



Development Of Teaching Materials Based On Local Wisdom Through E-Learning Edmodo To Increase Student English Literacy

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Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar berbasis kearifan lokal melalui e-learning EDMODO. Sehingga penelitian ini dapat memberikan pengetahuan kepada guru dan siswa bahwa bahan ajar berbasis kearifan lokal sebagai alternatif untuk meningkatkan literasi bahasa Inggris siswa dan menjadikan bahan ajar sebagai sumber dan media pembelajaran. Maka untuk menunjang keberhasilan proses pembelajaran, diperlukan bahan ajar berbasis kearifan lokal melalui E-Learning Edmodo. Metode penelitian yang digunakan adalah penelitian pengembangan perangkat 4D (Four D Model). Berdasarkan hasil analisis data yang diperoleh, validasi bahan ajar berbasis kearifan lokal melalui Edmodo E-Learning diperoleh pada aspek kelayakan isi 3, aspek kebahasaan sebesar 3,375 dan aspek kelayakan penyajian sebesar 3,4; mereka termasuk kriteria yang valid. Dan terjadi peningkatan hasil belajar siswa dimana terjadi peningkatan hasil belajar siswa sebesar 27%.

Kata Kunci :*Kearifan, Lokal, E-Learning, Edmodo, Siswa*

Abstract

This study aims to develop teaching materials based on local wisdom through EDMODO e-learning. So that this research can provide knowledge to teachers and students that teaching materials are based on local wisdom as an alternative to increase student English literacy and make teaching materials a source and learning media. So on, to support the success of the learning process, teaching material based on local wisdom is needed through E-Learning Edmodo. The research method used is research on the development of 4D devices (Four D Model). Based on the results of the data analysis obtained, the validation of teaching materials based on local wisdom through Edmodo E-Learning was obtained in the aspect of content feasibility 3, the linguistic aspect of 3,375 and the feasibility aspect of the presentation of 3.4; they are including valid criteria. And there is an increase in student learning outcomes where an increase in student learning outcomes is 27%.

Keywords: *Wisdom, Local, E-Learning, Edmodo, Students*

INTRODUCTION

The development of 21st-century science and technology in education has changed the conventional learning system into a modern one, so innovation is needed in learning delivery. Along with these challenges, teachers are expected to be able to utilize Information and Communication Technology (ICT) (Ghufron, 2018). However, in reality, many teachers still have not been optimal in utilizing ICT in the learning system.

The use of ICTs can be a broad media and learning resource to allow students to learn independently without having to be presented by a teacher (Harputra, 2018). However, in reality, the teacher still thinks that the learning process can only be done with direct learning (face-to-face). However, limited space and time can deliver the material less than optimal. E-Learning (online learning) has advantages in supporting learning activities, including effective, fast and credible media, including large areas, large classes or small classes, anytime and anywhere, building communities, and increasing student learning. So these advantages raise the idea of using e-learning (Aminoto, 2014).

The emergence of this e-learning which then requires a new innovation in the world of education with the widespread electronic communication media users (Silahuddin, 2015). The atmosphere of e-learning learning will force students to play a more active role in learning because e-learning requires students to look for material with their efforts and initiatives ((Ramadhani and Siregar, 2019)). Seeing the needs of students and the demands of the times, a good learning strategy combines the best learning characteristics in the class (face-to-face) and e-learning to actively improve independent learning by students ((Hutabarat and Hasibuan, 2020).

One of ICT-based E-Learning learning media is the Edmodo application. Edmodo is a social media platform for teachers and students that functions for various agenda file ideas for activities and assignments that can create interactions between teachers and students. Edmodo is one of the multimedia that offers an active learning system for students, especially in shaping student independence in learning (Basinun, 2017; Meidipa *et al.*, 2021). Elearning helps students learn independently, and learning resources are quite effective and efficient in improving student learning. They can encourage students to learn on campus and at home, training students to be prepared to learn, allowing students to actively participate during face-to-face meetings teaching activities and learning so that students can improve learning outcomes (Ramadhani and Siregar, 2019).

Based on the background of the abovementioned problems, the researcher formulates the problem to be examined 1) How to develop teaching materials based on local wisdom through E-Learning Edmodo? 2) How to improve students' literacy abilities in using English. 3) What is the effectiveness of teaching materials based on local wisdom through E-Learning Edmodo? The urgency in this study provides knowledge to teachers and students that teaching materials are based on local wisdom as an alternative to increase student English literacy and make teaching materials a source and learning media. So on, to support the success of the learning process, teaching material based on local wisdom is needed through E-Learning Edmodo. This is in line with the results of previous studies that using Indonesian Folk Tales in English can improve students' language skills, especially in understanding English texts and telling stories in English (Harputra, Ramadhani and Sibuea, 2022).

By using Edmodo in teaching English, teachers can limit the source of references to be explored because the teacher has provided the needs of students through Edmodo; after that, the teacher can let students share their ideas in Edmodo. Thus, the teacher becomes a facilitator in class because the website

has become a medium for learning English. The teacher does not allow students to explore other sites because Edmodo has facilitated what they need to learn. Edmodo can also be a solution to the problem of lack of learning time allocation.

METHOD

This study uses research and development methods, namely research used to produce teaching materials based on local wisdom. Research and development are understood as a research activity that starts with research and then is followed by development. Research activities are carried out to obtain information about user needs. In contrast, development activities are carried out to produce local wisdom-based teaching materials through EDMODO e-learning. Research activities are carried out at the stage of user needs and in the product development process that requires data collection activities and data analysis. Development refers to the products produced in the research project.

The research method used by the author is research on the development of 4D devices (Four D Model). The 4D development model is a suggestion chosen for the learning device development model (Thiagarajan, Semmel and Semmel, 1974). 4D development model, namely :

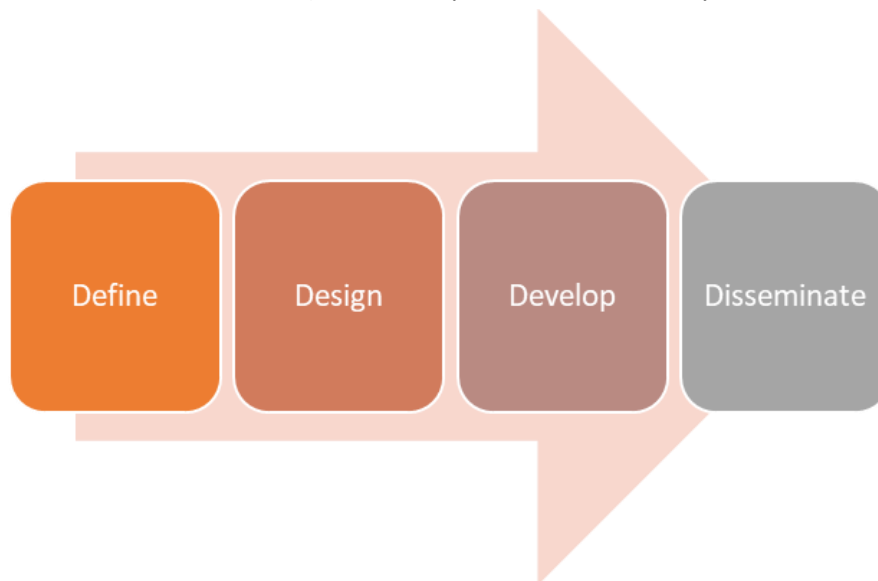


Figure 1. 4D development steps

1. Definition Stage

This stage is carried out to establish and define development requirements. In other models, this stage is often called needs analysis. At this stage, there are four main steps: front-end analysis, concept analysis, task analysis, and the formulation of learning objectives (specification instructional objectives).

2. Design Phase

The purpose of the design is to obtain the initial draft of the development of teaching materials based on local wisdom. Teaching materials to be developed are teaching materials based on local wisdom through Edmodo E-Learning. The design stage has four steps: preparing tests, selecting teaching materials, selecting shapes, and first design.

The instruments used in this study are the results of modifications from instruments from module experts: module validation sheet, observation sheet, questionnaire and test.

Data obtained through various instruments were analyzed quantitatively and qualitatively. Data analysis techniques from each instrument through validation, questionnaire, observation of activities and measurement of student learning outcomes.

3. Development Phase

The development stage (develop) aims to produce learning tools and final instruments (final version). At this stage, it includes two activities, namely (a) Expert Appraisal and (b) Testing Learning Tools (Developmental Testing)

4) Dessiminate Stage

The spread of this teaching material is broad spread

RESULTS AND DISCUSSION

This research is a research and development, so the product of this development research is a teaching material based on local wisdom through E-learning Edmodo as a learning media. This study aims to develop teaching materials based on local wisdom through Edmodo E-Learning and Improve Student Literacy Ability in English. To achieve a predetermined goal, the research is carried out based on the development procedures in the 4D model (four-D), namely defining, designing, developing, and disseminating. Data analysis and research results obtained in each stage of development are presented as follows.

1. Definition Stage

a. Front-end analysis (front-end analysis)

The final initial analysis aims to see firsthand the school's situation, the learning process, and the potential that can be developed as a basis for determining problem-solving. Data from this stage is collected through class XI English learning observation activities, learning media observations available in schools, and interviews with class teachers in SMA Negeri 4 Padangsidempuan.

Data obtained from the results of learning observations is English learning is carried out conventionally, dominated by teacher lectures that require students to memorize and do not involve the use of media that support the running of English learning. In fact, students of class XI SMA Negeri 4 Padangsidempuan tend to be active when learning, actively answering the teacher's questions or demonstrating something the teacher instructs. Supposedly, the activeness of these students can be channeled through experiments to seek their knowledge and practice discussing with peers related to the English material taught.

Observation of media availability in schools and teacher interviews show that the media in schools are quite complete, including audio-visual media that support learning, especially skills in English. During the learning process, the teacher reads more text in front of the class, and students follow the teacher's pronunciation, so students tend only to accept and do not understand the material that the teacher reads. Students become passive in the learning process because it does not get the opportunity to develop the skills and abilities that have been possessed by students and only depend on the information provided by the teacher. The interview results show that students

are less active in learning independently and lack understanding of the use of technology in helping the learning process, so this results in the learning process only centered on the teacher.

Based on this information, researchers select the development of teaching materials that can increase English language literacy based on local wisdom through Elearning Edmodo. Local wisdom-based literacy teaching material taken from folklore. Folklore can increase student literacy interests and abilities.

b. Concept analysis

The activity carried out in this step is to identify, specify and systematically arrange the main materials that students will learn. The subject matter in this study is local wisdom-based literacy contained in English folklore. Based on the reality in the field, students are more interested in reading if the material contains fairy tales. Therefore, the learning media used in this study is E-Elearning Edmodo, which contains various English folklore as intermediaries to students so that learning is more interesting and increases the interests and abilities of student literacy.

c. Task Analysis

In this step, the researcher analyzes the tasks as competencies developed in the literacy learning process. Based on the analysis results, they are obtaining instructions about the tasks needed during the unilateral learning process with literacy learning indicators. The concept indicator of tasks must contain the ability to understand, use, evaluate, and reflect the forms of written texts needed by the community and valued by individuals. Where later, students can build the meaning of the text in various forms.

2. Design Phase

The design aims to obtain the initial draft of developing Elearning teaching materials through Edmodo. Teaching materials to be developed are teaching materials that contain folklore in English. And held discussions with English subject teachers at SMA Negeri 4 Padangsidempuan.

a. Selection of format

The chosen format is based on the regulations set on the process standards with several modifications according to the needs and other instructions.

b. Initial Design

The researcher designed an English literacy learning tool based on the selected format using Edmodo. The learning tools produced at this stage are, from now on, referred to as draft learning tools.

3. Development Phase

The development stage aims to produce learning tools and final instruments (final version). At this stage, it includes two activities, namely (a) expert appraisal (expert appraisal) and (b) trials of learning devices (developmental testing).

1) Validation of material experts

The purpose of validation is to know the suitability of the subject, completeness of the subject, the use of the correct language, and the composition of the subject matter. Validator who gives material value to the development of teaching materials there are two lecturers who teach in the English Language Education Study Program, Mahrani, S.Pd., M.Hum. and Tinur Rahmawati, S.Pd., M.Pd. Aspects prioritized in the validator assessment of material, namely aspects of quality, language, and feasibility of presentation.

In this feasibility assessment, only 1 (one) stage is carried out with the results of the category of teaching materials that are appropriate to be tested. The assessment results in the form of quantitative data scores are then transformed into the quality of each aspect.

Validation of material experts is an assessment to determine the shortcomings and mismatches of EDMODO Elearning Teaching Materials development. From the score of validator assessment results, both the material expert and the language will be sought on average and then converted into questions to determine the validity and feasibility of Edmodo teaching materials with the following criteria table:

Table 1. Score and Criteria

Quality Score	Feasibility criteria	Information
3,26 <= 4,00	Valid	Not revised
2,51 <= 3,26	quite valid	Partial revision
1,76 <= 2,51	less valid	Partial revision and material review
1,00 <= 1,76	invalid	Total revision

And the results of the assessment of material experts can be known from Table 1.

Table 2. Material Assessment Results by Material Experts

No	Material assessment	Score from the validator		Average score	Criteria
		I	II		
1	Contents	3,4	2,6	3	quite valid
2	Language	3,75	3	3,375	Valid
3	Feasibility of Presentation	3,6	3,2	3,4	Valid

Based on Table 2, it can be seen that from the aspect of the feasibility of the validator content, one gives a score of 3.4. In contrast, validator two gives a score of 2.6. Based on the value of 2 validator experts, the material on the content of content feasibility gets an average score of 3, which includes quite valid criteria.

The linguistic aspect by the validator one gives a score of 3.75, and the two validators score 3. Based on the value of 2 validator experts, the material on the linguistic aspect gets an average score of 3,375, which is included in the valid criteria.

The feasibility aspect of presentation by the validator one gives a score of 3.6. Validator two gave a score of 3.2. Based on the value of 2 validator experts' material for the feasible aspect of the presentation gets an average score of 3.4, which includes valid criteria.

2) Development trials

This development trial activity is carried out for students in small classes, followed by students in large classes. This field test stage aims to determine the effectiveness and feasibility of the media developed in learning. The effectiveness of English literacy learning tools using Edmodo in the trial is obtained based on the analysis of the activity, student responses, and student learning outcomes tests as a benchmark for the success of the use of e-learning media developed.

In the small class trial, the results of the analysis of the response of 6 students after using Edmodo media in learning, overall this media was declared practical with an average percentage of 76.9%. So that the results of the field test in this small class can be concluded that teaching materials are based on local wisdom through E-learning Edmodo effectively applied during learning in small classes. From this statement, it can also be understood that learning media can be continued to a wider field test with concentration and enthusiasm for student learning needs to be increased in learning English literacy and with more pleasant and varied learning.

This larger field test was applied to 40 students of class XI students of SMA Negeri 4 Padangsidempuan in English lessons. The results of the analysis of students' responses after using local wisdom-based teaching materials through Edmodo E-learning in learning, overall this media is declared practical with an average percentage of 80.8%. So it is stated that teaching media based on local wisdom through E-Learning Edmodo is feasible and effectively used in the learning process without evaluation or revision.

4. Disseminate Stage

The dissemination process is the final stage of the 4-D model by making a difference, promoting, and disseminating development products so that they can be accepted by users, individuals, groups or systems. At the dissemination stage, the development of this research was only carried out by socializing teaching materials through limited distribution to English subject teachers and students of class XI SMA Negeri 4 Padangsidempuan. Distribution is only done as a product publication, not commercial, and only reaches the effectiveness and feasibility test of the media.

English subject teacher and class XI students of SMA Negeri 4 Padangsidempuan responded positively to the teaching material developed. The positive response of educators is to make it easier for educators to interact with students long distances, provide information before entering class, and through Elearning, convey information that has not been conveyed in class. Students respond that teaching material is easy to use anywhere without opening a book and can do discussions with classmates.

DISCUSSION

The average value of each aspect is calculated as a whole related to the feasibility of the material and language so that it gets an average score of 3.2, which is a valid criterion that means there is no improvement and can be used as teaching material.

In the test of the development of student learning outcomes on local wisdom-based English literacy material using E-Learning-based teaching materials Edmodo is measured using the results of students' pre-tests and post-tests at the beginning of the meeting and the last meeting during learning. Student learning outcomes data can be seen in the following table:

Table 3. Analysis of student learning outcomes

Activity	Average student grades	Percentage of learning outcomes
Pre test	60,25	60%
Post test	87,19	87%

The average student value in the pre-test activity was obtained at 60.25, while the post-test was 87.19. From this data, it can be said that an increase in student learning outcomes, on average, increased by 27%. The increase is "quite good". Although the increase is only 27%, learning using teaching materials based on local wisdom through Edmodo E-Learning can be categorized as "quite good."

CONCLUSION

Based on the results of the data analysis obtained, it can be concluded that the validation of teaching materials based on local wisdom through E-learning Edmodo has been carried out at the validation stage by experts with the validation results obtained, namely in the context of content 3, the language aspect is 3,375 and for the feasibility aspect Presentation 3.4.

Student learning outcomes come from pre-test, post-test values and student learning outcomes will be obtained. After using local wisdom-based teaching materials through Edmodo E-Learning in English learning, it can be concluded that an increase in student learning outcomes in the medium category where an increase in the average student learning outcomes by 27%.

Teaching materials based on local wisdom through E-learning Edmodo are expected to be a motivation for students to learn independently. Researchers also expect students to be able to use teaching materials for the learning process outside of school; in other words, students can also be more widely knowing the benefits of technology in learning. This is in line with previous research that online learning can form online learning groups with friends to encourage the desire to learn and be involved in activities that can increase knowledge when lying down, such as watching learning videos or using other learning resources wherever and whenever even (Meidipa *et al.*, 2021; Ramadhani and Abidin, 2021).

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