Learning Fairy Tales Using E-Modules Assisted by Illustration Images for Grade VI Elemantary School Students

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ARTICLE INFO	ABSTRACT
	This study aims to see that the use of e-modules in learning fairy tales can be used as an alternative teaching material in 21st century learning. Where 21st century learning presents a learning process that pays attention to the steps of discovery and concept development independently by students. The type of data used in this research is secondary data. The method used in this study is a qualitative description. The data obtained is compiled, analyzed, and concluded to get conclusions about the literature study. Based on the research results, students want learning to use interesting media. The use of interesting learning media makes learning more fun. The use of e-modules assisted by illustrations on fairy tale material is effectively used in learning.

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1. INTRODUCTION

21st century learning is a learning transition, where the curriculum currently being developed requires schools to change the teacher-centered learning approach to a learner-centered learning approach. The success of students in learning is not only seen from the results, but all the activities carried out by students during learning are the part that is assessed. 21st century learning presents a learning process that pays attention to the steps of discovering and developing concepts independently by students. In facing the 21st century, we must be able to balance the demands and challenges of the times so that life can develop. Along with the development of the era, many textbooks have adapted to technological developments. 21st century learning is claimed to be a solution to prepare the nation's generation, both teachers and students are required to have soft skills and 21st century skills which broadly include critical, creative and inventive thinking; information, interactive, and communication skills; civic literacy, global awareness and cross-cultural skills [1].

Facing the rapid advances in technology and information, efforts must be made by a country to prepare quality human resources (HR). This can be done through a high quality educational process. Initial effort in improving the quality of education is to improve the quality of the learning process. Learning should be designed in such a way as to equip students with the skills needed to face various challenges in the future [2]. The vision of 21st century education which is more based on the learning paradigm is learning to think which is oriented to logical and rational knowledge, learning to act which is oriented to how to solve problems. Teaching materials have a major contribution to the success of the learning process that we carry out. Not many educators take advantage of technological advances in learning so they still use conventional teaching materials. Not all

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teachers develop their creativity in packaging material due to the lack of the teacher's ability to master technology, resulting in less than optimal delivery of material in the learning process so that the achievement of learning objectives is not optimal.

E-module is an effective learning media used in various learning processes because it has a positive impact on improving student learning outcomes [3]. Electronic module teaching materials (e-modules) are media in which there are limitations and methods and there are tools for evaluation which are made systematically and attractively according to the level of complexity electronically to achieve the desired competency. Utilization and empowerment of e-modules to support learning is a necessity, not only to increase the effectiveness and quality of learning, but more importantly to improve mastery of the material for both teachers and students (Kemendikbud, 2017). So it can be concluded that the E-module is a teaching material that is presented systematically so that its use can be studied with or without a facilitator or teacher/lecturer.

The problem studied in this study is the extent to which the effectiveness of the use of e-module teaching materials in learning activities. The purpose of this study is to determine the effectiveness of e-module teaching materials in learning activities. Through e-modules students are interested and motivated to take part in learning activities because e-modules have advantages that print modules don't have, namely these e-modules are more interactive because they can display images, animations, videos, audio, to achieve learning objectives. Based on an alternative background to improve students' understanding is one of them by presenting interesting teaching materials, namely with e-modules assisted by illustrative images.

2. RESEARCH METHODS

This research is a research conducted using descriptive qualitative. According to Sugiyono [4] qualitative research method is a method used to examine the condition of natural objects where the researcher is the key instrument. According to Nana Syaodih Sukmadinata [4], qualitative descriptive research is intended to describe and describe existing phenomena, both natural and human-made, which pay more attention to characteristics, quality, interrelationships between activities.

Data collection techniques taken in this study are primary and secondary data. Primary data is data obtained from the first source, both from individuals and individuals. Primary data taken by observers by conducting interviews. Secondary data is data taken not from direct observers but from the results of research by previous researchers. Literature study, according to Nazir [4], is a data collection technique by conducting a review study of books, literature, notes, and reports that have something to do with the problem being solved. This technique is used to obtain the basics and opinions in writing which is done by studying various literature related to the problem under study. This technique is also carried out to obtain secondary data which will be used as a basis for comparison between theory and practice in the field. Secondary data through this method is obtained by browsing the internet, reading various literature, results of studies from previous researchers, lecture notes, and other relevant sources. The data collection method used in this study is the documentation method. The documentation method is a systematic data collection process to review both printed and electronic documents [5].

3. RESULTS AND DISCUSSION

The results of the research based on the data collected show that through the use of e-module teaching materials it can overcome the difficulties of understanding students in grade VI elementary school. Based on the research data collected, it also shows that students want interesting teaching materials and lots of pictures so they don't get bored. Learning should be able to develop interests and talents, fun and interesting so as not to get bored.

Interesting learning can be supported with interesting teaching materials as well. The use of teaching materials is important because it serves as a reference in delivering material to students and helps learning so that teachers must always prepare teaching materials that support the achievement of learning objectives. The use of technology that spreads widely, like it or not, teachers must also adapt to these technological advances. The presence of an easily accessible electronic module (e-module) is very much welcomed by students.

Based on the results of interviews with students, learning using e-modules is more interesting than textbooks. The use of e-module teaching materials assisted by illustrations attracts students to read because they have an attractive appearance. Moreover, in the e-module, two-dimensional images and videos of fairy tales are presented which students can be interested in reading. In addition to having the advantage of attracting students' interest, e-modules also make it easier for students to help achieve the expected learning competencies. Students can easily analyze the actions of the characters in fairy tales by looking at the illustrations in the e-module and can distinguish the main and secondary characters. In addition, students can easily understand the intrinsic elements contained in fairy tales. The intrinsic elements are theme, character, plot, and setting. It is no less important that by using the e-module students can retell the fairy tales they have read in their own words.

The results of other studies regarding the use of e-module teaching materials make students interested in the learning process because they can be accessed at any time and in any condition supported by adequate tools and do not complicate students [6]. E-modules are more efficient and practical than conventional modules [7]

The effectiveness of using e-module teaching materials can be seen from the increase in student learning outcomes at the beginning of learning fairy tale material. The increase can be seen based on the researcher's data before using the e-module teaching materials seen from the average value. There was an average increase in fairy tale material after using e-module teaching materials with illustrative images.

Based on the description in the introduction and discussion, it can be concluded that teaching materials have a very important role that must be prepared by the teacher in learning. Because of the important role of teaching materials in learning, the teaching materials used are designed to meet the learning needs of students to achieve learning goals.

4. CONCLUSION

The conclusion in this study is that e-module-based fairy tale learning with the help of illustrations for grade VI elementary school students has very good qualifications. this shows that the e-module assisted by illustration images is considered appropriate to be used as an Indonesian language learning medium to help increase student understanding. In addition, with the development of e-modules assisted by illustrations, it is hoped that it will be able to make it easy for teachers to overcome learning problems and can be used as a fun learning resource for students, so that it can help students understand fairy tale material for learning fairy tales in Indonesian language content and can be used as a medium for learning.

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