Recieced: 01-05-2024 | Revised: 02-06-2024 | Accepted: 31-07-2024

ARTICLE
Volume 2, Number 1, 2024 pp. 20-24
E-ISSN: 3025-2741
Doi:

EduFuture: Journal of Future Education

Usability Of the PBL Model-Based Poetry Riddle Teaching Module in Elementary Schools

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Funding information:
Universitas Pendidikan Indonesia, Indonesia, Grant/Award Number: Latitude) -6.9156, Longitude 107.7184,

Abstract
Learning Indonesian in elementary schools has an important role in developing students' literacy skills, including the ability to understand and write various types of texts, such as poetry. Problem-Based Learning (PBL) is a relevant learning model to be applied in learning poetry riddles. This research aims to analyze the usability or usability of PBL-based teaching modules on poetry puzzle material in elementary schools. This research uses quantitative research, namely the survey method using a questionnaire. The research results show that the largest variable is directed by the Feedback variable (UB) with a gain of 73% and the lowest variable is directed by User Activity (AP) with a gain of 13%. A high feedback value indicates good convergent validity, while a low value indicates there is room for improvement or development on the variable.

Keywords: PBL Model, Teaching Moduls, Elementary School

1. INTRODUCTION

Indonesian language learning in elementary schools plays an important role in developing students' literacy skills, including the ability to comprehend and produce various types of texts, such as poetry. Instruction on poetry riddles provides opportunities for students to enhance creativity, imagination, and sensitivity to language (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024). To make learning more effective, an approach is needed that actively engages students and motivates them to think critically. Razanah and Solihati (2022) state that poetry is an expression of imaginative experience, conveyed either orally or socially, articulated through mature and appropriate language, and presented as a literary work rich in meaning and aesthetic diction. This view is reinforced by Rois et al. (2023), who argue that poetry equips learners with skills to develop imagination through meaningful words.

Problem-Based Learning (PBL) is a relevant instructional model for teaching poetry riddles. According to Effendi et al. (2021), PBL begins with selected problems so that students not only learn concepts related to the problem and the scientific methods used to solve it, but also develop character. Saputra (2016) explains that PBL is a learning method that involves students directly in problem solving so that they experience the investigative process of the concepts they study and are encouraged to think critically in solving problems. Furthermore, Febriani (2020) defines PBL as learning that involves open, unstructured real-world problems as a context in which students can develop problem-solving skills, construct new

knowledge, and think critically. PBL activates learning through real-life problems before students encounter formal concepts. Handayani and Muhammadi (2020) add that PBL is designed to inspire active participation in the learning process by presenting problems and posing questions that help students expand their knowledge. This model centers on problem solving and encourages students to develop analytical, collaborative, and communication skills. By using PBL-based teaching modules, learning becomes more structured, interactive, and motivating, enabling students to participate actively in the learning process (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

2. METHOD

This study employed a quantitative approach using a survey method with questionnaires. Survey research is a form of activity that has become common in society, and many people are familiar with this type of research as a distinct form of inquiry (Adiyanta, 2019). In survey research, the use of questionnaires is generally limited to collecting data on demographic characteristics, social environments, activities, opinions, and attitudes of respondents (Abdullah, 2015).

The study involved 100 elementary school teachers using a Google Form distributed to teachers in the city of Bogor. The focus on elementary school teachers is based on

3. RESULT AND DISCUSSION

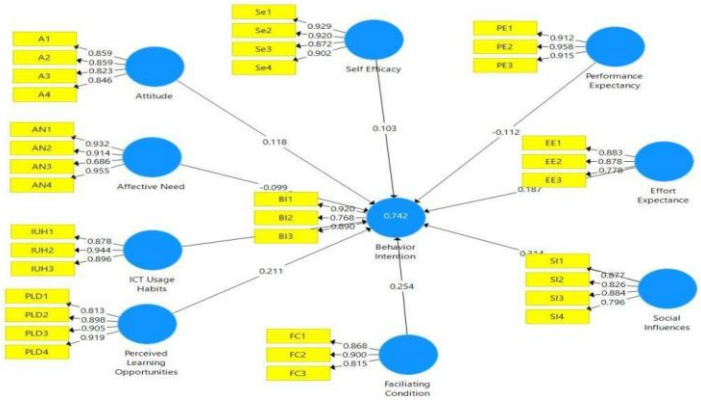
Result

This study aims to analyze the usability of PBL-based teaching modules on poetry riddle materials in elementary schools. According to Ramadhan (2019), usability refers to a measure of the quality of user experience when interacting with a product or system, whether websites, software applications, mobile technologies, or other equipment operated by users. This analysis includes aspects of effectiveness, efficiency, and student satisfaction in using the teaching module. The results of this study are expected to provide input for the development of learning modules that support innovative and engaging teaching–learning processes and are oriented toward improving the quality of Indonesian language learning in elementary schools.
the fact that elementary education forms the foundation for students in acquiring knowledge. Therefore, teachers need appropriate instructional strategies to motivate students and make learning meaningful. Along with technological advances, elementary school teachers are expected to adapt to these changes by integrating learning with appropriate teaching modules.

The variables used in this study include User Self-Control (KDP), User Activity (AP), Cooperative/Collaborative Learning (PKK), Goal Orientation (OT), Implementation (PEN), Added Value (NT), Motivation (MOT), Value of Prior Knowledge (PTPS), Flexibility (FLE), Feedback (UB), and Usability (USA).

Based on the results of a study involving 100 respondents on usability, the usability of the learning device in the form of a teaching module is described as follows:

Picture 1. Outer Loadings Measurement Results



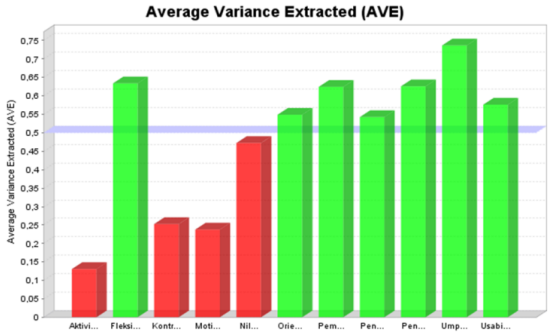
This diagram presents a conceptual model illustrating the relationships among various variables. At the center of the diagram is a central variable that appears to be the main focus, represented by a larger blue circle. Other variables are connected to this central variable through linking lines. The variables in the diagram are grouped into several categories, including User Self-Control (KDP), User Activity (AP), Cooperative/Collaborative Learning (PKK), Goal Orientation (OT), Implementation (PEN), Added Value (NT), Motivation (MOT), Prior Knowledge Value (PTPS), Flexibility (FLE), Feedback (UB), and Usability (USA).

Each variable is assigned numerical values or weights. These values indicate the level of importance or contribution of each variable to the USA variable. From the diagram, it can be seen that the highest values are associated with user activities in utilizing the teaching module. Based on the responses of 100 participants, the six highest-scoring variables are Flexibility, User Self-Control, Goal Orientation, Cooperative and Collaborative Learning, Implementation, Prior Knowledge, and Feedback

Discussion

Based on the path diagram, it can be observed that there are complex relationships among the variables in this study. Several important points can be concluded as follows: All variables, namely Flexibility (FLE), User Self-Control (KDP), Goal Orientation (OT), Cooperative and Collaborative Learning (PKK), Implementation (PEN), Prior Knowledge Integration (PTPS), and Feedback (UB), have direct relationships with the usability of the instructional device in the form of a teaching module. The strongest contribution is achieved by the Feedback (UB) variable, with a value of 73%. The lowest contribution is obtained by User Activity (AP), with a value of 13%.

Figure 2. Usability Graph of the Teaching Module



4. CONCLUSION

This bar chart presents the usability values for several variables. Flexibility is one of the variables used to evaluate validity in the measurement model analysis. A higher Flexibility value indicates that the variable is able to explain more variance in its indicators. In this diagram, the Feedback (UB) variable shows the highest value, approximately 0.737. This indicates that Feedback (UB) is able to explain about 73% of the variance of its indicators. In contrast, the User Activity (AP) variable shows the lowest value, at around 0.131, meaning that it explains only about 13% of the variance of its indicators

5. ACKNOWLED

Overall, this diagram illustrates how well each variable or construct explains the variance of its indicators. A high Feedback value indicates good convergent validity, whereas a low value suggests room for improvement or further development of the construct. This information is useful for researchers and practitioners who wish to understand the quality of measurement in instructional tools or teaching modules in order to achieve relevant usability.

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