



Utilization of E-Modules Based on The Bookcreator.com Application in History Learning

Tarunasena

tarunasena@upi.edu

History Education Study Program, Universitas Pendidikan Indonesia

Denti Nurfitria

ddahwanti@gmail.com

SMAN 1 Majalaya

Wildan Insan Fauzi

wildaninsanfauzi@upi.edu

History Education Study Program, Universitas Pendidikan Indonesia

Iing Yulianti

iingyulianti@upi.edu

History Education Study Program, Universitas Pendidikan Indonesia

Sindya Umar Windiana

sindyauw@upi.edu

History Education Study Program, Universitas Pendidikan Indonesia

Abstract: Many factors influence the achievement of student learning success goals, including teaching materials. Teaching materials commonly used by teachers generally still use conventional teaching materials, which tend to be monotonous and not interactive. Educators must develop their creativity in compiling ICT-based teaching materials, one of which is E-Modules. The method used in this study is a descriptive qualitative research method that describes the teacher's efforts in creating and using e-modules based on the bookcreator.com application. Book Creator is a simple "tool" to create an attractive and interactive book. The developed e-module contains rhyme text, motivational text, images, photos, audio, youtube videos, an attendance list google form, and a competency test (evaluation) google form. Making E-Modules is supported by several factors: technology, availability of facilities and infrastructure, availability of free time, willingness to create new things, and a particular interest in E-Modules.

Keywords: bookcreator.com, Creativity, E-Modules, History Learning.

Introduction

In learning activities, many factors influence the achievement of student learning success goals, including educators, students, the environment, and teaching materials (Masni, 2017; Oktiani, 2017). However, quality learning depends on the students and the educators themselves. Learning systems are related to the organization of a combination of humans, learning experiences, facilities, maintenance or control, and procedures that regulate the interaction of learning behavior to achieve a goal (Suardi, 2018).

The ability of students to understand the material provided by the teacher is also one of the determinants of student learning success. Students can succeed in the learning process if they understand and focus on the material taught by educators, one of which is by utilizing teaching materials (Pratiwi, 2017). This is because the learning process cannot be separated from the existence and use of teaching materials. With the available teaching materials, it is hoped that teachers can use them to support their teaching activities.

The teaching materials used generally use conventional teaching materials, which tend to be monotonous (Suryaningsih & Nurlita, 2021). Conventional teaching materials are teaching materials that are already available without being developed into innovative teaching materials, for examples, such as textbooks and Student Worksheets. The textbook consists of written reading materials that emphasize the presentation of teaching materials, while the Student Worksheets consist of reading lists, practicum sheets, instruction sheets, and student worksheets. Learning that still uses conventional teaching materials will make students bored, less active, and less efficient.

One of the efforts that educators can make to reduce student learning saturation is to develop teaching materials that follow the times in this digital era (Sidiq, 2020). With the demands of the digital era and the development of science and technology, it is no longer possible to rely solely on available teaching materials. Therefore, educators must develop their creativity in compiling ICT (Information and Communication Technology)-based teaching materials to improve learning activities.



Based on the results of observations and interviews with history teachers at SMAN 1 Majalaya, he explained that the implementation of learning in this digital era has yet to be optimal. Educators face many obstacles in the learning process. Therefore, educators strive to create teaching materials that students can use when studying, especially in learning history. So the idea was born to create an E-module as an interactive teaching material for history learning developed by an educator at SMAN 1 Majalaya. This teaching material E- module is an intermediary tool used by teachers in delivering material to students, which aims to facilitate the learning process.

E-module teaching materials are an alternative to overcome the limitations of space and time that can help students learn independently with or without teacher guidance (Marta, Djunaidi, & Iriani, 2022). This e-module is an electronic version of a print module that can be used via computers, laptops, gadgets/smartphones with the required software. E-module is a learning tool or facility that contains materials, methods, limitations, and ways of evaluating, which are made systematically and attractively to achieve the expected competencies according to the level of complexity electronically (Wibowo, 2018).

This is interesting and unique because the E-module teaching materials differ from the usual E-modules. This e-module is focused on material and writing and includes motion animation, audio, and video to make teaching materials more engaging. This e-module was also chosen because it has a different look and feel, is unique, easy to access, and can be read repeatedly by students.

E-modules as a source of teaching materials can improve students' critical thinking skills and get a positive response from students (Oktavia et al., tt). Previous research has proven the benefits of e-modules for students. Siti Nurhanifah's research (2018) describes the creativity of teachers in developing learning media, which is assessed from four aspects of creativity: fluency, flexibility, elaboration, and originality.

Rhiham Dewi Abdilah (2021) revealed the efforts of teachers to increase their creativity by compiling learning materials, through self-awareness seeking knowledge from the internet, participating in training workshops from MGMP,

also facilitated by schools by forming a special operations team to handle problems during online learning. Helena Satriawati (2015) analyzed the interactive E-module used as a basic electronics learning resource at SMKN 3 Yogyakarta, while Heni Rodiawati and Komarudin (2018) at SMPN 11 Kotabumi.

Methods and Research Design

Method. The method used in this study is a qualitative research method. Qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing along with the observed behavior of the subject (Basrowi & Suwandi, 2008). The researcher decided to use a qualitative research method based on the problems found by the researcher during the pre-research at SMAN 1 Majalaya. Referring to these problems, the researcher considers qualitative research methods the correct method to use in this research. Researchers first collect information and data to describe conditions in the field, then continue to interact with participants. By using this method, researchers can describe teachers' creativity in making E-modules as teaching materials for history learning at SMAN 1 Majalaya.

Research Design. The research process begins with conducting observations and interviews to identify problems. Researchers conducted observations and interviews at SMAN 1 Majalaya, with the results of the research finding problems related to the creativity of educators in learning history. In the next step, the researchers focused on teachers' creativity in making E- modules as teaching materials for history learning.

Then the researcher determined the subject and research instrument, and the researcher chose one of the educators at SMAN 1 Majalaya who taught history subjects along with several students of class XI IPS 2 at SMAN 1 Majalaya. At the data collection stage, the researcher determined interview techniques, field notes, and human instruments. After that, the researcher validates the data to determine whether the data is valid or not. The last stage is evaluation and recommendation, which is carried out to evaluate the study's results and then make recommendations for further researchers and related parties.

The research location is where the researcher researches to obtain the required data from the research subject. This research was conducted at SMAN 1 Majalaya. The research subjects selected in this descriptive study were teachers and students: Ms. DNFD, one of the history educators at SMAN 1 Majalaya. Based on the results of pre-research conducted by researchers, DNFD uses E-modules as teaching materials for history learning in the implementation of teaching and learning activities. Therefore, Ms. DNFD was used as a research subject to provide information to researchers about creativity in making E-modules as teaching materials.

Students of class XI IPS 2. The class was determined based on the researcher's observations and consideration of the DNFD, which was seen from the students' learning outcomes in the history subject. Six students from the class were selected based on the following criteria: 1) Good students based on learning outcomes, 2) Good enough students based on learning outcomes, and 3) Poor students based on learning outcomes. The use of categories for students is used to obtain complete information related to students' responses to E-modules as teaching materials for history learning.

Data analysis in research at SMAN 1 Majalaya was carried out before going into the field, starting from observation until the completion of the field study. The data for this study were obtained from interviews, observations, and documentation. This qualitative data analysis uses Miles and Huberman's interactive model to analyze the data. Miles and Huberman (Sugiyono, 2019) suggest that activities in qualitative data analysis are carried out interactively and continue to completion so that the data becomes saturated. Data analysis activities include; data reduction, data display, and conclusion drawing/verification.

Results and Discussion

Teacher's Efforts in Preparation of Teaching Materials

The teaching materials used in this study are in the form of e-modules (electronic modules) which are a form of teaching materials that are packaged digitally; they contain a set of teaching materials designed to help students master the learning



objectives to be achieved. The minimum module contains learning objectives, learning materials/substances, and evaluation.

In the guidelines for the preparation of education and training modules for the Institute for Learning Development and Quality Assurance (LP3M) of the National Veterans Development University of East Java (2002), the purpose of the module is as follows; to overcome the limitations of time and space for training participants, to make it easier for training participants to learn independently according to their abilities, to make it possible for training participants to measure and evaluate their learning outcomes. The minimum module contains learning objectives, learning materials/substances, and evaluation.

The preparation of e-modules as electronic teaching materials in history learning activities at SMA Negeri 1 Majalaya is intended to overcome the limitations of space and time for students, as well as make it easier for students to be able to study independently according to their abilities and make it possible for students to be able to measure and evaluate themselves learning outcomes.

The objectives of the preparation of this e-module are; to clarify and facilitate the presentation of learning materials on the subject of Cultural Results and Values of the pre-literate community in class X odd semesters so that they are not too verbal, overcome the limitations of time, space, and senses, both students and teachers with an attractive e-module display equipped with pictures, videos, and can be accessed by students through their devices. In addition, it is also expected to increase motivation and passion for learning students.

The development of the e-module for compiling history teaching materials for class X is using the bookcreator.com service. Book Creator is an application that is used to create ebook-based books. Book Creator is a simple “tool” to create an attractive book. Why is it said to be attractive? Usually, a book only displays text and pictures, but with this tool, we can display pictures and text and insert audio or video.

Features of the E-module Developed by Teacher

E-module teaching materials are the right choice for educators in using Information and Communication Technologies (ICT) because E-modules have unique and exciting interactive features that can help students understand learning materials. These features can be played and played back when using E-modules, including images, animations, aphorisms or motivation, audio, video, and evaluation tools that support learning materials. The features available in the E-module can make it easier for students to study independently without the guidance of an educator.

The steps for utilizing the features on the E-module, such as:

- a. After the educator provides the E-module link, students can open the E-module on a laptop, smartphone, or other adequate electronic media.

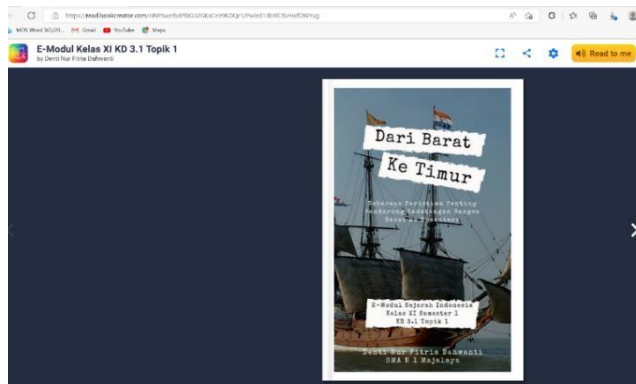


Figure 1 E-Module start page

- b. The square icon at the top is helpful for zooming in and out the view of the E-module. The share icon at the top is helpful if the E-module will be shared or printed. The wheel-like icon at the top is helpful as a setting on the E-module display. The voice icon with the words “Read to me” functions as an automatic reader, where this feature can make a sound reading the contents of the E-module and move pages automatically. Students can use the arrow features on the right and left of the display for the next page and the previous page.

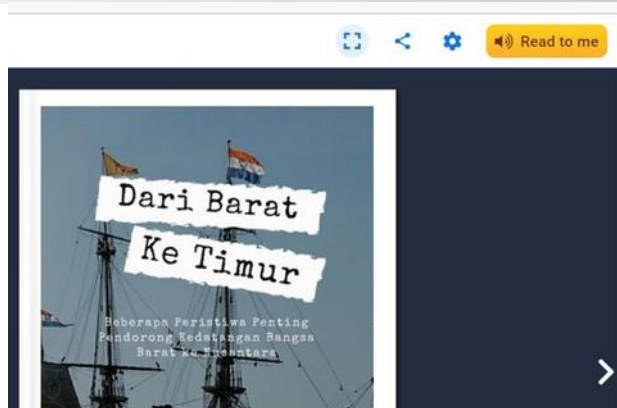


Figure 2 Icons in E-module

- c. After pressing the arrow next page, students are presented with a table of contents which contains a list of the titles of the E-module sections arranged in order. Students can press the title to be opened according to their wishes.



Figure 3 Icon to Continue or Return to the page

- d. The E-module provides audio features that can be played and played repeatedly. The e-module also provides an online presence in the form of a google form link to make it easier for students to fill out the attendance list.



Figure 4 Audio Features

- e. The next feature is the feature of images or photos that can clarify the learning material. The video feature is presented using a youtube link; when students press the link, students will automatically be displayed a video on the youtube application. The video presented is, of course, related to the material in the E-module.



Figure 5 Image and Video Features

- f. The motivational words and animation features can make students enthusiastic about learning.
- g. As an evaluation material for students, in the E-module, there is a google form link in the form of a competency test to be done by students.
- h. As the closing of the E-module, there is a list of references to support the source material and author's bio.



E-modules have several advantages when compared to printed teaching materials in general. The advantages of E-modules include the following: E-modules can increase effectiveness and flexibility in learning, are not related to space and time, can make the learning process more exciting, and do not get boring quickly because E-modules are equipped with various unique and exciting features that can increase student motivation. in the study.

Use of E-Modules in History Learning

Learning to use E-modules, especially in history learning, helps educators effectively teach stories about the past. The researcher identified that the E-module created by Ms. DNFD was the original work of her own, where she compiled, edited, and distributed the E-module without the help of a third party. In this case, educators plan the preparation of E-Modules carefully. First, in designing E-module teaching materials, educators consider the purpose of preparing E-Module teaching materials.

The preparation of this E-module teaching material is intended so that students can learn independently with or without the guidance of an educator. Second, educators pay attention to the availability of adequate devices such as laptops or gadgets and also pay attention to the internet network. In this step,

Ms. DNFD uses a laptop with high enough specs and stable internet to create an E-module. The three educators pay attention to the E-Module's selection and design of learning materials so that learning objectives are achieved. Ms. DNDF uses authentic and reliable sources in addition to the material in the E-Module. Furthermore, in the preparation stage of the E-module, Ms. DNFD first compiles a draft containing the objectives, uses, learning materials, and details of supporting materials that will be included, such as rhymes text, motivational texts, pictures, photos, audio, youtube videos, attendance list google form and google form competency test (evaluation).

The factors that support the preparation of E-Module teaching materials are undoubtedly inseparable from the rapid development of technology at this time. With increasingly qualified technology, many applications are offered to support the creativity of educators. Technology can be used for continuous learning,

especially in online learning systems. As an educator, Ms. DNFD must be creative in dealing with and solving problems. In line with this opinion, it is said that the ability to see problems and the desire to solve them can give birth to the creativity of educators (Supriatna & Neni, 2020). The next factor is the availability of facilities and infrastructure. Educators use laptops as devices used in the preparation of E-Modules. The laptop used has adequate and relatively high specs so that it is not hampered and runs well in the preparation of the E-Module. In addition, the internet network's stability supports the E-Module's preparation.

The availability of free time is a supporting factor that significantly influences the preparation of E-Modules; with the availability of free time, educators can use it to compile E-Module teaching materials without haste and get maximum results. The following supporting factor is the willingness to create new things. With a supportive mood and the willingness of educators to be creative, E-Modules are made as interactive teaching materials with audiovisual features such as images, audio, video, and animation that can help foster student learning motivation. Then another supporting factor is their interest in E-Modules. Ms. DNFD thinks that with the E-module, she can put all her ideas and ideas there; besides that, she can add exercises or competency tests, learning videos, and even attendance lists in the E-module.

Then based on the opinions of several informants who were representatives of class XI IPS 2, most of them explained that the supporting factors in receiving material delivered with E-Modules in history subjects were the use of practical E-Modules, not difficult to carry, complete summary of materials, helpful in understanding learning quickly, interesting, lots of picture and photo features, not dull. Thus, the supporting factors for preparing E-Modules as teaching materials for history learning are increasingly developing technology, availability of facilities and infrastructure, free time, willingness to create new things, and a particular interest in E-Modules.

Information from Ms. DNFD stated that the obstacles for educators in compiling E-Modules as teaching materials for history learning were due to the busyness factor. Besides being an educator, Ms. DNFD is a housewife with a family and has to take care of the house. So sometimes it takes work to manage (manage)



time between teaching, taking care of the house and the family, and making teaching materials. The second factor is a sense of insecurity or lack of self-confidence; educators are worried about the students' responses regarding the E-Module, whether the response is good or bad, which results in delays in the management and preparation of E-Module teaching materials.

In addition, there is a factor of laziness, and it cannot be denied that a sense of laziness is always there, primarily due to the fatigue and busyness of educators. The last factor is the lack of facilities and infrastructure for students of SMAN 1 Majalaya. Only a few students at SMAN 1 Majalaya have mobile phones to support learning using E-Modules. As for students who have cell phones but need to have quotas to access the E-Module.

Conclusion and Recommendations

In compiling teaching materials, of course, in addition to supporting factors, educators will face several factors that hinder their creativity, both internal and external. As described in the findings, educators find and admit that there are several obstacles they face in preparing E-Modules as teaching materials for history learning.

Several factors become obstacles in increasing the creativity of educators, including Lack of innovative power, not educators sometimes more comfortable doing tasks as usual carried out from time to time without any changes, Lack of motivation to improve competence, educators do not have a solid drive to improve their professional abilities as teachers; Indifference to development, educators have low concern for the development of education and technology; and Lack of facilities and infrastructure, problems related to facilities and infrastructure hamper the desire of teachers to develop.

Based on the results of the research and opinions above, it can be concluded that the obstacles educators face in compiling E-Modules as teaching materials for history learning are due to internal factors (from within the educator) and external (from outside the teacher). Barriers from internal factors such as busyness, insecurity, fatigue, laziness, and not having a scientific background. Meanwhile, external factor barriers are the lack of facilities and infrastructure owned by students.



References

- Abdilah, R. D. (2021). *Kreativitas Guru dalam Menyusun Materi Pembelajaran Pendidikan Kewarganegaraan di Masa Pandemi Covid-19 (Studi Deskriptif pada Guru PPKN di MTS PUI Cikijing)*. Skripsi. Universitas Pendidikan Indonesia (UPI), Bandung.
- Basrowi dan Suwandi. (2008). *Memahami Penelitian Kualitatif*. Jakarta: Rineka Cipta.
- Marta, N., Djunaidi, D., & Iriani, C. (2022). E-Modul Berbasis Hypercontent: Upaya untuk Mengatasi Kesulitan Pembelajaran Sejarah di Masa Pandemi Covid-19. *Tarikhuna: Journal of History and History Education*, 4(1), 34-43.
- Masni, H. (2017). Strategi Meningkatkan Motivasi Belajar Mahasiswa. *Jurnal Ilmiah Dikdaya*, 5(1), 34-45.
- Nurhanifah, S.(2018). *Kreativitas Guru dalam Pengembangan Media Pembelajaran di TK B TKIT Raudhatul Jannah Bogor*. Skripsi. Universitas Islam Negeri (UIN) Syarif Hidayatullah, Jakarta.
- Oktavia, B. dkk. tt. Pengenalan Dan Pengembangan E-modul Bagi Guru- Guru Anggota MGMP Kimia dan Biologi Kota Padang Panjang. Artikel SNF, Universitas Negeri Padang (UNP), Padang.
- Oktiani, I. (2017). Kreativitas Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal kependidikan*, 5(2), 216-232.
- Pratiwi, N. K. (2017). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa Smk Kesehatan Di Kota Tangerang. Pujangga: *Jurnal Bahasa dan Sastra*, 1(2), 31.
- Rodiawati, Heni dan Komarudin. (2018). Pengembangan E-Learning melalui Modul Interaktif Berbasis Learning Content Delevopment System. *Jurnal Tatsqif: Jurnal Pemikiran dan Penelitian Pendidikan*, Universitas Islam Negeri (UIN) Raden Intan, Bandar Lampung.
- Satriawati, H. (2015). *Pengembangan E-Modul Interaktif sebagai Sumber Belajar Elektronika Dasar Kelas X SMKN 3 Yogyakarta*. Skripsi. Universitas Negeri Yogyakarta (UNY), Yogyakarta.



- Sidiq, R. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1-14.
- Suardi, M. (2018). *Belajar dan Pembelajaran*. Yogyakarta: Deepublish.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Supriatna, N., & Maulidah, N. (2020). *Pedagogi Kreatif: Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Bandung: PT Remaja Rodsakarya.
- Suryaningsih, S., & Nurlita, R. (2021). Pentingnya Lembar Kerja Peserta Didik Elektronik (E-LKPD) Inovatif Dalam Proses Pembelajaran Abad 21. *Jurnal Pendidikan Indonesia*, 2(7), 1256-1268.
- Wibowo, Edi. (2018). *Pengembangan Bahan Ajar E-Modul dengan Menggunakan Aplikasi Kvisoft Flipbook Maker*. Skripsi. Universitas Islam Negeri (UIN) Raden Intan, Bandar Lampung.