



# DEVELOPMENT OF DIGITAL BOOK ON SHORT STORY MATERIALS IN INDONESIAN LANGUAGE LESSONS

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## ABSTRACT

The purpose of this development is this development is to produce a Digital Book as an interesting source of information with Indonesian language subject matter so that it can improve student learning outcomes in doing exercises in Indonesian lessons. The development process involves subject matter experts, learning design experts and learning media experts to provide feedback and suggestions for improvement. In addition, the Indonesian language teacher as a user of this Digital Book also provided feedback and input. The use of Borg & Gall's Digital Book Development for Indonesian subjects can effectively increase active learning interactions. The results of this development research are that this Digital Book Product has a material feasibility level, learning design feasibility, and learning media feasibility. While the level of small group trials and field trials with qualifications is very feasible and does not need to be revised.

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## 1. Introduction

To improve the quality of education is not an easy thing to do because there are factors that influence, for example: (1) students' understanding in mastering the subject matter provided, (2) teachers must have the knowledge and skills to teach such as the approach or learning media provided (Nulhaqim et al., 2016; Patras et al., 2019). Teachers in carrying out teaching and learning activities are able to choose media that are in accordance with the subject matter, to achieve optimal success, it is very necessary to apply the right media ('Aini, 2021). Thus, it can be understood that if a teacher cannot choose media that is in accordance with the material being taught, teaching will not provide optimal results. So, to be a creative and fun teacher, you are required to have the ability to develop and choose effective teaching media. This is important to create a conducive and fun learning climate, the way teachers carry out a learning activity may require different media from other learning (Darmawan & Surya, 2017; Firdaus Hermawan, 2019)(Kamil & Nuryadin, 2019; Yudianto, 2017).

Based on the results of observations and interviews of researchers at SMAN 1 Sangkapura, it is known that the learning carried out by teachers in the classroom, especially in Indonesian subjects is still lacking. The fact that we see in the field is that the learning given to students only refers to cognitive learning by using the lecture method, taking notes and giving exercises or assignments. The learning used is still monotonous (less varied). This causes students to become inactive or tend to be passive. The low student learning outcomes are also due to the fact that in learning teachers rarely use learning media, even though the media can be used as a learning resource that can connect students' thinking activities to be more real. In this case, the learning process cannot be said to have achieved maximum learning. One of the changes that need to be made so that learning becomes active and fun is to use Digital Books (Indariani et al., 2019; Kusuma & Yosrita, 2017; Omar & Siti Ezaleila, 2018). If in the Indonesian language learning process using the right Digital Book on Short Story Material, the learning process carried out can improve students' Indonesian learning outcomes.

The development of digital book technology in short story material is currently in great demand by students because of the various features offered and supported by internet capabilities that allow users to provide or show various types of digital media, so that as educators can see a form of strategy in developing



learning media, which is expected to be able to make students enthusiastic in learning therefore the presence of Digital Books on Short Stories is intended as a complement to learning media (Rustaman et al., 2019; Wijaya et al., 2017).

Based on this background, it is necessary to develop a Digital Book on Short Story Material for Indonesian subjects. The development of a digital book on short story material is expected to be able to contribute to the process of learning Indonesian subjects at SMAN 1 Sangkapura. The contribution in question is an increase in student learning motivation because the Digital Book on Short Story Material is arranged according to the needs of students, using various methods, media and learning environments 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 Borg & Gall model. The Borg & Gall model is structured programmatically 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 Borg & Gall model development model consists of five stages which include: (a) Research and Data Collection, (b) Planning, (c) Initial Product Development, (d) Initial product trial/Limited Trial, (e) Product Improvement Initial, (f) Wider Field Trial, (g) Product Improvement of Wider Field Test Results, (h) Final Product Trial, (i) Final Product Revision or Improvement, (j) Dissemination and Implementation (Sugiyono, 2017).

The steps for the development of Borg & Gall, in this development are provided the chart below:

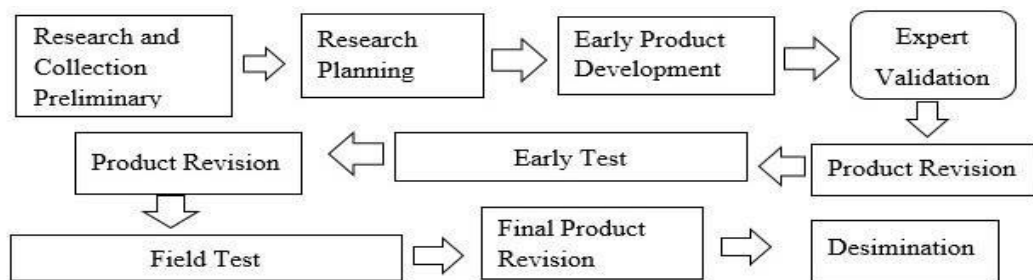


Figure 1. Steps of Research Borg and Gall Model

## 3. Results and Discussion

### 3.1 Content Expert Validation

Expert Validation of Content / Material Development Products as Digital Books on Short Stories for Indonesian Language Subjects. The digital book product in the short story material for Indonesian subjects is submitted to the learning content expert for feedback/assessment. The content expert who validated the contents in the Digital Book on Short Stories for Indonesian Language Subject is a lecturer at PGRI Adi Buana University, Surabaya. Data collection was carried out using a questionnaire method.

Figure 2 presents data analysis of Digital Books on short story material for Indonesian subjects tested by learning content experts. Input and suggestions from content experts regarding Digital Books on Short Stories for Indonesian Language Subjects are very suitable for use for online or offline learning.

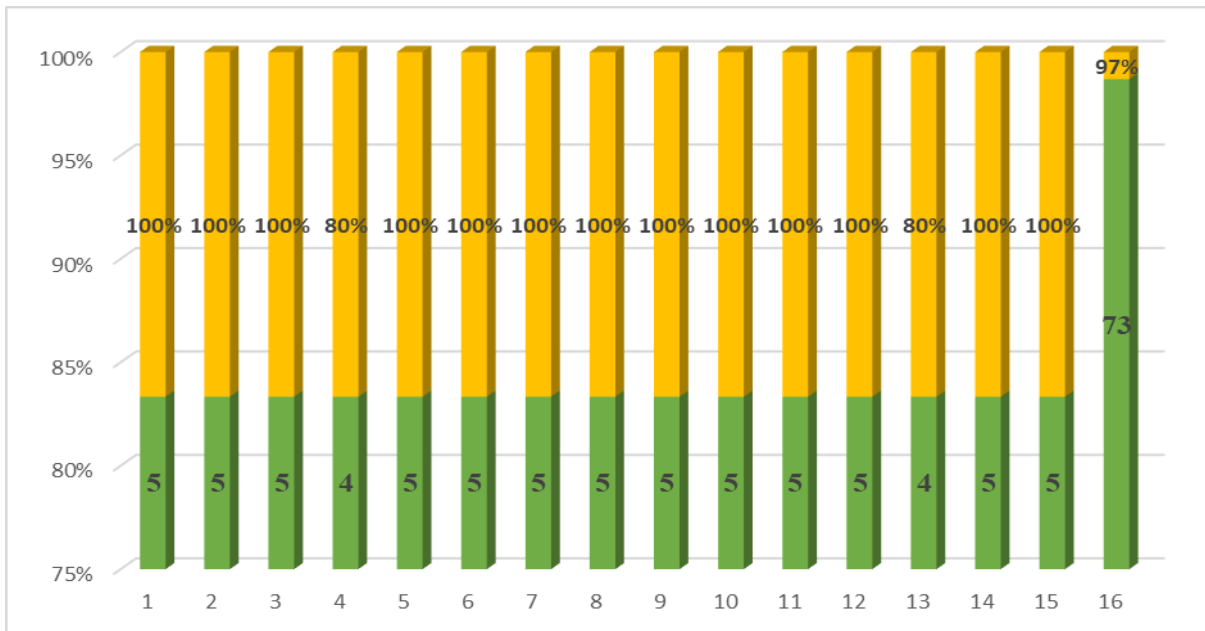


Figure 2. Content Expert Validation Results

The results of the validation of the calculation of the average percentage of Digital Books on Short Stories for Indonesian Language Subjects are 97% Very good qualifications, no need to be revised. Very good qualification, no revision needed. His suggestion of improvement on the picture should be interesting.

### 3.2 Design Expert Validation

Expert validation of product development design as a digital book on short story material for Indonesian subjects. The digital book product in the short story material for Indonesian subjects is submitted to the learning design expert for feedback/assessment. The design expert who validated the design in the Digital Book on Short Stories for Indonesian Language Subject is a lecturer at PGRI Adi Buana University, Surabaya. Data retrieval was carried out by the questionnaire method.

Figure 3 presents data analysis of Digital Books on Short Stories for Indonesian Language Subjects tested by learning design experts. Input and suggestions from design experts regarding Digital Books on Short Stories for Indonesian Language Subjects are very suitable for use for online or offline learning.

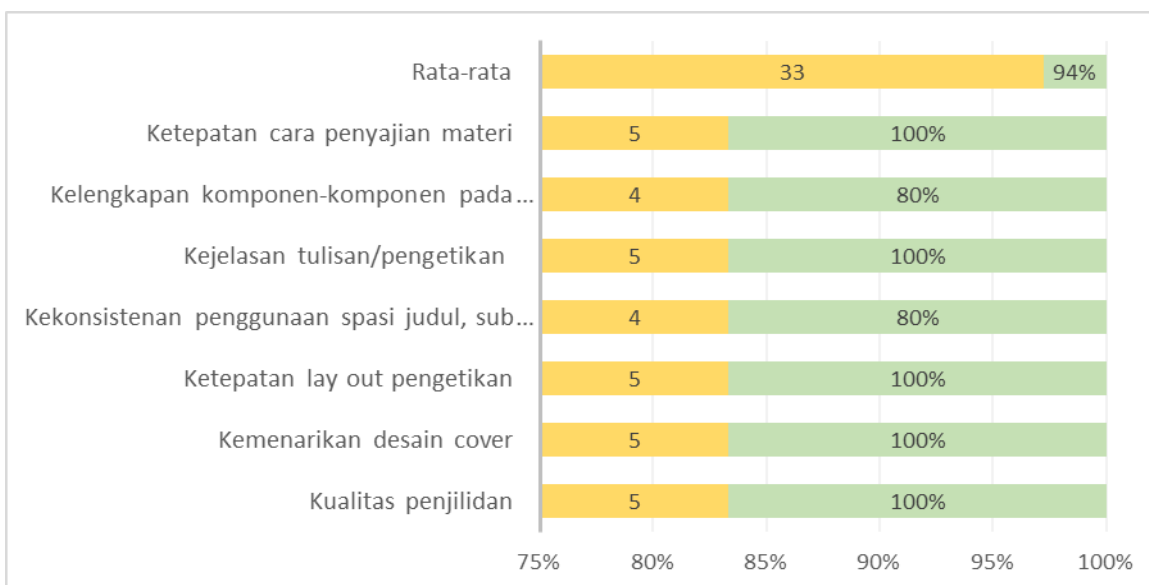


Figure 3. Design Expert Validation Results



The results of the validation of the calculation of the average percentage of Digital Books on Short Stories for Indonesian Language Subjects are 94% Very good qualifications, no need for revision. Very good qualification, no revision needed. His suggestion of improvement on the image should be interesting.

### 3.3 Media Expert Validation

Expert Validation of media product development as a digital book on short story material for Indonesian subjects. The digital book product in the short story material for Indonesian language subjects is submitted to learning media experts to obtain feedback/assessments. The media expert who validates the media in Digital Books on Short Stories for Indonesian Language is a lecturer at PGRI Adi Buana University, Surabaya. Data collection was carried out using a questionnaire method.

Figure 4 presents data analysis of Digital Books on Short Stories for Indonesian Language Subjects tested by learning media experts. Input and suggestions from media experts regarding Digital Books on Short Stories for Indonesian Language Subjects are very appropriate to use for online or offline learning.

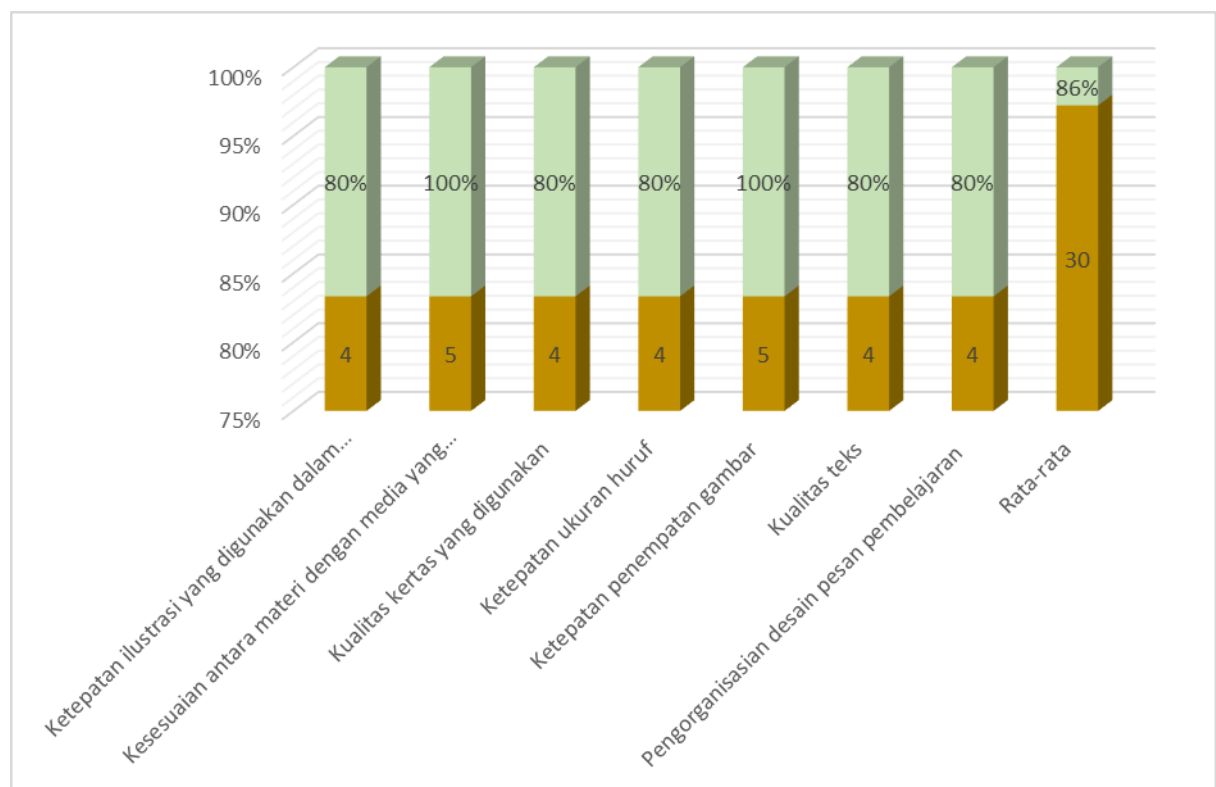


Figure 4 Media Expert Validation Results

The results of the validation of the calculation of the average percentage of Digital Books on Short Stories for Indonesian Language Subjects are 86% Very good qualifications, no need for revision. Very good qualification, no revision needed. His suggestion of improvement on the picture should be interesting.

### 3.4 Product Trial

#### a. Small group

The results of the revision were based on suggestions from subject matter experts, design experts and learning media experts, the developer conveyed the results of the product revision 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 the feasibility of Digital Books on Short Stories for Indonesian Language Subjects.

Figure 5 presents data analysis of Digital Books on short stories in Indonesian subjects that were tested in small groups. Inputs and suggestions from small groups regarding Digital Books on Short Stories for Indonesian Language Subjects are very suitable for use for online or offline learning.

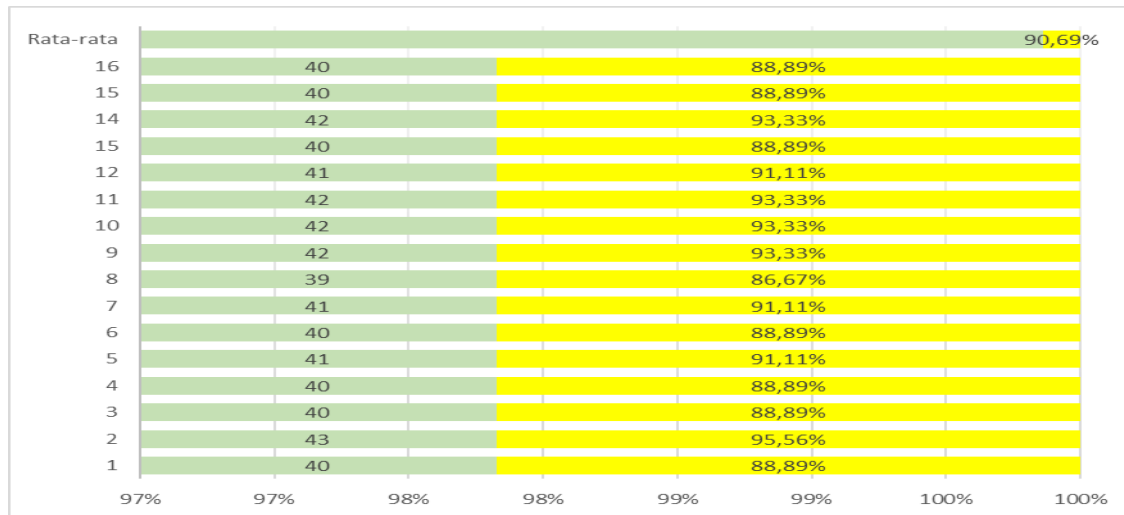


Figure 5. Small Group Results

The results of the validation of the calculation of the average percentage of Digital Books on Short Stories for Indonesian Language Subjects are 90.69% Very good qualification, no need to revise. Very good qualification, no revision needed.

1) Field Group

The results of the revision were based on suggestions from subject matter experts, design experts and learning media experts, the developer conveyed the results of the product revision to twenty-one students as respondents in a field group trial using a questionnaire. Lessons learned to conduct field group trials on March 30, 2022. Respondents filled out the results of the questionnaire as material for improving data on the feasibility of Digital Books on Short Stories for Indonesian Language Subjects.

Figure 6 presents data analysis of Digital Books on short stories in Indonesian subjects that were tested in small groups. Inputs and suggestions from field group trials relating to Digital Books on Short Stories for Indonesian Language Subjects are very suitable to be used for online or offline learning.

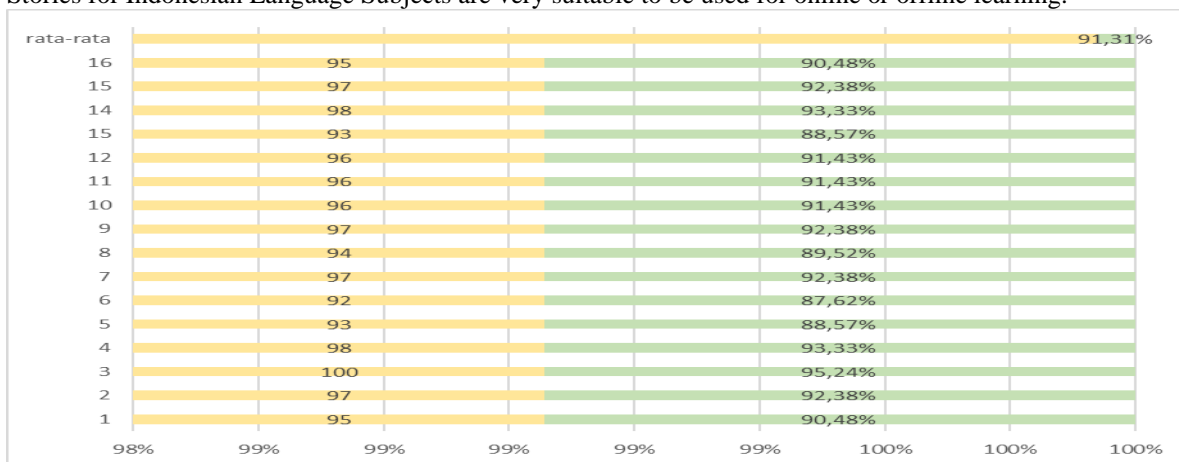


Figure 6. Field Group Results

The results of the validation of the calculation of the average percentage of Digital Books on Short Stories for Indonesian Language Subjects are 91.31% Very good qualifications, no need for revision. Very good qualification, no revision needed.

3.5 Discussion

The Digital Book with the theme of Short Story Material in Indonesian subjects is intended for Class XI students of SMAN 1 Sangkapura thanks to as a companion book for learning resources that the author



arranges with the content of the material in accordance with the syllabus for Indonesian subjects. Short story material topics are initial material for students to recognize and understand Indonesian subjects. By referring to the basic theory that the mobile learning program is one of the internet-based learning that can increase the intensity of student learning by using their mobile phones. In this learning concept, mobile learning 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, Agung Rinaldy Malik et al., (2020); Siti Suprihatiningsih et al., (2020); Sumiati et al., (2020) said that Mobile Learning material is an enrichment if students quickly master or understand the subject matter delivered by educators face-to-face given the opportunity to access Mobile Learning materials that were developed for students, so that it will further strengthen the level of student mastery of the subject matter delivered 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 mobile learning can also be said as a form of learning that utilizes mobile devices and technology. Mobile Learning (M-Learning) is the development of E-Learning. The term mobile learning refers to handheld and mobile IT devices such as PDAs (Personal Digital Assistants), cell phones, laptops, tablet PCs, and so on. Mobile learning can make it easier for users to access learning content anywhere and anytime, without having to visit a certain place at a certain time. Mobile learning is 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. Kamasi & Saruan, (2020); Khabibah & Yuwana, (2020); Sumiati et al., (2020b). From these sources of information, it is the basis of the author to develop mobile learning media. The mobile learning program is an internet-based learning program that can increase the intensity of student learning by using their mobile phones. In this learning concept, mobile learning brings the benefits of the availability of materials that can be accessed at any time and the visualization of interesting material through mobile devices.

Meanwhile, the results of media trials conducted on 33 students of Class XI SMAN 1 Sangkapura turned out to have given a positive response to the use of digital books as learning media. By looking at the results of the questionnaire answers and comments on 33 students, it can be said that digital books have an attractive appearance and are more practical than books in physical form. Students become motivated to read because digital books have the advantage of being directly connected to the internet so that students can access deeper information if students still need additional information.

The author also completes the Digital Book 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 the acid and base properties of a material by using natural indicators (turmeric), or using various types of coloured vegetables. The results of observations made by students will produce a variety of data variations. The digital book that the author has compiled also functions 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 students' answers to the questionnaire, a percentage of 93% of individual trials, 90% of small group trials and 91% of field trials can be obtained, so it can be concluded that the material in the digital book prepared by the author can foster student interest in reading, because the display interesting and different from the package book. Students also think that digital books are more efficient because they do not have to buy expensive package books, and are practical because they are easy to carry, and are connected to the internet so that they can be read anywhere via a Smart Phone. For more details, see the following image.

#### 4. Conclusion

Based on the results of research on the development of digital books on short story material for Indonesian language subjects for class XI SMAN 1 Sangkapura, it can be concluded several things as follows: (1) Development of digital books on short stories material for Indonesian subjects was developed based on an analysis of the needs of teachers and students through the needs questionnaire provided. by the developer, (2) The results of the validation of material experts, media experts, and design experts on the product development of Digital Books on Short Story Material for Indonesian Language Subjects with very feasible criteria to be developed, and (3) Based on the results of research on the development of Digital Books on

Short Story Materials for Eyes In Indonesian lessons, it can be concluded that the digital book learning media is used to develop skills in designing creative, innovative and interesting learning.

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