

Conference Paper

The Development of A Website-Based Literature Module On Bahasa And Sastra Indonesia Subject XI Grade Senior High School

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Abstract

The purposes of this study were to generate a valid and practical website-based literature module to determine the effects of a web-based literature module on the affective and cognitive aspects of students. This research used developmental research on XI grade students from the Senior High School of STATE HIGH SCHOOL Sumatera Selatan (Sampoerna Academy). Data were collected through observation to determine the needs and activities of students during the use of the web-based module. Interviews and questionnaires were used to discover students' attitudes toward the use of the module. In addition, tests were also conducted to determine cognitive aspects of students while using the module. The results and conclusions of this research were: 1) generating a website-based literature module is categorized as valid based on the validation test by the validator in terms of content and construct; 2) generating a website-based literature module is categorized as practical based on the results of tests and questionnaires; 3) students were involved in active learning that used a website-based literature module; and 4) the web-based module developed had a potential effect on students' learning outcomes.

Keywords: development, modules, website

1. Introduction

The process of learning is the process of transferring the knowledge packaged by organizing teaching materials [1]. The packaging will be better if it is developed in accordance with the times. Textbooks are characterized as a physical form of paper sheets or stacked paper. This can decrease students' willingness to read and understand the textbook [2]. According to infographics, smartphone users spend a lot of time reading e-Books rather than reading a printed book. Nowadays, the young generations use the Internet more intensely to do many things, thereby abandoning the use of

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textbooks and modules [2]. There were about 132 million Internet users in Indonesia in 2016 and the number will continue to grow every year.

The above indicates that there is a need for innovative teaching materials relevant to the development of students' needs and wants [2]. The materials should be presented in an interesting way, close to the students, and based on the curriculum. The literary material is chosen because it is oriented toward the essence of literary learning, which states that learning literature is about learning to respect human beings and their human values.

2. Methods

2.1. Teaching materials

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities [3]. Such teaching materials can be in the form of printed written materials or unwritten materials such as audio, audiovisual, and interactive multimedia. Audiovisual materials may be in the form of VCDs and films, while interactive multimedia include CAI (computer-assisted instruction), CDs (compact disks), interactive multimedia learning, and website-based teaching materials.

2.2. Development of teaching materials

Dick and Carey [4] stated that the preparation of instructional design includes conducting an analysis to identify instructional objectives, perform analysis, identify subordinate skills and entry behaviors, analyze learners and contexts, write achievement objectives, develop assessment instruments, develop instructional strategies, develop learning materials, design and conduct formative evaluations, revise learning materials, and design and conducting summative evaluations. Tomlinson [5] proposed a "development stage, which includes: (1) identification of the needs of teachers and students, (2) determination of exploration activities of material needs, (3) contextual realization by proposing appropriate ideas, selection of texts and context of teaching materials, (4) pedagogical realization through tasks and exercises in teaching materials, (5) production of teaching materials, (6) use of teaching materials by students, and (7) evaluation of teaching materials".

2.3. Website-based learning media

Web-based teaching materials are teaching materials that are prepared, run, and used with web media. Teaching materials are often also called "Internet-based instructional materials" or "online teaching materials." There are three main characteristics that have great potential in terms of web-based instructional materials, namely: (1) presenting multimedia; (2) storing, processing, and presenting information; and (3) hyperlink [6].

2.4. Teaching Methods

This research used a research development method or research and development (R&D) [7]. It was validated by lecture as an expert, then tested by means of one to one. If the result was not valid yet, it was revised and tested in a small group, then revised, and produced as prototype 2. This was followed by a field test, which finally produced a valid product. When the result was invalid, it was then revised and tested in a small group. Another revision was done and finally prototype 2 was produced. It was then validated by means of a field test and a final valid product resulted.

3. Results

The research was done up to the third prototype. After obtaining a valid, practical, and potentially effective on students' learning outcome third prototype, this prototype was tested in class XI IPA 1 STATE HIGH SCHOOL in Sumatera Selatan with 26 students. Learning by using the media of this learning website was carried out in the computer laboratory of the STATE HIGH SCHOOL in Sumatera Selatan during three times meetings.

Based on the observation results during the learning activity, the average student activity during learning in the three meetings in the third prototype was good with the percentages of each indicator being as follows: (1) 96% of students listened and paid attention to the teacher's explanations; (2) 92% of students expressed feelings of joy in teaching and learning activities; (3) 88% of students followed the instructions on website usage; (4) 85% of students discussed or asked questions with the group; (5) 81% expressed opinions in the discussion; (6) 96% of students studied the material systematically; (7) 100% of students did the work; (8) 96% of students completed the exercises on time, and (10) 88% were able to conclude learning. At the end of the lesson, students were asked to fill out a questionnaire to see the responses, and these

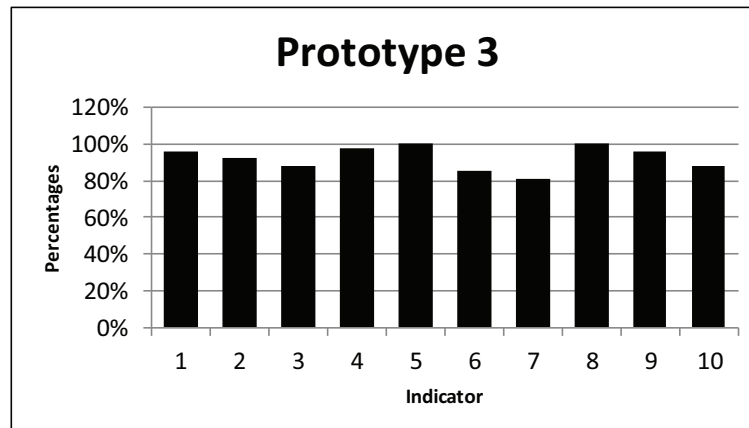


Figure 1: Result learning activity. Indicator: 1. Students listened and paid attention to the teacher's (96%) 2. Students expressed feelings of joy in teaching and learning activities (92%) 3. Students followed the instructions on website usage (88%) 4. Study the material systematically (98%) 5. Students discussed or asked questions with the group (85%) 6. Students expressed opinions in the discussion (81%) 7. Students studied the material systematically (96%) 8. Students did the works (100%) 9. Students completed the exercises on time (96%) 10. Students could conclude learning (88%).

students' ratings resulted in the third prototype. In addition, based on the results of the questionnaire regarding students' attitudes toward learning literature using the media website, it was found that an average of 30% of students was very interested, 65% of students were in the interested category, 5% of students were in the quite interested category, and no students were not interested.

3.1. Student learning outcomes using media website learning

At the end of the study, we conducted a test of learning outcomes to determine the level of achievement in terms of student competence by using the minimum requirement criterion of XI grade State High School in Sumatera Selatan, which is 78. This test consisted of 10 questions made up of 30% drama, 40% short stories, and 30% saga.

According to the learning outcomes of all meetings, none of the students were in the failure category, and the pass rate was 100%. This shows that the third prototype is potentially effective and improves learning outcomes. Therefore, the third prototype is considered to be the end result of the website media design on literary materials.

3.2. The validity and practicality of website-based teaching materials

The design product development procedure in the form of this learning website starts from the analysis, both the Education Unit Level Curriculum and material analysis [8, 9].

This continues with the product design that begins with a paper-based and is followed by a computer-based, here called the “first prototype.” The prototype development process focuses on three things: content, support, and layout. Next, the first prototype design product containing literary materials consisting of drama, short story, and saga material was validated by the first prototype experts, and also tested on a one-to-one basis. Based on the suggestions from the validator and students, it can be said that the first prototype generated was categorized as valid and practical, both in terms of content, which is in accordance with the material on the curriculum, and construct, which is in accordance with the rules of making computer-based media [8, 10].

From the results of validation and student suggestions, the materials were designed in the form of websites. Learning was tested on a small group to examine the aspect of the practicality and effectiveness of the prototype. In the small-group trial, based on the observation results, the majority of students listened and paid attention to the teachers’ explanations. Students were able to follow the guidelines on website usage, and most students directly recorded and copied the materials on the website. In terms of discussing the answers, most of the students took part in the discussions and after that, they were busy looking for the answers. When collecting assignments, students were very disciplined. So in general, it can be said that the teaching materials developed through the media website learning (prototype) are good and categorized as a valid and practical prototype.

3.3. The effects of literary materials based on websites viewed from the activities of students during the learning process

During the observation, students looked enthusiastic about doing website-based learning using computers as media. Most students showed a sense of excitement with the lesson. All of them were able to follow the instructions. Based on the opinions and comments of the students, the literary materials using computer media are classified as teaching materials and good website media for learning Bahasa Indonesia.

3.4. Student attitudes toward website-based literary learning

At the end of the meeting, students were asked to fill out a questionnaire. The questionnaire was given to the students and then processed using a Likert scale. The questionnaire was then presented, with the responses indicating the interest of the students.

3.5. Effects of literary materials using computer-based media website on student learning outcomes

The average score from the test results was 94. This shows that the learning website developed is effective [8]. So it can be concluded that the website-based teaching materials developed have a potential effect on student learning outcomes.

This research produces a product of literary-based teaching materials at the STATE HIGH SCHOOL in Sumatera Selatan. Based on the results of research, the following conclusions can be drawn: (1) The website-based literary materials developed in this study are categorized as valid and practical. (2) Students' attitudes toward website-based literary learning fall into the category of interested, indicating an increase in attitude percentage from the first prototype to the second prototype, and a significant rise in the third prototype. (3) The development of literary materials based on this website, viewed from the aspect of student activity, is optimal because all the descriptors have been fulfilled. (4) Students' learning result data on literary materials shows mastery, with an overall average of 94. In other words, it is far beyond the minimum pass standard score of 78. This shows that literary learning using website media is very effective.

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