Analysis E-Modul Using Kondular Application on Poetry Writing Material at SDN Tasikmadu 1 Malang

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A B S T R A C T

This research aims to produce e-module using the kondular application, describe the feasibility of e-module using the kondular application, and describe the effectiveness of e-module using the kondular application in learning to write poetry in class IV SDN Tasikmadu 1. The product test design used is a product feasibility test and a test product effectiveness. The subjects of this research are divided into 2 categories, namely the feasibility test subjects consisting of validators, teachers, and class IV students at SDN Tasikmadu 1 Malang for the 2023/2024 academic year, while the effectiveness test subjects are teachers and class IV students at SDN Tasikmadu 1 Malang for the 2023/2024 academic year. This research uses the development of the ASSURE model. Data collection technique by distributing validation questionnaires to validadors. The instruments used in this research were questionnaire sheets, interview sheets and observation sheets. The data analysis technique is to calculate the average validator score during the feasibility test and effectiveness test. The result of this research is to produce teaching materials in the form of poetry e-modules based on the Kondular application, where the average feasibility score from the material validator is 87%, the language validator is 90%, and the media validator is 88%, where the teaching material shows a very feasible level. and the effectiveness of teaching materials in learning to write poetry has been proven to be effective for use by fourth grade elementary school students. The response from students and teachers to this e-module using the kondular application was very positive, because the teaching material was very interesting and interactive.

Introduction

Learning is a process of preparing and managing the student environment with the aim of developing and motivating students to carry out learning activities (Dasopang, 2017). The learning process is a process of teaching activities carried out by teachers to their students, where these activities are to explain subject matter in accordance with learning objectives. Teachers are expected to have the skills to create enjoyable and comfortable learning conditions for their students. This also includes creating teaching materials that adapt to students' characteristics and needs with the aim of making students more interested and happy in participating in class learning.

According to Mulyasa, (2006) explains that teaching materials are one of the learning resources used by students, which contain specific or general learning materials. In line with the explanation by Abdias et al., (2019) that teaching materials are learning resources that contain text and images with the aim of making it easier for students to learn and understand the content of the learning material. The position of teaching materials in learning is very crucial, because without adequate teaching materials students will experience difficulties in receiving learning, conversely teachers

will also have difficulties in conveying material to students. Appropriate teaching materials can make it easier for teachers to manage the class and also to know the progress of their students. Teaching materials can also develop students' ability to learn independently, and can expand their ability to understand learning material. But until now there are still very few teachers who develop teaching materials, so the existing teaching materials are still inadequate for the learning process. Many teachers still use teaching materials in the form of books published by publishers that are already available, namely in the form of student books and teacher books, so teachers are expected to be able to compile and develop teaching materials to make it easier for teachers themselves to teach in class. One of the teaching materials developed is a learning module.

Modules are teaching materials that are specifically designed with the aim of being able to be used by students when studying independently, which contain clear instructions (Prawiradilaga and Chaeruman, 2018). According to Anwar (2010), modules are teaching materials that are designed systematically, the contents are packaged more attractively with methods and evaluations that are directed at achieving learning goals. Along with the development of the times and science and technology, modules that were originally printed have now changed to electronic modules (e-modules) which are more practical and interesting. The e-module can be accessed using a computer, laptop or cellphone. E-modules are a combination of conventional modules and information technology, making them more interactive and interesting. E-module is a learning media that displays text, images, graphics, audio, animation and video in the learning process (Nugraha, Subarkah & Sari, 2015). The use of e-modules in learning is very practical because there is no need to use paper, and can also be accessed from anywhere and at any time, not limited by space and time. The development of this e-module uses the Kondular application, where in this application there are various interesting and interactive features, making it easier for students to understand the material provided by the teacher.

Kondular is a drag and drop block programming application that can help teachers create and develop teaching materials so that the classroom learning process becomes more effective and optimal. Kondular has many features that can be used by teachers to suit their needs in making teaching materials. According to Ronaldo & Ardoni (2020), Kondular is an application developer website that allows users to create Android-based applications for free and with programming blocks, so users don't need to code. The results of research conducted by Pamungkas (2020) also show that learning media developed using a modular method is more effective in classroom learning than without using a modular learning media.

The results obtained from the distribution of the needs analysis questionnaire showed that the teaching materials used for writing children's poetry were still very simple and limited. Students at SDN Tasikmadu 1 only learn material through student handbooks in the form of theme books, or video references from YouTube during the learning process, thus making the learning process less interesting and effective. During the learning process, students are less interested in participating in learning, and even tend to be passive and not focused on learning. The teachers of SDN Tasikmadu 1 have never tried using other teaching materials, because they have not found complete, appropriate and interesting teaching materials to support their learning.

Learning to write poetry cannot be separated from learning to write. Writing is one of the language skills that students must master, after listening, speaking and reading. Writing is a creative process, where in the creative process there is a change in

the organization of personal life, namely an awareness that arises from unique personal actions in response to the environment (Ekasari, 2014). So writing poetry can be interpreted as a person's creative process in imagining or developing experiences that have been seen, heard, felt and experienced and then expressed into beautiful words. Writing skills must be mastered by fourth grade students, especially in writing children's poetry. However, the teaching materials for writing children's poetry are still theoretical and conceptual, making learning boring.

The need for interesting and innovative e-module teaching materials is very much needed as a reference and support for students' independent learning. E-module is a set of media that is systematically arranged in the form of non-print or digital, with the aim of helping students learn easily and independently (Fausih & Danang, 2015). This kondular application-based e-module is designed to assist Indonesian language teachers in presenting learning material for writing poetry. This Kondular application can be accessed via an Android cellphone, computer or laptop. Kondular makes learning more effective and interesting, and can be accessed anywhere and anytime. Based on the description above, the objectives of this research can be formulated as follows. (1) produce an e-module based on the Kondular application in the subject of writing poetry for class IV elementary school, (2) describe the feasibility of the e-module application Kondular in the subject of writing poetry for class IV elementary school, (3) describe the effectiveness of the Kondular application in the subject write poetry for fourth grade elementary school.

Research Method

This research aims to analyze the need for e-modules using the Kondular application with poetry writing material specifically for fourth grade elementary school students. The research model used is the ASSURE research model. ASSURE is a learning strategy that combines learning media with technology. According to Prawiradilaga (2008), the development stages consist of analyzing student characteristics, formulating learning objectives, choosing learning methods, media and strategies, using learning materials, and carrying out evaluations and revisions. This research was conducted in March 2023 with research samples from SDN Tasikmadu 1 Malang, class IV which was divided into 2 classes, namely, the control class and the experimental class. The control class sample consisted of 15 students, and the experimental class sample consisted of 13 students selected randomly, as well as 2 class teachers.

There are 2 instruments for data collection used in research, namely test and non-test. The non-test instruments in this research were interviews and questionnaires. Interviews were conducted to determine whether there were problems in learning. Questionnaires were given to material experts, linguists and media experts to determine the validity of e-modules using Kondular, while to find out the practicality of e-modules using the Kondular application, questionnaires were given to teachers and students. This was done with the aim of knowing the response of teachers and students to the e-module. The test instrument is in the form of students' ability to write poetry to determine the effectiveness of the e-module using the kondular application.

Result and Discussion
Result
1. Results of developing teaching materials in the form of e-modules using the Kondular application.

The results of this research resulted in the development of teaching materials in the form of e-modules using Kondular application, feasibility testing of teaching materials, and testing of the effectiveness of teaching materials. The explanation is as follows.

Table 1. Explanation of Competency Achievement Indicators

3.6 Analyze the intrinsic elements of poetry	4.6 Write poetry
1. Identify themes (love, divinity, nature, humanity, and struggle). 2. Identify feelings or imagination (sadness, joy, fear and loneliness) 3. Analyze diction or word choice 4. Analyze tone and atmosphere 5. Identify figures of speech and language styles (hyperbole, metaphor, personification and others). 6. Identify rhyme (congruent patterned rhyme (a-a-a-a), cross rhyme (a-b-a-b), or twin rhyme (a-a-b-b) 7. Analyze the mandate 8. Arrange diction according to the theme 9. Formulate a figure of speech according to the theme 10. Arrange an array based on diction and figure of speech 11. Producing poetry based on the lines that have been composed	1. Students are able to identify themes (love, divinity, nature, humanity, and struggle) correctly. 2. Students can identify feelings or imagination (sadness, joy, fear and loneliness) correctly and appropriately 3. Students are able to analyze diction or word choice correctly 4. Students can analyze tone and atmosphere correctly. 5. Students are able to identify figures of speech and language styles (hyperbole, metaphor, personification and others) correctly. 6. Students can identify rhymes (congruent pattern rhymes (a-a-a-a), cross rhymes (a-b-a-b), or twin rhymes (a-a-b-b) correctly). 7. Students are able to analyze the message correctly and appropriately. 8. Students can arrange diction according to the theme. 9. Students are able to formulate figures of speech according to the theme. 10. Students can arrange lines based on diction and figure of speech. 11. Students are able to produce poetry based on lines that have been arranged creatively and interestingly.

The third stage is the selection of methods, media and learning strategies. The results obtained from developing a learning method for analyzing intrinsic elements in poetry using the picture and picture method. Students are given several pictures taken from the internet to make it easier for them to find ideas for writing poetry. The learning media used is media that is tailored to students' needs.

The materials for writing poetry presented are (1) determining the type of poetry, (2) looking for supporting information in writing poetry, (3) aligning diction with the chosen theme, (4) determining figures of speech that suit the theme, (5) writing lines by adapting previously determined diction and figures of speech, (6) developing the lines into poetry.

E-module development is integrated in the Kondular application. The Kondular application is easy to access online and is also free. Creating a condular application uses

coding by drag and drop. The displays presented in the e-modul using Kondular application are (1) initial display (welcome screen), (2) home, (3) main menu, (4) instructions for use, (5) material on intrinsic elements of poetry and steps - steps to write poetry, and (6) evaluation.

2. Results of the e-module feasibility test using the kondular application

The average validation results obtained from the e-module test using the Kondular application carried out by material experts, language experts and learning media experts are as shown in table 2.

Table 2. Validation Result

No	Validation	Score
1.	Material Expert	87
2.	Language Expert	90
3.	Media Expert	88
	Average	88

The table above shows the average validation results of the feasibility of the e-module using the Kondular application with a score of 88, with the category suitable for use, although there are several improvements that must be made by researchers for the perfection of the e-module. Input and suggestions from validators are very much needed to improve e-modules using this Kondular application.

3. Results of the effectiveness test of e-modules based on the Kondular application

Results of effectiveness tests carried out in two different classes, namely the control class and the experimental class. The control class did not use the e-module using the kondular application, while the experimental class used the e-module using the kondular in learning to write poetry. The results obtained after the effectiveness test were differences in scores in the post-test. In the post-test there are 1 to 5 proficiency tests given to two different classes. Then the results of the post-test will calculate the difference for each ability test, and the average difference for all 5 ability tests will also be calculated. The mean difference results from the ability test were calculated using SPSS. The results of the difference in means are calculated using Mann Whitney U, according to the guidelines, if the significance value is smaller than 0.05, then there is a difference in the means in the two classes. The results of different tests carried out in the control class and the experimental class obtained a significance value below 0.05, so this shows that learning using e-modules using the condular application on poetry writing material was declared effective for fourth grade elementary school students.

Discussion

To find out the need for application-based e-module teaching materials, researchers conducted a needs test, while to find out the characteristics of students by conducting observations and also interviewing teachers. The next step is to determine the learning objectives, which are the development of chapters in the learning material and also assessments in the learning e-module. The material developed is analysis of the intrinsic elements of poetry and writing poetry. The method used is picture and picture, where students are presented with a picture as a source of inspiration in creating poetry. The images provided are taken from the internet in the form of images about nature, friendship and the environment. With the help of pictures, it will be easier for students

to get inspiration, so that students have no difficulty expressing their ideas in writing in the form of poetry.

The choice of learning media is adjusted to students' needs, with the aim of making it easier for students to understand the learning material. In learning to write poetry, the following are the learning steps (1) understand the theme of the poem, (2) analyze the characteristics of the poem, (3) analyze the intrinsic elements of the poem, (4) write the poem, (5) edit the poem. The next step is to design a circular application that contains material in PDF form connected to Google Drive, with the aim of making it easier for students to access it. The material presented is in the form of steps in writing poetry using the picture and picture method. Apart from the material, evaluation test questions for writing poetry are also presented.

Than the researcher collaborates with the fourth grade teacher at SDN Tasikmadu 1 in preparing learning materials, preparing the class that will be used in learning, preparing students who will take part in the learning, and finally preparing student-centred learning. Learning materials in the form of developing e-modules in the form of poetry module texts containing learning objectives, learning chapters, selecting texts, media, and making assessments.

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The Kondular application is designed to make learning easier for students, where it is integrated with e-modules and can be accessed via smart phone, PC or laptop. To determine the response of users of the condular-based e-module, involving experimental students as the main users and also class IV teachers. After students operated the Kondular application-based e-module, researchers gave response questionnaires to users, namely teachers and class IV students. This is to find out suggestions or constructive criticism for the perfection of this e-module. The results of the response questionnaire stated that teachers responded positively to the content of the e-module. The features presented are also very easy to understand. They were greatly helped by the existence of a condular-based e-module on this poetry writing material. Learning becomes more fun and innovative, because it uses existing technology, not just using textbooks or worksheets. Meanwhile, the results of the response questionnaire from class IV students at SDN Tasikmadu 1 mostly stated that they enjoyed learning through condular-based e-modules, learning was fun and interesting. Next, an evaluation in held.

Results of the e-module feasibility test based on the condular application on poetry writing material carried out by 1 material validator, 1 language validator, 1 media validator, and questionnaire responses from 28 students and 2 teachers. The average score obtained from the material validator was 87, while the language validator was 90, and the media validator was 88. Based on research guidelines, if the score range is 85% -100% it is declared to have very good quality, so there is no need for much improvement in the e-module using the kondular application. Feasibility tests were also carried out on students in the experimental class, and the results of the response questionnaire from 28 class IV students taken via Google Form also stated positive things about e-modules using this controller. Likewise, in the response questionnaire

given to teachers, the results obtained from the Google form provided were also very positive regarding the e-module using Kondular application on poetry writing material.

The effectiveness test was carried out by inviting teachers and students to learn to write poetry using e-module. The teacher's role is to explain how to use the e-module, from the beginning of logging in to the operational stage of the Kondular application. The effectiveness test was carried out in 2 different classes, namely the control class and the experimental class by providing post-test material containing analyzing the intrinsic elements of poetry and writing poetry. For the control class, the posttest was carried out without learning using an e-module based on the Kondular application, while for the experimental class the learning used an e-module based on the Kondular application. The results obtained from the effectiveness test using Mann Whitney U. Based on the provisions, if the significance value is smaller than 0.05, then there is a difference in the means in the two classes. The results of the different tests showed that the significance value was below 0.05, it can be concluded that providing e-modules using Kondular application in learning to write poetry has proven to be effective. These results indicate that there are changes and influences on the provision of e-modules using Kondular in the experimental class. The conclusion obtained from this trial was that the e-module using the Kondular application on poetry writing material for class IV elementary school was proven to be effective in learning.

Conclusion

This research produces a viable product in the form of e-module teaching materials using Kondular on poetry writing material with the ASSURE model. Based on the results of the user response questionnaire, 28 students and 2 teachers had positive reactions to this e-module. The questionnaire was given online using Google Form. The results of the feasibility test carried out by 3 validators, namely 1 material validator got an average score of 87, 1 language validator got an average score of 90 and 1 media validator got an average score of 88. Based on the scoring guidelines, if the score range is 85%-100% it is stated that The condular-based e-module has quite good quality, and is suitable for use by fourth grade elementary school students, although there are slight improvements. Meanwhile, for the results of the effectiveness test carried out by the control class and the experimental class, there is a difference in the average difference in the ability test. The significance value of the difference test is smaller than 0.05, so it can be concluded that providing e-modules using condular in learning to write has proven effective for fourth grade elementary school children.

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