



VALIDITY ANALYSIS OF THE DIGITAL MATERIAL DEVELOPMENT ON INDONESIAN LANGUAGE SKILLS LEARNING SUBJECT BASED ON MALAY CULTURE FOR PGSD STUDENTS

Eva Astuti Mulyani^{1*}, Mahmud Alpusari², Dede Permana³

^{1,2,3}Program Studi Pendidikan Guru Sekolah Dasar FKIP Universitas Riau, Pekanbaru, Indonesia
¹eva.astuti@lecturer.unri.ac.id, ²mahmud.alpusari@lecturer.unri.ac.id, ³dedepermana@lecturer.unri.ac.id

ANALISIS VALIDITAS PENGEMBANGAN MATERI DIGITAL UNTUK MATA PELAJARAN KETERAMPILAN BAHASA INDONESIA BERDASARKAN BUDAYA MELAYU BAGI MAHASISWA PGSD

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ABSTRACT

Abstract: This paper discusses the validity analysis of digital products in Malay culture-based Indonesian Language Skill courses through PjBL for University Elementary School Teacher Education students. The research was conducted in the Elementary School Teacher Education Study Program in July-October 2022. The development model applied in the research of this paper was the research model and educational development developed by Bord and Gall, which consists of three stages namely preliminary studies, product development, and product implementation. In the research of this paper, the researchers limited only the product development stage. The data collection technique used was a research instrument in the form of a validation sheet used by material and media experts in assessing digital teaching materials. Validation instruments were given to media and material experts. Based on the analysis results, it shows that the percentage was obtained completely from the assessment by the validator of digital material development for Indonesian-language skills courses based on Malay culture and PjBL with an average percentage score of 88.82% that is categorized as very suitable to use as digital teaching materials. Nevertheless, there are several parts of the digital material that need to be revised in order to complete the digital material. In the end, the revision results of this digital material can be applied in the Indonesian Language Skills course for the students at PGSD FKIP Study Program in Universitas Riau and can be applied in the lecture system.

Keywords: validation analysis, digital teaching materials, Malay culture-based Indonesian language skills, pjbl

Abstrak: Artikel ini membahas analisis validitas produk digital material mata kuliah Keterampilan Berbahasa Indonesia berbasis budaya melayu melalui PjBL pada mahasiswa Pendidikan Guru Sekolah Dasar Universitas. Penelitian dilakukan di Program Studi Pendidikan Guru Sekolah Dasar pada bulan Juli-Oktober 2022. Model pengembangan yang dipilih yaitu model penelitian dan pengembangan pendidikan yang dikembangkan oleh Bord dan Gall yang terdiri dari tiga tahapan yaitu studi pendahuluan, pengembangan produk, dan implementasi produk. Pada penelitian dalam artikel ini, peneliti membatasi hanya tahap pengembangan produk. Teknik pengumpulan data yang digunakan berupa instrumen penelitian berupa lembar validasi yang digunakan oleh ahli materi dan ahli media dalam menilai produk bahan ajar digital. Instrumen validasi diberikan kepada ahli media dan materi. Berdasarkan hasil analisis menunjukkan persentase yang diperoleh keseluruhan dari penilaian oleh validator pengembangan digital material mata kuliah keterampilan berbahasa Indonesia berbasis budaya Melayu dan PjBL dengan rata-rata skor persentase sebesar 88,82% dikategorikan sangat layak digunakan sebagai bahan ajar digital yang bisa digunakan. Namun ada beberapa bagian dari digital material yang perlu direvisi guna kesempurnaan digital material ini. Pada akhirnya, hasil revisi digital material ini dapat diterapkan dalam perkuliahan Keterampilan Berbahasa Indonesia untuk mahasiswa Program Studi PGSD FKIP Universitas Riau dan bisa digunakan untuk sistem perkuliahan.

Kata Kunci: analisis validasi, bahan ajar digital, keterampilan berbahasa Indonesia berbasis budaya Melayu, pjbl

CITATION

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INTRODUCTION

Utilization of technology in the teaching and learning process is used in digital learning systems. Digital technology is used as a means of interaction by all circles of society, especially students. Not only social interaction, digital technology is believed to increase retention and persistence of learning in students and can also provide rich content and is more suitable to be applied in 21st century learning models. Digital technology has strategic potential and opportunities to play a role and support the success of education and learning in higher education (Hills, D., & Thomas, G., 2019). In addition, digital technology can also be a solution to provide a new learning experience outside the classroom and express a form of understanding that is centered on building meaning according to student construction (Hills, D., & Thomas, G., 2019, Cuthbertson, B., etc., 2007).

In an effort to improve the effectiveness of learning, among others, is the use of teaching materials that are in accordance with the needs and circumstances of students. Teaching materials are an important component in learning because teaching materials are a means for students to learn independently. Teaching materials that are often used today are reference books, journal articles, papers and others. One of the strategic potentials in the development of digital technology is that the learning process can be carried out using digital technology-based teaching materials, communication media, software, internet, e-mail, and so on (Afifullah, M. and Cahyanti, B. (2021). Learning in the classroom, especially for students, must have guidelines or guidelines in the form of information, tools and texts that are used as

teaching materials in the learning process that are systematically arranged to display the goals and competencies desired from students. Magdalena et al (2020) mention the competencies possessed by students are components which is a measure of the success of learning in the classroom. The ultimate goal is quality output from courses which are an effort to improve learning outcomes (Hanik, NR. And Harsono, S., 2016).

The Indonesian Language Skills Course (KBI) is a compulsory subject for the Elementary School Teacher Education Study Program (PGSD Study Program), Faculty of Teacher Training and Education (FKIP), University of Riau. The KBI course is a theoretical and practical course that equips students to master the nature, techniques, types, and application of the four Indonesian language skills, namely listening, speaking, reading and writing. The objectives of the KBI course are closely related to the objectives of learning Indonesian, namely to improve the ability to communicate orally and in writing while still fostering mutual respect for the culture of the Indonesian people. Currently teaching materials in the form of books or modules have not been used in learning. Lecturers and students still use references in the form of books and journal articles as a guide in learning. Seeing this situation, it is necessary to develop digital teaching materials (digital material) for Indonesian Language Skills courses which are expected to be able to support learning and improve student achievement. The teaching materials to be developed are in the form of digital teaching materials (Digital Materials) which are packaged in an attractive way by combining them with Project Based Learning and Malay

culture as content to support material in the form of projects from these courses. In addition, the development of digital materials for the Indonesian Language Skills course based on Malay culture through Project Based Learning is later expected to be able to support successful learning, taking into account the content/content of the material in accordance with the curriculum, student developments and needs.

The use of digital teaching materials is expected to attract the attention and interest of students so that they are motivated to learn and prepare themselves before learning in class, because this digital material can be accessed later anywhere and anytime via the pgsd.fkip.unri.ac.id website. Students are able to improve their competence by making subject projects based on Malay culture. The expected course project is a project of the four Indonesian language skills, namely reading, listening, writing and speaking skills. This study aims to determine the level of validity and to analyze the results of the validity of digital materials for Indonesian language skills courses based on Malay culture and PjBL from media experts and material experts. In this study, the researchers limited it to stage 2, namely product development. The development of digital materials for Indonesian-language skills courses based on Malay culture and PjBL is expected to be able to motivate students to hone their four language skills.

METHOD

The development of digital materials is carried out referring to the Research and Development (R&D) approach. The development model chosen is the educational research and development model developed by Borg and Gall. Research and development will later produce a product that is feasible and attractive, and is more likely to be applied as a learning resource in the classroom including product development and validation processes.

This research and educational development approach is used to produce digital teaching materials for Indonesian Language Skills Courses based on Malay culture through PjBL for PGSD students. Borg & Gall explained a series of stages that must be taken in this approach, namely: Research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main fields testing, operational product revision, operational field testing, final product revision, and dissemination and implementation [12]. The stages of research and development proposed by Borg and Gall above consist of 10 steps, however, the development of digital materials for the Malay culture-based Indonesian Language Skills Course through PjBL for PGSD students is grouped into three stages. The final result is in the form of digital teaching materials for the Indonesian Language Skills Course based on Malay culture through PjBL as a learning resource for the course which can be accessed via the PGSD web.

In this study, researchers focused on stage 2, namely the product development stage. At this stage do:

1. Initial Field Test. The next step after developing the initial product form is validation by material experts, media experts, and course lecturers. Validation is the process of evaluating a product by an appropriate expert in their field. The validation process aims to determine the feasibility of digital teaching material products.
2. Product analysis and revision phase I. Product analysis and revision phase I aims to obtain good digital teaching materials prior to field trials.
3. Field trials and limited trials. At this stage individual trials were carried out with 3-5 respondents, while limited trials were carried out with 10-15 respondents. Data is collected and analyzed. The pilot test on

students aims to find out the level of attractiveness of digital teaching materials for the Indonesian Language Skills Course based on Malay culture through PjBL.

4. Phase II product analysis and revision. Phase II product analysis and revision was carried out after conducting individual trials and limited trials. The results of the trials were used to make improvements.

The main purpose of this research is to produce products that are suitable and in accordance with the needs of students and the problems found in learning, especially in Indonesian language skills courses.

This research was conducted in June-October 2022. The research population is all students who have taken the Indonesian Language Skills course, totaling 121 students. The data collection technique used is a research instrument in the form of a validation sheet used by material experts and media experts in assessing digital products for Indonesian language skills courses.

At the Product Development stage, researchers carry out an assessment or validation carried out by validation experts consisting of validation of learning media experts and material experts. At this stage an assessment is carried out by experts consisting of media experts and material experts. Products that have been made in the form of digital material for Indonesian-language skills courses based on Malay culture and PjBL are validated by providing validation questionnaires and providing digital links for Indonesian-language skills course materials to each expert. Then the digital material for the Indonesian language skills course was assessed based on a questionnaire given to the learning media expert validator. Besides that the questionnaire was given to a material expert. The researcher gave the validator the opportunity to fill out the validation questionnaire that had been given.

After the validation stage has been carried out by the expert validator, the following are the validation results from the validation expert consisting of validators of learning media experts and material experts who have assessed the feasibility of the product developed as follows:

RESULTS AND DISCUSSION

Table 1. Data from Media Expert Validation Results (Design)

| No | Assessment Aspects | Validator Rating (%) | Category |
|----|--------------------|----------------------|---------------|
| 1. | Program | 88,60 % | Very Worth it |
| 2. | Appearance | 82,35 % | Very Worth it |
| | Average | 85,47 % | Very Worth it |

Validation of the digital feasibility of the Indonesian language skills course material was carried out by Mr. Eddy Noviana, S.Pd., M.Pd. The feasibility of the media is assessed from 2 aspects, namely the program aspect and the display aspect.

In the program aspect, there are 2 assessment statements, namely about the practicality of digital material for Indonesian language skills courses based on Malay culture and PjBL and easy access to digital materials

for Indonesian language skills courses which are used to assess the feasibility of the program on digital materials for Indonesian language skills courses. Based on these data, it can be seen that the results of the validation of media experts on the program aspect get a percentage of 88.60% getting a very decent category.

In the digital display aspect of the Indonesian language skills subject based on Malay culture and PjBL, there are 8 assessment statements, namely the physical

appearance of the blog, the attractiveness of digital materials, the format and consistency of digital materials, the use of type and size of letters on digital materials and combinations of images on digital materials. . Based on the data that has been obtained from the media expert

validator, the percentage is 82.35% with a very decent category. So that the overall average of the results of the digital expert validation of Indonesian language skills courses is 85.47% with a very decent category.

Table 2. Data from Material Expert Validation Results (Construct)

| No | Assessment Aspects | Validator Rating (%) | Category |
|----|--------------------|----------------------|---------------|
| 1. | Theory | 94,93% | Very Worth it |
| 2. | Language | 88,68% | Very Worth it |
| 3. | Learning | 92,43% | Very Worth it |
| | Average | 92,17% | Very Worth it |

Validation of the feasibility of digital materials for Indonesian language skills courses based on Malay culture and PjBL was carried out by three material expert validators, namely Mr. Otang Kurniaman, S.Pd., M.Pd. and Dede Permana, M.Pd. In material validation, there are three aspects of the assessment, which consist of aspects of material, language, and learning.

In the material aspect, there are 6 assessment statements, namely the presentation of material on digital material for Indonesian language skills courses, clarity of objectives or indicators of digital material, completeness of information in digital materials, and the suitability of the material with the level of student ability. based on these data, it can be seen that the validation results of material experts on the material aspect get a percentage of 94.93% getting a very decent category.

In the language aspect, there are 4 assessment statements, namely regarding the suitability of language rules in digital material for Indonesian-language skills courses based on Malay culture and PjBL, the effective and

efficient use of language in digital material, and the suitability of language in digital material. Based on the data obtained, it can be seen that the results of the validation of material experts on the language aspect get a percentage of 88.68% getting a very decent category.

In the next aspect, namely the learning aspect, there are 10 assessment statements, namely learning outcomes, suitability of training with Malay culture and PjBL, ease of understanding evaluation questions, increasing students' thinking skills, emphasizing concept finding skills, and learning concepts in digital material for culture-based Indonesian language skills courses Malay and PjBL. Based on these data, it can be seen that the results of the validation of material experts on the learning aspect get a percentage of 92.43% getting a very decent category. So that the overall average results of expert validation of digital materials for Indonesian-language skills courses based on Malay culture and PjBL, namely 92.17%, get the very decent category.

Table 3. Data Recapitulation of Validator Results

| No | Assessment Aspects | Validator Rating (%) | Category |
|----|-----------------------|----------------------|---------------|
| 1. | Learning Media Expert | 85,47% | Very Worth it |
| 2. | Material Expert | 92,17% | Very Worth it |
| | Total | 177,64% | |
| | Average | 88,82% | Very Worth it |

Based on the data recapitulation table from the validator results above, the percentage obtained as a whole from the assessment by the validator for the development of digital materials for Indonesian-language skills courses based on Malay culture and PjBL with an average percentage score of 88.82% is categorized as very suitable for use as digital teaching materials which can be used by PGSD FKIP students at the University of Riau.

The digital material for Indonesian-language skills courses based on Malay culture and PjBL is declared valid because it is in accordance with the needs of teaching materials, the substance of the material is clear and precise, and can motivate students. The language used in this digital material is communicative, clear, consistent, and in accordance with good and correct Indonesian rules. Furthermore, the presentation of digital material is good. So overall, this digital material is in accordance with the principles of developing teaching materials put forward by the Ministry of National Education (2008), namely 1) starting from the concrete to the abstract; 2) presented appropriately and varied; 3) can motivate students; 4) contains achievement indicators; and 5) paying attention to the diversity of student abilities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the development of digital materials for Indonesian-language skills courses based on Malay culture and PjBL, it can be concluded that digital materials for Indonesian-language skills courses based on Malay culture and PjBL are valid in terms of learning media and materials. However, there are several parts of the digital material that need to be revised, for the perfection of this digital material. In the end, the results of this digital revision of material can be applied in lectures on Indonesian Language Skills for the PGSD FKIP Study Program at the

University of Riau, and can be used for the lecture system via the link <https://sites.google.com/view/kbi-pgsdunri/home>.

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