

Development of Web-Based Practicum E-Modules Using the Team Based Project Learning Model in English Subject to Support Hybrid Learning in Medan State University PGSD Department

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Abstract. The aims of this study to develop a WEB-based practicum e-module using a team-based project learning model on English Subject. The research method used is research and development (R&D) by using the ADDIE model. Media and English material experts rated all items very highly Based on the total and average scores, it can be concluded that the material contained in the Web-based Practicum E-module for students majoring in PGSD UNIMED is suitable for use in teaching and learning process especially in hybrid learning. After implementing the implementation of using a web-based practicum E-module using the Projects Based Learning model, students were asked to fill out an interest questionnaire with the aim of obtaining student opinions. Based on the response questionnaires that has been given to the research sample, obtained about 87,65 students who feeling happy when doing the English practicum by using E-Practicum Module, there are 86.57% student interested in the use of the E-practicum module, There are 86,45% on aspects of attention, and also 87,45 % on student involvement aspects. Based on the four aspects above, it can be concluded that the students feel interest and feeling happy on learning English through E-Practicum modules in English courses at the PGSD Department of UNIMED is very high.

Keywords: Web-Based, Practicum, E-Module, Team Based Project, English Subject.

1 Introduction

Mastery of English is also needed by students who come from educational study programs who will later become educators. Many schools have made English the language of instruction for learning. This is also a challenge for prospective educators who are not from the field of English to try to master English so that they can carry out learning according to their field of science by using English as the language of instruction.

Learning English in the Elementary School Teacher Education Study Program during the pandemic runs online using a learning management system (LMS) facilitated by the Medan State University, namely SIPDA and using web-meeting applications such as Zoom and Google Meet. During the online teaching and learning process for English courses, researchers who are also lecturers in English courses at the Unimed PGSD Study Program experienced some difficulties in achieving several English language proficiency targets, namely speaking and listening and reading. This is due to not being able to properly implement English practicum activities such as during face-to-face learning.

Furthermore, the researcher carried out a preliminary study to find out the difficulties faced by students in learning English online and what students need in achieving English learning outcomes. Based on the preliminary study, the researcher drew several conclusions, namely; (1) Students find it difficult to follow learning on certain materials such as listening and speaking material, (2) students seem less active in learning because of the limited features contained in the LMS, (3) There is no English practicum container containing guidance in mastering taste in English (4) students are not optimal and independent in participating in learning, (5) English learning time is considered insufficient by students, (6) students' speaking and listening skills are still in the low category, (7) students need learning model that encourages them to master English independently or in groups. Based on these findings, the researcher assumes that there is a need for a practicum forum that can be used to achieve learning goals in the pandemic era which until now has made learning carried out by hybrid Learning Model.

The Team Based Project was used on developing the E-practicum Module on this research. Team-based projects are derived from project-based learning (PjBL), where you create projects as a reference for learning. PjBL learning is a learner-centered, long-term learning model that focuses on problems to be solved and provides a meaningful and real learning experience for students (Rohana, 2017). PjBL learning is used to solve problems in everyday life by producing products.

Based on the identification and formulation of the problems that have been described, the objectives of this study are:

1. To find out the form of the web-based Practicum E-Module using a team based project model needed by UNIMED PGSD students in learning English.
2. To find out how students are interested in web-based English E-module practicum using a team-based project Learning model.

2 Method

This Web-based E-Module for English course was developed by using R&D research method. Research procedure adapts the ADDIE development model. There are 5 stages on ADDIE model including analyze, design, development, implementation, and evaluation (Mulyanta & Leong, 2009). In detail, this development research phase includes:

2.1 Need Analysis

- a) Analysis of the need for learning materials to be included in the E-Module.
 - b) Analysis of student perceptions about the use of Web-based E-Modules
1. Design
 - a) Making the overall application design in the form of flowcharts, m-learning scenarios, and screen designs.
 - b) Collection of materials and reference materials that can support the creation of E-Modules.
 - c) Preparation of materials, questions, answers, and discussions that will be included in the E-Module.
 - d) Making the required background, images, buttons and sounds in the E-Module.
 - e) Preparation of instruments in the form of a questionnaire for assessing product quality and material quality.

2.2 Development Stage

- a) Making Web-based E-modules using Laravel web maker.
- b) Consultation of media experts, materials and learning model experts in order to obtain suggestions and input.
- c) Product validation by media experts, material experts and learning models before being tested on students.
- d) Revision of the product after receiving input from material and media experts for testing.

2.3 Implementation Phase

At this stage, the researcher implemented the E-module practicum product for students majoring in PGSD UNIMED.

2.4 Evaluation stage

At this stage an evaluation is carried out after the trial of the use of the Practical E-Module. The evaluation carried out after the trial phase was based on an assessment sheet by a material expert, an assessment sheet by an IT expert and learning models and an observation sheet on product use and student response sheets.

3 Results and Discussion

The phases of this study use the phases of ADDIE development: analysis, design, development, implementation, and evaluation. Based on the implementation process of development research, the results of the research conducted were as follows.

3.1 Need Analysis

The development of these media begins with an analysis of some necessary needs. These needs are:

Material selection and user decisions used as a reference in web-based e-practice development.

- 1) User (user)

The user of this E-practicum module is PGSD students. Based on interviews with several students, learning with mobile phones (smartphones) and computer-accessible devices is of great interest to students, especially in the era of hybrid learning, allowing students to learn independently anytime, anywhere. I

- 2) English Material.

The materials to be included in the Web-based English E-Practicum were as follows:

- a) Reading Comprehension - Vocabulary,
- b) Reading Comprehension - Active and Passive Voice,
- c) Reading Comprehension - Present and past tense,
- d) Writing - Conversation text,
- e) Listening (Listen the conversation between Teacher and elementary students),
- f) Reading Comprehension, Vocabulary, Structure (Modals Auxiliaries),
- g) Speaking – Watching teaching and learning in elementary school video
- h) Writing - make a report text.

Furthermore, the learning media needed by students to be displayed in the e-practicum are audio and video media and power points. Researchers will include several additional features such as practice questions, video demonstrations and animations as well as audio conversations in English. Video demonstrations are presented to increase students' interest in learning. The videos shown in this Web-based E-Practicum are accessed via YouTube.

3.2 Design

- 1) Preliminary Product Design.

The initial design of the web-based e-placement product consisted of a front-end design, for users (students taking courses in English), and a back-end design, for administrators,

2) Web Design

- a) The initial view of the E-Practicum (login) is the display after the website is accessed by the students. In the display the user should be fulfill the username and password.
- b) Home Design. The home menu is the view that showed after the student has passed the Login stage. On the front screen, you will see the courses menu and the lecturer names menu. Thus, students choose the material as well as the lecturer who teaches on the material. Then on the front screen you will also see the menu for the 6 Tasks of the KKNI, and the RPS as well as the information menu.
- c) "Course" Display Design. The "Course" menu is a menu that contains things related to the Course, such as; 1) Course name, 2) Lecturer's choice, 3) how to use E-Practicum, and 4) Task and Quiz upload menu.
- d) The material menu (Course). There are various kinds of material in accordance with the course in the online version of the English course, both in written form and in the form of images and also videos. In this menu there are also media such as videos and power point slides that can be downloaded by students.
- e) Task Menu. This E-Practicum is also designed to support 6 tasks determined by the KKNI curriculum. On the 6 tasks menu, there are an explanation of 6 tasks and an also there is upload menu that will be used by the students when upload their 6 tasks.
- f) Quiz Display Design. To test student learning outcomes, in this E-Practicum there is a quiz in the form of multiple choices. The results of each quiz done by students will appear on the student profile and on the server.

3.3 Product Development

In making this E-Practicum module, it is adjusted to the design. These materials are obtained by using digital books, browser machine and YouTube website. After all the materials are ready to used, the next step is to create a Web version of the E-Practicum module through Web Studio software and HTML 8 software.

a) E-Practicum Login Display

The initial display of the E-Practicum is the Login menu and registration of the English practicum for the Primary School Teacher Education (PGSD) students as shown in Figure 1 as follows.

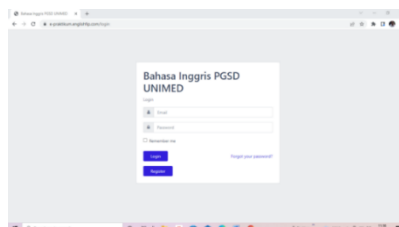


Fig. 1. E-Practicum Module Login.

b) Home View

The Home page displays a list of the main menus consisting of several menus. The main menu display form is shown in Figure 2 below.

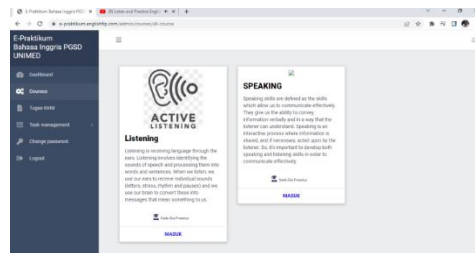


Fig. 2. The Home page displays.

c) Task Upload Menu.

After getting some opinions from media experts, there was one menu bottom that include 6 tasks upload menu inside, the display as follows.

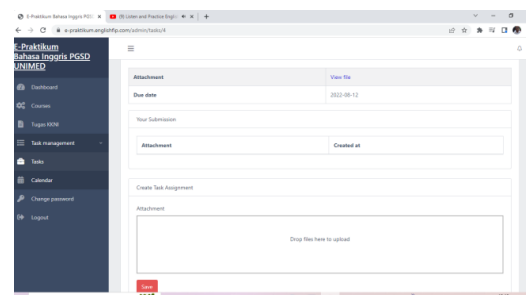


Fig. 3. Task Upload Menu.

d) "Lesson" Menu Display on E-Modul Practicum

On the home menu there are several displays, namely, about E-Practicum, materials, lesson plans, other media that can be downloaded by students such as PowerPoint slides. The practicum material displayed is temporary because to anticipate the full memory on the E-Practicum server, the material that appears on the homepage corresponds to the topic discussed in one or two lecture meetings. The view of the homepage can be seen on figure 4 as follows.

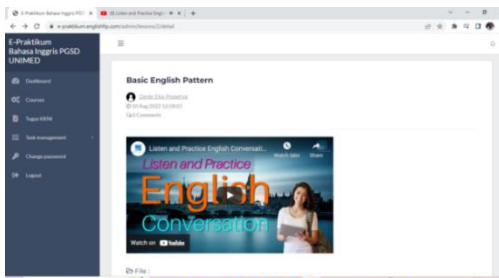


Fig. 4. "Lesson" Menu.

3.4 Implementation.

The implementation phase includes product testing developed for a set of respondents. In implementation, researchers create learning scenarios using hybrid learning models. The hybrid learning implementation consisted of 2 face-to-face meetings and 2 online meetings using the E-Practicum Module for English lectures, a total of 4 meetings. During the experiment, the researcher asked her two experts, a media expert and a material expert, to evaluate her e-placement products.

(a) Media Expert Assessment Results

This e-Practicum was assessed by 1 learning media expert. Media experts gave all articles a very good rating with an overall rating of 82.50 and an average rating of 4.10. Based on the total and average scores, we can conclude that e-practicum module can be used in a hybrid model in English subject.

(b) Material Expert Assessment Result

As a result of calculating all the items of the material test, a total of 20 evaluation items, a total of 86 points and an average value of 4.30 were obtained. Based on the total and average scores, we can conclude that the materials contained in e-practicum module are suitable for learning English in a hybrid model.

(c) Application of Practical E-Module in English Learning

The scenario defined by the researchers is doing two face-to-face and two online learning sessions. In Sessions 1 and 2 (face-to-face lessons) the subject covers the use of to be, subject and objects in English. Then, at the 3rd and her 4th meeting (online learning), the material studied will be the present and past tense of English. There will be 30 of her students in this class.

(d) Student Interest in Web-Based Practicum.

The results of the student response questionnaire obtained a percentage of 86.49% on aspects of feeling happy, 87.67% on aspects of student interest in the use of E-Practicum, 85.81% on aspects of attention, and 87,45 % on aspects of student involvement. Looking at the four aspects (Table 1), it shows a very positive student response, so it can be seen that students' interest in learning English using the "English for PGSD students" E-Practicum is very high.

Table 1. Students' Interest Questionnaire Result.

No	Aspect	Percentage	Criteria
A	Feeling happy	87,65	Very positive
B	Interest in Products	86,57%	Very positive
C	Attention	85,85%	Very positive
D	Student Engagement	88,24%	Very positive

e. Evaluation.

Evaluation is carried out in order to improve Web-based E-Practicum Module. In this study, suggestions and criticisms from respondents was used by researcher to completed this e-practicum module.

4 Conclusion

Based on the formulation of the problem and research objectives, it can be concluded this Practicum E-Module contains material based on English skills that require practice, namely Listening, Reading, Speaking and Writing. Then, in the implementation of English practice using the E-module practicum, the researcher uses the Team Based Project learning model. For example, on the material Listening. The lecturer uploads a video conversation using English, then students who have been divided into several groups are then asked to make conclusions from the conversations they watch and students are asked to make video conversations according to the conclusions they get. And then, in the website-based Practicum E-module which can be accessed on the <https://e-practicum.englishfip.com> page, there are several menus made based on the needs analysis that has been carried out by the researcher. The menus are RPS, Course, Lesson, KKNi Assignments, and quizzes. On the RPS menu, students can read or download the Semester Learning Plan (RPS) file. Then on the "Course" menu, there are 4 types of courses, namely Listening, Speaking, Reading and Writing. Each course contains practical materials and guides that can be accessed on the "Lesson" menu. Furthermore, on the "KKNi Tasks" menu, students can upload KKNi assignments. When the lecturer wants to know student learning outcomes, the lecturer can make practice questions or exams on the "Quiz" menu. Based on the four aspects that has been assessed by the expert and students, it can be concluded that the students feel interest and feeling happy on learning English through E- Practicum modules in English courses at the PGSD Department of UNIMED is very high and able to use on hybrid learning.

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