Development of An Indonesian Language Teaching Module Based on The iSpring Suite Application for Elementary School Students

Dina Erina Nasution*, Marlina
[1*]Basic Education, [2]Special Education, Universitas Negeri Padang, Indonesia.
*Corresponding Author. Email: dinerina06@gmail.com

Abstract: This research aims to develop an Indonesian language teaching module based on the iSpring suite application for class II elementary school students. This research method used research and development (R&D) with the ADDIE model, which includes stages: Analysis, Development, Design, Implementation, and Evaluation. Three elementary schools in West Sumatra conducted this research. Data collection used observation sheets, questionnaires, interviews, validation instruments, practicality questionnaires, and evaluation tests. This research data analysis technique collected all the necessary data, namely from the results of module validation, module practicality and module effectiveness, and the N-Gain test. The teaching module validity test results obtained an average score of 4.34 in the very Good category. The results of the practicality test of the teaching module, teacher, and student responses obtained an average score of 4.45 in the very practical category. The effectiveness test can be seen from the results of the student knowledge test before the pretest and posttest question difficulty level. The test results at three elementary schools showed that the modules and tests could be declared effective; the average N-Gain Score was 58.23 in the quite effective category. The teaching module has proven to be very good, practical, and quite effective.

Introduction

Curriculum changes are necessary and adjusted based on the needs, demands, and societal developments supported by developments in science and technology (Widayanto, 2022). During the education and learning process, students and teachers will be involved in learning modules and media along with the development of science and technology (Ilman, 2021), the modules and learning media also experience adjustments as a requirement (Jusuf & Sobari, 2022).

One of the important tools that every teacher must have and master in implementing the Independent Curriculum is teaching modules (Fatihah, 2023). Teaching modules play a major role in supporting teachers to design learning activities that contain a set of learning processes that are equipped with achievements, learning objectives, flow of learning objectives, desired character education, material to be discussed, assessments, and reflections during the learning process (Ardianti & Amalia, 2022). The independent curriculum aims to create a more enjoyable learning environment where teachers and students can interact in a more relaxed manner, allowing for outdoor learning rather than just listening to the teacher's explanation. It encourages the development of courage, independence, social intelligence, civilized attitudes, politeness, and competence without relying on a ranking system, which often causes anxiety for children and parents, according to several surveys (Lestari et al., 2020). However, the independent curriculum has not been implemented passively and

simultaneously; this is in line with the decision of the Ministry of Education and Culture, namely that educational units are given the freedom to implement the curriculum (IKM) (Utama, 2023).

In the learning process, teachers are expected to use teaching modules to achieve learning objectives optimally. Learning should make students active and stimulate their attention, interest, and thoughts, creating fun learning; it can help simplify the complexity of the material that will be presented to students. And teachers should create tools that can support the teaching and learning process so that goals can be achieved effectively and efficiently (Apfani, 2018).

So far, educators have only been the main centre of learning; educators deliver learning material directly to children by talking at length without giving children many opportunities to ask questions and express opinions ; educators always prioritize smart children. Teachers have not created more innovative teaching modules, making learning feel boring. This can be seen from students' lack of enthusiasm for Indonesian language subjects because they do not have a real picture of how to process the material in Indonesian language subjects. Teaching modules are essential to support learning (Puspita, 2019).

Teachers are required to be creative in determining learning strategies and methods, selecting the learning media and applications used, and linking learning material to existing situations in the hope that students will easily understand the material presented and not become bored (Handayani, 2022). Teachers' ability to innovate will change students' learning habits by paying attention to students' learning styles. Teachers must understand all the students in the class, how they learn, and how they make their learning choices (Marlina et al., 2022). An effective learning process is learning that provides the freedom to choose the material they like, meaning students learn while working. In this way, they gain knowledge and other aspects of behaviour (Annisa & Marlina, 2019)

In more detail, of course, a teaching module in the independent curriculum has several distinctive elements, namely the existence of a learning achievement phase, character integration through the dimensions of the Pancasila student profile, diagnostic assessment before learning, differentiated learning, as well as test and non-test assessments, in addition to the elements of the module—teaching in general(Setiawan et al., 2022). In compiling a teaching module, a teacher must start by analyzing learning outcomes and organizing them into learning objectives. In the independent curriculum, learning outcomes contain two main elements: competencies and learning materials. For this reason, the teacher breaks down learning outcomes into several learning objectives , which are then arranged into a flow of learning objectives (Helmi et al., 2018)

Based on the results of observations and interviews in this research, it was found that the teaching modules created by the teacher only copied and pasted from the internet without making changes in the teaching module so that the content of the teaching and learning module did not match the learning process in the class and the existing module was the same as the teacher only changed the name without developing it. The teaching module is caused by the teacher not understanding the teaching module, so the learning teaching module does not match the material in the book and is only for the teacher's administration as a homeroom teacher or teaching staff Teachers can use the Indonesian language learning teaching module based on the *iSpring iSuitei*application , an *add-in*to the *Microsoft PowerPoint*application (Pakpahan & Rajagukguk, 2023).

According to research conducted Saputra & Alipia, (2022) *iSpring Suite*-based PowerPoint learning media is an innovation in developing learning materials using digital

technology. According to Larassaty, (2021). The iSpring application is a tool that can convert presentation files into flash forms that can be used on students' Android phones. The development of iSpring Suite-based teaching modules is expected to make it easier for students to master lessons and be able to study the material independently, and can be used as an alternative media that makes it easier to understand abstract material into concrete ones and makes students more active in learning (Zharfa & Saputro, 2022).

The right solution to overcome learning problems in the classroom is that teachers must be creative in developing teaching modules ; one of the Indonesian language teaching modules that teachers can develop is using the *iSpring Suite* application, where so far teachers have only used books and not used interesting teaching modules (et al., 2021). A module is a form of teaching material packaged completely and systematically, containing a set of planned learning experiences to help students master specific learning objectives. The minimum module contains learning objectives, learning materials/substances, and evaluation (Wanti et al., 2021). his research aims to develop an Indonesian language teaching module based on the iSpring suite application for class II elementary school students that is valid, practical, and effective.

Research Method

This research used research and development methods with the ADDIE model which includes stages, namely, *Analysis, Develoment, Design, Implemantion, Evalution.* (Pristi, 2021). The subjects in this research were class II students at SDS IT Cinta Islam Padang, SDN 15 Padang Sarai, and SD IT Baitul Hamdi, West Sumatra Province. This research data collection technique used observation, interviews, documentation, questionnaires, and tests (Marlina, 2018). The research instrument was a validation sheet from an independent curriculum content expert, material expert, language expert, two media experts, and a teacher and student practicality instrument. This research data analysis technique includes:

Module Validation Results

The calculation and final value of the validity results use the following:

$$\ddot{x} = \frac{\sum x}{n}$$

Information:

$\ddot{x}$ = Average Score
$\sum x$ = The total score for each component
N = Maximum total score

The five-scale conversion uses a conversion reference in the Benchmark Reference Approach (PAP) developed by Firmansyah as in the following table:

Table 1. Value Conversion

Quantitative Data	Score	Criteria
5	X>4,2	Very good
4	3,4<X≤4,2	Good
3	2,6<X≤3,4	Pretty good
2	1,8<X≤2,6	Not enough
1	X≤1,8	Very less

(Firmansyah et al., 2020)

Module Practicality

The practicality analysis technique aims to analyze the implementation of teacher response questionnaires and student response questionnaires in teaching modules.

Table 2 Practicality Criteria for Teaching and Learning Modules

Quantitative Data	Score	Criteria
5	X>4,2	Very good
4	3,4<X≤4,2	Good
3	2,6<X≤3,4	Pretty good
2	1,8<X≤2,6	Not enough
1	X≤1,8	Very less

(Lestari, et al., 2020)

Module Effectiveness

Analysis of teaching modules can be carried out using test validity, test reliability, level of difficulty of questions, test of different power of questions and test results and posttest, analysis of test data from pretest and posttest results which are tested using the following formula:

$$S = \frac{SB}{SM} \times 100$$

(Sudjana, 2005)

Information:

S : Score of each student's test results

SB : Total score obtained

SM : The maximum score of all students

Then the results of the analysis of the question evaluation sheet and the N-Gain Tests.

Results and Discussion

This research was carried out in 3 (three) schools, namely SDS IT Cinta Islam Padang, SDN 15 Padang Sarai, and SD IT Baitul Hamdi. The following are the results of data on the validity, practicality and effectiveness of the Indonesian language learning teaching module based on the *iSpring Suite* application.

Product validity

Independent Curriculum Content Validation Test Results were validated by Sri Meivina Deiwita, S.Si, S.Pd, M.Si on the content aspect of the independent curriculum. Based on the assessment aspects given by researchers for validation, the score obtained is 4.5, which is very good to use and is by the components in the teaching and learning module and can be applied. Language Validation Test Results in Linguist aspects consist of language rules, language use, language style, suitability of language to the level of development of students, and polite language. Validation by Dra. Elfia Sukma, M.Pd, Ph.D. Based on the assessment aspects researchers gave for validation, the score obtained was 4.5 in the very good category and can be applied.

Furthermore, the material validation test results are the content/material expert aspect, which consists of the suitability of the material with learning outcomes, the flow of learning objectives, questions, and pictures. Validation will be done by Mr. Dr. Chandra, M.Pd on the content/material aspect. Based on the assessment aspects the researcher gave for validation, the score obtained was 4.6 with the criteria "Very Good" and the last comment can be applied to the teaching module.

The media expert aspect consists of operating symbols, teaching module menus, background colors, and image suitability with the learning teaching module. Validation by Mrs. Dr. Feiti Yeni, J, M.Pd and Mr. Dr. Desyandri, M.Pd on media aspects. Based on the assessment aspects given by researchers for validation, the score obtained was 4.4 with the

criteria "Very Good", and the final comment was that the teaching module application could be applied Mr. Desyandri gave a total score of 4.3 with the criteria "Good:

Table 3. Overall Validity Results

Validator	Average	Category	Validity	Category
Independent Curriculum Content Expert	4,5	Very good	4,34	Very good
Linguist	4,5	Very good		
Content/Material Expert	4	Very good		
Media Expert	4,4	Very good		
Media Expert	4,3	Very good		

From the overall validation results, the validity results with an average of 4.34 can be said to be in the very good category

Product Practicality

Testing the practicality of the Indonesian language teaching and learning module based on the application of this suite can be seen from the teacher's response and the student's studies. The practicality of the product is based on the response of students and teachers as follows:

Table 4. Results of Teaching Module Practicality

No	Practitioner	Average	Category	Average	Category
1	Students	4,2	Very good	4,45	Very practical
2	Teacher	4,7	Very good		

From the practicality test results with an average of 4.45, it can be said that the module is very practical to use.

Product Effectiveness

Analysis of the evaluation sheet regarding the effectiveness of students' knowledge competition by presenting post-theist and pre-theist questions related to Indonesian language learning in two schools.

Table 5. Pretest and Posttest Calculation Data for SD IT Baitul Hamdi

No	Descriptive statistics	Pretest	Postest
1	Average	67	88
2	Standard Deviation	192,59	27,55
3	Variance	13,88	5,25
4	Lowest Value	40	80
5	The highest score	87	93

Table 6. Pretest and posttest calculation data for SDN 15 Padang Sarai

No	Descriptive statistics	Pretest	Postest
1	Average	73	90
2	Standard Deviation	145,03	49,01
3	Variance	12,04	7,00
4	Lowest Value	60	80
5	The highest score	93	100

Based on these values, we can compare the two schools. The test results obtained by SD IT Baitul Hamdi and SDN 15 Padang Sarai stated that 95% of the 19 students who used the

Indonesian language learning teaching module based on the *iSpring Suite* application got a score above the KKM 75, so this product was declared effective.

Analysis of Pretest and Posttest Uji N-Gain Assessment of the effectiveness of students' knowledge competencies by providing posttest and pretest questions related to Indonesian language learning from March 5 to April 30. The number of students who took part was 19 students from SD IT Baitul Hamdi and SDN 15 Padang Sarai 20 students. The post-test questions were given in multiple-choice form with 15 items. The results of the pretest and posttest recapitulation along with the results of the N-Gain Score analysis are as follows:

Tabel 7. *N-Gain Test*

No	School	Average *N-Gain Score*	Category	Average *N-Gain Score*	Category
1	SDIT Baitul Hamdi	0,58	Currently	58,23	Effective enough
2	SDN 15 Padang Sarai	0,55	Currently	54,58	Effective enough

Based on the table above, the average N-Gain Score of SD IT Baitul Hamdi is 0.58 with the current category and the previous N-Gain Score is an average of 58.23, then the SDN 17 Padang Sarai N-Gain Score is 58.23 "current" and N-Gain questions are available and the results are quite effective in improving learning outcomes.

Product Revision

The Indonesian language teaching and learning module product was revised based on the *iSpring Suite* application with suggestions and input from curriculum content experts, language materials, and two academic experts. Before the teaching module is used in the field, the teacher must consult a curriculum content expert to obtain content that aligns with learning needs. If a consultation is conducted, the study will not receive a review from the curriculum content experts and can be considered valid. Improvements made by language experts in the use of punctuation marks and the appearance of the teaching module before and after completion are as follows:

Table 8. Module Display Before and After Language Validation Revision

Before Revision	After Revision

Then the suggestions given by the material experts need to be revised by the researchers, while the suggestions from the material experts are appropriate, namely the initial component of P5, the learning objectives are in line with the learning achievements..

Table 9. Module Display Before and After Language Validation Revision

Before Revision	After Revision

Suggestions given by media experts that need to be improved by researchers are learning objectives and illustrating images according to the surrounding environment.

Table 10. Display of Media Validation Revision

Before Revision	After Revision

And suggestions from media experts and media improvements for questions and materials.

Table 11. Display of Media Validation Revision

Before Revision	After Revision

Discussion

Based on the results obtained from data analysis of the valid value of the teaching module by five validators, namely 4.34, which is in the valid category, the Indonesian language learning teaching module based on the *iSpring Suite* application is very suitable for use. The valid value obtained is based on the assessment indicators given to the validator, the suitability of the image to the material and animation in the material, questions to the material, and an evaluation carried out. The learning-teaching module is said to be valid if the assessment shows that the module's development is valid (Deibii, 2022). Further stated by Nuraiinii et al. (2020), if all aspects of the assessment have achieved validity, then the teaching module developed is declared suitable for use in learning.

Based on the results obtained from the Indonesian language learning teaching module based on the *Ispring Suite* application, the students' practicality score was obtained with a score of 4.2 in the "Very Good" category, while the teacher's practicality score was 4.7 in the

"Very Good" category. If averaged, the final score for the module teaching is 4.5 then the teaching module can be said to be very practical to use.

Development research carried out by Di et al., n.d. (2021) The results of research on the practicality of *iSpring Suite* Application-Based Learning Media in Integrated Thematic Learning in Class V Elementary Schools were stated to be practical and able to improve student learning outcomes and contribute to learning. Based on the explanation above, it can be concluded that the *iSpring Suite* Indonesian language teaching module is very suitable for teachers to use in the learning process.

The effectiveness of the Indonesian Language Learning Teaching Module Based on the Ispring Suite Application based on the evaluation sheet of test results obtained by SD IT Baitul Hamdi and SDN 15 Padang Sarai stated that 95% of the 19 students who used the *Ispring Suite* application-based Indonesian Language learning teaching module got a score above KKM 75 then this product is declared effective. According to research Atikah, (2021) earning carried out in class must adapt to the learning objectives so that the learning process is achieved and enjoyable. These learning outcomes can be measured through a test. Students who are successful in the learning process are students whose learning outcomes can reach the Minimum Completeness Criteria (KKM).

Pretest and Posttest Analysis of the N-Gain Test, the average N-Gain Score of SD IT Baitul Hamdi was 0.58 in the medium category and the pretest N-Gain Score was an average of 58.23. SDN 17 Padang Sarai N-Gain Score 58.23 in the "medium" category and the pretest N-Gaiin Score was 54.58 in the "Quite Effective" category, so it can be concluded that the questions are moderate. The results are quite effective in improving learning outcomes. Teaching modules developed based on students' needs make them happy, enthusiastic, interested, and easy to understand the material being studied so that the electronic modules developed through the *iSpring Suite* software attract students and complete the learning process (Ninawati et al., 2021).

Conclusion

The conclusion obtained from the results of this research is that the Indonesian language learning module that has been developed in this application has been very valid and can be used by teachers in the learning process that is applied to students, especially at the elementary school level. This Indonesian language teaching module is a very practical application. This means that students in the third grade of elementary school are helped to understand the material with teaching modules and teachers are helped in creating teaching modules. This Indonesian language learning module is quite effective in using the *iSpring Suite* application. This is known from the students' pre-theist and post-theist results.

Recommendation

It is recommended that teachers use learning teaching modules based on applications that are related to technology, especially in Indonesian language learning for elementary school students, so that they can be more effective in improving learning outcomes so that the learning process is not boring, research further suggestions can be made developing application-based modules in Indonesian language learning in class II elementary school to improve student learning outcomes with a wider scope and different conditions.

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