

Test the Validity of the Multicultural Education Course at the E-Learning (Moodle Learning Management System) Universitas Pendidikan Ganesha

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Abstract. This study aims to test the validity of the course for Multicultural Education in the learning management system of the Ganesha University of Education. Must be passed with the test of construct validity and empirical validity. Material experts, media experts, and linguists will conduct the validity test. The results of the analysis of the material experts on Multicultural Education assessed the value of the material validity score as 93 or the "Very Valid" criteria. Likewise, with the graphic design value of 90 or the "Very Valid" criteria. While the level of grammatical validity with a value of 88 or "Very Valid" criteria. Based on the results obtained through expert tests in the aspects of media, material and language, it can be concluded that the Multicultural Education Course developed is declared to be very valid, so it is suitable for use in carrying out multicultural education learning process in the Ganesha Education University's moodle learning management system. These results show that the developed Multicultural Education Course will be used sustainably. This is because lecturers and students assess the course of this Multicultural Education Course in line with the needs of lecturers and students.

Keywords: multicultural education, courses, validation, expert.

1. Introduction

The development of learning media, evaluation models and teaching materials for Multicultural Education courses in the learning management system model of the Ganesha University of Education has not been carried out through an adequate validation process. Even the material is taken from various sources that are relevant to the subject being taught, without testing the validity of the material first. Meanwhile, the development of learning materials [1] must fulfill ten steps, namely: (1) identification of needs and problems, (2) analysis of resistance patterns, (3) analysis of problems related to needs and motivation, (4) formulating and setting goals, (5) selecting topics, (6) selecting formats, (7) compiling content, (8) editing, (9) testing, and (10) revisions. These resistant stages show how the material development process is carried out so that it can be used in accordance with the standards that must be met.

Material development must also meet the needs of students by analyzing the problems that occur in the process of understanding the material in the learning process. Meanwhile, Muga et al [2] conveyed that the development of learning materials was carried out in six stages, namely: (1) preparing outlines of learning materials, (2) conducting research, (3) testing available learning materials, (4) compiling or modifying available materials, (5) providing and making learning materials, and (6) completing or providing learning activities [3].

Meanwhile, the learning management system at the Ganesha University of Education has provided a complete range of components needed by lecturers to teach and by students to learn. In the learning management system at the Ganesha University of Education, lecturers must prepare structured materials to be presented to students, make learning instructions, convey learning objectives, provide learning media in the form of videos, power points, pictures/photos or concept maps, provide learning materials, discussion and evaluation forum for students [4]. By logging in to the learning management system of the Ganesha University of Education, students will be able to learn the material easily and can repeat it if there is material that has not been understood. To find out the level of mastery of the material, you can do an independent evaluation and find out the results at that time by opening the answer key [5]. If there is material that is difficult to understand, students can convey it to the lecturer and other students in a discussion forum to get responses from the class or lecturer. For this reason, lecturers must prepare well the material to be included in the learning management system model by conducting a needs analysis, developing material, conducting judgment tests on the components to be uploaded.

In line with the development pattern carried out by Gall and Borg [6] the major steps in the research and developed cycle used to develop minicourses are as follows: (1) research and information collecting, (2) planning, (3) develop preliminary from product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. These stages can be summarized into four stages, which are called 4D (define, design, development, and dissemination). In the define process, a theoretical and empirical needs analysis is carried out regarding the learning materials to be developed. At the design stage, the process of making a draft of the material is carried out according to the results of the needs analysis. At the development stage, the construct validity and empirical validity tests were carried out to determine the effectiveness of the learning materials developed. At the dissemination stage, material is disseminated through scientific seminars, article publications and socialization to users [7,8].

2. Methods

This study uses a research and development model of education. The development of educational products in this study is in the form of courses for Multicultural Education courses according to the learning management system format of the Ganesha University of Education [9,10]. The population in this study were lecturers and students of the Pancasila and

Citizenship Education Study Program, Department of Law and Citizenship, Faculty of Law and Social Sciences. While the samples of this study were two expert lecturers on multicultural education materials, two expert lecturers on learning media and as many as 24 fifth semester students of the Pancasila and Citizenship Education Study Program[11]. Data collection techniques in this study were carried out with expert test sheets and student assessment questionnaires on the Multicultural Education course. The research instruments are in the form of expert test assessment sheets and questionnaires for the course content of the Multicultural Education course. The data analysis technique used in this research is descriptive quantitative data analysis technique, by calculating the average value and converting it in the form of an assessment to get the category of the course for the Multicultural Education course [12]. The course value of the Multicultural Education course is divided into five categories, namely: very good (5), good (4), sufficient (3), less (2) and very poor (1) [13].

3. Result and Discussion

To ensure that the Multicultural Education Course can be used in the learning process, a validity test is carried out [14]. The validity test in this context is to determine how far the accuracy and accuracy of the Multicultural Education Course in carrying out its functions [15]. The test of the validity of the content of the Multicultural Education Course content is carried out in two ways, namely: (1) the validity of the design of the Multicultural Education Course content, and (2) the validity of the items or components of the Multicultural Education Course content [16]. Design validation was carried out by experts consisting of material experts, media experts, and language experts. The purpose of the material expert validation test is to determine the feasibility of the contents and materials of the developed Multicultural Education Course [17]. The validity test of this material was carried out by material experts on Multicultural Education, namely two lecturers from the Civics Education Study Program, Department of Law and Citizenship, Faculty of Law and Social Sciences, Ganesha University of Education. The aspects that will be assessed in the developed Multicultural Education Course course are as follows:

Table 1. Material Validity Grid

Material	Material in accordance with Learning Outcomes (LO)	1. The suitability of the description of the course material developed with the learning outcomes to be achieved
	The material is in accordance with the learning objectives	2. The suitability of the material in the course with the learning objectives
	Material developed according to the title	3. The accuracy of the module material developed under the course title
	Contents of the course	4. The content in the course has grown the

	on the development of problem solving skills	level of problem solving
	Course content for multicultural skill improvement	5. The content in the course already reflects to improve multicultural skills
	Material according to Project Based Learning	6. The content of the material in the developed course is in accordance with the Project Based Learning course

The range of values given to the indicators of the course material for the Multicultural Education Course is 1 to 100. Based on the assessment made by the material expert, the validation of the course expert for the Multicultural Education Course is as follows:

Table 2. Results of Material Expert Analysis

Component	Material Expert		Validation Average	Criteria
	Validator 1	Validator 2		
Material	91	95	93	Very valid

From the results of expert analysis of Multicultural Education material, the validity results from expert 1 are 91, and from expert 2 are 95. So that an average value of 93 is obtained which is then to provide meaning and decision making from the calculation results that have been obtained. Then the score will be interpreted with a range of criteria, so that the "Very Valid" criteria are obtained.

After the expert test of the Multicultural Education material is carried out, a media or graphic design test is carried out to determine the feasibility of the design or display of the developed Multicultural Education Course [18]. According to Dewi et al [19] graphic design is a combination or combination of text and images, numbers and graphics, photos and illustrations, which requires special thought from someone. to combine these elements, so as to produce something unique, very useful, and memorable. The graphic design validity test is intended to ensure that the designs, shapes, illustrations, photos, writings and lines contained in the Multicultural Education Course are in accordance with graphic design ethics, especially in relation to the design of course courses [20]. There are several aspects that become indicators of the design of the course line for the Multicultural Education Course, namely the size of the course, the design of the cover of the course, and the design of the course content. The aspects that will be assessed for graphic design in the course of the Multicultural Education Course are as follows:

Table 3. Grid of Graphic Design Validity Course for Multicultural Education Courses

Component	Indicator	No and assesment point
Graphics	Course size	1. The course developed is in accordance with the standard (A4/A5/B5)
		2. The size of the course developed is in accordance with the course content material
	course cover design	3. The color elements used on the course cover are already related to each other
		4. The composition of the layout (title, logo, etc.) on the course is in accordance with the size of the course
		5. The cover design on the course is attractive
	Course content design	6. The separator between paragraphs is clear (there are spaces)
		7. Page numbers order and placement according to the layout pattern
		8. The size of the image/source description is smaller than the text letters
		9. The use of letter variations (bold, italic, capital) on the course is not excessive
		10. The shape of the color and size of the layout on the course is attractive, harmonious and proportional

The graphic design test for the Multicultural Education Course was carried out by two learning media experts from the Learning Technology Study Program. The range of values given to the graphic design indicators for the Multicultural Education Course course is 1 to 100. Based on the assessment given by the media/graphic design expert for the Multicultural Education Course course, the following results are obtained:

Table 4. Results of Media Expert Analysis (Graphic)

Component	Material Expert		Validation Average	Criteria
	Validator	Validator		

	1	2		
Graphic	95	100	97	Strongly Valid

From the results of the analysis of graphic experts, the validity results from expert 1 are 92, and from expert 2 are 90. So that an average value of 91 is obtained which is then used to provide meaning and decision making from the calculation results that have been obtained. Then the score will be interpreted with a range of criteria, so that the "Very Valid" criteria are obtained. With a very valid predicate, the graphic design of the Multicultural Education Course has met the requirements and is suitable for use in carrying out Multicultural Education learning [21]. After the linguist test was carried out to find out the use of grammar used in the developed Multicultural Education Course. Grammar is a set of standards in the structure of language. The structure of the language includes sound, form, grammar, sentence structure and meaning. In other words, grammar covers the fields of phonology, morphology and syntax [22]. In this regard, the Multicultural Education Course must also be tested for grammatical validity. The purpose of this language test is to measure how relevant the course of the Multicultural Education course is by measuring based on form, grammar, sentence structure and meaning [23]. The grammatical validity grid for the Multicultural Education Course is as follows:

Table 5. Grammar Validity Grid for Multicultural Education Courses

Language	The accuracy of sentence selection	1. The sentences used to explain the material are easy to understand
		2. The sentence used does not cause double sentence meaning
		3. Compliance with Indonesian language rules
		4. Sentences and vocabulary used in the course already use simple vocabulary according to the characteristics of students

The grammar test of the Multicultural Education Course was carried out by two linguists from the Indonesian Language Education Study Program. The range of values given to the grammatical indicators of the Multicultural Education Course course is 1 to 100. Based on the assessment given by the linguist of the Multicultural Education Course course, the following results are obtained:

Table 4.5 Results of Linguistic Experts Analysis

Component	Material Expert		Validation Average	Criteria
	Validator 1	Validator 2		
Language	100	75	87	Strongly valid

From the results of the analysis of linguists, the validity results from expert 1 are 86, and from expert 2 are 90. So that an average value of 88 is obtained which is then used to provide meaning and decision making from the calculation results that have been obtained. Then the score will be interpreted with a range of criteria, so that the "Very Valid" criteria are obtained. This shows that from the linguistic aspect, the Multicultural Education Course is suitable for use in carrying out Multicultural Education learning [24]. Based on the results obtained through expert tests in the aspects of media, material and language, it can be concluded that the developed Multicultural Education Course is declared to be very valid, so it is suitable for use in carrying out the multicultural education learning process in the moodle learning management system of the Ganesha Education University [25,26].

4. Conclusions

Before using the Multicultural Education Course, the content design of the Multicultural Education Course was tested by material experts, media experts, and linguists. The results of the analysis of the material experts on Multicultural Education assessed the value of the material validity score as 93 or the "Very Valid" criteria. Likewise with the graphic design value of 90 or the "Very Valid" criteria. While the level of grammatical validity with a value of 88 criteria "Very Valid". Based on the results obtained through expert tests in the aspects of media, material and language, it can be concluded that the Multicultural Education Course developed is declared to be very valid, so it is suitable for use in carrying out the multicultural education learning process in the Ganesha Education University's moodle learning management system.

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