DEVELOPMENT OF MULTILINGUAL E-TEXTBOOK ABOUT MADURA HISTORY FOR ELEMENTARY SCHOOL

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ABSTRACT

This development research aimed to: (1) reveal the feasibility of the multilingual e-textbook about Madura from material, media and language aspects (2) reveal the effectiveness of the multilingual e-textbook about Madura in learning process. This research refers to the developmental phases that were developed by Alessi and Trollip consisting of three development procedures, namely: (1) planning (2) design (3) development. This research produces multilingual e-textbook about Madura into three languages there are Bahasa, English and Bahasa Madura. The feasibility result score for content aspect was 4.23 (very decent), media aspect 4.24 (very decent) and language aspect was 4.24 (very decent). Affectivity test using learning outcome test, it is shown that 83.8% of the students able to solve the test more than the minimum score.

Keywords: Multilingual, E-textbook, Madura History

INTRODUCTION

In the era of the expansion of digital tools dedicated to teaching, the digital transformation is a key to enroll in an innovative pedagogical approach, especially after the period of the Covid-19 pandemic, which has challenged all institutions to overcome their constraints to ensure

pedagogical continuity through the use of information technology and communication for teaching (Moundy et al., 2022a).

Technological progress requires a teacher as an educator to always innovate in creating learning media that can support students' understanding in learning subject matter both theory and practice (Puspitasari et al., 2018); (Arifin & Nugroho, 2023). The use of instructional media in addition to aiming to facilitate the delivery of material from teachers to students can also increase the interest and willingness of students in a subject (Widodo et al., 2020). Therefore the position of learning media in the world of education is needed.

In this case technology has a positive effect not only on social life but also on education. As technological development is becoming increasingly prevalent in educational settings, there is hope for educators to utilize digital tools to support teaching and learning in the classroom (Jones, 2017); (Gan et al., 2015). With the advancement of technology for a teacher as an educator to innovate in creating learning media that is able to support students' understanding in learning subject matter both theoretically and in practice (Alam & Forhad, 2023).

Textbooks are one of the ubiquitous and indispensable learning tools in face-to-face and distance learning (Saxton, 2017), which means it is unacceptable to hope to develop teaching without introducing digital aspects to strengthen sequential teaching-learning actions, to achieve the mission of knowledge production and dissemination.

Textbooks remain an important resource in the education system, especially in rural, suburban and underdeveloped areas such as Madura Island. The use of textbooks as a learning resource has an important and effective role in the teaching and learning process because it is considered to help increase effectiveness (Moundy et al., 2022b).

Textbooks can increase knowledge in accordance with the field, improve learning outcomes and can develop soft skills (Moundy et al., 2022a). Throughout the world, there is an increase in the use of textbooks. Considering the importance of using textbooks, it is very important to pay attention to the problem of students' ability to access them. If students cannot access textbooks easily during learning, they will experience difficulties (Cox et al., 2022).

Teachers are expected to have the ability to improve their professionalism through the development of learning media itself, so that the development carried out can answer the problems of students in the learning process. In fact, material related to local history needs to be emphasized so that following this renovation it will greatly facilitate the implementation of the teaching and learning process. Multilingual textbook production gives an opportunity to complete gaps, curriculum change, and multilingualism through a tailored approach to creating learning materials that was needed, are at no cost to students and address various cultural-linguistic (Cox et al., 2022), (Moundy et al., 2022a). In this research, the product included Bahasa, English and Bahasa Madura in a textbook containing the history of Madura at elementary school.

Likewise, if students do not have knowledge about culture and politics with the content presented in the textbooks they are taught, they do not have sufficient knowledge about their culture and become blind spots where this knowledge will be ignored and become extinct (Mignolo, 2009), (Khoo et al., 2020).

In this sense, this study consists of putting the innovative professional practices of teachers at the service of students in the act of teaching learning. Therefore, the aim of the research is to develop multilingual *e*-textbooks about Madura history for elementary school.

METHODOLOGY

This study used a research and development (R & D), which was used to produce a product and test the feasibility of the product. This research refers to the developmental phases that were developed by Alessi and Trollip consisting of three development procedures, namely: (1) planning (2) design (3) development (Trollip, Stanley R, Alessi, 2015). The research was carried out at SDN Buddagan 2 Pamekasan Madura. The subject was 12 students in fourth grade of SDN Buddagan 2 Pamekasan. The object was multilingual *e*-textbooks about Madura history. The testing procedure in this study is the validity test of the 2 content experts, the validity test of the 2 media experts, and the validity test of the 3 language experts. Data collection techniques used questionnaires. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Creswell & Creswell, 2018).

FINDINGS AND DISCUSSIONS

Based on the results of research of the multilingual *e*-textbooks about Madura history using Alessi and Trollip, the following results were shown:

1. Planning

   The planning phase begins by identifying the scope of the material based on need analysis. There was gap between languages for the learning. Teachers focus more on teaching Bahasa and English. Teachers do not integrate local culture such as the use of Bahasa Madura in class and history related to the Madura Island. SDN Budaggan 2 Pamekasan had complete facilities but the teacher seldom use it in the learning process. The teacher seldom used it and also develops media using technology or electronic base. In student's point of view, learning using technology was something new and made it more pleasant.

2. Design

   This stage carried out with the following steps: 1) developing initial content idea y identifying the Madura histories. 2) Collaborate the Madura histories in the learning process. 3) Making flowchart to describe the course of the program made and facilitates the product. 4) Making storyboard to describe the interface of the product.

3. Development

At this stage the activities carried out include: (1) the production of media that starts from preparing the text, making images, making navigation, and making programs. (2) Alpha tests carried out by 2 content experts by a teacher and a Madura historian, 2 media experts, 3 languages expert in Bahasa, English and Bahasa Madura. (3) Beta testing is done by individual trials of the at SDN Budaggan 2 Pamekasan (4) Final product revision is carried out based on the results of product trials. The end result of the product developed is multilingual *e*-textbooks about Madura history.

a. Alpha Test

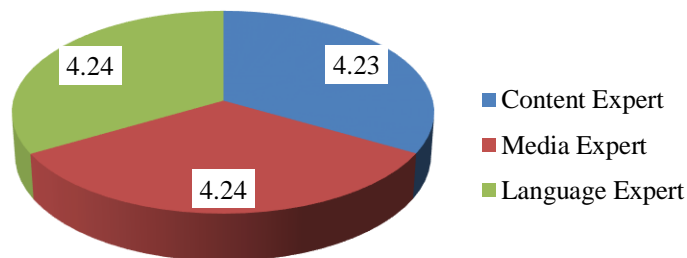The result of expert validation in alpha test step shown in the figure 1 below.

Figure 1. Graphic of expert result

b. Beta Test

Beta testing is carried out by implementing the multilingual e-textbook about Madura history in the learning process. From these results it shows 83.8% of the students able to solve the test more than the minimum score.

CONCLUSION

This research produces multilingual e-textbook about Madura into three languages there are Bahasa, English and Bahasa Madura. The feasibility result score for content aspect was 4.23 (very decent), media aspect 4.24 (very decent) and language aspect was 4.24 (very decent). Affectivity test using learning outcome test, it is shown that 83.8% of the students able to solve the test more than the minimum score.

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