



Wag-Based E-Book Development in English Class VII Students SMPN 1 Songgon Banyuwangi

Tri Tijantini¹, Rufii², Djoko Adi walujo³

^{1,2,3}Teknologi Pendidikan, Program Pascasarjana, Universitas PGRI Adi Buana Surabaya

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ABSTRACT

The purpose of this development is to produce a WAG-Based E-Book learning media in the form of an electronic book with English subject matter. The development model used in the development of interactive learning multimedia is the Borg & Gall model. The research and development stages of the Borg & Gall model consist of ten steps. The development process involves subject matter experts, instructional design experts and learning media experts to provide feedback and suggestions for improvement. In addition, the English teacher and class VII students of SMPN 1 Songgon Banyuwangi as users of this WAG-Based E-Book also gave their feedback and input. The results of this development research are (1) the product development in the form of an E-Book based on WAG learning English for Class VII Students of SMPN 1 Songgon Banyuwangi has been improved based on the analysis of trial data. Aspects revealed to carry out revisions include: content experts, design experts, media experts, individual trials, small group trials, field trials, and peer trials, (2) There are several things that need to be improved in product development. According to content experts, the level of difficulty in making questions needs to pay attention to students' abilities, and (3) As for the peer test, giving advice on writing a bibliography must be in accordance with the level of writing a bibliography. Individual tests and field tests on average gave the respondents a choice of answers, very good/very appropriate and good/appropriate. Also giving a positive impression in the development of WAG-Based E-Book products themselves, they prefer WAG-Based E-Books as teaching materials that can add information according to their respective expertise competencies and can also increase independent learning for students.

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Corresponding Author:

Tri Tijantini,

Universitas PGRI Adi Buana Surabaya,

Universitas PGRI Adi Buana Surabaya di Kampus Menanggal.

Jl. Dukuh Menanggal XII, Surabaya 60234 Jawa Timur, Indonesia

Email: tiantintri@gmail.com

1. INTRODUCTION

In the world of education, it is inseparable from teaching and learning which involves teachers and students to carry out the transfer of value that is carried out so that learning objectives can be achieved (Budiastuti et al., 2021; Muth'im et al., 2021; Siswondo & Agustina, 2021). However, recently the Covid-19 Pandemic phenomenon has occurred

which makes all activities carried out at home. The new policy that occurred in the world of education changed learning that usually came to school, now learning is enough at home (Novianti E et al., 2020b, 2020a; Nur hidayah, 2021). The government recommends staying at home and physical and social distancing must be followed by a change in the face-to-face learning mode to online or online.

Social distancing carried out by the government has greatly impacted the teaching and learning process at SMPN 1 Songgon Banyuwangi. Learning at SMPN 1 Songgon Banyuwangi must continue to be carried out in order to meet the needs of its students. The solution currently offered is by doing online learning from their homes. Teachers as one of the main components in education must take full responsibility for learning in the midst of the Covid-19 pandemic and teachers must be able to facilitate their students to continue their teaching and learning process, one of which is by using online learning (Dzalila et al., 2020; Oktavian & Aldya, 2020; Rosali, 2020).

The implementation of distance learning cannot be separated from the use of information and communication technology. The development of science and technology increasingly encourages efforts in the learning process, teachers are required to be able to use the tools provided at school and do not rule out the possibility that these tools are in accordance with the developments and demands of the times. In this case, one form of skill that must be possessed by teachers is to design, create or modify learning media that are adapted to the times (Juniantari et al., 2021; Marlina et al., 2018; Resiani et al., 2015; Saifudin, 2021).

Learning media is an important component in the learning process because as a tool to present material and make it easier for students to understand the material (Barkah, 2021; Hadi, 2021; Resiani et al., 2015; Sahnno, 2021; Wijaya et al., 2021). The use of media in learning must be adjusted to the content of the material, methods or strategies, as well as student characteristics so that students can be motivated in the learning process and learning objectives can be achieved. Teachers are required not only to have the ability to master the material broadly and deeply, but also to be able to integrate learning content with developing technology (Hermansyah & Sumarsono, 2021; Y. Putri & Hamdan, 2021; Supriyadi et al., 2021).

Teachers have realized the importance of using media in the learning process, especially in distance learning (Adi et al., 2021; Kahfi, 2020; Prawiyogi et al., 2020). However, due to limited time and knowledge of technology, teachers have difficulty in providing interesting learning media. Based on the results of needs analysis interviews, most teachers use learning media in the form of PPT, videos and reference books in electronic form (E-Book). The e-book used contains a summary of the material, as well as pictures or charts to help complete the explanation of the material. In addition, at certain times the teacher uses props and objects that are in the school environment or close to students.

The teacher said that the learning media used were quite supportive and helpful in delivering the material (Prahesti & Fauziah, 2021; Ramadhani & Liwayanti, 2021; Suhana, 2020). However, the teacher realized that the learning media used was boring because the students seemed less interested in learning. In addition, in the implementation of learning only some students responded during discussion activities. Teachers expect the development of media that can attract students' interest in learning, not boring, easy to understand, and students can be involved in using the media.

There are various types of media that can be used in the learning process, namely visual media, audio media, audio-visual media and multimedia (Affrida Zulfiana, 2017; Aghni Ilyasa Rizqi, 2018; Aghni, 2018). Of the four types of media that are suitable for overcoming the problems found, namely Whatsapp Group (Kartini, 2021; Saputra & Meisyaroh, 2019; Udem et al., 2020). In the online learning process, various platforms can be used effectively, whether it be Whatsapp applications, websites, learning management systems, and so on. The various platforms available are used to help facilitate learning

such as as a medium for delivering material, evaluating, or collecting assignments. One of the social media such as Whatsapp Group, which is currently trending and most students have communication tools that support the Whatsapp Group, it is possible to use it as a learning medium (Fathuroji et al., 2021; D. R. Putri & Puji, 2021; Wulandari & Mandasari, 2021).). In the midst of the Covid-19 pandemic, online learning based on Whatsapp Group for SMPN 1 Songgon Banyuwangi students is the best solution for teachers to keep the learning process going.

2. RESEARCH METHOD

The development research in this thesis uses the Research and Development (R&D) development model developed by Borg and Gall. The research stage of R&D development can be expressed in a diagram as follows:

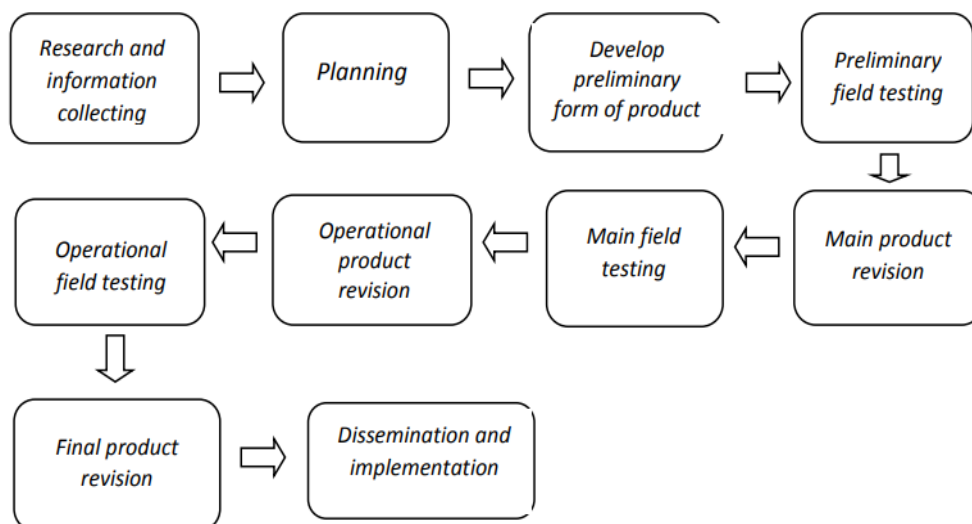


Figure 1. R&D Diagram of the Borg and Gall Model (1983)

The steps in this development research are limited by researchers only until the product is produced after a limited trial has been carried out. This refers to the explanation of Sukmadinata (2010) that for researchers from the master's program or thesis preparation, research development activities can be stopped until a final draft is produced without testing the results, while for researchers from the doctoral program or dissertation preparation, it must continue until model testing. The stages of development carried out by researchers are as illustrated below:

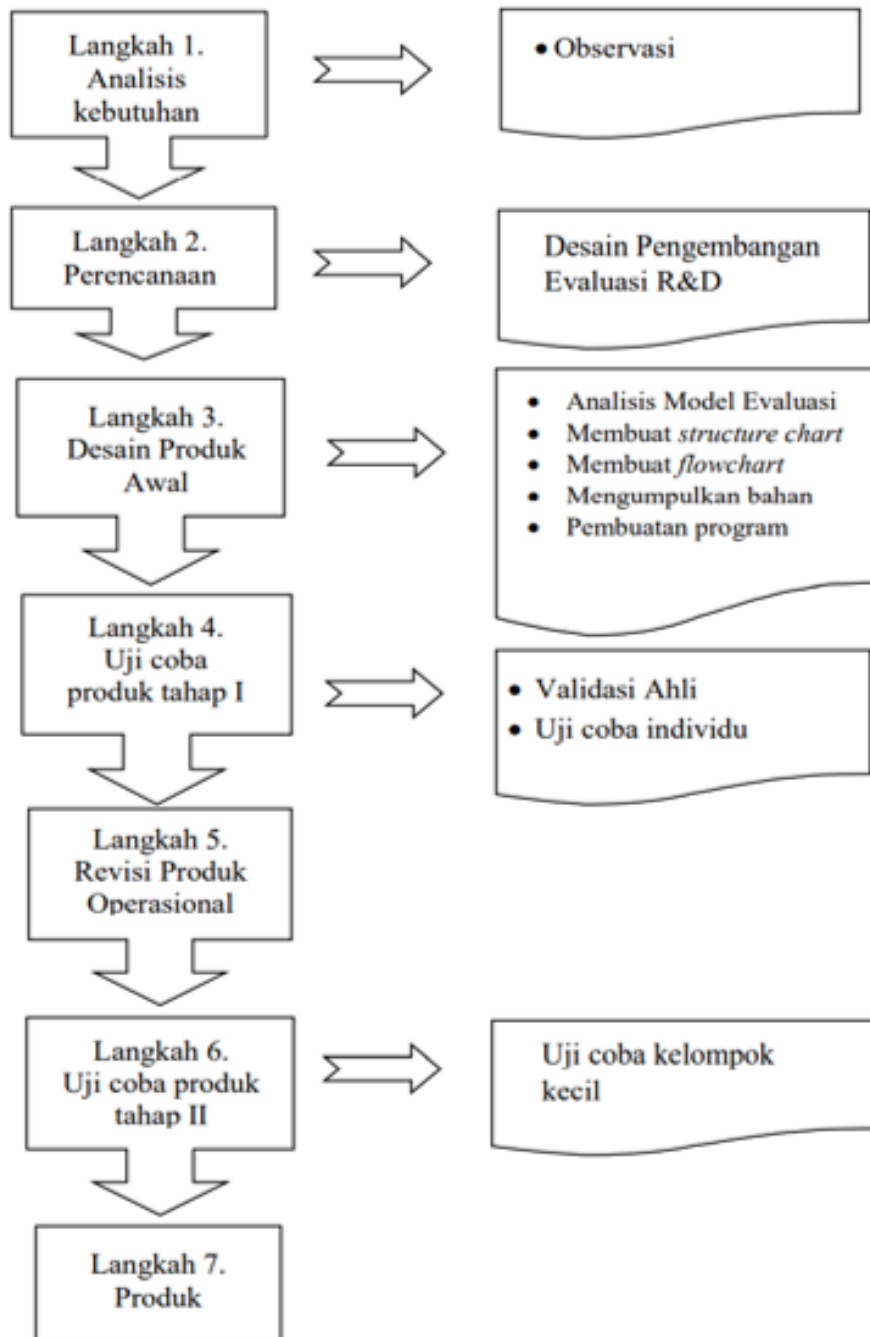


Figure 2. Stages of Evaluation Tool Development

Some of the activities carried out for product trials in this development research are:

2.1 Test Design

The trial was conducted to determine the level of validity and effectiveness of the evaluation tool product developed with computer equipment as a result of the development. The level of validity of the evaluation tool is known from the results of the analysis of the test activities carried out through several stages, namely: (a) material expert review, (b) media expert review, (c) individual trial, and (d) small group trial. The level of effectiveness

is obtained from the results of the questionnaire in the form of student responses as users of development products in addition to being supported by the results of interviews with teachers as users of product development results.

2.2 Test Subject

The test subjects of the developed product consisted of 1 (one) English material expert, 1 (one) media expert, 2 (two) teachers for individual trials, 9 (nine) students for small group trials and 21 students for field trials.

Table 1. Product Development Respondents

No	Respondents	Total	Information
1	Expert	2	1 English material expert
2	Individual	2	1 media expert
3	Small group	9	1 English teacher at SMPN 1 Songgon Banyuwangi
4	Field trial	21	1 English teacher at SMPN 1 Songgon Banyuwangi

2.3 Types of Data and Instrumentation

The types of data are categorized into three parts, namely (a) the first stage of evaluation data in the form of data from the test results of English material experts and media experts, (b) the second stage evaluation data in the form of teacher test results data, and (c) small group trial data. and field trials in the form of student review data.

All data obtained to facilitate the analysis are grouped according to their nature into two, namely qualitative data and quantitative data. Qualitative data from the results of expert reviews of English material through research questionnaires and responses (format A), results from media expert reviews through research questionnaires and responses (format B), results of individual trial reviews through research questionnaires and responses (format C), results of reviews small group trial through research questionnaires and responses (format D). The results of the qualitative data were quantified using the Lickert scale (scale five) for the data analysis process.

The instrument used to obtain the data is a questionnaire, containing suggestions, input and questions that require feedback as input data. These questions are directed to determine the appreciation of teachers or students in using computer-based evaluation tools and their responses. The assessment format uses a five-point response format from a Likert scale to measure program indicators related to media and material aspects.

2.4 Data Analysis

Analysis of the data for each group, both the results of expert assessments, the results of individual research, the results of small group research and field trials, was carried out descriptively with the percentage technique. The results of expert assessments and individual research are calculated as the percentage of achievement level using the formula:

$$\text{Persentase (\%)} = \frac{\sum(\text{Jawaban} \times \text{bobot tiap pilihan})}{N \times \text{bobot tertinggi}} \times 100$$

Figure 3. Research Development Formula

Description: = number

n = total number of questionnaire items

Meanwhile, the results of the small group trial are the average and the percentage and level of achievement using the formula:

$$\text{Persentase (\%)} = \frac{F}{N} \times 100$$

To be able to give meaning and make decisions about product quality, the following information is used:

Table 2. Conversion of Achievement Levels with a 5 Scale

Assessment criteria	Qualification	Information
85% - 100%	Very good	No need to revise
75% - 84%	Well	No need to revise
65% - 74%	Enough	Revised
55% - 64%	Not enough	Revised
0 - 54%	Very less	Revised

3. RESULTS AND DISCUSSIONS

The data presented in this section are data obtained from product testing activities against: content experts, design experts, media experts, individual trials, small group trials, large group trials, and peer trials.

3.1 WAG-Based E-Book Content Expert Trial

Obtained from him in the form of taking a questionnaire. The following are the results of the validation of WAG-Based E-Book content experts in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi.

Table 3. Content Expert Assessment Results

No	Indicator	Skor	Presentase
1	The level of relevance of the WAG-Based E-Book with the curriculum.....	5	100%
2	The accuracy of the unit title with the material description in each unit	4	80%
3	Introductory clarity on each theme	5	100%
4	Clarity of content outline (epitome)	4	80%
5	Appropriateness of indicators and basic competencies	5	100%
6	Conformity of indicators with material description	4	80%
7	Conformity between basic competencies, indicators and material descriptions	5	100%
8	Clarity of description	5	100%
9	The suitability of the examples presented with the learning material	5	100%
10	Clarity of completion of sample questions on the sidelines of the material description	4	80%
11	Clarity of the contents of the summary	4	80%
12	Conformity between competency test and indicators	5	100%
13	Interesting Components in WAG-Based E-Books	5	100%
14	Interesting learning content	5	100%
15	The attractiveness of organizing WAG-Based E-Books using the Borg & Gall model	4	80%

Total	69	92%
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Then the calculation is percentage = 92% The percentage of achievement level of 92% is in very decent qualification.

3.2 WAG-Based E-Book Media Expert Trial

The data obtained from him in the form of taking a questionnaire. The following are the results of expert validation of WAG-Based E-Book Media in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi

Table 4. Assessment Results of Media Experts

No	Indicator	Skor	Presentase
1	The accuracy of the illustrations used in the cover of the WAG-Based E-Book	5	100%
2	The suitability of the material with the media used	4	80%
3	Quality of paper used	5	100%
4	Font size accuracy	4	80%
5	Image placement accuracy	5	100%
6	Text quality	5	100%
7	Organizing learning message design	4	80%
Total		32	91%

Then the calculation is percentage = 91% The percentage of achievement level of 91% is in very decent qualification.

3.3 WAG-Based E-Book Design Expert Trial

The following are the results of the design expert's assessment of the design of the WAG-Based E-Book in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi.

Table 5. Results of Design Expert Assessment

No	Indicator	Skor	Persentase
1	Binding quality	4	80%
2	Attractive cover design	5	100%
3	Typing layout accuracy	5	100%
4	Consistent use of title space, sub and typing material	4	80%
5	Clarity of writing/typing	4	80%
6	Completeness of components in each chapter of WAG-Based E-Book	5	100%
7	The accuracy of the presentation of the material	4	80%
Total		31	89%

Then the calculation is the percentage = 89% The percentage of achievement level of 89% is in a very decent qualification.

3.4 Individual Trial

Based on the results of student assessment questionnaires on WAG-Based E-Books in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi as listed in table 6, the percentage of student achievement levels can be calculated as follows (Arikunto, 2006):

Table 6. Individual Assessment Results

Aspect	Skor Respondens			Amount	Persentase (%)
	1	2	3		
1	4	5	5	14	93%
2	4	5	5	14	93%
3	5	4	5	14	93%

4	4	4	5	13	87%
5	4	5	4	13	87%
6	5	4	5	14	93%
7	5	5	4	14	93%
Amount	31	32	33	96	91%

Then the calculation is percentage = 91% The percentage of achievement level of 91% is in very decent qualification.

3.5 Small group trial

Based on the results of student assessment questionnaires on WAG-Based E-Books in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi as listed in table 5, the percentage of student achievement levels can be calculated as follows (Arikunto, 2006):

Table 7. Small Group Test Assessment Results

Aspect	Small Group Respondent Score									Amount	Prosentase (%)
	1	2	3	4	5	6	7	8	9		
1	5	5	5	5	5	5	4	5	4	43	95,56%
2	4	4	5	4	4	5	4	5	4	39	86,67%
3	4	5	5	4	5	4	4	5	5	41	91,11%
4	5	4	4	5	4	5	4	5	4	40	88,89%
5	4	5	4	5	5	5	5	4	5	42	93,33%
6	4	5	4	4	5	4	4	5	4	39	86,67%
7	4	4	5	4	5	4	5	4	4	39	86,67%
Amount	30	32	32	31	33	32	30	33	30	283	89,84%

Then the calculation is the percentage = 89.84% The percentage of achievement level 89, 84% are in very decent qualifications.

3.6 Field Trial

Based on the results of student assessment questionnaires on WAG-Based E-Books in English Subjects for Class VII Students of SMPN 1 Songgon Banyuwangi as listed in table 8, the percentage of student achievement levels can be calculated as follows (Arikunto, 2006):

Table 8. Field Test Assessment Results

Aspek	Skor Responden Lapangan																					Jumlah	Prosentase (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
1	5	5	5	4	5	5	4	5	5	4	5	4	5	4	5	5	4	4	4	5	4	96	91,43%
2	4	4	5	4	4	5	5	5	4	4	4	5	5	5	5	4	4	5	5	5	5	96	91,43%
3	4	5	4	5	5	5	4	5	5	4	4	5	4	5	5	4	5	4	5	4	4	95	90,48%
4	4	5	4	5	5	5	4	5	5	4	4	5	5	4	5	5	5	5	4	5	5	98	93,33%
5	5	5	4	4	4	5	5	4	5	4	5	4	4	5	4	4	5	5	4	4	5	94	89,52%
6	4	4	4	5	4	4	4	5	5	4	5	5	4	4	5	5	4	5	4	5	4	93	88,57%
7	5	4	5	4	5	5	4	4	4	5	4	5	4	5	4	5	5	5	4	5	5	96	91,43%
Jumlah	31	32	31	31	32	34	31	33	33	28	32	32	32	31	34	31	32	33	31	32	32	668	90,88%

Then the calculation is percentage = 90.88% The percentage of achievement level of 90.88% is in very decent qualification.

3.7 Peer Trial

The data were collected using a questionnaire containing suggestions directly from the English subject teacher. The teacher who was asked to give an assessment was Mr. Bambang Hermawan, S.Pd. He is a Class VII teacher of SMPN 1 Songgon Banyuwangi.

Table 9. Subject Teacher Assessment Results

No	Indicator	Skor	Persentase
1	The accuracy of the illustrations used in the cover of the WAG-Based E-Book	4	80%

2	The suitability of the material with the media used	5	100%
3	Quality of paper used	4	80%
4	Font size accuracy	5	100%
Total		18	90%

Then the calculation is percentage = 90% The percentage of achievement level of 90% is in very decent qualification.

4. CONCLUSION

The existence of a development product in the form of a WAG-Based English Learning E-Book for Class VII Students of SMPN 1 Songgon Banyuwangi can increase the level of effectiveness and efficiency of learning English as well as develop the concept of independent learning for Class VII students of SMPN 1 Songgon Banyuwangi and can foster a sense of pleasure in learning English. Based on the description above, it can be concluded that: (1) The product development in the form of WAG-Based E-Book learning English for Class VII Students of SMPN 1 Songgon Banyuwangi has been improved based on the analysis of trial data. Aspects revealed for the revision include: subject content experts and learning design experts, peers, individuals and the field, (2) There are several things that need to be improved in product development. According to content experts, the level of difficulty in making questions needs to pay attention to students' abilities, (3) According to design experts, there are several things that need to be improved, namely: (a) The display for the front cover needs to be made with brighter colors, (b) The font size uses a different color. the standard is times new roman 12, and (c) the appearance of each title writing, subtitles should vary, and (4) while for the test the subject teacher gives advice on writing a bibliography must be in accordance with the level of writing a bibliography. Individual tests and field tests on average gave the respondents a choice of answers, very good/very appropriate and good/appropriate. Also giving a positive impression in the development of their own WAG-Based E-Book products where they prefer WAG-Based E-Books as teaching materials that can add learning information according to their respective expertise competencies and can also increase independent learning power for students.

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