

Validity of Biographical Text Learning Kit in E-Learning

Ni Made Rai Wisudariani^{1*}, Ida Ayu Made Darmayanti¹, I Putu Agus Ari Satria Putra¹

¹ Faculty of Language and Art, Universitas Pendidikan Ganesha, Singaraja Indonesia

*Corresponding author. Email: rai.wisudariani85@gmail.com

ABSTRACT

The 2013 curriculum and Covid-19 pandemic situation require teachers to be able to design a learning kit by empowering technology. In meeting this demand, this study was aimed at developing an e-learning oriented biographical text learning kit that was valid to be used in Indonesian language learning. This study used ADDIE model of research and development design. Documentation, observation, and questionnaire methods were used to obtain data. The results showed that based on the identification of the needs of teachers and students, the developed biographical text learning kits included lesson plans, teaching materials, learning media, assessment, and e-learning portals. The validation results showed that the learning devices made were at very valid qualification.

Keywords: *Biographical Text, E-Learning, Validity*

1. INTRODUCTION

In instructional activities, teachers have to prepare a learning kit that can later help them and their students in learning. Learning kits are materials, tools, media, pointers, and guidelines that will be used in the process of achieving expected activities during learning [1,2,3,4,5]. The learning kit used by the teachers can be in the form of lesson plans, teaching materials, learning media, and assessment. When viewed from the curriculum review and current demands, the learning kit used by the teachers were not following the demands. The learning model currently needed is e-learning based instruction.

The period of the Covid-19 pandemic situation and the very rapid development of information technology nowadays, especially the development of internet technology, have contributed to the development of the concept of distance learning. The characteristics of internet technology that can always be accessed anytime, anywhere, multi-user, and offers all its conveniences have made the internet an excellent medium for further distance education development [6,7,8]. E-learning in distance learning is the right solution in the efforts to sustain and improve the quality of education in Indonesia during the current social distancing era.

The results of preliminary observations at SMA Negeri 4 Singaraja showed that one of the learning kits that had not been fully developed by the teachers was biographical text. Biographical text is a text that tells the life journey of a character and has a message or exemplary value for the readers. The development of a biographical text learning kit was considered very difficult for teachers to develop. This was because they felt that it was difficult to help the students to easily understand the biographical text.

Various problems faced by teachers in developing the learning kit about biographical texts. The teachers had arranged a learning kit, but the learning kit prepared by the teachers were still limited to the syllabus, lesson plans, worksheets, assessment, and media. The learning kit prepared by the teachers was not applicable leading to the demands of students' characteristics. On the other hand, the 2013 curriculum and the present condition with the covid-19 outbreak require the teachers to be able to design learning kits by empowering technology. However, the teachers did not have enough ability in creating e-learning based instruction. This problem should be solved through research on the development of a learning kit.

So far, studies on the development of learning kits in text-based material, especially biographical texts, have

never been carried out. However, several studies related to e-learning have been conducted before. Similar studies that have been carried out only focused on the description of the use of E-learning in Indonesian Language Learning. They did not lead to the development of learning kits that were oriented towards an e-learning strategy.

Based on this identification, the focus of the problem in this study was the development of the Indonesian language learning kit which was oriented to an e-learning strategy as a means of supporting the implementation of Indonesian language learning activities during the Covid-19 pandemic situation. Furthermore, the learning kit developed was tested for its validity to determine its suitability and feasibility. The results of this study are expected to be useful as a guide in the development of learning kits oriented to e-learning strategies and can be applied as a means of distance learning which is more effective.

2. METHOD

This study used research and development design. Research and development design is used to produce certain products and test the effectiveness of these products [9]. This research was a need analysis and assessed the effectiveness of the product to function in the community. The purpose of research and development design is to develop and produce a product in the form of a valid, practical, and effective biographical text learning kit. The development model chosen was the ADDIE development research model. The ADDIE model was used because this model is simple and relevant. Besides, the procedure was following the development of learning media.

The ADDIE model has several procedures or steps, including analysis, design, development, implementation, and evaluation. At the analysis stage, a need analysis was carried out, which involved knowledge, skills, motivation, and problems faced by teachers and students in learning.

At the design stage, learning objectives were designed, both general or specific learning objectives to determine the competencies or abilities that need to be possessed after completing the learning program. After that, the learning content which was following the learning objectives was also designed. The researcher also designed learning activities to be carried out in the form of selecting strategies and instructional media. Finally, assessment criteria were also designed to measure the level of progress and achievement of students after participating in learning.

At the development stage, the biographical text learning kit was developed based on previous needs and performance analyzes as well as the design of learning programs that have been formulated previously at the

design stage. A validity test of learning media products that have been developed was also carried out to assess its suitability. At the evaluation stage, the researcher evaluated the validation results obtained and revisions would be made if necessary.

The methods chosen were documentation, questionnaires, and interviews. The trial implementation was carried out after the learning kit developed had been revised based on suggestions, input, and comments from experts. Two experts validated the learning kit that had been developed. The data obtained from the experts which were in the form of comments, suggestions, and input were then analyzed descriptively-qualitatively. The data obtained from the analysis of the learning needs of biographical texts, the results of expert validation in the form of assessments or evaluations, the data of test results in the form of student responses, and the results of students' tests were analyzed quantitatively using descriptive statistical techniques.

3. E-LEARNING ORIENTED LEARNING KIT

Based on the results of surveys and interviews, it can be seen that the needs of students and teachers in the biographical texts instruction were the availability of an e-learning oriented learning kit with systematic steps so that they are easily understood by the students. The learning kit consisted of lesson plans, teaching materials, learning media, worksheets, assessments, and an e-learning portal. Learning kits can be said to be one of the means that have a high contribution in guiding the teaching and learning process so that learning can take place systematically and the desired learning objectives are achieved. The e-learning oriented biographical text learning kit was prepared from February 23, 2020, to May 2, 2020. This learning kit was directed to support the teaching and learning process of biographical text for class X SMA Negeri 4 Singaraja. The following describes the learning kit with designed character values.

Lesson plans were the first learning kit developed. The lesson plans developed in this study were based on the syllabus used in SMA Negeri 4 Singaraja. The lesson plans referred to the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2019 concerning the simplification of the lesson plans.

The components of the lesson plans consisted of the identity of the lesson plan, learning objectives, learning steps (activities), and assessment. The lesson plans' components were designed with an e-learning orientation. The time allocation for the biographical text used was 1x2 lesson hours which were 45 minutes each. Biographical text material in the syllabus of SMA Negeri 4 Singaraja was stated in basic competency 3.15 and 4.15.

These teaching materials were arranged systematically so that they were easily understood by the students. The teaching materials were arranged more concisely and densely to support students' understanding of the materials to be discussed. With these teaching materials, it was hoped that it could provide a clear direction and scope regarding the material that the students need to learn to support the expected competencies.

These teaching materials consisted of three pages. The components contained in the teaching material were biographical text materials that were following basic competencies and indicators. Besides, in the teaching materials prepared, some other related sources were inserted so that the students could gain understanding from other sources.

The development of teaching media in the learning process served as a support so that the students could easily understand the materials provided by the teachers. The teaching media that were arranged was in the form of texts, pictures, and others which of course provided an understanding or description of the materials explained by the teachers.

The media that was arranged in the e-learning oriented biographical text instruction was in the form of texts. The texts that were developed were the complete texts of a person's biography which met the criteria for composing a biographical text. These texts were used by the teachers to provide an overview of the complete text and the components contained in a biographical text.

Assessment is an important component of the learning process. Assessment is used as a measuring tool for teachers to obtain information about the level of students' understanding. The scope of assessment in the learning process consisted of attitudes, knowledge, and skills. The principles of assessment that had to be considered by teachers were validity (based on ability data), objectivity (clear and non-subjective procedures and criteria), and fairness. The preparation of an assessment or assessment consisted of several important components. The important components included questions and answer keys as well as rubrics for assessing attitudes, knowledge, and skills.

The last learning kit that researchers developed was an e-learning portal. The e-learning portal that researchers used was Google Classroom. The application or portal was chosen because it was easy to use by both the students and the teachers. The features available in the application or portal were very diverse. Teachers and researchers could use the portal effectively so that learning could take place online.

Google Classroom provided various interesting features and helped the teachers in conducting the learning process to the assessment process. There were features of material sharing, questions or quizzes,

assignments, and so on. With these features, teachers would easily teach according to the order of the material and give quizzes at any time to assess the students' understanding. Besides, there was an interesting point that became the advantage of Google Classroom application, namely the assignment feature. The teachers could give assignments according to instructions, give work time limits, and assess openly or transparently.

4. THE LEVEL OF VALIDITY OF LEARNING KIT BASED ON EXPERT VALIDATION

The learning kit consisted of lesson plans, teaching materials, learning media, assessment, and an e-learning portal. On June 14, 2020, the learning kit was submitted to experts to be validated. The validation was carried out by two validators. The first validator was Prof. Dr. I Nyoman Sudiana, M.Pd and the second validator was Dr. Gde Artawan, M.Pd. The instrument used in this expert validation stage was a questionnaire. The questionnaire used was a closed questionnaire that used the Likert scale.

Based on the expert validation in the form of the closed questionnaire, the results of the lesson plan validation showed a result of 99.3% and was at a very valid qualification. The result of the validation of teaching materials was very valid (98.4%). The results of the validation of learning media showed a result of 98.8% with a very valid level of validation. The results of the assessment validation showed a result of 100%. This percentage clearly proved that the level of assessment validation was at a very valid qualification. The validator also did not provide any comments or suggestions regarding the assessment. The portal validation result showed a result of 100% and explained that the level of portal validation was at a very valid qualification. In general, the results of the validity of the learning kits showed that the learning kit developed was valid and could be used in the learning process

5. DISCUSSION

The results of the development of an e-learning-oriented biographical text learning kit showed that the learning kit developed consisted of lesson plans, teaching materials, media, and assessments. The learning kit developed met the valid criteria. Based on the findings of these results, the thing that would be discussed in this section was e-learning oriented biographical text learning kits which have a high level of validity.

Lesson plans were prepared and developed. The development referred to the Circular of the Minister of Education and Culture No. 14 of 2019 concerning the simplification of the lesson plan which became a guideline or reference for teachers in preparing lesson plans. The components contained in the lesson plans

consisted of school identity, subject, class/semester, subject matter, time allocation, learning objectives, learning steps, and assessment.

The lesson plans were applied in online instruction. The use of the online learning model made it easier for both students and teachers in conducting the teaching and learning process since it could be carried out anywhere and anytime. Thus, the application of the blended learning model was feasible. This is following Rusman's theory which showed that a teacher needs to pay attention to the basic considerations for choosing a learning model, including goals to be achieved, learning material, students' perspectives, and things which were non-technical in the form of effectiveness and efficiency [10].

The results of this study indicate that the e-learning-oriented learning kit made it easy for teachers in designing learning, starting from preparation to implementation in the teaching and learning process as well as assessment. Blended learning which was present and applied at school helped the teachers and students in the teaching and learning process.

The results of the lesson plan validation showed that the validity level of the lesson plan was 99.3% and was in a very valid category. The lesson plans got a very high validity value because the lesson plans developed were following the syllabus and lesson plans components circulated by the Minister of Education. The content of the lesson plans was also adjusted to the characteristics of biographical text learning.

Teaching material is one of the very important tools. The teaching materials were needed by the teachers and the students in the teaching and learning process. The presence of teaching materials enabled the teachers to build students' understanding and helped the students to find out the range of material to be discussed by the teachers. Thus, teaching materials were arranged according to the characteristics conveyed Fahrurrozi, that teaching materials assist teachers in implementing the curriculum [11]. Concerning the e-learning-oriented biographical text learning kit prepared by the researcher, the teaching materials were developed by including a summary or subject matter that would be discussed during the teaching and learning process.

The results of the validity test showed that the level of validity of the biographical text teaching materials with blended learning orientation was 98.4% and was in the very valid category. Teaching materials had a very high level of validity because the ones developed by researchers were compatible with basic competencies and learning indicators. This is following Akbar's opinion which states that good teaching materials have a match between competencies that must be mastered with content coverage, depth of discussion, and reading competence. The materials developed were structured systematically and were easily understood by the

students. Also, the material described in the teaching material gave a clear link to real life. In line with this statement, Kurniawati [12] and Abdul [13] states that the teaching and learning process is basically nothing but the process of coordinating several components (objectives, materials, methods and tools, and assessment) so that they are interconnected and mutually influential. Thus, it fosters learning activities in students as optimally as possible towards changing behavior according to predetermined goals.

The presence of learning media in the teaching and learning process was very important. The media was one of the supporting tools for teachers during the teaching process in the classroom. The presence of media really helped the teachers in explaining material to the students to support the process of students' understanding. The researcher developed media in the form of texts. The texts developed by the researcher were the biographical texts of a character, which was arranged following the structure and systematics of the biographical text.

The result of the validity level test of learning media showed that the validity level of biographical text media with blended learning orientation was 98.8% and was in the very valid category. This high level of validity was caused by several factors. The media that researchers developed was following the demands of basic competencies and indicators. The presence of these short and dense texts media helped the students to understand a good and correct biographical text. The texts which were not too long made the students interested to read them. Thus, they would be more interested in learning.

Assessment is one type of learning kits that is very important. Assessment is very important to do because it is used by the teachers to monitor the ability of their students [14,15]. The assessment that was prepared consisted of several assessment instruments. The instruments included the assessment of knowledge, skills, and attitudes. Besides, the assessment that the researcher developed also contained questions and answer keys as a reference for answers to the questions given.

The test results of the validity level of the assessment showed that the validity level of the e-learning oriented biographical text assessment instrument was 100% and was in the very valid category. The assessment had a high level of validity. This is because the questions were arranged following the basic competencies and indicators. The assessment that was arranged as also easy to be applied by the teachers in conducting an assessment, in the aspects of knowledge, skills, and attitudes. Besides, the assessment that the researchers developed also included clear answer boundaries, making it easier for the teachers to conduct assessments.

In this e-learning strategy-oriented biographical text learning, the assessment model used was fill in the blank

questions. This model was useful for students to measure their ability to absorb and understand the material being taught. The results of measurements using this text model can be used as a determinant of the completeness of students' understanding in each unit contained in the teaching material. The questions were in the form of statements based on the text that has been provided. To find out students' critical understanding, the researcher inserted questions that were related to real life.

The assessment rubric was filled in by the teachers periodically to record students' behavior or attitudes during the teaching and learning process. The teachers assessed students' attitudes by observing the students' persistence and seriousness in participating in learning. The attitude was assessed following the instruments that had been provided previously.

The e-learning portal is an important part of the implementation of e-learning based instruction. The e-learning portal can be said to be a place used by teachers and students in realizing online-based learning [16]. With a platform, teachers can design online learning as attractive and simple as possible to achieve learning objectives. The platform that the researcher used was Google Classroom. The application that can be accessed through a mobile device or mobile phone made the students easier in retrieving it. The discussion feature and the ease of making assessments on the application also enabled the teachers to record students' activity and learning outcomes [17].

The test results of the validity level of the e-learning portal showed that the validity level of the e-learning portal tool for biographical texts with blended learning orientation was 100% and was in the very valid category. The very high level of validity was due to several important factors. The features available in Google Classroom were complete and based on the needs of the teachers and students in the instruction, from providing material to the assessment process.

6. CONCLUSIONS

Based on the results and discussion, the following conclusions can be made. The needs of students and teachers in learning biographical texts were the availability of e-learning oriented learning kit with systematic steps so that it could be easily understood by the students. The learning kit consisted of lesson plans, teaching materials, learning media, and assessments, and a fully-featured e-learning portal such as Google Classroom. The validity level of the e-learning oriented biographical text learning kit was obtained from the validity test conducted by two expert validators. It showed that the biographical text learning kit developed was in the very valid category, appropriate and suitable for use in learning. Based on the conclusions of this study, the researcher provides several suggestions for

related parties. This research can be used as one of the guidelines for getting information about the learning kits that are good to be used in e-learning strategy-oriented instruction. Also, teachers can find out the difference between the use of the conventional model and the blended learning model. They can see differences in terms of learning outcomes so that they can be used as a guideline for creating a more innovative and creative learning process. This research can be used as a reference for selecting and arranging tools and good learning models to be applied to achieve optimal learning outcomes, as well as creating a more innovative and quality learning process that will be useful for the achievement of students' learning.

REFERENCES

- [1] Suhadi, *Petunjuk perangkat pembelajaran*, Surakarta: Universitas Muhammadiyah, 2007.
- [2] F. M. Connelly, Joseph Schwab, curriculum, curriculum studies and educational reform, *Journal of Curriculum Studies* 45(5) (2013) 622-639.
- [3] B. G. Davis, *Tools for teaching: perangkat pembelajaran, teknik mempersiapkan dan melaksanakan perkuliahan yang efektif*, Jakarta: PT Raja Grafindo Persada, 2013.
- [4] S. Akbar, *Instrumen perangkat pembelajaran*, Bandung: Rosdakarya, 2013.
- [5] Graham, From aspirations to practice: curriculum challenges for a new "twenty-first-century" secondary school, *Curriculum Journal* 27(4) (2016) 518-537.
- [6] W. Prayitno, Penerapan Blended Learning dalam Pengembangan Pendidikan dan Pelatihan (Diktat) bagi Pendidik dan Tenaga Kependidikan (PTK), 2015. http://lpmpjogja.org/wp-content/uploads/2015/08/Artikel-br_10juli-Penerapan-Blended-Learning-dalam-Pengembangan-Diktat-PTK_Wendhie.pdf
- [7] F. Lailia, N. M. R. Wisudariani, Pemanfaatan e-learning pada mata pelajaran bahasa Indonesia di SMA Negeri 4 Singaraja, Bali, *E-Journal Jurusan Pendidikan Bahasa dan Sastra Indonesia* 9(1), (2019) 13-23. DOI:10.23887/jjpbs.v9i1.20263 <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/20263/12740>
- [8] M. Ratnawati, Pemanfaatan e-learning pada mata pelajaran bahasa Indonesia di SMA Negeri 3 Singaraja, *E-Journal Jurusan Pendidikan Bahasa dan Sastra Indonesia* 9(1) (2019) 46-56. DOI:10.23887/jjpbs.v9i1.20300 <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/20300/12749>

- [9] J. V. D. Akker, *Principles and Methods of Development Research*, London: Kluwer Academic Publisher, 1999.
- [10] R. Kurniawati, *Pengembangan Model Pembelajaran Blended Learning pada Mata Pelajaran Keterampilan Komputer dan Pengelolaan Informasi (KKPI) Kelas XI di SMK Negeri 2 Purwodadi*, Semarang: UNS, 2014.
- [11] Fahrurrozi, *Pengembangan perangkat pembelajaran tinjauan teoretis dan praktik*, Hamzan Wadi University, 2020.
- [12] C. O. Olumorin, A. Yusuf, U. A. Ajidagba, and A. A. Jekayinfa, *Development of Instructional Materials from Local Resources for Art-based Courses*, *Asian Jurnal of Information Technology* 9(1) (2010) 107-110.
- [13] B. O. Abdul-Raheem, *Effects of instructional materials on secondary schools students' academic achievement in social studies in Ekiti State, Nigeria*, *World Journal of Education* 6(1) (2016) 32-39.
- [14] I. H. Aljiffri, *Effects of the integrated approach to teaching english and social studies on achievement in a Saudi Private Elementary School*, *Journal of Educational and Psychological Sciences* 11(1) (2010) 13-31.
- [15] E. Kirkman, M. Sanders, L. Emanuel, and C. Larkin, *Evaluating youth social action: does participating in social action boost the skills young people need to succeed in adult life*, London: Behavioural Insights Team, 2015.
- [16] E. Effendi, H. Zhuang, *E-learning konsep dan aplikasi*, Yogyakarta: C.V. Andi Offset, 2005.
- [17] Z. Hammi, *Implementasi google classroom pada Kelas XI IPA MAN 2 Kudus*, Semarang: Universitas Negeri Semarang, 2017. <http://lib.unnes.ac.id/31039/1/1102410002.pdf>