



## Module Development of Teaching Materials for Explanation Text Materials in Indonesian Language Subjects to Increase the Reading Interest of Students in Class V Elementary School

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### ABSTRACT

Modules are learning materials that are designed in accordance with the applicable curriculum and are intended to achieve predetermined competency standards. Modules can be used to support subject matter, as well as make learning more interesting and fun. This study aims to develop a teaching material module for explanatory text material to increase students' interest in reading, to find out the assessments of three experts and the opinions of teachers and fifth grade elementary school students. In this study using the type of learning design development research or R&D using the ADDIE module. The subjects of this study consisted of three experts (materials experts, linguists and media experts) as well as fifth grade elementary school students. The instrument used in this study was a questionnaire given to three experts obtained through research results, namely qualitative data which was analyzed using quantitative data in the form of numerical data. The results of this study are, to produce a module product of explanatory text material that meets very good criteria with the acquisition of an average validation score from three validators obtaining a value of 99% with a very feasible category to use, and a practicality level of 90% is in the very practical criteria and the level of effectiveness with an average of 91.8% is in the very effective category. The teaching material module of explanatory text material is feasible, practical and effective for use in learning.

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## INTRODUCTION

Education is the most important part to build a nation and the most important part in the state system. Educational Development is a priority in national development (Islam, 2017). National Education System Law No. 20 of 2003 Article 1 explains that national education is education that is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which

is rooted in Indonesian national religious and cultural values and is responsive to the demands of the times. Education in Indonesia is based on the personality of the country as a country that values diversity, rich culture and noble principles.

Education is a learning process for students to have an understanding of something and make them have critical thinking (Ade, 2019). Based on Sara's research (2022) Education is the most important part of life, because it can help people in the process of facing the future. Rosyana et al (2021) said that the main goal of education is to improve the quality of human life. It can be concluded, education has a very important position in human life because it faces the future and makes quality human beings.

Language development is one of the most important factors in child growth and development (Fitriyani et al., 2019). Language cannot be separated from human life, so it can be said that language belongs to humans who are united with their owners. Because language is a means of conveying thoughts and feelings, a tool for expressing and interacting with people and the environment around us (Fitriyani et al., 2018).

One way to hone language skills in students is by reading a lot. According to Budiningsih's research (in Lubis, 2018) compared to other countries such as Singapore and Malaysia, Indonesia's interest in reading is very low. World Bank report no. 16369-ENG (*Education in Indonesia from Crisis to Recovery*) stated that the reading level of grade VI elementary school students in Indonesia only reached 51.7, far below the Philippines (52.6), Thailand (65.1), and Singapore (74.0). Currently, everyone is more interested in finding information through digital media than through books.

Hasanudin & Puspita (2017) said that one of the components of learning Indonesian in primary and secondary schools is reading. Interest in reading exists and becomes part of a person because of the efforts and environmental factors that support it. To solve this problem, teachers must have the ability to innovate in planning the learning process. The goal is to produce fun, innovative, creative, effective and productive learning (Lubis, 2018). As a form of a teacher's effort to create this atmosphere, the teacher must be able to prepare teaching materials. It is hoped that through the teaching material modules it can stimulate students' interest in reading. The development of teaching material modules is expected to be one of the solutions.

Based on the findings from observations and interviews with researchers with fifth grade teachers at SDN Mekar Mukti 01, it shows that there is a lack of students' understanding of Indonesian subjects in summarizing explanatory texts. This can be seen from the lack of explanation of the

material in the book used. In addition, textbooks in schools are less attractive to students, seen from the lack of students' desire to read. In the learning process, the teacher explains the material using only the teacher's book and student's book. Meanwhile, to be able to understand student learning material requires adequate learning media, so there is a need for new findings and innovations in learning media that are more interesting to help students understand the material presented so as to increase students' interest in reading.

Based on the conditions that exist in the school, the researcher will examine the problems that arise to conduct research *Research and Development* (R&D) to develop learning modules in the form of printed books with attractive pictures and appearance, more in-depth learning materials, so as to increase students' enthusiasm for learning, especially in reading interest of class V students at SDN Mekar Mukti 01. Therefore the researcher conducted research with the title "Development of a Teaching Materials Module for Explanatory Text Materials in Indonesian Subjects to Increase Reading Interest in Class V Elementary School Students".

## RESEARCH METHOD

The research method to be carried out in this research is research and development (R&D). Research and Development is a research method used to produce a product, as well as test the effectiveness of the product. After the product is tested, the product will be easier and faster to use on the job, so the product produced will increase (Sugiyono, 2019).

This study uses the ADDIE development research model. According to Mulyatiningsih (2015) the ADDIE research model has five main stages, namely: (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The location of this research was carried out at Mekarmukti 01 Public Elementary School, North Cikarang, Bekasi Regency, West Java. The research subjects in this development included three validators consisting of media expert test validators, language expert test validators, material expert test validators and the target users of this product were fifth grade students of Mekar Mukti 01 Public Elementary School. The data collection technique in this study was observation, interviews, questionnaires or questionnaires, validation instrument sheets and documentation.

The product trials in this development were carried out through validation with three teaching material module development experts, while the small group trials that became the test subjects were ten students of class V SDN Mekarmukti 01, then for the large group trials the subjects were

twenty seven students. class V SDN Mekarmukti 01. The data from the trial results in this development are in the form of a questionnaire, which will be analyzed into quantitative data which uses numbers and qualitative data related to explanations or descriptions.

This research and development uses a Likert scale and measurements that refer to books (Sugiyono, 2019) quantitative analysis, namely giving questions that will produce a score in this case can be seen in the formula below:

The percentage formula to be used is as follows:

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Percentage value per aspect f = Score obtained

n = Score maximum

To determine the criteria in determining the results of the validation, namely as follows:

**Table 1.**  
**Criteria for Validation Results**

Value Percentage	Criteria
$0 \leq P < 25 \%$	Invalid
$26 \leq P < 50 \%$	Invalid
$51 \leq P < 75 \%$	Valid
$76 \leq P \leq 100 \%$	Very Valid

The Likert scale will be used to calculate the questionnaire collected from the validator. Furthermore, the data collected by researchers will be analyzed to determine whether the results of the product made are feasible or not.

## RESULTS AND DISCUSSION

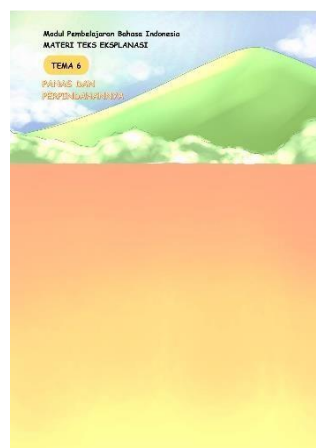
This research and development resulted in a teaching material module of explanatory text material in the Indonesian language subject for class V SDN Mekar Mukti 01, Theme 6 "Heat and Its Transfer". Researchers used the ADDIE model stages with five stages, namely analysis, design, development, implementation and evaluation. To reach this development stage, here are the steps:

Analysis is used to collect data about the development of teaching material modules that meet students' needs in the learning process, including: teacher analysis. This research was developed based on the problems that arose during the learning process, namely the lack of students' understanding of Indonesian subjects in the material of summarizing

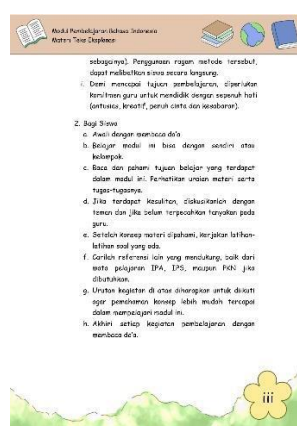
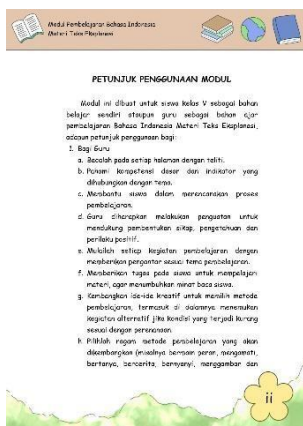
explanatory texts. This can be seen from the lack of explanation of the material in the book used. In addition, textbooks in schools are less attractive to students, seen from the lack of students' desire to read. In the learning process, the teacher explains the material using only the teacher's book and student's book. Meanwhile, to be able to understand student learning material requires adequate learning media, so there is a need for new findings and innovations in learning media that are more interesting to help students understand the material presented so as to increase students' interest in reading.

To compile the module there are several stages in the development of explanatory text material modules:

- 1) Cover, namely an overview of the material to be presented, in Picture 1 cover front as well as Picture 2 cover back.



- 2) Instructions for use for teachers and students, namely directions for using the teaching material module, which are in Pictures 3 and 4.



3) Basic Competencies, Indicators and Learning Objectives that are in accordance with the teaching material module material are shown in Picture 5.

Modul Pembelajaran Bahasa Indonesia  
 Materi Teks Eksplanasi

Kompetensi Dasar	Indikator	Tujuan Pembelajaran
2.3 Mengetahui teks penjelasan (eksplanasi) dan media cetak atau elektronik	2.3.1 Menjelaskan ciri-ciri teks penjelasan (eksplanasi) 2.3.2 Menguraikan logika/keajaiban makna/keajaiban bunyi	Dengan membaca teks penjelasan (eksplanasi) dan menguraikannya, siswa mampu menjelaskan ciri-ciri teks eksplanasi dan mengetahui langkah-langkah menulis teks eksplanasi
4.3 Menggali informasi teks penjelasan (eksplanasi) dan media cetak atau elektronik dengan menggunakan bahasa lisan dan tulis yang efektif di rumah, di sekolah, dan di masyarakat	4.3.1 Memahami penjelasan, tanggapan, dan pertanyaan dengan tepat 4.3.2 Memahami tanggapan, pertanyaan, dan jawaban yang berkaitan dengan isi yang disajikan	Dalam membaca, siswa mampu memuat informasi dari penjelasan dan menjawab pertanyaan yang berkaitan dengan isi yang disajikan

4) The teaching material can be found in picture 6.

Modul Pembelajaran Bahasa Indonesia  
 Materi Teks Eksplanasi

**Materi Ajar**

Halo Ayu,

Halo Dini,

Ayu: adakah kamu tahu apa itu teks eksplanasi?

Dini: Tidak Dini, memangnya teks eksplanasi itu apa?

**Ayu Telah**

Teks eksplanasi adalah teks yang berisi penjelasan sesuatu hal atau kejadian yang sedang berlangsung. Teks eksplanasi memiliki fungsi untuk menjelaskan proses mengapa dan bagaimana suatu peristiwa dapat terjadi. Peristiwa tersebut baik itu ilmu, pengetahuan, sosial dan budaya. (Bahaya, 2007)

5) Teaching materials and question exercises are found in pictures 7 and 8.

Modul Pembelajaran Bahasa Indonesia  
 Materi Teks Eksplanasi

**Ayu Membaca**

Bacalah teks eksplanasi berikut!

**Manusia dan Alam**

Manusia dan alam merupakan dua hal yang tidak dapat dipisahkan. Manusia adalah makhluk yang sangat kompleks yang memiliki kemampuan untuk beradaptasi dengan lingkungan alam. Manusia memiliki kemampuan untuk beradaptasi dengan lingkungan alam yang berbeda-beda. Manusia memiliki kemampuan untuk beradaptasi dengan lingkungan alam yang berbeda-beda. Manusia memiliki kemampuan untuk beradaptasi dengan lingkungan alam yang berbeda-beda.

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Modul Pembelajaran Bahasa Indonesia  
 Materi Teks Eksplanasi

Berikan di atas merupakan salah satu contoh teks eksplanasi tentang apa yang terjadi di sekitar kita. Dengan membaca bahan-bahan teks eksplanasi, kamu akan dapat mengetahui informasi yang berkaitan dengan apa yang sedang terjadi di sekitar kita. Informasi apa saja yang kamu dapatkan dari bacaan di atas?

Jawablah pertanyaan-pertanyaan berikut berdasarkan teks eksplanasi di atas!

1. Mengapa manusia dan alam tidak dapat dipisahkan?
2. Apa yang terjadi jika manusia tidak memperhatikan lingkungan?
3. Bagaimana cara beradaptasi dengan lingkungan alam yang berbeda-beda?
4. Bagaimana manusia dapat beradaptasi dengan lingkungan alam yang berbeda-beda?
5. Apakah kesimpulan dari teks eksplanasi di atas?

6) A summary of the material and evaluation questions is shown in



After making the teaching material module of explanatory text material, the next step is product validation. This stage was carried out by presenting several experts, namely media experts, linguists and material experts to assess the feasibility of the product modules of teaching material explanatory text material in Indonesian subjects for class V of elementary school theme 6. To assess the practicality of the module, the researcher used an assessment questionnaire to teachers of class V SD and students of class V SD. The data obtained from this study are:

a. Module Due Diligence Analysis

Modules that have been developed are then validated by the validator. Media expert validators, linguists and material experts. After being assessed by each validator, an analysis was carried out on the validation results sheet by the three experts.

**Table 2.**  
**Results of Expert Assessment**

No	Validator	Assessment Aspects	Mark
1	Material	Curriculum Material Language Evaluation	100%
2	Media	Cover Design Text Message Design Visualization Design	93,7%
3	Language	Language Use Qualifications Language Accuracy Qualification Accuracy of Writing	98%
<b>Rate-Rate</b>			<b>99%</b>



The teaching material module is said to be valid if it obtains and meets the eligibility requirements at the appropriate level. It is said to be valid if it meets the minimum criteria of 51-75%. According to the validation results of the three validators, a value of 99% was obtained so that the module was in the very valid criteria. So that it can be concluded that the module can be said to be very valid and feasible to use.

b. Module Practicality Test Analysis

This practicality test is carried out on module products that have been developed by researchers. The purpose of this practicality test is to determine how easy or not the module product is used by teachers and students. This testing process was carried out directly in class V. The results of the questionnaire analysis on teacher and student responses to the module are as follows:

**Table 3.**  
**Practicality of Teachers and Students**

No	Name	Mark
1	Teacher	92,7%
2	Student	90%
<b>Results Average</b>		<b>90%</b>

From the table above, it can be concluded that the module is said to be practical if it meets the minimum practical criteria equal to or more than 75. Based on the results of the average response of teachers and students, a value of 90% is obtained, which means that the module developed by the researcher is in the very practical criteria.

c. Module Effectiveness Value Analysis

The results of student learning tests are carried out to test the effectiveness of the questions on the module. In order to test the effectiveness, the test was carried out on 37 students. Students are asked to work on questions on modules that have been validated by the validator. This is done in order to know the effectiveness of the questions that have been developed.

Based on the results of the effectiveness test carried out through the results of student learning tests, there were 34 students who passed, the results were analyzed and a value of 91.8% was obtained, which means that the module developed by the researcher included very effective criteria.

## CONCLUSION

The development of this explanatory text material module was developed by taking into account learning materials, basic competencies (KD),



indicators and learning objectives in accordance with theme 6 for fifth grade students at SDN Mekar Mukti 01. The modules developed must go through the validation stages of material experts, linguists and experts and the media also the response of the class V teacher at SDN Mekar Mukti 01 and was tested on students consisting of 37 students. The quality of this explanatory text material module has reached a standard of feasibility and practical use in learning based on the results of assessments from material experts, linguists and media experts, teachers and students.

The results of the validation of 3 experts, namely material experts, linguists and media experts, obtained an overall average score of 99% with very valid criteria. Development of teaching material modules for explanatory text material which includes covers, instructions for use, basic competencies, indicators, learning objectives, teaching materials, practice questions and evaluation questions, with attractive designs and complete material explanations so as to increase students' interest in reading. Based on the results of the practicality test by the teacher and students in the module, namely by giving a questionnaire to the teacher and 37 students, the overall average score was 90% with very practical criteria. Finally, based on the results of the effectiveness test, the test was carried out on 37 students who obtained an average value of 91.8% with very effective criteria. The development of the Teaching Materials Module for Explanatory Text Materials in Indonesian Language Subjects produces valid, effective and practical products to be used in the Indonesian language learning process for class V Explanatory Text Materials at SDN Mekar Mukti 01.

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