The Development of Android-Based Digital Pocketbook Learning Media on Short Story Materials

Idham Syafri Marliansyah
idhamsm24@gmail.com
Universitas PGRI Palembang

Ratu Wardarita
ratuwardarita@yahoo.com
Universitas PGRI Palembang

Muhammad Ali
aliaqila62@gmail.com
Universitas PGRI Palembang

Gunawan Ismail
gunawanfkipump@gmail.com
Universitas Muhammadiyah Palembang

ABSTRACT

The aims of this study were: a) to describe the needs of students and teachers for android-based digital pocketbook learning media at SMK Negeri 1 Palembang; b) to describe the results of the design of android-based digital pocketbook learning media at SMK Negeri 1 Palembang; and c) to describe the validation results of android-based digital pocketbook learning media at SMK Negeri 1 Palembang. In the method used in this development, researchers refer to the research and development (R&D) model using the "ADDIE Model," which has five stages, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The results in this study were trials conducted on validators, namely: 1) material experts obtained a score of 41 on average 4.6 in the Very Good category by revising suggestions and comments provided by the validator; 2) linguists got an average score of 23 4.6 in the Very Good category by revising suggestions and comments provided by the validator; and 3) media experts got an average score of 35 4.37 in the Very Good category by revising the suggestions and comments provided by the validator.

INTRODUCTION

The quality of education at this time must be improved because of the renewal of the teaching and learning process. The renewal process in teaching certainly cannot be separated from learning strategies. Learning strategies are general patterns of student educator activities in the embodiment of learning activities to achieve predetermined goals (Zainal Aqib and Ali Murtadlo, 2016, p. 6).

Likewise, education in the current era of globalization, of course, requires teachers to be able to innovate and utilize technology to assist learning processes and activities in order to achieve educational goals. Educational technology is a systemic method for planning, using, and assessing all teaching activities, as well as helping solve learning problems by paying attention to technical and human resources and the interactions between the two, so as to obtain a more effective form of education (Lestari, 2018, p. 96).

The use of technology in learning media is very familiar, starting from very simple technology to sophisticated technology. Mastery of this technology is something that the younger generation must have now. Attewel in Fatimah (2014, p. 60) argues that learning using m-learning can be used in the future, with responses from educators and students hoping to be able to use mobile learning in learning. This opinion was answered during the pandemic. The period of the COVID-19 pandemic made extraordinary changes, including in the field of education, and even the world of education seemed to be transforming to adapt drastically to online learning.

Learning media can be used by teachers to grow or attract students' interest in learning so that learning becomes very effective and efficient. Media is also one of the supports in the learning process. In line with the opinion of Uno (2015, p. 218), which states that interesting learning is a learning concept that helps teachers relate the material they teach to students' real-world situations.

The government has also made efforts to improve the quality of education contained in Law Number 20 of 2003 concerning the National Education System, which explains guarantees for improving the quality of education. Indonesian is one of the subjects categorized into science and technology at the unit-level curriculum. Indonesian is taught in schools on an ongoing basis, both at the education level of elementary school (SD), junior high school (SMP), and high school (SMA) or equivalent (Suryani, 2018, p. 296). One of the innovations for teachers in the learning process is the selection of teaching materials and teaching media. The process of selecting teaching materials must be adapted to the existing conditions in the environment.

Indonesian language teaching materials, in general, are thick and heavy, which makes students' interest in reading low. Learning media that are often used in schools include the lecture method, Indonesian printed books, worksheets, and modules. Students cannot use these learning resources at any time, or they are less useful. Despite the availability of a library that already contains various references, books alone do not arouse students' interest in reading. The current teaching materials, especially Indonesian short story material, need innovation so that they can keep up with the times and make it easier for students to learn. One of the innovations that can be used is learning through Android mobile phones to facilitate the learning process and generate students' interest in learning. Using

Android mobile phones as learning media is a form of using an independent curriculum.

Books are a type of printed teaching material, while pocketbooks are books that are smaller than textbooks. Basically, pocketbooks are the same as textbooks, only different in presentation. Digital books are publications in the form of text and images in digital form that are produced, published, and can be read via a computer or other digital device (Andina 2011) in the JPTEI UNY TEAM Module (2017). The aim of this research is to find out the design of digital pocketbook learning media developed at SMK Negeri 1 Palembang and the validation of digital pocketbooks. As well as in this study only to find out the validation of learning media on short story material. So, in this study, the researchers developed an Android-based digital pocket book that used HTML Flipbook.

LITERATURE REVIEW

Learning Media

The word media comes from Latin and is the plural form of "medium," which means intermediary or introduction. Media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn (Arsyad, 2019, p. 3).

Meanwhile, according to Baurus in Sumbawati (2017, p. 88), learning media are all tools or objects used in teaching and learning activities to convey messages (information) from sources (teachers) to message recipients (students). As a teacher, the media has a significant role and function. Nurdayanto (2019, p. 47) argues that learning media can be used to convey messages from a teacher to students that can stimulate students' thoughts, feelings, concerns, interests, and attention, resulting in a learning process.

In essence, educational media is also a communication medium because the educational process is also a communication process (Iwan, 2014, p. 109). The meaning of learning media is broader than teaching aids, teaching aids, and "audio-visual media (Zainal Aqib, 2019, p. 50). Based on the opinion above, learning media is a means to channel messages to stimulate students' thoughts, feelings, and interests so that learning objectives are effectively achieved.

Teaching Materials

Teaching or learning materials (instructional materials) consist of knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values.

According to Widodo and Jamadi in Lestari (2013, p.1), teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating designed systematically and attractively to achieve the expected goals, namely achieve the desired competence.

Teaching materials are a tool that can be used to help students in the learning process to achieve a learning goal so that they can master the overall material (Zulaina, 2021, p. 86). Teaching materials help teachers or instructors carry out teaching and learning activities in class. The material in question can be in the form of written material or unwritten material. Teaching materials will reduce the teacher's burden in presenting material (face to face) so that the teacher has more time to guide and assist students in the learning process.

Teaching materials play an essential role in the growth and development of the quality of learning because teaching materials packaged in multimedia make it easier teacher in carrying out the delivery of an effective and enjoyable learning process because teaching materials in the form of multimedia can be designed by the teacher (by design) through the analysis of the needs, behavior, and characteristics of students who the teacher has observed during the learning process to achieve better quality and fun learning.

Based on the description above, teaching material is also usually referred to as learning material. Thus, the teaching material used in this study is a teaching material or learning material that is arranged systematically, which is used by teachers and students in learning Indonesian in senior high schools (SMA) to achieve the expected goals.

Digital Pocket Book

Books are a type of printed teaching material, while pocketbooks are books that are smaller than textbooks. Pocketbooks are the same as textbooks, only different in presentation. A pocketbook can be interpreted as a small, lightweight book that can be stored in a pocket so that it is practical to carry anywhere and can be read at any time (Setyono, 2013, p.120).

Digital books are publications in the form of text and images in digital format that is produced and published. They can be read via a computer or digital device (Andina 2011) in the JPTEI UNY TEAM Module (2017). Science and Technology are currently multiplying, so digital pocketbooks are the right innovation because students must be equipped with adequate hard skills and soft skills to produce a quality generation (Ariana in Sunarsih, 2020. p.523).

Based on the opinion above, a digital pocket book is a small book containing information stored in a pocket so that it is easy to carry anywhere. It was associated with the sophistication of the times published through computers or cell phones.

RESEARCH METHOD

The method used in this research is research and development (R&D). According to Sugiyono (2019, p. 396), the research and development method is a scientific way to research, design, produce, and test the validity of the products produced. Meanwhile, Helaludin argues (2020, p. 53) that research and development is a research method for developing or creating novelty-value products that follow a series of procedures ranging from needs analysis to product testing. By using ADDIE, which has five stages: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The ADDIE development model has five main stages, as shown in the table below.
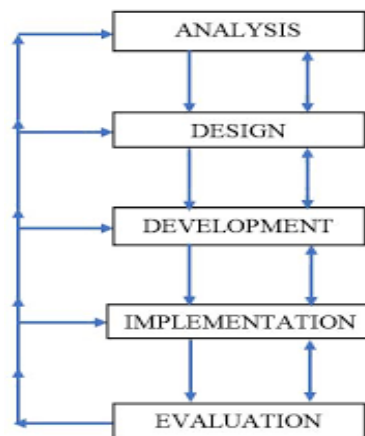

Figure 1. ADDIE Table

The ADDIE model is more focused on developing for learning purposes, one of which is learning media. The ADDIE model can describe a systematic approach to carrying out instructional development. According to Suparman (2012), Nunuk (2018) argues that instructional development is a systematic, effective, and efficient process for creating instructional systems to solve learning problems or improve student performance through a series of problem identification, development, and evaluation activities.

In this model, there are advantages that are seen from a systematic procedure; that is, at each step that will be passed, it always refers to the previous step that has been corrected, so that it is expected to obtain an effective product.

The validation in this study included material expert validation, linguist validation, and media expert validation. Material expert validation was carried out by Ida Laila, S.P.D., who is a teacher at SMK Negeri 1 Palembang and a teacher of Indonesian language subjects. The goal of material validation is to ensure that the product developed is in accordance with the teaching materials to be studied, starting with KI and KD.

Linguist validation was carried out with Dr. Siti Rukiyah, M.Pd. The purpose of language validation is to find out the use of language in learning media. Media

expert validation was carried out by Assanul, S.T., and M.T. The purpose of media validation was to find out the use of learning media. The use of this learning medium is assessed for all learning media from the practicality of learning media to the writing and images that are in learning media.

This research was conducted at SMK Negeri 1, Palembang. The data collection techniques used are questionnaires and interviews. The questionnaire was carried out on students and validators, and it was distributed in the form of a Google Form. Questionnaires were given to students and validators. The validation results given to students and validators use the assessment criteria as follows:

Percentage Score	Interpretation
4,21-5,00	Very Good
3,41-4,20	Good
2,61—3,40	Enough
1,81—2,60	Poor
1,00—1,80	Very Poor

RESULT AND DISCUSSION

The result of the research is to produce learning products using the ADDIE model, which includes problem identification, data collection, product design, and expert validation. This research is limited to expert validation in accordance with the objectives of the problems carried out by researchers.

Identification of this problem was carried out on students in one class at SMK Negeri 1 Palembang, which was disseminated through direct interviews. The results state that the use of learning media in short story material does not maximize the use of learning media. The information collection was carried out with Indonesian teachers at SMK Negeri 1 Palembang. The use of learning media in schools used LCD projectors and only textbooks. As well as the spread of the Google form questionnaire, 62.5% said no, while 37.5% said yes.
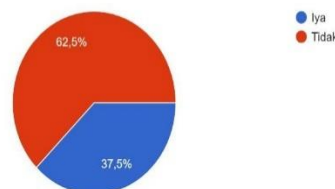

Figure 2. Media Usage Boredom Presentation Diagram

Meanwhile, learning media often use LCD projector projections, textbooks, and WhatsApp groups, which are often used by Indonesian teachers.
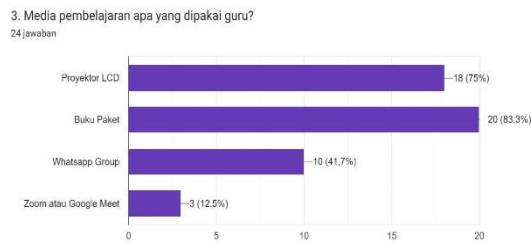
Figure 3. Diagram of the learning media used by the teacher.

Description of the product selection draft on learning media Making a product application design using the Canva application and Flipbook HTML 5 as the application for the media product to be used.

Validation is a product design assessment process that is carried out to provide an assessment or expert with three experts. These experts include media experts, material experts, and language experts.

1. Material Validation Score

Table 2. Media Validation Score Results

No	Assessment Components	Score
1.	Relevance between material and basic competencies, indicators, and learning objectives	5
2.	The systematic of material presentation	5
3.	The supporting of media presentation toward the student involvement in learning	4
4.	Character presentation (presentation of attractive and proportional figure images)	4
5.	The ease of use	5
6.	The supporting of media for student learning independence	4
7.	The ability of the media to increase motivation	5
8.	The ability of the media to increase knowledge	5
9.	The ability of the media to broaden the horizons of students	4
	Total	**41**
	Mean Score	**4,6**

Based on the results of the validation expert, with an average of 4.6 if converted to the assessment criteria, "Very Good".

2. Linguist Score

Table 3. Language Validation Score Results

No	Assessment Components	Score
1.	Clarity of instructions for use	5
2.	The suitability of language for the level of thinking of students	4
3.	Language suitability with the level of social and emotional development of students	4

4.	The ability to encourage student curiosity	5
5.	The politeness language used	5
Total		**23**
Mean Score		**4,6**

Linguists provide comments and suggestions on learning media products regarding language that are quite good with the use of Indonesian spelling rules, but preferably in the intrinsic elements you should add examples so that students understand more about what is conveyed. Based on the results of the validation expert, with an average of 4.6 if converted to the assessment criteria, "Very Good".

3. Media Validation Score

Table 4. Media Validation Score Results

No	Assessment Components	Score
1.	The attractiveness of the initial appearance of the media	5
2.	Media design regularity	5
3.	The choice of font type and size supports the media's ability to be more attractive.	4
4.	The compatibility of animated images with the material	4
5.	The ease of reading text or writing	4
6.	The colour selection	5
7.	The appropriateness of stories, pictures, and material	4
8.	Operational (easy to operate and does not require too high computer specifications)	4
Total		**35**
Mean Score		**4,37**

Media experts provide comments and suggestions on learning media products. Overall, the use of digital pocketbook learning media is easy to use, and the colors chosen in the learning media are quite good, as is the selection of animated the use of fonts or writing in the learning media is raised. Based on the results of the validation expert, with an average of 4.47 if converted to the rating criteria, "Very Good".

CONCLUSION

Based on research and discussion on the development of Android-based digital pocketbook learning media for short story material using the research and development (R&D) method using the ADDIE method, the results of the three material, language, and media validation tests were all categorized as very good.

REFERENCES

Aqib, Zainal & Ali Murtadlo. (2016). *Kumpuluan Metode Pembelajaran*

Fatimah, Siti & Yusuf Mufti. (2014). *Pengembangan Media Pem-belajaran IPA-Fisika Smartphone Berbasis Andorid Sebagai Penguat Karakter Sains Siswa.* Jurnal Kaunia. 10(1). 59—64.

Lestari, Sudarsri. (2018). *Peran Teknologi dalam Pendidikan di Era Globalisasi. Jurnal Pendidikan Agama Islam*. 2(2). 96—97.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Suryani, Nunuk. (2018). *Media Pembelajaran Inovatif dan Pengembangannya.* Bandung: PT Remaja Rosdakarya.

Tim JPTEI FT UNY. (2017). *Modul Pelatihan Pengembangan Buku Digital dengan FlipBook*.

Uno, Hamzah B. (2015). *Belajar dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. Jakarta: PT Bumi Asara.