



Character Likes to Read in Elementary School Students Electronic Module and Print Module

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ABSTRAK

Rendahnya karakter membaca banyak dijumpai di lingkungan sekolah Rendahnya karakter gemar membaca adalah banyak siswa yang malas membaca buku pelajaran. Hal ini disebabkan kurangnya strategi yang menarik untuk memotivasi siswa untuk membaca. Penelitian ini bertujuan untuk menganalisis perbandingan bahan ajar yaitu perbandingan antara modul cetak dan modul elektronik. Jenis penelitian ini adalah penelitian komparatif. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain penelitian survei. Sampel penelitian ini adalah peserta didik kelas IV yang berjumlah 22 orang. Analisis data menggunakan statistik deskriptif inferensial, yaitu menganalisis data dengan mendeskripsikan data yang telah dikumpulkan. Hasil penelitian ini adalah dari dua bahan ajar yang diterapkan yakni modul cetak dan modul elektronik dapat melihat indikator karakter gemar membaca. Pada penelitian hasil dominan baik untuk melihat indikator karakter gemar membaca dengan penerapan modul elektronik, sedangkan untuk penerapan modul cetak pada kategori cukup, dari hal tersebut terlihat terdapat perbedaan diantara kedua bahan ajar yang diterapkan untuk melihat indikator karakter gemar membaca, hal ini diperkuat dengan hasil uji t yang telah dilakukan, dimana sig yang diperoleh lebih kecil dari 0,05 maka terdapat perbedaan diantara keduanya. Maka Modul elektronik yang berbasis kearifan lokal perlu diterapkan oleh para guru agar dapat menanamkan karakter gemar membaca di kalangan siswa.

ABSTRACT

The low reading character is often found in the school environment. The low reading character is that many students read textbooks. This is due to the lack of exciting strategies to motivate students to read. This study aims to analyze the comparison of teaching materials, namely, comparing the print module and the electronic module. This type of research is comparative research. The method used in this study is a quantitative method using a survey research design. The sample of this study was the fourth-grade students who opened 22 people. Data analysis used descriptive, inferential statistics, namely analyzing data by describing the data that had been collected. The results of this study are from the two teaching materials that are applied, namely the printed module and the electronic module. It can see indicators of the reading habit. In the study, the dominant results were good for looking at indicators of reading fondness characters with the application of electronic modules. In contrast, for the application of print modules in the good category, from this it was seen that the difference between the two learning materials was applied to see indicators of reading fondness characters, this is with the results of the t-test which has been done, where the obtained is smaller than 0.05 then there is a difference between the two. So the electronic module based on local wisdom needs to be applied by teachers to instill the character of reading fondness among students.

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1. INTRODUCTION

In modern times like today, humans are very dependent on technology. Currently, the development of information and communication technology (ICT) is very rapid. Technology is indispensable in the life of every human being, especially in the world of learning and the use of technology. The education industry requires many technology managers, such as paper, internet networks, printing, film, television, the radio, and computers. The development of Information and Communication Technology (ICT) in the era of globalization can no longer be avoided for its effects on the world of education (Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018; Fakhruddin, Amzah, & Nurchalis, 2019; Kivunja, 2015). Skills in using ICT will be an essential prerequisite for students. Technology can assist teachers and students in finding learning resources and teaching materials (Dziuban et al., 2018; Geng, Law, & Niu, 2019; Widiyanti, Putra, & Wiarta, 2017). Learning resources are all sources such as messages, people, materials, equipment, methods, and settings that students use as sources for

learning activities and can improve the quality of their learning (Nugroho et al., 2014; Sofiana & Wibowo, 2019).

The problem that occurs today is that the low character of reading is often found in the school environment (Antara & Aditya, 2019; Asna & Mimi, 2016; Sofiana & Wibowo, 2019). The low character of reading fondness is that many students are lazy to read textbooks (Hagaman & Reid, 2018; Pertiwi, Sumarno, & Dwi, 2019; Zahra & Fitrawati, 2017). This is due to the lack of exciting strategies to motivate students to read (Hagaman & Reid, 2018; Surayatika, 2018; Suwana, Artini, & Piscayanti, 2013). In addition, uninteresting reading materials also make students lazy to read books (Ni, Lu, Lu, & Tan, 2021; Zhao & Wu, 2021). Reading is an activity that can be controlled both physically and psychologically because reading can allow humans to obtain things they do not know, such as obtaining information and knowledge (Creed, Conlon, & Zimmer-Gembeck, 2012; Wang & Liu, 2021). Reading is an essential skill that students must master since they are young because it helps students expand their knowledge, communicate with other individuals, and continue their education (Maryani, Ichsan, & Khairunnisa, 2017; Royanto, 2012). Reading is a skill that is highly valued in today's technology-driven world, so it must be inculcated from an early age. If someone is lazy to read, the insight and knowledge have become narrow (Gusliati, Eliza, & Hartati, 2019; Suwana et al., 2013). Reading in this era of information globalization is a fundamental necessity to shape one's behavior.

Teachers can use the increasing and modern technological advances in education to develop learning media in teaching materials that can attract students to learn. Information and communication technology in education is considered to contribute to educational equality because of its motivating effect on students and opportunities to facilitate each individual (Heemskerk, Volman, Admiraal, & Ten Dam, 2012). The development of technology accompanies the world of education to constantly adjust to the quality of education, especially in terms of learning. Changes and innovations in the world of learning should continue to exist and grow and penetrate the 21st century. These changes include more accessible access to learning resources, more options for using and using ICT, the increasing position of media and multimedia in educational (Anggreni, Wiarta, & Putra, 2020; Rivalina, 2014). The development of this technology, especially the development of the internet, has provided opportunities for education circles to access various information in the form of text, images, simulations, and sounds.

Based on observations, global investment in information technology will continue to increase every year. The use of technology, especially technological devices, is a powerful tool for learning (Shohel & Kirkwood, 2012; Bravo et al., 2015). Learning resources relevant to current developments to support learning to achieve specific goals and competencies is an electronic module containing interactive features (Hamid et al., 2021; Yulando, Sutopo, & Franklin Chi, 2019). Electronic modules (e-modules) are a promising development option because conventional modules (print modules) are less interactive and have static or monotonous images (Irwansyah, Lubab, Farida, & Ramdhani, 2017a; Istuningsih, Baedhowi, & Sangka, 2018). The electronic module is one of the computer-aided media in which there are animated images of symbols (Hafsah, Rohendi, & Purnawan, 2016a; Komikesari et al., 2020). Electronic modules are independent teaching materials systematically arranged into the minor learning to achieve specific learning objectives presented in electronic form. The purpose of doing the module is to make it easier for students to understand the topics taught by educators (Puspitasari, 2019). Print modules are an alternative in overcoming learning difficulties and making it easier for students to learn (Ariana, Situmorang, & Krave, 2020; Westomi, Ibrahim, & Sukardjo, 2018). Print modules are commonly used in learning. The existence of print modules as learning media has recently begun to be replaced. Various learning tools that use electronic media include projectors (OHP), slide projectors, television, radio, computer technology, and the internet (Cecep, Mutaqin, & Pamungkas, 2019; Gafur, 2010).

Previous research stated that the module could make it easier for students to understand learning materials (Citrawathi, Adnyana, & Santiasa, 2016; Suryanda, Ernawati, & Maulana, 2016; Widyaningrum & Wahyuni, 2020). Other research findings also state that E-modules can facilitate learning and are practical (Aprilia & Suryadarma, 2020; Istuningsih et al., 2018; Lee & Osman, 2012). There is no study comparing electronic modules and print modules on reading characters in elementary school students. Based on this description, the researchers were interested in seeing a "comparison of the use of printed modules and electronic modules based on local wisdom of Pangkalan Babu mangrove ecotourism on the students' reading habit." The novelty in this research is on the variables studied, namely the electronic module and the print module. The two variables were seen after applying the electronic module in this study to determine the comparison between the electronic module and the printed module to see the character of reading fondness in students. By the problems above and the novelty of this study, the objectives to be achieved in this study are to analyze the comparison of the application of printed modules and electronic modules based on local wisdom of mangrove ecotourism to see indicators of reading habits.

2. METHOD

This type of research is comparative research. The method used in this study is a quantitative method using a survey research design—comparative research conducted by comparing two variables. The students in this study were all students of SD Negeri 45 / I Sridadi. The sampling technique in this research is purposive sampling. Specific considerations can be seen from print modules and electronic modules at SD Negeri 45/I Sridadi. The sample in this study were all fourth-grade students of SD Negeri 45/I Sridadi, totaling 22 people. The research instrument used questionnaires and surveys. The results of these surveys or observations produce qualitative data in this study. The questionnaire was used in the form of a second questionnaire indicator of reading fondness character, namely the response to the application of the print module and the electronic module to see the character of reading fondness. The form of the questionnaire used is a closed questionnaire. That is, for each question or statement, a choice of answers has been provided for the respondent to choose. A reading fondness questionnaire with several valid statements, 29 statements, and reliability was calculated using the Cronbach alpha formula. After the instrument was analyzed, the Cronbach alpha value for reading questionnaires was 0.76, and reading interest was 0.79. The relationship between indicators and students' reading habits in this study was measured using a Likert Scale. Each positive statement in the questionnaire was given a score: SS = 5, S = 4, N = 3, TS = 2, STS = 1. Likewise, for negative statements, the score was reversed. This questionnaire data was given to the fourth-grade students of SD Negeri NO.45/I Sridadi. The grids of the two questionnaires are as follows Table 1 and Table 2.

Table 1. Student Response Questionnaire Grid

No	Assessment Aspect	Statement	Number of Items
1	Material	The material is the same as the existing learning	4
2	Contents	Structured module content	3
3	view	Attractive module display	4
4	language	Easy to understand	5
		Provide clear information	4
total			16

Table 2. Questionnaire Grid for the Character Likes to Read

No	Assessment Aspect	Statement	Number of Items
1	Likes to read	Read all kinds of reading	8
2	Ketertarikan membaca	Respect other people's opinion	8
3	Reading textbooks	Say hello to teachers and friends wherever it is	5
4	Membuka diri dan pikiran	Reading expresses feelings	4
		Reading develops the world of imagination	4
Jumlah			29

The questionnaire grid above is used as a guide for preparing questions for which there are questionnaires and research interviews. Interviews were conducted with students and teachers to see the response after implementing the electronic module based on local wisdom of Pangkalan Babu mangrove ecotourism. Electronic module validation is validation from several experts, namely media experts, linguists, material experts, and practitioner experts. The four experts went through filling out the validation sheet sourced from the modified results of the 2016 BSNP source. The module validation was aimed at seeing whether or not the electronic module was applied to classroom learning. The instrument for assessing the validity of the electronic module based on local wisdom is arranged in a Likert scale with positive statements. The data from the responses of several experts were analyzed in the following two steps, namely firstly adding up the total score of each expert for all indicators and secondly giving the validity value by using the method, the total score obtained was divided by the maximum score and then multiplied by 100%. The analysis of the validity of the module was carried out using descriptive statistics, the results of which were depicted through graphs. The validation score becomes a value with a range of 0-100. The data collection procedure in this study uses a flow chart diagram 1. Data analysis in this study used descriptive, inferential statistics. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected and are not intended to make conclusions or generalizations in general. In this study, the data analysis method used is the maximum value, minimum value, and average or mean.

3. RESULT AND DISCUSSION

The application of the print module at the time of learning provides a new experience for students and can be used to see indicators of the character of reading fondness, namely the desire to read. Reading activities add much insight so that students have much knowledge and are rich in knowledge. Through reading, communication and interaction will be established where students in a partner share ideas or opinions and provide opportunities for students to express their opinions, share material and opinions given to students (Surayatika, 2018; Suwana et al., 2013). The application of the print module produces a response, as shown in the table below.

Table 1. Student Responses to The Application of The Print Module on Indicators of Reading Desire

Characteristics			Mean	Min	Max	Median	%
Interval	Attitude	Total					
91 – 94	not very good	3	103.227	91	110	100	13,63
95 – 98	Not good	5					22,73
99 – 102	enough	7					31,82
103 – 106	good	4					18,19
107 – 110	Very good	3					13,63
Total		22					100

Table 1 above is the assessment of student responses based on indicators of reading desire on the character of students' love of reading to the printed module. The data results show that: the category of students' attitudes is very bad as much as 13.63% (3 of 22 students), students with wrong categories are 22,73% (5 of 22 students), students with good category were 31.82% (7 of 22 students), students with good category were 18.19% (4 out of 22 students), and students with excellent category were 13,63% (3 out of 22 students). Meanwhile, the attitude scale based on the table above shows that the data obtained are: the mean value of 103,227, the minimum value of 91, the maximum value of 110, and the median value of 100. These results indicate that the students' attitudes towards the indicator of reading desire using the print module showed a sufficient response. Furthermore, it can be seen from the data analysis that 31.82% of students, or 7 of the total 22 students, are in the good category. This is also supported by the mean result of 103,227, which is the good category.

Reading is a positive thing for elementary school students (Asna & Mimi, 2016; Maufur & Puadah, 2015; Warsihna, 2016). From the results of observations, it is shown in table 1 that students' responses to the application of the print module on the indicator of reading desire using the print module, there is an explanation of the results of the dominant questionnaire data with sufficient category, the mean value is 103.227 It is also supported by the results of interviews conducted that students' attitudes towards the dominant print module are sufficient, the results of the following interviews can prove this.

“What do you think about learning using the print module?”

“Learning is fun, sometimes boring too”

“Do your teachers always use the print module?”

“Yes, frequently use print module”

“Do you like learning by using the print module?”

“Sometimes I like it, sometimes I don't”

The interviews' results showed students' attitudes towards learning by using the print module in the good category. This means that students think that learning by using the print module is quite fun. Attitude is enough to prove that some students agree to learn by using the print module, and some are less interested in using the print module. One example of students' reading desire in learning to use the print module is the student's interest in learning to use the print module. The desire to read is related to students' interest in learning.

The assessment of student responses based on indicators of reading needs on students' reading habits towards the electronic module. The data results show that: the category of students' attitudes is very bad as much as 9.1% (2 of 22 students), students with bad categories are 18.19% (4 of 22 students), students with good category were 13.63% (3 out of 22 students), students with good category were 54.54% (12 out of 22 students), and students with very good category were 4.54% (1 out of 22 students). In comparison, the attitude scale based on the table above shows that the data obtained are: the mean value of 104.77, the minimum value of 94, the maximum value of 113, and the median value of 106. These results indicate that students' attitudes towards the indicator of liking to read using the electronic module show a good attitude. Furthermore, it can be seen from the

data analysis that 54.54% of students, or 12 of the total 22 students are in a good category. This is also supported by the mean result of 104.77, which is a good category.

The assessment of student responses based on indicators of reading needs on students' reading habits towards the electronic module. The data results show that: the category of students' attitudes is very bad as much as 9.1% (2 of 22 students), students with bad categories are 18.19% (4 of 22 students), students with good category were 13.63% (3 out of 22 students), students with good category were 54.54% (12 out of 22 students), and students with very good category were 4.54% (1 out of 22 students). In comparison, the attitude scale based on the table above shows that the data obtained are: the mean value of 104.77, the minimum value of 94, the maximum value of 113, and the median value of 106. These results indicate that students' attitudes towards the indicator of liking to read using the electronic module show a good attitude. Furthermore, it can be seen from the data analysis that 54.54% of students, or 12 of the total 22 students, are in a good category. This is also supported by the mean result of 104.77, which is a good category.

The need for reading is essential for elementary school students (Dahlani & Rahman, 2016; Sari, 2019). The need for reading by learning using e-modules can see students' responses to learning using e-modules, which is shown by the enthusiasm and excitement of students towards learning using e-modules. From the results of observations, it is shown in table 2 that indicators of the need for reading using e-modules, there is an explanation of the results of the dominant questionnaire data towards a positive attitude with a good category, with a mean value of 104.77. It is also supported by the results of interviews conducted that students' attitudes towards the dominant e-module are good, this can be proven by the results of the interviews as follows:

“What do you think about learning using electronic modules?”

“Learning is fun, there are moving pictures”

“Have you ever studied using electronic modules?”

“Not yet, this is the first time we are learning by using an electronic module”

“Do you like learning by using electronic modules?”

“Yes, we like learning by using electronic modules”

Based on the interviews conducted, it can be seen that students' positive attitudes towards learning using electronic modules are in good category. That is, students think that learning by using this electronic module is fun. A positive attitude proves that on average students agree that learning by using this e-module is fun and interesting. Electronic modules can help meet students' needs for reading and improve students' reading skills because students are interested in reading them, with this interest can foster students' love of reading. The normality and homogeneity test results were conducted in the fourth grade of SD Negeri 45/I Sridadi on the application of print modules and electronic modules to see indicators of reading habits. Normality test can be said to be normal if the value of $\text{sig} > 0.05$. To test the normality of the data using the Kolmogorov-Smirnov statistical test with a significance value of 0.05 with the hypothesis H_0 = sample comes from a population with a normal distribution, H_1 = sample comes from a population that does not have a normal distribution. From the processed data, it can be seen that the application of the electronic module based on local wisdom has a sig value above 0.005, so it can be said to be normal.

After the t-test was carried out, it was seen that there was a comparison of the application of the print module and the electronic module to see the indicators of the reading habit. This shows that the implementation of the print module to see the indicators of reading fondness character with the application of the electronic module to see the indicators of reading fondness character has a significant comparison, with comparative studies to continue. It is also seen that the application of the electronic module based on local wisdom to see indicators of the character of reading fondness is more dominant than the application of the printed module. This can be seen in the results of the data obtained on the application of the electronic module, with a percentage of 54.54% for 12 of 22 students included in the good category. At the same time, the application of the print module to see the character of reading fondness with a percentage of 31.82% for seven people out of 22 students shows that students are included in the good category.

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demand by students today (Shohel & Kirkwood, 2012; Bravo et al., 2015). Electronic modules are very relevant to use with today's developments. This is because the electronic module contains interactive features that make it easier for students to learn (Hafsah, Rohendi, & Purnawan, 2016b; Herawati & Muhtadi, 2018). Students chose the electronic module because the printed module is less interactive which is more monotonous (Irwansyah, Lubab, Farida, & Ramdhani, 2017b; Istuningsih et al., 2018). In addition, this model is also structured systematically to achieve learning objectives. This will make it easier for students to understand the topics presented in the electronic module. Electronic modules can increase students' interest in reading.

The implication of the research on the relationship between indicators of love to read and reading interest on characters who like to read using an electronic module based on local wisdom Pangkal Babu Mangrove Ecotourism using the Kvisoft Flipbook Maker application is that it can be a teaching material in learning for fourth-grade students in Theme 3 and Sub-theme 3 in finding out the diversity of local wisdom in the local province, to be precise in Jambi Province. In addition, it becomes a teaching material that suits the needs of students and can be used as a source of independent learning. The limitations of this study are that this electronic module is limited to the essential competencies of class IV theme 3 Caring for Living Creatures theme 3 Let's Love the Learning Environment 1, which is based on the local wisdom of Ekowiswata Mangrove Pangkal Babu. The recommendation of this research is the application of an electronic module based on local wisdom of mangrove ecotourism that can be applied to the character of environmental care, social care, and responsibility.

4. CONCLUSION

In the study, the dominant results were good to see indicators of the reading habit with the application of the electronic module. In contrast, for the application of the print module in the good enough category, it can be seen that there are differences between the two teaching materials that are applied to see the indicators of the reading fondness character.

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