

INTERACTIVE MODULE LEARNING MEDIA AS A LEARNING RESOURCE IN SEMANTIC COURSES

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Abstrak:

Penelitian ini bertujuan untuk mengembangkan prosedur pembelajaran dengan media modul interaktif pada mata kuliah semantic. Metode yang digunakan dalam penelitian ini adalah Penelitian ini menggunakan metode penelitian R & D (Reasearch and Development) dengan pendekatan kuantitatif. Teknik yang dilakukan dalam pengumpulan data yang digunakan wawancara dan Kuesioner (angket). Teknik analisis data yang digunakan adalah analisis kuantitatif. Melalui data diperoleh dari validasi yang dilakukan oleh dosen ahli desain media dan ahli materi. Temuan penelitian, menunjukkan bahwa Mata Kuliah Semantik desain pembelajaran yang dibuat layak diterapkan kepada mahasiswa untuk menambah inovasi pembelajaran yang lebih menarik untuk menambah minat mahasiswa dalam menjalankan kegiatan mata kuliah. Modul yang dikembangkan pada materi semantic ini sangat layak digunakan. Persentase kelayakan yang diperoleh sebesar 81,5%.

Kata Kunci: *Media Pembelajaran, Pengembangan, Modul, Sematik*

Abstract:

This study aims to develop learning procedures with interactive module media in semantics courses. The method used in this research is research using research methods R & D (Research and Development) with a quantitative approach. The techniques used in data collection used interviews and questionnaires (questionnaires). The data analysis technique used is quantitative analysis. Through data obtained from validation carried out by lecturers of media design experts and material experts. The research findings indicate that the Semantics course design learning is feasible to apply to students to add more interesting learning innovations to increase student interest in carrying out course activities. The module developed on this semantic material is very feasible to use. The percentage of eligibility obtained was 81.5%.

Keywords: *Learning Media, Development, Modules, Sematics*

Introduction

Education is a complex process, but its complexity always goes hand in hand with human development. Through education also various aspects of life are developed through learning and learning processes. Various problems in the learning process need to be harmonized and stabilized so that learning conditions are created in accordance with the goals to be achieved and can be obtained as optimally as possible. To complement the learning and learning components in tertiary institutions, teachers or lecturers should use media or tools that are able to stimulate learning effectively and efficiently¹.

According to expert opinion Dwi et al. states development is the process of translating design specifications into real/physical forms related to systematic learning designs, development and evaluation are carried out with the intention of establishing a scientific/empirical basis for creating new learning and non-learning products or existing development improvement model². Whereas, according to Devi at al. development is an effective product and in the form of learning materials, media, learning strategies to be used in schools, and not to test theory³.

Explanation of the development obtained from these experts, the authors can conclude that development is a learning medium that is theoretical, real/real and not to be tested, and how one increases development in something that will be developed in order to achieve this need.

Explanations about learning media obtained from these experts, the writer can conclude that learning media is a person's willingness to think, pay attention to the teaching and learning process so that many people understand better in existing learning media. To achieve maximum learning results can be done by motivating students in the learning process. Motivating students can be done through various methods, strategies, and models in teaching so that learning becomes more interesting. In addition to learning models, the development of teaching materials and learning resources is also something that needs attention. Presentation of various information in accordance with the material being taught will make the teaching and learning process more interesting. In addition, the use of interactive modules in the teaching and learning process will make it easier for lecturers to teach and students to become more active in learning.

Teaching materials are an important part of implementing education in schools. Through teaching materials it will be easier for teachers to carry out learning and students will be more helpful and easier in the learning process. Teaching materials are all forms of materials used by lecturers in carrying out learning activities. The material in question can be in the form of written material

¹ Kioupi, Vasiliki, and Nikolaos Voulvoulis. "Education for sustainable development: A systemic framework for connecting the SDGs to educational outcomes." *Sustainability* 11.21 (2019): 6104.

² Dwi, Nur Indah Sari. *Pengembangan Video Animasi Sebagai Media Pembelajaran Tematik Tingkat SD/MI*. Diss. UIN Raden Intan Lampung, 2021

³ Devi, Paramita Candra, Yusak Hudyono, and Widyatmike Gede Mulawarman. "Pengembangan Bahan Ajar Menulis Teks Prosedur Kompleks dengan Model Pembelajaran Discovery Learning Menggunakan Media Audio Visual (Video) di Kelas XI SMA Negeri 1 Samarinda." *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 1.2 (2018): 101-114.

or unwritten material. Teaching materials can be made in various forms according to the needs and characteristics of the teaching materials presented⁴.

According to Firdaus et al. interactive modules are learning materials that contain material, methods of limitations, and ways of evaluating that are planned systematically and interestingly to achieve competence/ sub-competencies of courses that are expected according to the level of complexity⁵.

Explanation of the interactive modules obtained from these experts, the authors conclude that interactive modules are learning media in the form of modules, materials and images that can make it easier for students who are quick to understand.

The semantics course is one of the courses that you have to study in the language course group. This course includes a discussion of semantic theory in general and the Indonesian language system of meaning. The entire discussion is⁶:

1. The essence of sentence meaning
2. Scope of semantic studies
3. Elements of Language
4. Types of Meaning
5. Lexical and structural meaning structure
6. Impermanence of Meaning
7. Field Analysis and Components of Meaning

The Indonesian language semantic curriculum used in the Indonesian Language and Literature Education Study Program is as follows⁷:

1. Discussion of meaning in Indonesian which includes: lexical and grammatical, denotative and connotative, straightforward and figurative meanings, as well as basic and modified meanings;
2. Discussion of relational meanings in Indonesian includes: synonyms and antonyms, polysemy and homonymy relations;
3. Discussion on the definition of change in meaning, causes of change in meaning, and direction of change;
4. Discussion on the meaning of taboo expressions, their types, and their avoidance strategies.

The position of the semantics course in the Indonesian Language and Literature Education Study Program as a prerequisite course that must be taken, is taught in the sixth semester with a weight of 2 (two) credits.

The purpose of the semantics course, students are able to understand the semantics used in everyday life, both orally and in writing. Therefore, the expected

⁴ Magdalena, Ina, et al. "Analisis bahan ajar." *Nusantara* 2.2 (2020): 311-326.

⁵ Firdaus, Muliawan, and Elwi Salfia. *Pengembangan Bahan Ajar Berbasis E-Modul Interaktif Menggunakan Model Pembelajaran Berbasis Masalah pada Materi Integral SMA Kelas XII*. Diss. 2021.

⁶ Utami, Sintowati Rini, and Reni Nur Eriyani. "Vocabulary Language and Discourse Competence as a Model for Semantic Course Syllabus in Indonesian Language and Literature Education Study Program." *Aksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 6.1 (2022): 11-20.

⁷ Laila, Dahratul. *Pengembangan Bahan Ajar Semantik Berbasis Podcast pada Mahasiswa Semester VI Prodi Pendidikan Bahasa dan Sastra Indonesia Fakultas Bahasa dan Seni Universitas Negeri Medan*. Diss. UNIMED, 2022.

goal with the course presentation at the lecture is for students to be able to understand semantics⁸.

To fulfill this, the research was carried out with the aim of designing the development of teaching materials that meet these demands. Therefore it is very necessary to develop a model of teaching material that is representative to be used as a guide for teachers and students in addition to the curriculum in the Indonesian Language and Literature Education Study Program.

Nasution argued that textbooks (teaching materials) are one of the educational technology tools that provide benefits including⁹:

1. helping teachers carry out the curriculum.
2. guidelines in determining teaching methods.
3. providing opportunities for students to repeat lessons or study new lessons.
4. provide continuity of lessons in successive classes even if the teacher changes.

Likewise Tarigan argued that teaching material books are learning tools that can be used in schools and in universities to support a teaching program¹⁰.

With the systematic and continuous development of teaching materials, it will be possible to produce semantic teaching material books that are really needed, especially by teachers and students in the Indonesian Language and Literature Education Study Program so that the difficulties experienced by teachers and students in studying and understanding semantic teaching materials can be overcome by either by having a semantic teaching material book, in addition to learning motivation. Teaching materials that meet the demands of the vision, mission and goals, of course, must meet the demands of the expected needs of teachers and students as previously explained.

Discussion of *meanings* is an important initial study of semantics and is much questioned about the word '*meaning*' in English and semantic experts¹¹.

Research Method

This study uses research methods R & D (Research and Development) with a quantitative approach

This research was conducted from July 2021 to June 2022 at Campus 6 UISU Marelan FKIP Indonesian Language and Literature Education Study Program.

The population in this study were students of FKIP UISU Marelan Semester VI, totaling 12 people in 1 class. The total number is 12 people. So, the sample of this study were 12 students with the following details:

⁸ Amilia, Fitri, and Astri Widyaruli Anggraeni. *Semantik: Konsep dan Contoh Analisis*. Pustaka Abadi, 2019.

⁹ Hasibuan, Ferawati Artauli, et al. *Pengembangan Media dan Teknologi Pembelajaran*. Yayasan Kita Menulis, 2022.

¹⁰ Kosasih, E. *Pengembangan bahan ajar*. Bumi Aksara, 2021.

¹¹ Butar-butur, Charles. *Semantik*. umsu press, 2021.

Table 1. Research Sample

Classroom	Number of Samples
PBSI Semester IV	12
Total	12

The steps in this study are:

1. Potential and Problems stage,
2. Data collection
3. Product Design
4. Design Validation Stage
5. Revision Stage The

The subject of this study is the Validator. The validators in this research subject are lecturers/materials experts and instructional experts, design experts to revise products and provide suggestions or input to improve research results at the end of the product.

Data collection techniques are the application or application of instruments in the context of collecting or obtaining research data. Data collection techniques used in this study are:

1. Interview
2. Questionnaire (questionnaire)

The scale used in this research questionnaire is to use *Likert Scale* with a checklist form, namely:

Table 2. Likert Scale Validation Sheet

No.	Answer Choices	Score
1	Very Good	1
2	Good	2
3	Not Good	3
4	Not Very Good	4

So in this study we used four alternative answers, namely : Very Good, Good, Not Good, and Not Very Good.

The data analysis technique used is quantitative analysis. Through data obtained from validation carried out by lecturers of media design experts and material experts through questionnaires on the learning media developed, then supported by the products used before calculating the results of the percentage

validity of the module, first calculating the criteria/ideal scores and ideal scores for each item with the formula:

$$\text{Ideal score} = \frac{\text{Highest score} \times \text{Number of questions} \times \text{Number of respondents}}{\text{Number of questions} \times \text{Number of respondents}}$$
$$\text{Ideal score for each item} = \frac{\text{Highest score} \times \text{Number of respondents}}{\text{Number of questions}}$$

The validation results from the validators (experts) show that all aspects are assessed, presented in tabular form. Calculates the percentage of relative frequency. with the following formula:

$$P = \frac{f}{n} \times 100 \%$$

Description :

P : Percentage

f : Frequency / Number of Respondents' Answers

n : Number of Respondents

And after knowing the feasibility of the modules that have been designed, researchers use percentage analysis based on categories as a reference for assessing data generated from expert experts. The percentage scale for the assessment is as follows:

Table 3. Eligibility Criteria Percentage Analysis

No.	Percentage of Assessment (%)	Interpretation
1	81-100	Very Eligible
2	61-80	Eligible
3	41-60	Fairly Eligible
4	21-40	Less Eligible
5	0-20	Not Eligible

Based on these criteria, the module is said to be feasible if the percentage is $\geq 60\%$ from all aspects.

Results and Discussion

The Process of Developing Interactive Modules for Semantics Courses.

The learning design begins with the needs analysis stage, which is carried out by providing questionnaires and interviews before the research which reveals the constraints faced in the Semantics Course Module lectures to the lecturers of the course. From the results of the questionnaire, the researcher obtained an analysis of student needs, then determined the learning objectives of the semantics course in the material and its application.

The next stage is the design stage, starting with determining the material to be designed, here the material discussed is divided into 2 materials, namely Semantic History and Semantic Relations by Other Sciences.

After all the parts have been designed, the next stage is the development of the materials that have been designed. Module learning media begins with drafting a module which contains a set of basic materials which are then developed into a complete and complete module with instructions and other module parts.

Next is the validation stage, after the complete learning device is produced, the semantic course learning device is ready to be criticized according to the suggestions through the validator's conclusion, is this learning media worthy of being a complete module.

The overall learning design is designed to overcome learning difficulties, starting from students, learning materials and devices which include learning media and learning strategies. All aspects of the learning design are designed and then used in the Semantics course¹².

The development design process has several stages starting with the potential and problem stages as well as the information contained in¹³. Then an analysis of the potential and problems is carried out. After that proceeding to the product design stage, the product produced is in the form of an Interactive Module for Semantics Courses. In the development process there are two stages, namely the material preparation stage and module development stage. At the stage of preparing the material, the author collects books related to the material and modules related to the material as the main tool in developing this interactive module. While at the development stage, the modules are arranged according to what was stated by the Ministry of National Education (2008), in general the module structure consists of six components, namely titles, study instructions (introduction), learning materials, learning summaries, assignments, and assessment.

The module development process consists of designing the cover of the interactive module, setting the form of the text and making the appearance of the module as attractive as possible so that students are interested in learning with the given module¹⁴. Products are designed in such a way as to produce products that are attractive and understandable to users. After the product is designed, the next stage is the product design validation stage, and product revision. process until accurate data is obtained so that the module is feasible to use.

Results of the Validity of Interactive Module Development for Semantics Course

According to Tjipto Soeroso, massage is an art of hand movement that aims to get Validation is an activity process to assess the design of a product that is carried out by giving an assessment based on rational thinking without field

¹² Ramadhani, Yulia Rizki, et al. *Pengantar Strategi Pembelajaran*. Yayasan Kita Menulis, 2022.

¹³ Mustikasari, Rizki. "Pengembangan instrumen pengukuran kepuasan mahasiswa dalam peningkatan mutu layanan perguruan tinggi." *Jurnal edukasi: kajian ilmu pendidikan* 5.1 (2019): 39-60.

¹⁴ Putri, Dini Resita, Sueb Sueb, and Murni Saptasari. "Pengembangan Modul Enviropreneur Sampah Berbasis Problem-Based Learning." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6.5 (2021): 756-766.

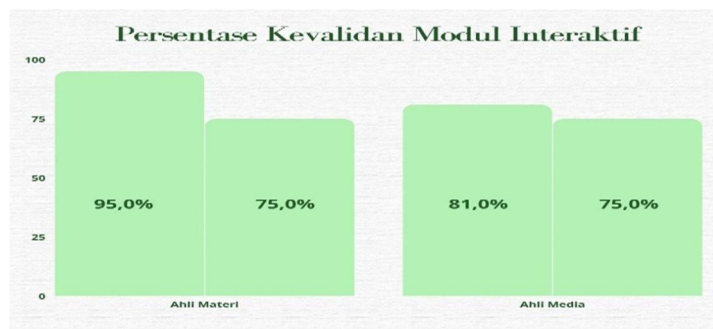
trials¹⁵. In this study, the validation process was carried out by several experts, namely validators who are competent and understand their respective fields and are expected to be able to provide input or suggestions to improve a product being developed, namely modules. The suggestions from the validator are used as material to improve the product.

This interactive module was validated by 4 teams of experts consisting of aspects, namely material and instructional aspects by lecturers of Indonesian Language and Literature Education at the UISU FKIP with Masters qualifications, namely Mrs. Ratna Soraya, S.Pd, M.Hum and USU FIB lecturer with Doctoral qualifications, namely Dr. Gustianingsih, M.Hum and lecturer in media aspects by UISU FKIP lecturer majoring in Biology Drs. Budiarto, M.Pd, and Mr. Pandu Prabowo Worsodirejo, S.Pd, M.Pd.

Feasibility Test for Interactive Modules in Semantics Courses

Validation of due diligence is a validation carried out to see the feasibility of the module being developed¹⁶. In this study, the validation process was carried out by several validator experts, namely a team of experts who validated based on the material and design components. The suggestions from the validator are used as material to improve the product.

The percentage results for material and instructional aspects were 95.0%, and 75.0% for media aspects 81.0%, and 75.0% based on the percentage of 2 aspects validated by the validator which obtained an average of 81.5% with very valid/very proper validity criteria, but still needs to be revised based on suggestions from the validator. The validation results by the validator, can be seen in the following graph below



Percentage of Interactive Module Validity

Conclusion

From the results of the research and in accordance with the characteristics of the material in the Semantics Course, the learning design that is made is feasible to

¹⁵ Chapelle, Carol A. *Argument-based validation in testing and assessment*. Sage Publications, 2020.

¹⁶ Chrisyarani, Denna Delawanti, and Arnelia Dwi Yasa. "Validasi modul pembelajaran: Materi dan desain tematik berbasis PPK." *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran* 8.2 (2018): 206.

apply to students to add more interesting learning innovations to increase student interest in carrying out course activities.

The module developed on this semantic material is very feasible to use. The percentage of eligibility obtained was 81.5%.

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