



# DEVELOPMENT OF E-MODULES BASED ON BLOG INSTRUCTIONAL DESIGN COURSES OF LAMONGAN ISLAMIC UNIVERSITY

Sugiarni<sup>1</sup>, M. Subandowo<sup>2</sup>, Hari Karyono<sup>3</sup>

<sup>1,2,3</sup>Universitas PGRI Adi Buana Surabaya

Jl. Dukuh Menanggal XII, Dukuh Menanggal, Kec. Gayungan, Kota SBY, Jawa Timur 60234

Email: [ernyavicenna@gmail.com](mailto:ernyavicenna@gmail.com)<sup>1</sup>, [bandowo@unipasby.ac.id](mailto:bandowo@unipasby.ac.id)<sup>2</sup>, [harikaryono@unipasby.ac.id](mailto:harikaryono@unipasby.ac.id)<sup>3</sup>

## ARTICLE INFO

### Article history:

Received: Jun 14, 2022

Revised: Jul 17, 2022

Accepted: Aug 30, 2022

### Keywords:

E-Module, Blog, Instructional Design

## ABSTRACT

The purpose of this development is to produce a Blog-Based E-Module on Instructional Design Courses at private universities in Lamongan in particular and it is also expected for students as a whole, because Blog-Based E-Modules are generally opened access via an internet connection. The development model used in the development of interactive learning multimedia is the ADDIE model. The development stages of the ADDIE model consist of five stages which include analysis, design, development, implementation and evaluation. The result of this development is that this Blog-Based E-Module Product has a material feasibility level of 86.66%, a learning design feasibility 94.28%, and a learning media feasibility 94.28%. While the small group trial rate is 90.79% and based on field trials 91.22% with very decent qualifications and does not need to be revised.

Copyright © 2022 Jurnal Mantik.  
All rights reserved.

## 1. Introduction

From time to time, learning technology has been present to color the learning process, in the past, learning still relied on the presence of lecturers and students. Meanwhile, in this modern era, internet technology is very necessary in the learning process. The emergence of the ontology basis for the learning concept includes: (1) the existence of large groups that have not been fulfilled in learning, (2) the existence of learning resources that cannot be utilized for the learning process, (3) it is necessary to make efforts to process learning resources in order to fulfill the learning desires of each student. individuals, and (4) the need for management of learning resources so that they can be used optimally for the learning process (Warsita, 2013; Widiyono & Millati, 2021; Yuhdi & Amalia, 2018).

One of the known learning resources in learning is teaching materials or E-modules (Farida & Ratnawuri, 2021; Rahmadhani & Efronia, 2021; Syifak et al., 2021). Teaching materials or E-modules are learning components that need attention. This is because the E-module is able to provide convenience for students to absorb learning materials.

Instructional Design subject is one of the subjects considered difficult by most students, this is indicated by student learning outcomes which tend to be low. At the Islamic University of Lamongan, indicators of low student learning outcomes have been shown for the last three years, namely as much as 60%-70% of the 5th semester student scores. One of the causes of low student learning outcomes is the low motivation/interest of students to study Instructional Design subjects, this can be seen from the low attention and involvement of students during learning activities and the completion of tasks that are made carelessly.

This is the basis for implementing blog-based E-modules in learning to overcome the problems above. The application of blog-based E-modules is a learning that prioritizes meaningfulness or real learning (Arsentieva & Morozova, 2021; Lacksana et al., 2020; Prasetyo, Udik ; Astuti, Irnin A ; Dsamo; Noor, 2020). Learning must start from something real so that students can be involved in the learning process meaningfully.



Based on the results of initial observations at the Islamic University of Lamongan, it was found that the available learning resources for Instructional Design courses are generally limited to the available learning resources as they are, usually in the form of textbooks without including media that are in accordance with the characteristics of the learning material.

The development of blog-based E-modules at the Lamongan Islamic University is seen by developers as very urgent at this time, because the E-modules and learning strategies used so far are not in accordance with the characteristics of students. The results of the developer's observations show that (1) students are less interested in Instructional Design Courses because the presentation of Instructional Design Courses is less attractive, and is more in the nature of memorizing concepts and then repeating them and is considered less relevant to real life, (2) student learning outcomes in Instructional courses Design at the Islamic University of Lamongan is relatively low, (3) learning in class is generally conventional, namely by direct teaching methods, less active participation from students and lecturers' attention is more focused on teaching and less able to develop the potentials of students, (4) less the availability of E-modules equipped with media that are in accordance with the characteristics of the material presented, (5) the available E-modules generally do not pay attention to student characteristics, (6) the test items arranged in the E-modules are generally not in accordance with the learning objectives/indicators determined by the lecturer, so that if the test items are tested on students, the results are not as expected.

Based on this background, it is necessary to develop a learning package for the Instructional Design Course. The development of this learning package is expected to contribute to the learning process for the Instructional Design Course at the Islamic University of Lamongan. The intended contribution is an increase in student learning motivation because this learning package is structured according to student needs, using various methods, media and learning resources so as to create a fun and challenging learning atmosphere. Increased interest and motivation to learn students are also expected to improve learning outcomes.

## 2. Methods

This type of research is research and development, which aims to develop a new product. According to (Sugiyono, 2017) development is a development method used to produce a certain product, as well as to test the effectiveness of the product. The use of development to produce a certain product and to test the feasibility, practicality, and effectiveness of the product with the aim of producing a product for learning media. The development is a needs analysis and the effectiveness of products that are suitable for use in 5th semester students of the Instructional design course in the English Language Study Program, Lamongan Islamic University.

The development of learning media in the form of blog-based E-modules is known through validation from material experts, validation from media experts, validation of design experts and validation from lecturers or colleagues and testing the use of products by students. Development and development of blog-based E-modules using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The ADDIE model is programmed with systematic activities so that problem solving in learning related to learning media is in accordance with the characteristics of student learning and according to needs. The ADDIE development model consists of five stages which include analysis, design, development, implementation, evaluation (Sugiyono, 2017).

The steps for the development of ADDIE development, in this development are provided the chart below:

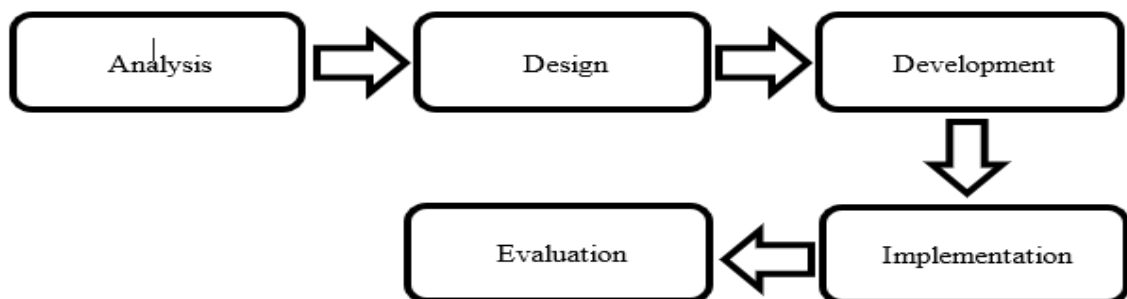


Figure 1. Steps of ADDIE Development Model

### 3. Results and Discussion

#### 3.1 Presentation and analysis of data Content experts

Validation of Content Experts/Materials Development draft as an E-module based on early development learning blogs consisting of E-modules. The learning package draft was submitted to the learning content expert on March 29, 2022 for feedback/assessment. The content expert who validates the content in this E-learning module is a lecturer at PGRI Adi Buana University, Surabaya. Data collection was carried out using a questionnaire and discussion method. Figure 2 presents data analysis of E-modules based on blogs for instructional design courses tested by learning content experts. Inputs and suggestions from content experts regarding blog-based E-modules are that blog-based E-modules are suitable for online or offline learning.



Figure 2. The results of the content expert validation

The results of the validation of the calculation of the average percentage of blog-based E-modules are 87% Very good qualification, no need for revision. Very good qualification, no revision needed. Suggestions for improvements to the letters and fonts are made various so that they are more diverse.

#### 3.2 Learning Design Expert Validation

Learning design experts who were asked to provide input on blog-based E-module development products are learning design experts. The learning design questionnaire instrument was submitted and consulted with design experts on March 20, 2022. The learning design expert appointed by the developer to validate the learning design in this blog-based E-module is a lecturer at the Postgraduate Program at Adi Buana University, Surabaya. The validation data of learning design experts on blog-based E-modules is presented in Figure 3

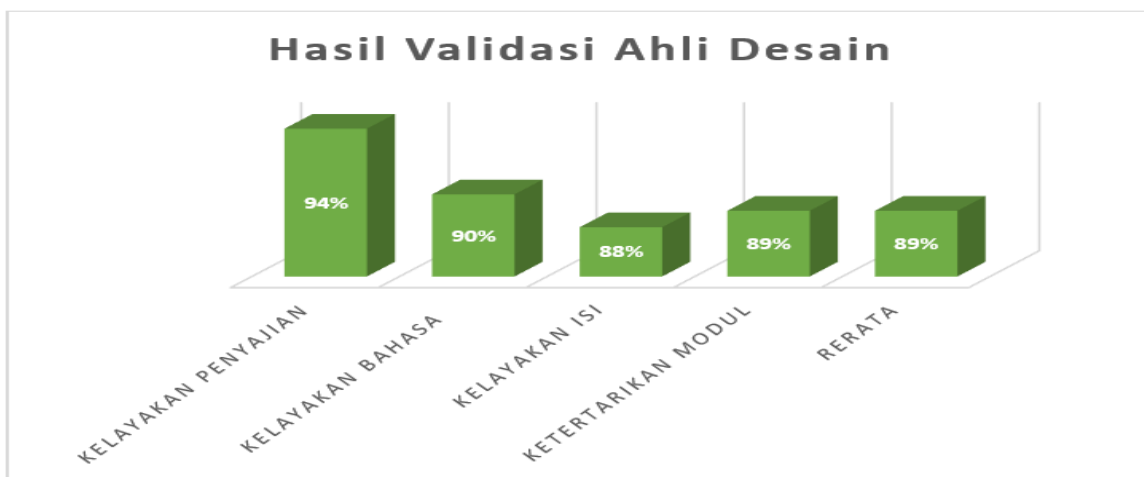


Figure 3. Results of Design Expert Validation

Further improvements from learning design experts regarding blog-based e-modules are: (1) try different images and fonts to attract reading interest, (2) images should not be too small. The results of the validation of the calculation of the average percentage of blog-based E-modules are 89% Very good qualification, no need for revision. Very good qualification, no revision needed. Suggestions for improvements to the letters and fonts are made various so that they are more diverse.

### 3.3 Media Expert Validation

The development of a learning package in the form of a blog-based E-module was asked for validation from a learning media expert on March 23, 2022. The learning media expert appointed by the developer to validate in this blog-based E-module was a lecturer at the Postgraduate Program at Adi Buana University, Surabaya. Discussions and questionnaires were collected on March 29, 2022. Data were collected using the questionnaire method.

The data on the results of the assessment/response of learning media experts on blog-based E-modules are as follows:

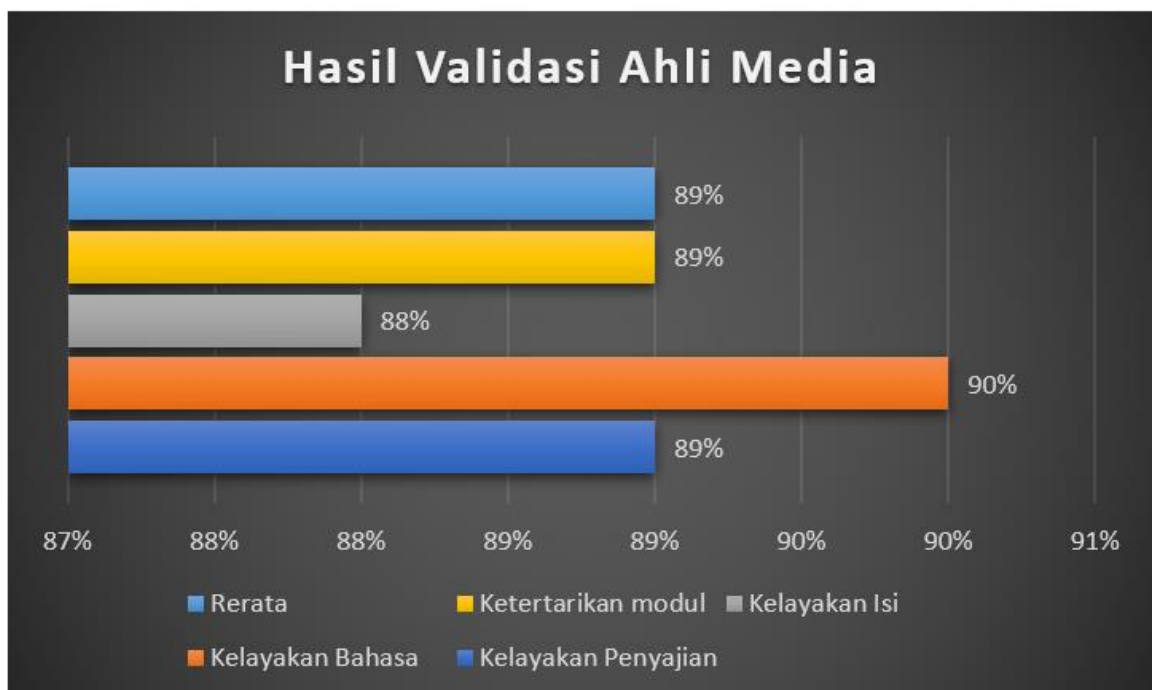


Figure 4. Media Expert Validation Results

Comments and suggestions from learning media experts related to blog-based E-modules are that in principle the media developed in the preparation of the Teaching Materials, Media and Learning Technology module deserves to be used as one of the thesis research instruments. The results of the validation of the calculation of the average percentage of blog-based E-modules are 89% in very good qualifications, so the E-modules do not need to be revised. Comments from learning media experts are welcome, especially on the statement that this E-module deserves to be used as a research instrument.

### 3.4 Product Trial

#### a. Small Group

The results of the revision were based on suggestions from subject content experts, design experts and learning media experts, the developer conveyed the results of the revised learning package to nine students as respondents in a small group test with a questionnaire. Lessons learned to do a small group test on March 30, 2022. Respondents filled out a questionnaire whose results were used as material for improving data on design feasibility, language feasibility, content feasibility, and module benefits.

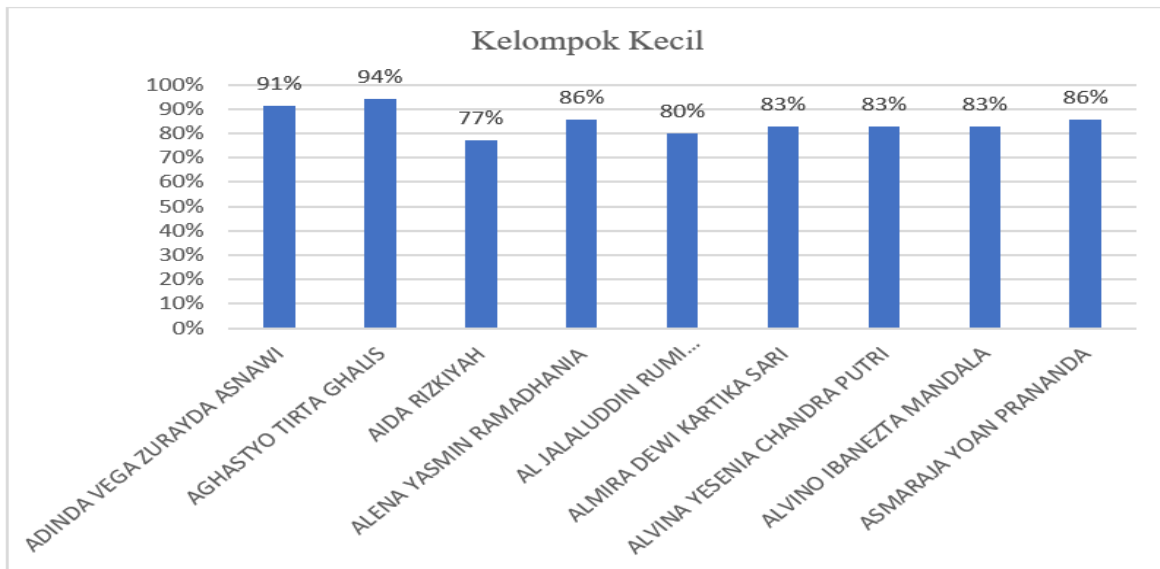


Figure 5. Small Group Test Results

**b. Field Trial**

Field trials were conducted on 5th semester students of English study program at one of Lamongan's private universities on April 13, 2022. The number of respondents in this field test was 21. The field trial format was given to students.

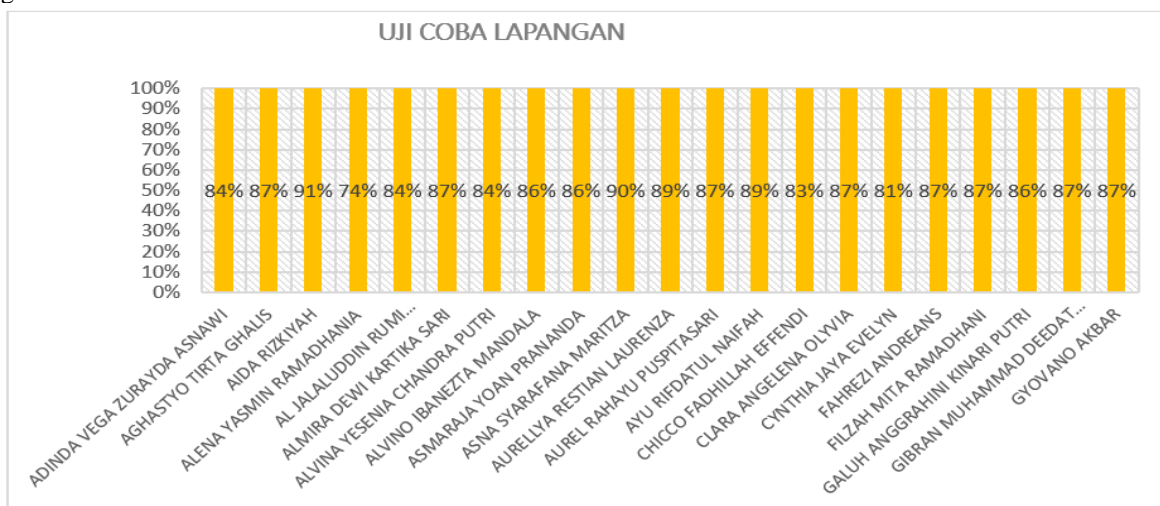


Figure 6. Field test results

**3.5 Discussion**

Blog-Based E-Module on Instructional Design Course is intended for students of the Islamic University of Lamongan thanks to being a companion book for learning resources that the author has compiled with the contents of the Instructional Design Course in accordance with the syllabus. Instructional Design Course is the initial material for students to recognize and understand Instructional Design Courses. By referring to the theoretical basis that the Blog-Based E-Module program is one of the internet-based learning that can increase the intensity of student learning by using their cellphones and laptops. In this learning concept, the Blog-Based E-Modul brings the benefits of the availability of materials that can be accessed at any time and the visualization of interesting material through mobile devices. Furthermore, (Arighi et al., 2020; Lingga et al., 2021; Listiani, 2021) said that the Blog-Based E-Module material is an enrichment if students quickly master or understand the subject matter delivered by the teacher face-to-face and are given the opportunity to

access the Blog-Based E-Module material which was developed to students, so that it will further strengthen the level of student mastery of the subject matter presented by the teacher in the classroom.

The use of information and communication technology in the world of education continues to grow with various strategies which can basically be grouped into the Electronic Learning (E-Learning) system as a form of learning by utilizing digital media. The term Blog-Based E-Module can also be said as a form of learning that utilizes mobile devices and technology. Blog-Based E-Module is a development of E-Learning. The term Blog-Based E-Module refers to handheld and mobile IT devices such as PDAs (Personal Digital Assistants), cellular phones, laptops, tablet PCs, and so on. Blog-Based E-Modules can make it easier for users to access learning content anywhere and anytime, without having to visit a certain place at a certain time.

Blog-Based E-Modules are related to learning mobility, in the sense that students should be able to engage in educational activities without having to do it in a certain physical location (Ambarita & Yuniati, 2021; Munirah & Budiyo, 2020; Siregar et al., 2020). From this information source, it is the basis for the author to develop a Blog-Based E-Module learning media. The Blog-Based E-Module Program is an internet-based learning program that can increase the intensity of student learning by using their cellphones and laptops. In this learning concept, the Blog-Based E-Module brings the benefits of the availability of materials that can be accessed at any time and the visualization of interesting material through mobile devices.

As for the results of media trials conducted on 33 students of the Islamic University of Lamongan, it turned out that they gave a positive response to the use of Blog-Based E-Modules as learning media. By looking at the results of the questionnaire answers and comments on 33 students, it can be said that the Blog-Based E-Module has an attractive appearance and is more practical than books in physical form. Students become motivated to read because the Blog-Based E-Module has the advantage of being directly connected to the internet so that students can access deeper information if students still need additional information.

Blog-Based E-Module is also equipped with various practice questions which include objective and subjective questions. So that students can practice at home as assignments given to students. The author can take an assessment of activities at home, for example, students identify in the Instructional Design Course. The results of observations made by students will produce a variety of data variations. The Blog-Based E-Module that the author arranged also serves as a practical procedure book. After students conduct observations at home, students will make reports of the observations made and will then be discussed in class so that a conclusion will be drawn from the observations that have been made.

From the data from the recapitulation of student questionnaire answers, a percentage of 93% individual trials, 90% small group trials and 91% field trials, so that it can be obtained an opinion that the material in the Blog-Based E-Module prepared by the author can foster student interest in reading. , due to the attractive appearance and different from the package book. Students also think that Blog-Based E-Modules are more efficient because they don't have to buy expensive textbooks, and are practical because they are easy to carry, and are connected to the internet so they can be read anywhere via Smart Phones. For more details, see the following image.

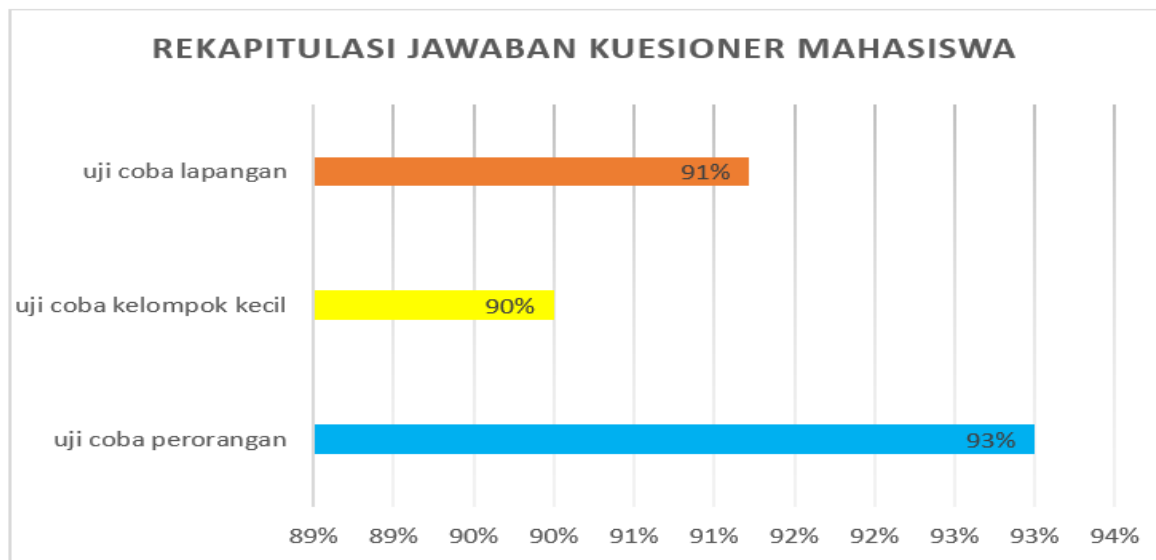


Figure 7. Student Questionnaire Results

#### 4. Conclusion

Based on the results of research on the development of blog-based e-modules in 5th semester students of the English Language Study Program at the Islamic University of Lamongan, the following conclusions can be drawn: (1) The development of blog-based e-modules for students in the 5th semester of English study program is developed based on an analysis of the needs of lecturers and students through a needs questionnaire provided by the developer, (2) the results of the validation of material experts, media experts, and design experts on blog-based e-module development products for 5th semester students of the English language study program at the Islamic University of Lamongan with appropriate criteria to be developed, and (3) based on From the results of research on the development of blog-based e-modules in 5th semester students of the English Language Study Program at the Islamic University of Lamongan, it can be concluded that blog-based e-module learning media is used to develop skills in designing creative, innovative and interesting learning.

#### References

- Ambarita, J., & Yuniati, E. (2021). Blog Interaktif Berbasis Literasi Digital Sebagai Media Kampanye Moderasi Beragama Bagi Generasi Milenial. *Tatar Pasundan: Jurnal Diklat Keagamaan*, 15(2). <https://doi.org/10.38075/tp.v15i2.229>
- Arighi, H., Purwanto, I., & Andriansyah, A. N. (2020). Implementasi Penggunaan Blog Sebagai Media Pembelajaran Pada Siswa Kelas Xi Sman 34 Jakarta Di Mata Pelajaran Ekonomi. *Sosio-Didaktika: Social Science Education Journal*, 6(2). <https://doi.org/10.15408/sd.v6i2.14415>
- Arsentieva, A. D., & Morozova, A. A. (2021). Reasons Of Intolerance In Social Media: Analysis Of Blog Content And Comments On The Resource «Yandex.Zen. *Sign: Problematic Field In Mediaeducation*, 1. <https://doi.org/10.47475/2070-0695-2021-10109>
- Farida, N., & Ratnawuri, T. (2021). Pengembangan E-Modul Interaktif Berbantu Flipbook Pada Mata Kuliah Statistik. *Universitas Muhammadiyah Metro*, 3.
- Lacksana, I., Majdi, M. Z. Z., & Mafirja, S. (2020). Blog-Based Self-Understanding To Increase Self-Efficacy Of Vocational High School Students. *Konseli: Jurnal Bimbingan Dan Konseling (E-Journal)*, 7(1). <https://doi.org/10.24042/kons.v7i1.6070>
- Lingga, Y. M., Yulianti, W., & Ningsih, Y. (2021). Improving English Speaking Skill Of Efl Class By Using Video Blog On Social Media. *Journal Of Applied Linguistics And Literacy*, 5(1).
- Listiani, L. (2021). Developing Blog For English Essay Writing Class. *Uad Tefl International Conference*, 2. <https://doi.org/10.12928/utic.v2.5739.2019>
- Munirah, M., & Budiyono, A. (2020). Pemanfaatan Media Video Blog ( Vlog ) Untuk Meningkatkan Keaktifan Dalam Mendampingi Siswa Di Rumah. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat (Senias) 2020*.
- Prasetyo, Udik ; Astuti, Irin A ; Dsamo; Noor, I. (2020). Pengembangan Media Pembelajaran Berbasis Web Blog Pada Konsep Momentum Dan Impuls. *Jurnal Ilmiah Mahasiswa Pendidikan Fisika*, 1(2).
- Rahmadhani, S., & Efronia, Y. (2021). Penggunaan E-Modul Di Sekolah Menengah Kejuruan Pada Mata Pelajaran Simulasi Digital. *Javit : Jurnal Vokasi Informatika*. <https://doi.org/10.24036/javit.v1i1.16>
- Siregar, T. M., Frisnoiry, S., & Andreani, A. (2020). Blog As A Learning Media In Increasing Student Understanding. *Journal Of Physics: Conference Series*, 1462(1). <https://doi.org/10.1088/1742-6596/1462/1/012032>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (25th Ed.). Alfabeta.
- Syifak, W., Agustina, E. N. S., & Kusumawati, I. B. (2021). Pengembangan E-Modul Matematika Dengan Pendekatan Kontekstual Berbasis Software Geogebra Pada Materi. *Jedma: Jurnal Edukasi Matematika*, 2(1).
- Warsita, B. (2013). Perkembangan Definisi Dan Kawasan Teknologi Pembelajaran Serta Perannya Dalam Pemecahan Masalah Pembelajaran. *Jurnal Kwangsan*. <https://doi.org/10.31800/jurnalkwangsan.v1i2.6>
- Widiyono, A., & Millati, I. (2021). Peran Teknologi Pendidikan Dalam Perspektif Merdeka Belajar Di Era 4.0. *Journal Of Education And Teaching (Jet)*, 2(1). <https://doi.org/10.51454/jet.v2i1.63>
- Yuhdi, A., & Amalia, N. (2018). Desain Media Pembelajaran Berbasis Daring Memanfaatkan Portalschoolology Pada Pembelajaran Apresiasi Sastra. *Basastra*. <https://doi.org/10.24114/bss.v7i1.9320>

