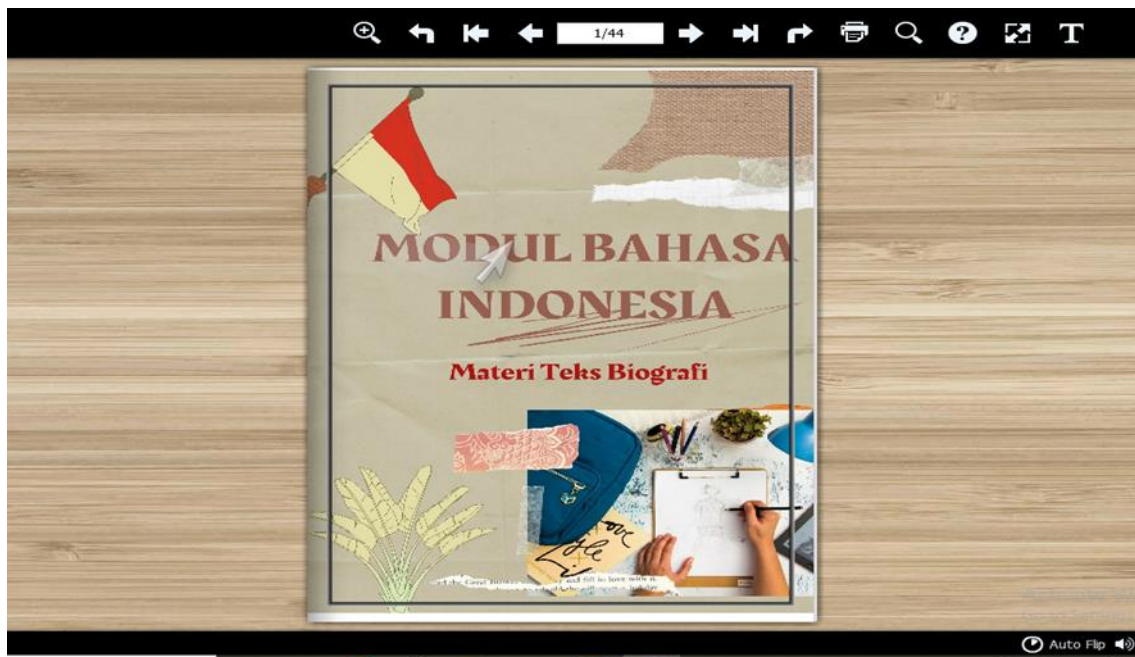


Figure 3. Initial View of e-module

2. Module Identity Display

This section shows that in the left section there is audio which explains the contents of the module and what will be discussed in this module, while in the right section it explains the identity of the module accompanied by a brief description of the material and instructions for using the module. The short description aims to let students know what they will discuss or learn in this module.

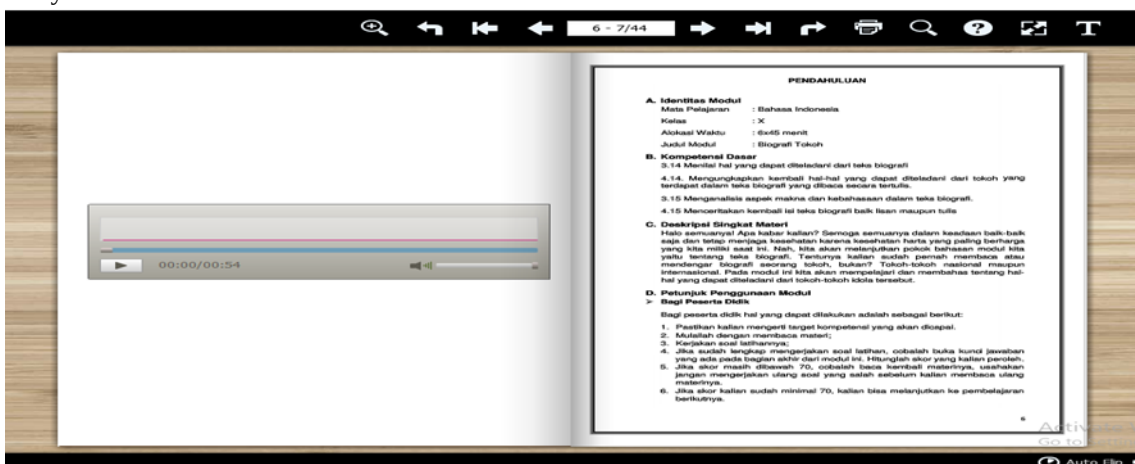


Figure 4. Module Identity Display

3. Display of the Purpose of Using the Module

On the left there is some material that will be discussed in the module along with the purpose of using the module, while on the right there are several pictures of figures whose biographies will be discussed in the module. The view on the left aims to stimulate students' brains to remember who the characters are in the picture. The teacher's role is to explain a little about some of the characters before asking students to turn to the next page. This stimulus is given so that students do not feel confused when using the module later.

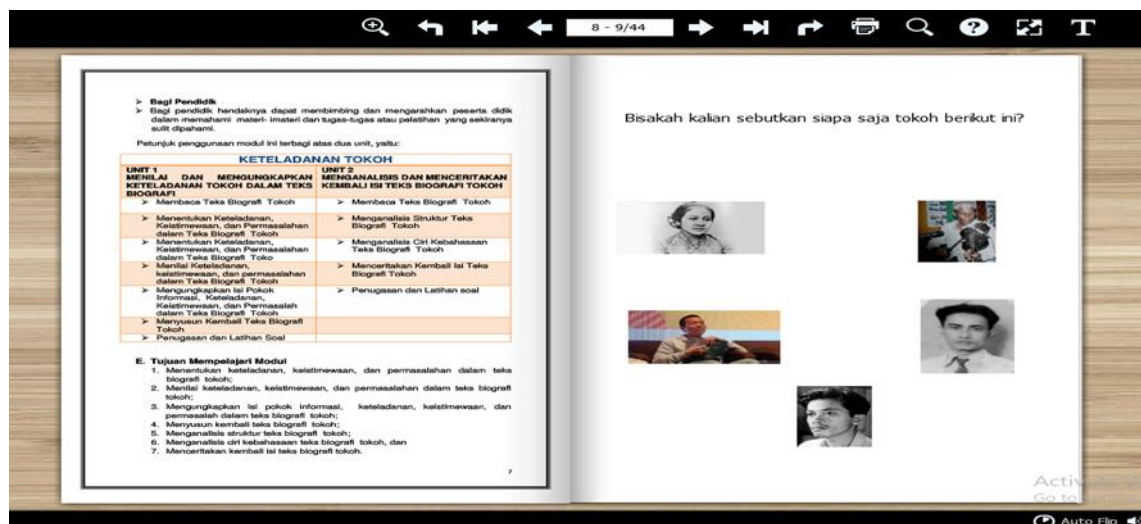


Figure 5. Display of the Purpose of Using the Module

4. Material Display

In the material display, you can see that on the right there is an audio which explains what will be studied in unit 1. On the right there is a continuation of the biography of the character being studied.

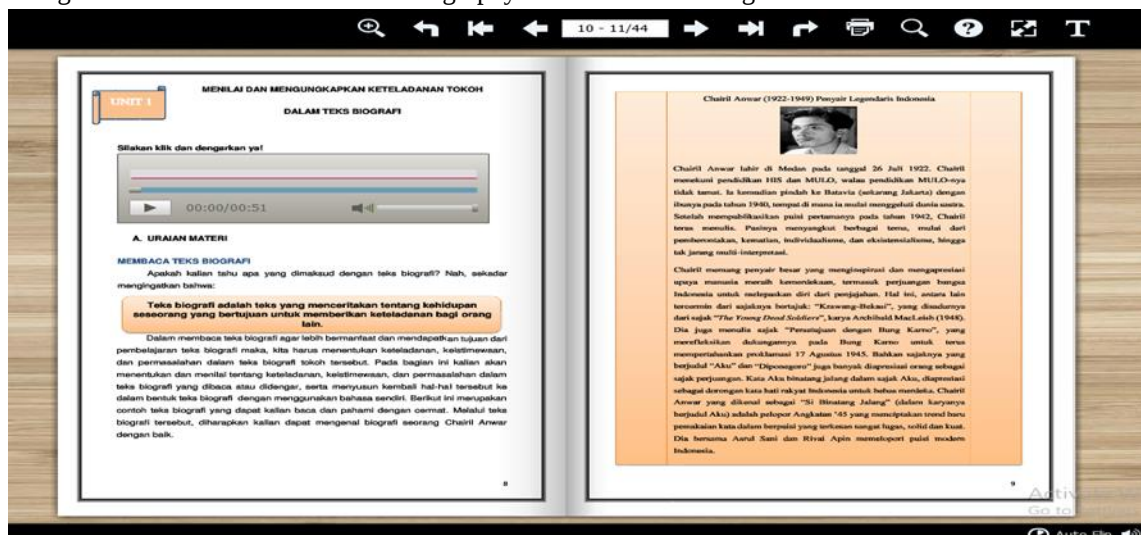


Figure 6. Materi Display

5. Question Display

In this display you can see that there are several questions to test students' understanding of the biographical text. The questions consist of essay questions and multiple choice questions.

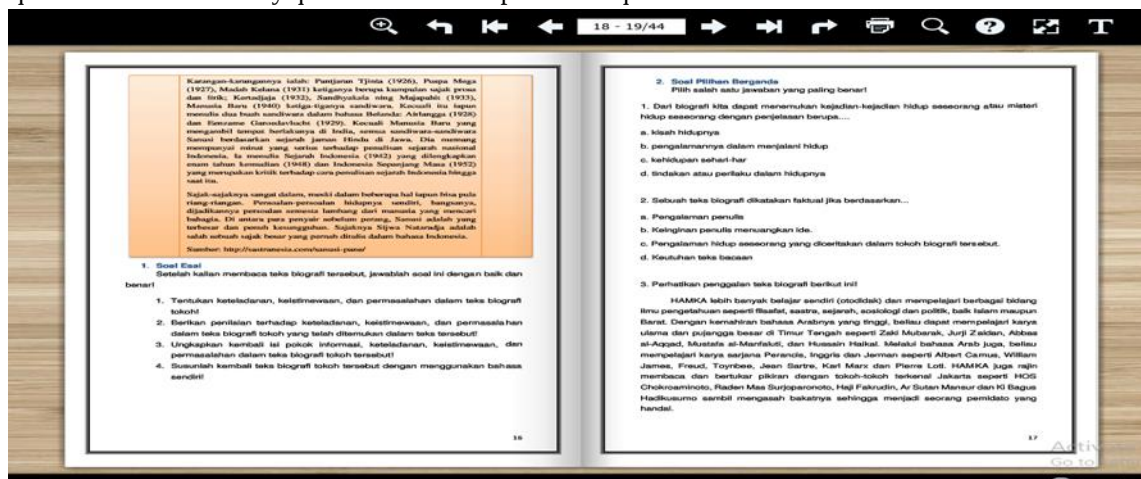


Figure 7. Question Display

6. Display of materials and videos

In this display, on the left there is a description of material about the structure of biographical texts and above it there is a video lesson about biographical texts. The aim is that students are asked to watch the learning video, after they have finished and understand the material explained in the video, the next step is to pay attention to the description of the material presented in the module.

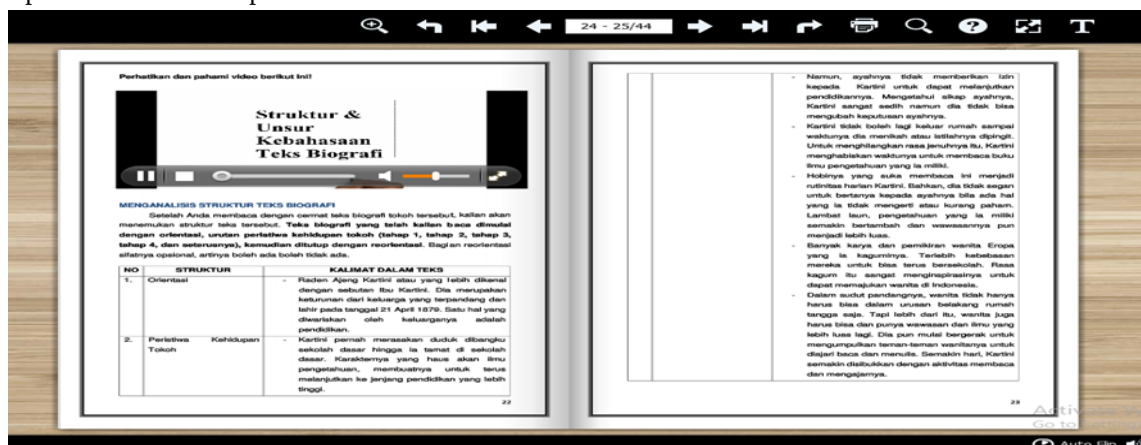


Figure 8. Display of materials and videos

7. Summary View

This section is a summary of the material as a whole, but this section also provides a learning video which contains an overall understanding of the material from the beginning to the end of the discussion. The videos are provided so that students do not feel bored reading the material in the module but they can also watch and listen to the videos presented.

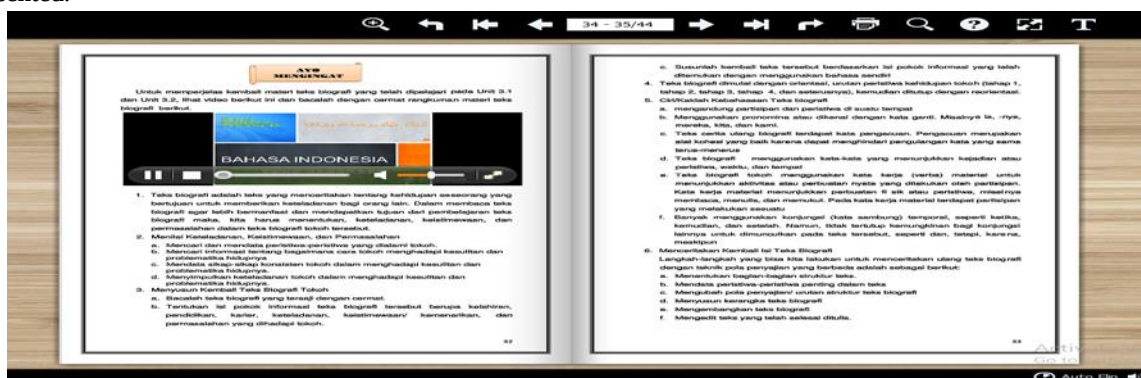


Figure 9. Summary View

8. Display of Answer Key and Assessment Criteria

This section is the answer key to the questions that were given previously. The answer key and assessment criteria provided in the module aim to foster students' sense of independence and honesty because they are asked to be honest when doing the exercises or questions in the module without looking at the answer key.

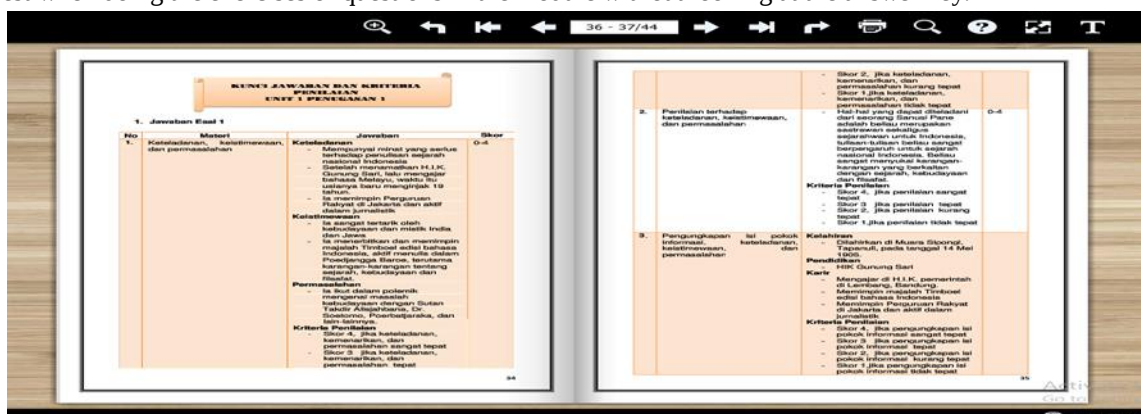


Figure 10. Display of Answer Key and Assessment Criteria

9. Reference View

In this section there are several references for making this module, the references are intended as reference material for writers and making modules. On the left there is a running rhyme which aims to entertain the readers because they have reached the end of the module.

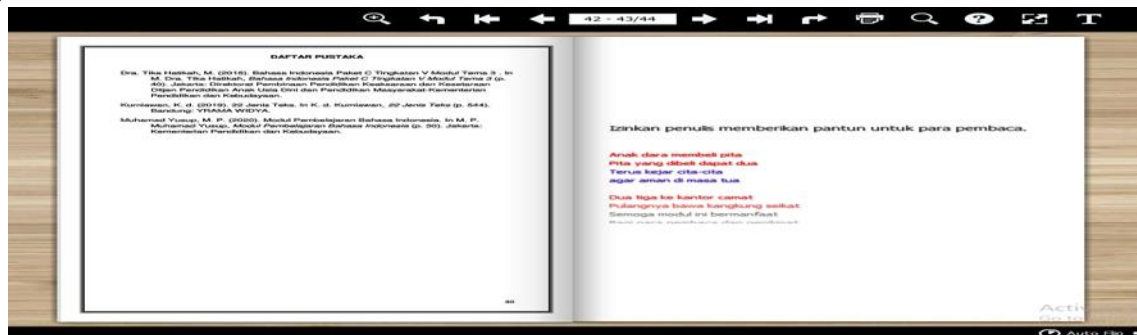


Figure 11. Reference View

CONCLUSIONS AND RECOMMENDATIONS

E-module development was carried out using the Kvisoft flipbook maker digital application and developed using the Borg & Gall development model from stage one to stage 5, namely potential and problems, data collection, product design and design revision. The resulting product, namely a biographical text e-module, is said to be suitable for use based on the results of validation carried out by researchers on several validators. Some of the validators are material experts, language experts, media experts and Indonesian language teachers.

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