



DEVELOPMENT OF E-MODULE MULTIMEDIA IN INDONESIAN LANGUAGE COURSES FOR UPI YPTK PADANG

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Abstract

This research is motivated by the use of conventional methods and media in the learning process of Indonesian Language Education courses at UPI Padang. To support the varied learning styles of students, lecturers need to develop teaching materials that solve the problems in the learning process. One of them is developing modules and using technology, because the development of e-multimedia encourages the combination of print technology and computer technology in learning activities, it is necessary to conduct a research to produce an Indonesian Language Learning Model using a validity, practicality, and effectiveness multimedia e-module for students using the ADDIE development model. The type of this research is development research. The sample of this research is students majoring in PTK, Faculty of Teacher Training and Education, which is taken by means of random sampling technique. Data collection techniques used instruments in the form of questionnaires and tests to obtain the validity, practicality, and effectiveness of the developed e-modules. The data had been collected and was analyzed then the results obtained that the process of analysis, design, development, implementation, and evaluation, the development of e-modules in Indonesian courses was based on the results of analysis and validation by experts in the medium.

Keywords: *Development, Indonesian language learning, e-multimedia*

INTRODUCTION

The rapid development of information technology today can change the conditions of learning that are not bound by space and time. One of the roles of information technology in education today is the emergence of the term e-learning. Lavrov (2013) explains that the use of information technology is an integral part of modern education. Information technology is a means to develop learning models and shorten learning time. According to Kurymbayev (2016), information and communication technology has enormous potential as a means or tool to develop skills in the learning process. Konokman (2016) asserts that teachers are expected to be able to integrate technology into technology-based

learning environments in an effective way. With the rapid development of this technology, educational practitioners are required to be able to integrate technology in learning activities.

To improve the quality of learning in the current digital era, the concept of learning is strongly supported by the presence of electronics. Alakoc (2003) explains that new concepts and technological means such as computers, internet, multimedia, audio, video and animation have reached a place in education and teaching. Hanell (2016) explains that the use of digital tools in the learning process can affect literacy practices. Digital technology for learning, such as independent learning modules, multimedia, simulations, video tutorials,





can increase students' independence in learning. According to Serevina (2018), teaching materials in the form of digital modules stimulate students to study independently. With technology, educators can develop technology-based learning tools such as e-learning, e-books, and multimedia e-modules, on-line learning, internet-enabled learning, virtual learning, or web-based learning. Although the terms used are different, they all point to the same concept, namely learning supported by technology and based on multimedia.

Digital-based learning is very effective in leading education to a better direction, in less time, and at lower costs. Yalcin (2017) explains that effective teaching certainly requires the use of effective technology. According to Kim (2016), digital learning devices significantly affect students in the learning process. Digital-based learning is a learning process that uses electronic media as a learning tool to improve the quality of learning. Getenu (2015) explains that there are significant differences in attitudes between students taught using e-learning modules while being taught using conventional methods. The various electronic components of the module (text and images, videos, simulations, and feedback questions) are considered valuable by students as a learning experience, unlike textbooks, the module's electronic material can be updated some time before the learning process begins. Yuong (2018) explains that multimedia provides opportunities for educators to develop learning techniques so as to produce maximum results. In order to achieve learning objectives, educators

need to understand learning techniques that are useful in the teaching and learning process. Learning techniques are used to implement a specific method, for example the use of multimedia-based learning resources. Tabbers (2004) explains that utilizing multimedia in learning becomes an obligation in line with changes that occur in various fields of human life. With the media, the learning process becomes more interesting so as to encourage students to love science and like to find their own sources of knowledge and the learning process can be improved.

Multimedia-based learning resources provide opportunities for educators to develop learning techniques so as to produce maximum results. Domalewska (2014) explains that the use of multimedia such as sound, animation and pictures can engage students in learning and can increase their knowledge and motivate them to learn better. The purpose of using multimedia to make easy for students to determine what and how students can absorb information quickly and efficiently. The ability of multimedia technology that is getting better and developing will increase the ease of getting students' knowledge. Beydogan (2015) explains that multimedia can affect learning. According to Hamzah (2014) the use of multimedia in learning plays an important role in the results of student learning academic scores. Multimedia provides opportunities for educators to develop learning techniques so as to produce maximum results. With multimedia, it is hoped that students will find it easier to determine with what and how students can absorb





information quickly and efficiently because learning resources are no longer focused on textbooks. Technology-based learning media is also able to make students interested in learning independently so that it helps education, especially students in understanding and exploring a subject matter. The benefits of using multimedia e-modules as learning resources in the learning process, among others, can add and expand the horizons of existing content in the classroom, can stimulate thinking, behave and develop further. Abidin (2017) emphasized that products from technology and information have provided alternative teaching materials that can be used and accessed by students in digital form such as e-modules. According to Susilowibowo (2017) e-multimedia modules can be developed with various innovations as teaching materials for students. Ula (2018) explains that interactive multimedia e-modules are considered attractive, easy to use, and useful for students as a learning resource. Based on the background of the problem above, the formulation of the problem to be discussed in this dissertation is as follows: What is the process of developing multimedia e-modules in Indonesian language courses at UPI Yptk Padang. The theories used in this study: the nature of teaching materials, the nature of learning modules and the nature of e-modules.

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written or unwritten material. Prastowo

(2013: 297) states that teaching materials are a set of materials that are systematically arranged, whether written or not, so as to create an environment or atmosphere that allows students to learn. There are also those who argue that teaching materials are information, tools and texts that are needed by teachers or instructors for planning and studying the implementation of learning. In line with this understanding. While Majid (2012:174) classifies the teaching materials used in the following learning (1) printed teaching materials, (2) listening teaching materials, (3) viewing teaching materials, (4) interactive teaching materials. Prastowo (2001: 106) suggests that the module is a module that is systematically arranged in a language that is easily understood by students according to their level of knowledge and age, so that they can learn independently (independently) with minimal assistance and guidance from educators. Depdiknas, (2003:3) The module is one of the learning media that can be used to support teaching and learning activities. Modules are learning tools or facilities that contain material, methods, limitations and methods of competence that are expected to be in accordance with the level of complexity. According to Sudjana and Rivai (2007:132), the module is a type of planned learning activity unit, designed to assist individual students in achieving their learning goals. Therefore, the module is a teaching material created by the teacher to assist students in learning both independently and guided. In this case, the module was created complete with instructions for self-study, doing the





evaluation on their own without the help of a teacher. The development of information and communication technology towards the end of the 20th century has gradually shifted the Gutteberg era with its printing press and replaced it with the digital era. Information and publications that were originally only documented and disseminated through printed sheets of paper are now starting to use electronic media as an alternative to their wedding.

According to Supriyadi (2013), explaining that, a digital book or e-book is a publication consisting of text, images, video, and sound and published in digital form that can be read on computers and other electronic devices. From this explanation, it can be understood that an electronic book is a portable hardware and software system that can display large amounts of information in the form of text for users to browse through.

The development of e-book technology encourages the combination of print technology and computer technology in learning activities. Various printed learning media, one of which is a module, can be transformed into electronic form. So that gave birth to the term electronic module or what is known as e-module. There is no definite definition of an electronic module so far. By referring to the various related terms, it can be identified that the electronic module is an amalgamation of the term module in the form of electronic learning materials (e-books).

RESEARCH METHODS

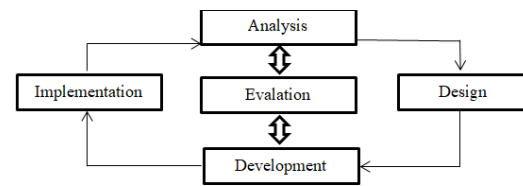


Figure 1. ADDIE Model Development Procedure

The implementation stage of e-module development in the ADDIE development model.

a. Analysis

The analysis stage is a process of defining what students will learn, namely conducting needs analysis, identifying problems and conducting task analysis.

b. Design

Design is a series of planning activities to achieve goals. What we do at this stage is to formulate specific, measurable, applicable, and realistic learning objectives.

c. Development

Development is the process of turning the blue-print into reality. One important step in the development stage is testing before implementation.

d. Implementation

Implementation is a real step to implement the learning system that we are making, meaning that at this stage everything has been developed installed or set in such a way according to its role or function so that it can be implemented.

e. Evaluation

Evaluation is a process to see if the learning system developed is successful. In accordance with initial expectations or not.





Table 1. Types, Data Forms and Data Analysis Techniques

No	Type of data	Form of data	Collection technique	Aspect
1	Data on the need for developing qualitative language learning problems Interview	Qualitative	1. Interview 2. Documentation study	Needs analysis Identify the problem
2	Validation data	Quantitative	Questionnaire	1. Learning tools 2. E-module 3. Lecturer's Guide
3	Data practicality	Quantitative	Observation sheet Observation sheet Angket	Execution SAP e-module lecturer guide 1. Lecturer's response to the practicality of e-modules 2. Lecturer's response to the practicality of the lecturer's manual 3. Student responses to
4	Data effectivity	Quantitative	Observation sheet Tes	1. Activities 2. Process assessment Learning outcomes

Based on the type of data and data collection techniques, there are several kinds of data collection instruments. These instruments include; 1) interview guide, 2) validation sheet, and 3) questionnaire. The use of each of these instruments is explained based on the required data as follows. The assessment sheet in the form of a questionnaire was prepared using alternative answers/assessments using a Likers scale in the form of very good (SB), good (B), quite good (CB), not good (KB) and not good (TB). Each alternative

answer is given a score of SB=5, B=4, CB=3, KB=2, and TB=1.

RESULTS AND DISCUSSION

The results of the questionnaire analysis of 10 students 7 people stated that the Indonesian language course material was difficult to understand and 3 students stated that it was not difficult to understand. For more details can be seen in the following table.

Table 2. Results of Questionnaire Analysis

No	Statement	Yes	No
1	I think the Indonesian language course material is difficult to understand	7	3
2	I like to learn only with conventional methods	2	8
3	I've learned to use audio media	6	4
4	I've learned to use visual media	4	5
5	I've learned to use audio visual media	2	8
6	I have learned to use other media (audio, visual, or audio visual)	1	9
7	I am happy if Indonesian language lectures are presented using a variety of learning resources	8	2
8	I've seen Indonesian language lecture material visualized/shown through animation	3	7
9	I've seen Indonesian language lecture materials visualized/shown through computer simulations	1	9
10	I think learning by using media that can show how things work is interesting for me	8	2
11	I think learning by using pictures is interesting for me	9	1
12	I think learning by using video media is interesting for me	9	1
13	I think learning by using media in more detail/real material is interesting to me	8	2

Based on the researcher's analysis of the learning resources used by students, they still need to be evaluated and developed because the learning resources used by students are still conventional in the form of textbooks, the copy of the presentation slides used by students looks monotonous and does not arouse learning motivation so that it affects the achievement of learning





outcomes. The e-module design stage includes validation and is adjusted to the general instructional objectives and specific instructional objectives then presented in the multimedia e-module learning. Learning with multimedia e-modules is an independent learning approach that focuses on the instructional objectives of the study materials that students learn at a certain time according to their potential and conditions. The self-study system is a way of learning that focuses more on the role of student autonomy. Independent learning is the behavior of students in realizing their desires or desires in real terms by not depending on others. In this case, the student is able to do his own learning, can determine effective ways of learning, is able to carry out learning tasks well, and is able to do. Development Stage Results (Develop) In this stage of development, researchers develop research products with the following steps. Based on the picture above, the process of developing Multimedia e-Modules in Indonesian Language courses requires a lecturer's manual and learning model books using e-modules. The development concept is described as follows. In the early stages of development, several activities were carried out, including: 1) conducting FGDs discussing the material content of the three finished products and gathering input/suggestions about products, 2) revising products to improve the three products (guide books, model books and e-books). multimedia module) based on input/suggestions from the FGD, 3) validating the three products (guide books, model books and multimedia e-modules)

through validation of filling in the validation instrument by experts, 4) revising the product if it needs to be improved, 5) conducting trials products and 6) product implementation on a wide scale. Assessment of student responses was carried out to find out students' opinions on the level of practicality of multimedia e-modules. The assessment sheet is filled out by students at the end of the one-to-one evaluation. The results of the practicality sheet after using the multimedia e-Modul can be seen in the following table.

Table 3. Practical E-Module

Student	Point	Average	Category
Andika Putra	62	88.57	very practical

Student responses to the practicality of the multimedia e-module in the one-to-one evaluation trial showed that the percentage of student assessment of the multimedia e-module was in the very practical category, namely 88.57. Thus, it can be concluded that the practicality of the multimedia e-Module based on the one-to-one evaluation of student response sheets is categorized as very practical and attractive to students.

Effectiveness Test Results

Student activity during the activity was observed using the student activity observation instrument. The student activities observed included a) visual activities, b) listening, c) oral activities, d) motor activities, e) writing activities. Student activity in the one-to-one test can be concluded that student activity in the one-to-one evaluation test for each meeting has an average of 94.40% in the very good category.





From the results of the analysis, it can be concluded that meeting 1 to meeting 5 of student activities as a whole has been carried out very well. Based on the description above, the developed multimedia e-Module can help in increasing student activities. In addition, lecturers who support courses feel facilitated by the multimedia e-Modul being developed. Multimedia e-modules provide motivation and attraction for students to learn which is indicated by increasing student activities during the learning process. Thus, from student activities, the multimedia e-Module has been effectively applied in learning.

Assessment of e-Multimedia e-Module Learning Skills

Process Assessment

The data processing of the assessment of the multimedia e-Module learning process can be seen in the following table.

Table 4. Learning Process Assessment

No	Rating Indicator	Meeting Average					Average	Category
		1	2	3	4	5		
1	Pay attention to the lecturer's explanation	75	75	80	80	75	77	Tall
2	Question and answer	70	85	80	80	75	78	Tall
3	observing reading	70	90	80	90	79	81.8	Very high
4	Writing to do something	80	90	90	87	86	86.6	Very high
5	Revising learning outcomes	90	97	98	75	90	90	Very high
6	Clearing up misunderstandings	90	95	86	75	90	87.2	Very high
Jumlah		79	89	86	81	83	83.4	Sangat tinggi
Average		79.2	88.7	85.7	81.2	82.5	83.43	Sangat tinggi

Based on the table above, it can be explained that the assessment of the learning process using the e-Module multimedia test one-to-one evaluation for each assessment indicator is in the range of 70% to 90% which can be interpreted in the high and very high categories. The average rating at the first meeting is 79.2 with a very high category, the average rating at the second meeting is 88.7 with a very high category, the average rating at the third meeting is 85.7 with a very high category, the average rating The average at the fourth meeting was 81.2 in the very high category, the average rating at the fifth meeting was 82.5 in the very high category, the average rating from the whole was 83.43 in the very high category. From the description above, it can be concluded that when the learning process takes place, student activities are very good in understanding the developed multimedia e-Modules. The assessment for each activity is described as follows, 1) on paying attention to the lecturer's explanation, an average score of 77% is obtained in the high category, 2) in the question and answer session, an average score of 78% is obtained in the high category, 3) on observing the readings. obtained an average value of 81.8% with a very high category, 4) on writing to do something obtained an average value of 86.6% with a very high category, 5) on revising learning outcomes obtained an average value of 90% with a very high category. high, 6) in correcting misunderstandings, an average score of 87.2% was obtained in the very high category.





Assessment of learning activity test results aims to determine the level of student knowledge before and after learning using multimedia e-modules. For more details can be seen in the following table.

Table 5. One-To-One Evaluation Test Result Data Learning Using E-Modules

Name	Pint			
	First Test	Category	Final Test	Category
Andika Putra	53.33	Not Bad	83.33	Good

Based on the table above, it can be concluded that the learning outcomes using multimedia e-modules in the Indonesian language course in the one-to-one evaluation test have increased with an average initial test of 53.33 in the 'not good' category, while in the final test it increased by 83.33 'good' category.

Results of Observations on the Use of Modules

Observation of the use of multimedia e-modules is done by looking at student activities when using the developed multimedia e-modules. There are several aspects observed such as, 1) students understand various concepts that exist in the multimedia e-module, 2) students understand the steps of the activities contained in the multimedia e-module, 3) students are interested and motivated to read and use the multimedia e-module. , 4) students are active and enthusiastic about doing the tasks in the multimedia e-module.

Observation results explain that students understand all aspects observed with the guidance of lecturers. Based on the results of this observation, it can be seen that the use of multimedia e-Modules does not

experience problems. Thus, it can be said that the use of multimedia e-modules based on observations that have been carried out in the Small Group evaluation test can be said to be practical.

Student Responses to the Practicality of e-Modules

Assessment of student responses was carried out to find out students' opinions on the level of practicality of multimedia e-modules. The assessment sheet is filled out by students at the end of the Small Group evaluation test. The results of the practicality sheet after using the multimedia e-Modul can be seen in the following table.

Table 6. Practicality of e-Multimedia Module

Total Student	Point	Average	Category
9 Orang	82.2	83.43	Very Practical

Student responses to the practicality of multimedia e-modules in the Small Group evaluation test show that the percentage of student assessments of multimedia e-modules is in the very practical category, which is 83.43. Thus, it can be concluded that the practicality of multimedia e-modules is based on the Small Group evaluation test sheet. Student responses are categorized as very practical and attractive to students.

Effectiveness Test Results

Student activity during the activity was observed using the student activity observation instrument. The student activities observed included a) visual activities, b) listening, c) oral activities, d) motor activities, e) writing activities.





Student activity in the small group evaluation test can be concluded that student activity in the small group evaluation test at each meeting has an average of 94.40% with a very good category. From the results of the analysis, it can be concluded that meeting 1 to meeting 5 of student activities as a whole has been carried out very well.

Based on the description above, the developed multimedia e-Module can help in increasing student activities. In addition, lecturers who support courses feel facilitated by the multimedia e-Modul being developed. The multimedia e-module provides motivation and attraction for students to learn which is indicated by increasing student activity during the learning process. Thus, from student activities, the multimedia e-Module has been effectively applied in learning.

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Table 7. Assessment of the Multimedia e-Module Learning Process

No	Indicator	Meeting average					Average	Category
		1	2	3	4	5		
1	Pay attention to the lecturer's explanation	80	80	75	80	80	80	Very high
2	Question and answer	80	80	80	80	80	75	Tall
3	Observing reading	75	90	80	90	80	83	Very high
4	Writing to do something	80	90	75	87	80	82.4	Very high
5	Revising learning outcomes	80	90	98	80	90	87.6	Very high
6	Clearing up misunderstandings	90	95	86	75	90	87.2	Very high
	Total	81	88	82	82	83	82.5	Sangat tinggi
	Average	80.8	87.5	82.3	82	83.3	82.53	Sangat tinggi

Based on the table above, it is explained that the assessment of the learning process using the e-Module multimedia small group evaluation test for each assessment indicator is in the range of 70% to 87.6% which can be interpreted in the high and very high categories. The average rating at the first meeting was 80.8% in the very high category, the average rating at the





second meeting was 87.5% in the very high category, the average assessment at the third meeting was 82.3% in the very high category. , the average rating at the fourth meeting was 82% in the very high category, the average rating at the fifth meeting was 83.3% in the very high category, the average rating from the whole was 83.53% in the very high category. From the description above, it can be concluded that when the learning process takes place, student activities are very good in understanding the developed multimedia e-Modules.

The assessment for each activity is described as follows, 1) on paying attention to the lecturer's explanation, an average score of 80% is obtained in the very high category, 2) in the question and answer session, an average score of 75% is obtained in the high category, 3) on observing readings obtained an average value of 83% with a very high category, 4) on writing to do something obtained an average value of 82.4% with a very high category, 5) on revising learning outcomes obtained an average value of 87, 6% in the very high category, 6) in correcting misunderstandings, an average score of 87.2% was obtained in the very high category.

Assessment of Learning Activity Test Results

Table 8. Assessment of Learning Activity Test Results

Kode responden	Point			
	First Test	Category	Last Test	Category
01		Effective enough		Effective
02	60	Effective enough	80	Effective
	60	Effective enough	83.33	

03		Less effective		Effective
04	56.66	Pretty good	86.66	Very effective
	76.66		90	Effective
05	66.66	Effective enough	83.33	Effective
06	70	Quite effective	83.33	Effective
07	60	Effective enough	90	Very effective
08	53.33	Ineffective	86.66	Effective
09	60	Effective enough	80	Effective
Average	62.91	Less effective	85.42	effective

Based on the table above, it can be concluded that learning outcomes using multimedia e-modules in Indonesian language courses in the small group evaluation test have increased with an average initial test of 62.91% in the less effective category, while in the final test an increase of 85.42% in the effective category. The development of multimedia e-modules in Indonesian language courses by adopting the ADDIE model has been successfully implemented. The multimedia e-module has been tested on UPI YPTK Padang students in two ways, namely; 1) a one-to-one evaluation trial, namely a trial involving one student, 2) a small group evaluation trial, namely a trial in the form of small groups, while in the implementation phase it was carried out on students who took Indonesian language courses with a total number of students 40 students.

The description of the results of the development research that has been carried out is explained in relation to the validity, practicality, and effectiveness of the developed multimedia e-Module. For more details will be described below.





Validitas

The multimedia e-module that has been developed is said to be valid if it meets certain criteria. Plomp (2007:127) a product is said to be valid if it reflects the soul of knowledge (state of the art knowledge). This is what is called content validation. Furthermore, the product components must be consistent with one another (construct validity). The validation carried out on the multimedia e-Modul emphasizes content and constructs. In this study, validation is further detailed into product validation which is carried out on content, language, presentation, and graphics.

E-Modul

Based on the results of data analysis and the validity of the multimedia e-Module by expert validators, the percentage is 85.16% to 88.27% with the average value of the validation results is 86.47% and the four validation results are in the very valid category. From the results of the validation of the multimedia E-Module validation, it can be concluded that the multimedia e-Module validation assessment sheet is in a very valid category.

Practical E-Module

In research on the development of e-modules that have been developed, it is said to be practical if the experts and practitioners state that theoretically the model can be applied in the field and the level of implementation of the multimedia e-module is in the "good" category. The term "good" still requires the necessary indicators to determine the level of

"goodness" of the implementation of the multimedia e-Module.

To see if the multimedia e-Module developed is practical or not, a trial was conducted on students taking Indonesian courses at UPI YPTK Padang. Based on the SAP that has been developed previously, the learning process is carried out in one meeting with an allocation of 3x50 minutes. Practicality consists of a) the level of implementation of learning, b) observation of the use of multimedia e-modules, c) lecturer response questionnaires, d) student response questionnaires. for more details will be described as follows.

Based on the effectiveness test at the implementation stage, it shows that; 1) the results of observing student activities are in the range of 73% to 80% which are included in the high category. 2) the results of the assessment of the learning skills process using multimedia e-modules amounted to 78.14% with a high category, meaning that when the learning process took place, the activities of students were very good in understanding and using the developed modules.

Tests conducted on students were carried out through pre-test and post-test. Before giving the material, a pre-test was carried out and after the material was given, a post-test was conducted. In the pre-test, students got an average score of 22 with a very poor category. While the final test obtained an average score of 32.4 with a very good category.





CONCLUSION

This research is a development research on multimedia e-modules in Indonesian language courses for UPI YPTK Padang. This research was conducted because there is no e-module as an independent learning resource for UPI YPTK Padang students. The results of development research carried out through a learning design with trial subjects were carried out on UPI YPTK Padang students. The results of e-module development are seen from the results of measuring the validity, practicality, and effectiveness of the implementation of learning using e-modules.

Validity of Indonesian E-Module Courses

The validity of the multimedia e-module developed in this study is classified as very valid. This shows that the aspects that exist in the e-module include; a) physical aspects, b) linguistic aspects, c) material aspects, d) presentation aspects, e) graphic aspects, f) cover aspects have been prepared completely according to student needs to be used in the learning process.

Practicality of Multimedia E-Modules in Indonesian Language Courses

The practicality of multimedia e-modules is generally classified as a very practical category. This is obtained from the results of observations on the implementation of learning to teaching lecturers, observation sheets on the use of e-modules, lecturers' responses, and student responses to the practicality of multimedia e-modules. - modules can assist in the implementation of the learning process.

The effectiveness of multimedia e-modules can be known through student activities, assessment of the learning process using interactive multimedia e-modules. In general, student activities have been carried out well, the assessment of student skill processes is also carried out very effectively, while the average value of student learning outcomes using e-modules is 78.14% with a high category, meaning that when the learning process takes place, participant activities students are very good at understanding and using the developed modules. ADDIE Research Development Model (Analysis, Design, Development, Implementation, Evaluation) The concept of the ADDIE model is used to describe a systematic approach. All elements of the model have a relationship with each other starting from Analysis, Design, Development, Implementation, Evaluation on the ADDIE research development model is the first step in helping researchers analyze problems that occur in the field. This development research has produced e-modules in Indonesian courses for UPI YPTK Padang. Basically, this research has also provided an overview and input for students because it can increase knowledge for students, especially students who take Indonesian language courses

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