

Development of Early Grade Indonesian E-Modules Using the Kvisoft Flipbook Maker Application

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ABSTRACT

This article aims to 1) Produce products in the form of e-modules for Early Class Indonesian courses using the Kvisoft Flipbook Maker Application; 2) To find out the feasibility of developing an e-module based on the Kvisoft Flipbook Maker Application in the Early class Indonesian language course; 3) To find out students' responses to the development of e-modules based on the Kvisoft Flipbook Maker application in the Early Grade Indonesian course. The type of research conducted is research and development (R&D). The development model used in this study is a 4-D development model (four D Model), namely define activities, design activities, development activities and are validated by experts and see the practicality of e-module products. 1) The results of material expert validation obtained an average of 86% in the very feasible category. Second, media experts get an average of 93% in the very decent category. Third, linguists get an average of 87% with a very decent category. Then, in individual trials, students responded to this e-module in the very good category with an average percentage of 93%. In the small group trial, the students' responses were in the very good category with an average percentage of 92.25%. Meanwhile, in the limited field group trial, the criteria of "good" were obtained with an average score percentage of 87,08%. Based on this percentage, it can be concluded that this e-module is suitable to be used as teaching material for Indonesian language courses in the Early Class of HKBP Nommensen, Pematangsiantar University.

Keywords: *Kvisoft Flipbook Maker, E-Modules for Early Grade, Deveopment E-Modules*

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INTRODUCTION

The Since 2020, the whole world has experienced a COVID-19 pandemic which has affected all fields, including education. One way to overcome the spread of the virus is to carry out social distancing movements to minimize interactions in large numbers. With social distancing, learning cannot be done face-to-face. The Ministry of Education and Culture issues Circular No. 4 of 2020 which contains learning activities carried out online from home (Arifa, 2020)

Online learning makes lecturers have to be creative in developing learning media by using several Learning Management Systems such as google classroom,

google meet, zoom, whatsapp, and other learning media (Fitriani, 2020; Sari, et al., 2022; Fathurahman, 2021). However, there are still many problems in the implementation of online learning. Based on the results of interviews with students of the Elementary School Teacher Education Study Program (PGSD) Faculty of Teacher Training and Education, University of HKBP Nommensen Pematangsiantar at the beginning of the second semester on April 1-8 2021 that the problems experienced by students during online learning are the lack of availability of teaching materials and students only rely on material presented by the lecturer.

Learning is also carried out using zoom media and only displays material using powerpoint. The lecturers also delivered material using the lecture method and at the end of the lesson gave assignments. If this problem is left unchecked, it will greatly affect the quality of graduates and the quality of education in the future. One strategy to overcome this problem is to develop e-modules. The electronic module is a learning tool that contains materials, methods, limitations and ways of evaluating that are designed systematically and attractively to achieve the expected competencies electronically (Priatna, I Komang, I Made Putrama, 2017; Basir, et al., 2022).

Furthermore, one of the applications that can support the manufacture of electronic modules is the kvisoft flipbook maker. The kvisoft flipbook maker application is an application that supports as a learning medium that will assist in the learning process because this application is not only focused on writing but can include motion animation, video, and audio that can make an interesting interactive learning media so that learning is not monotonous (Wibowo & Pratiwi, 2018). To facilitate learning, this technical guideline serves as instructions for allocating internet data quota assistance to educators and students (Marlena, et al., 2022)

Therefore, researchers will develop an interesting teaching material so that students understand the lecture material during the learning process. With a research entitled "Development of e-modules using the kvisoft flipbook maker application in the Early Class Indonesian Language and Literature course." This study aims to 1) Produce a product in the form of an E-Module for Early Class Indonesian courses using the Kvisoft Flipbook Maker Application. 2) To find out the process of developing the Kvisoft Flipbook Maker e-module in the Indonesian Early Class course; 3) To determine the feasibility of developing an e-module based on the Kvisoft Flipbook Maker Application in the Early Class Indonesian course; 4) To find out student responses to the development of electronic modules based on the kvisoft flipbook maker application in the Early Class Indonesian course. The e-module developed will be a reference for use in the Early Class Indonesian Language and Literature course.

This research has a fairly high level of urgency for lecturers and students. The number of students who are less enthusiastic in online learning because of difficulties in understanding the lecture material given by conventional lecturers. And the lack of interaction between lecturers and students, between students, and students with the learning environment. If this is allowed to continue, it will greatly affect the quality of graduates, which of course will also affect the world of Indonesian education in the future.

This research has relevance to RIRN 2017-2045 in the field of social humanities, on the theme of education. Then according to PRN 2020-2024 on the topic of educational and learning technology. This research is also in line with the 2018-2022 HKBP Nommensen Pematangsiantar University Research Strategic Plan (UHKBPNP) with the leading field of Research and Development (R & D). This research umbrella is

in accordance with the researcher's roadmap, namely Teaching Materials (E-modules) Based on Digitization.

An E-Modul is an electronic version of a printed module that can be read on a computer and designed with the required software. The electronic module is a learning tool or tool that contains materials, methods, limitations and ways of evaluating that are designed systematically and attractively to achieve the expected competencies according to the level of complexity electronically (Alif Satria Egar Santosa, Gede Saindra Santyadiputra, 2017). Meanwhile, according to Wijayanto, an electronic module or e-module is a display of information in book format that is presented electronically using a hard disk, diskette, CD, or flash disk and can be read using a computer or electronic book reader (Silitonga & Khoirunnisa, 2018). If viewed from the benefits of electronic media itself, it can make the learning process more interesting, interactive, can be done anytime and anywhere and can improve the quality of learning (Puspitasari, 2019).

As research conducted by Agus et al.,(2017) related to media electronics, shows that the use of learning media in the form of electronic modules can increase students' learning motivation with an average percentage of 89%. In addition, the electronic module has the characteristics of a relatively small file size so that it can be stored on a flash disk, easy to carry, can be used offline, can be studied anytime and anywhere as long as there is a computer/laptop. Similar research was conducted by (M. Fadhil Adhhan dan Ratna Tanjung, (2022) that the developed e-module has a very good level of effectiveness so that it meets the eligibility criteria as a learning medium. This is supported by researchers (Suarsana & Mahayukti, 2013) The use of e-modules can improve students' critical thinking skills

Many researchers, including Situmorang et al., (2020), have conducted research on e-modules created using these methods. Their findings demonstrate that e-modules are an effective teaching tool for achieving learning objectives and able to develop students' mathematical problem-solving skills as well as according to the characteristics of the 2013 curriculum. The usage of instructional materials created using the Kvisoft Flipbook Maker program can therefore improve students' knowledge of physics ideas in understanding abstract physical material, as Kvisoft helps students understand a material notion, according to Linda et al., (2020) 's research. (1) E-modules of development findings are proclaimed to be extremely feasible to use based on the results of validation, according to study by Haris et al. (2016) on the creation of chemical e- modules on electrolyte and non-electrolyte material. (2). E-module use can enhance students' capacity for critical thought. (3) The e-module developed received favorable feedback based on a small-scale trial of the results of the questionnaire replies from teachers and students. The outcomes of Safitri et al., (2021) also demonstrated that the deployment of the module-assisted inquiry model proved to be successful in improving students' conceptual comprehension and general scientific abilities. Because of this, researchers are interested in employing Kvisoft Flipbook Maker-based e-modules on stoichiometry content to help students better understand ideas.

Kvisoft Flipbook Maker is an application for creating e-books, e-modules, e-papers and e magazines. Not only in the form of text, with Kvisoft Flipbook Maker can be able to insert images, graphics, sound, links and videos on the worksheet Permata et al., (2021);Fahmi et al., (2019); Setiyani et al., (2022). The application used in this research is Kvisoft Flipbook Maker pro 3.6.10. In general, this multimedia device can

include files in the form of pdf, images, videos and animations so that the flip book maker is made more attractive (Hidayatullah, Muhammad Syarif, 2016).

The use of flipbook maker media can increase students' interest in learning and can also affect student achievement or learning outcomes. The use of flipbooks can also improve understanding and improve the achievement of learning outcomes (Dimas Hardiansyah, 2016).

The advantages of this media when associated with the learning process include the following:

- a. Students have diverse experiences from all media.
- b. Can eliminate student boredom because of the media used more variable.
- c. Very good for self-study activities.
- d. Students are not tired of reading this set material even though it is in the form of a book because of this flipbook media.
- e. Using flipbook maker media without internet online

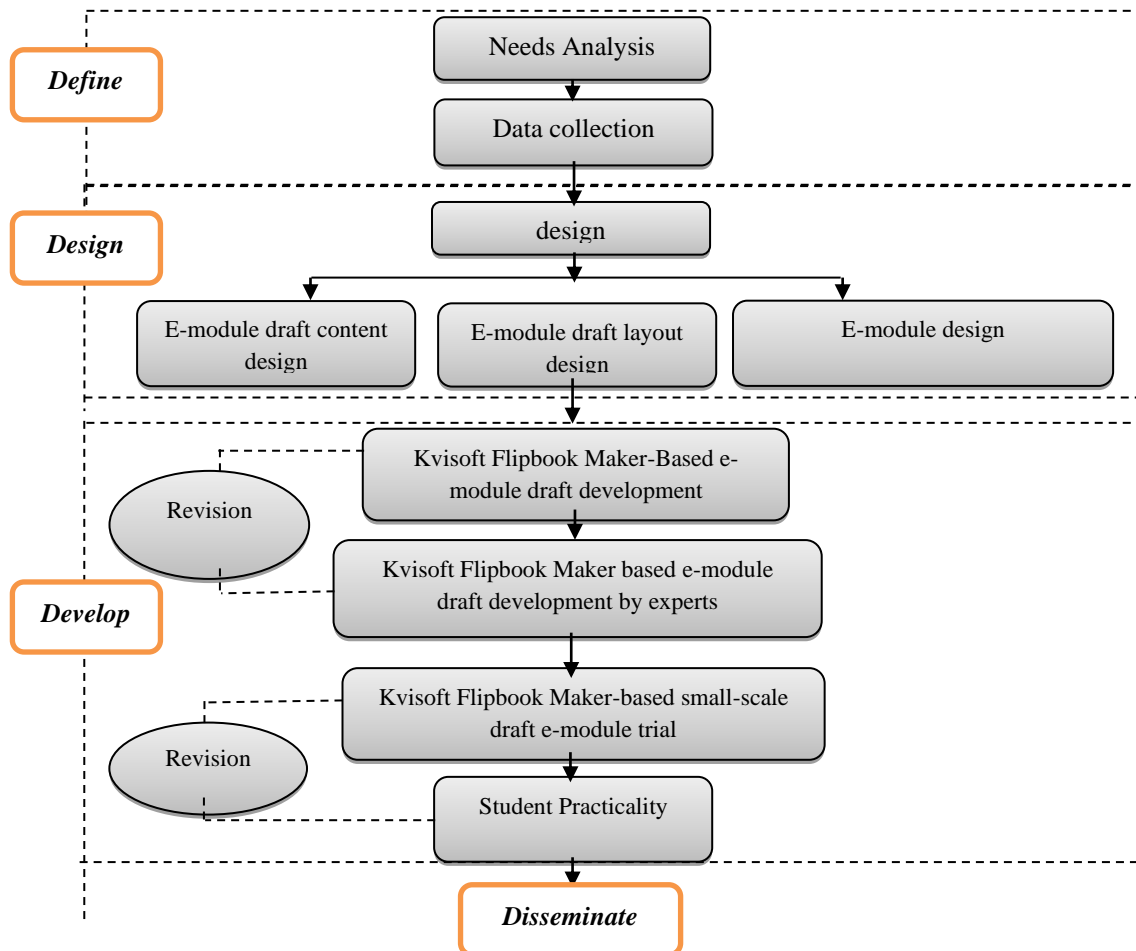
The e-module teaching materials using the Kvisoft Flipbook Maker application are teaching materials that can be accessed offline. This teaching material has the advantage that it is more interesting. By using the Kvisoft Flipbook Maker application, you can add multimedia in the form of animation, moving images, video and audio, etc. The product produced in this development is a product in the form of e-module teaching materials using the Kvisoft Flipbook Maker application with the following specifications:

- a. The Early Class Indonesian Language and Literature Module is in the form of an electronic module which is based on the concepts of Early Class Indonesian Language and Literature.
- b. The electronic module positions students to play an independent role in learning.
- c. Instructions for use, to inform the use of electronic modules.
- d. The sections in the e-module include: 1) Title Page, 2) Introduction, 3) Core Competencies (KI), Basic Competencies (KD), Indicators and, 4) Learning Objectives 5) Contents, 6) Concept maps, 7) Learning Objectives, 8) Materials, 9) Summary, 10) Supporting materials such as: quizzes, mini experiments, character biographies, info, memory box, 11) Sample questions and competency test, 12) Glossary, 13) Bibliography.

METHOD

The type of research conducted is research and development (R&D) Sulistyaningsih et al., (2018); Mehall, (2020); Vaismoradi et al., (2016). The development model used in this study was adapted from the 4-D development model (four D Model). The define activity is carried out to obtain information about user needs (needs assessment). Design activities are carried out by designing the content and layout of the e-module and learning videos. Development activities are carried out to produce e-modules using the kvisoft flipbook maker, which are then validated by experts and see the practicality of the e-module product (Taherdoost, 2016). The trial subjects for the development of the kvisoft flipbook maker-based e-module product were students of the PGSD Education Study Program, FKIP, HKBP Nommensen Pematangsiantar University. The development research was carried out in the FKIP environment of the HKBP Nommensen Pematangsiantar University. In accordance with the 4D development model used, the steps for the development research were as follows

Figure 1. 4D development model



Data collection techniques from this research and development are library studies of lecture materials, questionnaires or questionnaires for needs analysis. Interviews with 36 students, expert validation to determine the feasibility of the products being developed, and the practicality of the products that have been used by students. The research instruments used in this development research consisted of:

a. Analysis Stage Instruments

The instruments for the analysis phase are in the form of observation sheets and interview guidelines. Analysis of the needs and circumstances of research students see using the observation sheet. The interview guide is used as a reference to dig up in-depth information and confirm answers to the questionnaires that have been given by students regarding the circumstances and needs of students participating in online learning. The next stage is Topic Analysis, which is the identification of the main materials taught and arranged systematically and linking one material with relevant material. The material being taught needs to be identified correctly so that CPMK can be measured. In addition, by identifying the types of material being taught, lecturers can choose the right method during learning. This is because each type of learning material requires different strategies, methods, media, and evaluation systems.

b. Product Validation Instrument

The Expert Validation Sheet contains an assessment score that will be assessed by a design expert and material experts. The validation sheet consists of the following aspects of the assessment: module layout, module typography, module content illustrations, module completeness, content feasibility components, language components, and presentation components.

c. Product Practicality Instrument

Questionnaire responses from lecturers and students are used to determine the response both after doing learning using e-module products. The data analysis technique used is descriptive data analysis, namely: by describing the validity and practicality of the Kvisoft Flipbook Maker-Based e-module product (Ayulistiana & Yuliani, 2020). The research data were analyzed using descriptive statistics to get the average value and percentage. The research data analysis techniques are Needs Analysis Techniques and Product Validation Analysis Techniques. Data analysis techniques for expert test validation sheets, both specification tests and product quality tests use the following steps: (a) Tabulate all data components obtained from the validator. (b) Calculating the results of the validation questionnaire from the validator (Y. L. Wu & Li, 2018).

Technical Analysis The practicality of the product is analyzed based on a questionnaire that has been filled out by students and lecturers. The steps for analyzing the practicality of electronic module questionnaire data using Kvisoft Flipbook Maker are as follows: a. Give a score for each item with answers strongly agree (4), agree (3), disagree (2), and disagree (1); b. Summing up the total score of each practitioner for all indicators; c. Giving practicality by using the formula (Coman et al., 2020).

RESULT AND DISCUSSION

The results and discussion in this study are focused on answering the problem formulation of the development of early-grade Indonesian e-modules using the Kvisoft Flipbook Maker application. The following is the process for developing early grade Indonesian e-modules using the kvisoft flipbook maker application in Indonesian early grade courses:

Development Process for Early Class Indonesian E-modules Using the Kvisoft Flipbook Maker Application

Before carrying out the development process, the first step taken by the researcher was to conduct interviews with 36 students. This interview activity was carried out with the aim of identifying problems experienced by students regarding the implementation of Early Class Indonesian learning. The results of the interview are shown in table 1 below

Table 1. Interview Results for Early Class Indonesian Language Learning

| No | Statement | Percentage % |
|----|--|--------------|
| 1 | In every learning process in class, the material presented by the lecturer is only in the form of power points and reference books | 97,22% |
| 2 | Students feel the need to get additional material in order to be able to learn independently and better master the subject | 94,44% |
| 3 | Requires an electronic module in the Early Grade Indonesian course | 100% |
| 4 | E-modules can help students understand language learning | 91,7 % |

| | | |
|---|--|--------|
| | subject material in elementary schools | |
| 5 | Indonesian language e-module for early grades using the Kvisoft Flipbook Maker application is very suitable to be developed for Elementary School Teacher Education Study Program students | 97,22% |

Based on table 1, it can be explained that as many as 35 students with a percentage of 97.22% who were interviewed stated that "In every learning process in class, the material presented by the lecturer is only in the form of power points and reference books". Then as many as 34 students with a percentage of 94.44% felt the need to get additional material in order to be able to study independently and better master Indonesian language courses for the Early grades. as many as 36 students with a percentage of 100% stated that they needed electronic modules in Indonesian language learning courses in elementary schools. As many as 36 students with a percentage of 100% said they needed e-modules. As many as 33 students with a percentage of 91.7% stated that E-modules can help students understand language learning subject material in elementary schools. Based on the percentage of the results of the interview, it is very necessary to develop an electronic module to help students get additional material and make it easier for students to understand the lecture material for Early Class Indonesian Language Learning

According to Gunadharma (in Sugianto 2013), electronic modules are a combination of structural information and are designed to be as attractive as possible. E-module development using the Kvisoft Flipbook Maker application supports users to edit, add video, images, audio or navigation like a real book (Ihsan, 2014). The Indonesian language e-module for early grades using the Kvisoft Flipbook Maker application is very suitable to be developed for students of the Elementary School Teacher Education Study Program

Analysis Stage (Performance Analysis)

Students of the Elementary School Teacher Education Study Program still feel confused about understanding Indonesian language course material for the early grades and most of the students cannot study independently. From the performance analysis, this is influenced by the learning process which seems one way where students are asked to write material and practice during teaching and learning activities.

Needs Analysis

Students of the Elementary School Teacher Education Study Program need teaching materials in the form of e-modules because the Indonesian language course is Early Class. At the needs analysis stage, students prefer innovative and creative teaching materials, such as electronic modules which are not only in the form of text and images, but are also combined with audio, as well as animations that support learning materials using language in e-modules that students can easily understand. The purpose of this e-module is to find out the characteristics of different students that can affect learning, this is in line with the view of Prastowo (2015) which states that some of the goals of the e-module are to accommodate the learning speed of students who have high speed will complete the module with fast

Design Stage

At the design stage it is carried out to design the product being developed, product content, and make research instruments. The first step is to make the contents of the e-module in general. The initial part of the e-module contains the initial

appearance of the module (cover), and cover subtitles. Meanwhile, for the content section, there is an explanation of the material, practice questions (objectives and essays), and the closing section contains a glossary and bibliography. In the material description section, the researcher designs the preparation of the material by combining materials, pictures and illustrations. The selection of images is aligned with the content of the material, aiming to strengthen student understanding. This teaching material presents pictures, detailed material descriptions are included in audio-visual technology teaching materials according to Seels and Richey in Arsyad (2017: 34). After completing the design, researchers will create the Kvisoft Flipbook Maker application and create an instrument design to be validated by experts.

Development Stage

Figure 2. E-module for Early Grade Indonesian Language Learning



This stage chooses and determines the design of the e-module content. The e-module will be examined in terms of material, media and language. The e-module that has been developed by the researcher then gets feedback for the feasibility test. Then, researchers revised the e-module according to input from experts. The next step is the validation process. The validation process was carried out for a flipbook maker-based e-module feasibility test in early-grade Indonesian courses before being implemented in students of the Elementary School Teacher Education Study Program. The validation results will be analyzed quantitatively or in percentage form. Thus, the percentage of e-module feasibility results based on flipbook maker can be assessed according to the criteria.

Implementation Stage

The validated e-module will be tested in a limited way on 36 students from the Indonesian language and literature education study program. Researchers share the results of the e-module that has been suggested by validation experts. First, researchers prepare e-modules that will be tested on students. The distribution of the e-module was carried out by distributing material in PDF format to the students' whatsapp groups. After everything was well prepared, students could use the learning application and the researcher observed the use of Flipbook Maker on 36 students of the Elementary School Teacher education study program

Evaluation Stage

The evaluation stage as the final stage is carried out to review the use of the flipbook maker module. From the evaluation stage, material experts, media, language, and student response questionnaires provide an explanation of the feasibility of the e-module and evaluate the development of the next e-module.

The feasibility of developing an Early Grade Indonesian E-module using the Kvisoft Flipbook Maker Application

The feasibility of the Kvisoft flipbook maker-based e-module in the Indonesian Early Class course can be seen from the assessment of the validators and limited trials that are adjusted to certain criteria. In terms of material feasibility, the media is validated by a language validator. As for the validation of linguists.

Table 1. E-module Eligibility Recapitulation

| Expert | Percentage (%) | Category |
|-----------------|-----------------------|-----------------|
| Material Expert | 86 % | Very Worthy |
| Media Expert | 93 % | Very Worthy |
| Linguist | 87 % | Very Worthy |
| Average | 88,33 % | Very Worthy |

Based on expert opinions and input, the e-module material that has been made is in accordance with the material and the syllabus is only lacking in writing titles that need to be emphasized. The results of material experts obtained a percentage of 86% categorized as very feasible. According to Riduwan, (2015) which states that if a data is said to be worthy of getting a result of 61%. Based on expert comments and suggestions, the e-module cover media is good, the font type & size is clear, the images in the e-module are appropriate. The results of media experts get a percentage of 93%. So it can be interpreted as appropriate according to the interpretation criteria according to Riduwan, (2015) if the media has a percentage of results 61% obtained. Based on the comments and suggestions of linguists, the language used is standard, communicative, clear, and easy to understand. The results of linguists getting a percentage of 87% are categorized as very feasible according to the interpretation criteria according to Riduwan, (2015) if the percentage of choosing results has a percentage of results 61% obtained. Overall, the percentage result obtained is 91% with a very decent category. The feasibility is reviewed from the material, media, and language in the e-module.

Responses of Elementary School Teacher Education Study Program Students to the Development of Early Grade Indonesian E-modules Using the Kvisoft Flipbook Maker Application

In individual trials, students responded to this e-module in the very good category with an average percentage of 93%. In the small group trial, student responses were in the very good category with an average percentage of 92.25%.

Students were asked to fill out a questionnaire response to the development of an e-module based on Kvisoft Flipbook Maker. In this case, students provided feedback about the use of the Early Class Indonesian e-module using the Kvisoft Flipbook Maker application. The following are student response questionnaire questions in Table 2

Table 2. Student Response Questionnaire Questions

| Question | Percentage (%) | Criteria |
|---|----------------|-------------|
| The material description is easy to understand | 77,8% | Worthy |
| The e-module material is presented clearly and easy to follow | 80,55% | Very Worthy |
| The content of the material in the e-module as a whole is able to attract students' interest in learning | 77,8% | Worthy |
| The language used in the e-module is easy to understand | 75% | Worthy |
| The text in the e-module is easy to read clearly | 75% | Worthy |
| The use of images in e-modules is in accordance with the subject matter | 72,22% | Worthy |
| The use of fonts and colors in the e-module is appropriate and does not damage the presentation of the material | 80,55% | Worthy |
| Every step of learning in the e-module is clear and easy to understand | 75% | Worthy |
| The assignments given in the E-module learning activities are clearly in accordance with the subject matter | 77,8% | Worthy |
| With the e-module, I am more motivated to do the practice questions on the e-module correctly and precisely | 77,8% | Worthy |
| I gained new knowledge after taking lessons using e-modules | 75% | Worthy |
| I support the e-module in further learning | 80,55% | Very Worthy |

After carrying out the process of distributing the questionnaire to 36 students of the Elementary School Teacher education study program, the results of the development of the Early Class Indonesian e-module using the Kvisoft Flipbook Maker application obtained an average of 77.08% in the feasible category. Based on these percentages, it can be concluded that this e-module is suitable for use as teaching material for the Early Grade Indonesian course at HKBP Nommensen Pematangsiantar University

The main finding of the research is that the e-module of the Early Grade Indonesian course is appropriate for use as teaching material for students in the Elementary School Teacher Education Study Program. This feasibility can be proven from the percentage of expert validation with an average of 88.33% in the very feasible category. In addition to the trial results, students obtained results with an average of 77.08% in the appropriate category.

Development research using the kvisoft flipbook maker application has started a lot in the scope of research. However, the topics studied by researchers are different from those studied by other researchers. This research focuses on the Early Grade Indonesian Language Learning course. The object of this research is students of elementary school teacher education study programs. The results of this study indicate

that this e-module is appropriate for use as teaching material for the Early Class HKBP Indonesian Language course at Nommensen Pematangsiantar University. This can be proven. The validation results from material experts obtained an average of 86% with a very feasible category. Second, media experts get an average of 93% with a very decent category. Third, linguists get an average of 87% with a very decent category. Then in individual trials students responded well to this e-module with an average percentage of 93%. In the small group trials, students responded well to the existence of this e-module with an average percentage of 92.25%.

However, in contrast to the findings of Anggraini, et al. (2016). In developing flipbook maker-based e-modules in office technology subjects it can increase student learning motivation and is very helpful when learning activities take place. This feasibility can be proven from the percentage of 96.6%. This is in line with research (Amanullah, 2020) which states that the development of flipbook maker-based e-modules in office technology subjects can maximize learning activities that take place in the classroom and can assist students in continuous learning activities delivered by teachers.

In addition, in contrast to the findings (Romayanti et al., 2020) in research on the development of chemical electronic modules based on creative thinking skills using the Kvisoft flipbook maker, it is very appropriate to use in the learning process. The results showed that the chemical e-modules based on creative thinking skills that were developed were in the very feasible category and were suitable for use with validation results from media experts of 97.7%, validation of material experts of 90.2%, small-scale readability trials. the group trial conducted by 9 students of class X MIPA 2 was 97.04%, and the student response to the large group trial conducted by 25 students of class X MIPA 1 was 86.4%.

Furthermore, based on the results of research (Anak Agung Meka Maharcika et al. 2021) on research on the development of flipbook maker-based electronic modules (e-modules) for the sub-theme of work around me, class IV SD/MI. The results of the study show that: 1) test the validity of media experts, material experts, and linguists. The overall validation average is 95.56% which is in the 81% -100% interval which indicates that it is in a very valid category. 2) the average response of teachers and students to the electronic module (e-module) is 87.19% with an interval of 81% -100% with a very practical category. Based on these results it was concluded that this study produced valid and practical e-modules.

Similar research, namely by (Widiana & Rosy, 2021) also states that flipbook maker-based e-modules can improve student learning outcomes. So that it can be said that flipbook maker-based e-modules in office technology subjects are very suitable for use as teaching materials at SMKN 1 Sooko Mojokerto

In contrast to friends Widyaningrum, P., & Patrikha, 2021 with the title "Development of E-module with Flipbook Maker KD 3.6 Analyzing Consumer Behavior in Class XI BDP Retail Business at SMKN 2 Tuban". In this study, the results of validation by material experts obtained 82% of very appropriate criteria, linguists obtained 74.2% of feasible criteria, and media experts obtained 90% of very appropriate criteria. From the results of material, language, and media expert validation, an average feasibility of 82% was obtained, very feasible. So it is stated that the E-module is very well applied as a learning medium.

Based on some of the results of the research above, it is very clear that the previous research with this research is very different based on the research object, research subject, research location, research time and research results. While the

similarities between previous research and this research are the type of research, namely development research and both use the application. Previous research and this research only use the Kvisoft flipbook maker application.

The findings in this study can be used as a reference in implementing application-based teaching materials to improve learning outcomes, especially learning Indonesian in the early grades. In selecting learning materials, educators must pay attention to technological advances, especially the development of industrial revolution 4.0 technology. In future research, researchers will focus on looking at the model factors that influence student learning outcomes

CONCLUSION

Based on the results of the research that resulted in the development of e-modules in the Indonesian Language course for the Early Grades of Elementary School Teacher Education students at the HKBP Nommensen Pematangsiantar University, it was considered very feasible. With the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, this digital module is useful for lecturers and students. The validation results from material experts obtained an average of 86% with a very decent category. Second, media experts get an average of 93% with a very decent category. Third, the linguists obtained an average of 87% with a very decent category. Then, in individual trials, students responded well to the existence of this e-module with an average percentage of 93%. In the small group trial, students responded well to the existence of this e-module with an average percentage of 92.25%. Meanwhile, in the limited field group trial, the modules included the criteria of "good" with an average score percentage of 87,08%. Based on this percentage, it can be concluded that this e-module is suitable to be used as teaching material for Indonesian Language courses in the Early Classes of HKBP Nommensen Pematangsiantar University.

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