



Development of teaching materials in the 3D Page Flip-based Indonesian Literature History course for students of the Indonesian Education Study Program

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Abstrak

Penelitian ini berfokus pada pengembangan bahan ajar pada mata kuliah sejarah sastra Indonesia berbasis 3d Page flip. Penelitian ini menggunakan model pengembangan 4D (define, design, develop, dan disseminate). Tujuan penelitian ini yaitu 1) untuk menentukan bagaimana validitas pengembangan bahan ajar pada mata kuliah sejarah sastra Indonesia berbasis 3d Page flip di FKIP UMSU, dan 2) bagaimana efektivitas pengembangan bahan ajar sejarah sastra Indonesia berbasis 3d Page flip di FKIP UMSU. Penelitian ini menghasilkan bahan ajar sejarah sastra Indonesia berbasis 3d Page flip. Hasil penelitian divalidasi oleh pakar ahli. Hasil validasi bahan ajar dilakukan perhitungan dengan menggunakan rata-rata untuk setiap indikator validasi. Sedangkan efektivitas bahan ajar respon mahasiswa pada mata kuliah sejarah sastra Indonesia berbasis 3d page flip setelah diberikan bahan ajar dalam proses pembelajaran. Penelitian ini dilakukan di Pogram Studi Pendidikan Bahasa Indonesia Fakultas Keguruan dan Ilmu Pendidikan UMSU yang dilakukan pada tahun 2021. Pada penelitian ini telah dikembangkan bahan ajar pada mata kuliah sejarah sastra Indonesia berbasis 3d Page flip.

Kata Kunci: Bahan Ajar, Berbasis 3D Page Flip

Abstract (English-Indonesia)

This research focuses on developing teaching materials in the 3d Page flip-based Indonesian literary history course. This research uses a 4D development model (define, design, develop, and disseminate). The objectives of this study are 1) to determine how the validity of the development of teaching materials in the 3d Page flip-based Indonesian literature history course at FKIP UMSU, and 2) how effective the development of 3d Page flip-based Indonesian literature history teaching materials at FKIP UMSU. This research produced teaching materials for Indonesian literary history based on 3d Page flip. The results of the study were validated by expert experts. The results of the validation of teaching materials are calculated using the average for each validation indicator. While the effectiveness of teaching materials, student responses in the Indonesian literary history course are based on 3d page flip after being given teaching materials in the learning process. This research was conducted at the Education Study Program Indonesian the Faculty of Teacher Training and Education UMSU which was conducted in 2021. In this research, teaching materials have been developed in the 3d Page flip-based Indonesian literary history course.

Keywords: *Teaching Materials, 3D Based Page Flip*

Pendahuluan

Teaching materials are vital variables in the learning process, the teaching materials in question refer to all types of teaching materials. Teaching materials have uses when used in the learning process. Many studies conducted internationally prove that teaching materials are an important part of a productive learning environment because the use of teaching materials can help students in the learning process well and effectively (problème de développement professionnel, 2016).

The basis of teaching materials plays an important role for the progress and development of learning in schools, therefore, innovation is an alternative in avoiding boredom and boredom of students in following learning. In the era of digitalization, to provide an efficient, interesting and effective learning experience, teaching materials for writing poetry must be varied and innovative with the use of technology. This is in line with (Prastowo, 2011), that "The quality of learning will be low if only using conventional teaching materials without significant changes in the teaching materials developed" therefore, utilizing technology in literature learning is very necessary in the world of Education, because digital technology can increase the competence of students in developing their multimodal skills (the use of multimedia in text) according to (Bayu, 2018).

Learning the history of Indonesian literature is part of Indonesian learning. Literature learning not only makes students know, understand and memorize

definitions of literature and literary history, but also to develop students' minds through literary experience activities in the form of literary appreciation, literary expression, and literary study activities so that the ability to appreciate literature as something meaningful for life grows. Rahmanto (2007: 15) states that literature teaching is done in the right way, so literature teaching can make a great contribution to solving real problems that are quite difficult to solve in society. Literature can create individuals who are more personable and more intelligent. This is due to the four scopes in teaching literature, namely helping language skills, improving cultural skills, developing creativity and taste, and supporting character building.

Learning the history of Indonesian literature and literary appreciation is actually not only useful in supporting students' language skills and developing students' sensitivity to thoughts and feelings, but also useful in enriching students' outlook on life and personality. However, seeing the phenomenon that occurs in learning Indonesian literary history and literary appreciation today, many complaints arise in the midst of society, both from literati, education and teaching experts and from literature teachers. In fact, the development of teaching Indonesian literary history and literary appreciation in schools and even in universities has not been carried out properly because the teaching of Indonesian literary history and literary appreciation is only theoretical. This can be seen from the material provided by teachers or lecturers to

students only in the form of knowledge or theory.

The presence of literary history can develop students' insight and imagination with software that can be used to develop interactive and innovative multimedia teaching materials, easy to use and can combine several media in it both audio and visual is 3D Pageflip Professional software, according to Fitri (2017). 3D Pageflip Professional is an application software used to create ebooks, digital magazines, e-papers, etc. 3D Pageflip Professional is a type of professional page flip software for converting pdf files to page-behind digital publications. Each page of the resulting pdf can be flipped (back and forth) like a real book. With 3D Pageflip Professional software can be added video, images, audio, hyperlinks and multimedia objects. The use of 3D Pageflip Professional software is very easy for anyone to create realistic 3D flash turning the pages of books without programming skills thus allowing developers to develop interactive e-books.

E-books with the 3D Pageflip Professional program were chosen by developers for several reasons, namely that they can be used as a practical learning resource, easy to store and not easily torn because electronic books are in the form of softfiles that can be stored on computers, flash drives, mobile phones, and other supporting facilities. In addition, electronic books are also easy in terms of dissemination, namely only by copying the softfile from software such as computers, mobile phones and so on. In the development of this e-book is adjusted based on needs analysis, and considers the capabilities of developers, as well as adjusting to the

selection of possible programs and the level of ease of application.

However, for some students consider learning the history of Indonesian literature a boring learning because the learning revolves around the name of the author and the results of works and literary periodization. To overcome the above, the researcher compiled "Development of Teaching Materials in the 3d Page Flip Based Indonesian Literature History Course for Indonesian Education Study Program Students" in creating fun learning by linking students' intelligence with literary appreciation experiences.

Method

This research is a basic research that develops teaching materials in the 3d page flip-based Indonesian literary history course. This research uses a 4D development model (define, design, develop, and disseminate). At the define stage, researchers understand the problems that occur in students and in the learning model. These problems are collected and then solutions are sought. It turns out that in the Indonesian literary history course, many of the earliest problems occur to students, namely the difficulty of students having the right manual as teaching material.

Therefore, researchers made a research on the development of teaching materials in the 3d page flip-based Indonesian literary history course. Meanwhile, there is another problem, namely the difficulty of students understanding the material in the Indonesian literary history course. So, in this study, researchers developed material in the 3d page flip-based Indonesian literary history course.

At the design stage, researchers design teaching materials. In the 3d page flip-based Indonesian literature history teaching material, it is explained in detail how to derive formulas, the completion of materials based on the stages of developing 3d page flip-based Indonesian literary history teaching materials.

At the develop stage, researchers validate the initial draft / draft 1 to validators in the field of material and development. After validation, researchers revise things that become validator notes so that teaching materials become better into draft 2. Then the researcher tested draft 2 to students of the Indonesian education study program FKIP UMSU, third semester. After revision, a final draft will be obtained. At the disseminate stage, researchers disseminate valid teaching materials (final draft) in a small scope, namely in third semester students by different lecturers.

Results and Discussion

This research uses a 4D development model (define, design, development and disseminate). At the define stage, researchers understand the problems that occur in students and in learning media. (1) Analysis of student needs, The use of learning media for Indonesian literature history courses used in class is still limited. (2) Analysis of student characteristics, analysis of characteristics in students that do not fully understand the concept of teaching material given by lecturers. Considering the implementation of student-centered learning-based learning. (3) Curriculum Analysis, The curriculum used is inadequate to the needs of students. Thus, the implementation of learning is always in

line with the achievements of the curriculum based on sanitific learning where the active role of students also supports learning success and the achievements of the learners. (4) Technology Analysis, The design of technology-based teaching materials that researchers will do is technology-based teaching materials in the form of modules with animations, learning videos, and evaluations. There is software that can be used, namely 3D Page flip Professional with the final format .exe is a software that can create teaching materials or modules with 3D effects. Based on Hidayat's research (2017: 100) the use of 3D Pageflip software can attract interest, easy to understand, and useful for students. Learning media is an important part of the learning process in the classroom. Furthermore, at the design stage, researchers designed 3D Page Flip learning media. In the learning media, it is explained in detail how the learning material of Indonesian Literary History is described with animated displays and learning videos as interesting as possible for students so as to cause student enthusiasm for learning. At the develop stage, researchers validate the initial draft / draft 1 by validators in the field of material and development. The results of the assessment by validators are useful to find out whether learning media is feasible to develop. The media developed is based on learning scenarios prepared by lecturers. Then the media that has been developed is assessed by experts. The following are the results of the Page Flip 3D learning media assessment by media experts.

Tabel 1. Media Assessment Results

Assessed aspects	Validator		
	1	2	3
Useful learning media make information clearer and easier for	4	4	5

students to understand			
The learning media used is able to focus students' thinking and attention on the information / concepts / principles taught	4	5	5
Learning media used are adaptive or can change flexibly, and spontaneously to provide feedback on student responses / reactions, or answers during the online learning process.	4	4	4
The learning media used helps students be more active and involved physically/psychomotor	4	4	4
The learning media used helps students be more active and emotionally involved (involving heart and feeling)	4	4	4
The learning media used involves various uses of the senses as information channels	4	4	4
The media used is able to encourage students to be more involved in high-level cognitive activities (problem solving, creativity thinking, creativity creating, innovating, etc.) in accordance with the stages of child psychological development.	4	4	4
Average total score	4,1	4,2	4,1

After validation, the researcher revises the things that become validator

records so that teaching materials become better. Then researchers tested draft 2 to students and the results of small-scale product trials with a sample of 25 people on students who showed student learning outcomes tests through the use of 3D Page Flip learning media.

Student Order Number	Test Scores	Learning Completeness	Criterion
1	85	85	T
2	75	75	T
3	60	60	TT
4	75	75	T
5	85	85	T
6	90	90	T
7	100	100	T
8	80	80	T
9	85	85	T
10	85	85	T
11	90	90	T
12	100	100	T
13	100	100	T
14	60	60	TT
15	75	75	T
16	85	85	T
17	90	90	T
18	80	80	T
19	75	60	TT
20	85	85	T

Simpulan

Based on the presentation of the discussion above, it can be concluded that the 3D Page Flip learning media in the Indonesian Literature History course that was developed has met the feasibility test and is valid for use. This feasibility can be seen from the acquisition of an average score assessed by validators with a value of 4.1 in the good category. Likewise, the acquisition of the percentage of student learning completeness, which is 80%, reaches a complete score of 75 and even exceeds the standard of learning completeness scores. In addition, the use of 3D Page Flip learning media is proven to

be able to make it easier for students to understand the material delivered by lecturers and make students more active in offline and online learning activities.

Based on the table data above, it can be concluded that the criteria for individual learning completeness of students who obtained completeness scores amounted to 18 students with a percentage of 80% and students who did not obtain completeness scores amounted to 2 students with a percentage of 20%. In other words, the trial of the product has classically achieved learning completeness. At the disseminate stage, Page Flip 3D learning media is not only presented in online classes but also packaged in DVD products to then be used by lecturers in presenting teaching materials in class.

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