

Strategy for Developing Android-Based Teaching Materials for Text-based Indonesian Learning as an Implementation of the Independent Curriculum in Junior High School

Intan Sari Ramdhani¹, Asep Muhyidin¹, Sholeh Hidayat¹

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: 7782210012@untirta.ac.id

Abstract: This study aims to determine strategies for developing android-based teaching materials for text-based Indonesian language learning as an implementation of the independent curriculum in junior high schools. Based on the achievements of learning Indonesian in the independent curriculum, the various texts studied constitute a line of thought that can optimize the use of language for work and lifelong learning. This research method is literature study, namely the method of collecting data by understanding and studying theories from various literature related to research. Therefore, the research data is in the form of data that is relevant to the topic. The data comes from books and research articles that have been published in national and international journals. The strategy in developing android-based teaching materials for text-based Indonesian learning can be carried out by applying the ADDIE development model to produce teaching material prototypes in the form of applications that contain multimedia content by combining several learning media such as text, audio, graphics, images, and video to improve the quality of learning Indonesian and increase student learning independence.

Keywords: Android Based Teaching Materials, Independent Curriculum, Indonesian Language Learning

A. Introduction

At all educational levels, Bahasa Indonesia is a subject that is required to be learned. Therefore, to make learning Indonesian pleasurable, efforts must be made to increase the quality of the subject. Teaching materials are learning resources that must be used in educational activities. An intriguing teaching resource is one of the inventions and originality developed for learning Indonesian. Due to the systematic organization and use of teaching materials by teachers and students for learning, as well as their role as an evaluation tool and a method of guiding all teacher activities to identify competencies that need to be taught to achieve learning goals, the use of teaching materials is crucial in the field of education (Hasanudin et al., 2021). The development of teaching materials has four objectives, namely to assist students in

learning a lesson, to provide a wide selection of teaching materials to increase interest and motivation in learning, to facilitate students in learning activities, and to create interesting learning activities for students (Larlen et al., 2018).

The ability to promote student interest in learning and alignment with curricular objectives are two qualities of interesting instructional materials. Since the “curriculum is the heart of education” and governs the continuity of education, the execution of the pertinent curriculum will show whether the appropriate educational policies are being followed. According to Law No. 20 of 2003, a curriculum is “a body of learning strategies related to objectives, subject matter, instructional strategies, and tools used in putting educational initiatives into practice to achieve national education goals” (Rahayu et al., 2022).

At the moment of speaking, Indonesia’s educational system uses an independent curriculum. The independent curriculum is a representation of the restructuring of the Indonesian national education system, to meet national progress and change to keep up with the times (Yamin & Syahrir, 2020). The implementation of the independent curriculum in schools is also the beginning of the digitalization of schools, so it is undeniable that in its implementation it integrates various learning platforms as learning media (Kemendikbudristek, 2021). The statement above shows that an independent curriculum is the first step of digitization. Thus, teaching materials that are structured as an implementation of an independent curriculum must utilize technology to be relevant to the demands of the curriculum.

Based on the implementation of the independent curriculum, the main model applied in learning Indonesian is the genre pedagogy model. Genre refers to cultural values and norms that are implemented in social processes (Mahsun, 2020). This genre of the pedagogical model is also known as text-based learning, so it includes building contexts, modeling, constructing texts in groups, and constructing texts independently (Rosdiana & Mukhtar, 2016). Genre or text pedagogy is used as the basis for language learning because the text, can develop students’ thinking skills, and the characteristics of Indonesian language learning material in the independent curriculum are more appropriate and relevant to language learning based on genre or text pedagogy (Mahsun, 2020).

In several cases, some schools have implemented an independent curriculum in Junior high school, especially in lower grades, such as in class VII junior high school students. Therefore, the learning of Indonesian that is learned in class VII of junior high school is text-based learning of Indonesian. In the Learning Objectives Flow (ATP) for class VII SMP, the text is studied in semesters I and II in Chapter I up to Chapter VI (for the first semester). The various texts studied in class VII SMP are

description texts, fantasy story texts, procedure texts, explanatory texts, news texts, and letter texts. After students study and write various texts, students can convey their observations and experiences in a more structured way, can write responses to presentations and readings using their experience and knowledge, and students can develop self-competence through exposure to various texts to strengthen character (Kemendikbudristek, 2022).

As time goes by, technology is also growing and has a big impact on the field of education. Therefore, the touch of Android-based technology media can be realized in creating innovative teaching materials to invite active student involvement to create fun learning. Teaching materials are all forms of materials used by teachers or instructors in carrying out learning activities, both in the form of written materials such as books, modules, handouts, student worksheets, brochures, as well as unwritten materials such as videos/films, VCDs, radio, cassettes, CDs. computer and internet-based interactive (Arsanti, 2018).

The most popular mobile operating system in the world and the most widely used today is Android which can function as an operating system for a variety of digital devices, including smartphones, televisions, and digital glasses so that everyone can benefit from knowing and understanding the technology behind the Android operating system. Smartphones and tablets can change students' learning experiences, positively influencing the cognitive, metacognitive, affective, and sociocultural dimensions; increasing students' capacity to think critically; solving problems in class; and fostering a greater sense of independence among students free from pressure and coercion (Sarrab & Elgamel, 2012). Thus, this Android-based teaching material can help students learn to understand the material (Rachma et al., 2020), and access all material as needed anywhere and anytime (Adi & Fathoni, 2020). Based on the explanation above, this research aims to determine strategies for developing android-based teaching materials for text-based Indonesian language learning as an implementation of the independent curriculum in junior high schools.

B. Methods

This research used the qualitative approach mixed with the Research and Development design since the researcher combined the literature study and develop the prototype product of android-based learning media. The data was collected from various sources, including books, research articles, and the internet, then the data was reviewed based on the research topic (Adlini et al., 2022). Research findings are described by combining sources from literature, books, and the internet. Reference books and research articles that have been published in national and international scientific publications are sources of research data. After that, conclusions were drawn from the research that had been carried out in line with the research

objectives (Dalimunthe, 2016). The steps for this literature study research are collecting relevant data or information, reading and taking notes, processing relevant and necessary information, reviewing information that has been analyzed and relevant to discussing and responding to research problem formulations, enriching source data to strengthen data analysis, and developing research findings (Tahmidaten & Krismanto, 2020).

C. Results and Discussion

The strategy of developing android-based teaching materials for text-based Indonesian learning as an implementation of the independent curriculum in junior high schools can produce teaching materials in the form of applications that contain multimedia content by combining several learning media such as text, audio, graphics, images and video (Satriani, 2018) to improve the quality of learning Indonesian and increase student learning independence. One strategy that can be used in developing this android teaching material is using the research and development of the ADDIE model. ADDIE stands for Analyze, Design, Develop, Implementation, and Evaluate and is one of the product development concepts used to build performance-based learning (Branch, 2009). The ADDIE model is one of the most commonly used models in the field of instructional design as a guideline for producing effective designs and is an approach that helps instructional designers, content developers, or even teachers to create efficient and effective teaching designs by applying the ADDIE model process to any instructional product (Aldoobie, 2015).

1. Analysis of Needs

Needs analysis is needed to find products and determine which teaching materials are needed to support student learning (Falahah & Irrahali, 2019).

- a. Analysis of Learning Materials. Analysis of learning material, namely determining the appropriate learning material or content with the curriculum and student needs (Arofah, 2019).
- b. Student Character Analysis. Analysis to find out how students' behavior toward Indonesian language learning should be so that the teaching materials developed are in line with student characteristics (Arofah, 2019).

2. Design of Instructional Materials

According to Kosasih (2020), in making a concept or design of teaching materials, you must pay attention to the following: 1) the composition of the main materials must be recorded; 2) the order of teaching materials (depth and breadth); and 3) the type of media to be used for learning the material in each chapter and section. In addition, it must also pay attention to the feasibility of content, language,

presentation, and conformity with what is expected (Branch, 2009) as well as the effectiveness of teaching materials developed on student achievement.

3. Development of Teaching Materials

Making and modifying teaching materials. This is manifested in the form of product development of teaching materials that are prepared for use by the learning objectives that have been formulated (Arofah, 2019). In addition, development procedures that can be used to produce appropriate teaching materials are 1) Study guidebooks, containing instructions or technical instructions for teachers and students with strategies that will help them succeed in mastering the content; 2) Learning outcomes, when making teaching materials learning objectives must be made explicit. In addition, the subject matter and students' understanding of these basic skills must be taken into account; 3) Main content, the main content is in the form of knowledge that is by basic competencies, goals, and indicators to make it easier for students to acquire the desired competencies. Pictures, animations, music, videos, simulations, and features (applications) can be present in this area so that they can increase the ability to achieve learning goals and can arouse students' interest and knowledge in learning; 4) Exercise, practicing skills through interactive activities such as short answers, descriptions, field observations, experiments, and case studies.

4. Implementation of the Prototype of Android teaching materials for text-based learning Indonesian as the Merdeka curriculum in junior high school.

This modern Android-based electronic technology supports multimedia content in the field of education, including teaching materials that combine text, graphics, audio, and moving images so that learning will be more interesting, can increase student learning motivation, and make it easier for students to learn. In addition, the resulting teaching materials become more practical to create independent learning. Thus, efforts to innovate in the field of education to implement the Independent Curriculum are achieved. This innovation is in the form of creating sophisticated and interesting teaching materials so that students can learn anytime, anywhere, and with anyone according to their needs and desires (Kresnadi & Pranata, 2020).

The following is a prototype of Android teaching materials for text-based learning of Indonesian as the Merdeka curriculum for class VII SMP starting with the login menu contained in Figure 1, then entering the main menu containing the main features of the teaching material application, namely text materials to be studied and quizzes in figure 2. After that, in Figure 3 there is a next menu, namely text material specifically accompanied by quizzes that are appropriate to the text material being studied.



Figure 1. The appearance of user menus including sign in – sign out, dashboard menu, and summary of the materials (texts)

Applications that can be used to make prototypes of Indonesian language teaching materials based on Android include Corel Draw, Adobe Photoshop, Freepik, Canva, and Jagel. Jagel is a platform that allows users to create Android applications through Android applications.

5. Evaluation

The purpose of the evaluation is to measure how well students have mastered their competence. Students can use interactive quizzes with answer keys to get the right answers and wrong answers (Kosasih, 2020). After being developed, product testing is carried out with teachers and students participating as users (Falahah & Irrahali, 2019) and evaluation is carried out to determine the feasibility of teaching materials (Falahah & Irrahali, 2019) and find out the increase in students' abilities which is the impact of participation in learning activities and the benefits perceived by schools due to increased student competence through the development of teaching materials in learning activities (Arofah, 2019).

C. Conclusions

Based on the results and discussion above, it can be concluded that one of the ways to improve the quality of learning Indonesian is to create fun learning. One of the innovations and creativity created for Indonesian language learning is to create interesting teaching material. Innovative and interesting teaching materials can be developed by utilizing technology in developing teaching materials. This research concludes that several things can be done as a strategy in developing android-based teaching materials for text-based Indonesian language learning in junior high schools, namely developing teaching materials can be done using the ADDIE development model which consists of analysis, design, development, implementation, and evaluation. In addition, the strategies that can be carried out in developing teaching materials are choosing the composition of the main materials,

determining the sequence of teaching materials including the depth and breadth of teaching materials, determining the type of media to be used in developing teaching materials, and paying attention to the feasibility of content, language, presentation and conformity with what is expected. expected as well as the effectiveness of teaching materials developed on student achievement to produce android-based Indonesian language teaching materials that can foster students to learn independently.

E. Acknowledgement

The author would like to thank Allah SWT for His mercy and blessings that have been given to the writer, especially the good health so that the writer can complete this dissertation proposal properly. Praying and greetings from the author say to Prophet Muhammad SAW and his family and friends. The author realizes that this success is inseparable from the help of various parties. Both moral and material assistance. For this reason, with all humility and respect, on this occasion, the author would like to express his gratitude for all the help, guidance, and directions so that this scientific article can be completed. The author expresses his deepest gratitude and highest appreciation to the extended family of the Sultan Ageng Tirtayasa University Doctor of Education Program.

References

- Adi, S., & Fathoni, A. F. (2020). Mobile Learning as an Independent Learning Facility for Floor Gymnastics Learning for Sports Science Students. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(8), 1158. <https://doi.org/10.17977/jptpp.v5i8.13946>
- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Qualitative Research Methods Literature Study. *Edumaspul-Jurnal Pendidikan*, 6(1), 1-6.
- Aldoobie, N. (2015). ADDIE Models. *American International Journal of Contemporary Research*, 5(6), 68-72.
- Arofah, R. (2019). Development of Teaching Materials Based on the ADDIE Model. *Halaqa: Islamic Education Journal*, 3(1), 35-43. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Arsanti, M. (2018). Development of Teaching Materials for Creative Writing Courses Containing Religious Character Education Values for PBSI Study Program Students, FKIP Unissula. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(2), 71-90. <https://doi.org/10.24176/kredo.v1i2.2107>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer Science+ Busines Media.
- Dalimunthe, L. A. (2016). Study of the Islamization Process in Indonesia. *Jurnal Studi*

- Agama dan Masyarakat*, 12(1), 115–125.
- Falahah, & Irrahali, F. A. (2019). Educational Game “Mengenal Indonesia” as a Medium to Introduce Indonesia to the Kids. *International Journal of Higher Education*, 8(3), 47–56. <https://doi.org/10.5430/ijhe.v8n3p47>
- Hasanudin, C., Subyantoro, S., Zulaeha, I., & Pristiwati, R. (2021). Strategy for Preparing Innovative Teaching Materials Based on Mobile Learning for Learning Writing Skills Subjects in the 21st Century. *Prosiding Seminar Nasional Pascasarjana*, 343–347.
- Kemendikbudristek. (2021). *Flow of Learning Objectives for Class VII Indonesian Language Subjects* (Issue 1).
- Kemendikbudristek. (2022). *Indonesian Language Learning Achievements in the Independent Curriculum*.
- Kosasih, E. (2020). *Development of Teaching Materials*. PT Bumi Aksara.
- Kresnadi, H., & Pranata, R. (2020). Analysis of the Use of Interactive Multimedia Teaching Materials with Online Models in Thematic Learning at Islamic Elementary School Al Azhar 21 Pontianak. *BELAINDIKA*, 2, 1–6.
- Larlen, Salim, A., & Wilyanti, L. S. (2018). Development of Video Teaching Materials Based on Local Wisdom in Drama Courses at FKIP Jambi University. *Pena : Jurnal Pendidikan Bahasa dan Sastra*, 7(2), 60–70. <https://doi.org/10.22437/pena.v7i2.5701>
- Mahsun. (2020). *Text-Based Indonesian Language Learning*. Rajawali Pers.
- Rachma, Y. Y., Setyadi, D., & Mampouw, H. L. (2020). Android-Based Barusikung Mobile Learning Development on Curved Side Building Material. *Mosharafa: Jurnal Pendidikan Matematika*, 9(3), 475–486. <https://doi.org/10.31980/mosharafa.v9i3.724>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., & Hernawan, A. H. (2022). Implementation of the Independent Learning Curriculum in Driving Schools. *BASICEDU*, 6(4), 6313–6319.
- Rosdiana, R., & Mukhtar, H. (2016). Application of Genre Pedagogy in Indonesian Language Teaching Materials Based on Technological Pedagogical Content Knowledge. *Konferensi Linguistik Tahunan Atma Jaya*, 334–339.
- Sarrab, M., & Elgamel, L. (2012). Mobile Learning (M-Learning) and Educational Environments. *International Journal of Distributed and Parallel Systems (IJDPs)*, 3(4), 31–38. <https://doi.org/http://dx.doi.org/10.5121/ijdp.2012.3404>
- Satriani, F. Y. (2018). Development of Multimedia Teaching Materials Based on Multiple Intelligences and Pancasila Values. *Pedagogik*, 05(02), 155–171.
- Tahmidaten, L., & Krismanto, W. (2020). Reading Culture Problems in Indonesia (Literature Study of Problems & Solutions). *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(1), 22–33. <https://doi.org/10.24246/j.js.2020.v10.i1.p22-33>
- Yamin, M., & Syahrir. (2020). Development of Independent Learning Education (Learning Method Study). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136.