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Development of E-Books and E-Modules for Thematic Learning The Beauty of Diversity in My Country Sub-theme 2 Grade IV SD Negeri Sumber Pandan 2

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Abstract: *The problem in this study is that the theme of the beauty of diversity in my country is that educators only use one reference book, namely thematic books from the government, they have never used modules in learning, and the appearance and content of the books are currently less attractive. The goal to be achieved through research is to determine the feasibility of developing thematic modules with validity tests, learning outcomes tests, questionnaires, and field implementation tests. This type of research is Research and Development (R&D). Based on the assessment stated that the results of the feasibility of the thematic learning module obtained from the validator's assessment got a score of 93.3 which was included in the category "Very Eligible. The results of the student questionnaire can be seen with scores in the range (81.00 - 100) with the effectiveness category being very effective with value 87.84. The results of product trials for the development of the beauty of diversity thematic learning module in Negeriku sub-theme 2 were declared effective with the score of students who got good scores (71-80) and those who scored "Very Good" (81-100) after participating in learning more than 80% (87.5%, in accordance with the standards set previously, namely the minimum score of students who get good and very good grades is 87.5%.*

Keywords: E-Book, E-Modul, Thematic Learning

INTRODUCTION

The learning process requires a component that supports learning so that the learning carried out is achieved. According to (Suyanto & Hisyam, 2000) the components of learning should be able to interact and be able to form a system that is interrelated and interconnected in order to create quality learning. These components include: a) learning objectives, b) teaching materials, c) learning methods, d) learning media, e) teachers or educators, f) students, g) assessment and evaluation.

One of the components needed to support learning is teaching materials. Teaching materials are a set of materials that are systematically arranged both written and unwritten so that a good learning atmosphere is created and allows students to learn (Pribadi, 2019). The selected teaching materials should be systematic teaching materials, i.e. the elements in the teaching materials are displayed in their entirety so that they are mastered by students in carrying out learning activities. The elements in teaching materials have six components including learning instructions, competencies to be achieved, supporting information, exercises, work instructions or worksheets, and the last is evaluation (Prastowo, 2015). In addition, the selected teaching materials must be interesting, contextual and must be in accordance with the needs of students. Conventional forms of teaching materials are usually teaching materials that can be bought and used instantly, such as student worksheets, government donation books, or books purchased through traders who usually come to schools.

Teaching materials can be divided into several categories such as handouts, textbooks, modules, Student Worksheets (LKS), audio teaching materials, video teaching materials, and interactive teaching materials (Prastowo, 2015). One of the teaching materials used in learning is a module. Modules can also be called independent textbooks, which contain complete information and knowledge that students will learn (Personal, 2019). The module contains instructions in it, while the textbook does not have instructions, these instructions are useful to help students achieve the expected competencies.

The teaching materials used in the current 2013 curriculum are using thematic books from the government. Teaching materials used by students are called student books. The student book is a teaching material given to students to be used as a guide for learning activities for students to make it easy to master existing competencies (Permendikbud, 2016). Student books can facilitate students to have a meaningful learning experience. The contents of the student books in the 2013 curriculum used must comply with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons Implementing the 2013 Curriculum in elementary schools.

Thematic teaching materials must be able to use real conditions that are in accordance with the environment. In the thematic teaching materials provided by the government, there are eight to nine themes. There are eight themes for the low grade level and nine themes for the high grade level. One of them is the seventh theme in class IV is The Beauty of Diversity in My Country which has three sub-themes, one of the sub-themes in theme 7 is The Beauty of Cultural Diversity in my Country which is in sub-theme two.

The results of research from (Surahman, 2020) show that in the application of the development of the thematic module The Beauty of Diversity in My Country Sub-theme 3 The Beauty of Ethnic and Religious Diversity in My Country can make students study independently and in groups, the module material is also packaged very interestingly in it, as well as students' learning abilities can be measured through evaluation questions contained in the module.

Based on the results of the interview with the fourth grade teacher at SDN Sumberpandan 02 Bondowoso, namely Mr. Haris Wibowo, S.Pd, there are several problems, namely, in the implementation of learning, namely the teaching techniques in the 2013 Curriculum have not been fully mastered. Another problem is in learning resources which do not use learning resources and other teaching materials so that they only rely on one source, namely thematic package books, the reason is because of the cost factor to the parents of students so that teachers only use one learning resource. While in the thematic books, according to him, there are some lessons that are less detailed in explaining the material, more precisely in the sub-theme 2 which discusses the beauty of cultural diversity in my country. According to the fourth grade teacher, the material for the beauty of the diversity of my country is a very broad material where each KD in each lesson is associated with the cultural diversity in Indonesia, while time is limited so that learning is inadequate and students appear bored by the time of day. based on only one source, namely thematic package books whose contents according to the teacher are not good in terms of appearance and unattractive illustrations. Based on these data, it shows that teaching materials play an important role in understanding the material, interests, and student learning success in understanding a material concept. One of the teaching materials applied is printed teaching materials, namely thematic modules that will help teacher textbooks later so that teachers and students do not only have one reference during the learning process.

The implementation of learning can be more interesting and meaningful if learning goes as expected. One way for learning to run well is to use appropriate and interesting teaching materials so that students are also interested and easy to understand what will be learned, one of which is by using teaching materials such as modules. The development of thematic modules can make students and teachers have learning references not only with one teaching material but also can use the module as an additional reference so that learning continues to develop so that the learning process that occurs becomes more meaningful and complete due to feedback between teachers and students.

Based on the background that has been described, the researcher will conduct a study entitled "Development of the Thematic Learning Module for the Beauty of Diversity in my Country Sub-theme 2 Class IV SD Negeri Sumber Pandan 2 Bondowoso".

METHODE

This type of research uses the type of research development or Research and Development (R & D). This development research uses the Borg and Gall module to obtain a product in the form of a thematic learning module with the theme 7 The Beauty of Diversity in My Country, sub-theme 2, class IV. The product trial implementation in this study was carried out at the UPTD SPF SDN Sumber Pandan 2 Bondowoso. The time of the research is carried out in the even semester of the 2021/2022 school year. The research subjects in this study were fourth grade students from schools that implemented the 2013 curriculum in Bondowoso Regency, namely UPTD SPF SDN Sumber Pandan 2. The procedure for this development research was to use the Research and Development (R&D) development of the Borg and Gall model. Basically, the steps of development and research in an education field have their respective advantages. One of the most widely used development models in the field of education is the Borg and Gall model. There are ten steps in using the Research and Development (R&D) of the Borg and Gall model, but due to time and cost constraints, the Borg & Gall development model was modified in such a way as to suit the development research being carried out. So in this study only use up to eight stages. This development research uses several kinds of methods and instruments in data collection, including: (1) Interviews were conducted to find out about initial information about learning resources used by class IV teachers of UPTD SPF SDN Sumber Pandan 2 during the learning process. The instruments used in this method are notebooks and recordings; (2) Questionnaires or questionnaires are carried out using a sheet that is distributed containing questions related to the developed module. Questionnaires were given to fourth grade students of UPTD SPF SDN Sumber Pandan 2 aimed at knowing the student's response to the learning module. The instruments used are in the form of a questionnaire related to the module used by students by putting a check mark in the appropriate column; (3) Documentation is carried out before and during the research. Documentation before research is to document the number of students. Meanwhile, at the time of research, namely documenting student learning activities using the developed product; (4) The learning outcomes test is given when the teaching and learning process is complete using the thematic learning module product theme 7 The Beauty of Diversity in My Country, sub-theme 2 which aims to measure students' abilities and test scores after using the module. The question giving test consists of objective questions. Before the learning outcomes test, questions were given first by the test instrument validation lecturer and the fourth grade teacher at SDN Sumber Pandan 2. The data analysis technique can be seen as follows:

1. Data Analysis of Learning Module Validation Results

The data obtained from the validation of teaching materials in the form of quantitative and descriptive data. Descriptive data in the form of responses include criticism and suggestions from the validator. Quantitative data in the form of numbers that indicate the level of feasibility of teaching materials.

$$valpro = \frac{srt}{smt} \times 100$$

The data obtained at the data collection stage with data collection instruments, were analyzed using data analysis techniques, the module as a whole was calculated using the following formula (Masyhud, 2021).

Information:

Valpro : Product validity

srt : Real score reached

smt : Maximum score that can be achieved

Furthermore, the percentage of assessment data obtained is converted into descriptive quantitative data using the following table validity criteria.

Tabel 3.1 Kriteria Tingkat Validitas Kelayakan Modul Pembelajaran Tematik

No	Nilai	Kualifikasi
1	81,00-100	Sangat layak
2	61,00-80,99	Layak
3	41,00-60,99	Cukup Layak
4	21,00-40,99	Kurang Layak
5	0-20,99	Sangat Kurang Layak

(Masyhud, 2021)

Products that have been developed can be tested if they reach at least a good category with a minimum score of 61. If the criteria do not reach 61 or below 61, then the product developed must be revised before testing

1. Analysis of the Effectiveness of The Thematic Learning Module on Student Responses

Student response questionnaires were used to find out students' opinions on the developed module. Student response questionnaires were given to students after all teaching and learning activities were completed. Student response scores were calculated using the following formula.

$$Sas = \frac{st}{smt} \times 100$$

Keterangan :

Sas = Skor angket siswa

St = Skor tercapai

Smt = Skor maksimal yang bisa tercapai

Tabel 3.2 Kriteria Tingkat Validitas Efektifitas Modul Pembelajaran Tematik Terhadap Respon Siswa

No	Rentang Skor	Kualifikasi
1	81,00-100	Sangat Efektif
2	71,00-80,99	Efektif
3	61,00-70,99	Cukup Efektif
4	41,00-60,99	Kurang Efektif
5	0-40,99	Sangat Kurang Efektif

(Masyhud, 2021)

The results of the student questionnaire analysis can be said to be effective if a minimum score of 61.00 is obtained.

1. Analysis of the Effectiveness of Thematic Learning Modules on Student Learning Outcomes

Students' cognitive abilities were measured using a post test consisting of 30 multiple choice questions. The results of this test are used to determine whether the learning product is effective or not. If 80% of students get a score with a good category worth 70-80 and very well worth 80-100 then the learning product is said to be effective. The learning outcomes test can be used with the following formula (Masyhud, 2021).

$$Nilai = \frac{Skor\ siswa}{Skor\ maksimal} \times 100$$

Tabel 3.3 Kriteria Tingkat Validitas Efektifitas Modul Pembelajaran Tematik Terhadap Hasil Belajar

No	Rentang Skor	Kualifikasi
1	81,00-100	Sangat Efektif
2	71,00-80,99	Efektif
3	61,00-70,99	Cukup Efektif
4	41,00-60,99	Kurang Efektif
5	0-40,99	Sangat Kurang Efektif

(Masyhud, 2021)

RESULT AND DISCUSSION

The teaching materials developed in this research are the Thematic Learning Module The Beauty of Diversity in My Country Sub-theme 2 Class IV SD Negeri Sumber Pandan 2. The module is developed based on the existing KD on the Theme of The Beauty of Diversity in My Country Sub-theme The Beauty of Cultural Diversity in My Country Lessons 1 to 6. Before The module is given to students, the module must first meet several criteria so that it can be said to be suitable for use in learning. These criteria include an assessment of module feasibility validation, student learning outcomes test scores after using thematic learning modules and receiving positive responses from students.

The first criterion is an assessment of module feasibility validation carried out by 2 validators as product experts and 1 as expert practitioner. The module can be said to be suitable for use if it has a minimum eligibility percentage of 61 or is in the appropriate category. Based on the assessment given by the validator, the percentage of the validity of the LKPD developed in this study reached 93.3 in the very feasible category. So that the class IV thematic learning module can be said to be very suitable for use in learning.

The next criterion is regarding the success of developing the Student Worksheet (LKPD) which is also seen from the number of students who give a positive response to the module. After learning is complete, students are given a student response questionnaire to see the number of positive responses given by students to the material developed. This can be seen from the number of students who answered the score on the student response questionnaire. Module development can be said to be successful if it gets a minimum score of 61 or is in the effective category. Based on the questionnaire given to students, the results of the student questionnaire got scores with scores in the range (81.00 – 100) with the effectiveness category being very effective with a score of 87.84.

The last criterion is the student learning outcomes test scores after using the thematic learning modules. The success of the module development can be said to be effective if 80% of the students get good and very good grades. Learning outcomes tests are given to students after the learning process using the thematic learning modules is complete. It can be concluded that the product of developing the thematic learning module on the beauty of diversity in Negeriku sub-theme 2 is declared effective with the score of students who get good grades (71-80) and those who get very good scores (81-100) after participating in learning more than 80% (87.5 %), in accordance with the standards previously set, namely the minimum score of students who get good and very good marks is 87.5%.

The difference between thematic learning modules and student books that can be used is that in it, the material is more complex and the display on the module has an overall colored picture. While in the student book, the pictures in the student book are only orange and white in each sheet of the book.

CONCLUSION

Based on the results of the development of the thematic learning module, the percentage of the feasibility of the thematic learning module obtained from the validator's assessment got a score of 93.3 which was included in the very feasible category, so that the thematic learning module that had been developed was declared feasible and ready to be used in learning activities. The results of the student questionnaire can be seen with scores in the range (81.00 – 100) with the effectiveness category which is very effective with a value of 87.84. Based on student learning outcomes, it can be concluded that the product of developing the thematic learning module on the beauty of diversity in Negeriku sub-theme 2 is declared effective with the score of students who get good grades (71-80) and those who get very good grades (81-100) after participating in learning more than 80% (87.5 %), in accordance with the standards set previously, namely the minimum score of students who get good and very good grades is 87.5%.

Suggestions in this study include for students, learning using thematic learning modules can be an interesting and fun new experience. Through this, students are advised to always study with enthusiasm and perseverance. For teachers, the content of teaching materials should choose teaching materials that look and contain attractive and the material should be delivered with interesting thematic learning modules to create a level of effectiveness for students in learning. For researchers, it is better if you are able to continue at a higher stage of development research, namely dissemination. In addition, they must be able to create new innovations that can help and develop the learning process. For other researchers, the results of this study are expected to be considered in reference or reference materials.

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