

## Development of thematic e-modules oriented on the ability to write descriptions of students in class V of SDN Boto, Tuban district

**Submitted:**  
9 December 2022

**Be accepted:**  
8 Januari 2023

**Published:**  
31 Januari 2023

Novialita Angga Wiratama

[novialita3@gmail.com](mailto:novialita3@gmail.com)

Primary School Teacher Education ,FKIP, University of PGRI  
Ronggolawe Tuban

**Abstract:** Based on the observation results of descriptive writing skills in class V students and interviews with teachers of SDN Boto, Semanding District, Tuban Regency, students' writing ability was low. Students have difficulty determining the topic of writing so that students do not want to start writing activities. In learning activities, students are only given assignments from LKS so that in writing descriptive essays students are not able to involve their five senses to put their ideas into writing. Preliminary data from analysis of student scores obtained data on the number of students in grade 5 were 25 students, only 5 students were able to complete writing the descriptive essay. So that only 20% of classical percentages have the ability to write descriptions. Based on this background, thematic e-modules were developed to make it easier for students to write descriptions of class V students at Boto 5 Elementary School. This type of research was R&D with four stages. The purpose of this e-module development research is to determine feasibility level of linguists, materials, and media. The results of validation by design experts show that the quality of learning e-module is in stage 1 assessment component with an achievement level of 82.85% with a "very decent" qualification. In stage 2 assessment, still with a "very decent" qualification, the achievement rate was 85.71%. Assessment of learning products in the form of modules by material experts shows the quality of learning modules in stage 1 assessment component with an achievement level of 83.33% with a "very decent" qualification. In stage 2 assessment, still with the "very decent" qualification, the achievement rate was 86.66%. Assessment of learning products in the form of modules by linguists shows the quality of learning modules in the stage 1 assessment component with an achievement level of 86.6% with a "very decent" qualification. In stage 2 assessment, still with the "very decent" qualification, the achievement rate was 91%.

**Keywords:** Thematic learning, e-modules, writing descriptions

---

### PRELIMINARY

Curriculum plays an important role in implementation of education. (Kusuma, 2013) explained that curriculum is a number of cultural, social, sports, and artistic educational experiences provided by schools for students inside and outside the school to help them to develop holistically from all aspects and change their behavior that is

suitable to the goals of education. (Bahri, 2017) stated that curriculum is a description of the vision, mission, and goals of a nation's education.

Based on the 2013 curriculum, current learning activities must use thematic learning. Thematic learning is a model of integrated learning (Siswoyo & Ana, 2016) which combines several subjects into learning activities. In essence, the 2013 curriculum is a learning that emphasizes various aspects, they are affective aspects, skills aspects, and knowledge which are packaged in fun learning. (Zahira & Filia, 2017) described the objectives of implementing policies in the 2013 curriculum to prepare Indonesian people who have life skills, are creative, and are innovative. (Hidayati, 2015) said that the thematic curriculum is a learning system that is not based on subjects. Teachers who adhere to the 2013 curriculum in learning give freedom to students to learn contextually according to the needs and characteristics of students.

Thematic learning is a unified theme that contains teaching ideas and integrates several topics (Webb & Pearson, 2012). Thematic learning is oriented towards applying the concept of learning by doing or learning while doing. (Lestari, 2018) explained that the 2013 curriculum applies a scientific learning approach that is designed based on certain themes in terms of various subjects. Ministry of Education and Culture 2013 in (Rusman, 2015) described a scientific approach having 5M steps. which are activities of observing, asking, trying, reasoning, and communicating. Language learning in elementary school includes four skills that must be mastered by students. Writing is a process of thinking and expressing thoughts in the form of written essays (Mudziroh, 2013). In learning of elementary school students, the variety of writing includes writing descriptive essays. In line with the opinion of (Rahmatunisa, 2016) writing a descriptive essay is one of the learning activities for writing in elementary school. Descriptive essays describe, explain events or things that involve five human senses in explaining this, this is in line with the opinion (Priyatni, 2014) which stated that descriptive text describes an object or a situation so that the reader feels as if he is experiencing human sensory experience. One of the determining factors for student success in writing descriptive essays is availability of teaching materials. Teaching materials are a set of subject matter that refers to the curriculum used to achieve predetermined competency standards and basic competencies (Lestari, 2013). Teaching materials are used by teachers in carrying out learning activities. (Nugraha, 2016) some of the elements that

determine the quality of learning include learning resources. This is in line with the opinion of (Trimantoto, 2016) which explained that thematic learning needs to utilize learning resources either specifically designed or to support the implementation of learning, learning resources in the form of surrounding environment can also be utilized.

The results of observing writing skills of the fifth grade students' descriptions and interviews with Boto SDN teachers obtained data, students had difficulties in determining the topic of writing so students were not want to start writing activities. In learning activities, students are only given assignments from LKS so in writing descriptive essays students have not been able to involve their five senses to put their ideas into writing. This is indicated by the number of 25 students, only 5 students who can complete writing descriptive essays. So that only 20% of classical percentages have the ability to write descriptions. (Ningrum, 2017) stated that the success of a lesson is certainly not only influenced by teacher, but also by teaching materials used by teacher. Learning at Boto Elementary School to stimulate students in writing descriptive essays requires teaching materials in the form of modules. (Atmaja, 2014), explained that the module is a type of integrated learning activity that is planned and designed to help individual students achieve learning goals. Module is in the form of printed material, but with the development of technology in education, module is developed digitally so that it makes it easier and attracts students' attention in learning. (Feriyanti, 2019) the technology consists of several types, they are print, audiovisual technology, computer-based technology, and multimedia. According to (Perdana, 2017) electronic modules are learning resources that are developed in a structured manner that is presented in digital form which contain video, audio, animation, and also interesting and communicative learning concepts to achieve learning objectives that have been designed. The purpose of this e-module development research is to determine feasibility level of linguists, materials, and media.

## **METHOD**

The method used in this research is research and development (R&D). The development model that was carried out in this research is 4D development model. (Fajri, 2017) The flow of 4D Thiagarajan model has 4 stages, they are Define, Design, Develop, and Disseminate. Those 4 stages are detailed as follows.

1. This definition stage is the initial stage of data collection. Activities at definition stage include analyzing learning problems in schools and determining solutions to learning problems in the form of developing thematic e-modules in descriptive writing skills
2. The design stage begins with the initial design of thematic e-modules, KD mapping, compiling thematic e-module designs, compiling tests in the form of learning outcomes grids
3. The development stage, in this stage, thematic e-modules are developed and then validated by experts, which are media, material, and language experts and then development tests. This is done to know the level of effectiveness of product developed through input or responses of students and observers. The trial results are used for consideration to revise or improve the product if there are errors or deficiencies
4. Disseminate Stage,

Research subjects in developing this thematic e-module were 25 students at SD Boto consisting of 11 male students and 14 female students. Data collection techniques used in this study were questionnaires, interviews, and tests. To obtain feasibility data on the module, two data analyzes were used, they are qualitative data analysis and quantitative data analysis. Data for development of this module is in the form of validation results from media, material, and language experts followed by an assessment of the response from e-module users, that is class V students at SDN Boto. Quantitative data analysis to obtain validation data from experts used instruments in the form of questionnaires. Questionnaires are used to retrieve module eligibility data with a score range of 1-100. The score ranges used are as follows.

#### E-Module Product Validation

$$V = \frac{\text{Total Validation Score}}{\text{Total Maximum Score}} \times 100\%$$

1. The results of the validity are adjusted to the following criteria

**Table 1 Thematic E-Module Validity Criteria**

Score Range	Criteria
1-100	Very valid
61-80	Valid
41-60	Less valid (revised)
1-40	Not valid (revised)

(Wiratama,2021)

## RESULTS

The product of this development research is thematic e-modules. The results of this research data collection are through observation, interviews, and questionnaires. Observations were made during the teaching and learning process and interviews were conducted with the class V teacher, Mrs. Mawar, S.Pd. The questionnaire was filled in by the students. The results of interviews with teachers about the curriculum, infrastructure owned by schools that support student activities in learning to write descriptions and the difficulties experienced by students, especially in determining topics in learning to write teaching materials used, and teaching materials needed. The results of interview revealed that the curriculum used was 2013 curriculum, the learning process used textbooks and worksheets as teaching materials, using the lecture method. Data on student learning outcomes in class V is shown by the number of 25 students, only 5 students can complete writing descriptive essays.

1. Media expert validation test on learning product design named Saeful Mizan, M.Pd. Design experts provide an assessment of the instruments that have been prepared to determine the suitability of design for thematic e-modules being developed. The results of module assessment by design experts can be seen in the following table.

**Table 2 Media Design Expert Validation Results**

No.	Assessment Indicators	Stage 1 Validation	Stage 2 Validation
1.	Font type	5	5
2.	Font Size	4	4
3.	Font Color	5	5
4.	Illustration size	4	5
5.	Illustration type	4	4
6.	Actual and accurate illustration form	4	4

7.	Cover	4	5
<b>Total Score</b>		30	32
<b>Average</b>		4,2	4,6
<b>Percentage</b>		85,71%	91,42%
<b>Category</b>		<b>Very decent</b>	<b>Very decent</b>

2. The material validation test was carried out by Ms. Arik Umi Pujiastuti, M.Pd, an Indonesian lecturer at PGSD Unirow Tuban. The material content expert assesses the instruments that have been provided by the researcher. The results of thematic e-module research by learning material experts can be seen in the following table.

**Table 3 Material Validation Results**

No.	Assessment Indicators	Stage 1 Validation	Stage 2 Validation
1.	Appropriateness of materials, pictures, illustrations, and assignments	5	5
2.	Actuality of the material	5	5
3.	Systematization of the material	5	4
4.	Materials, assignments, and contextual illustrations	4	5
5.	The suitability of evaluation with the development of ability to write descriptions	4	4
6.	Linkage with fiction story text and factual story	4	4
<b>Total Score</b>		26	27
<b>Average</b>		4,3	4,5
<b>Percentage</b>		86,66%	90%
<b>Category</b>		<b>Very decent</b>	<b>Very decent</b>

3. The linguist validation test is one of the lecturers at PGRI Ronggolawe Tuban University who is competent in language learning products, his name is Dr. Moh Mu'minin, M.Pd. Linguists provide an assessment of the instruments that have been prepared to determine the suitability of language in thematic e-modules being developed. Results of the assessment by linguists can be seen in the following table.

**Table 4 Language Validation Results**

No.	Assessment Indicators	Stage 1 Validation	Stage 2 Validation
1.	Using standard language according to EYD	5	5
2.	Use proper punctuation	4	5
3.	Clarity of concepts in narrated e-modules	5	5
4.	Clarity in student activity instructions	4	5
5.	Clarity in teacher activity instructions	4	4
<b>Total Score</b>		22	24
<b>Average</b>		4,4	4,8
<b>Percentage</b>		86,66%	91%
<b>Category</b>		<b>Very decent</b>	<b>Very decent</b>

4. Results Writing ability to determine students' writing ability in the form of writing descriptive text according to theme 8 of the area where I live, sub-theme 1 of the environment where I live in learning. As for the results of writing ability are as follows.

**Table 5 Results of Ability to Write Descriptions of Class V Students**

No. Student Attendance	Indicators of Proficiency Writing Essay Description					Total
	1	2	3	4	5	
1.	20	20	20	10	15	85
2.	20	20	20	10	15	85
3.	20	20	20	10	15	85
4.	20	20	20	10	15	85
5.	20	20	20	10	20	90
6.	20	20	20	10	20	90
7.	20	20	20	10	20	90
8.	20	20	20	10	20	90
9.	20	10	20	5	5	60
10.	20	10	20	5	5	60
11.	20	10	20	5	5	60
12.	20	10	20	5	5	60
13.	20	15	20	5	15	75
14.	20	15	20	5	15	75
15.	20	15	20	5	15	75
16.	20	15	20	5	15	75
17.	20	20	20	5	15	80
18.	20	20	20	5	15	80
19.	20	20	20	5	15	80
20.	20	20	20	5	15	80
21.	20	20	20	5	20	75
22.	20	20	20	5	20	75
23.	20	20	10	5	20	75
24.	20	20	10	10	20	80

25.	20	20	10	10	15	85
<b>Total Score</b>						<b>1950</b>
<b>Average</b>						<b>78</b>
<b>Percentage</b>						<b>78%</b>
<b>Category</b>						<b>Good</b>

#### 5. Results of the Teacher and Student Response Questionnaire

Teacher and student response data were used using the teacher and student response questionnaire sheet instrument. This instrument is used to find out the opinions of teachers and students on thematic e-modules that researchers have developed. The following table analyzes responses of teachers and students.

## DISCUSSION

The implementation of this development research aims to determine the feasibility of thematic e-modules in writing descriptions of fifth grade students at SDN Boto. The data obtained in this study is descriptive data from the process of developing thematic e-modules and the feasibility value of thematic e-modules by experts including design experts, material experts, linguists, and also the effectiveness value of thematic e-modules. The validation results that have been carried out by design experts, it is known that the validation was carried out twice. At validation stage 1 shows an average score obtained with a value of 4.2, while the results at validation stage 2 show an average of 4.6. This shows the level of improvement in design aspect. It can be concluded that thematic e-modules that have been developed by researchers are good and feasible with the "very feasible" category to be tested and used in learning activities.

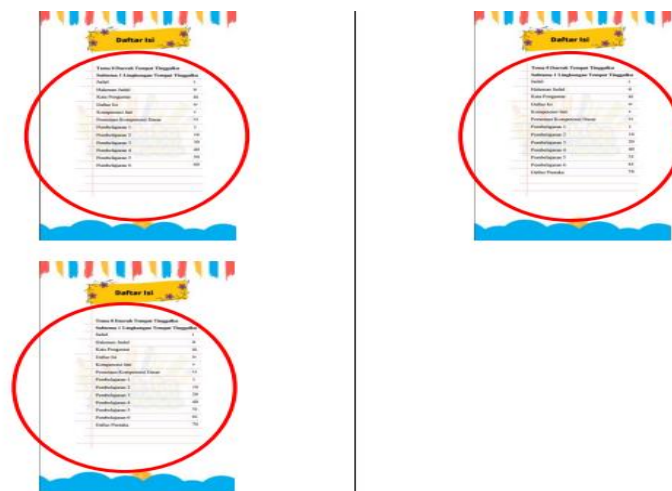
The validation results that have been carried out by material experts, it is known that the validation was carried out twice. At validation stage 1 shows an average score obtained with a value of 4.2, while the results at validation stage 2 show an average of 4.3. This shows that there is a level of reversal in the material aspect. It can be concluded that thematic modules that have been developed by researchers are good and feasible with the "very feasible" category to be tested and used in learning activities.

The validation results that have been carried out by linguists, it is known that the validation was carried out twice. At validation stage 1 shows an average score obtained with a value of 4.4, while the results at validation stage 2 show an average of 4.8. This shows that there is a level of reversal in the aspect of language. From the results of



validation of linguists that thematic e-modules that have been developed by researchers are good and feasible with "very feasible" category to be tested and used in learning activities. The writing ability test that was tested was writing descriptive essays. The test was carried out one day by writing a description of school environment around students. It obtained an average student score of 78 with the highest score being 85 and the lowest being 60. For overall score on student's writing skills test, the description was in the good category.

Development of thematic e-modules before they are said to be feasible and used by students, of course, a validator is needed to validate a product. In a process towards being like thematic e-modules that will be used by students for several product revisions carried out by experts. In the validation of linguists on thematic e-module products developed by researchers, there are still some mistakes that need to be corrected in the table of contents and bibliography sections. The notes given by validator to reverse this thematic e-module include the inclusion of multiple table of contents.



In the material validation, it was considered feasible. But there are suggestions from validator regarding the content of material in the product developed by researcher. The suggestions given are written in the notes, that the material related to song notation, please make the font thicker so that it is clearer. The media design validation that was developed received a proper assessment without revision, but there were still some

suggestions submitted by validator regarding the front and back cover designs and bibliography that were not appropriate.

Results Writing ability to determine students' writing ability in the form of writing descriptive text according to theme 8 of the area where I live, sub-theme 1 of the environment where I live in learning. which is included in the good category. The average score of 25 students is 78. This means that thematic e-modules developed by researchers make it easier for students to write descriptions independently without relying entirely on the teacher. The development results of thematic e-modules are reinforced by several previous studies which concluded that e-modules can be used by students independently in learning. These previous studies include (Fitriah, 2022) in her research entitled Development of interactive e-modules to improve the ability to write opinions of class XII SMK students, validation data obtained from IT experts obtained a percentage of 85%, media experts obtained a percentage of 91%, while material experts obtained a percentage of 90 %, the assessment of prospective e-module users is 91%. From the validation results, it means that the product is very feasible to use. improve the ability to write opinions, and improve student learning outcomes. Whereas (Istanti, 2015) in her research The development of Science module for fourth grade students at SDN Sinduadi 2 results of the initial field trial phase on 3 students obtained a percentage of 92.59% with eligibility criteria and the results of the next field trial obtained a percentage of 98.89% with feasible criteria. So the whole of Science module material on Changes in the Appearance of Earth and Celestial Bodies is suitable for use as teaching material that can be used independently by students.

## CONCLUSION

Based on the development results of thematic e-modules for writing descriptions for class V students at SDN Boto, it can be concluded that it is proven feasible and well used. The developed e-module has been tested. Trials were conducted to determine the level of legibility of e-module being developed with a percentage of 78%. Evaluation of learning products in the form of e-modules by design experts shows the quality of learning e-modules in stage 1 assessment component with an achievement rate of 82.85% with a "very decent" qualification. In stage 2 assessment, still with a "very decent" qualification, the achievement rate was 85.71%. Evaluation of learning products

in the form of modules by material experts shows that the quality of learning modules in stage 1 assessment component with an achievement level of 83.33% with a "very decent" qualification. In stage 2 assessment, still with the "very decent" qualification, the achievement rate was 86.66%. Assessment of learning products in the form of modules by linguists shows the quality of learning modules in stage 1 assessment component with an achievement level of 86.6% with a "very decent" qualification. In stage 2 assessment, still with the "very decent" qualification, the achievement rate was 91%.

### REFERRAL SOURCES

- Asrori, S. (2014). *Penerapan Quantum Learning Untuk Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran PKn Di Kelas V SD Negeri Kembangjatitengan 2 Kabupaten Sleman*. Kalam Cendekia PGSD Kebumen, 2(1).
- Atmaja, Twi Tandur. (2014). *Upaya Meningkatkan Perencanaan Karir Siswa Melalui Bimbingan Karir Dengan Penggunaan Media Modul*. Psikopedagogia. Vol. 3, No. 2. Hal 58-68
- Bahri, Syamsul. (2011). *Pengembangan Kurikulum Dasar Dan Tujuannya*. Jurnal Ilmiah Islam Futura. Vol 11 No 1. Hal 15-34
- Fajri, Khaerul dan Taufiqurrahman. (2017). *Pengembangan Buku Ajar Menggunakan Model 4D Dalam Peningkatan Keberhasilan Pembelajaran Pendidikan Agama Islam*. Jurnal Pendidikan Islam Indonesia, volume 2 nomor 1. Hal 1-15.
- Feriyanti, N. (2019). *Pengembangan E-Modul Matematika Untuk Siswa SD ( The Development of E-Modul Mathematics For Primary Students )*. Teknologi Pendidikan Dan Pembelajaran. Vol 1 No 1 hal–12.
- Fitriah, Lailatul. (2022). *Pengembangan E-modul Interaktif Untuk Meningkatkan Kemampuan Menulis Opini Siswa Kelas XII SMK*. Tesis. UMM. Malang
- Hidayati, Annisa Nurul. (2015). *Pengembangan Modul Quantum Learning Berbasis Islam Sains Dalam Pembelajaran IPA Kelas V Di Madrasah Ibtidaiyah*. Tesis. UIN Sunan Kalijaga. Yogyakarta.
- Istanti, Vanti. (2015). *Pengembangan Modul Ilmu Pengetahuan Alam Bagi Siswa Kelas IV Sekolah Dasar*. E-Jurnal Skripsi Vol IV No 1. Hal 1-15.

- Lestari, Ika. (2013). *Pengembangan Bahan Ajar Berbasis Kompetensi (Sesuai dengan Kurikulum Tingkat Satuan Pendidikan)*. Padang: Akademia Permata.
- Lestari, Nur'rim Septi. (2018). *Implementasi Kurikulum 2013 Tingkat SD/MI Melalui Pembelajaran Tematik*. International Seminar On Islamic Education. Vol.02.Hal 152-163
- Kusuma, Deden Cahaya. (2013). *Analisis Komponen-komponen Pengembangan Kurikulum 2013 Pada Bahan Uji Publik Kurikulum 2013*. Jurnal Analisis Komponen Pengembangan Kurikulum 2013, 5 (3).Hal 1-12
- Mudziroh, Sitti., Andayani & Saddhono, Kundharu. (2013).*Peningkatan Kemampuan Menulis Cerita Dengan Menggunakan Metode Pictuure and Picture Pada Siswa Sekolah Dasar*. Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya. Volume 2 no 1. Hal.1-11
- Ningrum, A.P., Lesmono, A.D., dan Bachtiar, R.W. (2017). *Pengembangan Bahan Ajar Berupa Modul Berbasis Quantum Teaching Pada Pembelajaran Fisika Di SMA*. Jurnal Pembelajaran Fisika 5 (4).Hal 315-320
- Nugraha, Aldila Wanda. (2016). *Analisis Kelayakan Buku Ajar Siswa SD Kelas V Tema Ekosistem dan Lingkungan Sahabat Kita Ditinjau Dari Aspek Science Literacy*. STKIP PGRI Tulungagung 1 (02).Hal 1-8.
- Priyatni, E.T. (2014). *Desain Pembelajaran BAHasa Indonesia dalam Kurikulum 2013*. Jakarta: PT. Bumi Aksara.
- Rahmatunisa, R.( 2016). *Pengaruh Media Kemasan Makanan Terhadap Kemampuan Menulis Karangan Deskripsi di Kelas IV SD*. Pedadidaktika, Vol. 3. No. 2. 176–185.
- Rusman. (2015). *Pembelajaran Tematik Terpadu*. Jakarta: PT Raja Grafindo Persada.
- Siswoyo, A.A., dan Retno, A.Y.W. (2016). *Pengembangan Perangkat Pembelajaran Tematik Berbasis Quantum Learning Berdasarkan Pendekatan Sainifik*. Widyagogik Universitas Trunojoyo Madura 1 (1). Hal 33-43
- Trimantoto, A. S. (2016). *Pengembangan Modul Pembelajaran Tematik “Merawat Hewan dan Tumbuhan” Tema 7 Untuk Siswa Kelas 2 SD*. E-Jurnal Skripsi Mahasiswa TP, 5(6): 212-225.

- Web b, P.P.P. (2012). *Creative unit and lesson planning through a thematic/integrated approach to Teaching Games for Understanding (TGfU)*. Scholarly Journal Vol. 43, No. 3.
- Wiratama, Novialita Angga. (2021). *Pengembangan Modul Pembelajaran Tema Sistem Tata Surya Pada Siswa Kelas IV SDN Gedongombo 6 Kabupaten Tuban*. Efektor. Vol 8 No 1 Hal. 69-78
- Zafira, H., dan Artharina, F.P. (2017). *Pengembangan Media Wayang Pada Tema Indahnya Negeri Sebagai Pendukung Scientific Approach Kelas IV Sekolah Dasar*. Refleksi Edukatika, 8 (1): 9-15.