



Development of a Learning Module for Writing Short Stories in the Religious Genre for Elementary School Students

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Received: 2023-02-06 Accepted: 2023-06-19

DOI: 10.24256/ideas.v11i1.3893

Abstract

The purpose of this research is to find out the needs, develop, and find out the validity of the learning module for writing short stories in the religious genre that has been created. This product development research was carried out concerning the 4D development model, which consisted of four stages: defining, designing, developing, and disseminating. The research was conducted on students in class IV of SDN 50 Bulu Datu. The instruments used in the study were teacher interviews, teacher questionnaires, student questionnaires, and comprehension tests for students. The data obtained from the agencies were analyzed qualitatively. The results obtained from the needs analysis showed that students liked colorful, pictorial teaching materials. The type of question you are interested in is in the form of multiple choice. Students also want to work on assignments in groups. The development is done by integrating the linguistics of short story material with Islamic religious knowledge, especially the story of the Prophet Muhammad. Product validation by three experts, namely language and material experts, religious content experts, and elementary school instructional design experts, obtained very valid results the module was feasible to use.

Keywords: *Learning Module; Religious Genre; Short story*

Introduction

The development of teaching materials is necessary to adapt the curriculum and the needs of students (Aisyah et al., 2020). Teaching materials are material delivered by the teacher to students in which knowledge, skills, and attitudes must be learned to achieve predetermined competency standards (Helaluddin, 2019). Teaching materials can broaden students' knowledge because the material is arranged according to needs, and the language is easy to understand. According to Nasution et al. (2017), teaching materials are divided into teaching materials in printed form, teaching materials in the state of technology, teaching materials used during practice, and teaching materials used to interact with fellow human beings, which are carried out remotely. Thus, it can be understood that teaching materials are tools teachers use in accordance with the curriculum and are arranged

systematically.

To facilitate students' understanding of the learning process, teachers must consider planning objectives such as textbooks and teaching materials in the form of modules and the like (Faizah, 2017). Modules are books in which there is material and activities that must be done and made for students to learn even without the help or direction of the teacher (Fausih & Danang, 2015). Teaching materials in the form of modules are designed to enable students to study independently within a certain time unit so that students can master learning competencies (S.Sirate & Ramadhana, 2017). Modules should be arranged systematically, interestingly and clearly (Haristah et al., 2019). Systematic means that the module includes the contents of the subject matter, methods and evaluations that can be carried out independently by students

According to S.Sirate & Ramadhana (2017), there are several characteristics of good learning modules, namely: 1) Self-instructional, students are able to learn independently without depending on other parties; 2) Self-contained, all learning material from one competency unit studied is contained in one complete module; 3) Stand alone, the developed module does not have to be used with other media; 4) Adaptive, the modules developed have been adapted to the times including technology; 5) User-friendly, the module is easy for students to use; and 6) Consistency, module writing is consistent so students can easily understand it. Meanwhile, according to Purwahida (2018), there are 3 main principles needed in compiling teaching materials namely relevance, consistency, and adequacy.

Modules are very useful in the learning process, including language learning. Language learning is directed at improving students' Indonesian communication skills, which are learned orally and in writing. Four skills must be mastered by students, namely speaking, listening, reading, and writing skills. Writing skill is the last language skill. Writing activities are not just expressing ideas but also required to provide advice, knowledge, experience, feelings and wishes conveyed in the writing that is made (Mustafa, 2016). The availability of learning writing modules helps students develop their writing skills. Using modules, students can learn to write independently at home to improve their writing skills. However, writing learning modules, especially writing short stories for the elementary school level, are still limited in number and use

Based on the results of observations of researchers on fourth-grade students at SDN 50 Bulu Datu. One of the materials that is difficult for students to understand is writing short stories. Students experience difficulties when given the task of making stories because students are less interested in writing. They pay more than pay attention to the material explained by the teacher. Teachers do not use other media besides textbooks. Teachers are also lacking in explaining learning material clearly and only directly giving students assignments, so most students have difficulty understanding learning material. Thus, it is necessary to follow up on these problems. In this study, the action taken to overcome this problem was the development of the Learning to Write Short Story modules.

The religious genre can choose the short story learning module. This was done with the hope that module development could help students learn and increase students' knowledge about the characteristics of prophets and apostles. Religious values are important to apply in formal and non-formal learning processes to build

students' noble personalities and morals (Azizah & Setiana, 2017; Mukayanah, 2018). Integrating religious values in learning introduces and familiarizes students with noble morals in social life (Azizah & Setiana, 2017).

Many relevant previous studies have carried out the development of teaching materials in the form of modules. Like the research conducted by Noprina (2017), who developed project-based learning modules. Arsanti's research (2018) developed teaching materials for creative writing courses with religious values. Muspiroh's research (2016) integrates Islamic values into science learning. In contrast to these studies, in this study, the development of learning modules for writing short stories in the religious genre was carried out for elementary school students. Based on this, this study aims to determine needs analysis, carry out module development, and test the validity of the short story writing module in the religious genre for fourth-grade students at SDN 50 Bulu Datu.

Method

This research is a Research & Development (R&D) development research with a mixed method approach. The development model used in this study is the 4-D (Four-D) model by Thiagarajan (Kurniawan, 2013). In this study, the subjects were fourth-grade students at SDN 50 Bulu Datu, totaling 28 students consisting of 9 male students and 19 female students. This research is limited in its implementation to product validation and does not carry out trials. The instrument used was a student questionnaire with ten questions, a teacher questionnaire with ten questions, a teacher interview with five questions, and a student understanding test with ten questions. In addition, teacher questionnaire sheets, student questionnaire sheets, and teacher interview sheets were also used, which were given to students and teachers after experts validated the instruments.

Table 1. Short story writing skill test indicators

No	Indicator
1	Analyzing the level of students' cognitive abilities in learning short stories
2	Analysis of the main skills of the short story
3	Analysis of additional skills namely listening, reading, and speaking

The data analysis technique used in this research is descriptive statistics. The results of the expert validation in the form of input and suggestions are analyzed then the results from the validator are used as a reference in revising the product. The validator fills out the instrument sheet provided by ticking on a 1-4 Likert scale as below:

- Score 1 : Invalid (Unable to use)
- Score 2 : Valid enough (Can be used with major revisions)
- Score 3 : Valid (Can be used with minor revisions)
- Score 4 : Very valid (Can be used without revision)

Meanwhile, to determine product validity, the Percentage of Response

formula is used = $\frac{\text{total score}}{\text{maksimum total score}} \times 100$. The product validity level categorization is presented in the following table

Table 2. Validation Standard

Percentage 0 %	Category
81,25 < x < 100	Very Good
62,5 < x < 81,25	Good
43,75 < x < 62,5	Not Good

(Riduwan, 2011).

Results

Need Analysis

The results showed the application of learning to the research object, namely the 2013 curriculum. The questionnaires demonstrated that students liked short story teaching materials in printed form, pictures, and colours. Based on teacher interviews, information was obtained that the teaching materials used had to be interesting and the language used was easy for students to understand. The teacher hopes there are teaching materials that guide students to have writing skills, add insight, provide experience, and provide a structured way of writing to convey story ideas. In addition, the teacher said that the model of questions that students liked was in the form of multiple choices.

Triangulation of data mining for students is related to tasks that students like, such as multiple choice of 70%, matching 10%, and descriptions of 20%. This is presented in the following pie chart.

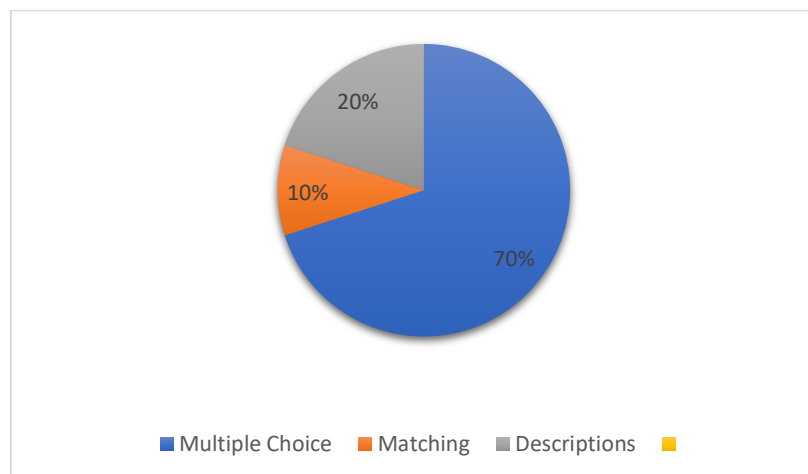


Figure 1. Tasks that students like

Further needs for the ability to write short stories according to the curriculum as measured by tests obtained from the results of 28 students; 80% were able to answer correctly, and 20% were unable to answer correctly. This percentage is very low, so the search for needs is continued by carrying out analytical tasks, preferred story material, and hierarchical material in the appropriate learning process given to students. The results of the analysis found are presented as follows.

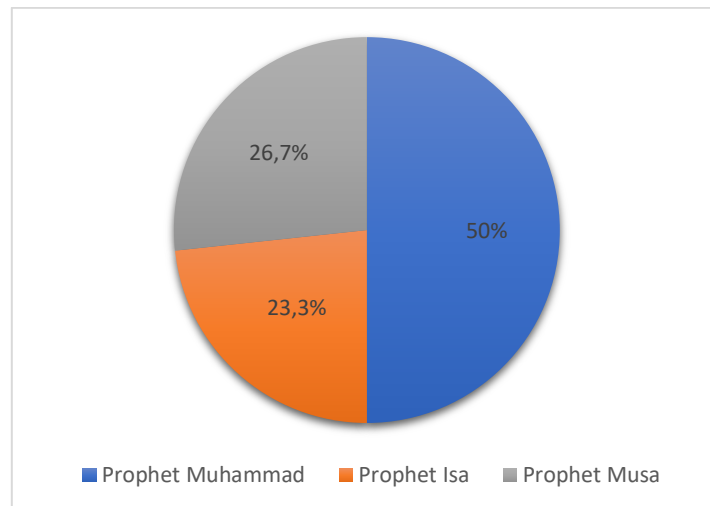


Figure 2. Material that students like

Figure 2 provides information regarding the story topic: students liked 50% of the story of the Prophet Muhammad, 23.3% liked the Prophet Isa, and 26.7% liked the Prophet Musa. Data related to the material hierarchy associated with learning patterns shows that 60% of students prefer group assignments. As for the skills needed by students before writing stories, the students responded by obtaining 76.7% needing story reading materials and 23.3% needing to listen to stories. The data in the development process needs to be adjusted to the learning objectives. This is arranged based on the basic competencies in the curriculum. The basic competencies in question are 3.9: Observing the characters in the short story text. 4.9: Delivering the results of identifying the characters in the short story text in writing and orally. Even though basic competence emphasizes two aspects of skills, module development focuses more on writing short stories because it becomes an implementation problem in achieving competence.

Design and Module Development

Module development is carried out by integrating Indonesian language education and Islamic religious education. This was done by preparing short story material with the characteristics of selected prophets and apostles. Short story material is divided into three parts, namely the definition of short stories, the features of short stories, and the building elements of the story. As for the features of the selected prophets and apostles, the focus is on the story of the Prophet Muhammad, made separately as writing material for students. The components referred to are student learning activities in the module. The description of the contents of the module is described in the following flowchart.

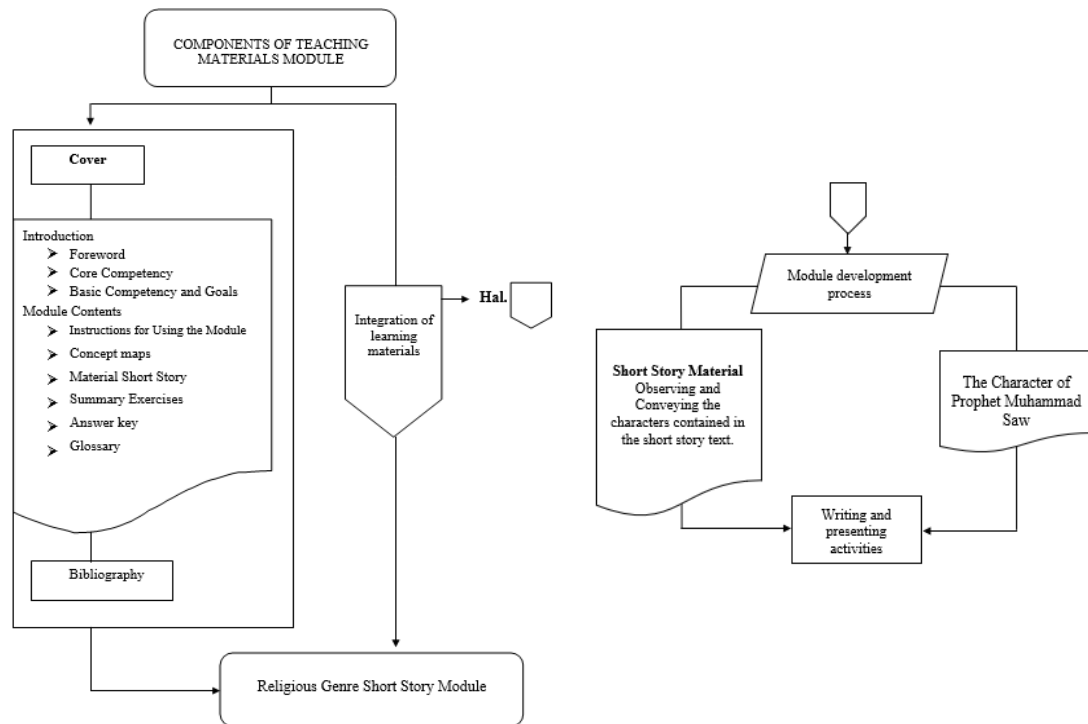


Figure 3. Flowchart of the Religious Genre Short Story Module

Like the data obtained in the needs analysis, short story learning modules must be made as attractive as possible. This need is followed up by developing as interesting as possible to increase students' interest in knowing the module's contents. The design view is presented in the following figure.

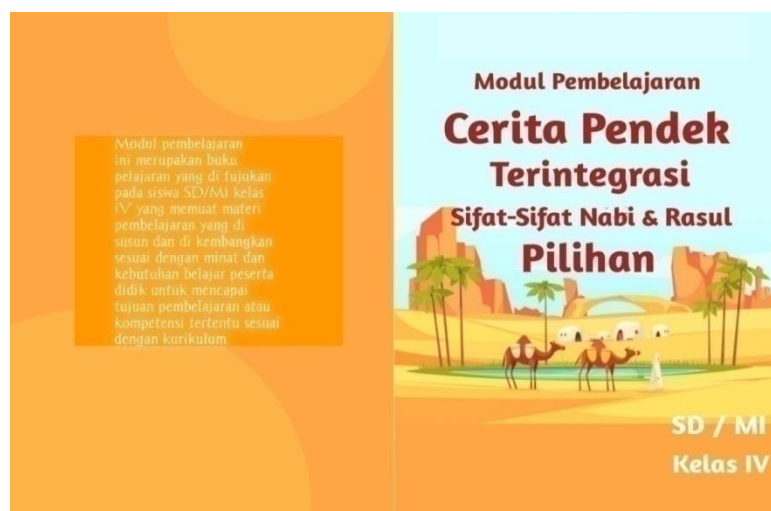


Figure 4. Short Story Modules

Likewise, the short stories presented are associated with the characteristics of prophets and apostles, namely the story of the Prophet Muhammad, which contains the features and journey of the prophet's life. In addition to stories, the answers to students' needs are outlined in the module, namely icons and communicative language. Pictures, readings, or examples of short stories always accompany instructions and message instructions. In addition, the module is equipped with

practice questions in the form of multiple choices accompanied by an answer key. With this, it is expected to practice independently after reading the student's instructions contained in the module.



Figure 5. Contents of the Short Story Learning Module

Not only individual activities this module also tries to answer the needs of students who enjoy group activities. In addition, to make it easier to use, the module is equipped with instructions at the beginning and ends with a summary. The summary is presented to make it easier for students to understand the essence of the material and, simultaneously, make it easier to answer practice questions and group assignments. Not only that but the developed module is also equipped with a glossary to make it easier for students to understand difficult words in the story. As stated above, the module's appearance is presented as follows.

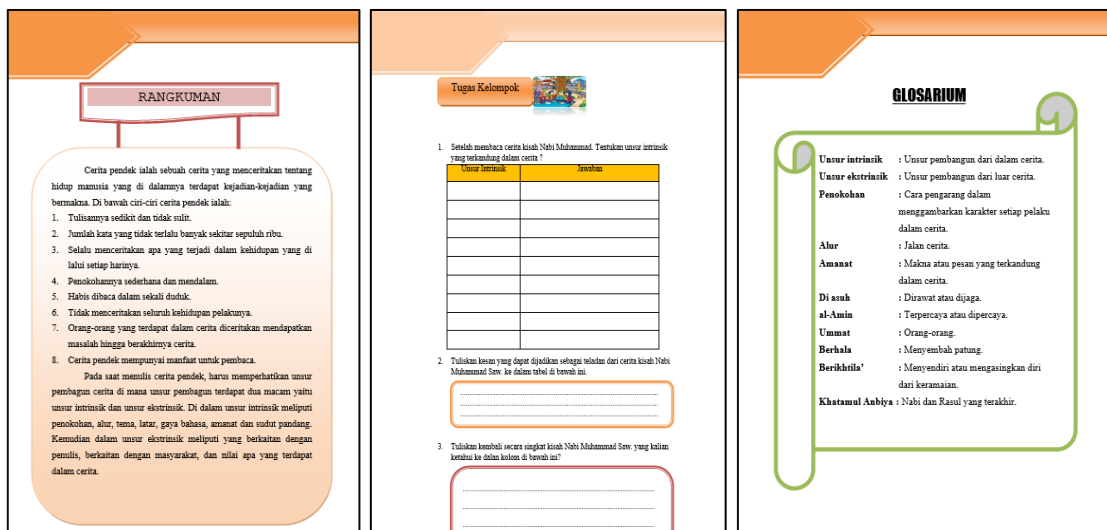


Figure 6. Developed Module Supporting Tool

Teaching Material Validity

Module validity is carried out simultaneously with product improvement. The improvement in question comes from the results of the validator's correction. The

results of the correction referred to are presented as follows.

Table 3. Validator's Suggestions and Corrections

No	Suggestion and Correction Validator
1.	<i>The writing of the word grace must be written like this, it is His gift</i>
2.	<i>The conjunctions in writing must be considered as words that are believed and known must be connected</i>
3.	<i>The colons must be aligned or aligned down to make it look neat</i>
4.	<i>Eliminate our words in writing</i>
5.	<i>Writing the word Rabiul Awal The initial letter must use a capital letter and the conjunction must relate to the words raised and breastfed</i>
6.	<i>Add the word Saw to each name of Prophet Muhammad</i>
7.	<i>Be consistent in making questions</i>

Referring to the suggestions for improvement from the validator, the language aspect dominates. There is only 1 in 7 related to instructional design. However, language corrections also include Islamic content, which integrates stories into the modules being developed.

Not only in terms of content but the calculation of the validation score is also carried out at this stage. The analysis of the validation results with the percentage of the three experts on the resulting module is described as follows.

Table 4. Validity test

Expert	Validity Score
Elementary School Instructional Design	75%
Language and material	92%
Religious content	100%

Based on the table, it is known that the validity value of teaching materials for the learning module for writing short stories in the religious genre is categorized as very valid because it has a validity value of 89%. This indicates that the resulting module can be continued at the trial stage before being used.

Discussion

Need Analysis

The needs analysis results obtained from students showed that students prefer to learn by using teaching materials in print, pictures, and colours. This is the opinion of Adipta et al. (2016), who said that students prefer teaching materials or book stories filled with pictures and colours. Media learning supports the success of the learning process. The selection of teaching materials in the form of modules can be used by students in learning to write independently (S.Sirate & Ramadhana, 2017). With colorful pictures, students will be interested to foster interest in learning and improve learning outcomes (Sumaryanti, 2020).

Regarding appropriate assignments for students. Most students like to do assignments in groups. According to Pratiwi et al. (2018), students are encouraged to work together or do activities to avoid bad behaviour, such as being selfish. While the results of the data obtained from the teacher, namely, students prefer to do assignments in multiple choice. Multiple choice questions have two parts, namely the subject matter (stem), which contains the problem to be asked and several choices or possible answers (options) (Hanifah, 2014). Students like multiple-choice questions because they are more objective and consistent and can eliminate wrong answers (Yustika, 2018). Thus, students like to work on assignments in groups with multiple-choice questions.

For the selection of teaching materials, short story modules integrated with the characteristics of Prophets and Apostles must be interesting and easily understood by students. This is in line with Rochaeni & Khaerunnis (2020) that teaching materials must be balanced with text and illustrations so that students are interested in learning, such as integrating religious elements (Lisnawati, 2021). The selection of materials must be by what is required of teaching materials or modules so that students can easily understand them. The short story material presented in the module focuses on the story of the Prophet Muhammad SAW.

Design and Module Development

The researcher's development stage is to design teaching materials in the form of modules based on needs analysis. The paper size used is A4, while the typeface uses Times New Roman, and the font size is 12. The module has prefaces, a table of contents, basic competencies, learning objectives, a glossary, teacher usage instructions, concept maps, short story material, the story of the Prophet Muhammad, group assignments, summaries, practice questions, answer keys and bibliography. Then create a validation sheet to evaluate module teaching material products that three validators will validate.

After the design phase is completed, the module development stage is carried out. The module results that have been printed are then validated by three validators. Researchers have made improvements according to the direction of the validator. This is in line with what was revealed by Gazali (2016) that making modules must be revised to produce teaching materials that can be used, as for the improvements that the writer has created. Namely, the writing of the word His gift, conjunctions, consistency in making evaluation assignments, and the cover design must be adapted to the situation. This is reinforced by Murti & Muhtadin (2019) that in making modules, the implementation uses language and subject matter that is not too difficult to understand so that modules suitable for use can be produced.

Teaching Material Validity

After three experts assessed the module, the data on the validity of the learning module for writing religious genre short stories were analyzed. The fact of SD Instructional design was obtained with a range value of 75% so that it could be categorized as valid. The point of language and material of the module teaching materials was obtained in the range of 92% and was included in the very good category. At the same time, the validity of the religious content of teaching materials

received a value of 100%, which can be said to be very good. From the three results of the validity test, it was obtained an average of 89% with a very good category. This is in line with the opinion of Tani (2017), who said that the material in module development could be assessed by validators such as language and materials experts, religious content experts, and SD Instructional experts to obtain a validity value to facilitate users in the learning process. Referring to the results of the validity test, the learning module for writing short stories in the religious genre that has been developed can be said to be feasible to use. This is supported by Wardianti & Jayati (2018), who say that learning modules can be used if the validity value of experts is sufficient.

Conclusion

The need for modules in learning short stories in grade IV students' needs communicative teaching materials that attract attention to learning. The modules students like are books with pictures and colours, multiple choice assignments, work on studies carried out in groups, reading material, and religious genres. Students must easily understand the language used in the module. Design and development are done by integrating knowledge or concepts of Indonesian language learning with Islamic religious knowledge. The development resulted in a learning module for writing short stories in the spiritual genre. Content validation resulted in six corrections on the language aspect and one on the instructional design aspect. Confirmation by categorizing the results of the percentage gain from the three validators produces a validity value of 89% which means it is very valid or the product made can be used.

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