

ABSTRAK

SAKARIA. Pengembangan Bahan Ajar Menulis Wacana Argumentasi Berbasis e-Learning Model Project-Based Learning pada Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar. (Dibimbing oleh Promotor Anshari dan Kopromotor Nurhikmah H).

Penelitian ini bertujuan: 1) mendeskripsikan pengembangan prototipe bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning pada Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar, 2) mendeskripsikan kevalidan bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning pada Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar, 3) mendeskripsikan kepraktisan bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning pada Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar, dan 4) mendeskripsikan keefektifan bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning pada Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar.

Penelitian ini, adalah penelitian pengembangan diuji dengan menggunakan desain pengembangan model Borg dan Gall. Penelitian dilaksanakan di Universitas Muhammadiyah Makassar. Subjek uji coba adalah ahli desain bahan ajar e-Learning, ahli materi bahan ajar dan desain pembelajaran, dosen pengampu mata kuliah, dan mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia. Teknik pengumpulan data dilakukan dengan mengisi lembar validasi bahan ajar, angket respon dosen, angket respon mahasiswa dan tes menulis wacana argumentasi. Data yang diperoleh dianalisis secara kuantitatif dengan menggunakan statistik deskriptif dan inferensial.

Hasil penelitian menunjukkan bahwa: 1) Bahan menulis wacana argumentasi berbasis e-Learning model project-based learning yang telah dikembangkan terdiri dari delapan topik materi pembelajaran. Setiap topik terdapat dua content utama, yaitu: sumber belajar dan aktivitas belajar. Sumber belajar terdiri dari fitur indikator pembelajaran, tujuan pembelajaran, materi pembelajaran dan hyperlink sedangkan aktivitas belajar terdiri dari fitur kuis, forum diskusi, tugas individu dan tugas proyek. 2) Bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning yang dikembangkan telah valid digunakan karena kriteria kevalidan telah terpenuhi, nilai rata-rata validitas hasil validasi ahli materi bahan ajar dan desain pembelajaran $M = 3,5$ berada pada kategori sangat valid dan ahli desain e-Learning $M = 3,3$ berada pada kategori valid, 3) Bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning yang dikembangkan telah praktis karena kriteria kepraktisan telah terpenuhi, nilai rata-rata persentase respons mahasiswa yang menyatakan setuju dengan butir angket yang ditanyakan = 99.14%, berada kategori sangat praktis, dan 4) Bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning yang dikembangkan telah efektif karena kriteria keefektifan telah terpenuhi, nilai t hitung > nilai t tabel ($7,27 > 2,04$).

Berdasarkan hasil penelitian, dikemukakan beberapa saran, yaitu: 1) pengembangan bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning yang dihasilkan melalui dua kali uji coba, oleh karena itu untuk memperoleh hasil yang sempurna disarankan untuk melakukan uji coba selanjutnya, 2) bagi peneliti yang berminat mengembangkan lebih lanjut penelitian ini, diharapkan mencermati keterbatasan penelitian ini yang telah dikembangkan, sehingga penelitian selanjutnya dapat menyempurnakan hasil penelitian ini, dan 3) Pengembangan bahan ajar menulis wacana argumentasi berbasis e-Learning model project-based learning hendaknya dilakukan pada materi menulis wacana yang lain untuk membuat mahasiswa tertarik, senang, dan aktif dalam belajar menulis wacana.

ABSTRACT

SAKARIA. 2017. Teaching Material Development of e-Learning-based Argumentative Discourse Writing of Project-based Learning Model in Indonesian Language and Literature Education Study Program at Universitas Muhammadiyah Makassar (Supervised by Anshari and Nurhikmah H.)

The study aims at describing: 1) the development of teaching material prototype of e-Learning-based argumentative discourse writing of project-based learning model in Indonesian Language and Literature Education Study Program at Universitas Muhammadiyah Makassar, 2) the validity of e-Learning-based argumentative discourse writing teaching material of project-based learning model in Indonesian Language and Literature Education Study Program at Universitas Muhammadiyah Makassar, 3) the practicality of e-Learning-based argumentative discourse writing teaching material of project-based learning model in Indonesian Language and Literature Education Study Program at Universitas Muhammadiyah Makassar, and 4) the effectiveness of e-Learning-based argumentative discourse writing teaching material of project-based learning model in Indonesian Language and Literature Education Study Program at Universitas Muhammadiyah Makassar.

The research was development research which was tested by using development design by Borg and Gall model.

The research was conducted in Universitas Muhammadiyah Makassar. The test subjects were the experts of e-Learning teaching material design, the experts of teaching material and learning design, the lecturers and the students of Indonesian Language and Literature Education Study Program. The data were collected by filling out teaching material validation sheet, lecturers' responses questionnaire, students' responses questionnaire, and argumentation discourse writing test. The data obtained were analyzed quantitatively by using descriptive and inferential statistics.

The results of the research reveal that: 1) the e-Learning-based argumentative discourse writing teaching material of project-based learning model which had been developed consisted of eight learning material topics. Each topic had two main contents, namely: learning resources and learning activities. Learning resources consisted of several features, namely learning indicators, learning objectives, learning material, and hyperlink; whereas, learning activities consisted of several features, namely quiz, discussion forum, individual task, and project task, 2) the e-Learning-based argumentative discourse writing teaching material of project-based learning model which had been developed was stated as valid to be used because the validity criteria had been fulfilled with the average value of validity of validation results of teaching material and learning design experts was $M = 3.5$ in very valid category and e-Learning design experts was $M = 3.3$ in valid category, 3) the e-Learning-based argumentative discourse writing teaching material of project-based learning model which had been developed was

stated as practical because the practicality criteria had been fulfilled with the average value of the percentage of the students' responses who stated agree with the questionnaire items asked was 99.14% in very practical category, and 4) the e-Learning-based argumentative discourse writing teaching material of project-based learning model which had been developed was stated as effective because the effectiveness criteria had been fulfilled with the value of t table ($7.27 > 2.04$).

Suggestions based on the results of the research are: 1) the teaching material development of e-Learning-based argumentative discourse writing of project-based learning model which had been produced was conducted in two tests. Therefore, in order to obtain perfect result, it is suggested to conduct the next test, 2) researchers who are interested in developing further research, it is expected to learn the limitation of this research so they can complete the results of the next research, and 3) the teaching material development of e-learning-based argumentative discourse writing of project-based learning model should be conducted in other discourse writing material to make students interested, enjoy, and be active in learning discourse writing.