



UNDERSTANDING CONFLICT MATERIALS AND CONFLICT RESOLUTION THROUGH PICTURED E-MODULES FOR SENIOR HIGH SCHOOL STUDENTS

Susi Fitria Dewi¹, Fatmariza², Nosy Mutia Angraini³, Susi Karmila⁴

Fakultas Ilmu Sosial, Universitas Negeri Padang¹, Fakultas Ilmu Sosial, Universitas Negeri Padang², Fakultas Ilmu Sosial, Universitas Negeri Padang³

Accepted: 22 Nov 2021

Published: 6 Dec 2021

Abstract

There has been an increase in teacher creativity to develop various learning media during the pandemic. This paper has the aim of showing one form of developing high school Civics teaching materials, namely conflict and conflict resolution in the form of a Picture E-Module. There are two problem formulations, namely (1) what is the form of the illustrated E-Modul on Conflict and Conflict Resolution material for high school students? (2) how is the validity of the media and the validity of the illustrated E-Module material? Using the Research and Development (R&D) research method of the Bord and Gall model, the E-Modul trial was conducted on class XII students in four high schools in the city of Padang, with a total of 203 students as respondents. The feasibility of this E-Module in terms of media validity has been tested by two experts with a validity result of 79.1% (Valid). For the validity of the material has been tested by 203 students obtained a validity value of 73.8% (good). The results of the media test and validity test show that this E-Module is quite effective in being used as a learning medium to improve students' understanding of Pancasila and Citizenship Education subjects, especially Conflict and Conflict Resolution materials.

Key words : *E-Module, Conflict, Resolution*

How to Cite: Dewi, S.F, Angraini. N.M, Karmila. S. (2021). Understanding Conflict Materials And Conflict Resolution Through Pictured E-Modules For Senior High School Students. *JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial* 13 (2): 351-357

Corresponding author:
susifd@fis.unp.ac.id

ISSN 2085-482X(Print)
ISSN 2407-7429(Online)

Introduction

Online education that has taken place during the Covid-19 pandemic has encouraged educators such as teachers and lecturers to create interesting learning media for students. Some of the learning media created by these teachers and lecturers are integrated into the Learning Management System provided by the government or educational institutions; some are directly shared by the teacher via android or smart phones owned by students. Various forms of innovation and development have been carried out by teachers and lecturers and have been published in various journals. In mathematics, for example, teachers use GeoGebra software to present abstract mathematical concepts in the form of images, videos, sounds, and animations. [1]. Various universities also develop digital books that can be downloaded by students on online learning system [2]. The use of multimedia and online-based assignments in the form of projects is also carried out by the school [3]. All of the learning media that emerged during the pandemic period have their advantages, namely: (1) helping students to learn independently (2) being easily accessible online; (3) stimulating students' curiosity to explore other online media.

Various online learning innovations created by teachers are the implementation of the regulation of the Minister of Education and Culture of the Republic of Indonesia related to Circular Letter Number 14 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus Disease (Covid-19). This regulation states that the learning system is carried out through a personal computer (PC) or laptop connected to an internet network connection. Educators can interact with students using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications, or other media as learning media. The problem that arises is that not all teachers are proficient in creating online learning media because for decades they have used print media, whiteboards, projectors, and props for the learning process. So far, studies on online learning, as written by Maulidina [4] see that online learning for high school physics

lessons is not effective. Students feel bored, uninterested and do not understand the teacher's explanations in online media. The use of the zoom meeting is considered not to touch the essence of education itself [5]. Even the activities of the Ramadhan Islamic boarding school that use online media reduce the spiritual sense to increase faith [6]. Not to mention that not all parents can buy internet quotas, internet signals at students' homes are not affordable, most of the parents whose economic conditions are mediocre also don't have a smart phone or smart phone as a means of online learning for their children. Teachers can't control because they don't directly face to face with students [7].

This paper complements the shortcomings of online learning which students consider boring, lacking the essence of education, or consuming internet quota. This paper specifically wants to show that the illustrated E-Module using the PowerPoint application from Microsoft is very easy for teachers to make. Students are also interested in independent learning because teachers can be creative with pictures in presenting conflict material and conflict resolution. There are two advantages of PowerPoint, first, this application has been used by teachers for a long time so that the various features available are more familiar than other applications. Second, the advantage of powerpoint is that it does not suck pulses when accessed by students as a learning resource. These two things are sufficient requirements that a media is suitable for use as an option for developing teaching materials. In line with that, there are two questions to be answered; (1) what is the form of the illustrated E-Modul on Conflict and Conflict Resolution materials for high school students? (2) how is the validity of the media and the validity of the illustrated E-Module material?

This paper is based on an argument that the pandemic period is a time when teachers have the opportunity to produce online learning media in the form of illustrated E-Modules. The fastest and easiest way to create an E-Module is to use the PowerPoint application from Microsoft. The illustrated e-module was chosen as a form of learning media because of its nature which requires practicality and convenience for

readers to understand. The module itself has been popularly used by students at the elementary, junior high and high school levels and even universities to make readers able to learn independently. However, not many illustrated Electronic Modules (hereinafter abbreviated as illustrated E-Modules) for conflict learning for high school students have been created. conflicts they face. The illustrated e-module for high school students is presented with more pictures, schemes, or charts, with bright colors to make it more attractive and easy for high school students to understand. The purpose of this study is to produce an illustrated E-Module with the theme of conflict resolution that can be understood by high school students so that they understand conflict and can resolve conflicts around them.

Conflict and Conflict Resolution Materials for High School Students

One of the Basic Competencies (KD) taught in the Civics Class XII SMA subject, semester 1 is entitled "The relevance of applying Pancasila values in analyzing cases of violations and denial of the rights and obligations of citizens". This KD is relevant to the theme of Conflict and Conflict Resolution because it describes various cases of violations and denial of rights and obligations of citizens and efforts to overcome them, both as students and as citizens. There are four materials in this KD, firstly explaining the meaning of the rights and obligations of citizens, secondly explaining the substance of the rights and obligations of citizens in Pancasila, thirdly cases of violation of rights and denial of citizens' obligations, and fourthly efforts to handle violations of rights and denial of citizenship obligations. These four materials are expected to raise students' awareness of their rights and obligations, to be good citizens, and not to be in conflict with anyone at any time.

Utilizing Power Point as a Module in learning

The four groups of the material above are presented by reference books in the form of text. Whereas with the creativity of the teacher, the whole material can be changed to be more

interesting by using illustrations and minimalist text. The module was chosen as a learning medium because it has been used widely by educators to provide information and knowledge [8]. Modules have also been disseminated to the public, such as modules related to Health, Terrorism, and Drugs. A good module requires convenience for the reader because there is a concept of self-instruction, namely self-learning without depending on others. The module does not need other tools to understand it or is called a stand-alone [9]. A good module is also adaptive, or flexible, that is, its use can be adjusted in various types and different places and timescales. In addition, a good module also requires user-friendliness, which is made using a lighter language (does not use the term uncommon terms) to be easily understood by people from different backgrounds [10].

A module can use a PowerPoint application as a medium. Brock et al wrote that PowerPoint can be an effective learning medium if the teacher maximizes all the features provided. Teachers must use pictures, photos, graphics, and sound as well as sentences with a maximum of 20 words [11]. Bartch even emphasized that the images presented in PowerPoint must be relevant to the written text [12]. Images that are not relevant to the text cause students to have a wrong perception of a concept or phenomenon that is to be conveyed. Worthinton found that PowerPoint slides should not be given to students because it affects their lazy attitude to take notes on the material presented. [13]. However, slides are always given by the teacher to students in the hope that they can repeat the lesson so that learning achievement will increase.

Method

The type of research conducted is development research or better known as research and development (R&D). According to Borg and Gall in Nusa Putra [14] that R&D is an industry-based development model in which research findings are used to design new products and procedures, which are systematically tested in the field, evaluated, and

refined until they meet certain criteria, namely effectiveness and quality. A study that produces a product and tests the effectiveness of a product. This time the writing team linked the E-Modul with a Basic Competence (KD) taught in the Civics subject of SMA Class XII, semester 1, namely "The relevance of applying Pancasila values in analyzing cases of violations and denial of the rights and obligations of citizens". This KD is relevant to the theme of conflict and conflict resolution because it describes various cases of violations and denial of the rights and obligations of citizens as well as efforts to overcome them, both as students and as citizens. By recognizing various cases, students are expected to have an awareness of their rights and obligations, so that they become good citizens and are not involved in conflict with anyone at any time.

The E-Modul also provides formative tests to students and provides several videos about efforts to overcome rights violations to be an important note for students to position themselves as people who can resolve conflicts. The research instrument uses validity, practicality, and learning outcomes questionnaires to see the effective results.

Discussion

Media Development Planning Phase

At this planning stage, first, conduct an analysis of the material and characteristics of the students. The selection of material in the form of the relevance of the application of Pancasila values in analyzing cases of violations and denial of the rights and obligations of citizens, as the material developed by learning media in the form of illustrated E-Modules. This is based on the declining understanding of the rights and obligations of citizens. Therefore, it is necessary to make students aware that in social life it is necessary to understand the rights and obligations of citizens to maintain social harmonization. One way to make students aware of their rights and obligations as citizens are to study the relevance of the application of Pancasila values in analyzing cases of violations and denial of the rights and obligations of

citizens.[15]. The following is a KD concept map "Relevance of the application of Pancasila values in analyzing cases of violations and denial of rights and obligations of citizens"

The researcher also analyzes the characteristics of the students before making an E-Modul media development plan. According to a preliminary study conducted at SMAN 7 Padang, especially in class XII IPS 1, students tend to only use Student Worksheets (LKPD) and sourcebooks that are not owned by all students. Students do not feel interested in reading thick and monotonous sourcebooks, so the researcher feels sure that students will be interested, interested and have more desire to understand the material, especially conflict and conflict resolution. The third analysis stage that the researchers carried out at this planning stage was concept analysis, the researchers identified and categorized what concepts students had to understand in this social conflict and resolution material.

Initial Product Development Phase

The steps that the researchers took in the initial development of the illustrated E-Module media product were: 1) Determining Software Development using an application, 2) Creating media by first consulting with PPKn teachers and a team of validators. The following are nine (9) of forty-five (45) slides of the E-Module Illustrated by the researcher:

Product Validity Phase

a. Test Media Validity

The media validity test was conducted by validators Monica Tiara M.Pd and Dini Suharti M.Pd who are students of the doctoral program in the field of Strategy and Learning Media at Padang State University. The results of the validation of the E-Module media questionnaire that the researcher developed based on the results of the validation instrument that have been reviewed by experts are as follows:

No	Indicator	Sub Indicator	Average	Category	No	Indicator	Sub Indicator	Average	Category	
1	Presentation	Presentation [Clarity of case examples with the material]	4.50	Very Valid	1	Mastery of Material	Mastery of Material [The material presented is easy to understand]	4.27	Very practical	
2		Presentation [Image support material]	3.75	Valid	2		Mastery of Material [The stories used are simple and easy to understand]	3.86	Practical	
3		Presentation [The illustrations are clear and easy to understand]	3.50	Valid	3		Mastery of Material [The message conveyed is clearly received by the students]	4.29	Very practical	
4		Presentation [Brief and clear description of the material]	3.50	Valid			Average	4.14	Practical	
5		Presentation [There is compatibility of the contents of the E-module with KI and KD]	4.75	Very Valid	4		Easy to Use	Easy to Use [There is ease in using the media]	4.21	Very practical
6		Presentation [Presentation of the material presented in the E-Modul sequential]	3.81	Very Valid	5			Easy to Use [The clarity of the learning path is easy to understand]	3.78	Practical
7		Presentation [The dialogue used is appropriate to the material]	4.25	Very Valid	6			Easy to Use [The language used is easy to understand]	4.34	Very practical
8		Presentation [Sufficient material is sufficient]	4.00	Valid				Average	4.11	Practical
9	Language	Average language [Communicative language use]	4.01	Valid	7	Advantage	Advantage [The media used can increase students' reading interest]	3.84	Practical	
10		Language [Use of language according to the understanding of students]	4.00	Valid	8		Advantage [Increase students' interest in learning]	3.86	Practical	
11		Language [The use of dialogue text in the E-Modul is attractive and easy to understand]	4.00	Valid	9		Advantage [Providing assistance in the learning process]	4.23	Very practical	
		Average	4.00	Valid	10		Advantage [Can be used for independent study]	4.31	Very practical	
						Average	4.06	Practical		
				11	Time allocation	Time allocation [The time spent in learning is short]	3.64	Practical		
				12		Time allocation [The material presented is in accordance with the available time]	3.83	Practical		
				13		Time allocation [The test questions are given according to the time available]	3.74	Practical		
						Average	3.74	Practical		

Primer resources 2021

Based on the validity test, it can be concluded that the illustrated E-Module that was developed in terms of presentation and language is said to be valid. It can be concluded that the illustrated E-Module learning media developed is in the valid category. used with minor revisions, meaning that all assessed aspects are within acceptable criteria so that they do not require major revisions and re-validation.

b. Practical Test of illustrated E-Module Media

The data from the practicality test of the illustrated E-Module Media can be seen from (1) mastery of the material, (2) Ease of Use, (3) Benefits, (4) Time. The calculation of the practicality of the illustrated E-Module media can be seen in the following table:

Based on the table above, it can be concluded that the illustrated E-Module developed can be said to be practical to use, seen from the indicators (1) mastery of the material, (2) Ease of Use, (3) Benefits, (4) Time.

3. Effectiveness Test

The product effectiveness test was carried out in 3 class XII IPS and IPA as control class and 4 class XII IPA and IPA as an experimental class (total 7 classes). Based on the results of the effectiveness test, t-count is 59.873

and ttable is 1.668 with $df = N-1$ or $68-1 = 67$ with 0.05, then t table is 1.668 so that t count > from t table. This means that there is a significant difference between the results of the control class and the experimental class of students before using the illustrated E-Modul media and after using the illustrated E-Modul media the relevance of the application of Pancasila values in analyzing cases of violations and denial of the rights and obligations of citizens. This study concludes that the illustrated E-Module media developed in Civics learning is valid, practical, and effective and has an effect on students' understanding of conflict and conflict resolution materials.

The development of pictorial E-Module media in Civics learning, especially conflict and conflict resolution materials, can provide new color for students in understanding learning materials. This is in line with what was stated by [16] states that when students pay attention to pictures, students become compelled to interact with pictures to make new connections and ideas because pictures can make people capture the information in them clearly, more clearly than expressed in words. Illustrated e-modules can be compiled with multimedia applications because they can combine various media (file formats) in the form of text, images, graphics, music, animation, video, and interactions into digital files (computerized), and are used to convey messages to users. Multimedia can produce learning media that is more interesting, and more interactive. In addition, the amount of teaching time can be reduced and the learning process can be done anywhere and anytime.

In line with opinion [17] which states that visual-based media can facilitate understanding and strengthen memory as well as foster student interest. The use of various applications in developing illustrated e-modules is very good to be used. So that the display of the illustrated e-module can be more attractive and attractive, besides that it can also increase the effectiveness and efficiency of the illustrated e-module as well as learning outcomes in general which include aspects of building national identity, mastery of science and technology, the

ability to be able to perform quality work, as well as the authority and obligations of a person following the level of qualification.

Conclusion

Media E-Modul bergambar dalam The PPKn learning development was declared feasible to be used in improving students' understanding of conflict and conflict resolution material. stated that this module is practical to use seen from the four indicators assessed, namely (1) mastery of the material, (2) Ease of Use, (3) Benefits, (4) Time. Based on the results of the effectiveness test, tcount is 59.873 and ttable is 1.668 with $df = N-1$ or $68-1 = 67$ with 0.05, so t table is 1.668 so t count > from t table. This means that there is a significant difference between the results of the control class and the experimental class of students before using the E-Module media and after using the E-Module media with pictures of conflict and conflict resolution materials.

Acknowledgments

Thank you to the entire team of validators, PPKn teachers, and students of SMAN 7 Padang who have participated in this development research. Thanks are also conveyed to Ristekdikti for the DRPM grant for the 2020 PTM scheme which was given to the Padang State University research team so that it can produce Picture E-Module products that can be used by students in the Civics learning process.

References

- I. P. P. Suryawan and D. Permana, "Media Pembelajaran Online Berbasis Geogebra sebagai Upaya Meningkatkan Pemahaman Konsep Matematika," *Prisma*, vol. 9, no. 1, p. 108, 2020.
- T. Oktarina, "Media Pembelajaran Online Untuk Mendukung Proses Belajar Pada Stebis Islam Darussalam," *MATRIK J. Manajemen, Tek. Inform. dan Rekayasa Komput.*, vol. 19, no. 2, pp. 329–338, 2020.
- M. Lubis and D. Yusri, "Pembelajaran

- Pendidikan Agama Islam Berbasis E-Learning (Studi Inovasi Pendidik MTS. PAI Medan di Tengah Wabah Covid-19)," *Fitrah J. Islam. Educ.*, vol. 1, no. 1, pp. 1–18, 2020.
- S. Maulidina and Y. B. Bhakti, "Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika," *ORBITA J. Kajian, Inov. dan Apl. Pendidik. Fis.*, vol. 6, no. 2, pp. 248–251, 2020.
- A. J. Mustopa and D. Hidayat, "Pengalaman Mahasiswa Saat Kelas Online Menggunakan Aplikasi Zoom Cloud Meeting Selama Covid-19," *Digit. Media Relatsh.*, vol. 2, no. 2, pp. 75–84, 2020.
- Q. Y. Z. Fajrussalam, Hisny, Koko Adya Winata, Ihin Solihin, "Inovasi Pesantren Ramadhan Dalam Meningkatkan Kecerdasan Spiritual Peserta Didik Di Masa Pandemi Covid-19," *EduTeach J. Edukasi dan Teknol. Pembelajaran*, vol. 1, no. 2, pp. 1–10, 2020.
- L. G. M. Z. Atsani, "Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19," *Al Hikmah J. Stud. Islam*, vol. 1, no. 1, pp. 2–12, 2020.
- Yulia Ayryza, "Developing And Validating The Social Life Skill Module For Pre-School Educators," *J. Penelit. dan Eval. Pendidik.*, vol. 2, no. XII, pp. 213–231, 2008.
- D. P. S. M. Kejuruan, "Teknik Penyusunan Modul," Jakarta, 2008.
- S. Arifah, "Pengaruh Pendidikan Kesehatan dengan Modul dan Media Visual terhadap Peningkatan Pengetahuan dan Sikap Wanita dalam Menghadapi Menopause," Universitas Sebelas Maret, 2010.
- S. Brock and Y. Joglekar, "Empowering PowerPoint: Slides and Teaching Effectiveness," *Interdiscip. J. Information, Knowledge, Manag.*, vol. 6, pp. 85–94, 2011.
- R. A. Bartsch and K. M. Cobertschn, "Effectiveness of PowerPoint Presentations in Lectures," *Comput. Educ.*, vol. 41, no. 1, pp. 77–86, 2003.
- D. L. Worthington and D. G. Levasseur, "To Provide or not to Provide Course PowerPoint slides? The Impact of Instructor-provided Slides upon Student Attendance and Performance," *Comput. Educ.*, vol. 85, no. July, pp. 14–22, 2015.
- P. Nusa, *Reseach and Development*. Bandung: Rajawali Pers, 2012.
- S. I. and R. Fitri, "Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Belajar Sosiologi Siswa Kelas XI IIS Di SMA N 1 Batusangkar," *J. Sikola J. Kaji. Pendidik. dan Pembelajaran*, vol. 1 No. 3, 2020.
- Y. Munadi, *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi, 2013.
- A. Arsyad, *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada, 2011.