

Development Of E-Modules with A Problem Based Learning Approach In Economic Learning

Reda Prasetya*, Rusdarti Rusdarti, Dorojatun Prihandono

Magister Program, Department of Economic Education, PPS Universitas Negeri Semarang, Indonesia

*Corresponding Author: prasetyareda687@students.unnes.ac.id

Abstract. The purpose of this research is how to develop an e-module with the Kvisoft Flipbook Maker application that is valid for use in economics learning. The design of this research is Research and Development (R&D). The research development design was adapted from the development of the Thiagarajan model which is better known as the 4-D model, define, design, develop, and disseminate. The results of the validation carried out by expert lecturers on e-modules with the Kvisoft Flipbook Maker application obtained an overall aspect score of 3.82. It can be said that the entire module received an assessment with very decent criteria. Data validation carried out by economics teachers on e-modules with the Kvisoft Flipbook Maker application obtained an overall aspect score of 3.93. It can be stated that all modules received an assessment with very decent criteria, based on the total aspect of the score validation results for lecturers and teachers in the e-module got a score of 3.87 with this e-module validation getting a very decent category score.

Key words: e-module; kvisoft flipbook maker; problem based learning; and e-module validity.

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INTRODUCTION

The learning process in the education unit is held interactively, inspiring, fun, and motivating for students, so that students participate, and provide a fun space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. According to Farihatun and Rusdarti (2019) Learning is a process of individual experience in interaction with their environment related to cognitive, affective, and psychomotor activities of the body and soul to obtain a change in behavior and learning is an effort to strengthen actions through experience, while according to Bruner in Anggraenia (2021) learning must be through the active involvement of students with concepts and principles in solving problems and the teacher working as a motivator to gain experience that allows students to find and solve the problems studied. Implementation of the 2013 curriculum in social studies economics learning at all levels of active student education and the use of a scientific approach. However, there are still many obstacles in learning including varied learning resources for students.

Based on the results of interviews with economics teachers, on Thursday, September 24, 2020 at SMA Negeri 2 Mesuji, one of the economics teachers stated "Economic lessons conducted at SMA Negeri 2 Mesuji have not fully utilized information technology, only using

economic textbooks and Student Worksheets and Learning Resources. The approach in learning is carried out with an approach in the form of the lecture method. Many students have economic text books, these books are sourced from schools which are loaned to students to support learning, However, 56.7% of students considered textbooks to be less helpful in understanding the material being taught and students were less than optimal in utilizing existing textbooks where 70.1% answered that they did not use or read textbooks outside of class hours, meaning that students were less interested in learning resources that were available. there are and students are less interested in reading existing textbooks and only use books during learning and when there are instructions from the teacher. And as many as 92.5% of students need more innovative learning resources. It is still not optimal in the use of teaching materials provided by the teacher, this will have an impact on students' disinterest in learning resources.

According to Kurniawan (2017), explaining external factors that affect learning outcomes are in the form of teaching methods, learning resources and the social environment, external factors in the form of teaching methods and learning media and the social environment, if referring to the existing facts regarding the lack of interest of students in learning resources then more innovative learning is needed so that the learning process is more optimal. Learning innovations that can be carried out by teachers are

learning media innovations using technology in the form of electronic teaching materials, the increasingly rapid advancement of information and communication technology requires the community to follow its development, one of which has an impact on the learning process in the field.

This is in accordance with the results of previous research conducted by Anggraini (2017) that e-modules are easy to understand, and make students able to construct and discover learning concepts and students can develop scientific attitudes. Another research conducted by Sudarwati and Rukminingsih (2018) the application of learning with technology in the form of e-learning in entrepreneurship learning in the economic education program of STKIP PGRI Jombang has proven to be quite effective in improving the quality of entrepreneurship learning. Subsequent research Serevina (2018) Based on the pre-test and post-test of students' science process skills with learning that utilizes technology in the form of this e-module, the increase in learning outcomes after using e-modules is categorized as moderate. Permatasari (2017), the results showed that Adobe flash-based e-modules on the subject of the reproductive system for Biology learning in high school were considered effective because student learning outcomes showed an increase in the high category.

Education, technological developments require teachers to make various innovations so that the learning process is always relevant. The use of information technology integrated with a problem based learning approach is an alternative that can be maximized by teachers as a learning resource that will increase the good response of students to learning resources, by developing e-modules with the Kvisoft Flipbook Maker application, teachers can design modules by combining them with the Kvisoft Flipbook Maker application. video or audio in the e-module, and is expected to be able to improve the quality of learning in the classroom. According to Divayana (2018: 35) Kvisoft Flipbook Maker is a reliable software designed to convert PDF files to digital publication pages or digital books. This software can change the appearance of PDF files to be more attractive like a book. while Alfian (2015: 50) explains that Problem-Based Learning (PBL) is a learning approach for students to learn about critical thinking and problem-solving skills, as well as to gain knowledge through the use of real-world problems. According to Cordeanita

(2020:262) PBL learning model is a learning model that maximizes students' thinking skills in cognitive processes that involve mental processes that are faced with the complexity of a problem that exists in the real world.

The Kvisoft Flipbook Maker application was chosen in this study because it has several advantages including being easier and more attractive for students because there are image and video features, and audio that can later be filled with material that can make it easier for students to understand the material being taught. easy to operate by not requiring an application to open the learning media that has been created, the use of kvisoft flipbook maker media can be accessed offline or online so it is easy to use. So the purpose of this research is how to develop an e-module with the Kvisoft Flipbook Maker application that is valid for use in economics learning.

METHOD

The design of this research is Research and Development (R&D). The design of this development research was adapted from the development of the Thiagarajan model which is better known as the 4-D model, define, design, develop, and disseminate. Data obtained from media experts and material experts are in the form of quantitative data and qualitative data, quantitative data is used in this study from a validation questionnaire, while and qualitative is used in responding to criticism and suggestions in assessing e-modules that are used as consideration in improving e-modules.

The steps that must be taken to produce a product include 1) define, at this stage analyze how student problems are carried out by observing during the learning process in class, and what potential can be developed to make e-module products. 2) design, at this stage making a map of the needs of teaching materials, determining the structure of teaching materials, compiling research instruments, and validating research instruments by validators of lecturers and teachers. 3) Development at the development stage, namely the manufacture of electronic modules, and validation of teaching materials by lecturers and teachers. 4) Disseminate, is a final stage of development. The disseminate stage is carried out to promote product development so that it can be accepted by users, both by teachers and schools for use in economic learning at SMAN 2 Mesuji.

RESULTS AND DISCUSSION

1. Define

Based on the results of the summary of potential and problems, literature study and information gathering, it can be concluded that learning has not fully utilized information technology as a medium and source of learning. The use of materials in economics learning still has many students who are less interested in the teaching materials that have been provided. The teacher's learning approach in its implementation is less varied, ultimately resulting in the less than maximum interest of students in the learning that has been provided, and students need more innovative learning resources by developing more innovative learning resources by integrating learning resources with technology in the form of electronic modules. The use of information technology in learning is an alternative that can be maximized by teachers as a source of learning that will improve the quality of learning in the classroom.

2. Design

The design stage begins with preparing and compiling the teaching materials that will be used. Starting with the design of the e-module page, the cover page contains, among others, the module title, subject name, class, and a picture that describes the e-module title, the introduction consists of a description of the e-module, instructions for use, Core Competencies and Basic Competencies, Contents e-module consists of a description of the material, test the ability of students. Furthermore, the evaluation consists of evaluation questions which are both multiple choice questions and descriptions. The closing section of the e-module consists of a bibliography.

3. Develop

The development stage, there are validation results by expert lecturers and economics teachers to determine the feasibility of an economic e-module using the Kvisoft Flipbook Maker application, the results are as follows:

Table 1. Validation By Lecturer

No	Aspect	Total	Score	Category	
Media	1	Screen Design	7.3	3.67	Very Worthy
	2	Convenience	4	4	Very Worthy
	3	Consistency	11	3.67	Very Worthy
	4	Format	7.7	3.83	Very Worthy
	5	Benefits	11.7	3.89	Very Worthy
Theory	6	Content Eligibility	12	4	Very Worthy
	7	Language	11	3.67	Very Worthy
	8	Serving	15	3.75	Very Worthy
	9	Graphic	11.7	3.89	Very Worthy
Total score		34.36	3.82	Very Worthy	

Source: processed primary data (2021)

Based on the data in table 1, it is known that the validation results on the lecturer's assessment of the media are known in the screen design aspect, a value of 3.67 is obtained with a very decent category, in the ease aspect a score of 4 is obtained with a very decent category, in the consistency aspect a value of 3.67 is obtained. on the aspect of the format obtained a value of 3.83 with a very decent category, on the aspect of benefit obtained a value of 3.89 with a very decent category. Based on the data in table 1, it

can also be seen that the validation of the material in the aspect of content feasibility obtained a value of 4 with a very decent category, in the linguistic aspect a score of 3.67 was obtained with a very decent category, in the presentation aspect a score of 3.75 was obtained with a very good category. feasible, in the graphic aspect obtained a value of 3.89 with a very decent category, thus the overall score of aspects obtained a value of 3.82 can be stated that the entire module received an assessment with very decent criteria.

Table 2. Validation By Teacher

No	Aspect	Total	Score	Category	
Media	1	screen design	8	4	Very Worthy
	2	Convenience	4	4	Very Worthy
	3	Consistency	11	3.67	Very Worthy
	4	Format	8	4	Very Worthy
	5	Benefits	12	4	Very Worthy
	6	Content Eligibility	12	4	Very Worthy
	7	language	11	3.67	Very Worthy
Theory	8	Serving	16	4	Very Worthy
	9	Graphic	12	4	Very Worthy
	Total score		35.33	3.93	Very Worthy

Source: processed primary data (2021)

Based on the data in table 2, the economics teacher's assessment of the media is known on the screen design aspect, a score of 4 is obtained with a very decent category, in the ease aspect a score of 4 is obtained with a very decent category, in the consistency aspect a score of 3.67 is obtained with a very decent category, in the aspect of the format obtained a value of 4 with a very decent category, on the aspect of expediency obtained a value of 4 with a very decent category. Based on the data in table 2, it can also be seen that the validation of the material in the aspect of content feasibility obtained a value of 4 with a very decent category, in the linguistic aspect a score of 3.67 was obtained with a very decent category, in the presentation aspect a score of 4 was obtained with a very decent category, in the graphic aspect, a score of 4 was obtained with a very decent category, the overall aspect of the assessment by the teacher was obtained a value of 3.93. It can be stated that the entire module received an assessment with very decent criteria. Based on the total score of the overall validation aspect of phase II lecturers and teachers on the e-modules that will be used in learning, they get a score of 3.87, with this validation phase II e-modules getting a very feasible category.

The electronic module developed by the Kvisoft Flipbook Maker application is a module developed with a Problem-Based Learning (PBL) learning approach, a PBL learning approach in a student-oriented learning process that involves learning through solving that comes from the context of real problems and an approach that focuses on students who encourage reflection, skills in communication and collaboration, and require reflection from various perspectives so that students can master the competencies that must be achieved in learning with the active role of students.

This E-Module has a characteristic that in the beginning of the discussion students are faced with a question about factual processes in everyday life (related to the topic of discussion) and demonstrations of problems carried out by teachers or students related to topics that are studied and solved together. Students are invited to make predictions about the phenomena that will be studied and proven in the exploration stage.

The electronic module in economics learning is stated to be very feasible, this is in accordance with what was stated by Feriandi (2019) where the electronic module can be declared feasible if the e-module meets the media that meets the aspects of good screen design display, good ease of operation, consistency, good format. Meanwhile, Nurhasikin (2019) e-module has eligibility if the material has aspects of Feasibility of Content, Language, Presentation, and Good Graphics.

From the explanation above, it can be concluded that the electronic module with the Kvisoft Flipbook Maker application can be used as an alternative to previous learning by providing innovative teaching resources to support the economic learning process in schools. This module is very suitable to be used as a source of management learning in the classroom as well as independent learning. This is in line with research conducted by Jannah, (2020) that the e-module used shows that the product is in the valid category according to the validator so that it is suitable for use in learning. Septryanesti (2019) that e-modules as a learning resource for blog-based chemistry learning on hydrocarbon materials have very decent results.

CONCLUSION

The teacher's learning approach in its

implementation is less varied, ultimately resulting in less than optimal student learning outcomes. and students need more innovative learning resources by developing more innovative learning resources by integrating learning resources with technology in the form of electronic modules. Electronic modules with the Kvisoft Flipbook Maker application can be used as an alternative to previous learning by providing innovative teaching resources to support the economic learning process in schools. This module is very suitable to be used as a source of management learning in the classroom as well as independent learning.

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