

## DEVELOPING E-MODULE AS A SUPPLEMENTARY MATERIAL FOR PRIMARY SCHOOL STUDENTS

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### Abstrak

Banyak sekali buku-buku pelajaran Bahasa Inggris di sekolah dasar yang saat ini digunakan, namun materi tambahan masih sangat diperlukan untuk dirancang guna mempermudah kegiatan belajar dan pembelajaran di kelas. Tentunya hal ini didasari pada kebutuhan guru dan siswa yang tentunya tidak hanya memerlukan buku utama sebagai satu-satunya pegangan, namun juga membutuhkan beberapa materi tambahan yang dirancang sesuai kebutuhan siswa. Dengan pesatnya perkembangan teknologi saat ini, materi-materi yang akan dirancang tentunya akan lebih baik jika dapat dirancang dalam bentuk soft file sehingga memudahkan guru dalam menggunakan materi tersebut. Hal ini tentunya dapat memancing kreativitas guru untuk membuat materi pendukung, serta meningkatkan semangat dan motivasi siswa. Oleh karena itu, program pengabdian masyarakat ini bertujuan untuk memberikan pendampingan kepada guru-guru sekolah dasar (yang mengajar bahasa Inggris) untuk dapat membuat materi pendukung dalam bentuk digital; sehingga mereka dapat menuangkan kreatifitasnya yang tentunya dapat menunjang kegiatan pembelajaran yang mereka lakukan. Berdasarkan kegiatan yang telah dilakukan, terlihat bahwa para guru berhasil membuat e-modul yang menarik dan juga efektif untuk digunakan bagi siswa sekolah dasar.

**Kata kunci:** Buku Teks Bahasa Inggris, E-Modul, Siswa Sekolah Dasar

### Abstract

There are a lot of English textbooks in elementary schools that are currently used, but additional materials are still very necessary to be designed to facilitate learning and learning activities in the classroom. Due to the rapid development of technology today, the materials that will be designed will certainly be better if they can be designed in the form of soft files so that it is easier for teachers to use the material. This can certainly provoke teacher creativity to create supporting materials, as well as increase students' enthusiasm and motivation. Therefore, this community service program aims to provide assistance to elementary school teachers (who teach English) to be able to create supporting materials in digital form; so that they can express their creativity which of course can support the learning activities they do. Based on the activity done, it could be seen that the teachers successfully created e-module which are attractive and also effective to be used for primary school students.

**Keywords:** English Textbooks, E-Module, Primary School Students

### INTRODUCTION

English textbooks in primary schools should be designed in such a way that learning becomes effective and fun, especially since English is not the first language (Noni, 2016). From the results of interviews conducted with 40 English teachers in elementary schools, it can be concluded that the addition of learning resources other than the main textbook is very necessary to facilitate learning and learning activities in the classroom. Of course, some of the teachers have used more than 1 book as a learning reference material. In this mentoring activity, it is expected that the 40 teachers can produce 1 learning resource other than textbooks in the form of worksheets that will be put together into an e-module. Hopefully, this activity can contribute to the creativity of teachers to create supporting materials. The fact that there are still many teachers who only use the main textbook as the only reference material is also the main reason for this community service activity; with the hope that these teachers can learn while using the supporting materials that will be designed.

Talking about books that can be easily found in the market, Roemintoyo and Budiarto (2021) pointed out that in books there is only text and illustrations that describe the text. Often learning modules are followed by student worksheets that contain reading assignments, independent assignments, as well as some questions that certainly cannot attract students' attention. A study conducted by Iqbal, Zaman, and Yaqoob (2022) has proven that e-modules are quite effective in the

learning process. Seeing the effectiveness of e-modules as supporting material, the researcher considers that it is very important for teachers in elementary schools (in this case English teachers) to be able to create modules in digital form. Therefore, researchers expect to provide assistance to these teachers so that they can express their creativity in e-modules which of course can support their learning activities. This is of course closely related to the development of their professionalism as primary school teachers (Zein, 2016).

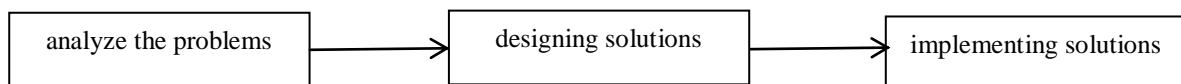
In addition, a teacher who teaches at the primary school level really needs to understand the characteristics of today's young learners who live in the age of digital content with a variety of different forms that have changed the meaning of literacy. In English language learning, for example, students must be able to represent the meaning presented in multimodal form (Shariman & Razak, 2014). In social semiotics, multimodal is defined as a series of learning resources organized to produce meaning (Jewitt, 2006). Multimodal forms contain animation, sound, images, gestures and interactive features (Kress and Van Leeuwen, 2001; 2006). If the various modes are integrated and presented well to students, then we have actually challenged students to master multimodal literacy, namely constructing, communicating, receiving and re-presenting meaning (Jewitt, 2006; Jewitt and Kress, 2003). Furthermore, learners are encouraged to develop the ability to understand information, where information is obtained, evaluate and use it effectively (Walsh, 2008; 2010).

This community service activity, therefore, aims to develop the creativity of elementary English teachers in developing supporting teaching materials in the form of interesting e-modules.

It is expected that elementary English teachers can produce learning innovations that are very close to the lives of students, so that the learning and learning process will be more meaningful and contextual and not only focused on one or two specific textbooks.

## METHOD

This community service activity was carried out in three stages. The first stage is to analyze the problems experienced by partners and the current needs of partners. The second stage is designing solutions and offering readiness to partners to work together to overcome problems. The third stage is implementing the solution by providing workshops to partners offline and online assistance.



Graph 1. Stages in community service activity

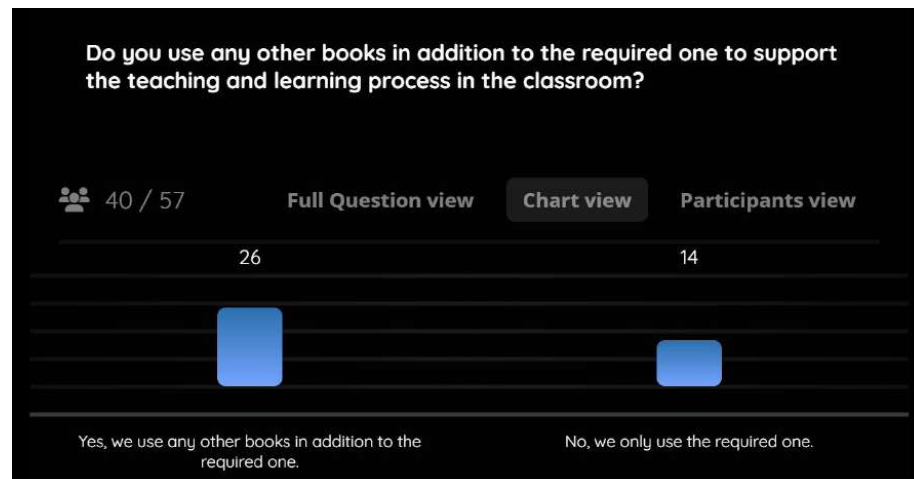
The participants or partners were asked to design an e-module after being given an offline workshop. In this activity, participants determine the content that will be contained in the digital book. The results obtained after the exercise on the first day of the offline workshop were then improved and finalized in the online mentoring activity. Participants then sent their designs via Google Drive. The training subjects of this community partnership program are English teachers in Malang. Researchers collaborated with the Malang City Education Office to select elementary school teachers who were included in the activity. There were 40 elementary school English teachers in Malang city who participated in the program. The 40 teachers are spread across 5 sub-districts, namely Klojen, Blimbing, Kedungkandang, Lowokwaru, and Sukun sub-districts, where in each sub-district there are 8 clusters. It is expected that the teacher representatives who received mentoring can then share their knowledge and experience with teachers who have not had the opportunity to participate in the mentoring.

This community service activity used questionnaires to obtain information about the need for supporting teaching materials to be able to facilitate learning and learning activities in the classroom which are the discussion and focus in this service activity. Questionnaires are distributed directly to get a fast and accurate response (Ary, D., et al., 2014). The questionnaire used in this activity utilizes a very interesting and interactive quizziz platform. There are 2 major groups of questions, namely (1) "close-ended questions" where respondents only need to choose one of two answers, namely "YES" or "NO" and (2) "open-ended questions" where respondents can provide any answer that is relevant to the question given.

## RESULT AND DISCUSSION

There are three questions in the questionnaire designed by the team. The questionnaire intends to reveal information about (1) the use of any other books in addition to the required one to support the teaching and learning process in the classroom, (2) the need of supplementary materials, and (3) the importance of designing supplementary materials.

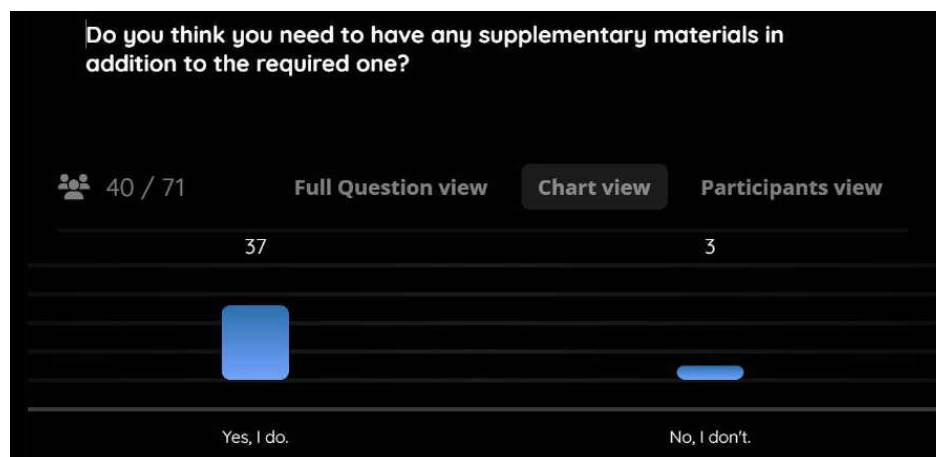
Question 1. Do you use any other books in addition to the required one to support the teaching and learning process in the classroom?



Graph 2. Respondent's Answer for Question no 1

In line with Graph 2, it can be clearly seen that there are still some teacher who use only the required book to support the teaching and learning activities (35%). It is no surprise though as some might not have any interest to use any other learning sources as they may have some limitation in time and also competence. Nonetheless, two third of the respondents have admitted that they have use some other learning sources to support the activities, and this is great already.

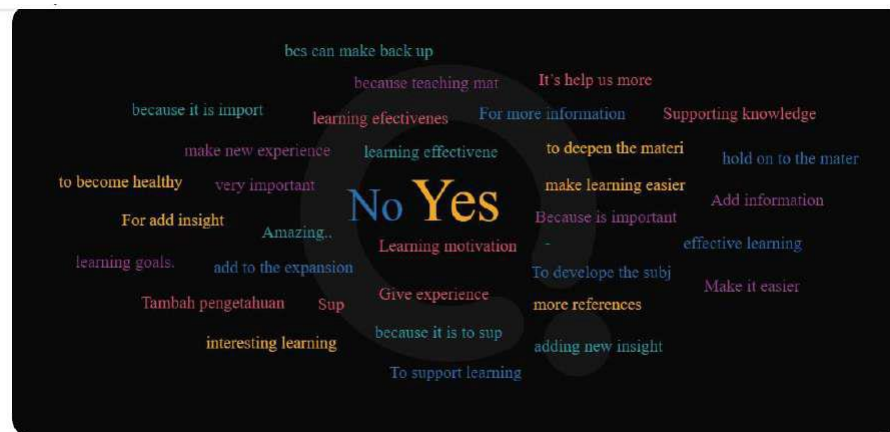
Question 2. Do you think you need to have any supplementary materials?



Graph 3. Respondent's Answer for Question no 2

In regard to Question 2, most of the respondents agree that supplementary material is essential to support the teaching and learning process, although it is also revealed that 3 out of 40 still have the opinion that using the required one is enough. This, then, becomes our responsibility on how to open their eyes showing that the more learning sources they use, the better the quality of the materials they arrange. Though this might not be easy, hopefully for this service community activity, it could offer some insight that this might be an alternative solution that can make the teachers creative as well as make the students enthusiast.

Question 3. If you answer “yes”, why do you think it is important to have the supplementary materials?



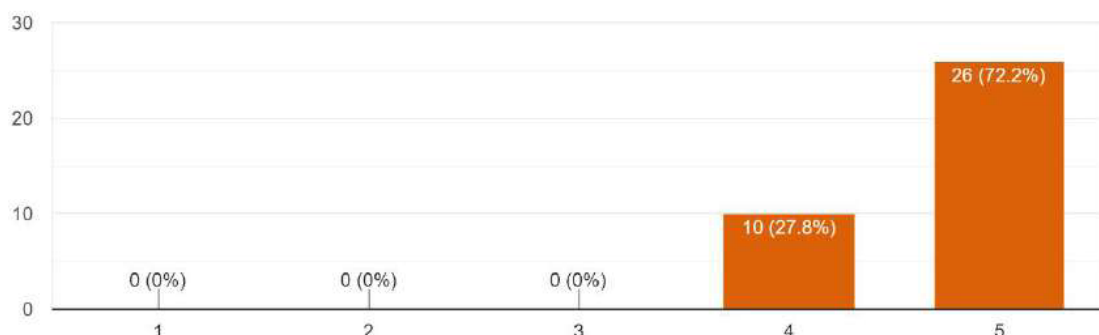
Graph 4. Respondent's Answer for Question no 3

In line with Question 3, there are a number of reasons why they think supplementary material is essential to use. One of the reason is “interesting learning”. This is true as the e-module offer more interesting features as pictures, colors, ornaments which can attract the students to learn. Another reason is “effective”; as can be seen later in e-module designed by the training teacher, they can present the materials effectively and efficiently which later can head to the easier and more enjoyable learning atmosphere. “Students’ Motivation” can also be revealed in Gambar 11, and this is true as the use of various graphics and colours is believed to make the e-module more attractive so as to lift the students’ motivation. There are of course some other positive responses, but the first three that have been mentioned earlier could represents the answer.

Respondents’ feedback was used to provide information to the researcher that the respondents can understand and cooperate in order to achieve the desired goals. The information to be known includes the researcher providing relevant and interesting information and discussion about the issues relevant to the theme, the time allocated for the sessions was adequate, each session was well organized, the workshop components worked well, time for discussion was sufficient, instructions for participants were sufficient and clear, the workshop was useful as it provided important insights for EYL teachers, and if there is a future agenda, would be interested in participating

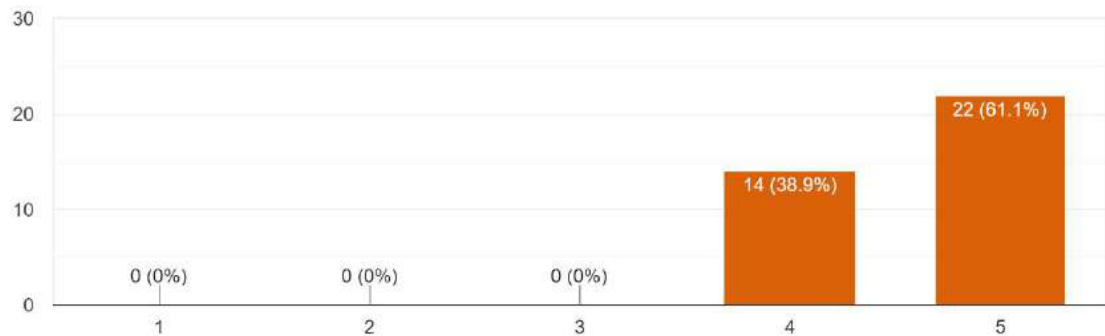
The speakers provided relevant and interesting information and discussion on issues relevant to the theme.

36 responses



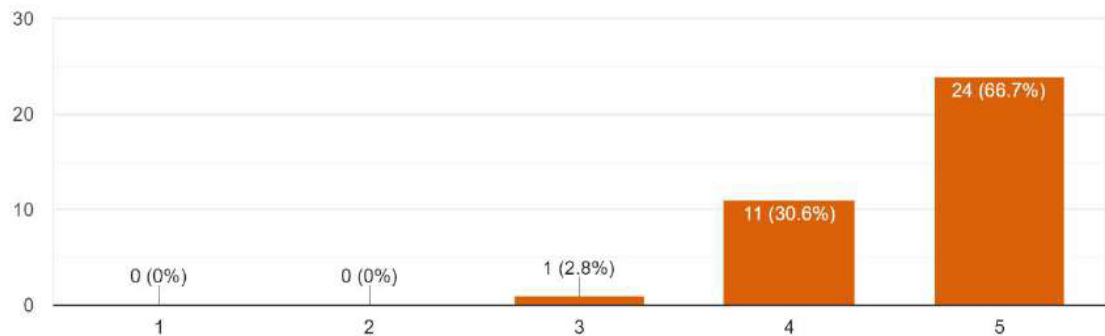
The time allotted for the sessions was adequate

36 responses



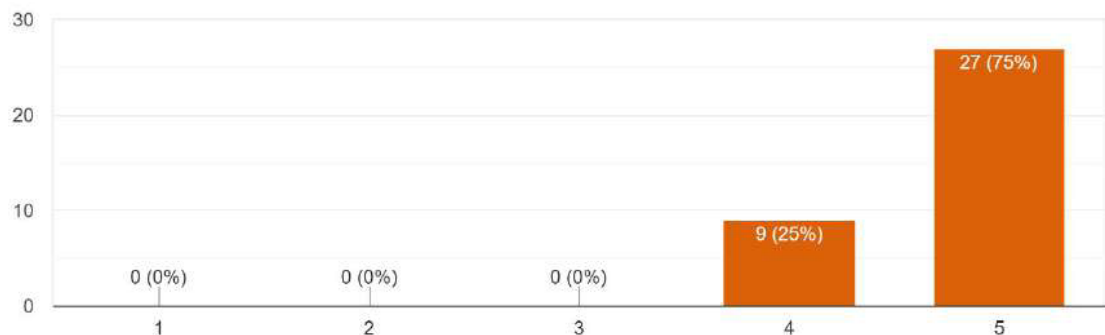
The sessions were well-organized.

36 responses



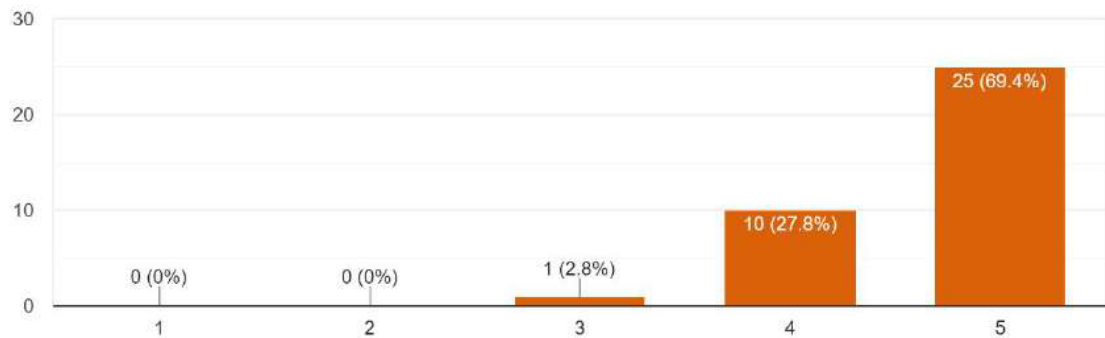
The technical components of the workshop worked well.

36 responses



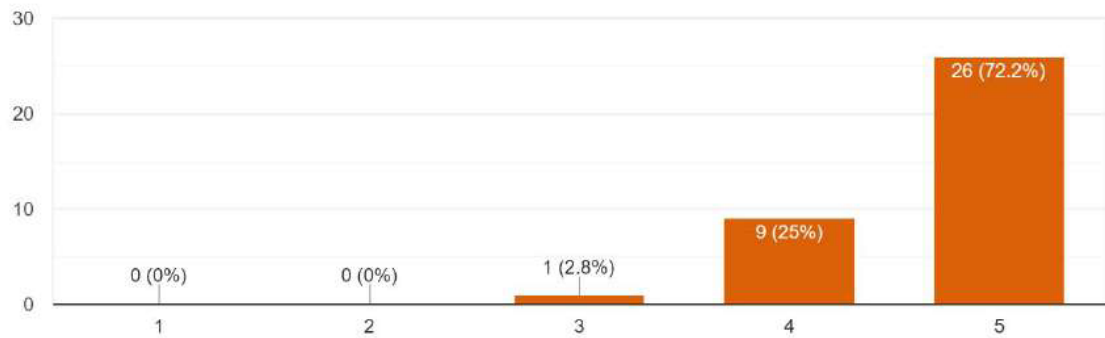
There was adequate time to have a discussion.

36 responses



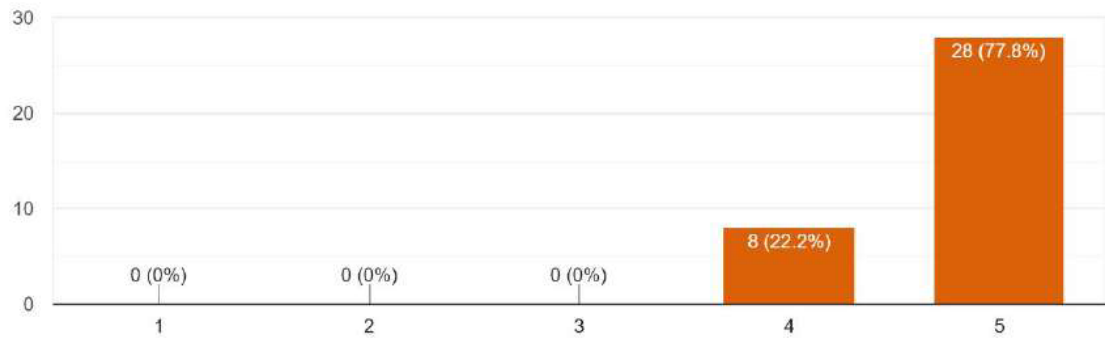
Instructions for the participants were adequate and clear.

36 responses



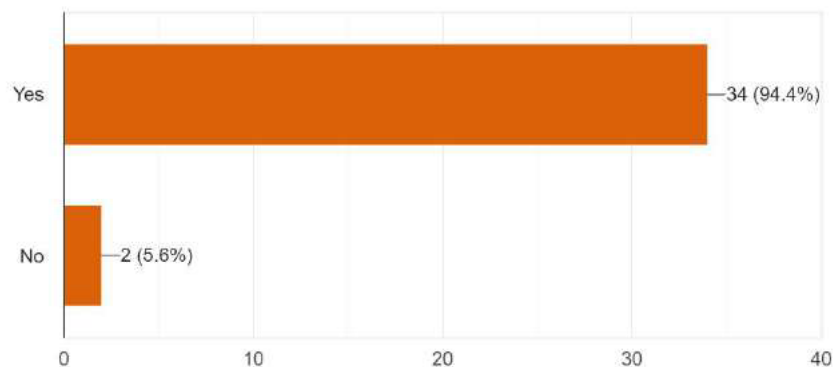
Overall, the workshop was beneficial as it provided important insights to EYL teachers.

36 responses



If there would be another agenda, are you interested to participate?

36 responses



## CONCLUSION

The conclusion obtained from this community service activity is that the elementary English teachers who participated in the activity felt the positive value of the e-module. In fact, they really want a similar activity in the future.

## RECOMMENDATION

There are several suggestions that might be conveyed. For teachers, continue to learn and be creative following the transformation of today's education. Create works and media that can answer the needs of students. For the Malang City education department, as a working partner, to open the widest possible space for teachers to broaden their horizons. For other researchers, make similar activities which of course lead to an increase in teacher competence.

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