

The Practicality of Economic Teaching Tools for Class XI Semester II Learning Based on 5.0 Using Wordpress Website in Economic Lessons for SMA 1 Solok Sumatera Barat Indonesia

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Abstract. This study is driven by the necessity to cater to students' requirements for more engaging online learning resources. Its primary objective is to create an online learning resource in the form of a WordPress website-based textbook. This resource is intended to enhance the learning experience and facilitate the use of online-based learning materials. The research methodology employed here is based on the ADDIE model, which encompasses the following stages: Analysis, Design, Development, Implementation, and Evaluation. To ascertain the viability of the product, several assessment tools were utilized, including validation questionnaires, practicality questionnaires, effectiveness questionnaires, and assessments of student learning outcomes. These instruments were employed to evaluate the overall quality and utility of the WordPress-based textbook developed throughout the research process. For the validation questionnaire used to economics teachers as material experts, economics lecturers as media experts, and language lecturers as linguists. In the effectiveness assessment, the study involved evaluating the participation and engagement of Class XI students across three different locations. Additionally, an evaluation of students' learning outcomes was conducted through an assessment of the test questions administered to the students. The findings indicate that the average practicality rating from teacher responses was 86%. This assessment considered various indicators such as presentation, usability, readability, and timeliness. Furthermore, the effectiveness of the developed resource received a rating of 90%. Lastly, the assessment of student learning outcomes resulted in an average score of 88%. Based on these outcomes, it can be concluded that the development of the Class XI Economics Textbooks at SMA 1 Indonesia is highly practical and well-suited for use in the learning process. The positive practicality, effectiveness, and student learning outcome scores reflect the quality and suitability of the WordPress-based textbook as an effective online learning resource for students.

Keywords: Website, Wordpress, Textbook, ADDIE Model

1 Introduction

In keeping up with the times, Education has a very important role in improving one's personal progress, the progress of an area and even the progress of a country so that certain steps are needed to be able to improve the quality of education. Improving the quality of education has been carried out by various parties, both by schools, related agencies and even

the Indonesian government has implemented the National Education Standards regulated in Government Regulation of the Republic of Indonesia (Regulation of the Minister of the Republic of Indonesia) number 19 of 2005 concerning National Education Standards. There are eight standards which are the minimum criteria that every school must have in order to meet school standards. The standard of education and education personnel is one of the eight existing standards, in this case including improving the quality of teachers.

Education institutions place learning at the core of their educational processes, making the advancement of education in Indonesia significantly reliant on the effectiveness of teaching within schools. The success of the learning process rests squarely on the shoulders of educators, who bear the professional responsibility of crafting meaningful educational experiences for their students and providing the necessary resources for students to attain optimal learning outcomes. These outcomes encompass not only sufficient knowledge and skills but also the development of attitudes that empower students to thrive, compete, and become self-reliant individuals.

Education in Indonesia must be in accordance with the functions and objectives of national education as stated in the Law on the System National Education No. 20 of 2003 part 3 are: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". Related to this, to produce the best graduates and have high competitiveness later in higher education, it is necessary for teachers who have strong core competencies, have soft skills, critical thinking, creative, communicative and able to collaborate well with other students.

According to Hariani [1], the success of a teacher in learning is highly expected, to meet these goals, careful preparation is needed. Suparno [2] suggests that before the teacher teaches (preparatory stage) a teacher is expected to prepare the material to be taught, prepare teaching aids/practice that will be used, prepare questions and directions to provoke students to actively learn, study students' circumstances, understand weaknesses and strengths. students, as well as studying students' prior knowledge, all of this will be unraveled in its implementation in learning devices. Novan [3] proposes that the learning process demands thorough preparation, including the provision of adequate learning resources, even when teachers are already juggling numerous responsibilities. This situation is particularly evident among high school economics teachers in West Sumatra, as reflected in the results of the National Examinations taken by high school students. Data indicates that the National Examination scores in Solok Regency continue to be subpar, with a significant number of students failing to meet the passing grade (KKM). For a more comprehensive understanding, one can scrutinize the scores achieved in the National Economics Examination for high school students in Solok Regency.

Table 1. List of High School Economics National Exam Scores in Solok Regency in 2019

Number	Name of School	Average Economic of Value
1.	SMA N 1 X KOTO SINGKARAK	55
2.	SMA N 1 INDONESIA	60,81
3.	SMA N 1 LEMBAH GUMANTI	53,63
4.	SMA N 1 BUKIT SUNDI	67,5
5.	SMA N 1 KUBUNG	55
6.	SMA N 1 LEMBANG JAYA	-
7.	SMA N 1 X KOTO DIATAS	46

Number	Name of School	Average Economic of Value
8.	SMA N 1 IX KOTO SUNGAI LASI	-
9.	SMA N 1 PANTAI CERMIN	53,13
10.	SMA N 1 PAYUNG SEKAKI	62,5
11.	SMA N 1 DANAU KEMBAR	-
12.	SMA N 1 JUJUNG SIRIH	49
13.	SMA N 1 HILIRAN GUMANTI	44,38
14.	SMA N 2 INDONESIA	49,17
15.	SMA N 2 LEMBANG JAYA	51,25
16.	SMA N 2 HILIRAN GUMANTI	-
17.	SMA N 2 SUMATERA BARAT	82,5
18.	MA NEGERI 2 SOLOK	51,88
19.	MA NEGERI 1 SOLOK	50
20.	MA NEGERI 3 SOLOK	50,83

Source: <https://hasilun.puspendik.kemdikbud.go.id>

Based on table 1 above, student exam results, especially economics subjects, are still categorized as low. SMA N 1 Indonesia is still low compared to other high schools. This is the reason the author makes SMA N 1 Indonesia the object of research. The phenomenon of the low grades at SMA N 1 Indonesia is suspected to be the teaching materials used there are still not good. The reason the author took SMA N 1 Indonesia as a study was that the school environment was located in a quite strategic place with good, comfortable and clean conditions. SMA N 1 Indonesia has a healthy and clean environment.

Some of the facilities and infrastructure at SMA N 1 Indonesia have been fulfilled properly and the security system is also very tight. This school is also equipped with Wi-Fi network facilities so as to facilitate internet access for students and teachers who need learning support materials or materials. With this hotspot network, it is hoped that students can be more independent in finding subject matter. Learning tools are a number of materials, tools, media, instructions, and guidelines that will be used in the learning process. Based on this description, it can be stated that learning devices are a collection of media or facilities used by teachers and students in the learning process in the classroom. Suhadi [4] suggests that "Learning tools are a number of materials, tools, media, instructions and guidelines that will be used in the learning process". From this description, it can be stated that the learning device is a collection of media or facilities used by teachers and students in the learning process in the classroom. As it is known that there are a series of learning tools that must be prepared by a teacher in dealing with learning in the classroom. In this paper, we limit the learning tools to: Lesson Plans (RPP), Student Books, Teacher Handbooks, Student Activity Sheets (LKS), and Learning Outcomes Tests.

Table 2. Learning Devices for Teachers of SMA N 1 Indonesia in the Social Sciences Department Class XI

No	Learning Media	Indicator	Description
1	Teaching Materials (class XI economy package book)	Presentation of teaching materials (books)	Writing is said to be convoluted in teaching materials The material is difficult for students to understand Less interesting for students Compatibility of all concepts in

No	Learning Media	Indicator	Description
			teaching materials with the material being taught
		Language in teaching learning	The language is difficult for students to understand
		Instruction in teaching learning	The language used is not appropriate The instructions are not clear Instructions are difficult for students to understand
		The basic competition in teaching materials	Not in accordance with the existing SK and KD Teachers have difficulty for KD that is not in the teaching materials

Source : Economic Teacher of SMA N 1 Indonesia

Based on Table 2 above, the teaching materials have been applied at SMA N 1 Indonesia but are still less effective and not yet creative so that students are less interested in learning. So it is necessary to have appropriate teaching materials in the learning process. Sri [5] Teaching materials or learning materials are teaching materials that are packaged as materials to be presented in the learning process. Teaching materials in the presentation can be in the form of descriptions containing facts and norms principles that are related to rules, values and attitudes, as well as a set of actions or motor skills. Thus, teaching materials basically contain knowledge, values, attitudes, actions and skills that contain messages, information, and illustrations in the form of facts, concepts, principles, and processes related to certain subjects that are directed to achieve learning objectives.

Table 3. Class XI IPS textbooks available at SMA N 1 Indonesia

Number	Textbooks	Amount of Books
1.	Economic	2
2.	Geography	3
3.	Sociology	3
4.	History	2

Source: Social Studies Teacher of SMA N 1 Indonesia

Based on Table 3 above, the number of textbooks available at SMA N 1 Indonesia is limited so that it has not been able to meet the needs of students regarding textbooks, this is because the number of students is more than the number of textbooks. Such as, textbooks on economics, there are only 2 books available and this of course is inversely proportional to the number of students. Andi [6] defined that teaching materials as all forms of materials used to assist teachers or instructors in carrying out the learning process. While Pannen, Sri [5] reveals that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process. Sudrajad [7] adds that teaching materials are a set of materials that are systematically arranged both written and unwritten so as to create an atmosphere that allows students to learn. Teaching materials or curriculum material (curriculum material) is the content or content of the curriculum that must be understood by students in an effort to achieve curriculum goals.

In summary, teaching materials encompass a structured collection of resources designed to aid teachers and educators in facilitating the teaching and learning process. Alternatively,

we can describe teaching materials as educational tools employed by both teachers and students during the learning journey. These materials serve as repositories of knowledge, values, attitudes, actions, and skills, containing messages, information, and illustrations in the form of facts, concepts, principles, and processes relevant to specific subjects, all aimed at achieving the desired learning objectives. As it is known that learning media can be said as learning aids. Learning media is anything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. This limitation is still quite broad and deep, covering the understanding of sources, environment, people and methods used for learning purposes

Arsyad [8] suggests that learning media includes tools that are physically used to convey the content of teaching materials, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, etc. graphics, television and computers. Learning media are all tools or objects used in learning, with the intention of conveying learning messages (information) from sources (educators and other sources) to recipients (students).

Website is one type of learning media. According to Bektı [9] a website is a collection of pages that display text data information, still or motion image data, animation data, sound, video and or a combination of all of them, both static and dynamic which form a series of interrelated buildings where each linked by page networks (hyperlinks). The physical web is a collection of personal computers, web browsers, connections to ISPs, server computers, routers, and switches that are used to stream information and become the first vehicle for various related parties [10]. The types of websites that are used by students on search engines, blogs, web portals and corporate websites that are dynamic or static.

The types of websites used for research are web search engines, web portals, company websites and web blogs. A web search engine is a web that has the ability to search for documents based on certain keywords, example: Google and Alltheweb. Web portal is a web that contains a collection of links, search engines, and information. Example: Yahoo and AOL. Corporate web is a web that describes a company, its services, facilities, and everything about the company. Example: Andi Publisher and Indosat. Weblog or often abbreviated as blog is an internet site that allows its owner to write whatever is the opinion or view of the user on something as well as a diary. Internet users who create or own blogs are called bloggers. According to Wini from an article on Garuda Cyber Indonesia, it states that examples of web-based media are Zenius Education, Wikipedia, our class, Wolfram Alpha, Music theory, wiki How, Bing Map and Google Map, Bing Search, Bing Translator, Microsoft Photosynth, wordpress and wırdwıde

Hamzah [11] the definition of learning is the notion of learning in the concept of learning technology, the word learning contains a more proactive meaning in carrying out learning activities, because in it not only teachers or instructors are active, but students are subjects who are active in learning. One of the learning media that can accommodate the learning process is to use the wordPress website media. WordPress media plays a pivotal role in nurturing students' creativity during the learning process. WordPress, renowned as a widely popular open-source application primarily serving as a blogging platform, is the cornerstone of this creative endeavor. Powered by the PHP programming language and a database structure, WordPress has expanded its utility beyond blogging and is now commonly utilized as a Content Management System (CMS). This transition is attributed to its remarkable flexibility and adaptability, allowing users to tailor it to their specific requirements and preferences.

According to Janner [12], WordPress is a blogging software written in PHP and supports the MySQL database system. The advantage of WordPress is that it makes it easier for

students to get learning tools that are already available on the wordpress website, so it can be concluded that wherever they are they can access learning tools freely such as teaching materials, lesson plans, textbooks, e-books, journals, syllabus, assignments. and so forth.

Based on existing data, it can be seen that as much as 30% of the website community around the world is made using wordpress. On the website, a tutorial on WordPress also has many plugins that provide many features for users to use. Apart from that, wordpress also has varied themes featured in its features and free wordpress also has good quality.

Based on the background of the problem that has been described, the research problem can be formulated as follows: How practical is Economics textbooks using WordPress website media at SMA N 1 Indonesia?

2 Method

Aligned with the defined problem statement, its boundaries, and the research objectives, this study falls under the category of product-oriented development research within the realm of education, employing a quantitative approach. According to I Made [13], at the development stage several activities were carried out such as: searching and gathering various relevant sources to enrich the material, making illustrations, charts and graphs needed, typing, editing, and setting the layout. Textbooks. This activity includes the development of activities to validate product development drafts and revisions according to expert input. In this study, the focus is on the process of explaining, describing and paying attention to the Development of Class XI Semester Two Economics textbooks based on WordPress Websites at SMA Negeri 1 Indonesia.

Setyosari [14] suggests: in the provisions of the Likert scale, measurements to determine the score or value of a statement submitted to the respondent, usually show a positive tendency, for example strongly agree (SS) was given a score of 5, agree (S) 4, undecided (R) 3, disagree (TS) 2 and strongly disagree (STS) 1. On the other hand, negative responses, such as strongly agree (SS) are given a score of 1, agree (S) 2, uncertain (R) 3, disagree (TS) 4 and strongly disagree (STS) 5.

The research instrument is calculated using the number of criteria scores. The determination of the response category in the research was given by media experts, material experts, language lecturers, teachers and students. The response is given to a criterion which is done by matching the results of the average percentage of responses with positive criteria. Practical test data of learning devices can be seen from the questionnaires that have been filled out by students. The practicality questionnaire of learning devices is described using the data frequency analysis technique with the following formula :

$$P = \frac{R}{S} \times 100 \% \text{ (Purwanto, 2004:102).}$$

Information: P = Practical value
R = Score obtained
SM = Maximum score

Table 4. Category of Learning Device Practicality

Number	Achievement Level (%)	Category
1	85-100	Very Practical

Number	Achievement Level (%)	Category
2	75-84	Practical
3	60-74	Quite Practical
4	55-59	Less Practical
5	0-54	Impractical

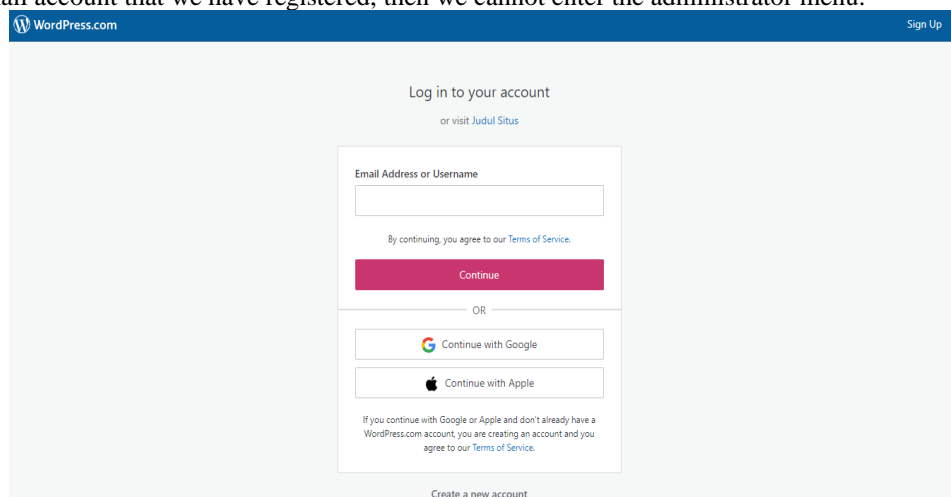
Drawing insights from the data presented in Table 4, one can deduce that a device can be deemed practical when it attains a practicality rating of 75% or higher as the target benchmark.

3 Result and Discussion

The following is presented wordpress Economics Textbook Class XI Based on WordPress Website at SMA N 1 Indonesia:

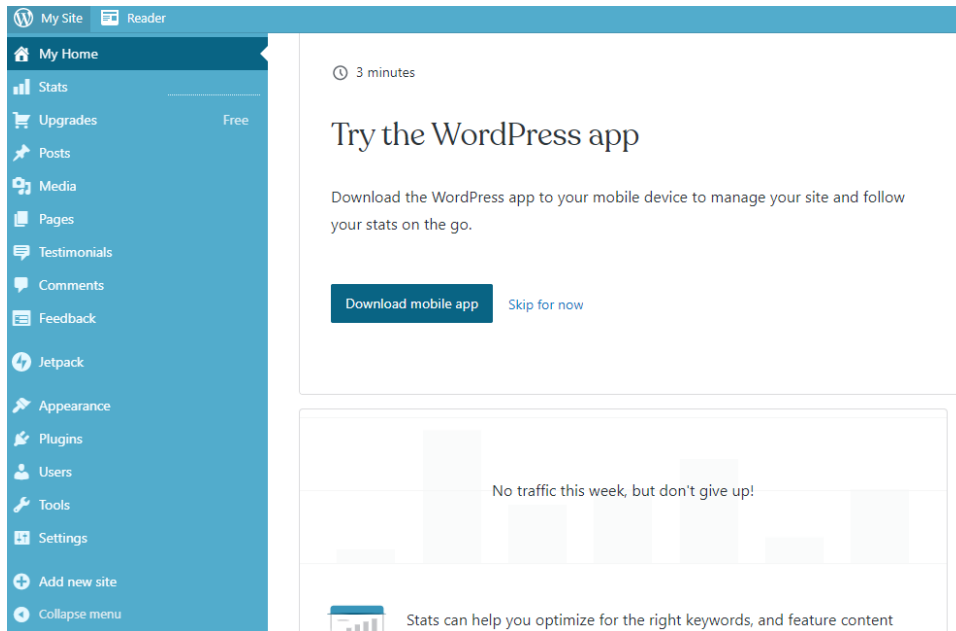
1) Form Login

Login is used to enter the administrator menu, which consists of a username and password. How to run this form is to write the user name and password according to the email account that we have registered with wordpress. If the user and password do not match the e-mail account that we have registered, then we cannot enter the administrator menu.



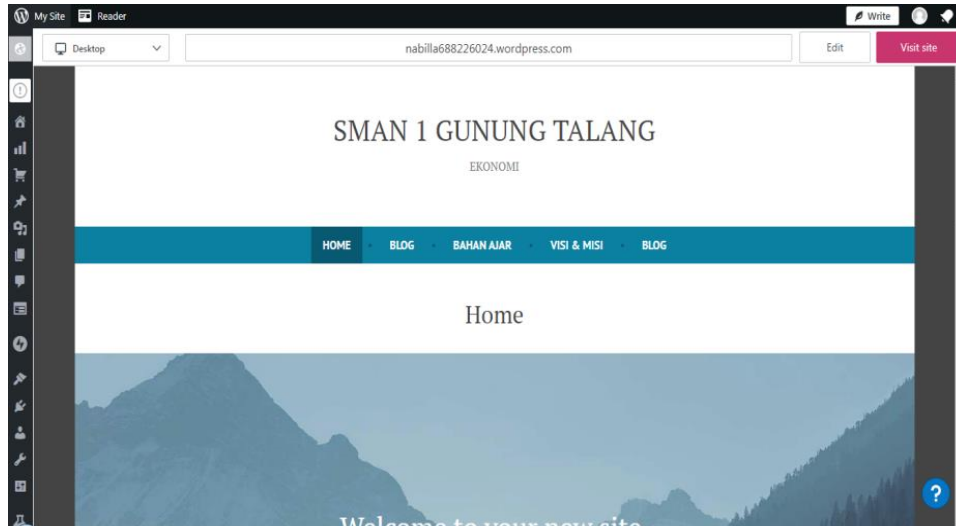
2) Administrator Menu Form

The Administrator Menu Form contains menus for editing the main menu, school data, news, gallery, school teaching materials as well as the vision and mission of SMA N 1 Indonesia, after successfully running it then we can log in on the login menu.



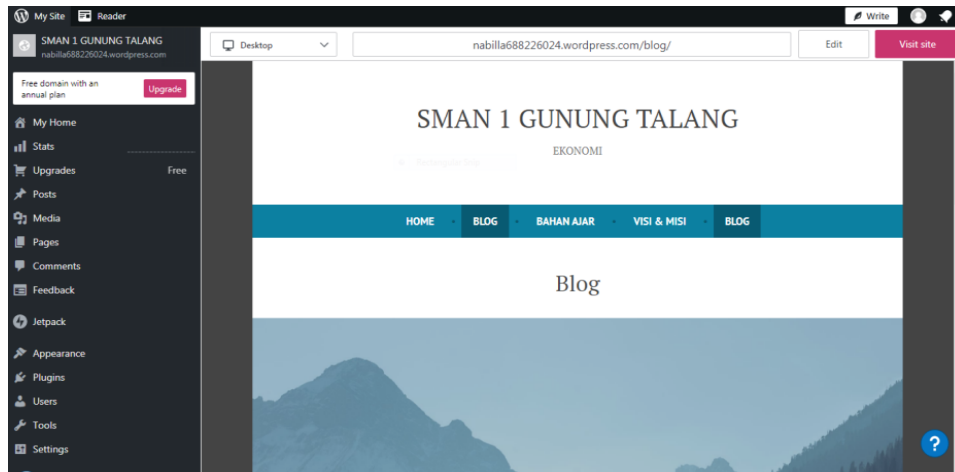
3) Home View

The home display is where it consists of Home, Blog, Teaching Materials and Vision & Mission of SMAN 1 Indonesia



4) Blog View

The blog is about discussions about schools and activities held at SMAN 1 Indonesia



5) Textbooks View

This display contains Economics teaching materials that can be downloaded by every student of SMAN 1 Indonesia as a reference for teaching materials for economic learning activities. The display of the learning tool can be downloaded by chapter.



6) Mission Vision Page

This page contains the vision and mission of SMA N 1 Indonesia



3.1 The Practicality of Developing a Class XI Economic Textbook Based on a WordPress Website at SMA N 1 Indonesia

Practical Testing of the Development of Class XI Economics Textbooks Based on WordPress Websites at SMA N 1 Indonesia was carried out by 4 teachers as respondents with the following answers:

Table 5. Economics Teachers Responses

No	Aspec	Respondents				Amount	Percentace (%)	Category
		1	2	3	4			
1	Presentation	16	16	16	15	63	98	Very Valid
2	Usetation	21	22	22	18	83	84	Valid
3	Legibility	7	8	8	6	29	90	Very Valid
4	Time	3	3	3	3	12	75	Valid
Total							347	
Average							88	Very Valid

Source: primary data processing

Based on table 5, the teacher's response to the practicality of developing wordpress website-based textbooks is obtained. Through the economics teacher's response obtained from WordPress the four aspects obtained an average of 88% very valid category. This shows that the development of a WordPress website-based textbook that was developed can be used as teaching materials in schools that can help educators in the learning process. Based on the results of the analysis of the practical test by 4 teachers of economics at SMA Negeri 1 Indonesia, it was found that the development of Class XI economic textbook based on the WordPress website at SMA Negeri 1 Indonesia using WordPress media had an average practical value of 88% in very valid criteria. This shows as many as 12% of the shortcomings contained in the practical assessment of WordPress-based teaching materials.

Hence, it can be inferred that, overall, the outcomes of the practical questionnaire indicate that the development of the Class XI Economics textbook based on the WordPress Website at SMA N 1 Indonesia aligns well with the four practical aspects. These aspects encompass presentation, usability, readability, and time-related considerations. So that WordPress-based teaching materials are declared practical to be used by education in the learning process

In the presentation aspect, the validation value of 98% is in the very valid criteria. In the aspect of using WordPress media, the practicality value of 84% is in the valid criteria. In the aspect of legibility, the practicality assessment is 90% with very practical criteria and in the time aspect, an assessment is 75% valid. Judging from the results of the aspect analysis developed as a whole, it has facilitated the role of educators in delivering learning material to students

In line with Suharsimi's theory [15], practicality in educational evaluation refers to the level of ease associated with an evaluation instrument throughout its entire lifecycle, including preparation, utilization, data collection, and ease in the preparation process itself. An instrument in this context typically refers to a learning tool or assessment method that has been validated by experts. Practicality serves as a critical gauge to assess the overall quality of an evaluation instrument, indicating whether it is efficient and user-friendly or not.

4 Conclusion

Based on the results of the analysis of the practicality test by the teacher, it can be concluded that the aspects of presentation, use, limitations and time obtained in the development of a Wordpress Website-based Economics Textbook at SMA Negeri 1 Indonesia are categorized as very practical and appropriate and feasible to assist teachers in the learning process. as teaching materials in schools.

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