

## DEVELOPMENT OF LEARNING MODULE FOR OBSERVATION REPORT DURING THE COVID-19 PANDEMIC

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**Abstract:** Innovation of education is needed to ensure effective online learning practices during the pandemic. It is necessary to avoid the accumulation of assignments without sufficient materials. Material needs must be met, for that a module is needed. this R&D-based study was conducted to determine the feasibility of the learning module. The research subject were several students from SMA Negeri 14, SMA Yapim, SMA Negeri 21, SMA Nasrani 3, and SMA Advent Air Bersih in Medan. Data were collected using a 4-D model and the results showed that the module was feasible to be used as indicated by the validation and try out score from lecturers, teachers, and students got score above 75%.

**Keywords:** module; online learning; observation report

**Abstrak:** Inovasi pendidikan sangat dibutuhkan untuk mengefektifkan pembelajaran online di masa pandemi. Pembelajaran online perlu menghindari menumpuk tugas tanpa materi yang cukup. Kebutuhan akan materi harus terpenuhi, untuk itulah diperlukan modul. Penelitian ini berbasis research and development bertujuan untuk mengetahui kelayakan modul pembelajaran. Subjek penelitian adalah sejumlah siswa di Kota Medan, yakni SMA Negeri 14 Medan, SMA Yapim Medan, SMA Negeri 21 Medan, SMA Nasrani 3 Medan, SMA Advent Air Bersih. Teknik pengumpulan data menggunakan model 4-D dan hasil penelitian menunjukkan bahwa modul layak digunakan dilihat dari hasil uji validasi dan uji coba terhadap dosen ahli, guru, dan siswa memperoleh nilai di atas 75 %.

**Kata Kunci:** modul; pembelajaran online; laporan hasil observasi

## INTRODUCTION

The Covid-19 pandemic affected more than 215 countries in the world and weakened all aspects of human life. The education sector was specifically affected considering the fact that all face-to-face activities were stopped at all levels to limit the spread of the virus. The same strategy was implemented in Indonesia which is one of the countries with the highest number of cases as indicated by the directives of the Ministry of Education and Culture which prioritizes the safety of teachers, school principals, and students by ensuring learning activities are conducted from home (Ministry of Education and Culture Circular Letter No. 4 of 2020 concerning Implementation of Education Policies in the Emergency Period for the Spread of

Coronavirus Disease (Covid-19)). This was intended to ensure the objectives of 2013 Curriculum (K-13) are achieved through the collaboration of all stakeholders.

The knowledge dimensions in the Competency Standards for Graduates of Primary and Secondary Education according to the Minister of Education and Culture Regulation No. 20 of 2016 include having factual, conceptual, procedural, and metacognitive knowledge at the technical, specific, detailed, and complex levels in science, technology, art, culture, and humanities. Students are required to implement the aforementioned knowledge for themselves, family, school, community, and the natural environment as well as in the nation, state, regional, and international

areas. Moreover, one of the basic competencies in Indonesian subjects is the preparation of the observation report with a focus on the content and linguistic aspects (in Minister of Education and Culture Regulation No. 24 of 2016).

Observation report writing is one of the new materials in K-13 which requires a detailed explanation of the teaching materials. There are 4 basic competencies associated as indicated in the material which include 3.1 identifying the spoken and written observation report text, 4.1 interpreting the contents of the spoken and written observation report text, 3.2 analyzing the content and linguistic aspects of at least two observation reports texts, and 4.2 constructing observation report text by paying attention to the content and linguistic aspects (Syllabus of Indonesian SMA/MA Class X). Meanwhile, the primary data obtained from the questionnaires distributed to students from different Senior High Schools (SMA) in Medan such as SMA Negeri 14, SMA Yapim, SMA Negeri 21, Nasrani 3 SMA, and SMA Advent Air Bersih showed that more than 50% of students are interested in studying observation report but those with the ability to write and use linguistic aspects are below 50%. This means the students are enjoying the learning process but the textbooks being used are probably not suitable for their needs and this is an important finding to be considered in the education sector.

Another study was also conducted to analyze the K-13-based textbooks with the focus on *Cerdas Berbahasa Indonesia* for SMA class X published by Erlangga and it was discovered that the material is incomplete. This was indicated by the fact that the four materials presented in the book can only represent the basic competencies of understanding (Understanding the Structure and Rules of the Observation Report) and analyzing (Analyzing the Observation Result Report) but lacked the competence for application and presentation. It was also discovered that the book does not have interesting photos or pictures (Siagian, 2016) and this was also reported by Firdaus et al. (2014) after studying the same book.

This means there is the need for teaching materials which can function as textbooks and at the same time accommodate the difficulties associated with studying observation reports in the form of modules (Aisyah et al., 2020).

A suitable module is expected to have six characteristics as suggested by (Sukiman, 2012). The first is being self-instructional such that it allows students to teach themselves by clearly stating the objectives and making it easier to learn thoroughly by packaging the learning materials into more specific units or activities (Prastowo, 2012). The second is being self-contained such that all the subject matter from one unit to be studied is contained in one complete teaching material while the third characteristic is to stand alone by ensuring the teaching materials developed do not depend on or need to be used together with other teaching materials. Moreover, the fourth is being adaptive which requires that the teaching materials have a high adaptive power to the development of science and technology while the fifth is to be user-friendly and this means every instruction and information needs to be helpful and friendly to the user. The last characteristic is to ensure responsiveness and accessibility.

These characteristics were used as the basis to study the abilities of students in writing teaching materials such as handouts, modules, and LKPD (Student Performance Sheet) in 2019 and the results were satisfactory (Siagian, 2019). This becomes the background for continuous study on the feasibility of the compiled module for direct use by students.

The main content of the teaching materials in K-13 for Indonesian subjects is in the text genre which serves as the model. This means the teaching material is not only the reference for teachers and students but also a stimulus for students to master different language skills and this is in line with the modules compiled in this study (Nurbaya & Rahayu, 2019). The components assessed by the module include the feasibility, language, presentation, and graphic design according to the Government Regulation No. 19/2005 Article 43, BSNP

(National Education Standards Agency), and stipulated by the Ministerial Regulation (Lubis, 2015).

The distributed modules were structured by adapting the Brown Model which is established on the concept that the media is very influential in determining the effectiveness of learning how to write (Sadiq & Sadzia, 2014). Moreover, the media and learning aids are increasingly varied and interactive such that the media include visual media, audio, project motion, and others while the learning aids include graphs, maps, charts, graphs, photos, posters, advertisements, stamps, videos, OHP, and others. It is important to note that the modules distributed were included in the Google Classroom platform through online classes formed by the respective teachers

## METHOD

This is a research and development (R&D) study conducted using the 4-D model which is in the four stages of definition, design, development, and dissemination (Sudjana, 2009). The definition stage includes (1) preliminary and final analysis which involves conducting interviews with teachers concerning the use of Indonesian language teaching materials, (2) student analysis which involves distributing questionnaires concerning the use of teaching materials in schools, (3) concept analysis which involves identifying, detailing, and compiling the concepts of the observation report material based on K-13, (4) task analysis which involves determining the form of evaluation to be used by students in the module, and (5) formulation/

specification of learning objectives which involves formulating indicators to determine the achievement of learning outcomes through concept analysis (theory) and later used as the specific learning objectives to develop the modules. Moreover, the design stage includes (1) media selection: the media selected to develop the module was Google Classroom, (2) model selection: the model used was Brown model which involves several media, either in the form of figures or charts, to make it easier for students to understand learning, (3) format selection: the format used was in line with the standard module, and (4) the initial design of the media: the module design was adapted to the previous points in the next stage. The development stage was conducted through expert tests and trials while the dissemination stage involved several students and Indonesian language teachers from 5 SMA in Medan selected using a purposive sampling technique. Furthermore, the data obtained were analyzed through Product Validation Analysis by Expert Lecturers, Teachers, and Student Limited Trials.

## RESULTS AND DISCUSSION

This study was conducted using a limited sample of five students and two Indonesian language teachers from selected SMA including SMA Negeri 14, SMA Yapim, SMA Negeri 21, SMA Nasrani 3, and SMA Advent Air Bersih. An expert trial was first conducted using Indonesian language teachers before the module was distributed to students.

Table 1. Assessment of Module Instruments by Indonesian Teachers

No.	Component	Number of Resp.	Scale 1-5	Total	%
<b>A</b>	<b>Content Feasibility</b>				
1	Module suitability with Core and Basic Competencies	10	1-5	48	96%
2	Module suitability with student needs	10	1-5	44	88%
3	Suitability of teaching materials (BA) with learning needs	10	1-5	41	82%
4	The correctness of material substance	10	1-5	44	88%
5	Increases knowledge	10	1-5	43	86%
6	Suitability with values, morality, social	10	1-5	45	90%

No.	Component	Number of Resp.	Scale 1-5	Total	%
<b>B</b>	<b>Language Feasibility</b>				
7	Readability of writing	10	1-5	45	90%
8	Clarity of learning activities	10	1-5	45	90%
9	Suitability with Indonesian language rules	10	1-5	47	94%
10	Use of language that does not cause double interpretation	10	1-5	42	84%
<b>C</b>	<b>Presentation Feasibility</b>				
11	The sequence of materials and concepts	10	1-5	42	84%
12	The sequence of the material difficulty level	10	1-5	41	82%
13	Motivation provision	10	1-5	46	92%
14	Interactivity (stimulus and responses) of teaching materials with student activities	10	1-5	43	86%
15	Completeness of material presentation	10	1-5	45	90%
<b>D</b>	<b>Graphic Feasibility</b>				
16	The appropriateness of the fonts (type and size)			41	82%
17	The appropriateness of the layout and design	10	1-5	41	82%
18	Clarity of illustrations, graphics, pictures, and photos	10	1-5	44	88%
19	The attractiveness of the cover display design	10	1-5	43	86%

Table 1 shows that the item with the highest value of 96% out of the 19 module items assessed by teachers was in the suitability of the teaching materials (BA) with Core and Basic Competencies followed by the motivation provision with 92% while the values of other aspects are not much different. This means the modules

distributed to students already passed the assessment of the experts including lecturers (I am a researcher) as well as teachers concerned with Writing Observation Report Text. Moreover, the validated modules were distributed to 25 students and the results are presented in table 2.

Table 2. Questionnaires on the Distributed Modules by Students

No.	Description	Number of Resp.	Scale 1-5	Total	%
1	Indonesian language lesson modules are the main source of learning how to write observation report text	25	1-5	22	88%
2	The material presented in the module is very helpful to speed up my understanding of the observation report.	25	1-5	20	80%
3	The material presented in the module increases creativity in writing observation report text.	25	1-5	21	84%
4	The material presented in the module increases the motivation to write observation report text based on personal experience.	25	1-5	19	76%
5	The material presented in the module is the motivation to write observation report text based on the state of the surrounding environment.	25	1-5	23	92%
6	The material presented in the module is the motivation to write observation report text based on other people's personal experiences.	25	1-5	19	76%

No.	Description	Number of Resp.	Scale 1-5	Total	%
7	The material presented in the textbook is accompanied by interesting illustrations, graphics, pictures, and photos which support the mastery of competence in writing observation report text.	25	1-5	21	84%
8	After studying the material on the observation report text, there is interest to write the observation report text.	25	1-5	18	72%
9	Other teaching materials are needed to add the understanding of the observation report text.	25	1-5	19	76%
10	Other learning resources are needed for independent study.	25	1-5	24	96%

### Description of Developed Module

The module used has complete contents and requirements categorized into four major sections including introduction, learning, evaluation, and closing. The introduction consists of the description, prerequisites, instructions for use, final objectives, and ability checks. The learning section consists of study plans and learning activities adapted to the breadth of the material discussed. The evaluation contains several methods to assess the learning activities while the closing aspect concludes the entire contents of the module series.

The learning activities in the module include 1. Determining the main content in the observation report text, 2. Determining the linguistic characteristics in the observation report text, 3. Interpreting the observation report text based on the structure, linguistic characteristics, and the contents, 4. Presenting the observation report text, 5. Identifying the contents of the observation report text, 6. Identifying the structure of the observation report text, 7. Identifying the linguistic features in the observation report text, 8. Compiling the outline for the contents of the observation report text, 9. Compiling the whole observation report text, and 10. Presenting the observation report text that has been prepared. The learning activities were distributed in line with the core and basic competencies as well as the specified time allocation in K-13 and also used as observation material for students. It is important to note that the discourse was adapted to the needs of students as indicated by the form and content in line with Brown's

model which involves displaying pictures or charts to make the learning process easier for students. This was discovered to be a response to the initial observation that there is a need to use pictures and charts to motivate students to learn. Moreover, the structure for the presentation was also adjusted to the stages of the scientific approach suggested in K-13 which contains 5M stages designed to ensure students think curiously. This means they are required to use their thinking skills, thereby making the learning process interesting.

### Product Validation and Results of Trials by Experts

The modules were tested by experts including lecturers and Indonesian language teachers and the results were generally satisfactory. The focus was on four criteria which include content, language, presentation, and graphic eligibilities and they were all found to be above 75% as indicated by 83%, 89.5%, 86%, and 84.5%, respectively. This means the modules distributed are suitable for use by students but some notes were made by the experts. First, the material presented in learning activity 1 is incomplete. Second, the exercises presented in each learning activity are incomplete and not accompanied by examples. Third, there are some ineffective words and sentences in the material that needs to be corrected. Fourth, the form of discourse text is less varied and does not follow Brown's model concept. All the notes were sampled and used to update the final module presented to the selected students.

### Product Trial on Students

The softcopy of the modules was distributed to students online and the responses provided through the guidance of the subject teachers were returned through Google form. It was discovered that students rated the ten statements to be approximately 75% and this means the module can be used effectively. However, the data obtained showed that student motivation cannot be built through modules even though the materials have been adapted to their needs. It should also be noted that it was impossible to replace teachers with modules, media, and even technological sophistication during the pandemic.

### CONCLUSIONS

The learning module developed for writing observation report text was found to be feasible for students use as indicated by the validation tests and trials from lecturers, teachers, and students which reached a value of 75%.

### SUGGESTIONS

It is also important to note that the recommendations made by lecturers and teachers were updated to ensure the modules distributed to students have met the required criteria for content, language, presentation, and graphics. However, even though the module is intended for students, there is a need for guidance and direction from teachers during the implementation process. It was also discovered that students need motivation that is more than only writing and which can only be provided by teachers.

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