

Development of Story Electronic Module With Pancasila Student Profiles For Improving Cultural Literature

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Abstract. There needs to be a module that can help students learn Indonesian independently and also tools that are in accordance with the needs of UNBK, so that learning objectives can be achieved. Development of an electronic saga module containing the profile of Pancasila students to increase cultural literacy in SMA.

The purpose of this study is to develop, compile, test the feasibility and effectiveness of an electronic module containing a profile of Pancasila students in Indonesian class X SMA in Semarang City. The ADDIE model is an iterative instructional design process, where the results of the formative evaluation of each stage can lead to a return to each of the previous stages. The final product from one phase of the results of formative evaluation is the initial product to start to the stages in between, 1) the initial product design stage (Design), 2) the product development stage (Development), 3) the product implementation stage (Implementation), 4) test validation by experts and Indonesian language teachers, 5) product evaluation stage (Evaluation). The results of the analysis of the needs of educators and students through the various methods mentioned above, the researcher provides a common thread that is important to develop an electronic saga module that imposes a Pancasila student profile on high school students in Semarang City. The product being developed is a continuation of the E-Module that is used in SMA Kota Semarang, especially the printed E-Module. But by paying attention and considering all aspects needed by students so that the learning process using this E-Module is in accordance with the character and conditions and the shared needs of both educators and students. The main characteristic of the developed E-Module lies in the media used, namely audio-visual, with the media students will be stimulated to practice their skills,

Key words: Development; Electronic Module; Saga; Pancasila Student Profile; Cultural Literacy

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INTRODUCTION

The development of education from year to year continues to move dynamically. Various global issues regarding education are developing rapidly along with the pace of changing times. Until finally the era of the industrial revolution 4.0 is ready to provide new challenges for the world of education behind the rapid flow of information and current technological changes. This era provides so many challenges that must be faced by students. These challenges are not only focused on cognitive intelligence alone but also other, more complex intelligences (Helaludin, 2018). There are two major and fundamental things behind this research, namely the availability of books to support the curriculum and the erosion of the nation's character/morals in accordance with Indonesian culture. First, books are sources of information. Books contain information that can be used to find out what happened in the past, present, and future possibilities so as to broaden the reader's horizons and can be a source of inspiration for new ideas (Fahmi et al., 2015).

Subyantoro (2012) in a practical analysis, made observations on Indonesian textbooks in circulation. From this activity, it was found data

that there were still subject matter, illustrations, and language in the book that were less polite. Especially in the sentence formulation of learning activities and evaluation. In both of these sections the practical data show that the language in the book is dominated by the direct imperative mode. This includes lack of courtesy and it is feared that it can affect the psychological development of students. In the end, there can be the creation of bossy characters like the formulation of sentences in books. A lot of research has been done to develop web-based electronic modules (Sujanem, Suwindra, & Tika, 2009; Zulkarnain, Kadaritna, & Tania, 2015; Harahap & Fauzi, 2017; Suyoso & Nurohman, 2014; Putra, Wirawan, & Pradnyana, 2017). However, most of the modules developed in previous studies are for Physics subjects and no one has developed a module to prepare students for the national exam. For this reason, this research was carried out and became a pioneer in the development of web-based modules to prepare for the national final exam. Various alternatives can be done by teachers to foster reading literacy in vocational high schools, one of which is by utilizing digital-based reading books. Seeing the needs of students who cannot be separated from technology and increasingly

rapid technological developments, digital-based media can be a learning innovation for students. Asrial et al., (2019) provide the view that students can have good perceptions, interests and motivations after being introduced to digital-based media in the learning process. in learning Indonesian in class X SMA in Semarang City. The results of this study are expected to be able to contribute to the development of the module and become a reference for further research related to the development of the Indonesian electronic module. And as a reference for developing modules in improving the quality of learning and learning outcomes for other subjects. 1) Developing an electronic module containing the profile of Pancasila students in Indonesian language learning for class X SMA in Semarang City. 2) Developing electronic module prototypes containing Pancasila student profiles in Indonesian class X SMA in Semarang City. 3) Testing the feasibility of electronic modules containing Pancasila student profiles in Indonesian class X SMA in Semarang City. 4) Testing the effectiveness of the electronic module containing Pancasila student profiles on the learning outcomes of Indonesian Class X high school students in Semarang City.

METHODS

The ADDIE model is an iterative instructional design, where the results of the formative evaluation of each stage can lead to a return to each of the previous stages. The final product from one phase of the results of formative evaluation is the initial product to start to the stages in between, 1) the initial product design stage (Design), 2) the product development stage (Development), 3) the product implementation stage (Implementation), 4) test validation by experts and Indonesian language teachers, 5) product evaluation stage (Evaluation).

The product module in this study was developed according to the research development procedure, namely conducting product design testing, product validation, field trials, and revisions. The product of the electronic saga module containing the Pancasila profile in increasing cultural literacy that was developed ultimately resulted in a better module because it had gone through critical, logical, reflective, metacognitive, and creative thinking processes in producing writing and accommodating learning in the Society 5.0 era because the saga electronic module was loaded with Pancasila profile in increasing cultural literacy.

Data collection techniques in this study were the test method, questionnaire method, and interview method. The instrument of data collection on the test method using test questions. Researchers conducted a pretest and posttest to the sample. The test was given to determine the effectiveness of the saga electronic module containing the profile of Pancasila students to improve cultural literacy.

RESULTS AND DISCUSSION

After the revision of the E-Module design was carried out based on the responses and suggestions for improvement of the experts, the next step was a limited trial. This activity was carried out to test the initial E-Modul product. Initial trials or validation tests are used to get input from E-Modul users, both educators and students, about the initial design of an effective E-Module using audio video media. This limited trial was conducted in two sample schools, namely: (a) SMAN 5 Semarang, and (b) SMAN 8 Semarang. Each school for the limited trial conducted 2 (two) meetings, the first meeting was the KI 3 KD Knowledge trial and the second meeting was KI 4 KD Skills. Each meeting refers to the prototype curriculum consisting of 2 JTMs, each JTM consists of 45 minutes. So that in total each meeting consists of 90 minutes, the series of E-Modul saga trials containing the profiles of Pancasila students containing Pancasila students are as follows;

First, the limited trial of the E-Modul was conducted at SMAN 8 Semarang. The first meeting of KI 3 KD 3.7 (Knowledge) was held on Friday, August 4, 2022. Acting as the executor of the limited trial of the E-Modul saga containing the profiles of Pancasila students with Pancasila students was the Indonesian Language Teacher. The learning activities include: (a) Understanding the saga, (b) Characteristics of the saga, (c) Saga structure, (d) Saga building elements, (e) types of saga, and (f) competency test. The second meeting of KI 4 KD 4.7 (Skills) was held on August 5, 2022. The learning activities included: (a) Understanding Writing, (b) Saga Writing Techniques, and (c) Saga writing skills training for Pancasila students.

In the skill of writing saga containing the profile of Pancasila students, 36 students participated in SMAN 8 Semarang, then divided into 6 study groups, and each group consisted of 6 members. By writing the same saga according to the audio-visual that is heard and seen, then it is developed into a complete story.



Figure 1. E-Modul limited test in class X SMAN 8 Semarang

Second, the limited trial of the E-Modul was conducted at SMAN 5 Semarang. The first meeting of KI 3 KD 3.15 (Knowledge) was held on August 11, 2022. Acting as the executor of the limited trial of E-Modul Hikayat was Indonesian Language Teacher Mr. Alif Tahudi, M.Pd. The learning activities include; (a) The meaning of the saga, (b) the characteristics of the saga, (c) the structure of the saga, (d) the building blocks of the saga, (e) the type of saga, and (f) the competency test. The second meeting of KI 4 KD 4.7 (Skills)

was held on August 12, 2022. The learning activities include; (a) Definition of Writing, (b) Techniques for writing saga, and (c) Practice writing saga writing skills for Pancasila students to improve cultural literacy.

The skill of writing saga containing the profile of Pancasila students, at SMAN 5 Semarang was attended by 36 students, then divided into 6 study groups, and each group consisted of 6 members. By writing a saga that is heard and seen then developed into a complete story.

Table 1. E-Module expert test interval scores in percentage form by Indonesian language teachers

No	Persentase (%)	Skor & Kreteria	Ket.
1	1-20	(1) Sangat tidak baik	
2	21-40 %	(2) Kurang baik	
3	41-60 %	(3) Cukup baik	
4	61-80 %	(4) Baik	
5	81-100 %	(5) Sangat Baik	√

The table above shows that the eligibility aspect of the content: the E-Module is very much in line with the SK-KD and indicators, the needs of students, the needs of the E-Module. The truth of the substance of the material, the benefits of adding insight into knowledge, conformity with values, morality, social (local wisdom) are also appropriate and good. On the linguistic aspect; readability, clarity of information, compliance with Indonesian language conventions and the effective and efficient use of language received very good marks. Serving aspect; The clarity of the objectives of the E-Module is very good, both in the order of presentation, providing motivation, the interactivity (stimulus and response) of students is very good, including the completeness of the E-Module information which also gets a good score.

In general, the presentation of the E-Module material is interesting, for example, the E-Module instructions are in accordance with character

education or contain Pancasila students according to the saga. E-Module material is presented in a coherent manner with activity steps that involve students more actively.

Judging from the graphics, the E-Modul material has its own characteristics that reflect the educational profile of Pancasila students, especially in the city of Semarang. The layout, illustrations, coloring, fonts used in the contents of the E-Module material are very good. In addition, the cover design is also very good. In terms of graphics, the overall E-Module material can be categorized as very feasible or very good.

The Indonesian language teacher's expert test on the saga electronic module containing the profile of Pancasila students earned an average score of 4.5 or 90% (very good category). As for suggestions, input from the Indonesian language teacher expert test is; a) The contents of the E-Module are further developed with several examples of hero figures in Semarang City, b)

The presentation of the material is adapted to the needs of class X high school students in Semarang City, and c) In general, the E-Module is good and feasible to use.

In the feasibility test of this E-Module, it was found the advantages and disadvantages of the E-Module which was developed on the saga electronic module material containing the profile of Pancasila students. Weaknesses were obtained from standard questionnaire items and criticism, input or comments by experts. This form of weakness will become the basis for improving the developed E-Module so as to obtain an E-Module model that is feasible and ready to be implemented in learning in field trials.

CONCLUSION

The purpose of the study was to develop an electronic module containing the profile of Pancasila students in learning Indonesian for class X SMA in Semarang City. Develop an electronic module prototype containing the profile of Pancasila students in Indonesian class X SMA learning in Semarang City. Testing the feasibility of an electronic module containing the profile of Pancasila students in Indonesian class X SMA in Semarang City. Testing the effectiveness of the electronic module containing the profile of Pancasila students on the Indonesian language learning outcomes of Class X SMA students in Semarang City.

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