

## Development of Electronic Modules Assisted by Canva Application as Teaching Materials for Short Story Materials in Senior High School

### Pengembangan Modul Elektronik Berbantuan Aplikasi Canva sebagai Bahan Ajar Materi Cerpen Sekolah Menengah Atas

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#### Abstract

*This research is development research titled "Development of Electronic Modules Assisted by Canva Application as Teaching Materials for Short Story Materials in Senior High School". This research is motivated by students' language skills, especially their ability to write short stories, which are still considered lacking. With that, the formulation of the problems studied is 1) how is the procedure for developing electronic modules, 2) how is the quality of electronic modules, 3) how is the level of effectiveness of using electronic modules, and 4) how is the level of practicality of using electronic modules in the learning process. This study aims to determine the module development procedure, quality, effectiveness, and practicality of the electronic module made. The development model used is ADDIE, which includes the stages of analysis, design, development, trial, and assessment. The test subject is the XI grade students of YLPI Pekanbaru High School, as many as 25 students. This study's data and data sources were obtained from teacher interviews, student needs questionnaires, expert validation, pretest-posttest, and assessments from teachers and students. The quality of the electronic module is seen from expert validation, which has very good results and can be used as teaching material. The effectiveness of the electronic module is evidenced by the significant difference between the pretest and post-test results obtained by students before and after using the product. The practicality of the electronic module is shown by the way teachers and students assess it and the results of practical use as teaching materials for short stories. Thus, the electronic module assisted by the Canva application is declared to be used as teaching material for short stories.*

**Keywords:** *electronic modules, teaching materials, short story materials, Canva.*

#### Abstract

Penelitian ini merupakan penelitian pengembangan dengan judul "Pengembangan Modul Elektronik Berbantuan Aplikasi Canva sebagai Bahan Ajar Materi Cerpen Sekolah Menengah Atas". Penelitian ini dilatarbelakangi dengan kemampuan berbahasa siswa, terutama pada kemampuan menulis cerita pendek yang masih dianggap kurang. Dengan itu rumusan masalah yang diteliti adalah 1) bagaimana prosedur pengembangan modul elektronik, 2) bagaimanakah kualitas modul elektronik, 3) bagaimanakah tingkat efektivitas penggunaan modul elektronik, dan 4) bagaimanakah tingkat praktikalitas penggunaan modul elektronik dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui prosedur pengembangan modul, kualitas, keefektifan, dan kepraktisan dari modul elektronik yang dibuat. Model pengembangan yang digunakan adalah ADDIE yang mencakup tahap analisis, perancangan, pengembangan, uji coba, dan penilaian dengan subjek uji coba yakni siswa kelas XI SMA YLPI Pekanbaru sebanyak 25 siswa. Dalam penelitian ini, perolehan data dan sumber data didapatkan dari hasil wawancara guru, kuesioner tingkat kebutuhan siswa, validasi ahli, pretest-posttest, dan penilaian dari guru dan siswa. Kualitas modul elektronik dilihat dari validasi ahli dengan hasil sangat baik dan dapat digunakan sebagai bahan ajar. Efektivitas modul elektronik dibuktikan dengan adanya perbedaan yang signifikan antara hasil pretest dan posttest yang diperoleh siswa sebelum dan sesudah menggunakan produk. Kepraktisan modul elektronik ditunjukkan dari cara guru dan siswa menilainya dengan hasil praktis digunakan sebagai bahan ajar materi cerpen. Dengan demikian, modul elektronik berbantuan aplikasi Canva dinyatakan dapat digunakan sebagai bahan ajar materi cerpen.

**Keywords:** modul elektronik, bahan ajar, materi cerpen, Canva.

## 1. Introduction

Determining the success of student learning outcomes is strongly influenced by the learning process. The learning process, also called Teaching and Learning Activities (KBM), is a reciprocal relationship or activity between teachers and students at school to achieve the best learning outcomes (Lasmini, 2019). One proof of this success is students' progress and understanding of learning materials from a cognitive, affective, and psychomotor point of view. However, many obstacles and problems in the learning process affect student learning outcomes. Some students need more interest and motivation to learn and understand the subject (Djarwo, 2020). Factors that affect student learning outcomes are divided into internal (within the student) and external (outside the student) factors. Factors in the students themselves include unhealthy physical and spiritual conditions and the weak ability of students to accept learning materials.

In contrast, external factors are caused by the learning environment, social influences, and learning conditions not accompanied by good facilities and infrastructure (Widyasmoro, 2014). Lack of student motivation in the learning process affects their learning outcomes. As is known, education plays an essential role in determining the quality of human resources in the future (Tahir, 2017). Therefore, education is expected to build students who can develop their attitudes, skills, and intellectual intelligence to become skilled, intelligent, and noble people.

Indonesian is a subject that must be studied in all schools. The Ministry of Education and Culture explains Indonesian language teaching as a foundation for acquiring literacy in educational and professional contexts (Kemendikbudristek, 2022). Literacy skills in children are considered an indicator of progress and development. The existence of Indonesian language subjects can build receptive language skills, such as listening and reading, as well as productive language skills, such as speaking and writing (Wulandari, 2023). Based on these language skills, students can develop thinking, language, and literary skills.

Short story material can help students improve their language skills following the objectives and characteristics of Indonesian language learning described by the Ministry of Education and Culture. This research specifically focuses on short story material by referring to KD 3.9, analyzing the elements of short story building in short story collection books, and KD 4.9, constructing a short story by paying attention to the elements of short story building in grade XI students. In this short story, text learning, students are taught to understand, analyze, and develop their writing skills. In addition, learning to write short stories also helps develop students' writing skills and imagination.

Regarding Indonesian language learning, observations made at SMA YLPI Pekanbaru during regular learning activities show that teachers still use conventional approaches to teaching, including explaining material through lectures, questions, and answers and giving assignments. This method causes the learning process to be monotonous, plus the need for more fulfillment of teaching materials at school. From the results of interviews with Indonesian language teachers, Mrs. Rika said that the learning process still relies on the textbooks provided by the school, namely the *Cerdas Berbahasa Indonesia book for SMA/MA Class XI* from Erlangga publishers for students and the *Indonesian Language Teacher's Book* for teachers. However, many teachers rely on more than just material from the package book; they look for additional material from the internet and other references as learning resources. Students also use the internet more to find additional materials and complete assignments. This also results in many similar answers from students and confusion in language rules, such as standardized words and misspellings in the same task.

Related to the research, the first test's results on grade XI students showed that some students could master the theory of short stories ranging from elements to language rules. In contrast, others

still needed to remember and relied on notes when asked to answer questions. In terms of practice, students have a low interest in making short stories. Students need help to pour their ideas into writing. After all, they feel unfamiliar and confused. The need for learning resources limits students' ability to find additional information about short stories. In a situation like this, students must be able to tell their own and others' experiences through short stories. Therefore, when learning to write short stories, students are taught about theory and trained to express their ideas, thoughts, opinions, and feelings through writing.

Based on these problems, to support education-based learning in the digital era, researchers conducted research related to the Development of Electronic Modules assisted by Canva Applications as Teaching Materials for Short Story Materials for High Schools as a renewal effort in learning. The use of technology in learning has been shown to increase students' motivation and interest in learning (Amril & Thahar, 2022). The electronic module is designed to meet the needs of students and help them learn to write short stories well. Developing this electronic module is expected to increase students' interest and understanding of short story writing materials and help teachers present teaching materials better. In addition, it is expected that this module will be one of the alternatives for utilizing technology in the learning process at school.

## **2. Literature Review**

In today's digital era, creating electronic modules has become one of the most popular approaches to creating teaching materials. Electronic modules, as shown by research conducted by Caraka, can be used as an alternative learning resource to improve the interest and cognitive learning outcomes of high school students (Yogiswara, 2019). This is in line with the purpose of the study, which is to develop an electronic module for high school students' short story material with the hope of increasing students' understanding of the material. In line with technological developments, the Canva application can facilitate making electronic modules attractive and easy to understand. With intuitive and diverse features, Canva makes it easy for users to produce visual teaching materials that attract students' attention. In addition, Herawati's (Herawati & Muhtadi, 2018) research found that creating electronic modules can be used in learning and increase students' interest. This study's results positively contribute to developing innovative and effective teaching materials in high schools. The literature review shows that the development of electronic modules as teaching materials has become a significant focus on improving the quality of learning, especially at the upper secondary education level.

## **3. Research Methods**

This study is a development research, also referred to as Research and Development (R&D). Development research refers to the process or action to create or improve new products (Sugiyono, 2021). In this research, the development and renewal of education-related products are carried out. According to Gay, Mills, and Airasian (Emzir, 2017), the primary purpose of research and development in education is "not to formulate or test theories, but to develop effective products for use in schools". Following this statement, the research product produced in this study is an electronic module-type teaching material for short story text material in Indonesian language subjects in high school.

In this study, researchers used the ADDIE development model. The final product of this research is an electronic module for Indonesian language lessons in class XI, which contains short story text material. This development model is categorized as a model that adapts learning design

principles. This model can be applied to creating various learning-related products, including models, learning techniques, learning strategies, media, and teaching materials. The advantage of this model lies in the systematic work process, where each stage to be completed always refers to the previous stages that have been determined to achieve effective results. The research development steps of the ADDIE model are as follows:

**a. Analyze**

At the analysis stage, a field study is conducted first to identify the problems faced in learning Indonesian and the needs of teachers and students for teaching materials. In this study, problem analysis, student needs analysis, and curriculum analysis were conducted as adjustments to the content of the electronic module to be created. The purpose of the needs analysis is to find out what teachers and students will need in the module that will be made to help the learning process at school.

**b. Design**

The second stage is the design, which includes making materials, designs, and tools or instruments used during the development stage. At this stage, it starts from (1) determining KI, KD, and learning indicators, (2) collecting materials from various sources, (3) selecting testing strategies and preparing tests, and (4) designing electronic module forms. After the material planning is complete, the design is made to ensure that the form of the design follows the short story text material. After that, make instruments for validation and field trial questionnaires. The validation instrument is seen in terms of material, media, and language as an assessment of the feasibility of the electronic module developed.

**c. Development**

According to Branch (Sugiyono, 2021), this development stage aims to create and validate learning materials used in the learning process. The development process is carried out by moving the design that has been made into the application used to create the electronic module. At this stage, the electronic module product is made following the previous design and design. Electronic modules are made with the help of the Canva application. The results of the electronic modules will later be uploaded to the Heyzine Flipbook page so that users can access the module. After the manufacturing stage, product validation is carried out by material experts, media experts, and linguists.

**d. Implementation**

The next stage is the implementation of the trial. Product trials were conducted on teachers and students to determine the practicality of the media. This is done after the module has been developed and the results are evaluated by material experts, media experts, linguists, and field experts.

**e. Evaluation**

The final step is evaluation. The purpose of this stage is to assess the quality of the product and the learning process both before and after implementation. Teachers and students evaluate or assess the product results. The evaluation results are used as a reference to determine whether the product produced still requires revision and is suitable for use.

The test subjects of this research were 11th grade students of SMA YLPI Pekanbaru. This research used questionnaires, literature studies, interviews, and observations as its data sources. Product evaluation questionnaires given to validators and grade XI students who participated as respondents in small group trials produced electronic module trial data. The small group trial aims to find out whether there are still errors in the module and ask for recommendations for solutions to problems faced by students. Initial data was obtained from interviews with Indonesian language

teachers and questionnaires about students' needs for electronic short story text modules. The second data came from the electronic short story text module trial given to students, media experts, material experts, and linguists.

The data collection technique was carried out by conducting direct interviews with the Indonesian language teacher concerned to obtain information about the learning process and the availability of teaching materials. Data collection was also carried out by distributing questionnaires related to student needs and assessment questionnaires from expert validation as well as teachers and students. Finally, students underwent a short story writing skills test before and after using the electronic module to be created in learning activities.

This study used three different analysis methods: qualitative descriptive analysis, quantitative descriptive analysis, and descriptive statistical analysis. A qualitative descriptive data analysis technique was carried out to describe the results of the product development of electronic modules assisted by the Canva application. Quantitative data analysis is a data analysis used in processing data obtained from the validation results of media, material, and language experts in the form of input or suggestions accompanied by improvement comments on the validation instrument questionnaire (Hadi, 2021). Then, qualitative descriptive statistical analysis is used for the data processing stage, obtained as percentage analysis. The statements at each point in the validation questionnaire are divided into five categories according to the Likert scale: not good, less good, quite good, good, and very good, so the data collected is qualitative. In processing, the data is converted into quantitative data first by adjusting the score weight. The following provisions are used to find out the final results of each assessment that has been obtained, give meaning to it, and make decisions.

**Table.1.** Categories of Requirement Levels for Electronic Modules

Achievement Level	Description
0%-20%	Strongly don't need
20,1%-40%	No need
40,1%-60%	Need enough
60,1%-80%	Need
80,1%-100%	Very necessary

Modification of Riduwan & Sunarto (Hutabri, 2022).

**Table.2.** Categories of Validity and Feasibility of Electronic Modules

Achievement Level	Level of Validity	Description
0%-20%	Invalid	Revised
20,1%-40%	Less valid	Revised
40,1%-60%	Valid enough	Revised
60,1%-80%	Valid	Partial revision
80,1%-100%	Very valid	No revision

Modification of Riduwan & Sunarto (Hutabri, 2022).

**Table.3.** Category of Practicality Score of Electronic Module

Achievement Level	Description
0%-20%	Not practical
20,1%-40%	Less practical
40,1%-60%	Practical enough
60,1%-80%	Practical
80,1%-100%	Very practical

Modification of Arikunto (Adabia, 2022).



Next, the normality test is calculated to see whether the data that has been obtained is normal or not. Then, conduct a homogeneity test. This is done to determine whether the data obtained has a homogeneous distribution. Finally, a *paired*-sample t-test was conducted to determine how effective the module developed through tests conducted by students at the time before (*pretest*) using the module and after (*post-test*) using the electronic module.

## **4. Results and Discussion**

### **4.1. Research Results**

#### **4.1.1. Development Procedure of Electronic Modules Assisted by Canva Application as Teaching Materials for Short Story Materials in Senior High School**

##### **a. Analysis Stage**

In this study, three stages of analysis were carried out, starting from problem analysis, student needs analysis, and analysis of curriculum use at school. At the problem analysis stage, Indonesian language teachers were interviewed about the learning process and the availability of teaching materials, and it was found that electronic modules were needed as teaching materials for short story material and helped the learning process. At the needs analysis stage by students, the results obtained a percentage of needs reaching 65.80%, which, when interpreted following the module needs level table, is included in the need category. Finally, a curriculum analysis was conducted to adjust the content in the electronic module made with the curriculum used at school.

##### **b. Design Stage**

After analyzing, proceed with the next stage, namely the design stage or the design of the research product to be made. The preparation of the electronic module begins with finding the various guidelines needed. Next, an electronic module framework will be made, and the concept of the module will be determined by adjusting to the competencies that have been set. The electronic module will be divided into opening, content, and closing sections adapted to students' needs.

##### **c. Development Stage**

After designing the design, the product development of teaching materials is carried out using the previously planned framework. The cover and title page, preface, table of contents, concept map, essential competencies, and instructions for use are located at the beginning of the electronic module. The cover of the electronic module contains the title, image, target users of the module, namely students in grade XI SMA, and the author's name. The cover of the module is designed to be as attractive as possible to attract students' attention and make them interested in learning to use this electronic module. The title page only contains a single title, this electronic module is titled "Good at Writing Short Story Texts for SMA/MA Class XI". The following page contains a preface, table of contents, concept map, basic competencies, and instructions to provide an overview of the material and learning of the module.

The content section of the electronic module contains learning materials about short story texts equipped with text examples and discussions about text analysis. Furthermore, the module is equipped with material and practical practice questions to hone students' cognitive abilities and formative tests. Furthermore, the module has a summary, self-reflection for students, and motivational words. At the end of the electronic module, the answer key of the exercises and questions is given, as well as a bibliography, glossary, and back cover.

After the electronic module product is ready, an assessment or validation is carried out by experts, namely material experts, media experts, and linguists. From the material expert

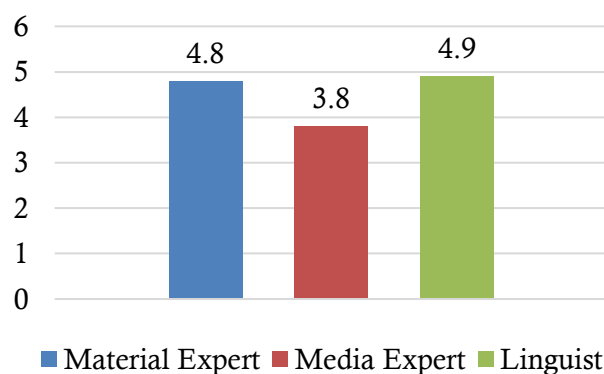
assessment results, a value with an average of 4.8 was obtained, which means it is categorized as very good and a percentage value of 96% with a very valid category. The media assessment received a score with an average of 3.8 with a good category and a percentage value of 77%, which means it has a validity level with a valid category. Language assessment gets a score with an average of 4.9, an excellent category, and a value with a percentage of 97%, which means it has a very valid level of validity.

#### d. Implementation Stage

After experts declare the electronic module product valid and feasible, the module is ready to be implemented or tested. The researcher conducted a limited product trial on the XI grade students of YLPI Pekanbaru High School. This study's trial sample consisted of 25 students from class XI IPA SMA YLPI Pekanbaru, whom the Indonesian language subject teacher selected. This trial aims to evaluate students' ability to write short story text before and after using the electronic module that has been made by conducting pretests and post-tests. The pretest results were obtained with a total student score of 1691 and an average score of 67.64. Then, in the post-test results, the total student score was 2058, with an average score of 82.32. After that, the test results were tested through a normality test with a significance value of 0.05, and the results obtained the student pretest value of  $0.751 > 0.05$  and the student post-test value of  $0.090 > 0.05$ , and then the data was normally distributed. The homogeneity test, with a significance value of 0.05, obtained the student pretest and post-test results  $0.144 > 0.05$ , so the data is homogeneous. Finally, a paired samples t-test was conducted to see the difference in student learning outcomes as a measure of the effectiveness of using electronic modules. With the Sig (2-tailed)  $0.001 < 0.05$  results, it can be concluded that there is a difference in the average results of students' pretest and post-test before and after using the electronic module for writing short stories.

#### e. Evaluation Stage

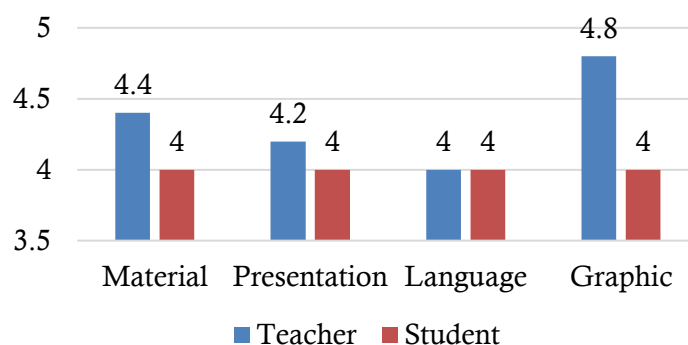
The last stage in this research development procedure is evaluation. The following is a description of the assessment of electronic module development products.



**Diagram.1.** Expert Assessment Validation

Based on the diagram of the results of the assessment and validation of experts, a score of 4.8 was obtained for material assessment, 3.8 for media assessment, and 4.9 for language assessment. In the material assessment, an average score of 4.7 was obtained for the feasibility indicator of module presentation and 5 for the feasibility of electronic module graphics. Based on the material expert assessment, the module is declared suitable for use. In the media assessment, a score of 3.8 was obtained, with an average score of 3.8 for the text message design indicator, 4 for the electronic module organization indicator, and 3.8 for the electronic module graphics indicator. The module is declared suitable for use based on the media expert's assessment. In the

language assessment, a score of 4.9 was obtained, with an average score of 5 for the language digestibility indicator, 4.7 for the language feasibility indicator, and 5 for the electronic module grammatical indicator. Based on the linguist's assessment, the module is declared suitable for use. Overall, the electronic module received a score of 4.5, which means it is categorized as very good.



**Diagram.2.** Assessment by Teachers and Students

The diagram above is the average result of the assessment of electronic modules by teachers and students. First, the assessment of the electronic module by the teacher gets an average score of 4.4 for the feasibility of content and material with a very good category, 4.2 for the feasibility of presentation with a very good category, 4 for the feasibility of language with a good category, and 4.8 for the feasibility of graphics with a very good category. Overall, the electronic module got an average score of 4.4, which is very good. Second, the student's assessment of the electronic module received a score with an overall average of 4 for each indicator, which means it is categorized as good.

## 4.2. Discussion

### 4.2.1. Development Procedure of Electronic Modules Assisted by Canva Application as Teaching Materials for Short Story Materials in Senior High School

Modules are teaching materials designed so that students can learn on their own without the help or guidance of a teacher. Therefore, the material in the module must include complete content, starting with teaching instructions, materials, exercises, evaluations, and evaluation assessment instructions. The electronic module entitled "Pandai Writing Short Story Text for SMA/MA Class XI is prepared based on the needs ranging from content, presentation, language, and graphics. This module is prepared based on the basic competencies learned at school. This electronic module is developed based on the ADDIE model development model, which starts from the analysis stage, product design stage, product development stage, product application trial stage, and product evaluation stage.

In the first stage, needs analysis was conducted by interviewing Indonesian language teachers and distributing questionnaires to students. In addition, the school's curriculum, in which the research was conducted, was also analyzed. After concluding the need to develop teaching materials, the module was continued to the next stage.

In the second stage, the design of the electronic module framework to be developed was carried out. The design of the electronic module consists of opening, content, and closing sections tailored to the needs.

In the third stage, the development of the previously designed electronic module began. Module creation was done using the Canva application, which would then be uploaded to the



*Heyzine Flipbooks* page so the module could be used electronically. After the electronic module was completed, experts validated it to see if it was suitable for testing later. Validation was carried out by experts divided into material experts, media experts, and linguists. Based on the material assessment, improvements were made to the completeness of the material and the adjustment of the exercise questions to the material. In the media assessment, improvements were made to selecting image objects on the *cover* and the colors used in the electronic module. In the language assessment, improvements were made to the writing following the spelling used. Overall, an average score of 4.5 with a percentage value of 90% was obtained, which means the category is very good for these experts.

The fourth stage is implementation or testing after the electronic module product is evaluated by experts and decided to be suitable for use. The module trial was conducted at SMA YLPI Pekanbaru with a limited sample of 25 class XI students. The trial was conducted through two stages: the *pretest* stage before using the electronic module in learning and the *post-test* stage after using the electronic module in learning. After the trial, the student test scores were calculated and compared with the *paired sample t-test* with a significance value 0.05. The results showed a significance value of  $0.001 < 0.05$ , meaning there is a significant difference between the students' results before and after using the electronic short story writing module.

In the fifth stage, enter the evaluation or assessment. Assessment results are obtained from product validation teacher and student assessments. After the calculation, an average score of 4.5 with a percentage of 90% was obtained by expert validators, and the results of the electronic module were very good and suitable for use. For the assessment by the teacher, the score was obtained with an average of 4.4 with a percentage value of 88%, which was categorized as very good. Finally, the assessment by students received an average score of 4 with a percentage value of 80% in the good category.

#### **4.2.2. Quality of Electronic Modules**

The quality of the electronic module can be seen from the validator's assessment. The results show that the electronic module for writing short story texts gets a score with each percentage of 96% for the material aspect with an average score of 4.8, 77% for the media aspect with an average score of 3.8, and 97% for the language aspect with an average score of 4.9. Based on the assessment results, the quality of the electronic module is very good, with an overall score percentage of 90% and an average score of 4.5, which means it is categorized as very good. This shows that the electronic module for writing short stories can be used as teaching materials in learning Indonesian at school and helps teachers and students learn.

#### **4.2.3. Effectiveness of Electronic Modules**

Student learning outcomes before and after using electronic modules through *pretests* and *post-tests* show how effective electronic modules are in the learning process. Based on the test results, students received pretest results with an average score of 67.64 and post-test results with an average score of 82.32. Furthermore, testing was conducted to evaluate the difference in student learning outcomes before and after using the electronic module to write short story texts. The test was conducted using a *paired samples t-test* on student learning outcomes. After the test, a significance value of 0.001 was obtained; based on the provisions, the significance value of  $0.001 < 0.05$  means a significant difference in students' learning outcomes when they use the electronic module to write short story texts before and after using it. Thus, the electronic module for writing short story texts is effective in learning.

#### **4.2.4. Practicality of Electronic Modules**

The assessment conducted by teachers and students on the electronic writing short story text module shows how practical the module is. The results of the teacher assessment show that the feasibility of content and material is very good, with an average score of 4.4, the feasibility of presentation is very good, with an average score of 4.2, the feasibility of language is good, with an average score of 4, and the feasibility of graphics is very good with an average score of 4.8. Overall, the electronic module received a very good score, with a percentage value of 88%, with an average of 4.4. Furthermore, based on the student assessment results, an average score of 4 was obtained for the feasibility of content and material, presentation, graphics, and language. An average score of 4 with a percentage value of 80% is obtained, which means it is good and practical. Based on the evaluation of teachers and students, the electronic module produced is practical and can be used in the learning process at school.

### **5. Conclusion**

The following conclusions are based on the research results and discussion regarding developing an electronic module for writing short story texts assisted by the Canva application as teaching material for high school short stories.

The electronic module for writing short story texts was developed based on the ADDIE model research development procedure. The stages in this development model include the problem and needs analysis stage of teaching materials, the design stage of the electronic module form to be made, the development stage of the electronic product that has been designed, the testing stage of the finished product, and the assessment stage of the quality of the electronic module made. The development of electronic modules begins with analyzing the needs of teaching materials through interviews and distributing questionnaires about teaching material needs to students. Next, the design of the electronic module framework, which consists of the initial or opening part of the module, the content and material of the module, and the module cover, is carried out. After the framework is made, the module is continued with the creation of the module using the Canva application, which will then be uploaded to the *Heyzine Flipbooks* page as a place to access it. Then, it will be validated by experts. When the electronic module is declared suitable for trial, a limited trial is conducted on students to get the results of student test scores. Finally, an evaluation of the assessment of the electronic module is carried out.

The quality of the electronic module can be known from the assessment and validation results by material experts, media experts, and linguists. The validation results show that the electronic module is very good to use with a percentage value of 90%, and each percentage value of 96% for material quality, 77% for media quality, 96% for language quality, and 90% for the overall quality of the electronic module.

The effectiveness of using electronic modules in learning can be seen from the difference in student learning outcomes during the pretest and post-test. The results of the limited trial showed that student learning outcomes improved before and after using the electronic module in the learning process.

The practicality of the electronic module can be seen from the assessment conducted by teachers and students on the electronic module that has been developed. The results of the assessment conducted by teachers and students on the electronic module show that the electronic module is useful for teaching students to write short story texts in Indonesian.

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