DEVELOPMENT OF ANDROID-BASED LITERATURE WRITING E-MODULE: SMART APPS CREATOR FOR STUDENTS IN PADANG SENIOR HIGH SCHOOL

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Abstract
This study was inspired by the challenges faced in learning Indonesian literature within the text-based 2013 curriculum. Interviews with teachers revealed students' difficulties in understanding literature, particularly saga material, leading to a focus on knowledge acquisition rather than literary experience. Consequently, a pressing need emerged for innovative literature teaching materials, especially in high schools. To address this, an android-based literary writing e-module was developed following the ASSURE model, comprising six essential steps. The study's findings demonstrate the validity, practicality, and effectiveness of the Smart Apps Creator (SAC)-based learning media used in the e-module. The validity test resulted in very high scores (85% in material aspect, 88% in language aspect, and 96% in media aspect). Teachers rated the practicality aspect at 94%, while students rated it at 83%. Additionally, individual and small group trials resulted in impressive scores; 86% and 84%, respectively, and N-Gain scores indicated high effectiveness; 0.52, 0.58, and 0.53 for different schools. This research reveals that the SAC-based learning media effectively integrates with students, offering promising prospects for enhancing literature education in high schools. The study's findings hold significant implications for the development of creative and technology-driven learning materials, which can contribute to more engaging and effective literature instruction.
Key Words: E-Module, Literary Writing, Android

Abstrak
Kajian ini terinspirasi dari tantangan yang dihadapi dalam pembelajaran sastra Indonesia dalam kurikulum 2013 berbasis teks. Wawancara dengan guru mengungkapkan kesulitan siswa dalam memahami sastra, khususnya materi hikayat, yang mengarah pada fokus pada perolehan pengetahuan daripada pengalaman sastra. Akibatnya, kebutuhan mendesak muncul untuk bahan ajar sastra yang inovatif, terutama di sekolah menengah. Untuk mengatasi hal tersebut, dikembangkan e-modul penulisan sastra berbasis android mengikuti model ASSURE, yang terdiri dari enam langkah penting. Hasil penelitian menunjukkan validitas, kepraktisan, dan keefektifan media pembelajaran berbasis Smart Apps Creator (SAC) yang digunakan dalam e-module. Uji validitas menghasilkan skor sangat tinggi (85% aspek materi, 88% aspek bahasa, dan 96% aspek media). Guru menilai aspek kepraktisan sebesar 94%, sedangkan siswa menilainya sebesar 83%. Selain itu, uji coba individu dan kelompok kecil menghasilkan skor yang mengesankan; 86% dan 84%, masing-masing, dan skor N-Gain menunjukkan keefektifan yang tinggi; 0,52, 0,58, dan 0,53 untuk sekolah yang berbeda. Penelitian ini mengungkapkan bahwa media pembelajaran berbasis SAC secara efektif berintegrasi dengan siswa, menawarkan prospek yang menjanjikan untuk meningkatkan pendidikan sastra di sekolah menengah. Temuan penelitian memiliki implikasi yang

signifikan untuk pengembangan materi pembelajaran yang kreatif dan berbasis teknologi, yang dapat berkontribusi pada pengajaran literatur yang lebih menarik dan efektif.
Kata Kunci: *E-Modul, Penulisan Sastra, Android*

INTRODUCTION

Curriculum changes have an indirect impact on the general trajectory of learning. The same thing occurred in Indonesian language classes. Learning Indonesian at the lesson unit level curriculum or *kurikulum tingkat satuan pelajaran* (KTSP) is based on four skills: listening skills, speaking skills, reading skills, and writing skills. Language competence and literary competence both teach the four skills in equal measure. If the terms competency standards (SK) and basic competencies (KD) are familiar in KTSP, the terms in the 2013 curriculum are basic competencies (KD) and core competencies (KI). The 2013 curriculum for Indonesian language learning focuses on developing competence in the domains of attitude (KI-1 and KI-2), knowledge (KI-3), and skills (KI-4). The development of attitudes (KI-1 and KI-2) is the same in each subject. The fundamental competencies contained in KI-1 and KI-2 are developed through the integration of knowledge and skill competencies. The curriculum for Indonesian subjects in 2013 is text-based. This approach aims to help students create and use texts that are relevant to their goals and social functions. In text-based language learning, Indonesian is taught as a text that functions to become self-actualized users in social and academic contexts, rather than as language knowledge. Texts must be perceived as contextually meaningful units of language.

Despite there being less learning material for literature in the 2013 curriculum than in the KTSP curriculum, this does not mean that learning literature is without problems. Text-based learning necessitates the use of a teacher's and student's books as a guide. Learning literature, which should aim to provide students with literary knowledge and experience, is not accomplished. This problem is inextricably linked to unresolved issues from time to time. According to preliminary interviews with several Indonesian language teachers, there are several issues with high school literature learning. First, there is a scarcity of literature-specific teaching materials. So far, the literary material presented in textbooks has been a summary that has not sharpened students' perspectives on acquiring literature knowledge. Second, there is still a scarcity of literary learning media. Literature learning media is remarkably uncommon. It forces the teacher to rely solely on textbooks or LKS for instruction. Third, teachers as resources who teach in the classroom have limitations when it comes to teaching literature. Based on the preceding information, the specific goal of this study was to develop an android-based literary writing e-module: smart APPS creator for high school students in Padang.

There are several urgencies in this research. First, to overcome the problem of limited availability of teaching materials that meet the demands of the 2013 curriculum, an android-based literary writing e-module: smart APPS creator will be developed for high school students in Padang. Second, equal access to teaching materials for students. In addition to improving the quality of teaching materials for writing literature, the goal of developing this e-module is to accommodate variations of Android-based literature learning so that students gain experience in literature. Scheme This study is an excellent example of higher education applied research. This study focuses on science and technology products, specifically

the validated Android-based e-module at SMA in Padang.

Several studies on the literature module have been conducted. According to Luchetta (2018), the essence of reflecting on the potential for mapping literature in tertiary institutions is mapping resulting from reading literary texts. As a co-constructive practice, the process of creative reading and creative mapping can guide participants in addressing and internalizing the complexities of spatial categories. Students' literary mapping contributes to mobilizing text space by guiding participants in approaching problem parts from various perspectives. Efforts to develop reflective critical thinking in the discipline-specific study of Literature in English, according to Lim et al., can take three forms: exploring personal experiences, exploring the author's intentions, and exploring personal responses to texts. The developed module has been shown to be effective in developing participants' initial responses and in expanding critical thinking in readers' feedback on Literature as a subject.

Ismawati et al. (2016) conducted the Development of Character Education-Based Indonesian Literature Learning Models in SMA/SMK Klaten Regency for the development of literature teaching materials. According to the findings of his research, (1) 14 characters from 18 education are internalized in Klaten students and teachers; (2) character learning in literature is only attached; and (3) there is a need for an applicable character-based learning model for Indonesian literature. Komariah (2018) also employs character values in the creation of folklore teaching materials. According to the findings of the research, the character values analyzed in the Kuningan Folk story include the following main values that are specifically distributed to Indonesian subjects: (1) logical thinking, (2) critical, (3) creative and innovative, (4) confident, (5) responsible, (6) curious, (7) polite, and (8) nationalist. Character traits, attitudes, behaviors, and actions demonstrate these fundamental values. Meanwhile, Lidyawati et al (2017) worked on web-based literary theory teaching materials in tertiary institutions, developing teaching materials using various media. Research findings indicate that students are actively involved during lessons when using website-based literary theory teaching materials, and that website-based modules have a positive effect on student learning outcomes. The Development of Teaching Materials for Writing Short Stories with Storyboard Media for Class X High School Students was carried out by Khulsum et al (2018). The study's findings revealed that the teaching materials for writing short stories using the developed storyboard media were deemed feasible and effective for use as teaching materials for Indonesian students in tenth grade. Khasanah et al (2020) conducted research on pay-TV salesperson employees by developing Smart APPS creator (SAC) e-learning learning media. Based on the research findings, it created a learning media in the form of an Android application for learning PT. Transvision Jakarta salespeople. This development research is guided by the CAI Design Model (CDM) developed by Hannafin and Peck.

This study is unique in comparison to previous studies. In the 2013 curriculum, research in the form of e-module development is used in writing literature. This teaching material is based on Android and was created with the help of Smart APPS Creator for the purpose of learning literature, both from knowledge of literature and literary experience. All materials used to assist lecturers or instructors in carrying out teaching and learning activities are classified as teaching materials (Depdiknas, 2008:6).

Teaching materials, according to Hamdani (2010: 120), are any type of material or materials that are arranged systematically and used to assist teachers or instructors in carrying out teaching and learning activities in order to create an environment or atmosphere in which students can learn. As stated by Prastowo (2011: 16), teaching materials are a collection of materials that are arranged systematically, both written and unwritten, to create an environment or atmosphere in which students can learn. Pannen (in Prastowo, 2016: 17) adds to this viewpoint by stating that teaching materials are materials or subject matter that are arranged systematically and used by teachers and students in the learning process. Thus, teaching materials are materials that are organized in such a way as to assist teachers/lecturers in the learning process, thereby making learning more intriguing. The teaching materials under consideration can be written (printed) or unwritten (audio, audiovisual, and interactive multimedia). Teaching materials in written form can take the form of books, modules, LKS, brochures, handouts, leaflets, wallcharts, photographs, or drawings. Cassettes, radio, LPs, and audio compact disks are all examples of audio teaching materials. VCDs and films are examples of audio-visual media, whereas CAI (Computer Assisted Instruction), CD (Compact Disk) interactive learning multimedia, and web-based teaching materials are examples of interactive multimedia (Depdiknas, 2008: 11). According to Prastowo (2011: 66), there are various types of teaching materials, both printed and non-printed. Handouts, books, modules, brochures, leaflets, student worksheets, wallcharts, and photos/pictures are common print teaching materials. Android is being developed as a medium for delivering educational materials.

According to Joni in (Harijanto, 2007: 219), teaching materials play an important role in learning activities by (1) providing clear instructions for lecturers in managing teaching and learning activities, (2) providing materials/tools that complete the set needed for each activity, (3) serving as a media liaison between students and lecturers, and (4) being used by students themselves to achieve predetermined competencies. Smart Apps Creator (SAC) declares Mufarichah (2021). SAC is a software tool for quickly and easily creating multimedia mobile apps. Smart Apps Creator is a brand-new educational application. This application can be developed without the need for programming code, making it less complicated for teachers to create this application in order to elevate the quality of student learning.

The name Smart Apps Creator is made up of three English words. Smart means wise, wise, wise. Apps is an abbreviation for applications, which is an abbreviation for application. The creator, on the other hand, refers to the person who creates something. So, Smart Apps Creator, also known as SAC, is a smart application for creating media on Android and iOS without the use of programming code. SAC can create applications in HTML 5 and exe formats that can be run on a variety of devices including computers, laptops, and smartphones. This app may include animation, images, videos, music, and other menus. Students will accept this simple appearance because the display presented is a combination of ebooks and PowerPoint. Beyond learning media, SAC can also be used to create simple applications such as tourism, city guides, marketing, and simple educational games. Smart Apps Creator development with interesting creativity and innovation can transform this learning media into a means of visual communication between teachers and

students. The application's output can be accessed via the telephone network or by transferring files via hardware such as flash drives and memory. The Smart Apps Creator display is a visual form in an application that serves as a connection point (media) between the system and the user, allowing them to interact with the various features, content, and functions contained therein.

SAC features include no coding, a user interface similar to Microsoft PowerPoint, and the inability to edit media components directly on worksheets/work panels. Designing mobile media requires the following steps: 1) establishing learning objectives and competencies; 2) creating a concept map; 3) producing flowcharts; and 4) collecting media assets. Text, audio, images, and video are the assets required for creating mobile media with SAC. It will be easier for a teacher to create mobile media once all of the assets have been collected. Mobile media is a learning model that uses mobile devices to allow students to access learning materials without regard for space or time, wherever and whenever they are offline. This Android-based learning media improves academic performance by increasing enthusiasm for learning and student learning outcomes. Smart Apps Creator-created Android-based learning media is usable offline, which saves students money. This learning media can be distributed manually via data transfer. As a result, the development of Android-based learning media is a must because it is more effective and efficient, allowing teachers to convey material more easily and students to quickly understand the material they are studying. The advantages of using SAC-created learning media include: (1) reducing boredom, so students are more enthusiastic about learning, (2) A quiz on learning media created with SAC can be turned into an entertaining game, and (3) it can be run without an internet connection. It is yet another benefit of using SAC. Students can install it on their devices and use it to study without an internet connection repeatedly.

METHOD OF RESEARCH

Research and development (Research and Development/R&D) is the type of research to be performed. Sugiyono (2008) defines R&D as "a research method used to produce specific products and test their effectiveness." This study's product will be an Android-based literary writing e-module. The ASSURE Model, also known as the class-oriented model, is used for development. The Assure model is more concerned with learning planning for use in actual classroom learning situations. The Assure model was created to create effective and efficient learning activities, particularly those that make use of media and technology. In terms of the research procedures used with the ASSURE development model. The stages of research using the Assure method are as follows:

Analyze learner

In this research, the researcher will conduct preliminary observations with the goal of identifying and gathering information about the use of instructional media in the field where the research will be conducted. This analysis phase can be carried out by interviewing teachers or students at the research site, analyzing the need for development and the use of new products (learning media), and determining their feasibility.

State objectives

At the stage of objectives or determining this goal, namely identifying the learning objectives that students in language and literature subjects will understand.

Select methods, media, and materials

Design

Following the analysis, the next step is to design the product. The design stage is the

second stage of the ASSURE model's development of learning media. This stage describes the process of creating Android-based learning media with the Smart App Creator3 app. Researchers design the product before it is manufactured, ensuring that the media meets the needs of the subject.

Ultilize technology, media, and materials

The Development stage follows product planning and is where the process of making or producing media begins. The next step is to complete the product design. Researchers created media using Smart App Creator3, which is one of the software used to create interactive learning media that can be used on Android. This stage's goal is to create a final form of valid Android-based interactive learning media. The resulting media will be analyzed by the validator and revised based on its recommendations.

Require learner's participation

Right after the development stage in which a product or medium is created and validated by experts. The following stage is the Implementation stage, which involves the use of learning media produced in the field in accordance with his recommendations. This product will be tested in public high schools in Padang to ensure its validity and practicability. It generates data on student learning outcomes before and after using learning media at this stage of implementation. Due to time constraints, researchers were only able to conduct research up to the Development stage.

Evaluate and revise

The evaluation stage follows the implementation of the media. The evaluation stage is the stage in which the product that has been developed and implemented is evaluated. The ultimate goal of evaluation is to assess progress toward development objectives. The evaluation process in this study was carried out by analyzing the implementation results, specifically by evaluating the results of the media that had been used. At this point, it will be determined whether the product is effective for learning or not. Due to time constraints, the researcher did not conduct an evaluation and only progressed to the Development stage.

To obtain the data, these following instruments; interviews, questionnaires, observation, and documentation were used. Interviews were used to determine the state of students' and teachers' needs and to validate teachers' and students' perceptions of the products developed after they completed the questionnaire. Questionnaires are used to identify student and teacher needs, as well as expert validation and user ratings/perceptions of the products being developed. In addition, observation is used to collect data on students' learning styles. Qualitative and quantitative data analysis techniques were used. Data collection, data reduction, data presentation, and data inference are all activities in qualitative data analysis (Hubberman). Data from the questionnaire collection were analyzed quantitatively. Data from questionnaires will be analyzed to provide an overview of the learning media used. Expert validity questionnaire data analysis and student response questionnaire data analysis are the two quantitative analyses used.

The research instrument uses Validity and Practicality Instruments. This validity instrument contains several validator assessments and responses to android-based learning media, whereas the Practicality instrument contains several student assessments and feedback on android-based learning media's practicality. This validity and practicality instrument is a questionnaire that is used to collect data on the level of validity and practicability of learning media. Questionnaires are data collection techniques in which respondents are given a set of questions or written statements to which they

must respond in accordance with user requests.

DISCUSSION / RESEARCH FINDING

The smart APPS creator for high school students in Padang is an application in the APK format that can be run on an Android smartphone as a result of the development of an Android-based literary writing e-module. The Smart Apps Creator software was used to create interactive e-modules for Android. The following is the appearance of the interactive e-module application interface:

1. The subject title of the e-module, "Application of Electronic Circuits," is printed on the cover page. The title of the e-module serves to provide users with information about the topics discussed. Figure 1 depicts the cover page's shape.

Figure 1. Cover

2. The Start Menu page appears when the application is launched by clicking on the start menu to access the main module menu page.
3. Main Menu Page. There are menus or buttons on the main menu page display that direct the user to the menu page to be reviewed. Instructions, syllabi, material, and evaluations are the menus or buttons found on the main menu page. Figure 2 depicts the layout of the main menu page.

Figure 2. Main Menu Page

4. On the display of the instructions menu page, the Instructions page contains information about general instructions for using the interactive e-module. There are home, back, and next buttons on the instructions page. Figure 3 illustrates the layout of the instruction menu page.

Figure 3. Instructions Menu Page

5. The syllabus page display, the Syllabus Menu screen contains a description of the lesson plan and can be zoomed in and out. There are buttons for home, back, and next on the syllabus page.

6. Material Menu page. The material menu on the page display is divided into two parts: the theory menu and the practice menu, which correspond to the basic competencies to be reviewed. Figure 8 shows the format of the material menu page.

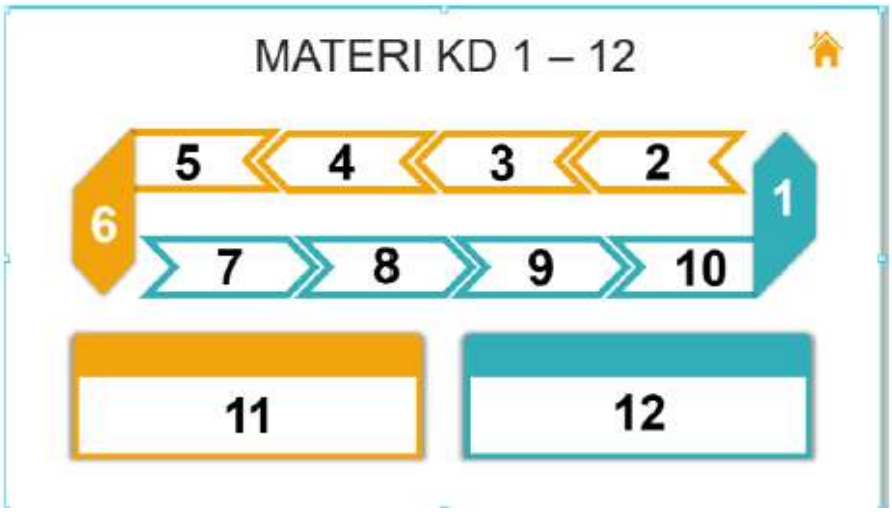

Figure 4. Material Menu Page

7. Theory page. The theory menu page displays four Basic Competencies (KD) that can be reviewed, along with lesson plans and quizzes on each of the basic competencies that aim to assess students' comprehension of the material.
8. RPP page. When the theory menu is clicked and the selected basic competencies are selected, the RPP page display appears. There are buttons for home, back, and next on the RPP page.
9. Material Description Page. The display appears after the lesson plan page on the material description page. The material description is a breakdown of learning material based on the KD chosen in the interactive e-module. There are buttons for home, back, and next on the material description page.
10. Quiz page. The quiz page is the page that appears after you have completed the learning material. There is a start button on the appearance of the quiz's start page. The quiz page contains questions and answers choices, with the answer choices being A, B, C, and D. The quiz questions are made up of ten multiple-choice questions; if the answer is correct or incorrect, a hint for the correct or incorrect answer will appear; the final score can be seen after completing the quiz.
11. The Practice Menu page contains four basic competencies (KD) for review. Worksheet page The job sheet page display or worksheet includes objectives, brief theory, experimental steps, and videos of circuit simulation. Videos are accessible by clicking on the user name icon, then the video will play directly from YouTube.
12. Evaluation Page. The evaluation page displays a summary of the mid-semester exam questions in the form of multiple choice and also essays that can be worked on.

Validation by a Material Expert. The material experts' results can be seen in the results of the assessment by validator 1, which received a score of 46 out of 10 indicators with a maximum value of 50. When the percentage is calculated, the material receives a value of 92%, indicating that it is "Very Valid" for use as a learning medium. Validator 2 receives a score of 42 out of a possible 50 on ten indicators. When the percentage is calculated, the material

receives an 84%, indicating that it is "Very Valid" for use as a learning medium.

Media Expert Validation. The results collected from media experts are available in the results of validator 1's assessment, which received a score of 54 out of 13 indicators with a maximum score of 65. When the percentage is calculated, the media receives a score of 83.07%, classifying it as "Very Valid" for use as a learning medium. Validator 2 receives a score of 61 out of a possible 65 on 13 indicators. When the percentage of media is calculated, it yields a value of 93.84%, indicating that it is "Very Valid" for use as a learning medium.

Furthermore, for the practicality test, an assessment of the functionality of learning media is provided. The practicality test assessment was carried out by students from Public High Schools in Padang, and a total score of 650 was obtained with 12 indicators, placing it in the very good category. When expressed as a percentage, the media receives a score of 90%, placing it in the very practical category for use as a learning medium.

Because the purpose of this study is to develop and produce a valid learning media based on the validator's assessment, researchers modify the development model as necessary. Four validators of Android-based learning media concluded that the media was valid, implying that it was suitable for use as a learning medium in the subject of workshop work techniques and technical drawing. This study also has limitations, such as not testing the magnitude of the increase in students' motivation to learn using the Android-based smart app creator3 application. Due to time and financial constraints, learning media development is completed in three stages rather than five. Quizzes are used in learning media evaluation tests to allow students to answer questions at any time. Due to time constraints, the videos used in this learning media are downloaded from YouTube. The videos and evaluations are developed using ASSURE, which consists of 1) analyze learner 'analyze learners', 2) state objectives 'determine goals', 3) select methods, media, and materials 'choose methods, media, and materials, 4) utilize technology, media, and materials 'utilize technology, media, and materials, 5) require learners participation 'requires the participation of learners, and 6) evaluate and revise 'evaluation and improvement. This research, however, is limited to the development stage. This learning media includes videos from YouTube to supplement the learning material. The development research conducted resulted in valid and practical learning media for writing literature at the public high school level in Padang. Based on the validation results by two media expert validators, they scored 50 out of 11 indicators, and when presented, they scored 91%, indicating that it was "very valid." When presented with a score of 91% and a score of 54.5 out of 12 indicators, two material expert validators are classified as "very valid." Students' responses to testing the effectiveness of learning media can be classified as very useful. Based on the evaluation of ten students, they received a total score of 650 out of 12 statements. If the percentage receives a score of 90%, it is classified as "very practical."

The following are recommended based on the limitations of the development discovered during the validation and practicality tests: The magnitude of the increase in student motivation to learn using the Android-based smart app creator3 application was not tested in the research. Due to limited time and funds, the development of learning media is only completed in three stages; therefore, it is necessary to improve the implementation of

research and development methods, specifically the implementation and evaluation stages. Due to time constraints, the videos used in this learning media are downloaded from YouTube and used to create their own learning videos. As a result, improvements to self-learning videos are required so that the learning media used can be recognized for its authenticity and perfection.

CONCLUSION

The following conclusions can be drawn from the research and development of interactive e-modules based on Android: (1) This research and development employs the Design and Development (D&D) method, particularly the ASSURE method, which has six stages. (2) The resulting media development is an Android-based literature writing e-module in Indonesian subjects with APK format that can be run on an Android smartphone. (3) Based on the material expert validation results, it can be seen that the results of the assessment by validator 1 with a percentage value of 92% are categorized as "Very Valid" to be used as learning media. Validator 2 is classified as "Very Valid" as a learning medium, with a percentage value of 84%. (4) The results of the validation of media experts' assessment can be seen in the results of the validator's assessment with a percentage value of 83.07%, categorized as "Very Valid" to be used as learning media. Validator 2 is classified as "Very Valid" and feasible as a learning medium, with a percentage value of 93.84%.

Based on the conclusions drawn from the research and development of interactive e-modules based on Android, conducting a longitudinal study to evaluate the long-term impact of the Android-based e-module on students' learning outcomes and performance would also provide valuable insights for further research.

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