Persuasing Text E-Modin Development Contents Love the Environment for Class VIII Students SMPI Al Fattaiyyah Tulungagung

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Abstract

This study aims to determine the development of E-modin persuasive texts with love for the environment for class VIII students of SMPI Al Fattaiyyah Tulungagung. This research uses a development research model or is called the R&D (Research and Devolepment) model. The result of the research is that the product evaluation of the development of e-modin persuasive texts with love for the environment for class VIII students of this junior high school is based on the stated objectives, which include the results of product development and feasibility. The results of the development are in the form of the resulting product, while the feasibility of the product is in the form of an assessment of the product seen from the learning design aspects, material/content aspects, linguistic aspects, and media aspects. Eligibility is used to indicate the ease and suitability of using e-modin. Data regarding the analysis of development research needs were found by researchers during field surveys and literature studies. The information obtained by the researcher was 1) the persuasion text teaching materials used were in the form of textbooks from the Ministry of Education and Culture, 2) persuasion texts were the most difficult texts to teach and mastered by students, 3) teaching materials from the Ministry of Education and Culture contained material that was general and less specific and less interactive so that it requires accompanying teaching materials so that the material delivered is more varied, and 4) practice questions for persuasive texts need to be added or enriched, not just making example sentences, answering questions, and identifying texts.

I. Introduction

Education is the most important component that must be considered in human life. In the face of the industrial revolution 5.0, education determines a person's existence. Technology in the world of education is currently developing very rapidly both in terms of facilities, media, and targets to be achieved. To deal with this, the Indonesian government is always trying to improve the quality of education. One form of the government's efforts is to change the curriculum according to the current situation and according to what is needed in the future. Currently the government is implementing an independent curriculum to improve the quality of education during a pandemic. This curriculum is still in the trial phase, so not all schools are implementing it, including Al-Fattahiyyah Islamic Middle School which is still using the revised 2013 curriculum.

According to Sukmadinata (2009: 5) curriculum is a plan that provides guidelines or guidelines in learning activities. An institution will be able to organize learning activities properly if it has a well-organized and well-planned curriculum. The curriculum is an effort to improve the quality of education that can run well, if it is supported by the

competence and ability of adequate education managers. So that learning that occurs at the educational unit level can be created effectively, actively, and innovatively.

We certainly know that interesting, effective and efficient learning requires teaching materials that are not enough just like that. An educator is required to be creative in preparing teaching materials that are innovative, varied, interesting, contextual, and in accordance with the level of student needs. Of course, those who understand this are teachers in the education unit concerned. Therefore, when teaching materials are actually made by the teacher concerned, of course learning will be more interesting and impressive for students. In addition, learning activities are not boring and not boring. With pleasant learning conditions, it can automatically trigger an effective learning process. However,

Developers have the inspiration to develop teaching materials, in this case e-modin based on Canva on persuasive text material with love for the environment content integrated with the verses of the Qur'an and the hadith of the Prophet according to the latest curriculum. The developer chose to develop the e-modin after making initial observations at SMPI Al Fattahiyyah school in class VIII C, in this observation the developer found problems (1) the teacher had limitations regarding teaching materials and difficulties in teaching persuasive text learning, (2) students lacked interest and high enthusiasm in learning Indonesian especially in persuasive texts, (3) keeping abreast of technological developments so that it is expected to use media that is equipped with illustrations, pictures, and videos are able to generate motivation and stimulate learning activities and even have a psychological influence on students, and (4) save time and thoughts, and are more efficient to study them in certain places. In addition, the cost of buying books also tends to be more expensive.

Research on the development of teaching materials is not pioneering but there is no previous research that is exactly the same as that carried out by other researchers, development research that has been carried out previously leads to a type of literature and media entitled Development of Learning Media for Fables/Legend Texts with the Adobe Flash Application conducted by Hikmah postgraduate student (S2) Islamic University of Malang in 2018, Development of Teaching Materials for Writing Poetry with the Theme of Regional Tourism for Grade VIII Middle School Students conducted by Galang Prasetyo Aji postgraduate student (S2) State University of Malang in 2018, Development of Electronic Modules Using Sigil Explanation Text Material for Class XI Students at the Brantas Karangkates Vocational School conducted by Tutut Umi Yuswati a postgraduate (S2) student at the Islamic University of Malang in 2020,Development of Hots-Based Exposition Text E-Module Using Sigil for Class X Vocational School Students conducted by Wawan Setyawan, a post-graduate student (S2) at the Islamic University of Malang in 2022.

The following are some similarities and differences between this study and the research from each of the above.

Table 1.Previous research

No.	Name	Title	Equality	Difference
1.	Mifta Kharima Akbari Putri	Development of Fable/Legend Text Learning Media with Adobe Flash Application	a. Study enterin type development research (R&D) b. test the feasibility of Media and Learning teaching materials	a. The material presented is related to the Fable Text

No.	Name	Title		
2.	Galang Prasetyo Aji	Development of Teaching Materials for Writing Poetry with the Theme of Regional Tourism for Grade VIII Students of Middle School	a. Research is included in the type of development research (R&D) b. The research aims to develop teaching materials for junior high school c. Research aims to test appropriatenessteaching materials	a. The research focus is on Poetry
3.	Tutut Umi Yuswati	Development of Electronic Modules Using Sigil Explanation Text Material for Class XI Students at SMK Brantas Karangkates	a. Focusing on the development of Electronic Modules b. Research Including the type of R & D	a. The focus of the material raised is on explanatory text material b. The target level is at the SMK level c. Sigil Application
4.	Wan Setyawan	Development of Hots-Based Exposition Text E-Module Using Sigil for Class Students X SMK	a. Focusing on the development of Electronic Modules b. Research is a type of R&D	a. The focus of the material raised is on exposition text material b. The target level is at the SMK level c. Sigil Application

Based on the results of previous research, there is no research that is exactly the same as the research that will be carried out, but there are similarities in one of the aspects being developed. This is one of the reasons for researchers to carry out research and development entitled "Development of E-Modin Persuasive Texts with Love the Environment for Class VIII Students of SMPI Al Fattahiyyah Tulungagung. The novelty of this research is a persuasive text contained in a module with love for the environment content that is integrated with verses from the Qur'an and the hadith of the prophet. So, in addition to achieving KD in persuasion text learning, students also have understanding, attitudes, and positive behavior in protecting the environment.

II. Review of Literature

2.1 Persuasion Text
According to KBBI, the word persuasion has meaningsolicitation to someone by giving reasons and good prospects that are convincing. In this case the word persuasion is an invitation to do or leave something. Finoza (2008, p. 247) says that persuasion is an essay that aims to make believe, believe, and be persuaded of the things being communicated in the form of facts, opinions or ideas or feelings of a person.

2.2 Module
To support the learning process teachers can utilize modules. Modules can be made by the teacher or using a package book that can be purchased freely. At the beginning of implementing the 2013 curriculum, the government provided modules in the form of textbooks for teachers and students. These textbooks are called teacher books and student books. The teacher's book contains learning steps according to the material contained in the student book. The student book contains material and learning tasks that are adjusted to the sequence of learning steps in the teacher's book.

2.3 Interactive Module (Modin)

The interactive module developed by the researcher is named modin. Interactive is creating a two-way relationship, so as to create a dialogue situation between two or more users. Interactive can increase creativity and provide feedback on what is entered by the user so that learning can be two-way or more when assisted by other media.

2.4 Electronic Interactive Module (E-Modin)

E-modinis a form of presenting self-learning material that is arranged systematically into certain learning units, which are presented in an electronic format, where each learning activity in it is linked with a link as navigation which makes students more interactive with the program, supplemented by presentation of video tutorials, animations and audio to enrich the learning experience (High School Development Directorate, 2017:3). In an e-modin you can find a combination of text, audio and video which functions to enrich students' knowledge in understanding a material. Apart from combining these three things, an e-modin also uses technological advances. It is no longer in the form of printed materials but in the form of files that can be downloaded and stored on computers or smartphones.

III. Research Method

This research uses a development research model or is called the R&D (Research and Devolepment) model. It is hoped that the R&D (Research and Devolepment) research model can provide results in the form of printed and interactive e-modules of persuasive texts using Canva that can be used by Grade VIII students of SMP/MTs. The development design used is a procedural model.

IV. Result and Discussion

This chapter presents (1) research results which include needs analysis, product development results and product feasibility, (2) discussion, and (3) product revision. Each is described below.

4.1 Presentation of Research Results

The results of this study put forward (1) needs analysis, (2) product development results which include design, product development, products produced and (3) product feasibility. The following is a description of the results of research on the development of e-modin persuasive texts with love for the environment content for students of SMPI Al Fattahiyyah Tulungagung.

a. Needs Analysis

Needs analysis is the initial stage or preparation for developing a product. This stage consists of two work steps, namely needs analysis as a field survey and literature study. Both of these work steps have the goal of obtaining initial data for product needs analysis. The two steps are described as follows.

1. Teacher Needs Analysis

To find out the needs of teachers, the steps that the researcher took were to conduct interviews with one of the senior Indonesian teachers and distribute questionnaires to other Indonesian teachers with the aim of knowing the conditions of learning persuasive texts in class and determining the teacher's needs for teaching materials. Needs questionnaires were distributed to 4 Indonesian teachers at SMPI Al Fattahiyyah Tulungagung. This teacher needs analysis statement concerns 4 aspects namely, (1) The current conditions of persuasion text learning, (2) The expected conditions of persuasion text learning, (3) The need for persuasion text modules, and (4) Appearance of persuasion text modules. These four aspects are described in a questionnaire with 19 questions. Graph 4.1 is the result of the teacher needs questionnaire.
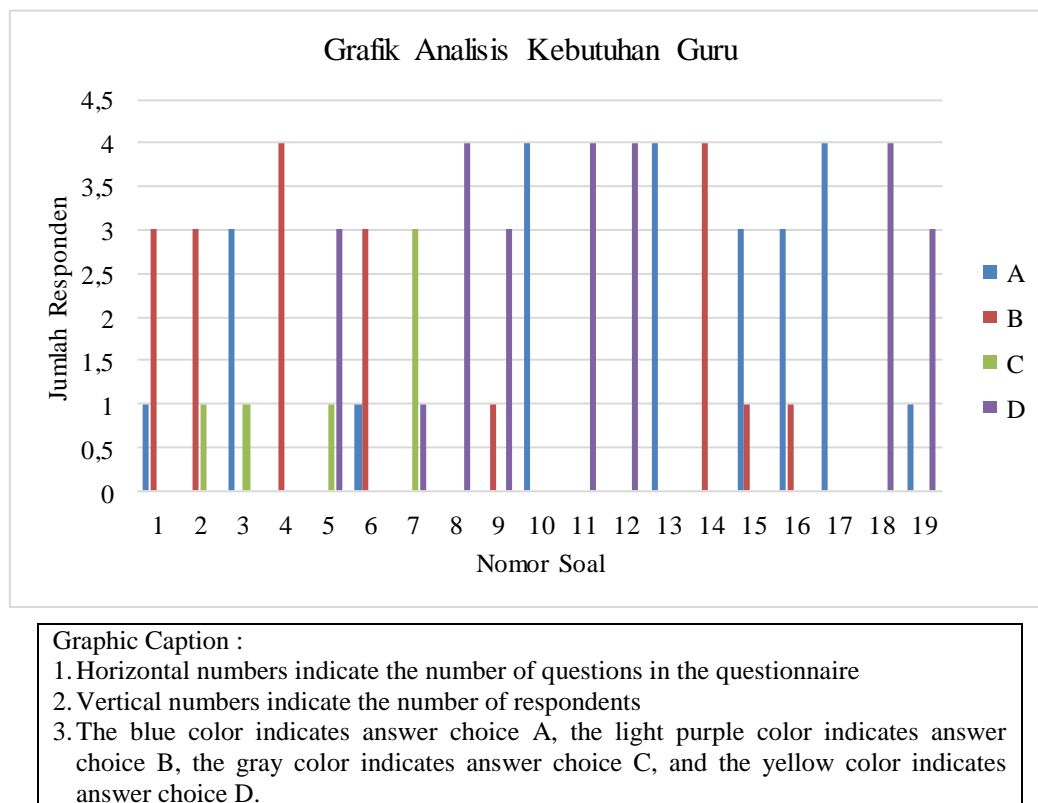

Graphic Caption :
1. Horizontal numbers indicate the number of questions in the questionnaire
2. Vertical numbers indicate the number of respondents
3. The blue color indicates answer choice A, the light purple color indicates answer choice B, the gray color indicates answer choice C, and the yellow color indicates answer choice D.

Figure 1. *Results of the Teacher Needs Questionnaire*

The first information of the teacher needs questionnaire in the development of e-modin is the current learning conditions. There are three questions to gather information from the teacher. The first question is about the teacher's readiness to teach persuasive texts, three respondents chose answer B, which is ready. The second question is about class conditions in persuasive text learning, three respondents chose answer B, namely the class conditions are liquid, there is good communication between the teacher and students. The third question is about teaching materials used to support the learning process, three respondents chose answer A, namely textbooks from the Ministry of Education and Culture.

The second data digs up information about the desired persuasion text learning. The first question is about the teacher's way of teaching, four respondents chose answer B, namely the teacher uses innovative teaching materials so that learning is interesting. The second question is about how to manage the class during learning, three respondents chose answer D, namely individuals and groups. The third question is about offering the use of

teaching materials in learning, four respondents chose answer B, which means they agree. The fourth question is about the types of teaching materials used in learning, three respondents chose answer C, namely modules.

Further information about the need for persuasive text modules. The first question is about the type of module used, four respondents chose answer D, namely the electronic/digital module that can be accessed via a PC/Laptop/HP. The second question is about the content of the module, three respondents chose answer D, namely material, examples of persuasive texts, videos to clarify students' understanding. The third question is about the scope of persuasion text material, all respondents chose answer A, namely the meaning of persuasion text, persuasive text structure, language rules of persuasion text, examples and steps of persuasion text.

Furthermore, information about the appearance of the module contains three questions. The first question about what should be present on the cover, everyone chose answer A, namely the title, level of education, class, and illustrations. The second question is about the cover illustration, four respondents chose the answer D, namely examples of natural, social and cultural phenomena. The last question about the cover title, four respondents chose the answer D, namely the persuasion text module.

Based on the explanation of the results of the analysis of teacher needs it can be concluded:

(1) From the aspect of the current conditions of persuasion text learning, the teacher is ready to teach persuasive texts, in liquid class conditions, good communication occurs between the teacher and students, and the teaching materials used are textbooks from the Ministry of Education and Culture.

(2) From the aspect of the expected persuasion text learning conditions, teachers use innovative teaching materials so that learning is interesting. classroom management during learning, namely individuals and groups, agree if learning uses teaching materials, and the teaching materials used are in the form of modules.

(3) From the aspect of the need for persuasion text modules, the type of module is electronic/digital which can be accessed via a PC/Laptop/HP, the contents of the module consist of material, examples of persuasive texts, videos to clarify student understanding, the module contains material in the form of understanding persuasive texts, persuasion text structure, language rules of persuasion text, examples and steps to write persuasion text. Presentation of material in the module contains material in a comprehensive, communicative manner, accompanied by examples of persuasive texts with the theme of love for the environment, modules on the theme of love for the environment, strongly agree that the module contains love for the environment, strongly agree the theme is integrated with verses of the Qur'an and the hadith of the Prophet, existing exercises in the module includes exercises to understand meaning in persuasive texts, identify solicitations in persuasive texts, analyze structures.

(4) From the aspect of the appearance of the module, the elements in the module consist of the title, level of education, class, and illustrative images, illustrative images in the form of examples of natural, social and cultural phenomena, and the title of the module is a persuasive text module.

2. Student Needs Analysis

To find out the needs of students, researchers distributed questionnaires to students' needs. The distribution of the questionnaire was carried out onMarch 20, 2023aimed at seeing the conditions of persuasive text learning in class and determining students' needs for teaching materials. Graph 4.2 is the result of a student needs questionnaire.
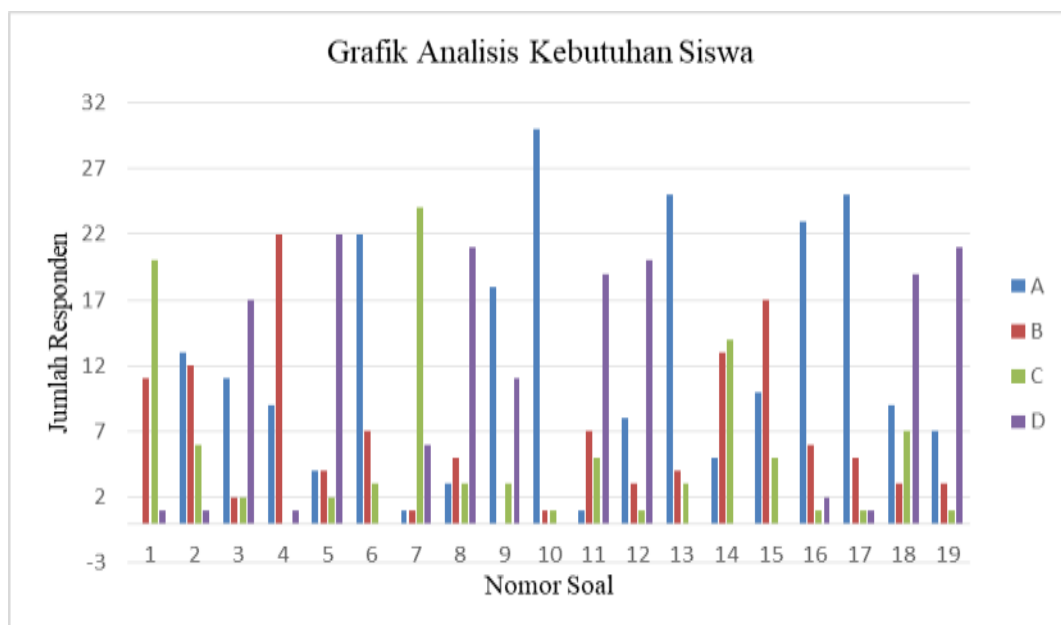
Grafik Analisis Kebutuhan Siswa

Graphic Caption :
1. Horizontal numbers indicate the number of questions in the questionnaire
2. Vertical numbers indicate the number of respondents
3. The blue color indicates answer choice A, the light purple color indicates answer choice B, the gray color indicates answer choice C, and the yellow color indicates answer choice D.

Figure 2. *Student Needs Questionnaire Results*

The first information of the student needs questionnaire in the development of e-modin is the current learning conditions. There are three questions to gather information from students. The first question is about teacher readiness in teaching persuasive texts, 20 respondents chose answer C, which is not ready. The second question is about class conditions in persuasive text learning, 20 respondents chose answer A, namely ordinary class conditions. The third question is about teaching materials used to support the learning process, 17 respondents chose answer D, namely LKS.

The second data digs up information about the desired persuasion text learning. The first question is about the teacher's way of teaching, 22 respondents chose answer B, namely the teacher uses innovative teaching materials so that learning is interesting. The second question is about how to manage the class during learning, 22 respondents chose answer D, namely individually and in groups. The third question is about offering the use of teaching materials in learning, 22 respondents chose answer A, which means they agree. The fourth question is about the types of teaching materials used in learning, 24 respondents chose answer C, namely modules.

Further information about the need for persuasive text modules. The first question was about the type of module used, 21 respondents chose answer D, namely printed and interactive modules that can be accessed via a PC/Laptop/HP. The second question about the contents of the module, 18 respondents chose answer A, namely materials, examples, exercises, and steps to write persuasive texts. The third question is about the scope of persuasion text material, 30 respondents chose answer A, namely the meaning of persuasion text, the structure of persuasion texts, the language rules of persuasion texts, examples and steps for writing persuasive texts. The fourth question is the presentation of material in the module, 30 respondents chose answer D, namely the module contains

comprehensive, communicative material, accompanied by examples of persuasive texts with the theme of loving the environment. The fifth question is about the theme in the module, 20 respondents chose answer D which is about love for the environment. The sixth question is about the content of the module, 25 respondents chose answer A, which is strongly agree. The seventh question is about the examples in the module, 14 respondents chose answer C, which means they do not agree. The eighth question is about themes in the persuasive text learning module integrated with verses of the Koran or the hadith of the prophet, 17 respondents chose answer B, which means they agree. The ninth question about the exercise presented in the module, 23 respondents chose answer A, namely the exercise of understanding meaning in persuasive texts, identifying invitations in persuasive texts, analyzing structure, analyzing structure and language rules of persuasion texts, and constructing persuasive texts. 25 respondents chose answer A, namely strongly agree. The seventh question is about the examples in the module, 14 respondents chose answer C, which means they do not agree. The eighth question is about themes in the persuasive text learning module integrated with verses of the Koran or the hadith of the prophet, 17 respondents chose answer B, which means they agree. The ninth question about the exercises presented in the module, 23 respondents chose answer A, namely the exercise of understanding meaning in persuasion texts, identifying invitations in persuasion texts.

Regarding the appearance of the module, there are three questions. The first question about the elements in the cover, 25 respondents chose answer A, namely the title, level of education, class, and illustration. The second question was about the cover illustration, 19 respondents chose answer D, namely examples of natural, social and cultural phenomena. The last question about the cover title, 21 respondents chose answer D, namely the persuasion text module.

Based on the presentation of the results of the student needs analysis, it can be concluded, (1) From the aspect of the current conditions of persuasion text learning, students are not ready to take part in persuasion text learning, in ordinary class conditions, and the teaching materials used are LKS, (2) From the aspect of the condition the desired persuasion text learning, the teacher uses innovative teaching materials so that learning is interesting. class management during learning, namely individuals and groups, strongly agree if learning uses teaching materials, and the teaching materials used are in the form of modules, (3) From the aspect of the need for persuasion text modules, the types of modules are electronic/digital which can be accessed via PC/Laptop/HP , the contents of the module consist of materials, examples, videos to clarify students' understanding, coverage of material on the notion of persuasive texts, persuasive text structures.

3. Library Studies

Literature study is an activity to examine concepts or theories regarding the product to be developed. The researcher examined the characteristics of the applicable junior high school curriculum, namely the 2018 K13 revision. Apart from reviewing the curriculum, the literature study also examined the characteristics of Indonesian subjects in junior high schools, especially class VIII and studied the teaching materials used. The next literature study activity is to examine the theories and concepts of persuasion text material that will be developed into modules, and examine the ideal characteristics of the module. The researcher also looked at the types of teaching materials that were suitable for grade VIII junior high school students and persuasion text materials.

The activity of looking at the curriculum or competency analysis is trying to understand and measure the level of competence required by the curriculum. Based on the curriculum analysis, it can be seen the elaboration of Core Competencies (KI), Basic

Competencies (KD), Indicators, and subject matter. The modules developed are adapted to the characteristics of the SMP class VIII curriculum and the students' character so that students can study enthusiastically and can absorb the material well. In addition, the time given to students to complete e-modin must be flexible. Apart from looking at the curriculum, literature study activities also looked at the results of previous studies regarding interactive modules.

b. Product Development
1. Product Design

At this stage an initial draft of the product is obtained which has components including cover page, author profile, preface, table of contents, introduction (module identity, basic competence, competency achievement indicators), instructions for use, concept map (learning objectives, material description, summary , material deepening, independent assignments, practice questions), evaluation, glossary and bibliography.

Obtaining the initial draft was based on preliminary information gathering data. Researchers begin to determine the module design, collect references related to the material, determine the form of evaluation used, and choose the type of application used. Before compiling the material, the researcher described the KD (Basic Competency) selected to be Competency Achievement Indicators up to the learning objectives. This is done to facilitate the selection of material and sort the learning activities contained in the module. So there is no significant difference between learning in class and learning through modules. This learning activity is outlined in the lesson plan, so that there is continuity between one activity and another. The lesson plan was then reviewed by the Indonesian language teacher at SMPI Al Fattahiyyah Tulungagung and the research supervisor. Based on the inputs, the researchers made improvements to the RPP into a module draft and developed it into an e-modin using the Canva application.

In addition, researchers also prepare supporting components. The supporting components are in the form of expert assessment instruments (learning design experts, material/content experts, language experts, and media experts), teacher practitioner assessment instruments, student assessment instruments. In compiling these supporting components, the researcher created an assessment instrument grid and at the same time tested the feasibility of the expert assessment instrument through a validation sheet. This expert assessment instrument was assessed by Dr. Akhmad Tabrani, M.Pd. and the instrument is declared feasible to collect data.

Furthermore, the researchers developed an initial draft of the finished module using the Canva application to produce e-modin persuasive texts with love for the environment for class VIII students of SMPI Al Fattahiyyah Tulungagung. Using the Canva application, researchers can organize and create digital modules in pdf or other formats. Researchers can make digital books according to what they want, accessing them is also very easy, namely being able to use a cellphone / computer / laptop, most importantly connected to the internet.

The material in this e-modin is persuasion text with KD 3.13, namely identifying the types of suggestions, solicitations, directions and considerations about various positive things on the actual problems of persuasion texts (environment, social conditions and/or cultural diversity) that are heard and read, 3.14 namely examining the structure and language of persuasion texts in the form of suggestions, solicitations, directions, and considerations about various actual problems of persuasion texts (environment, social conditions and/or cultural diversity) that are heard from various sources that are heard and read, 4.13 namely concluding the contents of suggestions , invitations, directions, and

considerations about various positive things on the actual problems of persuasion texts (environment, social conditions and/or cultural diversity) that are heard from various sources that are heard and read, 4.14 namely presenting persuasive texts (suggestions, solicitations, directions, and considerations) in writing and orally by paying attention to structure, language, or oral aspects.

2. Produced Products

Based on the product development stage, the following products are produced.

1) Front cover

The basic color of this e-modin cover is blue and green and uses the Arial font. The front cover of this e-modin has a composition, namely the top right side displays the unisma logo and e-modin writing, the top left side has a photo of someone harvesting tea leaves. Then in the middle part there is an e-modin identity writing and on the bottom right there is a photo of a researcher when doing research as a form of school identity and images of technology, culture, natural phenomena as illustrations of persuasive text. and at the bottom left there is the identity of the module maker. Figure 4.1 below is a display of the table of contents.

Figure 3. *View of the Front Cover*

2) List of contents

The table of contents in this e-modin is not only designed to give the user an overview of the things contained in the e-modin, but is also designed to make it easier for users to go to the page they want by linking the text of each section to the appropriate page. This table of contents contains the author's profile, preface, guide words, introduction, material concept map, evaluation, glossary, and list of references.Figure 4.2 below is a display of the table of contents.

Figure 4. *Display of Table of Contents*

3) Author Profile

In the author's profile section contains the identity of the student. The student identity describes the full name, NPM, Faculty, Study Program, place and date of birth, history of formal and non-formal education, organizational history, and photo of the author as an identifier. In writing the author's profile, use capital letters and use Amaranth font size 16, student identity writing uses bold uppercase letters and use Amaranth and nunito font types, size 14, and content writing uses Amaranth font size 14. In addition, this is part of the author's profile provided a link to return to the table of contents which is at the bottom right of the display. Figure 4 below is a view of the author's profile.

Figure 5. *Author Profile Display*

4) Foreword

The foreword is written in capital letters and uses Canva Sans font size 16. The contents of the foreword are written in uppercase and lower case and Amaranth font size 14. The foreword contains praise and thanks to those who has helped in the completion of e-modin. In addition, this section contains the benefits, purpose of writing, and an overview of the contents of e-modin. At the bottom on the right, the place and time of completion of e-modin is stated, and in this foreword, a link is provided to return to the table of contents, which is at the bottom right of the display.Figure 4.4 below is the display of the preface.

Figure 6. *Display Preface*

5) Introduction

The introduction is a general description of the contents of e-modin which is useful to make it easier for users to use e-modin. The introduction contains module identity, basic competence, GPA. The introductory text uses the amazing grotesk ultra font size 16 in white. The sub-chapters use the Canva sans font size 14 in black, while the contents use the Amaranth font size 14 in white and all use single spacing. In addition, this introductory section provides a link to return to the table of contents which is at the top right of the display.Figure 4.5 below is the display of the preface.

Figure 7. *Preliminary Display*

6) Concept maps

This concept map contains material and learning activities consisting of 4 learning activities. In general, the content in each learning activity is the same. Each learning activity has chapter titles and sub-chapter titles. The appearance of each of these learning activities consists of several elements. These elements include learning objectives, material analysis, pictures, photos, videos, summaries, independent assignments and practice. It's just that what distinguishes each of these learning activities lies in the focus of the material, learning activity 1 the focus of the material is finding invitations in persuasion texts, learning activity 2 the focus of the material is concluding the contents of persuasion texts, learning activity 3 the focus of the material is examining the structure and rules of language persuasion text,

This learning activity 1 provides a link to return to the concept map which is at the bottom right of the display. In addition, learning activity 1 is also integrated with Google Form. This integration serves to collect student independent assignments and practice online.

In terms of the appearance of the writing, this section uses the Canva sans font type. Chapter titles use white, bold size 14 font Canva sans. The sub-chapters use white, size 14 bold Canva sans font, while the contents use white, size 14 bold Canva sans font and all use single spacing. Figure 4.6 below is an example display of activitieslearning.
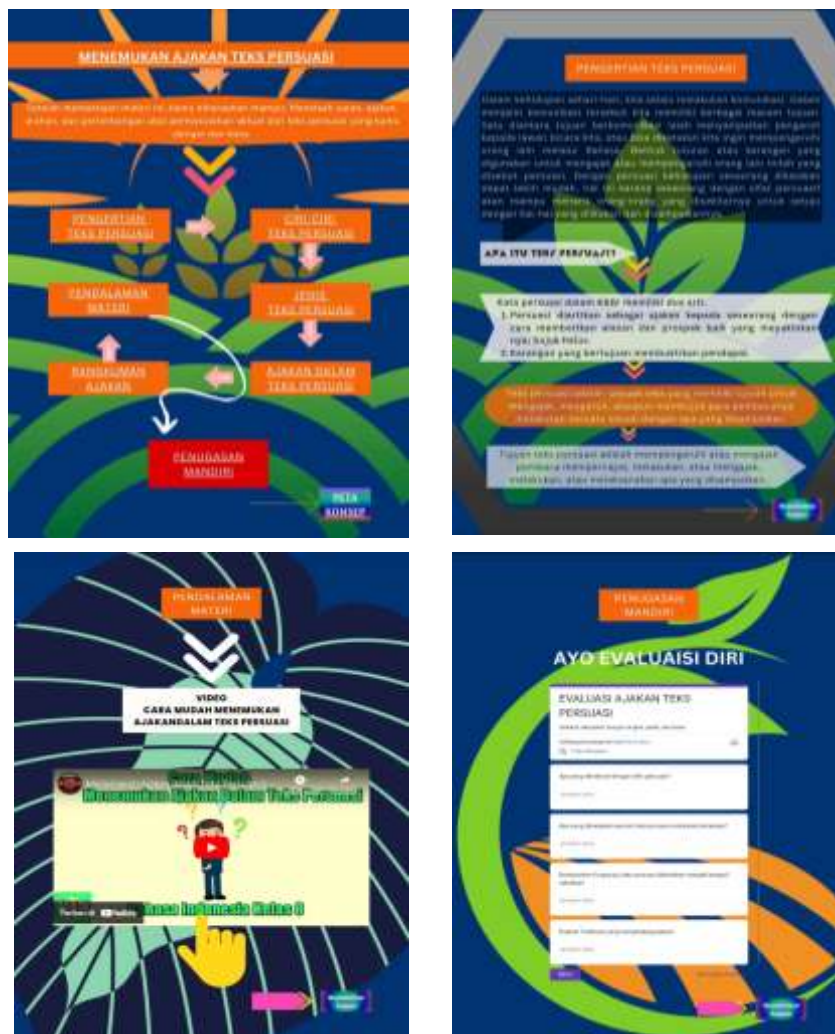

Figure 8. Display of examples of learning activities

7) Evaluation

The evaluation section in this e-modin contains questions aimed at measuring the level of students' understanding of persuasion text learning material. The evaluation section is equipped with information about the scores obtained by students. This evaluation section provides a link to return to the table of contents which is at the bottom right of the display and a "join the game" button to enter quizizz because students can enter the evaluation by entering the code created by the teacher after successfully entering and then working on the evaluation questions. Quizizz is an additional application for working on evaluation questions. Figure 4.7 below is an evaluation display.

Figure 9. *Display Evaluation*

8) Glossary

Glossary is a list of terms used in e-modin and their meanings. The glossary uses bold amaranth font type with size 16 in white and the contents use amaranth font size 14 white color with single spacing. In addition, this section of the glossary also includes a link to return to the table of contents which is at the bottom right of the display.Figure 4.11 below is a display of the glossary.

Figure 10. *Display Glossary*

9) References

This reference list is a record of the list of reference materials used in the development of this e-modin. The list of references uses the bold amaranth font type with size 16 white and the contents use the amaranth font size 14 white color with single spacing. In addition, this section of the glossary also includes a link to return to the table of contents which is at the top right of the display. Figure 4.9 below is a reference list display.

Figure 11. *View of Reference List*

After the initial draft of the finished product was developed with the Canva application and such a product was obtained, product trials were then carried out. Product trials are rated by experts and users. Expert assessors consist of learning design experts, material/content experts, language experts, and media experts. While user assessors consist of teacher users and student users. Next, based on this assessment, the researcher revised the product.

V. Conclusion

The product evaluation for the development of e-modin persuasive texts with love for the environment for grade VIII students of SMP is based on predetermined goals, namely the results of product development and feasibility. The results of the development are in the form of the resulting product, while the feasibility of the product is in the form of an assessment of the product seen from the learning design aspects, material/content aspects, linguistic aspects, and media aspects. Eligibility is used to indicate the ease and suitability of using e-modin.

Data regarding the analysis of development research needs were found by researchers during field surveys and literature studies. The information obtained by the researcher was 1) the persuasion text teaching materials used were in the form of textbooks from the Ministry of Education and Culture, 2) persuasion texts were the most difficult texts to teach and mastered by students, 3) teaching materials from the Ministry of Education and Culture contained material that was general and less specific and less interactive so that it requires accompanying teaching materials so that the material delivered is more varied, and 4) practice questions for persuasive texts need to be added or enriched, not just making example sentences, answering questions, and identifying texts.

In accordance with the analysis data obtained, the researcher develops teaching materials that can meet the needs of students, namely:

1) Creating teaching materials that are interactive, comprehensive, interesting, and can be used independently in the form of electronic modules,
2) Integrating persuasive text material with love for the environment content with verses of the Qur'an and the hadith of the Prophet so that in addition to achieving KD in persuasive text learning, students also have an understanding, attitude, and positive behavior in protecting the environment. Based on this, the researcher developed an e-modin persuasive text with love for the environment for grade VIII students of junior high school.

The process of evaluating the first product, namely the assessment of learning design experts, obtained an assessment result of 92% in the "very feasible" category. The second, namely the assessment of material/content experts, obtained an assessment result of 94% in the "very feasible" category. The third, namely the assessment of linguists, obtained an assessment result of 92% in the "very decent" category. The four assessments of media experts, obtained an assessment result of 92% in the "very decent" category.

Apart from being assessed by experts, the product is also assessed by users, both teachers and students. The assessment carried out by teacher users is divided into three aspects, namely material/content aspects, linguistic aspects, and media aspects. The assessment of the material/content aspect obtained a result of 94% in the "very decent" category. Assessment of linguistic aspects obtained results of 93% in the "very decent" category. While the media aspect assessment obtained results of 98% in the "very decent" category. Next, the assessment of student users obtained an assessment result of 95% in the "very decent" category.

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