

# English learning module development for high school students at *Aku Pintar* company

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## ABSTRACT

The English learning module can aid in the teaching and learning processes of students. Therefore, the creation of English learning modules must be done systematically. As a result, the purpose of this article is to elaborate on how to develop an English learning module for high school students. This article is a best practice article that belongs to the non-research article. Moreover, this best practice is based on the author's experience working on the English learning module while interning at *Aku Pintar* Company. The discussion of this article resulted in the development of an English learning module that refers to Basic Competencies and Core Competencies of Permendikbud 2013 Revised 2018 Curriculum. In addition, there is a methodical procedure for developing and enhancing English learning modules. Accordingly, it can be stated that various mutually supportive components, such as concept maps, learning resources, and practice questions that are systematically ordered in line with the applicable curriculum, are required to construct a high-quality English learning module. The implication for the next writer is that the next author is expected to publish a research article on a similar theme that goes into further detail about how to design an English learning module for high school students.

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## 1. Introduction

The English learning module is an essential component of English teaching and learning. Due to the possibility of independent learning with or without a teacher, the module becomes one of the optional instructional materials (Ahmad, 2018). Therefore, the material in the English learning module must be well-organized. The specification of language learning objectives requires a needs analysis when developing learning materials (Misesani et al., 2020). Accordingly, the content of the English learning module has been tailored to the applicable education curriculum (*Permendikbud 2013 Revised 2018 Curriculum*). As a result, the development of English learning modules must be arranged carefully. Technology is seen as an indispensable instrument in language teaching and learning (Nhat, 2021).

Digital English learning modules have become popular among pupils. As technology advances, technology integration has been extended to portable devices like cellphones, allowing students to access their learning material while on the go (Elfiondri et al., 2022). E-modules are widely used by

teachers and students due to their simplicity of use, content, and media (Dewi et al., 2019). There are numerous reasons why digital English learning modules pique students' interest in studying. Some of the reasons include that the English study module is simple to use, portable, and fascinating.

Learning modules that are neatly organized and followed the applicable curriculum can aid in the English learning process. Modules are organized based on the learning requirements of a specific subject to fulfilling the learning needs of a specific learning process (Surgawi et al., 2019). The teacher is the primary source of information in the teaching and learning process, and most teachers rely on textbooks and student worksheets as their primary teaching tools (Fakhruddin et al., 2020). The English learning module consists of English learning materials as well as practice questions to help evaluate student learning. Furthermore, learning modules are created by including graphics, illustrations, and pictures that assist students in visualizing the learning materials.

Learning modules enable students to learn and explore information on their own. The module is a book that provides certain learning elements for both individuals and groups (Fitriani, 2021). In line with the previous statement, Tarbiatunnisa (2021) stated that a learning module is a collection of learning activities that have been properly and systematically planned to assist students in efficiently achieving their learning objectives. A learning module is a sequence of systematic learning activities based on a curriculum that is tailored to the competencies that students must accomplish (Hamid et al., 2017). Accordingly, the learning module's content is structured in such a way that students can think critically. Careful planning is required when creating learning modules so that the modules produced are following the applicable curriculum, Curriculum 2013. Teachers must design English instructional materials systematically and coherently to facilitate effective teaching and learning (Maudy & Fauziati, 2019).

There are numerous other studies with related topics. According to Hasmiami et al. (2015), the appearance of the English course book is quite appealing, the book's guidance is simple enough for students to understand, and the content framework can assist students in understanding the materials presented in the course books. The examples provided in the English course books are adequate to assist students in comprehending the materials. Furthermore, the exercises in the course books are adequate for assisting students in understanding the material and the key answers are adequate for assisting students in studying independently. Another similar study conducted by Asrifan et al. (2020) discovered that the contents of the English materials are concise and tailored to the needs of the students. Furthermore, the development of English language materials is a comprehensive task in learning English to meet the needs of the learners. Moreover, tasks in the materials expressed the needs of the students. In a related study carried out by Awanda (2020), it was found that the material developed by the researcher is appropriate because it received positive feedback from the teacher. Furthermore, the findings of the previous study indicated that the English materials created by the researcher already meet the needs of students. As a result of the preceding research, the author gains knowledge about the preparation and development of English learning modules.

The uniqueness of this article is that, while it is not a research study, it was produced based on the author's personal experience as an apprentice in a startup company in the field of educational technology in Indonesia. Following that, this article discusses how to create or modify an English module to pique students' interest in studying. The improvement of students' communicative skills is the main goal of language learning and teaching nowadays (Daskalovska et al., 2016). Furthermore, the English learning modules created are presented in a more casual language and with graphics that help students understand English subjects.

The following article, in contrast to the ones that have been explained previously, which were research articles, discusses the author's experience with revision while completing the required English learning module for grade 12 of High School. Therefore, the author will explain how to design English modules for high school students in the following best practice article. The author, a student teacher, describes her six-month internship experience at an educational technology company called *Aku Pintar* where she created English learning modules. Independent apprenticeship or *Magang Merdeka* activities, also known as certified internships or *Magang Bersertifikat*, is a part of the Certified Independent Apprenticeship and Study or *Magang dan Studi Independen Bersertifikat (MSIB)* program, which is one of the independent learning programs implemented by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

The following best practice article aimed to explain how to create English learning modules for high school students. Therefore, the essential questions of this best practice article encompass as follows:

1. How does the English learning module develop?
2. What are the steps for creating or repairing an English module?

Accordingly, this best practice article is beneficial to readers, particularly academics, instructors, and student teachers, because it provides an overview of how to design or modify a systematic and exciting English learning module by the applicable curriculum in the education unit.

## 2. Method

The method applied in writing this article is a best practice that is part of a non-research method. Best practices are concerned with how to complete a task or configure something (Wright, 2022). In this article, the author discusses how to create or alter an interesting and structured English learning module. The author describes her experience self-filming educational videos while doing an internship with *Magang Merdeka and Studi Independen (MSIB) Batch 1* at an educational startup company called *Aku Pintar*. Therefore, this article belongs to the Best Practice Article.

The author elaborates on how to design or modify an English learning module for high school students in this article. Accordingly, the author explains how she altered and revised numerous chapters in the mandatory 12th grade English learning module. The author's updated learning module went through several levels of development before being released on the *Aku Pintar* website or application.

## 3. Findings and Discussion

Digital learning modules, as opposed to traditional learning modules, can be updated regularly. Electronic modules are one type of teaching and learning medium that has evolved as a result of technological advancements (Mega & Sari, 2021). Therefore, changes and updates are made to English learning resources, particularly those that are still deficient or incomplete. Furthermore, because English learning material is dynamic, it is critical to enhance and update it so that it is always in compliance with the current curriculum. The creation and addition of practice questions in each of the English lesson modules are also part of the improvement and renewal of the English learning module. This is due to the fact that practice questions are used to assess pupil learning. As a result, practice questions must be updated regularly to reflect the applicable curriculum.

The English learning courses on the website or in the application are provided in an interactive and simple style. In order to promote independent and active learning, the teacher might assist the students through mobile phone applications (Santosa et al., 2022). This, of course, aids pupils' comprehension of English learning materials. Furthermore, the various instructional resources are presented concisely and clearly. In fact, unique markers, such as highlight colors, are used in several essential sections to help students comprehend the English learning material.

English learning modules typically include concept maps, learning materials, supporting photos or illustrations, and practice questions, as well as answer keys and discussion. The learning module was chosen as the created teaching material since it includes numerous elements such as teaching materials, exercises, performance tests, examples of texts to be examined, and clear directions for use (Ramadhan et al., 2020). The material should have a stimulating visual component as well as a clear map that includes information about units, titles, skills, activities, and taxonomies (Prayoga et al., 2021). The criteria for writing materials and questions must be followed while developing learning modules and practice questions. Furthermore, learning materials and practice questions are supposed to teach pupils how to think critically. As a result, their High Order Thinking Skills (HOTS) are developing. Critical thinking abilities must be cultivated as part of the learning process so that students can answer difficulties that arise in the context of the educational subject (Amalia & Wuryandani, 2020).

English learning material is accompanied by images or graphics that support the subject of the material. The purpose of illustration is to clarify the description of the content of the information

being taught. Natural events, objects, and processes of occurrence can be clearly described by including an image. The English learning module is kept interesting by using visual illustrations. English materials must be presented creatively in order to be effective and efficient (Wahidah et al., 2019). Picture illustrations are frequently used in English learning materials not just to provide examples, but also to create practice or evaluation questions.

The development of English learning modules must take into account the Basic Competencies and Core Competencies of *Permendikbud 2013 Revised 2018* Curriculum. This is critical in order to meet the intended learning objectives. The value of clearly articulating learning objectives is that it allows teachers to determine the right level of freedom for pupils at a given level (Solnyshkina et al., 2016). The teachers must consider the model for preparing instructional materials when creating the learning module (Rofii et al., 2018). An excellent English learning module can also support good learning output. Accordingly, good learning modules that are relevant to the times might help students understand English learning materials. As a result, numerous components of the English learning module must be carefully researched and ordered in order to generate quality English learning modules.

The created English learning material is tailored to the applicable educational curriculum, specifically, *Permendikbud 2013 Revised 2018* Curriculum. Teaching all subjects, including English, requires learning material to make the teaching-learning process accessible and enjoyable (Ma'arif et al., 2021). The English material produced offers the impression of being interactive, making it easier for students to understand the material. Accordingly, the material is written concisely and stresses only the most important topics. However, in order to avoid misconceptions, English learning materials must be written clearly.

The procedures for designing and improving an English learning module at *Aku Pintar* Company (2021) are outlined below. Each paragraph below describes the process of creating and improving English resources in depth. Students undoubtedly require learning modules that offer material in a methodical and rule-following manner (Wismanto, 2021). As a result, each paragraph represents a working technique in the constant preparation and production of English learning materials.

The first step is to gather all of the outline material. Before compiling or enhancing the English material, outline material is created. The author must assess the content of the English learning module that has to be changed or updated to fit the appropriate curriculum when preparing the outline material.

The following step is to look for learning resources that are related to the material from the English learning module chapter. Learning resources that are utilized as references in the compilation of English learning modules can be obtained from a variety of sources. For instance, from textbooks, a collection of practice questions, the internet, and other relevant learning resources. It is critical to incorporate reference sources while creating an English learning module.

The author then develops and works on concept maps, materials, and practice questions based on the *Permendikbud 2013 Revised 2018* Curriculum. Concept maps are designed to give students an outline of the topics that will be covered in the chapter. Meanwhile, learning materials are being developed with the Basic Competencies and Core Competencies outlined in the *Permendikbud 2013 Revised 2018* Curriculum in mind. English learning content is drawn from a variety of relevant learning resources. Furthermore, the English information is summarized and paraphrased in order to make the English learning material more interactive, hence increasing students' comprehension of the English material. In *Permendikbud 2018*, practice questions are also created based on the Basic Competencies and Core Competencies. Practice questions and discussions are provided at the end of each sub-chapter, and assessment questions are listed at the end of each chapter in the English learning module. Students can employ the self-efficacy method by evaluating their proficiency using the exam module (Öztürk & Çakıroğlu, 2021). Practice questions are designed to assess students' comprehension of the chapter's material. Meanwhile, key and discussion of questions are used to help students better understand the subject and answers to the practice questions. The following paragraph describes the procedure for creating practice questions and their discussion in the English learning module.

The questions created are self-made questions or self-modification by the author. Each question must be accompanied by an instruction sentence. Questions, response choices, and discussion are all



components of the completeness of the questions. The questions are organized according to Basic Competencies and Core Competencies. The answer options are tailored to the school level. The answer possibilities for junior high school are four or up to option D. Meanwhile, the answer possibilities for high school are five or up to option E. Furthermore, the discussion of questions is provided simply to assist students in understanding. Furthermore, it is explained why the answer is correct and why the other answer options are incorrect. Punctuation marks and stress on specific terms in the questions must be taken into account while creating questions. The author must also recheck both questions and answers to avoid typos or misspellings. All writing adheres to the most recent grammar and writing norms.

When creating English instructional materials, photographs, graphics, and highlight color must all be addressed. According to the study conducted by Hakim (2018), students recommended that the module be supplemented with illustrations such as photographs or photos, and they reported that their favorite illustration in the educational materials was a bright photo. Photos in the learning module must be of excellent quality so that the resolution is not broken. Moreover, the photos do not have a watermark. When used in an English learning module, the photo must be accompanied by the source. Meanwhile, the graphics utilized in the English study module are graphic illustrations. Graphic illustrations are utilized to identify the new sub-chapter and the material that will be examined in it. Graphic illustrations can also be used at the end of a sub-chapter to encourage pupils to comprehend the content being taught. Furthermore, graphic illustrations are utilized to provide examples of daily conversations using a certain expression. The goal is for students to understand the expressions taught through interactive discourse. In addition, color highlighting is utilized to emphasize essential elements of English learning material.

Meanwhile, the following items are included in the material upgrade for the English learning module. The quality of teaching materials must be considered during the development process (Ariyanthi et al., 2020). The first step is to provide pictures or illustrations that are more appropriate and correspond to the opening or introductory lines in each module's first material. The second item that needs to be fixed is the oversimplification of difficult sentences and the excessive use of textbook plagiarism. The insertion of graphics for concluding lines in each module, if appropriate, is the next thing that needs to be enhanced. Additionally, fuzzy or low-quality photos must be updated. Images that do not merge or separate must be updated as well. The highlight in the text, which is overly bright and difficult to read, must then be fixed.

Materials that have been developed or repaired are then grouped in a single Gdrive folder. The author requests confirmation from the mentor after completing the process of producing an English learning module. The level of media feasibility is determined by expert validation in order to modify the quality of the English learning module (Hamid et al., 2020). In addition, the author informed the mentor that the English learning module had been finished. The mentor then reexamined the material. If anything needs to be changed, the mentor will let the author know. However, if everything is in order, the English learning module file, in the form of content and practice questions, can be posted to the *Aku Pintar* website with the mentor's approval. Accordingly, each chapter contains instructional materials, module practice questions, and final assessments.

The completed material is entered into the *Aku Pintar* website. In order to input the material and practice questions, the author must go through several stages. The author must add English learning material, insert illustration photos, and organize the layout of the website to reflect what is done in the file written in Microsoft Word. A well-designed e-module should use standardized typefaces, space, and layout while also considering key learning principles (Berlin et al., 2022). Furthermore, in this input procedure, the author rearranges the bold, italic, and highlight colors of the English learning module. If a sub-material chapter has been completed, the next stage is to add practice questions, answer keys, and discussion. In addition, if the material and practice questions for a chapter have been entered, the final evaluation questions must be entered. The final evaluation questions, like the previous practice problems, are likewise inputted with the answer key and discussion. The difference is that the number of final evaluation questions is typically greater than the number of practice questions in each sub-chapter. Moreover, the final evaluation questions cover all of the material in a chapter. The substance of the test must be decided early in the development process, and tasks/items must be specified and prepared in connection to a certain set of materials (Farhady & Tavassoli, 2018).

The author checks the material that has been submitted to the web through the application after completing the input of the English material. Material verification can also be accomplished by seeing the display on the *Aku Pintar* website. The material input procedure is complete when all components of the English learning module are appropriate. However, if faults are discovered or items need to be addressed, the author must correct these flaws as soon as possible. If everything is completed and neatly, the English learning module is available for students to use to supplement their English learning process. Accordingly, the process of creating the English module is now complete.

Even though the material has been uploaded, the author must always check in on the English learning module that is created regularly. Improvements are always being made to ensure that the English learning module remains relevant and, of course, compliant with applicable rules. This is due to the fact that every element of the components in the English learning module has been addressed in order to make students feel at ease while learning English. The delivery of English learning materials is made easier and more successful by using online communication technology support (Lou, 2017).

#### 4. Conclusion

Based on the discussion of the best practice article indicated above, it is possible to conclude that the construction of English learning modules is based on the Basic Competencies and Core Competencies of the applicable curriculum, namely the 2013 curriculum which refers to the *Permendikbud 2013 Revised 2018 Curriculum*. Meanwhile, there are several stages in creating and revising the English learning module, which include creating outline materials, compiling and working on concept maps, materials, and practice questions based on the Basic Competencies and Core Competencies of *Permendikbud 2013 Revised 2018 Curriculum*, improving and updating several components of the existing modules, obtaining mentor approval to input the learning material, and entering the learning material into the website so that it can be displayed on the application or website of *Aku Pintar*.

The implication for the next author is that this work can be improved with a more extensive and in-depth discussion. Furthermore, because this is a non-research article, it is hoped that the following author will be able to produce a research article with a similar theme. As a result, it is proposed that the next author create a research article on the construction of an English learning model utilizing the Research and Development (R&D) model.

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