

DEVELOPMENT OF A LEARNING GUIDE FOR WRITING BRIEF PARAGRAPH OF INTERVIEW BASED RESULTS PROJECT USING THE GOOGLE KEEP APPLICATION IN CLASS III SDN 21 LIMBOTO

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ABSTRACT

The aims of this study were (1) How to develop project-based learning guides using the Google Keep application to improve writing skills (2) How is the product validity of project-based learning guides using the Google Keep application in improving writing skills, and (3) How effective are the guide products? project-based learning using the Google Keep application in improving writing skills in class III SDN 21 Limboto. The research method in this study is a development method using a 4-D model. The conclusions of the results of this study are (1) the development of project-based learning guides using the Google Keep application can improve writing skills in class III SDN 21 Limboto, (2) the product validity of project-based learning guides using the Google Keep application is very suitable to be used as a handbook students in improving writing skills in class III SDN 21 Limboto. The results of the material validation test amounted to 91.74%. In the design test, the average acquisition of expert judgment is 93.41%, and (3) project-based learning guide products using the Google Keep application in improving writing skills in class III SDN 21 Limboto are categorized as very suitable for use without revision.

Keywords: project, google keep, and writing skills

INTRODUCTION

Writing is seen as a very important language skill that must be mastered by students. With good writing skills, one can disseminate thoughts, views, opinions, ideas or feelings about various things in a productive, interesting and easy to understand way. In addition, writing skill is also considered as the most difficult language skill to master because of its very complicated cognitive process.

Writing activity cannot be separated from reading and writing culture. A culture of reading and writing (literacy) is the opposite of a culture of hearing and speaking (orations). An educated person is usually called literate because he is able to do both. The fact shows that the reading and writing culture of the Indonesian people is still unsatisfactory. Indonesian children's ability to read and write is at the lowest level when compared to Asian children. Research conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2018 concluded that the level of literacy in Indonesia ranks 62nd out of 70 countries studied.

The low literacy culture is caused by the weakness of the writing learning system in schools. The fact shows that learning to write does not get proper attention. Learning to write as an aspect of learning Indonesian is not taken seriously. In general, Indonesian students never get material on how to write correctly. Students and teachers usually emphasize learning activities on mastery of the material which leads to the success of students in the national final exams. Learning to write is a unique learning style. Writing emphasizes process and results. This shows that writing is not necessarily owned by someone but takes time to produce. (H Mahmud 2017).

Because writing skills are difficult to master because writing skills require mastery of various linguistic elements and elements outside the language itself. Elements of language and elements outside of language must be intertwined so as to produce coherent and coherent essays. Writing activities require mastery of linguistic elements which involve; grammar, spelling and punctuation, as well as writing ideas into precise, orderly and complete language. This needs to be done by the teacher so that communication through written symbols can be understood as expected. To reach towards writing skills students should pay attention to the learning process that leads to writing skills by providing more time, (H Mahmud 2017).

So far, learning to write is more emphasized on results in the form of writing, not on what students should be doing when writing. Students directly practice writing without learning how to write. The teacher asks students to write according to the basic competencies in the curriculum. When finished, the students' writing was collected, corrected, and assessed by the teacher. Zaki Al Fuad and Helmiansyah (2018) A person's ability to express ideas or ideas greatly influences the information received by readers. Thus, teachers or teaching staff are required to pay more attention to aspects of their students' writing skills.

One effort to improve the quality of teaching writing is to apply a project-based learning model, using a process approach applied in Google Keep. In activities using Google Keep projects and applications, students are directed to do certain tasks, then each activity is entered into the Google Keep application. The data entered into the application is in the form of photos and voice recordings. The application will process sound into writing so that it can make writing time efficient. A collection of writings and photos are then processed so that they become one complete text through drafting and editing.

Therefore, to be able to improve writing skills, it is necessary to develop a learning guide for writing short paragraphs from project-based interviews using the Google Keep application. The learning guide is an example of a non-textbook. Dwi Widayanti (2020) learning guides have the following benefits; (1) can be used in schools as a mandatory reference book for students in participating in learning activities; (2) present material to enrich understanding in depth and breadth, for readers; (3) contains material that is not directly related to some or one of the Competency Standards or Basic Competences contained in the Content Standards, but has a connection in supporting the achievement of national education goals; (5) the subject matter can be used by readers of all levels of education and grade levels or across readers, so that the material can also be used by readers in general; (6) the presentation of the guide is loose, creative and innovative so that it is not bound by the provisions of the learning process and systematics, which are determined based on education and teaching science.

Ministry of National Education, (in Dwi Widayanti 2020) if prepared properly, a guide as a learning guide can bring the following benefits; (1) displays a table of contents that makes it easier for teachers to find what will be learned, (b) relatively inexpensive procurement costs, (c) easy to use, (d) can be read anywhere, and (e) motivates readers. Therefore, efforts are needed to prepare the guidebook properly. After the guidebook has been developed, in evaluating the learning guidebook, there are several points that must be considered, namely: (1) content feasibility components, (2) linguistic components, (3) presentation components, and (4) graphical components (Kurniasih, 2014).

RESEARCH METHODS

This research was conducted at SDN 21 Limboto, Gorontalo District. This research uses a Research and Development approach. In this development research, the steps involved are preliminary studies and model development. In addition, data analysis techniques in this study used quantitative calculations.

RESEARCH RESULT

Borg and Gall (1983) Educational development research (R & D) is a process used to develop and validate educational products. Meanwhile, according to Sugiyono (2018) explained that research and development aims to develop a product that already exists but can be tested for feasibility and effectiveness. The education product developed is a learning guidebook for writing short paragraphs from project-based interviews using the Google Keep application.

The pocket book is in the form of a learning guide after the initial design is followed by a series of tests to obtain suggestions and input from experts. So that learning media is feasible to be used in improving writing skills. The test in this study consisted of two stages, namely validation involving material experts, namely one lecturer to test the validity of the instrument and three teachers and material validation and two guide design validations.

The feasibility of the learning guide can be seen from the score of the questionnaire filled in by the expert during the validation process. In the material expert validation consists of four aspects, namely as follows: (1) the suitability aspect of the material, (2) the language suitability aspect, (3) the evaluation aspect and, (4) the material implementation aspect. From these four aspects, there are 18 assessment indicators.

The results of the material expert validation assessment on the language aspect obtained a value of 98.1% with a very decent category. The validation of the language suitability aspect was 84.44% in the proper category. Then the validation of the evaluation aspect obtained a value of 93.33% with a very feasible category and the third validator validating the implementation aspect obtained an average value of 91.11% with a very feasible category.

Of the three material expert validators, they gave an assessment with a very appropriate category and one feasible category. This indicates that the material in the learning guide book learning media is declared suitable for use as a learning guide in improving the skills of writing short paragraphs in class III students at SDN 21 Limboto.

The next stage is the expert validation of the feasibility design of the learning guide, which can be seen from the score of the questionnaire filled in by the expert during the validation process. The questionnaire used for material validation consists of four aspects. The first aspect is the function and benefits of the media which consists of 4 indicators, namely: (1) book cover design, (2) book cover typography, (3) book content, and (4) book content typography. From several aspects of the guide design assessment, there are 15 assessment indicators, namely, 5 indicators for book cover, 3 indicators for book cover typography, 4 indicators for content and finally 3 indicators for typography of learning guide content.

The results of the design expert validation assessment of the four aspects obtained an average indicator value for the book cover of 92 with a very decent category, then 86.67 for the book cover typography indicator, and a content indicator of 95%, and for the typography of the learning guide content of 100 %, with the overall indicator obtaining an average of two expert validators is 93.41 with a very appropriate category to be a learning guide for writing short paragraphs from project-based interviews using the Google Keep application in improving students' writing skills in class III.

After conducting material validation and design expert validation, the researchers conducted a field test. Field tests were conducted to determine the effectiveness of the learning guide when used in class. Field tests were carried out, by testing the effectiveness of learning guides used in the learning process. To test the effectiveness of the learning guide, the authors use an experimental design (before and after). O1 value before treatment and O2 value after treatment. If O2 is greater than O1 then the learning guide is effective but vice versa if O1 is greater than O2 then the learning guide deserves to be updated (revised), Sugiyono (2013: 415).

Testing the effectiveness of the learning guide is done by giving it to 10 students and to test writing skills by looking at the ability to write on the same material using the guide and before using the learning guide. In analyzing writing skills, the sample was taken by students for the 2021 school year (sample before using the guide) and class III students in the 2022/2023 school year with a total sample of 28 respondents.

The results of testing the effectiveness of learning guides for writing short paragraphs as a result of project-based interviews using the Google Keep application can be seen in the following bar image:

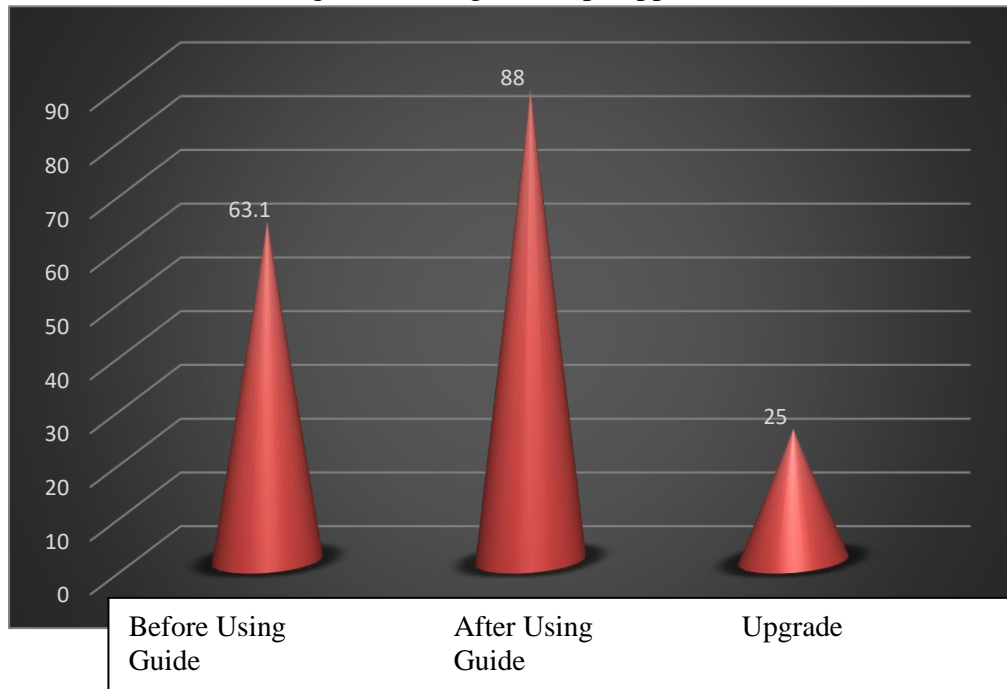


Figure 4.28. Prior Learning Effectiveness Test Results and After the Guide is used

Based on the bar chart above, the percentage of the effectiveness of the learning guide before it is used is 63.1 and increases by 25% to 88%. Therefore, based on the field test, there is an increase so that the learning guide can be used to improve students' writing skills and effectively become a guidebook as a learning product.

The pocket book in the form of a learning guide for writing short paragraphs as a result of project-based interviews using the Google Keep application is said to be feasible because the results of media and material validation get very decent ratings. This shows that the project method learning guidebook for teachers is in accordance with the opinion of Suryaman (2010) who says that the guidebook contains principles, procedures, descriptions of subject matter, and learning models for use by educators.

These results are in accordance with the opinion expressed by Azhar Arsyad, (2013: 3) where learning media in the form of learning guides are all things or objects and facilities that can be used in the learning process in order to clarify and make it easier for students to understand the material of a lesson. The learning media used should be in accordance with the circumstances and abilities of students, test results showing that the media developed is said to be feasible, so this media can facilitate the learning process of students. Learning resources have an important role in the continuity of learning programs in Indonesia in increasing intelligence or knowledge, attitudes, and skills. Learning resources are to support the learning process to run effectively. There are many teachers who are helpless in the function of learning resources. It makes students less interested and lose motivation, then learning becomes less efficient. Research by Martono and Wagiran (2016) shows that the learning media developed have proven to be effective in improving student learning outcomes. Learning media is often associated with independent learning activities because of its function as a means of

independent learning. The consequence is that the guide must be comprehensive so that students can understand the field of study in the guide to gain the targeted skills and competencies.

The development of project-based guidelines according to Phillips (2014) for children functions as a learning method. In projects, children learn by doing something (Sutinen, 2013). Del Mar (del Mar del Pozo Andrés, 2009) said that all activities can become projects as long as students gain experience and these activities have clear goals. The purpose of learning with projects is not to find the right answer to a topic, but to learn more about a particular topic (Ali & Majed, 2017).

Therefore project-based guidelines and Google Keep when implemented in large classes, (Rosen, 2018) suggest that children be divided into several small groups and in the end each group presents their work. From the existing development, the project carried out is to conduct interviews with teachers and parents of students who are at school. These activities students find new experiences related to learning objectives in accordance with the existing curriculum.

In improving writing skills, with the help of the Google Keep application, students gain new experience about using the application according to the learning needs of the 21st century. Maulid, (2018) says that, students who study in the era of the birth of technology, a good approach is to adjust learning according to technology environment.

CONCLUSION

Therefore, in this study it can be concluded that 1) the development of project-based learning guides using the Google Keep application can improve writing skills 2) the product validity of project-based learning guides using the Google Keep application is very suitable to be used as a student's handbook in improving skills write. The results of the material validation test amounted to 91.74%. In the design test, the average acquisition of expert judgment is 93.41%, 3) to test the effectiveness of project-based learning guide products using the Google Keep application in improving writing skills in class III SDN 21 Limboto has a very suitable category for use without revision

In addition, suggestions that the author can recommend are 1) students can use this guide to improve their skills in writing short paragraphs and train in planning and organizing time in implementing a particular project, 2) learning guide products that have been validated and effectively used to become guidebooks for teachers in carrying out learning, especially related to writing skills and the use of IT in learning, 3) this research can be used as a reference in relevant studies in accordance with the studies in this study.

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